

**Intercultural Sensitivity as an Integral Constituent of Foreign Language Education:
Exploring the Gap between Teachers' Perceptions and the Instructional Practices in
the First-Year Oral Class**

**الحساسية بين الثقافات كمكوّن ضروري لتعليم اللغات الأجنبية: استكشاف
الفجوة بين تصورات المعلمين والممارسات التعليمية في الفصل الشفوي
للسنة الأولى**

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Abstract

In higher education, the EFL oral class is a rich venue to nurture intercultural communication. This scrutiny, as a corollary, purports to explore first-year oral expression teachers' perceptions of the necessity to promote intercultural sensitivity as a growing need of EFL learners. To this end, a structured questionnaire was administered to a conveniently selected sample of seventeen (17) teachers at Mohamed Lamine Debaghine, Sétif 2 University. A follow-up interview was conducted with six (6) volunteer teachers to gain an in-depth picture. The findings revealed that there exists a gap between the important place that intercultural sensitivity occupies through the perceptual lens of teachers and their instructional practices. The reasons behind this discrepancy were entwined with diverse educational impediments in the way of integrating interculturality. Therefore, the participants suggested myriad practical solutions. Ultimately, further pedagogical implications are postulated to bridge this gap.
Keywords: Intercultural sensitivity, first-year EFL oral class, teachers' perceptions, instructional practices, challenges.

ملخص البحث:

يعد الفصل الشفوي للغة الإنجليزية كلغة أجنبية مكاناً غنياً لترقية التواصل بين الثقافات في التعليم العالي. لذا ترمي هذه الدراسة إلى استكشاف تصورات معلمي التعبير الشفوي في السنة الأولى لضرورة تعزيز الحساسية بين الثقافات باعتبارها حاجة متزايدة لمتعلمي اللغة الإنجليزية كلغة أجنبية. ولهذه الغاية، تم توجيه استبيان منظم لعينة مختارة بشكل ملائم من 17 معلماً من جامعة محمد مين دباغين، سطيف 2. بعد ذلك، تم إجراء مقابلة مع 6 معلمين متطوعين للحصول على صورة متعمقة للموضوع. كشفت النتائج عن وجود فجوة بين المكانة المهمة التي تحتلها الحساسية بين الثقافات من خلال تصورات المعلمين وممارساتهم التعليمية. تتشابك الأسباب الكامنة وراء هذه الفجوة مع عوائق تعليمية متنوعة في طريقة تكامل الثقافات. لذلك، اقترح المشاركون عدداً من الحلول العملية. علاوة على ذلك، يتم اقتراح المزيد من النصائح التربوية لسد هذه الفجوة.

الكلمات المفتاحية: الحساسية بين الثقافات، الفصل

الشفوي للغة الإنجليزية كلغة أجنبية في السنة الأولى، تصورات المعلمين، الممارسات التعليمية، التحديات.

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1. INTRODUCTION

In light of the global prevalence of intercultural communication, several scholars in foreign language education have propounded the integration of an intercultural dimension (Alptekin, 2002; Byram, 2009; Corbett, 2003). *Intercultural Sensitivity* (IS, henceforth), as the forerunner of appropriate and effective intercultural communication (Bhawuk & Brislin, 1992; Chen & Starosta, 2000), constitutes one of the essential skills that EFL learners need to possess. Chen and Starosta (2000) aligned IS with the affective aspect of Intercultural Communicative Competence (ICC, hereafter) and portrayed it as the respect, appreciation, and acceptance of cultural differences.

In the Algerian research community, the integration of an intercultural dimension in EFL higher education is gaining prominence. Mouas and Ghouar (2017) and Haddaoui (2020) investigated the perceptions and practices of teachers in this regard. Besides, in consonance with the assertion of Kramsch (1993), the integration of an intercultural facet in the FL classroom is not conceptualized as a separate skill; rather, it is concomitantly interwoven with the underlying nature of reading, writing, listening, and speaking. Accordingly, fundamental to this perspective is the instruction of oral skills. In contrast to the aforementioned studies, the current investigation focuses on the importance of IS as a specific component of ICC, through the perceptions and practices of EFL oral expression teachers as a particular population.

