PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Investigating the Role of Idiomatic Expressions in Enhancing Students Intercultural Communicative Competence

The case study of Third-Year Students at the English Department at Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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السنة الجامعية: 2019-2020
CORONAVIRUS
COVID-19

ACKNOWLEDGEMENT

First and formost, we should be immensely grateful to ALLAH (the Almighty) for the innumerably beautiful blessings, one of which is the completion of our humble dissertation.

*We would like to express our deepest gratitude to our supervisor Mr. **"Chouaib Djebli"** for his guidance, encouragement and continuous help.*

*We would also like to thank the board examiners, Miss: **Lamia Boughouas** and Miss **Rima Medjdoub** for accepting to examine this work.*

*Special thanks to our friends who help us: **Ferial, Fatiha, Abdelfettah, Nourane, Meryem, Kanza, Sara** and **Halima,** and all the students of third year who help us.*

We would like to thank all those who helped us to accomplish this work.

DEDICATION

I would like to dedicate this work

To my dearest parents for their: interest, love, trust, passion and support.

To my lovely brothers: **Seyfallah** *and* **Abdelhak**, *and my sister* **Hadjer**.

To the angels who devote their life to me, my aunts.

To my best friends: **Sameh, Khadidja, Assia, Rafika, Hanane, Roumaissa, Rahma, Fatiha, Feriel** *and* **Nourane.**

To all my lovely exceptional family.

Meryem

DEDICATION

This research work is lovingly dedicated to:

My parents, they have been my constant source of inspiration. They have given me the drive and discipline to tackle any task with enthusiasm and determination.

*To my lovely brother **Rami**.*

*To my aunts **Wahiba** and **Bassema**.*

*To my uncle **Mohamed** and my grandmother and grandfather.*

Samia

Abstract

The present research which is made up of two chapters is an attempt to highlight the issue that is dealt with the role of idiomatic expressions in enhancing students' intercultural communicative competence, since learning the foreign language often requires a foreign culture. In this work we aimed to investigate the effectiveness of idiomatic expressions use in order to improve the students' intercultural communicative competence. So, it is hypothesized that if EFL students are aware about the idiomatic expressions for using in communication, that would give them the opportunity to enhance their intercultural communicative competence. In order to validate this hypothesis, this study invested quantitative and qualitative methods in data collection; it also comprises two research instruments. Firstly, a questionnaire that has been given to the sample of third year students of English at Mila university center, that aims at tracking the students' understanding and awareness of idiomatic expressions, and also their interest in English culture. Secondly, an interview that has been dedicated to the teachers of the same university, this one aims at seeing the teachers' views about the reality of idioms usage throughout the lesson and the students' interest in English culture, which inevitably emerges through their cultural competencies. The results that are obtained from the data collection showed that the idiomatic expressions play a major role in improving students' intercultural communicative competencies. In addition, students may acquire the English culture by using idioms to promote their communication. Furthermore, the teachers agree that idiomatic expressions are part of culture, so that they can be a guide to deepening the English culture.

Key Words*: Idiomatic Expressions, English Culture, Communicative Competence, EFL students.*

List of Abbreviations:

X

IE: Idiomatic Expressions

ICC: Intercultural communicative competence

i.e: It means

E.g: Example

Q: Questionnaire

EFL: English as Foreign Language

IDI: Intercultural Development Inventory

INCA: Intercultural Competence Assessment

GAP test: Global Awareness Profile test

CCSS: Cross - Cultural Sensitivity Scale

BASIC: Behavioural Assessment Scale for Intercultural Communication

N: Number

ÿ: Total

General Introduction

Figurative language is extremely important in improving communicative competencies among EFL students, this is because of their combination of linguistic units (phonological, morphological and grammatical…etc), and cultural factors (norms, thoughts and behaviours …etc); that permit to understand the intended meaning during transferring the message in communication. In this regard, we can mention idiomatic expressions as one of the figurative language that enable to be the decoders of views, emotions and cultural beliefs of target language, since; they are not like any simple expressions that could be familiar with. They have a homogeneous structure and cultural background that lead to improve the communicative competence. Idiomatic expressions provide students with their significance to understand the deep meaning that is used by natives and enhance their cultural knowledge. This leads them to be communicatively competent, since they can transmit the message fluently. So, idioms as part of language have an impact on students to go through culture of target language and communicate proficiency.

A communicative competence entails a good knowledge of the target culture. So, to be communicatively competent you need to learn about the culture in order to master a language. For that, enhancing Language learning is not based only on the acquisition of the various grammatical and lexical rules but, it also includes aspects of cultures such social behaviours and attitudes. So, the relationship between language and culture is an inseparable relationship. It can be said that language expresses the culture of society and its different cultural patterns in the communicative process. As the concept of communicative competence has expanded to include another dimension, which is called cultural competence, this one includes a very important unit to be studied that is called intercultural communicative competence(ICC). Cultural interest in this dimension came as a result of observations from linguistic communication situations, when the linguistic message stands in the face of misunderstandings sometimes, and these obstacles may be linguistic sometimes related to many causes such significance of expressions like idioms that only the natives are aware of. This makes the two sides of the message unable to communicate smoothly, which sometimes leads to culture shock.

1.   Statement of the problem

The major goal of teaching-learning process for using language is the communication, in order to lead the students to be communicatively competent "linguistically and culturally". For that, the issue of integrating culture into the educational process has become a very important issue. So, idiomatic expressions as a part of the language combine language and culture in order to facilitate the communication between EFL students. For that, we find that students who have difficulties in

communication do not care about the target language culture, and do not use figurative expressions particularly idioms through their speech. This lack of attention to use idiomatic expressions makes them unable to communicate. And based on what was addressed, the importance of idiomatic expressions in communication and the necessity to pay attention to the target language culture, we can say that to develop communicative competence the students should get through the language and culture in parallel. Therefore, the main point that we want to shed light on in this study is to find out to which extent the idiomatic expressions enhance EFL students' intercultural communicative competence.

2. Aim of the study

Idiomatic expressions are really an important issue among EFL students that do not acquire them. So, the aim of this study is to shed some light on the effectiveness of using idiomatic expressions among EFL learners, and the necessity of integrating culture through the teaching-learning process, in order to improve the language.

3. Research questions and hypothesis

3.1. Research Questions

- Do idioms help in enhancing the EFL students' intercultural communicative competence?
- Can students acquire the culture of target language through idiomatic expressions that lead them to facilitate their way of communication?
- Is foreign teachers familiar with idiomatic expressions and use them in the course?
- To what extent are students aware about the importance of using idioms in order to communicate fluently and competently?

3.2. Hypothesis

It is hypothesized that if EFL students are aware about the idiomatic expressions for using in communication, that would give them the opportunity to enhance their intercultural communicative competence.

4. Means of the study

For the purpose of gathering information to test the hypothesis of the presented research, two research means are adopted. The first one is a questionnaire for students of third year of English, and the second one is an interview for teachers. The questionnaire is given to 70 of third year students of English at Mila university center; it contains the total of (19) questions divided into three sections. The second research tool is the teachers interview, the interview is directed to teachers of English at Mila university center that was divided into three sections, the total of the questions is 9 questions. Both of these means are used to gather the information. After collecting the data required for this study, it is analyzed both quantitatively and qualitatively.

5. Structure of the study

This study is divided into two main chapters:

The first chapter will be dedicated to the theoretical part. This one contains two sections; the first one is about the idiomatic expressions. This section provides origins and definitions of idiomatic expressions, characteristics and categorization of idioms, functions, importance of idioms and the cultural components of it. While, the second one deals with the history and the definition of intercultural communicative competence, we mention characteristics and models of ICC, and introduce the acquiring ICC in the classroom. We conclude with teaching culture through idioms.

The second chapter which is the practical one, is mainly concerned with the analysis of the data that was collected from the students' questionnaire and teachers' interview. It provides a detailed description of the obtained data. It also contains two sections, the first one deals with the students' questionnaire and the second one is concerned with the teachers' interview. Finally we got to the facts of interpretation and discussion of the results. Adding to that, there are general introduction and general conclusion.

CHAPTER ONE

THEORITICAL FRAMEWORK

Introduction

One of the most important aspects in the language is the communication, this one has a great role in enhancing English language, which everyone should achieve. There is a great emphasis puts on how EFL learners acquire intercultural communicative competence and how idioms play a role in enhancing students' ICC. For that, in this chapter we would like to highlight in some details each of the idiomatic expressions and intercultural communicative competence.

This chapter is the theoretical one consists of two sections; the first section is concerned with the idiomatic expressions that provide some definitions of idiomatic expressions, their origins, moving on the characteristics and categorisations, without forgetting the functions and the importance of idioms. While the second section has discussed the intercultural communicative competence in these points, definition of culture, the history of ICC in addition to that we try to define the intercultural communicative competence and focus on their importance, then the characteristics and models of ICC, we conclude with teaching English culture through idioms and acquiring ICC in EFL classroom.

Section One: Idiomatic Expressions

1.1. Definition of Figurative Language

As far as the comprehension of figurative language in foreign languages is concerned, it is obviously necessary for students to master the literal meaning of a word. Comprehending of the figurative extension of any word does not depend only on knowing its literal meaning. Martinez (2003) defines the figurative language as: "phrases or expressions in which the intended meaning is independent of and typically not directly computable from the literal meaning of the constituent elements". According to him figurative language is concerned with specific expressions and phrases, these ones have an intended meaning that is independent of the literal meaning of the constituent elements (p. 1).

On the other hand, Glucksberg (2001) refers to figurative language as the language in which the significance does not match with the literal meaning of a given language, and focuses on metaphors and idioms as examples of it. He further discusses the subject of understanding the significance of figurative language that is based on context. He means that the intended meaning is not necessary related to the literal meaning, this also means that expressions are understood through the context and cannot be understood

through the words that the expressions are made of. According to Bradfort (as cited in, Arifah, 2016, p. 16) "figurative language is the language that avoids speaking directly or explicitly about the subject under examination", this means that figurative meaning can be understood indirectly or implicitly. Perrine (1983, as cited in, Fitratunnas, 2017, p. 13) also defines this latter as it is a language which uses words or phrases that differ from the literal meaning. In addition to that, it cannot be taken literally or should not be taken literally only, since, it is based on figures of speech. This implies that the figurative language is an expression which is used indirectly. So, it cannot be interpreted literally, yet has an extension of a hidden meaning.

It can be summed up, figurative language or figures of speech are devices that enliven language. They have different major categories that include: metaphors, proverbs, similes, idioms...etc., However, our main concern in this research work is idiomatic expressions.

1.2. Origins and Definition of Idioms

All languages in the world have common phrases in their social life. English as one of these languages has specific phrases that cannot be understood literally. Regardless of whether you know the meaning of all the words and you know grammatical rules, the total meaning of the phrase may still be confusing. These expressions are called "idioms" or "idiomatic expressions".

a. Origins

We can say that idioms have origins that enable them to spread and be used jointly in a particular society. According to that we may notice that the term "idiom" which originally derived from Latin "Idioma", from Greek   "Idioma-Matos", i.e. "private property" or another meaning "peculiar phraseology". It basically refers to the use of figurative speech in everyday life. Idioms originate and develop without the knowledge of speakers of a language, sometimes speakers use idiomatic expressions unconsciously (zerfas, 2014). This means that it is something inherited

According to Sridhar and Karunakaran (2013, p. 3), the origin of idiom can trace back to different factors:

1. Many idioms are formed from work and innovation, a huge number of idioms come from a period of time when more individuals worked on the land, and there are numerous

idioms which refer to farm animals, such as: the black sheep of the family take the bull by the horns, don't count your chickens, etc.

2. Some idioms are shaped from rural life, transport, for instance, strike while the iron is hot, put somebody through the mill, eat like a horse, put the cart before the horse, etc.

3. Many idioms appeared from science and technology, for instance, she has a short fuse, we are on the same wave length, I need to recharge my batteries etc,

4. Many idioms go into the English language from the world of sports and entertainment, for instance, have a good innings, dice with death, behind the scenes, play the second fiddle, etc.

5. Many idioms have entered English from literature and history, for instance, sour grapes, the goose that laid the golden eggs, the streets are paved with gold, etc.

6. Idioms originated from the bible, Shakespeare's works, for instance, the salt of the earth, fall by the way side, your pound of flesh, ships that pass in the night, etc.

7. There are a large number of idioms in which a part of the body represents particular quality or ability, for instance, use your head, the idea never entered my head, she broke his heart, he opened his heart, I speak from the bottom of my heart, the news finally reached her ears, keep your mouth shut. Etc.

8. Many idioms come from feelings and emotions, for instance, give him a black look, lose your bearings, in seventh heaven, in high spirits, it was love at first sight, come out of your shell. Here it can be pointed out that the idiomatic expressions had many sources that were derived from them, as these different sources enabled it to be transmitted between people through several stages

b. Definition

Idiomatic expressions have long been seen as one of the most significant part of language competence. So, there are various definitions for the term "idiom". A dictionary of linguistic and phonetics defines idiom as:

> "A term uses in grammar and lexicology to refer to a sequence of word which is semantically and often syntactically restricted, so that they function as a single unit. From a semantic viewpoint, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic viewpoint, the words often do not permit the usual variability they display in other contexts..."
> Crystal (2008, p. 236).

Through this definition, it can be said that idiomatic expressions are expressions composed of a group of words that are homogeneous in their overall form, regardless of their structure, because each single word in the expression does not give the semantic meaning of this expression as a whole.

According to Nipschke (2010, p. 3) an idiom is "a form of expression or a phrase peculiar to a language and affirmed by the use of that language, and it frequently has significance other than its syntactic or lexical one". Thus, the idiom is used in a fixed way without caring about the literal meaning of their combination of words. That is also what Zerfas (2014) has mentioned, saying that an idiom can refer to expressions which is group of words with fixed meanings or phrases whose meaning cannot be determined by the literal definition of the expression itself, but rather refers to a metaphorical meaning that can only be known through common use. What can be inferred from this definition is that the expressions have common usage in a certain society, and are not based on grammatical structure as much as on hidden meaning.

According to Gulland (2002) an idiom refers to the combination of words with a special meaning that cannot be inferred from its separate parts. Which means that the understanding of each word separately does not fulfil the intended meaning of the phrase. Another perspective of Scherman (1995, p. 19) defines idioms as:"an expression which is restricted to a specific context that includes the lexical environment of the idiomatically modified elements, the situational context and the social context".

According to the previous definitions, we can say that there are many factors that influence the making of these phrases and their use in a way that is common to people. From the above, we can say that the idiomatic expression is a phrase whose total meaning is not understood by simply understanding the meanings of its words, and bringing these meanings together. It is a group of words that together constitute a specific significance other than lexical connotation.

1.3. Characteristics of Idioms

Whenever learners are asked about what they want to accomplish, the appropriate answer is certainly given by means of idioms because it combines a set of characteristics that allows them to improve their linguistic communication. Below we try to highlight the most characteristics of idioms:

Bell (1974, p. 3) states a set of characteristics, according to him there are certain essential features which help in the recognition of idioms, and some of these features are:

a. Alteration of Grammatical Rules

Idioms are not constantly syntactic, but they are established, accepted and used by native speakers of the language with a fixed form and significance.

E. g. It is ages since the last time we met (singular with a plural noun).

b. Conventional Phrases

Idioms are special expressions which are nearly known and accepted by all individuals from a specific community. This means that they are shared among people of the some society, we can mention examples as follows:

E.g. how are you doing? (Expression used to ask someone about his health).

E.g. once in a blue moon (rarely, infrequently).

c. Figurativeness

The fundamental feature that describes idiomatic expressions is that the words are used metaphorically. Therefore, the literal form has an irrelevant role to play in understanding the meaning of the whole expression.

e.g. "to bury the hatchet" means "to become friendly again after a disagreement". The meanings of both "to bury" and "the hatchet" are different from the meaning of the whole meaning.

Berman, Belak and Rimmer(2011) share the same features, but in a different way, related to students. They believe in the implicature of a set of characteristics that can be narrowed down in:

a) Idioms are fixed expressions, you cannot regularly change the words, their order, or their syntactic structures similarly as you can change non-idiomatic expressions.

b) Sometimes the significance of the idioms can be guessed from the meaning of the words, but usually the meaning is totally different, which is the reason they are so tricky for students.

c) Care should be taken when writing idioms as many of them are only used in informal language. On the other hand, there are different expressions that are abstract or archaic and unsatisfactory for use in everyday language, with the exception of maybe a joke.

Ponterello (1994) shares the same idea that the idioms have a figurative meaning. For him idioms are not rightly interpreted, unless their figurative meaning is already present in one's background knowledge. There is another important feature of idioms. Lewis states that (1993) lexical item is an important feature of idioms. He identified three necessary characteristics that have to be met all together for a series of words in order to be viewed as a lexical item. These can be staged in these stages. Initially, every lexical item is an independent unit. Secondly, meaning cannot be gotten from structure. Thirdly, every item is a social convention. This means that lexical items are ready-made, lump expression which has been conventionally established by native speakers to accomplish specific reason. Thus, a lexical item is a complex syntactic entity carrying on semantically as a single unit.

Based on these different ideas, a clear vision purely shows that these scholars share that idioms are not simple expressions. They are not based only on grammatical form, but also, on figurative meaning. Thus, they are conventionally established by native speakers.

1.4. Categorisation of Idiomatic Expressions

Grammarians and linguists have made numerous efforts over time idioms. The categorisation of idiomatic expressions may be a complex linguistic procedure:

1.4.1. According to Their Meaning: this category has different types, we mention them as follows:

a. Idioms of Encoding and Decoding: Makkai (1972, p. 57) states two main idioms; idioms of encoding and those of decoding:

➢ **Encoding Idioms:** this type indicates the idiosyncratic lexical combinations having an anticipated meaning that is not identical to the literal one. This type of idioms could be best known by making a comparison between various languages by the use of appropriate prepositions. Moreover "at" is used instead of "with" in the English preposition, "drive at 7p.m" not "drive with as in French

➢ **Decoding Idioms**: they are non-identifiable because of their constituents. They will in general be delusory lexical expressions, whose comprehension could not be solved by using just autonomously learned semantic conventions. They contain expressions such as: "beat around the bush" and "fly of the handle». This kind of idioms might be placed into lexemic and Semitic:

✓ **Lexemic Idioms:** lexemic idioms incorporate strings of words like:

a. Phrasal verbs: e.g. to give in i.e. to agree to do something against one's will.

b. Phrasal compounds: e.g. black ice, black board.

c. Incorporating verbs: e.g. to baby-sit. i.e. to look after or mind somebody's children.

d. Pseudo-idioms: e.g. spick and span. i.e. very tidy; kit and kin .i.e. somebody relatives.

✓ **Semitic idioms:** they typically express pragmatic meanings to a specific cultural environment. They include:

a. Proverbial idiom: e.g. curiosity killed the cat i.e. one may pay dearly for one's curiosity.

b. Familiar quotations: e.g. not a mouse stirring.

Other researchers interested in idioms have classified them in a continuum from transparent to opaque called the spectrum of idiomaticity or transparency in meaning. We mention them as follows:

b. Transparency in Meaning

Transparency of an idiom is expressed in the two terms: semantically transparent and semantically opaque. At the point when the significance of an expression cannot be deduced from the meaning of its constituents, it is called opaque, whereas when the significance of an idiom can be derived from the significance of its constituents, it is called transparent (Glucksberg, 2001,as cited in Hagel, n.d, p. 5). So, transparency refers to the degree of comprehending of the connection between the literal and figurative meanings of the whole expression (Titone&Connine, 1999, as cited in Elmahmoud, 2014, p. 23). Similarly, idiom comprehensibility is related to its degree of transparency which is four degrees as followings:

➢ **Transparent Idioms**

Transparent idioms are those idioms which are useful for understanding and their meanings can be grasped from the meanings of their constituents parts Zarei & Rahimi, (2012, p. 13).e.g. "draw the line" would be a transparent idiom in light of the fact that the speakers can comprehend its significance through the understanding of its single segments Mininni & Manuli (2012). Elkilic (2008,   as cited in, Adam, 2015, p. 37) says that when the degree of semantic transparency is low, the language student needs to depend on logical piece of information to get it.

> **Semi-Transparent**

The idiom usually contains figurative sense that could not be perceived distinctly through common usage i.e. the meaning of its parts has a little task to carry out in understanding the entire meaning Amer & Boutaghane (2015-2016, p. 19).

> **Semi- Opaque**

The group of idioms whose metaphorical sense is not related to the meaning of their constituent words, in other sense, the idiomatic expression is divided in two parts; a part with literal meaning, and the other part with figurative meaning zarei & Rahimi (2012, p. 15).

> **Opaque Idioms**

These are the most difficult type of idioms, because of the meaning of their parts, and therefore, it is difficult to guess the actual meaning of the idiom from the meanings of its components because of the presence of items having cultural references. These culture specific items have a great impact on the conceivability of idiomatic expressions (Claudia, 2014, p. 5). Another classification of idioms according to their meaning is the classification of Larson (1984, as cited in Oualif, 2017, p. 25). The author believes that there are two basic types of meaning, specifically, explicit and implicit meanings. He expresses that these two essential kinds of meanings can be additionally arranged into three sub-classes:

1. "Referential meaning" in which a specific word refers to certain things, event, attribution or relation which a person can perceive or imagine.

2. "Organisational meaning" that deals with some aspects of surface structure and grammatical points of the sentence.

3. "Situational meaning" that is the meaning of an utterance in a given communication.

1.4.2. According to Their Grammatical Functions

According to their grammatical or syntactic function in the text, idiomatic expressions can be divided into: nominal idioms, verbal idioms, adjectival idioms, adverbial idioms and sentence idioms Branescu (2017, p. 3):

a. Nominal idiomatic expressions: are those idioms that perform the function of the noun in the sentence, the most typical grammatical patterns of this group are:

- Noun + conjunction+ noun: chapter and verse.

- Adjective + noun: a small fortune, funny bone, grey matter.

b. Verbal idiomatic expressions: are the most frequent ones. They consist of 9 units:

- Verb +noun: to mark time, to take place, to break the news.

- Verb+ preposition: to look on, to water down, to show up.

- Verb +preposition +noun: to read between the lines, to fish for information

- Verb +noun +preposition: to cast an eye over.

- Verb +pronoun +past participle: to keep some one posted.

c. Adjectival idioms: they stand for idioms that perform adjectival function in the sentence. They usually contain more than one adjective. The adjectives appear mostly with another element, a noun or a verb, which makes then a nominal or a verbal phrase. The most important feature of adjectival idioms is related to the adjectival pairs, which are usually connected by alliteration such as: "spick and span which means" which means (very tidy).

McCarthy and O'dell (2003, p. 34) also put a syntactic categorisation of English idioms as indicated by their possible combination. Some of these classifications are as the following:

Form	Example	Meaning
Verb+ object + complement	Kill two birds with one stone	To produce two useful things but just doing one action
Prepositional phrase	In a blink of an eye	In an extremely short time
simile	As dry as a bone	Very dry indeed
compound	A bone of contention	Something which people argue about or disagree over
binomial	Rough and ready	Crude and lacking sophistication
trinomial	Cool, calm, and collected	Relaxed, in control not nervous
Whole clause or sentence	To cut a long story short	To get to the point of what one is saying quickly

Table 1.1 McCarthy and O'dell' Categorisation of English Idioms (2003, p. 34)

1.5. The Importance of Idiomatic Expressions

Idiomatic expressions are a significant element of acquiring a language and often demonstrating a proficient learner. This means that the ability to perceive and use idioms expands the student's proficiency.

According to Chambers (1997, as cited in, Onjuka, 2011, P. 7) native speakers use idioms smoothly, and thus by using idioms, language students sound more native-like and become progressively fluent and familiar with their speech. It is necessary to use idiomatic expressions in order to be familiar and natural in communicating in a language. It might not be a piece of cake for non-natives to use idioms, but, it is viewed as a vital part of the English language Thyab (2016, p. 109). This means that idiomatic expressions are a fundamental pillar of language.

Another important aspect of idiom acquisition is that these figurative expressions make a language more vibrant and dynamic. Idiomatic expressions are of great importance, they enable learners to improve their communicative skills, and to select appropriate expressions Rodriguez (2013, p. 8). Idiomatic expressions are used in formal and informal speech. They are a piece of the standard business, media, and everyday life, talking about written or spoken in English. Thus, non-native speakers of English ought to learn idiomatic expressions in order to be able to communicate effectively and sound native-like Thyab (2016, p. 109). Thus, it can be said that the idioms is a valuable linguistic key that must be mastered in order to improve the language proficiency.

Potter (1967, as cited in, Rodriguez, 2013, p. 9) has stated "language resembles a dress; we vary our dress to suit the event, implying that we pick the most appropriate way for communicating relying upon the social context in which the utterance is made. Idioms are the poetry of daily discourse. As they exist in each language, they are all the time used as a device for communication in all forms and styles of language". This means that the use of expressions is based on the event and the situation in which they are spoken, thus, each case has its own appropriate expressions.

Mantyla (2004, as cited in, Onjukka, 2011, p. 8) believes that the idiomatic expressions are such a major piece of English language that they essentially cannot be ignored in foreign language teaching, regardless how difficult they may be for foreign language students. Nevertheless, she also believes that although it is important for foreign language students to use some idioms, the explicit teaching of idioms is unnecessary due to their complexity. However, it tends to be argued that as the idiomatic language is a

central part of English and its use affects the fluency of speech, students should be encouraged to use the most widely known idioms. Mantyla focused on a basic point, which is the need to acquire expressions and teach them to EFL students. She also focused on another point, which is not to teach them directly because that will complicate their use, and she stressed that they must be used on the largest scale among EFL students. Another important is that the idiomatic expressions are seen as culture-based, since they convey the history, heritage, culture, and customs of its native speakers Thyab (2016, p. 110). So, the idioms are related to the culture.

The importance of idioms has been accentuated by linguists and language teachers in recent years. Moreno refers to three reasons why it is so crucial to teach idioms Zarei and Rahimi (2012, p. 13):

a. Firstly, frequent use of idioms makes language students fluent speakers, and to be a communicative competent you may use the expressions that have figurative meaning in your communication. Furthermore, idiomatic expressions help learners penetrate into culture, customs, and lifestyle of the target language, since the language and culture are related.

b. Secondly, cognitive linguistic studies have shown the crucial role of memory in learning fixed expressions like idioms. Subsequently, the teacheability and learnability of idioms and their pedagogical perspective ought to be considered.

c. thirdly, numerous idioms are constantly changing over time, in order to discover their fundamental essence, we need to turn to social factors and receive a diachronic perspective on the language.

Another importance, it cannot be participated completely in a conversation without being able to comprehend the figurative expressions used. In spite of the fact that competence is not completely vital for an effective communication, it is one of the signs of a competent and effective speaker. Idiomatic competence can be characterised as the capacity to comprehend and use idioms properly and precisely in various socio-cultural contexts, exactly like native speakers (Pulcej, 2018, p. 5).

1.6. Functions of Idioms

According to Colin (2005, as cited in, Bouarrouj, 2010, p. 5) various idiomatic expressions are bound to specific users and events, she argues that the social relationship between the speaker and the writer, the addressee and the setting are significant factors which determine the appropriate choice of idioms. In a formal situation, standard idioms would be the most appropriate, whereas, with ordinary acquaintance, native speakers would use informal ones, the decision here, is based on the type of the register to which idioms belong.

Fernando (1996) proposed the functional use of idioms:

a.   Ideational Idioms

Communicate the content of the message, and provide a description of the nature of the message that they convey, the ideational idioms is a term that is used by Fernando to refer to expressions that contribute to the subject matter of a discourse by functioning as impressionistic packages of information. These expressions may describe actions (spill the beans), situations (under the weather), individuals and things (a red herring), evaluation (a watched pot never boils), and emotions (green with envy).

b.   Interpersonal Idioms

Interpersonal idioms, on the other hand, include phrases that facilitate interaction among language-speakers, especially in supporting conviviality. This kind can fulfil an interactive function by means of expressing "greetings and farewells", directives (let's face it), eliciting opinions (what do you think?), agreements (say no more), and rejections (come off it). In addition to that, Interpersonal idioms can be used covertly, e.g. believe (you) me or overtly, e.g. it's raining cats and dogs.

c.   Relational Idioms

Essentially perform a connective function, i.e. they carry both cohesion and coherence to the content. Examples of relational idioms include: in sum, on the other hand, for example, in addition and at the same time.

1.7. Cultural Components of Idioms

Idiomatic expressions have a great value in the language. They reflect people's understanding and attitude toward the objectives in the world. The traditions and people's daily life also show up in the linguistic phenomenon. For that, the people of certain society share the same expressions, because they have the same culture. in addition to

that, it can be more flexible and clever to use the idioms in the communication, that will make the language more vivid and accomplish better outcomes. Dobrovol'skij and Piirainen (2005, cited in, Aguentil and Haj tayeb, 2016, p. 18-19) identify five cultural components of idioms as following:

a. Figurative Elements

This first component underlying cultural knowledge, it incorporates a wide range of social experience and behaviours just as the social interaction within a community to comprehend the behaviours, customs and attitudes of various people. For example, people from different cultures perceive colors differently. We can take the example of the English idiom. "to be green with envy" which means "to be jealous". In comparing this idiom to other cultures, we find equivalents like German "to be yellow with envy", or French "être noir de jalousie".

b. Material Culture

Figurative units of the subsequent kind contain material culture. In other words, components and images that have relationships with the environment, or the arts and facts which are specific to a given culture. For example, the term "Rosetta Stone" which is an artefact found in Rosetta in Egypt in1799, decoded by Champollion and now placed in the British museum, has been used in many idiomatic expressions to describe a situation of solving a problem or a puzzle.

c. Textual Dependence

The third type of metaphorical units is called "textual dependence". It comprises the literature of that culture as historical events, quotations or allusions from authors and texts. For instance, the idiom "sent owls to Athens" originated from the Aristophanes satirical comedy "birds", this means (to do something useless like bringing owls to Athens, while it is full of owls).

d. Figurative Units

The fourth type treats the figurative units which are concerned with fictional domains, including ancient beliefs, and ways of perceiving the world such as: religion, superstitions, and methodology, alternatively the spiritual life of the people of a given community, an example of that is the idiom "to eat the liver", which means "to be very angry". It is deciphered within the ancient Greek pre-scientific myth of Prometheus, Zeus was angry and punished him by sending him an eagle to eat his liver.

e. Cultural Signs

This one deals with the cultural signs, the cultural symbols of a society. In this type, the significant cultural knowledge is mainly expressed in one single word and not the whole figurative unit, one can recognise the relationship between the literal and figurative readings only by the semiotic knowledge one has about the symbols and their meaning in that culture.

As a result, it can be said that culture has a strong relationship with idiomatic expressions, and this is what made a link between people throughout the ages. Thus, idiomatic expressions are a way to express the customs and traditions that people inherit through their lives.

We can notice that there are certain expressions that are recurrent in every culture and there are idioms to deal with them Martirosyan (n.d, p.221):

- In Norwegian and Czech, "walking around hot porridge" refers to beating around the bush, which is also an idiom meaning not getting to the point.
- If you are in Italy or turkey and you say you are "as hungry as a wolf", then you are starving.
- In Finnish, "with long teeth" means you are doing something that you really do not want to do.
- In French, "to have long teeth" means you are ambitious.
- If it is raining in large amounts, most cultures have an interesting way of saying that:
- In English, it would be "raining cats and dogs".
- In Africa, they might say:"it's raining old women with clubs".
- Many languages refer to heavy rain as coming in buckets or as rain coming out of a bucket.
- In Norway they say:"it's raining female trolls".
- The Irish say:"it's throwing cobblers knives".
- An idiom's semantics can be affected by national colouring. There are numerous situations when expressions depend on an old English prejudice, and a comparison partially known in different nations of the world may lead the reader to some misunderstanding. For instance, "a black cat crossed her way" would mean various things to people of various nationalities. To the English people, "a black" would mean "good luck" to the extent that some students even said to be always searching for a black cat crossing their path on their way to the college exams. To Americans, it is for the most part a black cat that would mean "bad luck".

Section two: Intercultural Communicative Competence

2.1.Definition of Culture

The concept of culture is very broad, as it covers several aspects that are seen in every society. However, many scholars differed in defining it. Taylor (1871) identifies culture as

" the complex whole which includes knowledge, beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as member of society" (p.1). According to Taylor's definition culture is concerned with people's way of life. So it is about the qualities of life, skills and behaviours. In the same vein, Harmmerly (1982) believes that culture is concerned with the person's day-to-day life, and this refers to the one's absolute way of living (p. 513). Nevertheless, the difficulty of defining the term culture accurately, Raymond (1983), put three major points based on the aspects of culture. First of all, culture refers to an intellectual, moral and aesthetic developmental process. Second, it concerned with aspects of human daily life like: food, religion, way of speaking and reacting to the other persons. Third, it is used to describe intellectual and in particular artistic works and parties such as: music, Literature, painting and sculpture, theatre and film. This statement explains that culture includes a cognitive development, individual skills and social behaviours.

Greety (1973) states that culture is: "a system of inherited conceptions expressed in symbolic forms" (p.11). Thus, we may say that culture is a process that is transmitted between generations over time, shown in the form of signs and symbols. On the other hand, kramsh (1992) sees that culture refers to what was cultured and grown; this word is derived from the Latin word cultura, from the verb colere which means to cultivate. Simply Kramch definition means that culture is concerned with everything that helps a people to be cultured and develop their skills.