The impetus behind this study stemmed from the preliminary findings of a focus-group discussion with 12 EFL first-year students at Mohamed Lamine Debaghine, Sétif 2 University, which revealed that intercultural communication, mainly online, is a fact. Therefore, it was deemed crucial to discern the extent to which IS is perceived and approached alongside the linguistic and communicative competences in the first-year EFL oral class. To fulfil this purpose, the following questions need to be addressed:

1. To what extent do EFL teachers of first-year oral expression at Sétif 2 University perceive the importance of addressing IS?
2. How is the promotion of IS achieved by means of the instructional practices in the oral class?
3. What are the challenges that restrict or deter the integration of IS in the oral class?
4. What are the practical solutions in order to achieve intercultural outcomes in the oral class?

2. Literature Review

2.1 Intercultural Sensitivity in Foreign Language Education

Communicative Language Teaching (CLT) is premised on the utopian native speaker-based assumption of communication in FL contexts, which tends to exclude the learner's home culture (Alptekin, 2002). The sociocultural dimension foregrounded by this approach overlooks interculturality, which is a substantive competence in any communication involving a FL communicator. This fact has conduced to an urgent call for the ICC approach from the late 1980s onwards (Corbett, 2003). Nevertheless, interculturality does not entail a rupture from the basic principles of CLT; it further aims at enabling learners to mediate between native and target cultures alongside their linguistic, communicative, and cultural competences (Byram, 2009; Corbett, 2003).

Moreover, Kramsch (1993) confirmed that “culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one” (p.1).

In foreign language education, Byram et al. (2002) asserted that the goal of interculturality is not just to achieve successful communication with people from different cultures, but also to enhance positive attitudes towards cultural diversity. IS, as the affective and attitudinal dimension of ICC, is considered the precursor of appropriate and effective intercultural communication (Bhawuk & Brislin, 1992; Chen & Starosta, 2000). It pertains to the “active desire of the subjects to motivate themselves to understand, appreciate and accept the differences among cultures” (Chen & Starosta 1998, p. 231). Besides, Bennett (1993) depicted IS as a developmental model of how people cope with cultural diversity. He posited a continuum of stages that shift from ethnocentrism to ethnorelativism, whereby the central tenet is the ability to recognize and accept cultural differences (Benett, 1993).

2.2 Teachers’ Perceptions and Practices to Integrate Interculturality

Perceptions are conceptualized as the knowledge and thoughts acquired through an individual’s experience with the subject matter (Kırkgöz, 2018). Researchers have investigated teachers’ perceptions about the integration of ICC in the foreign language arena. The study by Sercu et al. (2005) revealed that FL instructors reckon the significance of interculturality but place greater emphasis on communicative competence and perceive cultural instruction as the dissemination of facts and knowledge. Etri (2021) found that the promotion of IS enjoys a vital standing. To gain a comprehensive picture of the FL intercultural pedagogy, it is not enough to sketch teachers’ thoughts and beliefs; rather, their instructional practices are of weight and worth.

Byram et al. (2002) asserted that the comparative axis to approach ICC in FL is one of the core strategies that enables trainees to decenter, relativize, and mediate between native and host cultures. Besides, experiential learning that permits the cognitive and emotional projection of learners to indulge in a comparative experience is key to improving IS (Triandis, 2006).

Despite the advocacy of interculturality by scholars and practitioners, FL teachers’ instructional practices are tacit and unsystematic (Haddaoui, 2020). Numerous studies have illuminated the disparity between the uttermost significance that FL teachers place on the implementation of ICC and their instructional approaches. The latter were found to be deeply rooted in the precepts of CLT; hence, culture teaching is addressed through the transmission of certain fixed functional and societal norms of language use (Sercu et al., 2005; Thi, 2019; Haddaoui, 2020; Mouas & Ghouar, 2017, Osman, 2015).