Thus, Culture is usually divides into two major categories with a capital "C", which environ skills like literature and arts. Whereas, culture with a small "c" involves aspects such as attitudes values, beliefs and daily lifestyles Richard&Schmidt (2002, p.132).This is what makes this term broad in meaning.

2.2. The Importance of Teaching Culture in the Classroom

After the Second World War Culture had a crucial part of foreign language teaching arena. However, over the time the idea of the importance of integrating culture in education and teaching in the classroom has become one of the main areas of many scholars in foreign language study and teaching.

According to Li (2013) "culture is very important in teaching because culture and language are interconnected to each other, one of them complete the other one" (p. 372). According to him, when the student tries to learn a foreign language, he does not learn language alone, but also learn the customs and believes of the speech community of a given society which makes him more competent at communication (p. 371).This leads to the idea   that the language and culture are related. Gardner and Lambert(1959) on the other hand, explains from their point of view the importance of culture in teaching a foreign language and how it increases not only learner's curiosity about the interest in the target countries, but also their motivation to study foreign languages.

The council of Europe's "common Europe framework of Reference" (2011), emphasizes the importance of intercultural dimension in language teaching, because it helps learners to acquire intercultural and linguistic competences, This means focusing on intercultural communication in teaching process enables the students to understand and accept people from other cultures as individuals with other distinctive perspective, values and behaviours.

2.3. The History of Intercultural Communicative Competence

Linguistic studies have been concerned with studying the human tongue since last years. This interest opens wide fields of research with deep roots in linguistic thinking on one hand, and in linguistic performance on the other hand. So, Language is an important means of achieving communication, interaction and understanding among people.

The notion of « communicative competence » first introduced by Hymes (1972), is seen as a reaction to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating. Hymes argues that communicative competence includes not only linguistic forms of a language, but also knowledge of when, how and to whom it is appropriated. So what is important is the social context.

The notion of communicative competence also underlined the great value of socio-cultural knowledge. In this context, scholars like Canal and Swain (1980) proposed four main components of communicative competence. Firstly, grammatical competence is concerned with

mastery of language code (verbal – non – verbal). It includes: vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Secondly, sociolinguistic competence includes both socio-cultural rules of use and rules of discourse, i.e. it is about appropriateness of utterances and appropriateness of forms. Thirdly, discourse competence conserved mastery of how to combine grammatical forms and meaning. Lastly, strategic competence is consists of mastery of verbal and non-verbal communication strategies. So, for them communicative competence was understood as the underlying system of knowledge and skills required for communication. So, the interaction to be effective, it should involve knowledge about the language and its aspects including: grammar, meaning and sounds.

Ek (1986) proposed two components based on Gumperz's definition of communication "communication is a social activity requiring the co-ordinated efforts of two or more individual" (1982). Therefore Ek discriminates socio-cultural competence which refers to the ability to function in various cultures from the social competence which is the familiarity with differences in social customs.

Intercultural communicative competence has been changed when culture dimensions were integrated in language teaching Byram (1997). In the last few decades Baker (2012) stated that English has become a universal language which is spoken by more "non-native" speakers than 'native' speakers' i.e. English as a involves both natives and non-natives. Byram et al (2013) argued that as a result of globalisation, new technologies and mass economic and refuge migration. It becomes clearly that communicative language teaching with its focus on sociolinguistic appropriateness is inadequate. They used the term "cultural term" which is defined as the notion of what it is to be competent for communication with speakers of different languages and with speakers using a lingua-franca. In other words, it needs to develop communication skills, which are based primarily on language. The latter cannot be learned only through teaching, but must be acquired through different cultural interaction.

2.4. Definition of Intercultural Communicative Competence

The term communication has been defined in different ways; it differs from one scholar to another according to their aims. According to Lynch(1996) communication is a mechanism that involves someone else in order to understand what he/she wants to say. This means that it is a process that allows us to express what we are thinking of. Richards and Schmidt(2002) also view communication as: "The exchange of ideas, information, etc, between two or more persons. In the process of communication, there is usually at least one speaker or sender, a message which is transmitted, and a person or a group of people to whom this message is intended (the receiver)" (p 89). According to this quotation communication is a process of

expressing ideas; it also involves sending a message from the sender to the receiver. On the other hand they define competence as: "the implicit system of rules that constitutes a person's knowledge of the language. This includes a person's ability to create and understand sentences of a particular language, and the ability to recognize ambiguous and deviant sentences" (2002, p. 93-94). Based on this definition we notice that competence refers to a combination between person's ability and knowledge that makes the person capable to react in different situations.

The notion of communicative competence emerged as a reaction to dichotomy of Chomsky competence and performance. It was introduced by Hymes (1972).He says:

> I should take competence as the general term for the capability of a person. Competence is dependent on both (tacit) knowledge and (ability for) use …The specification of ability factors, such as motivation, as partly determining competence. In speaking of competence, it is especially important not to separate cognitive from affective (p. 282-283).

In other worlds, communicative competence refers to both the implicit knowledge of a language and the ability to use it. The ability is concerned with non-cognitive factors.

As a result, we can define the term Intercultural communicative competence as the ability to understand cultures, including your own notions, and use these notions to communicate with people from other cultures successfully. According to Deardorff (2006) in the United States, there is a developing consensus around the idea that intercultural competence refers "to the ability to communicate effectively and appropriately in knowledge, skills and attitudes" (p.247). Therefore, the individual should interact with people from different cultural backgrounds and focusing on one's knowledge, skills and attitudes. Similarly Byram et al (2002) define intercultural communicative competence as: "the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality" (p 10). According to this definition when people issuing from various cultures interact with each other, they must take into account that each one has its own culture, beliefs and values. Wiseman (2002)argue that in order to interact and to be effective and successes, it should involved person's knowledge, skills and motivation. This interaction between members of different groups reveals different forms of language in respect of the knowledge shared by the members of society vis-avis their linguistic forms of symbolic behaviour, this means that the people of

different societies when they interact with each other, they must respect each other's culture which contains the language.

Fantini (2005) also explains intercultural communicative competence as a set of complex capacities necessary for effective and appropriate interactions with other speakers from different linguistic and cultural backgrounds. This means that intercultural communicative competence is based on the interaction between the people with different culture. In the same context Chen and Starosta (1999) defined it as: "the ability to effectively and appropriately execute communication behaviours that negotiate each other's cultural identity or identities in a culturally diverse environment" (p. 28).This definition focuses on the effectiveness and success of communication in light of cultural differences. Bennett (2001) is one of the scholars who talked about and specified the skills in intercultural communicative competence, so according to him intercultural communicative competence is: "a set of cognitive, affective, and behavioural skills and cultural contexts" (p. 3).This definition based on intercultural awareness, since they have noticed the cognitive skill, in addition they focus on behavioural and sensitive kills.

In addition to these different views and concepts, it can be said that language is not just letters, symbols, or pure means of communication and disclosure of what the soul desires, but rather it is the largest carrier of culture and knowledge, and it is the tool which nations use to assert their identity. That is why intercultural communicative competence was so important in bringing societies closer.

2.5.   Characteristics and significance of ICC

In globalized world, people interact through using English which is a universal language spoken by more "non-native" speakers than "native" speakers. This interaction involves people of different languages and cultures. Therefore, understanding of cultural contexts and communicative practices to successfully communication cross diverse cultures is important Baker (2012). ICC is very important and necessary as mentioned in Fantini's definition that is a set of complex capacities necessary for effective and appropriate interactions with other speakers from different linguistic and cultural backgrounds (2005). In order for the speaker to be culturally competent, he should have a good knowledge of the characteristics of intercultural communicative competence. According to Paige (1996) some of the most common behaviour attitudes, and values related to communicative competence are: tolerance of ambiguity, cognitive and behavioural flexibility, cultural identity, interpersonal skills, openness to new experiences and people, empathy and respect. This explains that the common factor between different societies is values and beliefs that are seen as the basis of a society's culture. Only

these values and beliefs remain different from one society to another according to the historical origin of each of them. In the same vein, Bennett (2011) maintains the different aspects of the culture which are: "cognitive skills that are comprised of, firstly, cultural self-awareness, culture-general knowledge, culture-specific knowledge and interaction analysis, secondly, Affective skills which comprise of: curiosity, cognitive flexibility, motivation and open-mindedness, thirdly, behavioural skills comprise of: listening, problem solving, empathy, relationship building skills and information gathering skills" (p 3). This means that the psychological aspects have an important role in determining the characteristics of ICC.

According to Byram(1997) one of the theorists in the field of language, teaching and learning intercultural competence skills are very beneficial because they helps learners see the relationship between different cultures. According to him "it is important that the learner be able to see the similarities and differences and establish a relationship between their own and other systems" (p. 14), i.e. intercultural competence enables the student to compare and contrast his own culture to the foreign culture in terms of values, beliefs and other aspects and acquire new knowledge.

Irimia (2012) maintains that FFL students will benefit from gaining valuable knowledge of the different world cultures and they will be allowed to develop their own ability to analyse, judge and think critically, this enables them to learn more about different cultures and provides them with communication skills to avoid culture shock.

2.6. Models of ICC

In this element, we refer to the theoretical models that deal with the development and sequencing of effective training aspects, so that students could move from a restrained ethnocentric view to a wider global mindset. These models are outlined below.

a.   Byram' s model of ICC

Byram's model of intercultural communicative competence was proposed in 1997 and it is one of the well-known models in this arena. This latter, is based on describing an intercultural ideal speaker. It was designed for language classroom to develop and evaluate learner's intercultural communication in different contexts Byram (1997). Byram's model consists of four competencies which are; linguistic competence, sociolinguistic competence, discourse competence and intercultural competence. The first three competencies are borrowed from Ek's model of intercultural ability.

Byram's model is called "model of intercultural communicative competence" is composed of four competences: linguistic competence, sociolinguistic competence, discourse competence,

intercultural competence. Firstly, linguistic competence, that is the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language. Secondly, sociolinguistic competence that is the ability to give to the language produced by an interlocutor with a native speaker or not-meanings which are negotiated and made explicit by the interlocutor. Thirdly, discourse competence this one is the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the comentions of the culture of an interlocutor or negotiated as intercultural texts for particular proposes. Finally,   intercultural competence this one is the Knowledge of others: knowledge of self, skills to interpret and relate, skills to discover and/or to interact, valuing others' values, beliefs, behaviours and relativising one's self. According to Byram and Zarate (1997, as cited in Bredella, 1992), the components of intercultural competence are: attitudes, knowledge, skills and values that stem from one's belonging to a particular social groups. We explain them as follows:

1-   Attitude (savoir étre): attitude refers to the ability to abandon ethnocentric views, beliefs, and the ability to develop and sustain a relationship between one's own culture and foreign culture, like attitudes of openness and curiosity. This indicates the acceptance of the others despite of the cultural differences that include the different views and beliefs.

2-   Knowledge (savoir) refers to the cultural references that form the implicit and explicit information of another culture gained during the learning process, and the age related to the cultural meanings and values of the foreign culture interlocutor with whom learners communicate. Byram divided the knowledge into two categories, the first one is declarative knowledge, which is summarised as "knowledge of social groups", the second one is procedural knowledge like the knowledge of processes of interaction. This one is connected with the skills of interpreting and relating.

3-   Skills of interpreting and relating (savoir comprendre): means the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. These skills based on general knowledge.

4-   Skills of discovery and interaction (savoir apprendre faire): refers to the ability to acquire new knowledge of culture and cultural practices and the ability to apply knowledge, attitudes and skills under the constraints of real time communication and interaction.

5-   Critical cultural awareness (savoir s'engager): is an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

6- To sum up, Byram's model highlights the concept of intercultural competence and on the skills that must be included in language teaching. In addition the components he introduced

are intertwined, because each component is related to the other, for instance skills rely on procedural knowledge and those skills in the first place are built based on attitudes.

b.   Deardorff's model of IC

Deardorff (2004) defines intercultural competence as: "the ability to communicate effectively and appropriately in intercultural situation based on one's intercultural knowledge, skills and attitude" (p.194). This definition based primarily on communication and behaviour in intercultural situation. Therefore, Deardorff brings the components of his model depending on IC definition. Deardorff 's model (2006) was based on the highest rated components of ICC. The model was developed into two visual representations, one in the form of a pyramid and the other is in the form of process oriented.

It can be explained the two models as follows. Firstly, the pyramid model illustrates how the aspects of intercultural competence depend on the other, i.e. having components of lower level enhance upper level. The basic and lowest starting point is attitude which is considered as the cornerstone on which knowledge and skills develop like attitudes of curiosity, general openness and respect for other cultures. The next level includes skills and knowledge; skills to analyse interpret and relate as well as skills to listen and observe, on the other hand knowledge includes specific cultural information, cultural self awareness, knowledge of culture and sociolinguistic awareness. These three components, which are: attitude, knowledge and skills lead to the desired internal outcome which allows the desired external outcome to appear. Secondly, the process model of intercultural competence contains the same components as the pyramid model, but it allows acquiring a more complex representation of IC. In the process model the outcome increases when all the components of IC develop.

To conclude, both versions of Deardoroff's models are important in education, hand a cooperative lap in developing and assessing students outcomes.

Desired External Outcome

Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills and attitudes) to achieve one's goals to some degree.

Desired Internal Outcome:

Informed frame of reference filter shift:

Adaptability (to different communication styles behaviours, adjustment to new cultural environments); Flexibility (selecting and using *appropriate communication styles* behaviours: cognitive flexibility): Ethno relative view

Empathy

Knowledge Comprehension	**Skills**
Deep understanding and knowledge of culture (including contexts, role **and** impact of culture & others world views):	To listen, observe and interpret
	To analyze, evaluate, and relate.
Culture specific information	
Sociolinguistic awareness	

Requisite Attitudes:

Respect (valuing other cultures, cultural diversity)

Openness (to intercultural learning and to people from other cultural withholding judgment)

Curiosity and discovery (tolerating ambiguity and uncertainty)

Figure 1.1: Pyramid Model of Intercultural Competence

Source: Deardoff (2004)
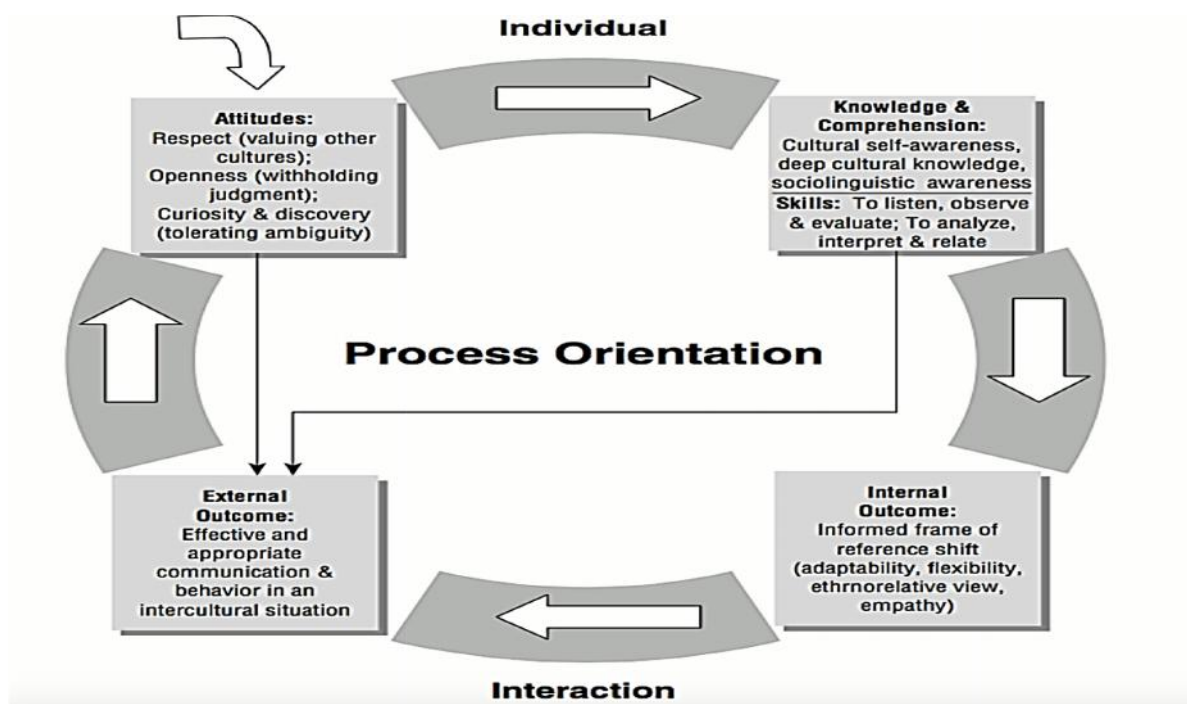
Figure 2.1: Visualisation of Deardoff Model of IC (Deardoff 2006, p. 256)

2.7. Acquiring ICC in EFL Classroom

Within the context of globalization, English has become a global language in our community. Thus, ICC is an important tool in foreign language teaching and learning and it is necessary to be taught as a foreign language to our students in English classroom(Ruiz, 2019). The aim of acquiring ICC is to make the student know how to act appropriately by using the target language in real life situation (Reid, 2015, p. 186) . In order for learners to acquire ICC, they should follow the following important steps:

a.   Building ICC in EFL Classes

The appropriate environment for building ICC is the classroom, so EFL classrooms are considered as the basic setting in which learners can develop an acquire the culture of a foreign language and the language itself . In this context Buttjies and Byram (1999) shed the light on this idea by claiming that a new intercultural rational for language teaching is required in integrating the aspects of communication and education. When classrooms are shown as a continuing effort at simulating a foreign environment learning experience this might cooperate in enhancing the tolerance of ambiguity and empathy with others Buttjies & Byram(1999).

EFL students can acquire a foreign language and its culture if they process two important key factors, the first one is motivation, when students have the needed motivation and the

desire will learn a language and its culture, they would acquire and develop it successfully. The second factor is encouraging a positive attitude towards other. The two key factors play a crucial role in developing learner's ICC. Thus, motivation has a crucial importance in learning. In the same vein Ditual (2012, as cited in Alizadeh, 2016) argued that students were highly motivated with a positive attitude towards learning English, they were both instrumentally and interactively motivated. There is a great emphasis on motivation in learning and teaching process, because motivation is "a key component of model language learning" Spolsky (2000,p. 158). Motivating EFL students is the role of the teacher, so he should make his learners interested in learning a second language i.e. the teacher has to activate students's motivation by creating comfortable atmosphere. According to Yashima (2002) motivation affected self-confidence in communication in a L2. Furthermore, it is important for the teacher to try to draw students's attention by using interesting activities and materials, Thus, rising the students curiousity to learn a foreign language as well as having an overall insight of others' culture.

After building a stimulating environment for learning ICC the teacher moves to the next step which is working to encourage positive attitudes. It is important to stimulate individual's attitudes towards foreigners from other cultures. So, attitudes are important; indeed it is one of the most important components of ICC. According to Byram (1997) attitudes refers to

" Someone's curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own" (p 50). This means that attitudes refer to the ability to develop and establish a relationship between one's own culture and foreign cultures. According to Brown (2000) "positive attitudes towards the person, the native language group, and the target language group enhanced proficiency" (p 18). In other word, attitudes affect both students's native and target culture. Thus second language learners learn the target language better when positive attitudes are given to them, Whereas, negative attitudes may interfere vaguely in hindering the students' motivation.

b.   Overcoming Barriers of IC

Based on the last two key factors, those cooperate in overcoming the obstacles of intercultural communication i.e. overcoming discriminations and misunderstandings between people of different cultural backgrounds. For Jandt (2007) the best approach is to examine barriers to intercultural communication. In other words, teachers strive to determine the impediments that prevent access to an optimal communication base.

Samovar and Porter (2004) name six barriers for communication. According to them people belonging to different cultural backgrounds sometimes don't feel willing to interact with others due to six reasons that will be tackled in the following discussion:

One of the key barriers to intercultural communication is stereotypes. Gudykunst (2004) argues that stereotypes emerge when we interact with people from different cultures; we base our predictions of their behaviour on our own cultural rules and norms. This stereotypes "create expectations about how people from own and stranger's group will behave" Gudykunst (2004 ,p.4). In other words, stereotype is someone to judge someone by how they look or by their culture, basically it leads us to misinterpret and misunderstand the message we receive from different people who belong to different cultural backgrounds.

Another barrier is Ethnocentrism. It is an obstacle towards an effective intercultural communication. It refers to a belief that one's own culture or group is superior to all other groups or cultures. Gudykunst (1991) argues that ethnocentrism is a social bias that causes us to judge specific behaviour patterns negatively rather than attempting to understand them. If ethnocentrism is not recognized, it can lead to cultural misunderstanding. At the contrary of ethnocentrism there is ethno relativism, Bennett (1993) introduced a developmental model which includes six stages in order to move successfully from ethnocentrism to ethno-relativism. These stages are: denial, defence, minimization, acceptance, adaptation and integration.

The next barrier, it is not necessary that two similar cultures do not seem different, indeed they are similar, but different to some extent. Bennett (1986, as cited in, Dummesa & Godesso, n.d) in his model of development focused on this concept which is differences. Thus, we must recognize that cultural differences exist among people. For instance, learners may assume that their native behaviours and norms can be applied to another culture exactly the same way as to their own culture. Simply, the differences between two cultures exist instead of similarities. However, when the individual is not aware of the customs and norms of a given culture, he assumes that the differences between cultures never exist.

Racism is another barrier which still exists in every level of our society. According to Tanja (2014, as cited in Barnett, 2002) racism is widely known as destructive act, it occurs because of the feeling of superiority and racist individuals often mistreat people from other racial backgrounds. In other words, racism is the belief that a particular race is superior or inferior to another. In order to avoid this attitude, teachers should inculcate respect and tolerance into their students' minds.

Withdrawal is one of the barriers which refers to the absence of interpersonal contact. Individuals created it to distance from others. A person characterized by this attitude has a poor self esteem. When learners do not have enough information about a given culture, its beliefs and customs, they tend to isolate themselves from others. The best way to overcome this barrier is to push one's self to communicate with others.

The last important barrier is called prejudice. Prejudice refers to negative social attitudes held by members of one group towards members of another group Chaise &Sham (2013). In other words, predjice is a negative perception created towards a member of another group by members of one group on the basis of race and ethnicity. It is true that prejudice is a special kind of stereotype Chaise &Sham (2013), but there are differences between the two barriers. Jandt (2012, p.86) express these differences as the following:

The term stereotype is the broader term and is commonly used to refer to negative or positive judgments made about individuals based on any observable or believed group membership, while, Prejudice refers to the irrational suspicion or hatred of a particular group, race, religion, or sexual orientation.

In other words, the first concept can be positive or negative made on the basis of observation of a given group. However the second concept refers to the irrational Pre-judgment or dislike towards a particular group. Prejudice can be reduced by increasing empathy and empathic communication and also premise activities like cooperative learning and discussion.

Overcoming these barriers to communicate in EFL classroom is not an easy task, so the teacher should take great awareness and willingness to adapt communication in order for the interaction to be successful.

c.   Intercultural Communicative Competence in EFL Textbooks

Communicative textbook occupies a primary position in teaching English to foreign learners (EFL) because many teachers depend on them to develop learners' communicative competence since it is the main instructional resource Rodriguez (2015). According to Hutchinson & Torres (1994) the textbook generally helps in the process of lesson and unit planning and covers a set of the needed tasks and topics. EFL field has generally focused on teaching elements of culture, that is, the easily observable Hinkel(2011,as cited in Roderiguez, 2015). Byram and Buttjies (1994) think that motivation for learning another language can be raised through cultural awareness, and language acquisition can be facilitated through "culturally trick and socially realistic textbook presentation" (p 9).

EFL textbook should address the target language and its culture; also it should contain courses that show individual's real experiences. Cunnigsworth (1995) confirms: "textbooks cannot be central because they have to affect a set of social and cultural values which are inherent in their makeup … and explain a value system, implicitly or explicitly" (p. 90).

The textbook as a pedagogical tool should contain a large space for culture and materials that are viewed as the embodiment of a language course and methods of particular teaching/learning situation. It should target linguistic, lexis and cultural components. "… materials are designed to promote awareness of race, gender and environment issues" Cortazzi &Jin (1999,p.208). In addition the textbook should incorporate tasks that touched the different skills. For that, Tomalin and Stempleski (1999) emphasized the use of task oriented approach toward teaching culture. In the same context Edward and Willis (2005) proposed the use of task in the language teaching as they can provide better context for actuating learner's acquisition

The majority of textbooks present the target culture which minimizes the socio-cultural aspects. Liddicoat and Scarino (2013) argued that textbooks present the culture of the target language, but they do it in a way that reduces the culture to the information about aspects of context.

Another deception of the Intercultural communicative representation is comparing the native culture with the target culture. In the same path, Liddicoat and Scarino (2013) have also argued that textbooks usually have constructed the teaching language culture with reference to the culture of the learner.

To sum up, textbook promotes learners' intercultural awareness and make them interact effectively and appropriately. There are researchers who said that the materials in the textbook are not sufficient in helping EFL students acquire ICC; whereas the others said that they are sufficient, thus teachers should use different materials to raise learner's understanding.

d.   Assessment of Intercultural Communicative Competence

After the development of Intercultural communicative competence and while integrating it in education, many Intercultural scholars emphasized the importance of assessing and measuring individual's intercultural communicative outcomes. This measurement seems difficult, because scholars did not agree on one definition of ICC. Deardorff (2006) claims that competence can be measured, but its measurement depends first on its definition. He conducted a study in which the intercultural scholars like: Fantini, Bennett and Byram agreed on definitions, components and assessment methods for intercultural competence that emerge through his study.

In measuring IC, it is important first to determine who is engaged in the actual measurement (including identifying their cultural bases), where the locus of evaluation is, to what extent, for what purpose, for what benefit, the time frame involved, the level of cooperation, and the level of abstraction. Also it is necessary to mention how they assess and measure materials in different cultures.

Fantini (2009) introduced four types of assessment format. The first one is direct assessment, it is done in a specific period of time like tests and quizzes. The second type is indirect assessment, contrary to the direct assessment formats, the indirect assessment helps teachers to know the things that the learners need to improve as well as the resources that can be modified. It is based on how students communicate with each other; in other words, it is ongoing process. The third type is discrete assessment which aims to show if students can display a clear ability to compare and contrast both the target and the native cultures. Its main focus has been put on different aspects of learning. The last type is the global assessment; it is all about the skills and abilities requiring synthesis and implementations in contexts.

In the process of intercultural communicative assessment, teachers should use different tools. In this vein, Deardorff (2009) sees that without a plan, intercultural competence assessment occurs randomly and may actually measure the stated goals and learning objectives and may not. He states that: "Blindly borrowing assessment plans, tools and methods for other, just because organisation is using a particular assessment tools does not mean that the tool will match your stated goals and learning objective" (p. 486). In addition, to the use of these assessment tools, teachers should firstly be sure that the tools touch the points they want to give to their students, also, it should fit the teaching and learning process. Fantini (2009) mentions assessment tools in the figure bellow.

Behavioral Assessment Scale for Intercultural Communication (BASIC)

Measures: gross cultural behaviour.

Assessment scale for intercultural communication.

Containing eight scales.

Cross - Cultural Sensitivity Scale (CCSS)

Measures: gross cultural sensitivity.

Description: A scale designed to measure cross cultural sensitivity the Canadian context, or Normed on undergraduate students.

Source: Pruegger V.J and Rogers T,B (1993)

Development of a scale to measure cross-cultural sensitivity in the Canadian context. Canadian Journal of Behavioural Science, 25,615,621

GAP test: Global Awareness Profile

Measures: World knowledge in specific areas

Description: this tool measures world knowledge a person has concerning selected items of international politics, economics, geography, culture and so on.

Source: J, Nathan Gorbitt, intercultural press, ISBN 1 877 864 55 2 PO Box 700

Yarmouth, ME 04096 USA tel: 866 372 2665

Intercultural Competence Assessment (INCA) project

Measures: intercultural competence

Description: A 3-year project designed to develop a framework, diagnostic tool and record of achievement for the assessment of intercultural competencies. The tool links both language competence and subject knowledge competence.

Source: Available online http://www.incaproject.org/index.htm

Intercultural Development Inventory (IDI)
Measures: Orientation toward cultural differences
Description: A50 item assessment instrument designed to measure individual and group intercultural competence along development continuum regarding the the respondent's orientation toward cultural difference and their readiness for intercultural training. A statistically reliable and valid measure of intercultural sensitivity, translated into 12 languages and applicable to people from various cultural backgrounds.
Source : Hammer consulting, LLC, Tel. 4102081120.

Figure 3.1: Intercultural Competence Assessment Tools (Fantini, 2009, p-p 464-471)

In order to assess ICC, we should first consider its components relying on different instruments and techniques. Among these components knowledge (savoir) which is very important to be acquired in the process of learning. According to Byram (1997) knowledge refers to the cultural, information that has been gained during the process of learning. Teachers assess student's knowledge by engaging them in different activities. According to Schuman (2012) it can be accessed through activities of question and answer, multiple true false questions.

After gaining a readymade knowledge, students find themselves with the capacity to discover the similarities and differences between their own culture and the target culture, and this is what we called assessment of skills of interpreting and relating based on Byram's (1997) definition. He views skills of interpreting and relating (savoir comprendre) as: "the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own". Simply, after acquiring new knowledge about the target culture, student can compare and contrast between the native culture and the target one – savoir comprendre. The teacher gives documents and pictures to learners when assessing their ability of comparing and relating. To explain sources of misunderstanding student can write comments Byram (1997).

Assessment of attitudes are of a great deal also, the student tries to maintain the relationship between one's own culture and the foreign one Byram (1997) by using representations like audios and images. Byram (1997) argues that we can notice students' attitudes from their openness, curiosity and willingness to interact. Critical culture awareness allows students to evaluate critically the perspectives and practices of the home culture and the target one.

To sum up, intercultural communicative competence is important in the process of teaching and learning. Thus, its assessment is crucially essential to measure students' goals and objectives.

2.8.Teaching English Culture through Idioms

Idioms of all types have to fit into the model of a particular community which is culture. In general idioms reveal great insights to a community's customs, religion, lifestyle, geography, history...etc. The idiom may undergo little change as it goes from one English speaking country to another Bahmed &Merad (2017, p. 19). The differences among cultures can be seen in various lexical items such as: words, idioms, collocations, proverbs and so for. Tackling these differences does not ignore the fact that languages still share universal concepts, notions and views one way or another Arar&Gherbal (2016, p. 13).

It is a well-known fact that communicating in both foreign and native languages cannot be possible only by learning grammar rules by heart. Grammar only enables learners to join the correct words and sentences structurally. However, the idioms learned during teaching-learning process enable students to discover the culture of the target language being taught. So, knowing the cultural features and specific meanings of idioms facilitates communicating in the target language to a great extent. So, it cannot be taught the learner how to communicate competently, without focusing on figurative meaning that is found in certain expressions which are part of culture. the similar and different uses of idioms in both the target language planned to be taught and mother language creates cultural awareness and gives students the chance to make a comparison between cultures.

Digging in the same corner, English idioms as a part of language are very important, due to its cultural elements, thus teachers are enable to teach idioms without teaching culture. Learning idioms help EFL learners to communicate better as well as enriching their knowledge of the target culture.

Lakoff (1987, p. 449) suggests that idioms are motivated by conceptual mapping: «what it means for an idiom to "be natural" or "to make sense" is that there is independently existing elements of the conceptual system that links the idioms to its meaning». In other words, idioms allow understanding not only one thing but multiple ones; it links the words by their meaning. Therefore, for a better acquirement of culture, teachers should teach learners how to behave in different situations, and enclose their insights about culture in relation to idioms.

Conclusion

This chapter has reviewed the main concepts related to the study. It introduces a variety of definitions of the term idiomatic expressions, its characteristics and its origins, and other procedures. Besides, it provides the definition of intercultural communicative competence, its importance and its aspects in order to clarify such important points of these variables. Finally, we focus on the importance of teaching idiomatic expressions in order to improve intercultural communicative competence.This leads us to pass to the second chapter.

Chapter two: Field work

Introduction

   This chapter represents the practical part of the research. It is aimed to introduce the research method and design; in addition to that, descriptions of the tools of the study, data collection and analysis methods are exposed. Furthermore, we mentioned the pedagogical implications, and limitations of the study. Through this study, we have tried to highlight the purpose of this study which is the extent of students' interest in using idioms and to what extent they have contributed to improving their intercultural communicative competence.

   In this research we have attempted to analyze and discuss the data gathered from different analytical instruments, The first one being questionnaire, which is addressed to third year EFL students and the second one the interview addressed only to university teachers. All the data that is obtained from students 'answers of the students' questionnaire and teachers 'interview will be analyzed, discussed and interpreted to find appropriate explanation about the importance of idioms according to the students and its effects on their intercultural communicative competence.

1.   Description of the Population and Sample

1.1.   Students

   Our research population is third year students of English in the department of foreign languages at Mila university center. So, the questionnaire is distributed to 70 students which constitute the sample of this research which has been chosen randomly. We can point out that Selecting the population systematically is very important, for that, 3rd year students supposed to have considerable linguistic competences in the language in general, and especially using idioms and proverbs.

1.2.   Teachers

   The second sample of our research is 10 English teachers, whom are PHD and magister teachers at the department of English in Mila university center. This latter has been intentionally selected because they are old in the field and have decent years of experience in different modules and teaching different levels. Therefore, teachers are inquired in order to get clearer insights toward their students' awareness of use idioms that they have experienced alongside their teaching experience and giving attention to the students to the importance of it in improving their language proficiency in general, and their cultural competencies especially.