This discrepancy is accompanied by myriad challenges in the way of implementing ICC in the FL setting. Sercu et al. (2005) asserted that the ineptitude of teachers as intercultural mediators is at the crux of the issue. As reported by Manjarrés (2009), the qualitative and subjective nature of the assessment of ICC and the paucity of relevant materials are major impediments. Moreover, Karbinar and Guler (2013) declared that time constraints prohibit teachers from reaching a balance between language and intercultural goals. Finally, Gu (2016) concluded that there is a dearth of a well-defined methodology to portray language and intercultural objectives as interrelated and complementary.

3. Method

3.1 Research Design

Under the framework of the mixed-methods approach, an explanatory sequential design is employed. It proceeds by the subsequent gathering of quantitative and qualitative data, either to cross-validate the quantitative findings or to attain thorough perspectives (Creswell, 2012).

3.2 Research Sample

The investigation involves a conveniently selected sample of 17 teachers of oral expression at Mohamed Lamine Debaghine, Sétif 2 University, during the academic year of 2021–2022. These teachers have a varied amount of experience in teaching first-year oral expression. 10 teachers have less than ten years of experience, and 7 teachers have more than ten years of experience.

3.3 Instruments

To collect quantitative data, a structured three-point Likert scale questionnaire was used. It is based on the first-year oral syllabus (MHESR, 2013), on the survey of Sercu et al. (2005), and on the Intercultural Sensitivity Model of Chen and Starosta (2000). The first section of the questionnaire aims at discerning teachers' perceptions of the main objectives that need to be met in the oral class. It embraces 13 items that are grouped into four factors, namely: linguistic objectives, communicative objectives, cultural objectives, and intercultural objectives. The second section purports to delimit the instructional practices to meet the foregoing objectives. It is constituted of 13 items that are compartmentalized into four factors, namely: linguistic practices, communicative practices, cultural practices, and intercultural practices.

Besides, to collect qualitative data, a self-designed unstructured interview to gain further insights on the challenges that restrict the integration of IS, along with some practical solutions, was employed.

3.4 Data Collection and Analysis Procedures

The questionnaire was pilot-tested with teachers of oral expression. After making some minor changes, it was administered to 17 conveniently selected teachers of oral expression via Google Forms and face-to-face. The questionnaire data were analyzed using the *Statistical Package for the Social Sciences* (SPSS), version 26.

Post to the analysis of the questionnaire, a follow-up interview was deemed essential, and 6 teachers from the sample volunteered to be interviewed onsite and online via the application of Zoom. Content analysis was used to examine the interview qualitative data.

4. Results

In this section, the descriptive analysis of the questionnaire and the qualitative analysis of the interview are elaborated.

4.1 Analysis of the Quantitative Findings

The analysis of teachers' perceptions of the oral class objectives precedes the analysis of their instructional practices.

4.1.1 Analysis of Teachers' Perceptions of the Oral Class Objectives

• ***Linguistic Objectives of the Oral Class***

As demonstrated in table 4.1, all teachers agreed that the linguistic objectives in the oral class are either ‘*very important*’ or ‘*important*’, with an overall mean score of $M = 2.50$.

• ***Communicative Objectives of the Oral Class***

Table 4.2 exhibits the paramount importance that teachers allocated to the communicative objectives, with an overall mean score of $M = 2.76$.

• ***Cultural Objectives of the Oral Class***

As shown in table 4.3, the majority of teachers accorded a very important place to approaching the cultural objectives, with an overall mean score of $M = 2.67$.

• ***Intercultural Objectives of the Oral Class***

Table 4.4 portrays that the majority of teachers accredited an utmost importance to the promotion of the intercultural objectives, with an overall mean score of $M = 2.74$.

4.1.2. Analysis of the Oral Class Instructional Practices

• ***Instructional Practices to Meet the Linguistic Objective***

As displayed in table 4.5, the instructional practices to meet the linguistic objectives were systematically approached by all teachers, with an overall mean score of $M = 2.78$.

• ***Instructional Practices to Meet the Communicative Objectives***

As demonstrated in table 4.6, the instructional practices to meet the communicative objectives were systematically approached by all teachers, $M = 3.00$.

• ***Instructional Practices to Meet the Cultural Objectives***

As portrayed in table 4.7, the instructional practices to meet the cultural objectives were systematically approached by either all teachers or the majority of teachers, with an overall mean score of $M = 2.70$.

• ***Instructional Practices to Meet the Intercultural Objectives***

Table 4.8 exhibits that the instructional practices to meet the intercultural objectives were either not practically approached at all, or unsystematically addressed, whereby the overall mean is $M = 1.35$.

4.1.3 Summary of the Quantitative Findings Analysis

Figure 4.1 recapitulates the analysis of the quantitative outcomes. It was revealed that the majority of teachers of oral expression attributed an utmost importance to the linguistic, communicative and cultural objectives and systematically met those objectives through their instructional practices. Nonetheless, although they accredited an equally important status to the intercultural objectives, $M = 2.74$, the instructional practices to satisfy those objectives were at most unsystematically addressed if never, $M = 1.35$.

4.2 Analysis of the Qualitative Findings

Through the lens of content analysis, codes and themes emerged from the examination of each interview question. A co-researcher contributed to this analysis to reduce the researcher’s bias and ascertain the trustworthiness of the findings.

• ***Why do you think that promoting learners’ respect, appreciation, and acceptance of their own cultural frames as well as the cultural frames of other interlocutors from different cultures is a significant outcome of the first-year oral class?***

By dint of the examination of the abovementioned question, two recurring themes were generated. Firstly, the most frequent pattern is the fact that communication is a conjoint goal of interculturality and the oral syllabi. In this regard, a respondent

articulated that “*because the main goal of the oral class is to teach appropriate communication, it is highly significant to spot cultural features that contribute to or delimit the fulfillment of this goal*”. Secondly, the other emerging theme was the preservation of the learner’s identity. In this vein, awareness of the learners’ identity was explained as “*being aware of the norms and values of their own culture and other cultures is a goal that should be considered in oral expression*”.

• ***What are the challenges that restrict or deter the integration of interculturality in the oral class?***

From the analysis of this question, five themes emerged. The recurring one was the absence of intercultural training. Accordingly, this interviewee declared that:

Teachers need to be intercultural mediators so that they can boost learners’ intercultural competence; they need to be objective and not stereotyped. Because these characteristics are not easily acquired, teachers have to undergo extensive training, which is totally absent, at least in this university, if not in most Algerian universities.

Another continuum was the lack of practical oral syllabi that merge the intercultural and oral objectives, as this participant stated:

The current oral expression syllabi haven’t been updated to enable students to achieve this level of intercultural competence. However, they are still framed to meet quantitatively oriented goals and objectives that merely help promote the amount of knowledge and basic communication skills.

The complex nature of the intercultural assessment was a further frequent pattern, as affirmed by this respondent:

When it comes to its assessment, I think it is hard. Maybe it is doable. I don’t have any experience in this area, though. But, if we want to give them marks, I don’t believe that if they are not competent in intercultural communication, they will not get good marks. I mean, I don’t think it is easy to quantify the intercultural outcomes. For example, if I want to allocate some marks based on learners’ speaking accuracy or fluency, I can easily do that compared to intercultural skills.

Another impediment in the way of approaching IS in the oral class is time constraints, as this interviewee postulated:

Regarding the current circumstances, this covid-19 pandemic, time devoted to oral classes is not even sufficient to plan some lessons to cater for the improvement of the speaking and listening, let alone intercultural skills. Given that, it is hard to add time-consuming intercultural objectives.