3. Limitations of the Study

Each research is beset with some difficulties and restrictions that serve as limitations that prevent reaching meaningful results, some of these limitations are:

1. Difficulty of getting in touch with each other, with binomes themselves and with the supervisor.

2. Some situations are so heavy to explain it in mobile, or in e-mail, for that you cannot do well.

3. Some teachers refused to answer the interview, others took long time to respond us; unfortunately.

4. Difficulty of collecting data, the students did not respond at first, until we used Google questionnaire, and with this tool we wasted a lot of time waiting for the satisfactory rate. All these obstacles are caused by Covid19 disease.

Section 1: Students' Questionnaire

1.1. Description of the Questionnaire

The questionnaire was designed on the theoretical framework, outlined in the first chapter to evaluate the students' knowledge about idiomatic expressions and English culture. We may notice that there are eighteen questions are included in this questionnaire, in order to be answered by English students of third year. The major purpose of this questionnaire is to obtain some information about the students' awareness and knowledge about the using of idioms and to take note of the role of English culture in developing their skills and way of communication. This questionnaire was distributed by Google Questionnaire for the conditions of Covid19. The questions divided into 3 sections, each of which has a particular aim. We can mention them as follows:

First section: contains general information of the students includes the first two questions, which are mainly meant to get an idea about the students' level of proficiency in English and caring about culture in order to open the way for them to continue answering the rest of the questions.

Second section: contains questions about idiomatic expressions from (Q3-Q9). It includes questions about the students' knowledge about idioms and to check their familiarity with them, also, checking their opinions and views about the role of it in facilitating levels of proficiency and comprehension skills.

Third section: includes the last 7 questions to shed some light on the students' acquaintance with the English culture and their views to integrating it in the learning process, in order to focus on the intercultural communicative competence through the views of students about some situations that can let them in connection with the natives.

1.2. Analysis of the Students' Questionnaire

Section 1: This section contains two questions that deal with general information, in order to get an idea about students' level, and the awareness of the students about the relationship between idioms and culture.

Question 1: How would you evaluate your English?

options	N	%
Good	38	54.29
Average	32	45.71
Less than Average	00	00
ÿ	70	100

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Table 2.2: Students' Level Evaluation

</div>

Table (2.2) shows us the response to the question about how students evaluate their level of proficiency in English. The majority of the participants 54.19% described their level as good; this indicates that the participants were advanced students who have studied English for a long time. The rest of them 45.71% chose the option (b) i.e. average; this means that this category of students encountered problems in their different skills.

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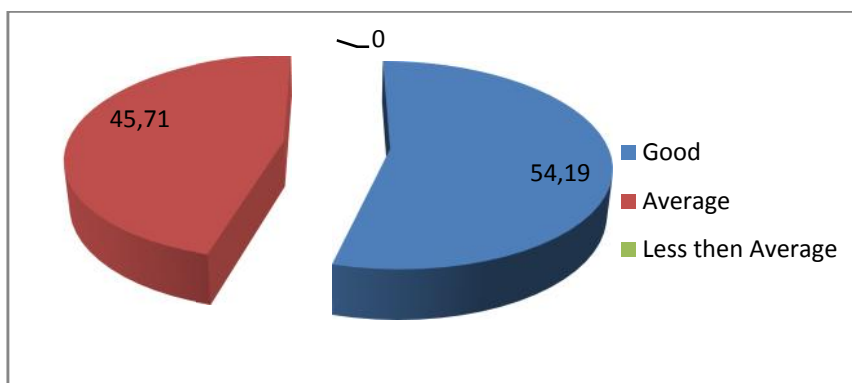
Figure 4.2: Students' Evaluation Level

</div>

Question 2: Do you consider that idioms and foreign cultures are related?

Options	N	%
yes	59	84.29
No	11	15.71
ÿ	70	100

Table 3.2: Students' Awareness of The Relationship Between Idioms and Culture

The purpose of this question is to know the awareness about the relationship between the idioms and culture. Table (3.2) showed that the majority of students 84.29% agree with the strong relationship between idioms and foreign cultures. This means that the students care about all aspects of language not only grammatical rules. Unlike the rest of the participants 15.71% have said there is no any relationship between them. This category marginalized the role of idioms in helping them to be fluent.
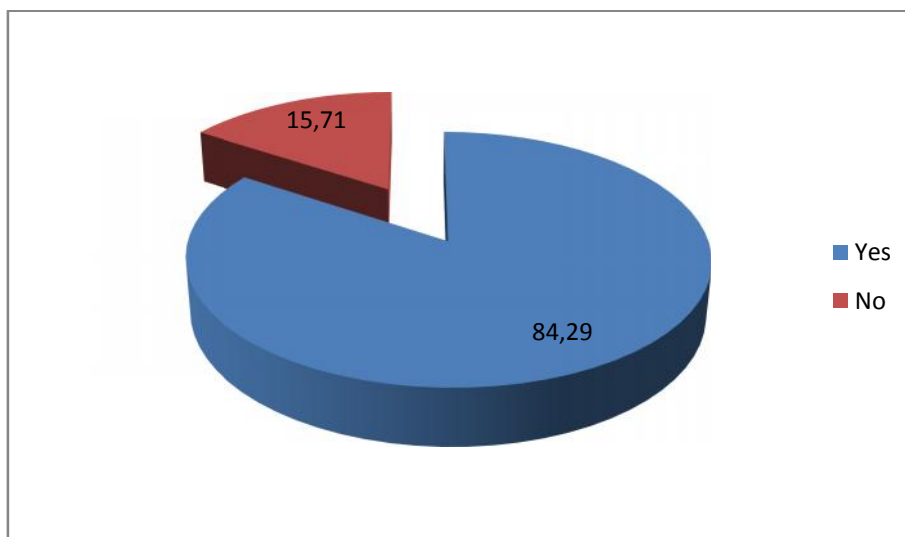
Figure 5.2: Students' Awareness of The Relationship Between Idioms and Culture

Section Two: this section concerned with the idiomatic expressions, it contains 10 questions, which has been analyzed as follows:

Question 3: Do you know exactly what" idiomatic expressions" are?

Options	N	%
yes	58	82.86
no	12	17.14
Σ	70	100

Table4.2: Students' knowledge of The Meaning of The Idiomatic Expressions

The aim of this question is to collect information about students 'awareness to idiomatic expressions. The reached results from table (4.2) show that the greater number of the students making up 82.86% knows the notion of idioms. This is a clear indication that the students aware of the role of idioms in learning a language but, 17.14% of the students do not know about it. It seems that this category of students does not know about the notion of idioms. In addition to that, the majority of students who answered yes they gave definitions close to the notion of idioms. According to the students 'answers, we noticed that most of their answers share a term of "specific expressions". We mention some of their definitions as follows:

- Expressions have specific words, but the meaning is not the same
- Expressions that have a hidden meaning.
- Specific expressions used by native speakers.
- A group of multiple words which indicates a figurative meaning.
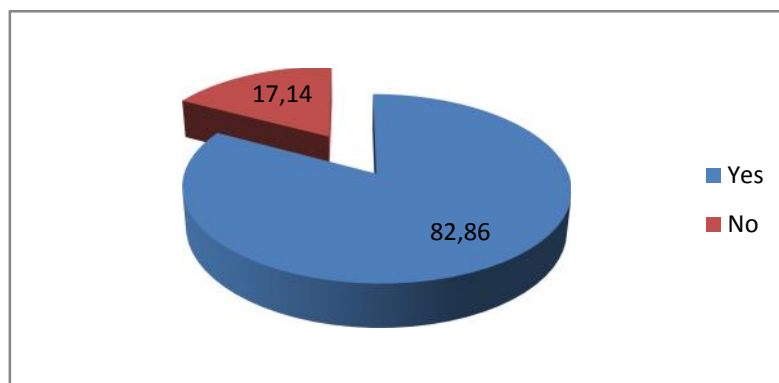
Figure 6.2: Students' knowledge of The meaning of The Idiomatic Expressions

Question 4: Are you familiar with some English idioms and do you use them in your discussion?

Options	N	%
Yes	58	82.86
No	12	17.14
ÿ	70	100

Table 5.2: Students' Familiarity With English Idioms

The aim of this question is to check whether the students are familiar with the use of idioms in their speech community or not. As it is shown in table (5.2)the majority of students making up 82.86% have said yes. This means that they are familiar with some English idioms, and using them in speech makes the speech valuable, whereas, 17.4% are not concerned to use it in their speech, this lack of interesting due to the lack of improving their language skills. The students who are familiar with the English idioms gave different examples, we mention common of them: It's raining cats and dogs, once in a blue moon, Piece of Cake, Speak of the Devil, To Feel Under the Weather, and Look to the Bright Side...
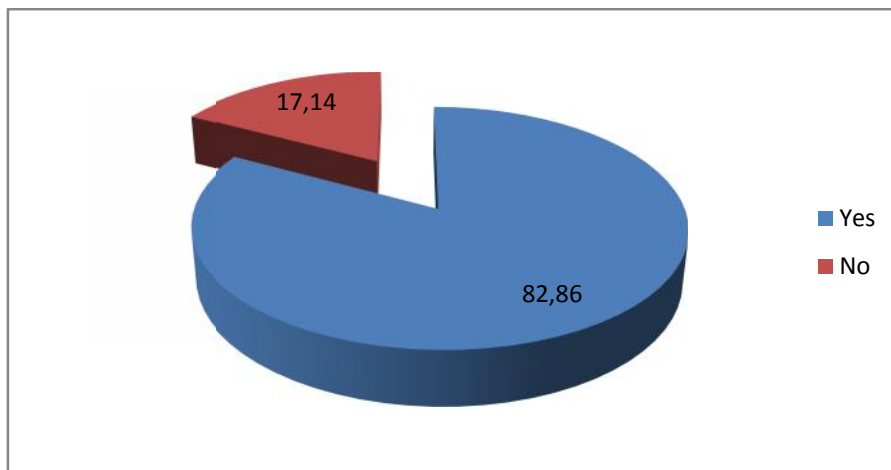
Figure 7.2: Students' Familiarity With Some English Idioms.

Question 5: Do you use them in:

Options	N	%
speaking	29	41.43
writing	6	8.57
Both of them	20	28.57
None of them	15	21.43
ÿ	70	100

Table 6.2: The Skill in Which the Students Use the Idioms

The purpose of this question is to know the interested skill that leads the students to use idioms. From table(6.2) we noticed that the opinions of the students in using idioms are different, concerning the 41.57% claimed that they used them in speaking which is the highest proportion, while, 28.57% prefer to use them in both speaking and writing, and 8.57% which is the lowest proportion prefer to use them in writing but, we find a proportion of 21.43% which is very sensitive category did not care about the importance of using the idiomatic expressions at least in one of the skills mentioned above. This category can be find it quite weak linguistically, since they do not pay attention to the idioms as part of language.
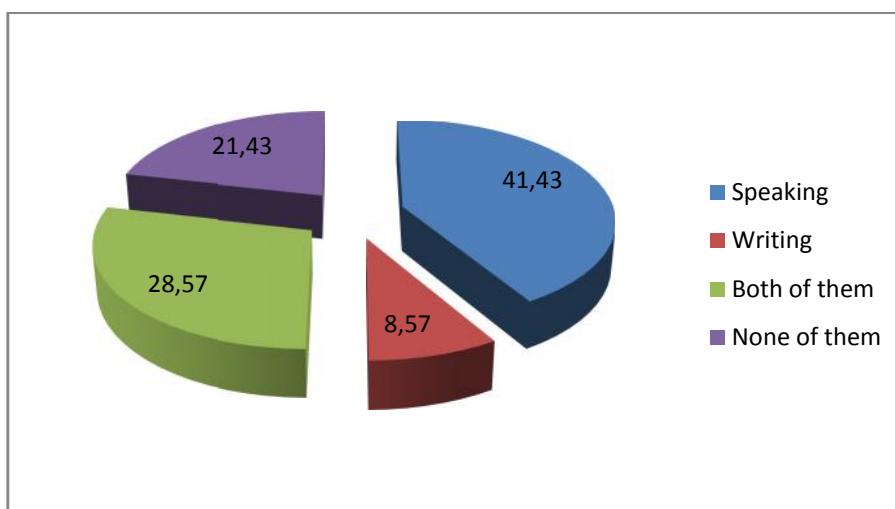
Figure 8.2: The Skill in Which the Students Use the Idioms

Question 6: Knowing of idiomatic expressions help you developing your:

Options	N	%
Language proficiency	23	32.86
Understanding literary meaning	17	24.28
Cross cultural understanding	28	40
All of them	2	2.86
ÿ	70	100

Table 7.2: Students' Opinions about Different Aspects That is Developed By Idioms.

This question aimed to highlight the great role of idioms to develop different aspects of language. Table(7.2) illustrates that 40% of the students from different levels respond that knowing of IE help them develop their cross cultural understanding, whereas, 32.86% of students claimed that it helps them to develop their language proficiency, while, we see 24.28% of students that idioms help them understanding literary meaning. The minority proportion 2.86% of students sees that the idioms help them in all these choices. This means that the idioms have a great role to develop different aspects of the language.
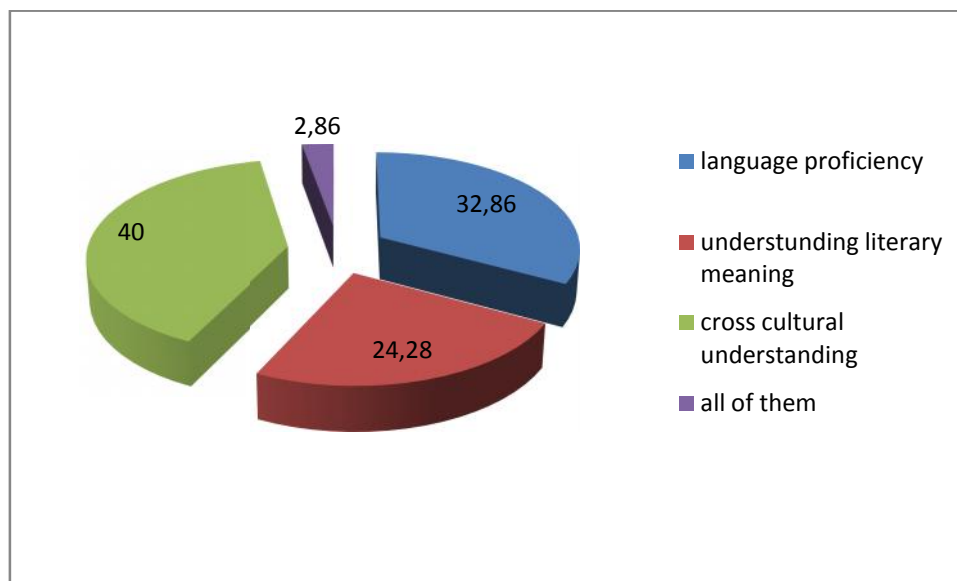
Figure 9.2: Students' Opinions about Different Aspects That is Developed By Idioms.

Question 7: Do you think that teaching the idiomatic expressions is an important process in your learning development?

Options	N	%
Yes	57	81.43
No	13	18.57
ÿ	70	100

Table 8.2: The Importance of Learning Idiomatic Expressions

This question aims to highlight the interest of students in learning idiomatic expressions. Table(8.2) shows that the majority of the students 81.43% think that IE has a great importance in their learning development, since they are part of speech that shorten the lots of meanings instead of long sentences, in order to convey a meaningful and good message. According to them the idioms increase their critical thinking and allow them to see things beyond sentences, when they use idioms they look like natives and for them the idioms represent the aspects of language, while, 18.57% of students think that the idioms are not important in their learning development, maybe because of focusing on grammatical rules and they prefer to use simple expressions and sentences. This category sees that it is not necessary to use it, because the capacities of students are not equal, and they are somehow difficult to get it, also it is an additional knowledge and not necessary to learn it.
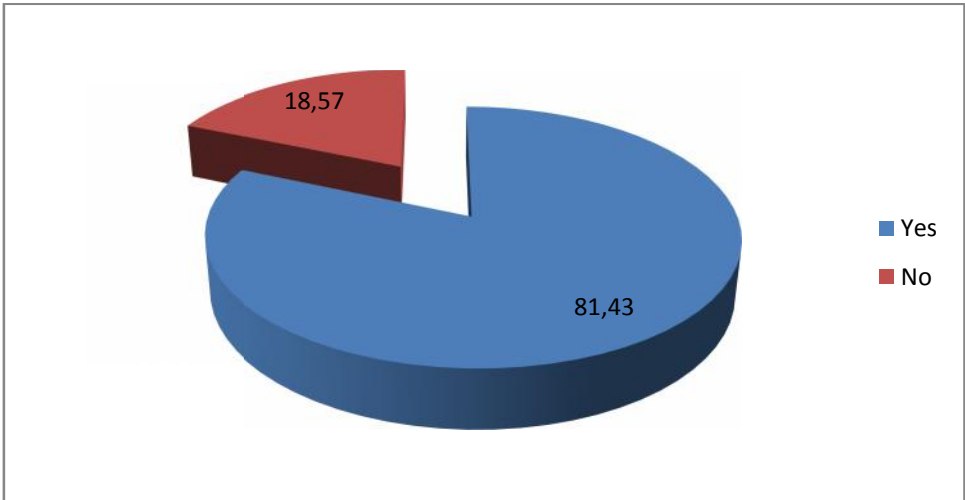
Figure 10.2: The Importance of Learning Idiomatic Expressions

Question8: How do you succeed in getting the meaning of idioms?