Lack of suitable materials is a further evolving theme. In this vein, a participant articulated that “*even if teachers try to train themselves and become more or less interculturally competent, it is very difficult to afford suitable materials.*”

• ***What would you recommend as practical solutions in order to achieve intercultural outcomes in the oral class?***

Four themes were engendered from the analysis of the foregoing question. Initially, all the interviewees recommended that teachers undergo intercultural training, as voiced by this respondent, “*scheduling extensive training for teachers to learn about the other cultures, and to help them determine applicable traits in order to meet the requirements*

of the intercultural competence". The second theme was the need for oral expression teachers to be interculturally competent mediators. In this regard, a participant stated:

I would not question the suitability of the educational classroom as being an appropriate setting to promote learners' respect of different cultural views when interacting with different cultural perspectives. Although it is very hard to implement intercultural communication in this context, it can be done if teachers are competent enough.

The third theme was the integration of intercultural techniques and strategies, as was affirmed by this participant:

There are many techniques and strategies that can lead to optimal results if employed well. Although I read about some of them, I do not actually apply them while teaching the oral expression. For example, culture capsules and quizzes, and cultural assimilators.

The fourth emerging theme was the design of intercultural oral syllabi. As it was articulated by this respondent, "*designing syllabi that would cope with the demands of the intercultural competence would be a practical solution.*"

4.2.1 Summary of the Qualitative Findings Analysis

From the analysis of the interviewees' answers to three open-ended questions, different conclusions were drawn. Firstly, they considered the fact that communication is a shared goal of interculturality and the oral syllabi, as well as the preservation of the learner's identity, to be the main grounds for considering the cultivation of learners' IS. Secondly, the challenges that confine or prevent the integration of interculturality were bound with the absence of intercultural training, the lack of intercultural oral syllabi, the complex nature of the intercultural assessment, time constraints, and the shortage of suitable materials. Thirdly, the practical solutions to achieve intercultural outcomes were congruent with the experience of intercultural training, interculturally competent teachers of oral expression, the integration of intercultural techniques and strategies, and the design of intercultural oral syllabi.

5. Discussion

The current study primarily purported to delineate the extent to which IS is given importance alongside the linguistic, communicative, and cultural objectives by first-year oral expression teachers at Mohamed Lamine Debaghine, Sétif 2 University. Besides, the subsequent aim was to discern the instructional practices to address IS. As an aftermath, the findings generated from the questionnaire unveiled that these teachers accorded an equally important status to tackling IS as an integral constituent of oral class competences in conjunction with the aforementioned ones. The qualitative findings further endorsed this claim as the participants articulated the reasons for this importance, as illustrated by one of them, "*because the main goal of the oral class is to teach appropriate communication, it is highly significant to spot cultural features that contribute to or delimit the fulfillment of this goal.*" In this regard, a plethora of scholarly works upholds the core significance of ICC in FL education (Alptekin, 2002; Corbett, 2003; Kramsch, 1993). Etri (2021) asserted that "teachers still considered IS important for the English curriculum" (p. 44).

Nonetheless, the findings showed an incongruity between teachers' perceptions of the importance of the intercultural objectives and their instructional practices. They either do not incorporate IS altogether or at most unsystematically approach it. These findings are in total agreement with the bulk of empirical investigations (Haddaoui, 2020; Osman, 2015; Sercu et al., 2005; Thi, 2019). In a similar vein, Mouas and Ghouar (2017) acknowledged that "it is clear that even though teachers support intercultural objectives, they do not appear to integrate culture-related classroom activities and their teaching practice can as yet not be characterized as intercultural" (p.336).

Furthermore, to circumscribe the reasons that underlie the challenges of implementing IS aligned with some practical solutions, the qualitative findings served this purpose. Although all teachers agreed on the paramount importance of the cultivation of IS, they admitted that they face some barriers that restrict or deter its integration in the oral class. These challenges are congruent with some research findings. The dearth of intercultural training and the ineptitude of teachers is consistent with the results of Sercu et al. (2005). The absence of a sound methodology to introduce the intercultural spectrum into the oral syllabus aligns with the study of Gu (2016). The complex nature of the intercultural assessment and the lack of suitable materials are additional obstacles in agreement with the investigation of Manjarrés (2009). Moreover, Karbinar and Guler (2013) found time constraints as a hindrance.

Besides, to possibly integrate IS into the oral class, teachers recommended an array of practical solutions. The integration of intercultural training, intercultural syllabi, techniques, and strategies is in total agreement with several research studies (Rahimi et al., 2020; Tirnaz & Narafshan, 2020). Besides, critical incidents are the most researched and implemented intercultural training tools (Kiet, 2016; Tran et al., 2020). Over and above, the informants asserted that teachers' intercultural competence is key to guiding students in the quest of mediating between cultures, which is intertwined with the perspectives of Byram (2009) and Corbett (2003).

6. CONCLUSION

IS constitutes one of the core pedagogical needs that tertiary education should address in the ultimate quest to meet the demands of globalization. By this token, the cardinal purpose that fueled this scrutiny was to explore the perceptions and practices of first-year oral expression teachers at Mohamed Lamine Debaghine, Setif 2 University, with regard to the integration of IS alongside the linguistic, communicative, and cultural objectives. Through the lens of a mixed-methods approach, the empirical outcomes disclosed a gap between the utmost importance that the instructors ascribed to IS and their instructional practices. The latter mirrored either the unsystematicity of the praxis or the absence of an expedient implementation altogether.

As a corollary, the current investigation generates an array of pedagogical implications. For decision makers and syllabus designers, IS should represent a stated objective of the first-year oral syllabi to satisfy the global requirements. For teachers, integrating interculturality through speaking and listening rather than as a separate dimension overcomes time constraints. Teachers should create experiential learning environments to boost their students' IS via the integration of myriad techniques, as a

case in point, critical incidents. Prospective studies are recommended to conduct experiments to promote IS in the oral class.

Moreover, some limitations have emerged in the process of this research. The generalizability of findings to all oral classes of other grades is not possible. The subjective nature of self-report is a further restraint.

Appendices:

Table 4.1 Linguistic Objectives of the Oral Class

Item	Extent	<i>f</i>	<i>M</i>
3. Promote speaking accuracy.	Very important	7	2.41
	Important	10	
	Not important	0	
6. Promote listening comprehension of the literal meaning.	Very important	15	2.88
	Important	2	
	Not important	0	
8. Promote pronunciation and intonation.	Very important	5	2.29
	Important	12	
	Not important	0	
9. Promote grammatical competence.	Very important	4	2.24
	Important	13	
	Not important	0	
10. Extend learners' vocabulary knowledge.	Very important	12	2.71
	Important	5	
	Not important	0	
Total			2.50

Table 4.2 Communicative Objectives of the Oral Class

Item	Extent	f	M
1. Achieve successful communication and prevent communicative misunderstandings while interacting with native speakers of English.	Very important	12	2.71
	Important	5	
	Not important	0	
2. Promote speaking fluency.	Very important	17	3.00
	Important	0	
	Not important	0	
13. Promote listening comprehension of the pragmatic meaning.	Very important	10	2.58
	Important	7	
	Not important	0	
Total			2.76

Table 4.3 Cultural Objectives of the Oral Class

Item	Extent	f	M
5. Provide information about the lifestyles and routines of English-speaking people.	Very important	10	2.59
	Important	7	
	Not important	0	
11. Provide information about a set of functional topics for appropriately using English like native speakers. For example greetings, introductions, asking for directions, giving advice...	Very important	13	2.76
	Important	4	
	Not important	0	
Total			2.67