Options	N	%
context	49	70
Figurative meaning	15	21.43
Literal meaning	6	8.57
ÿ	70	100

Table9.2: Students' view of Getting The Meaning of Idioms

This question aims at determining from when the students derive the meaning of idiomatic expressions. From table (9.2) above, it can be clearly observed that the majority of the participants 70% claim that they get the meaning from the context, this means that they do not necessarily understand the content of the expressions but, the context of the speech will clarify their understanding. Whereas, 21.43% which is a small percentage answered that they understand the meaning from the figurative meaning; this clearly means that they are interested in learning idiomatic expressions. While, the minority 8.17% of students said that they get the meaning from the literal meaning, in this case, it is difficult for the students to obtain the meaningful meaning of the expressions, because we sometimes find a big difference between the literal and rhetorical meaning.
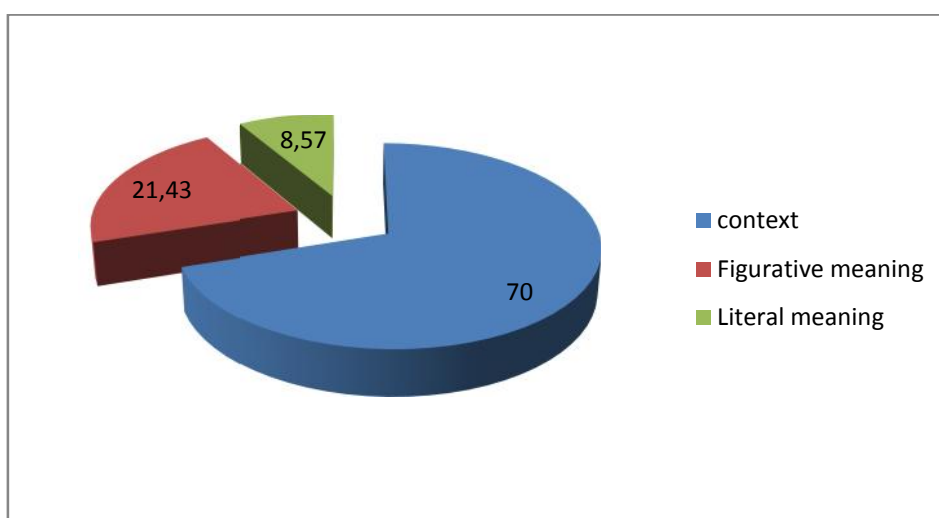
Figure 11.2: Students' View of Getting The Meaning of Idioms

Question 9: Do you feel that using idioms in communication has a great impact on your speaking proficiency?

Options	N	%
Yes	57	81.43
No	13	18.57
ÿ	70	100

Table10.2: Students' Opinions about the Impact of Idioms on Speaking Proficiency

This question aims at knowing the relationship between students speaking skills and using idioms while communicating. According to table (10.2) above, it can be clearly observed that the majority of the students 81.43% claimed that using idioms affect their speaking proficiency; however the others 18.57% see that there is no relationship between enhancing their speaking skill with using idioms. This indicates that the first category wants to make her speech professionally perfect, while, the other category prefer to make simple sentences since they do not need a perfect communication.
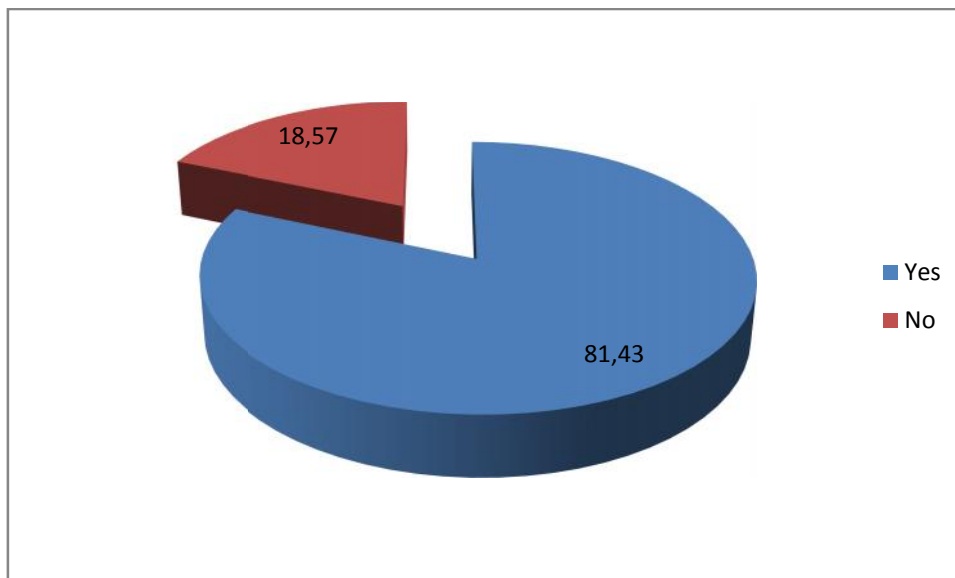
Figure 12.2: Students' Opinions about the Impact of Idioms on Speaking Proficiency

Question 10: Do you consider that learning English idioms is important for accomplishing compelling with Natives?

Options	N	%
Yes	58	82.86
No	12	17.14
ÿ	70	100

Table 11.2: Students' Opinions about the Importance of Idioms In Reducing the Gap With Natives

From this question we would like to reveal the extent of students' awareness of the role that idioms play in reducing the gap between different cultures. From table(11.2) mentioned above we find that most of the students 82.86% agree that learning English idioms is important for accomplishing compelling with natives, whereas, few of them17.14% are disagree with. For those who have answered "yes", most of them see that using idioms reduce the gap between the natives and non-natives and avoiding the culture chock. In addition to that, others see that using idioms facilitate the way of communication and go through their culture deeply, and there are those who see that using idioms in the conversation with natives is the best way for non-natives to improve their language proficiency.
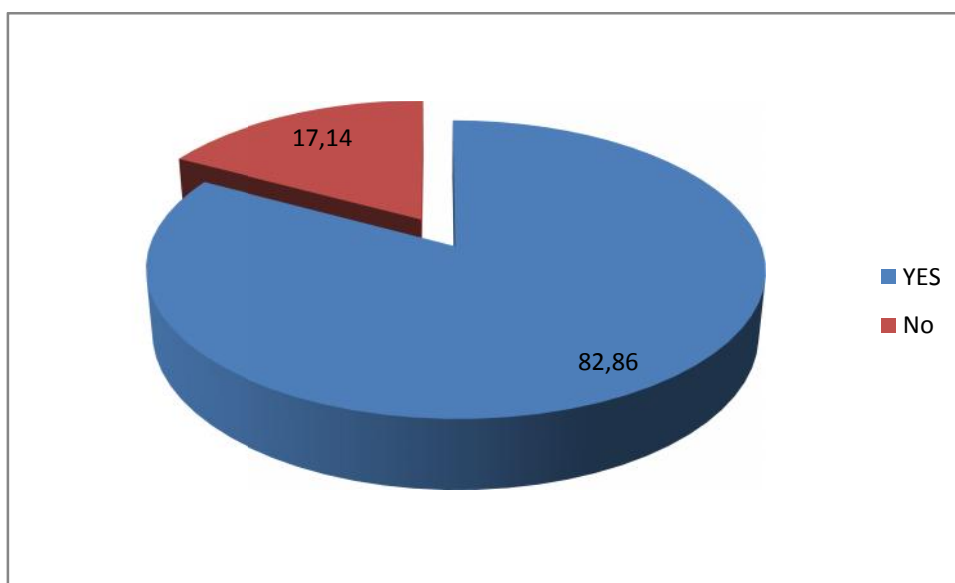
Figure 13.2: Students' Opinions about the Importance of Idioms In Reducing the Gap With Natives.

Question 11: Are idiomatic expressions culturally important?

Options	N	%
Yes	70	100
No	00	00
ÿ	70	100

Table 12.2: The Importance of Idioms in Culture

The purpose of this question is to find out whether students pay attention to the relationship between language and culture, given that the idioms are part of the language. The data obtained from this table(12.2) shows that all of students argue that the idioms have a great impact on culture. This indicates that the students are well aware that idioms as part of language have an intimate relationship with culture. So, idioms can be considered as a key in understanding the language and enriching their vocabulary because the linguistic part in the language is not sufficient. This is what the students explained in their answers, as they said most of them they would like to speak as natives. So, they must know about their culture which the idioms one of them, others see that the idioms are something inherited, so it is associated with culture.
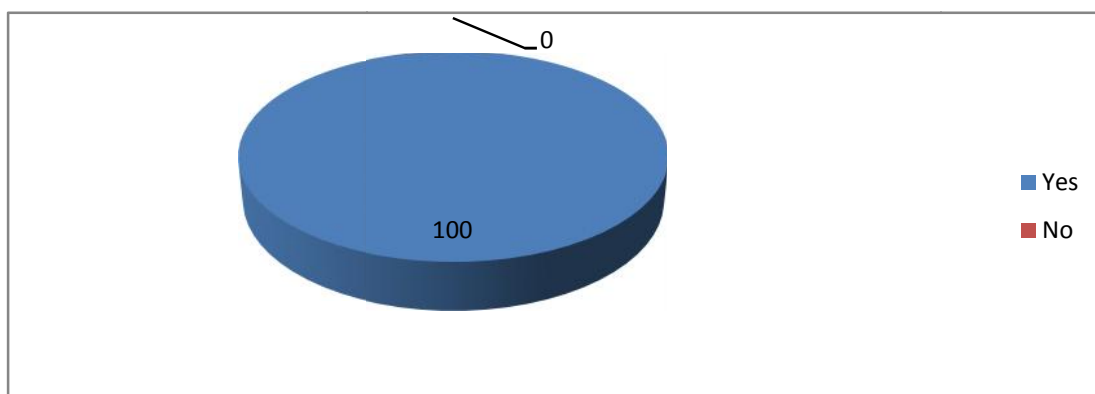
Figure14.2: The Importance of Idioms in Culture

Question12: Do you appreciate learning English culture?

Options	N	%
Yes	61	87.14
No	09	12.86
ÿ	70	100

Table13.2: Students' Opinions about Learning English Culture

The goal behind this question is to find out how interested students are in English culture. Concerning table (13.2) mentioned above, most of the participants 87.14% argue that they are interested in learning culture since it is a part to improve their language proficiency. While, we find only few of them 12.86% did not appreciate to learn English culture. According to the majority of them language and culture cannot be separated, because it has specific norms, customs and traditions, these all aspects due to know about their civilization and their history which are very attractive nowadays, and others argue that it has a great role in literature, science and music, these different things make students unintentionally arising their awareness of the huge difference between the source culture and the target one.
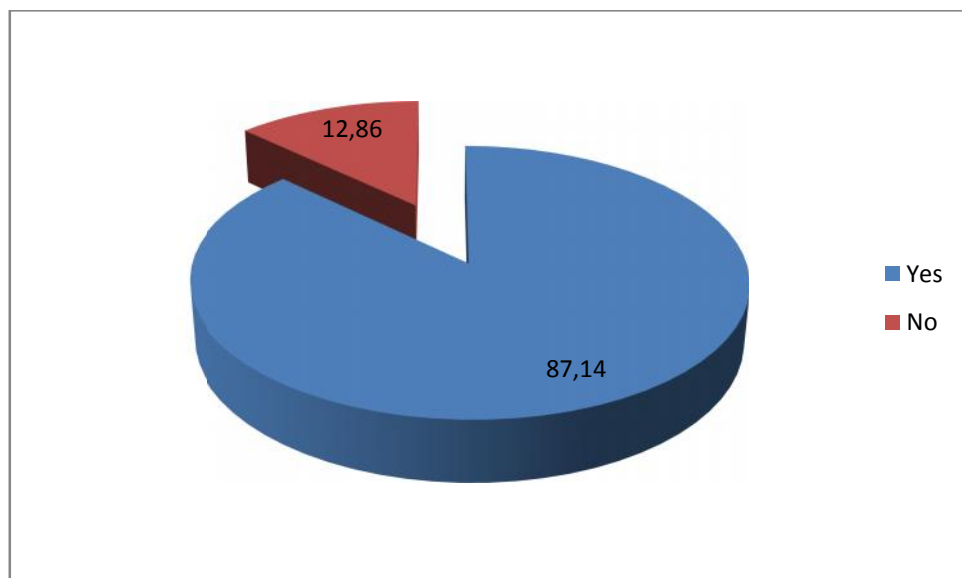
Figure 15.2: Students' opinions about Learning English Culture

Question 13: Do you confront some difficulties in English culture in order to learn English language?

Options	N	%
Yes	39	55.71
No	31	44.29
ÿ	70	100

Table 14.2: The Difficulties of English Culture among Students

The aim of this question is to know the most important difficulties that students face when learning culture. In response to this question, and according to table (14.2) almost half of students 55.71% state that they have some difficulties. While, the others 44.29% state that they do not have any problem with the culture of the target language. Concerning the participants who said that they have some difficulties, we can mention their difficulties as:

- Because it is the first culture interference, it can be clearly have some new things not traded
- Lack of cultural knowledge.
- Lack of sources and books that help them to enrich their knowledge.
- Way of teaching culture is so boring.
- The differences between the cultures lead to the confusion between them.
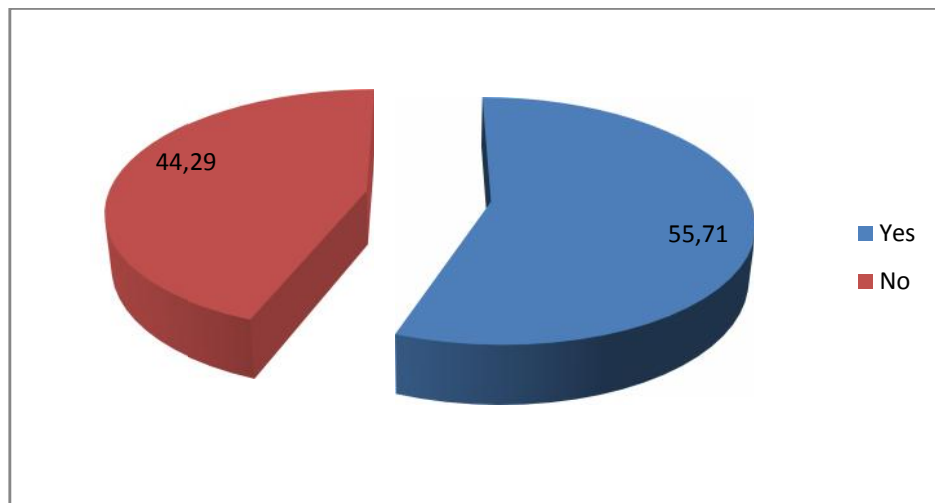
Figure 16.2: The Difficulties of English Culture among Students

Question 14: Do you think that integrating culture in teaching-learning process gives accesss to a better acquiring of the English language?

Options	N	%
Yes	58	82.86
No	12	17.14
ÿ	70	100

Table 15.2: Students' Opinions about Integrating Culture in Teaching-Learning Process

   The purpose behind this question is to show the importance of integrating the culture in the learning process from the students' point of view. Concerning table (15.2) we see that the majority of students 82.86% with the integrating of the culture in the learning process. While, we see few of them 17.14% disagree with this integration, may be they are not interested in improving themselves but, the others who are interested see that the integration of culture in the learning process help them to be in the same context and for themes selection, also this integration help them to reach their vocabulary , since the culture includes the way of speaking such common phrases as idioms and proverbs. So, according to them the more we know about the English culture the more we can reach the highest point of the acquiring English culture.
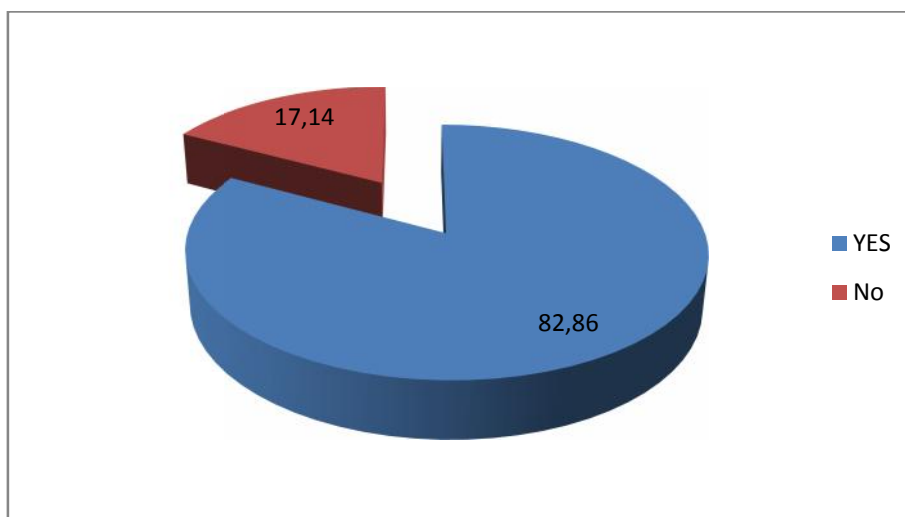
Figure 17.2: Students' Opinions about Integrating Culture in Teaching-Learning Process

Question 15: Do you think that to master foreign languages you have to know about their customs, norms and values?