Table 4.4 Intercultural Objectives of the Oral Class

Item	Extent	f	M
4. Promote the students' reflection on their own culture and identity as well as on cultural differences and similarities in interaction.	Very important	13	2.76
	Important	4	
	Not important	0	
7. Achieve successful intercultural communication and prevent communicative misunderstandings while interacting with native and non-native speakers of English worldwide.	Very important	12	2.71
	Important	5	
	Not important	0	
12. Promote the acquisition of an open mind, positive attitudes, respect, and appreciation of the underlying beliefs, values, and perspectives of different cultures whilst interacting in English.	Very important	13	2.76
	Important	4	
	Not important	0	
Total			2.74

Table 4.5 Instructional Practices to Meet the Linguistic Objectives

Item	Manner	f	M
2. I check learners' understanding of the meaning of words and sentences.	Systematically	17	3.00
	Unsystematically	0	
	None	0	
7. I ask learners to identify sounds, accents, intonation, and pronunciation of native speakers.	Systematically	17	3.00
	Unsystematically	0	
	None	0	
10. I focus on grammatical accuracy.	Systematically	6	2.35
	Unsystematically	11	
	None	0	
Total			2.78

Table 4.6 Instructional Practices to Meet the Communicative Objectives

Item	Manner	f	M
12. I encourage learners' interaction and communication with each other.	Systematically	17	3.00
	Unsystematically	0	
	None	0	
13. I ask open-ended questions to trigger learners' speaking communication.	Systematically	17	3.00
	Unsystematically	0	
	None	0	
Total			3.00

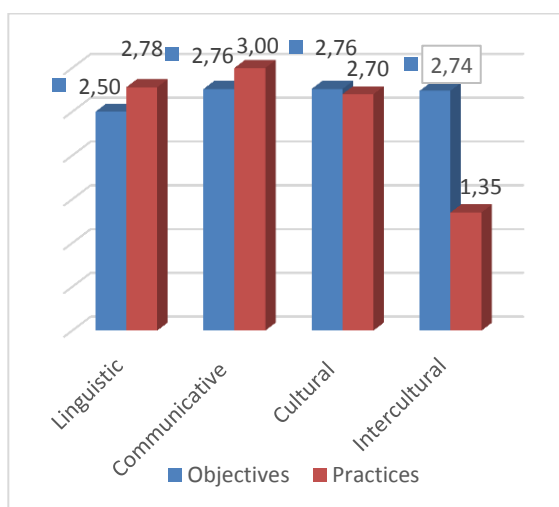
Table 4.7 Instructional Practices to Meet the Cultural Objectives

Item	Manner	f	M
1. I employ everyday conversations about native speakers' lifestyles and daily practice	Systematically	17	3.00
	Unsystematically	0	
	None	0	
3. I use proverbs and idioms of native English-speaking people.	Systematically	17	3.00
	Unsystematically	0	
	None	0	
4. I employ speech acts of native speakers and ask learners to behave accordingly in similar contexts.	Systematically	13	2.76
	Unsystematically	4	
	None	0	
8. I tell my students what I read or heard about the target culture of native English-speaking people.	Systematically	6	2.05
	Unsystematically	6	
	None	5	
Total			2.70

Table 4.8 Instructional Practices to Meet the Intercultural Objectives

Item	Manner	<i>f</i>	<i>M</i>
5. I employ scenarios of everyday conversations that involve people from different cultures using English.	Systematically	1	1.17
	Unsystematically	1	
	None	15	
6. I make use of communicative misunderstandings due to cultural differences between interlocutors.	Systematically	0	1.11
	Unsystematically	2	
	None	15	
9. I ask students to compare English proverbs and idioms with Algerian ones.	Systematically	4	2.00
	Unsystematically	9	
	None	4	
11. I ask students to reflect on the set of beliefs and values that underlie the communicative misunderstandings of interlocutors from different cultures using English.	Systematically	0	1.11
	Unsystematically	2	
	None	15	
Total			1.35

Figure 4.1 Mean Scores of the Oral Class Objectives and Practices



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