Options	N	%
Yes	45	64.29
No	25	35.71
ÿ	70	100

Table16.2: Students' Opinions about the Importance of Knowing the Customs, Norms and Values of Natives

The purpose of this question is to highlight whether knowing about customs, norms and values is necessary in learning a language. From table (16.2) we see that most of the participants 64.29% claimed that it is necessary to know about values and customs. Whereas, 35.71% of them said that it is not an obligation to have some knowledge about their customs. Those who answered yes see that it is necessary to know about their customs in order to avoid culture shock and negative transfer of the expressions. This means that culture and language are interrelated. Others see that the students of English language should be aware of all the different aspects of language in order to be competent and address the way natives do.
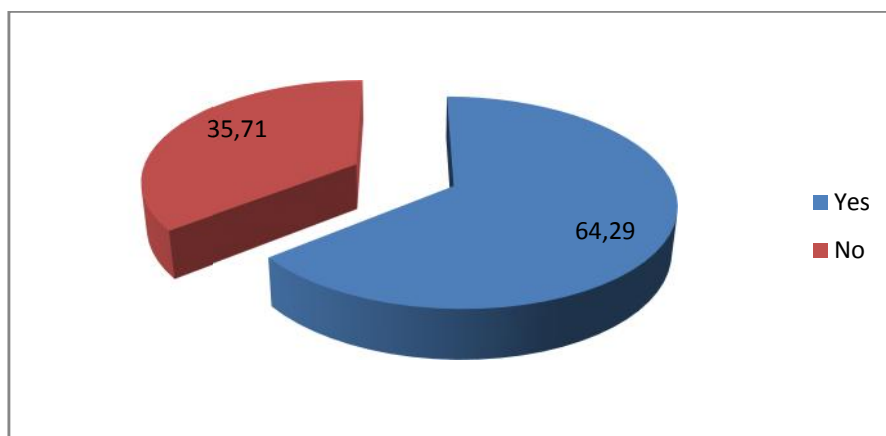
Figure18.2: Students' Opinions about the Importance of Knowing the Customs, Norms and Values of Natives.

Question 16: Do you think that cultural differences make living with other people interesting?

Options	N	%
Yes	59	84.29
No	11	15.71
ÿ	70	100

Table 17.2: Students' Opinions about Living with Others in the Situation of Cultural Differences

The goal of this question is to know the degree to which cultural differences influence the communication process. According to table (17.2) mentioned above, the majority of the students 84.29% agree with the idea that the cultural differences make living with other people interesting, whereas, the others 15.71% disagree with this idea. This leads to create a new nature for living and adapting the different cultures and unusual customs and gaining new cultural values and learning about what was previously unknown from the ways of living and the method of talking and communicating. So, the student can learn civilization, language, customs through mixing cultures in each integrated.
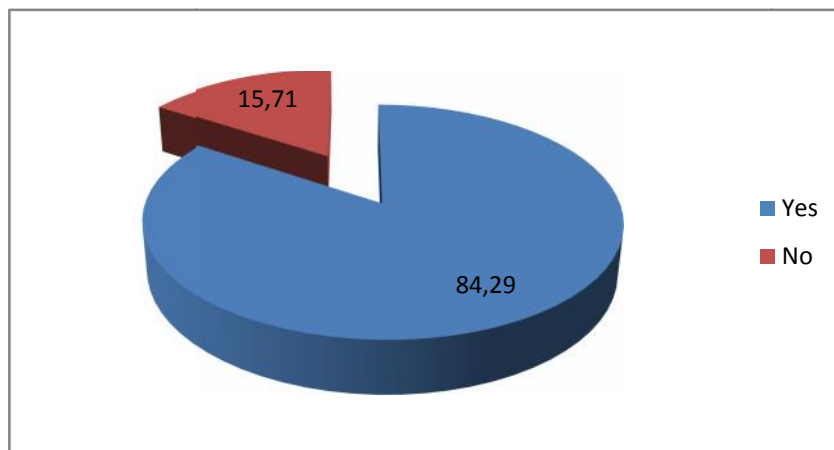
Figure 19.2: Students' Opinions about Living with Others in the Situation of Cultural Differences

Question 17: Do you think that people of different culture have problems to distinguish the meaning of the idea in interaction with each other?

Options	N	%
Yes	59	84.29
No	11	15.71
ÿ	70	100

Table 18.2: Students 'Opinions about the Intended Meaning through Interaction

The purpose of this question is to what extent the intended idea is transferred between people of different cultures clearly. Table (18.2) reveals that most of students 82.86% agree with the idea that the people of different culture face problems in communication when they interact with each other, while few of them17.14% see that there is no problem to distinguish the meaning of the idea during interaction with them. This indicates that the meaning has a great impact through discussion, especially, when the people use specific expressions as idioms, this leads to misunderstanding of the message which makes a gap in the conversation between people of different cultures.
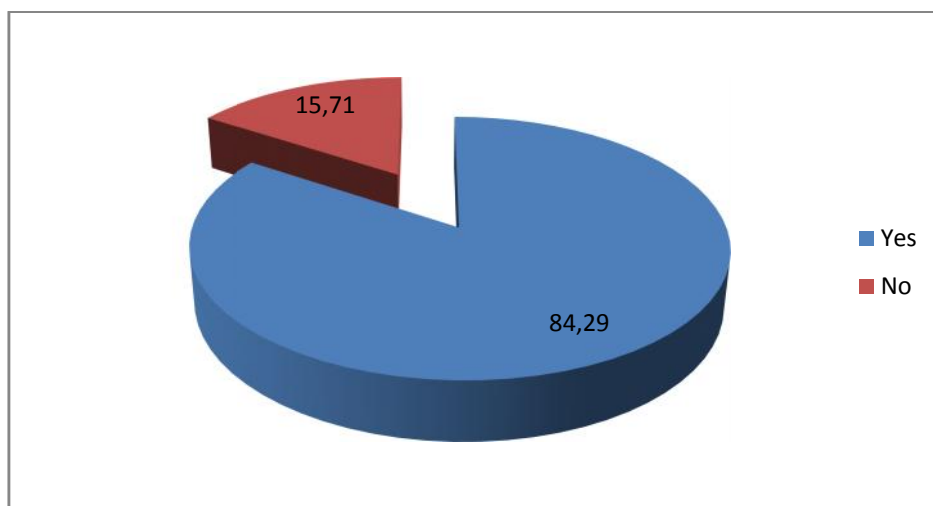
Figure 20.2: Students' Opinions about the Intended Meaning through Interaction

Question 18: As a student of English culture, do idioms help you to see better the English culture?

Options	N	%
Yes	54	77.14
No	16	22.86
ÿ	70	100

Table 19.2: Students' Opinions about the Role of Idioms in Clarifying the English Culture

Since the idioms are part of the language, we want to see if it has a role in clarifying the target culture. From table (19.2) the majority of the students77.14% claimed that the idioms have a great impact in order to learn English culture. However, the minority of them 22.86% state that the idioms do not help them in clarifying the target culture. They explain that the source of idioms is social context. Therefore, understanding the idiom will give an idea of the culture of that society. Others see that idioms draw the cultural boundaries for foreign students and through idioms you can get a clear picture about a foreign language culture and grasp many utterances and expressions, and use them in your daily life conversations.
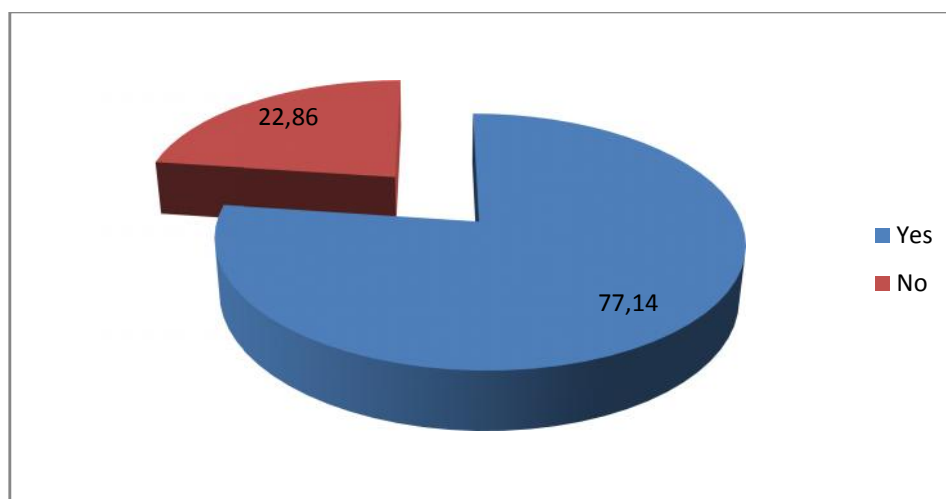
Figure21.2: Students' Opinions about the Role of Idioms in Clarifying the English Culture

1.3. Discussion of the Students' Questionnaire

The results of the analysis of the students' questionnaire show that the majority of the students are advanced students, since they have studied English for a long time. This point is counted in their favor, given that the long years are sufficient to improve their language level. When it comes to the second question which was concerned with the awareness about the relationship between the idioms and foreign culture, we notice that maximum percentage of the students agree with the deep relationship between idiomatic expressions and foreign cultures, through the students 'answers, we conclude that the students are aware of the strong link between culture and idioms, which would contribute to develop their various abilities in improving their language proficiency.

Concerning the second section, which was dedicated to idiomatic expressions, we notice that the students proved that they know about meanings of the idioms. This indicates the students awareness of the role that idioms play in improving their proficiency through their use during the communication, as they give a strength to the use of language. So, idioms are considered as one of the pillars of the culture that could be very necessary to enhance the language.   Concerning the second question which related to the students close acquaintance with the idiomatic expressions, we notice that most of them are familiar with some idioms, this leads them to be well fluent unlike the others that do not care about it, thus, their level can be low and they cannot develop it for the better. When we move to their use, we notice through the student's responses that they prefer to use them in speaking; this contributes to improving the way they communicate, while, there are those who prefer to use them in both writing and speaking. Moving to the next point which is concerned with the point that can be developed through idioms, it can be noticed that knowing idioms enhance their cross cultural understanding, this is a clear indicator that the idioms combine between the language and the culture, others see that the language proficiency can be enhanced through using idioms, this leads to a successful communication because it seems like natives. When it comes to the next question that is about the importance of teaching idioms, we noticed that they agree with the great importance of idioms in their learning development, their views are to increase their critical thinking and to behave as natives. Concerning the following question that is dealt with checking the meaning of idioms, we observed that the students derive the meaning through the context, this is clearly indicates that idioms based on meaning not only on structure, while we see others guess the meaning figuratively, this means that they have knowledge about this kind of phrases. Moving on the next point that is dealt with the impact of idioms on students speaking proficiency, in this question, more than half of students depict   that their speaking proficiency is affected by using idioms, this definitely due to be perfect speakers, since they take care to the idioms. Concerning the next question that investigates the importance of idioms for accomplishing compelling with the natives, the students know about the great role that idioms play in

avoiding culture chock and reducing the gap with natives, this confirms that using idioms may facilitate the communication between natives and non-natives. When it comes to the sense that idioms culturally important, we notice that all students share the same opinions that idioms have great impact on culture, since it is an essential part in the language, so, the idioms can be considered as one of the pillars of the language, because they enrich the students vocabulary and English culture.

Concerning the last section that is concerned with the culture, the results obtained from the question of appreciating learning English culture, have observed the students like to learn English culture, this clearly indicates the awareness of the students about the English culture that contains specific norms, customs and traditions. The next question that we asked to check the difficulties that the students face when they learn English culture, they have mentioned some difficulties: the lack of sources and books, the way of teaching culture. So, it is necessary to enhance the way of teaching English culture. Passing to the efficacy of integrating culture in teaching-learning process, the majority of students with the integrating of culture in educational system, since the more they know about English culture, the more they can reach their highest point of acquiring English culture. As regards the relation with mastering foreign languages and customs, norms and values, we have noticed that the majority of them claimed that it is necessary to know about them, since they are the aspects of the culture. In addition to that, the language and the culture are not separated. Let's close at the end with the last question in this section, that is about the impact of cultural differences on living with the other people, here the results revealed that the majority of the students agree with the idea, it means the cultural differences influence the environment when living with other people. This due to create a new environment for living and the students can touch many aspects of culture such behaviours and norms…etc.

Section Two: Teachers' Interview

2.1.　Description of the Interview

This interview was considered as the second tool for collecting data; it was directed to the teachers of university of Mila to find out their different opinions, views about the reality of using idioms during the lesson and the students' interest in English culture, which necessarily emerges through their cultural competencies. The interview was composed of 9 questions reposed into three sections, each section related to the students' awareness of using idiomatic expressions appropriately and caring about culture. The first section consists of two questions, in which the interviewees are asked about the years they have been teaching English language at university in order to link their experience with their awareness of the importance of idioms and how to communicate them to students. In addition, their opinions in motivating their students in using IE in the classroom. Concerning the second section

that deals with the idiomatic expressions, it contains the next four questions, which concerned with the following, the extent of using IE in improving communicative competences. We move to the next question that is about the role of teachers in raising students' awareness of understanding IE. Then, we put this question that deals with the clarification of the idiomatic expressions used by teachers in the classroom. And this section is concluded by this question that deals with the preference between the two ways of teaching idioms. Finally, we finish with the last section that deals with the intercultural communicative competence, this one consists of 3 subjects as follows: the objectives of teaching ICC, students' interaction with English culture during lesson and the methods that allow student to know about new cultures.

2.2. Analysis of the Teachers' Interview

Q1. How long have you been teaching English at university?

Years of experience	frequency	Percent (%)
[4 . 8[	3	30
[8 .12[	1	10
[12 .16[	4	40
[16 .20[	2	20
ÿ	10	100

Table 20.2: Teachers Experience in Teaching English at University

As mentioned on table (20.2) above, the teachers who were interviewed were (10) their experience ranged between 4 to 17 years. 3 lecturers have a considerable experience which is ranged between [8. [4 years of teaching. While there is one lecturer has an experience ranged between [8 .12 [years. And there are 4 of them have long experience ranged between [12 .16[. Besides, there were two lecturers who have invaluable experience of teaching English at university, their experience ranged between[

[16 .20 years.

The interpretation of this table shows that most of the teachers have some experience in teaching English at university. This indicates that they are experienced to teach English as a foreign culture, so that they know how to deal with students and how to make them aware of the notion of idiomatic expressions in order to enhance their intercultural communicative competence.

Q2. Do you motivate your students to use idiomatic expressions in their communication?

Responses	Frequency	Percent (%)
yes	7	70
rarely	2	20
no	1	10
ÿ	10	100

Table 21.2: Teachers' Attitudes Toward Motivation Students Using Idioms

Table (21.2) shows that most of the lecturers motivate their students to use idiomatic expressions in communication. 7 lecturers out of 10 responded "yes", two teachers responded "rarely", and only one teacher responded "no". Thus, it could be interpreted that teachers of English are aware about the role of idioms in enhancing the student's proficiency by knowing about the culture of target language. While, the two teachers who said that they are rarely do it, they do that when the language culture imposes its rules to express the right idea. Finally, the one who does not motivate their students; because he does not teach English culture, so, he does not have the opportunity to use idiomatic expressions according to him.

Q3. To what extent do you think that emphasizing idiomatic expressions can enhance ICC?

Participants	responses
1	To a considerable extent
2	To a considerable extent
3	To a great extent
4	To a considerable extent
5	To a considerable extent
6	Depends on the way of teaching
7	To a great extent
8	To a considerable extent
9	To a considerable extent
10	To a considerable extent

Table 22.2: The Degree of the Role of Idiomatic Expressions in Enhancing ICC.

According to table (22.2) the lecturers who were (9) of the total of (10) confirmed that emphasizing idiomatic expressions can enhance ICC to a considerable extent, but one of them has different opinion. he argues that it depends on the way of teaching .This indicates the extreme role that idiomatic expressions play a great in improving cultural competence, and this leads to improve the level that would make the process of communication easy and comfortable between different parties.

Q4. How can teachers raise students' awareness of interpreting and understanding idiomatic expressions, so as to enable them to communicate competency?

Participants	Responses
1	Giving attention to IE which is used during the lesson whether in reading or speaking
2	-Encouraging students to read -using dictionaries in order for helping discovering more idioms
3	-using and integrating the idioms during the lesson
4	-taking time to explain idioms
5	Teaching idioms especially in listening and speaking classes
6	Using idioms in the class and explaining them
7	Encouraging students to drill the idioms understanding their me then Inserting them in different situations to get used to them.
8	By explicitly telling teaching them, or by implicitly practicing tl context
9	-by guiding them to use idioms while speaking or writing. -by encouraging them to learn them by heart
10	-by using them in the conversation.

Table 23.2: Teachers' Opinions on How to Raise Students' Level in Interpreting the Idiomatic Expressions

The question was included in the interview to receive various opinions that teachers of English could participate with. From the teachers' answer, which differ from one to another as it is seen in

table (23.2), we can extract the most important means or methods that help the students to increase their awareness in understanding the idiomatic expressions. So, the majority of teachers prefer to use idiomatic expressions during the lesson, this leads them to use it easily. Other teachers believe that teaching idioms, explicitly or implicitly is the best way to master them by students. While there are those who see that the teachers should encourage students to learn them by heart, also encourage students to read more and use dictionaries, without forgetting the way of using them in different situations in order to master them. This means that in order to learn idioms; you must follow one of these previous ways, through which it facilitates the process of successful communication.

Q5. Do teachers need to clarify the deep meaning of idiomatic expressions that they are suddenly confronted with during the discussion?

Participants	responses
1	Yes they do
2	Yes they do
3	Yes they need
4	Yes, of course
5	Yes, they need
6	It depends on the goal of the discussion
7	It depends on the degree of difficulty in unders of idiomatic expressions.
8	No, they do not need, then the students n research about them
9	Yes, they must do
10	No, not need

Table 24.2: teachers' need clarifying the deep meaning of IE

According to table (24.2), six lecturers out of the number which was (10) agree on the need of clarifying the intended meaning of the idiomatic expressions. From their perspective, they see idiomatic expressions as something new and for that, they need some clarification in order to know their proper use, while some of them (2) believe that there is no need to clarify its meaning, these encourage them understanding through the context. Besides, there are those who have a different view, as clarifying the idioms or not, is based on the objectives of the discussion and also the degree of its difficulty and ambiguity.

Q6. Which of the following concepts is considered as a key factor for a better teaching enhancement; teachings idioms in context or independently?

Responses	Frequency	Percent (%)
In context	8	80
independently		
Both of them	2	20
ÿ	10	100

Table25.2: Rate of Teaching Idioms in Context or Independently

From table (25.2) above, we notice that the majority of lecturers prefer to teach IE in the context. So, according to them IE are not explicitly taught. While, there are those who give importance to both implicit and explicit ways, but no one prefers to teach them independently. Those who prefer to teach idioms in context, due to several reasons, according to them the most of which are:

- The deep meaning of idioms cannot be guessed from the words which compose them.

- Contribute to develop ICC.

- Most of the IEs are culturally contextualised.

- The meaning is retained easily if it is associated to a certain situation. While we find that the teachers who prefer to use the two methods, for them teaching idioms independently helps students to understand them correctly, for that, in the second step, they can use idioms in context.

Q7. As a teacher of English, what are the objectives of teaching ICC?

Participants	Responses(objectives)
1	Using language appropriately, understanding the natives
2	Making the students equipped with both the language and the culture of that language
3	Facilitating interaction such migrating
4	-Learning new ways of interaction, behaviours and attitudes. -Enlarging their minds with new knowledge.
5	-Giving knowledge and facts about the other culture. -Making students aware of the differences and similarities between their culture and the target culture.
6	Creating culturally and linguistically competent speakers
7	It allows students to familiarise with the features of other countries
8	-helping learners achieving full mastering of the language in use - helping learners interacting with the community of the targeted language. - helping learners avoiding cultural misunderstanding
9	-Avoiding cultural shock and ambiguous situations
10	-being familiar with the idioms and being competent to master the language.

Table 26.2: The Objectives of Teaching ICC

From the answers of the lecturers about the objectives of improving the ICC, the majority of them focus on linking it to the language, since in order to improve the language, it is also necessary to have extensive knowledge of the culture of that language. This indicates that the link between the language and culture is very strong, and idiomatic expressions are one of the pillars that bring language and culture together. Among the objectives of enhancing students ICC as well is avoiding cultural shock and ambiguous situations. In highlight of all this, we notice that to be a competent in mastering the language, it must be concerned with linguistic and cultural aspects of language.

Q8. Do you think that students interact with teachers when learning about English culture?

Participants	Responses
1	Yes, they find it interesting
2	Yes, why not
3	Yes, they interact
4	It depends on the way of teaching
5	Yes, if there is diversity of cultures
6	Yes, certainly do
7	Yes indeed
8	Yes, they do
9	Yes indeed
10	It depends on the atmosphere in the class

Table 27.2: Rate of Students- Teachers Interaction midst the Cultural Learning Process

As it is revealed in table(27.2), most of the lecturers(8) out of the total(10)agree with interaction of students during learning English culture, which in turn helps in acquiring the language, given that students are interested in learning about culture, this is undoubtedly a good indicator on their way to improve their level proficiency.

Q9. Are there other methods that allow students to understand and experience a new culture?

Participants	Responses
1	Listening to audio visual aids Reading written materials
2	Reading helps the students to know about the rules of language
3	Listening to audiovisual materials such: videos, movies. Practising play roles, net chatting
4	Attending conferences, reading literature
5	Using technology, getting in touch with the others, using Tele-collaborative projects.
6	Reading, listening, watching authentic situations.

7	Reading about civilisation and cultures.
8	Communicating with natives, reading about native's beliefs and values, learning about proverbs, wisdoms and sayings of the new cultures.
9	Watching movies and series, documentaries, news Reading novels Travelling is the best way in order to get in touch directly with the details of a certain culture.
10	Learning in a foreign setting, staying with a foreign culture, learning with foreigners to be accustomed with their culture.

Table 28.2: Methods' Identification of Learning New Cultures

We may notice from the answers above in table (28.2), all the interviewees gave different ways to improve the cultural awareness of the target language. what we extracted from their answers is that most of them focus on listening, audio-visual aids, through these methods, the students can acquire many keys in the language such idioms and sayings...etc, that enable them to improve their language level. While, there are those who give importance to reading, by reading the students may know more about the rules of the language, new vocabulary and also the aspects of culture. Besides, others focused on technology, since we are in a world of technological development, the students can be in touch with foreigners and this broaden the circle of their understanding and enhance their linguistic and cultural capacities, without forgetting travelling, to be in direct interaction with the culture of the target language. All of these ways allow the students to improve and acquire a new culture that enable them to deeply understand the language, since they are related and not separated.

2.3. Discussion of Teachers' Interview' Results

This study helped us to get more details and to answer our research questions, according to the lecturer's responses and from analysing their results which are obtained from the collected data, in order to know the degree of student's awareness about using idiomatic expressions and their interest in learning English culture, the results have shown the following:

The first section contains two questions deals with the background information where the first question is asked about the period teachers taught English at university, to show that they have from 4 to 17 years of experience. This question, in fact, paves the way to claim that the more teachers are experienced in teaching, the more they are aware of what can be used in the classroom, in order to

provide students with various methods to pay attention to idioms and their role in improving ICC. Moving to the second question of the first section, the lectures' responses on this question that they motivate their students to use idiomatic expressions in communication, this indicates that they aware of the importance of it in improving their way of communication.

For the second section, we notice that the lecturers agreed that emphasizing idiomatic expressions can improve ICC to a considerable extent; this indicates the great role that idiomatic expressions play a valuable role in improving ICC. Moving on the second question of the second section, we see that the teachers proposed different methods to increase the students' awareness in understanding the idiomatic expressions such: using idiomatic expressions during the lesson, teaching them explicitly and implicitly and using them in different situations, this affirms that the following of these ways can facilitate their use correctly; also idioms cannot be learned randomly. Regarding the next question, most of teachers agree with the need of the clarification of the intended meaning of idiomatic expressions, since they are something new, it must be used properly. So, it must be clarified by teachers when they use them during the lesson. In the next question, the majority of teachers prefer teaching idioms in the context since they are related to the culture. So, this is the opportunity to enhance ICC through going deeply in the aspects of culture which the idioms one of them.

Moving to the last section, for the first question, the objectives of teaching ICC from the responses which are related to the language, we may notice that among them is avoiding culture chock and ambiguous situations, moreover, to have extensive knowledge of the culture of the target language. So, we notice from their responses that culture and language are not separated, two things so linked. Passing to the next question, we notice that most of teachers confirmed the interaction of the students during learning English culture; this one contributes in enhancing students' proficiency. So, the students make their interest learning culture in order to improve their language proficiency. Moving to the last question, this is about the extra methods that may help students to understand new culture. So, they suggest different methods such: listening audio-visual aids, reading that will help them to get new vocabulary also contacting with foreigners and using technologies. All of these methods are capable to improve their proficiency and they will master the language fluently.

2.4. Pedagogical Implications

This part gives a number of the most important pedagogical implications that can be drown from the current study. They are largely derived from the information obtained during the different steps of data collection analysis and discussion; some of them are addressed to teachers, students and researchers.

a. Implications For Teachers

A teacher who reads this research will get inspired by results found about impacts of idioms on students' intercultural communicative competence. Furthermore, many English teachers who did not experience the integration of idioms in teaching, can consider using them as a source to enhance students' cultural competency.

b. Implications For Students

Teaching idioms to EFL students can be beneficial for them in order to go deeply in their meaning and using them correctly. In addition to that it can contribute in enhancing the students' cultural knowledge. For that, they need to be exposed to cultural elements such as figurative and idiomatic speech. Idioms can be proposed as a tool for improving their knowledge about culture. So, the students will learn new vocabulary, and new things about the culture.

c. Implications For Researchers

We have tried to find out the students' attitudes towards the impact of idioms on ICC. This research may be considered as a starting point for further research about focusing on figurative speech as one aspect of enhancing culture of target language. Furthermore, as presented in the questionnaire and interview analysis, researchers may benefit from the findings of students' attitudes toward idioms and its effects on their cultural competencies.

Conclusion

To conclude what has been discussed, it can be said that in the beginning of our study we have raised one main research question: are idioms helping in enhancing the EFL students' ICC and sub-questions as follows:

- Can students acquire the culture of target language through idiomatic expressions that lead them to facilitate their way of communication?
- Are foreign teachers familiar with idiomatic expressions and use them in the course?
- To what extent are students aware about the importance of using idioms in order to communicate fluency and competently?

In order to answer those questions we advanced one hypothesis, which assumes if EFL learners are aware about the idiomatic expressions for using in communication, which would give them the opportunity to enhance their intercultural communicative competence. Concerning the results obtained previously and the data we had gathered earlier, the answer to the main question would be as such: the idiomatic expressions have a great impact on ICC; it helps in enhancing students' ICC. The sub-questions were answered from the students and teachers answers that they agree that the idiomatic expressions are part of culture. So, it can be as a key for going deeply through the English culture. In addition to that, the students can acquire the English culture through using idioms in order to facilitate their way of communication. Concerning the second question, are foreign teachers familiar with the idiomatic expressions and use them during the lesson? From the answers of the teachers we notice that the majority of them agree with using idioms in their classrooms, in order to help students get new expressions and new knowledge. Concerning the third sub-question, which is related to the importance of idiomatic expressions, the results that are obtained show that the idioms have a great importance in order to help students enhancing their cultural competencies.

This conclusion, was clearly supposed by the results (tables and figures) of the students' questionnaire, and the interpretation of the results of the teachers' interview, to make the results more reliable and valid, a questionnaire was administrated to get information about the students' impressions about IE and its role in enhancing them improving their ICC. Third year students University found that idioms were exposed to really have a great role on their ICC. This impact was positive one. The results displayed above reveal that the students seem to look interested, and they welcome caring of idioms and look at it as a way to improve their ICC. Thus, the hypothesis propounded in the introduction of the study is confirmed.

General Conclusion

General Conclusion:

Our study is devoted to check and improve students' awareness of idiomatic expressions and their role in enhancing intercultural communicative competence. It aimed to shed some lights on the effectiveness of idiomatic expressions as one major aspect of the language in one hand, and in other hand as an essential part in the culture. The main questions we were to answer are idioms helping in enhancing the EFL students' intercultural communicative competence, can students acquire the culture of target language through idiomatic expressions that lead them to facilitate their way of communication, is foreign teachers familiar with idiomatic expressions and use them in the classroom, to what extent are students aware about the importance of using idioms in order to communicate fluently and   competently. Thus, we came up with the hypothesis that is: if EFL students are aware about the idiomatic expressions for using in communication that would give them the opportunity to enhance their intercultural communicative competence.

Before touching and getting into the application of our hypothesis into different means of study, we provided a theoretical chapter   related to our research. The aim behind this theoretical part is to shed lights on the nature of idiomatic expressions and intercultural communicative competence, its aspects and importance. In addition to that, we focused on teaching culture through idioms, since they are part of language that cannot be separated to the language.

The second chapter, our fieldwork, included a thorough description of the research tools that were a students' questionnaire and teachers' interview to check the validity wherein. The results in the practical framework showed that the students really care about the idiomatic expressions and use some of them in their communication, as well as they showed interest to the English culture, since it is an important part in the language.

Finally, we hope that our work was a good eye-opener and that it has helped to have insight into the use of idioms in order to enhance ICC and improve the level proficiency. We also hope that it will help students as well as teachers reconsider their stand vis-a vis and encourage them to be aware about their importance in enhancing ICC.

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Appendices

Appendix A

Students' Questionnaire

Section One : General Information

1. How would you evaluate your English?

Good ☐   Average ☐   Less than averag☐

2. Do you consider that idioms and foreign cultures are related?
   Yes ☐   No ☐

Section Two: Idiomatic Expressions

3. Do you know exactly what" idiomatic expressions" are?

   Yes ☐   No ☐

   - If yes, could you define it briefly? ....

4. Are you familiar with some English idioms and do you use them in your discussion?

   Yes ☐   No ☐

   - What are some English idioms you know?

   ....
   ....

   5. Do you use them in:

Speaking ☐   Writing ☐   Both of them ☐   None of them ☐

6 Knowing of idiomatic expressions help you developing your?
   ✓ Language proficiency
   ✓ Understanding literary meaning
   ✓ Cross cultural understanding

7 Do you think that teaching the idiomatic expressions is an important process in your learning development?

   Yes ☐   No ☐

   Explain……………………………………………………………………………

8 How do you succeed in getting the meaning of idioms?

Context ☐   Figurative meaning ☐   Literal meaning ☐

9 Do you feel that using idioms in communication has a great impact on your speaking proficiency?

Yes [ ]   No [ ]

10 Do you consider that learning English idioms is important for accomplishing compelling with natives?

Yes [ ]   No [ ]

11 Are idiomatic expressions culturally important?

Yes [ ]   No [ ]

Section three: ICC

12 Do you appreciate learning English culture?

Yes [ ]   No [ ]

Why? ....

13 Do you confront some difficulties in culture of target language in order to learn English language?

Yes [ ]   No [ ]

Mention them: …………………………………………………………..

14 Do you think that integrating culture in teaching-learning process gives accesss to a better acquiring of the English language?

Yes [ ]   No [ ]

How? …………………………………………………………………………

15 Do you think that to master foreign languages you have to know about their customs, norms and values?

Yes [ ]   No [ ]

If yes, why?

16 Do you think that cultural differences make living with other people interesting?

Yes [ ]   No [ ]

17 Do you think that people of different culture have problems to distinguish the meaning of the idea in interaction with each other?

Yes [ ]   No [ ]

18 As a student of English culture, do idioms help you to see better the English culture?

Yes ☐   ☐

Explain! ………………………………………….

Appendix B

Teachers' Interview

Dear teachers

This interview aims at gathering information about the role of idiomatic expressions in enhancing students' intercultural communicative competence. You are kindly invited to answer the following questions.

Thank you in advance for your cooperation.

- **Section One: Background Information**

    1. How long have you been teaching English at university?

    ....

    2. Do you motivate your students to use idiomatic expressions in their communication?

    ....

- **Section Two: Using Idiomatic Expressions**

    3. To what extent do you think that emphasizing idiomatic expressions can enhance intercultural communicative competence?

    ....
    ....
    ....

    4. How can teachers raise students' awareness of interpreting and understanding idiomatic expressions so as to enable them to communicate competently?

    ....
    ....
    ....

    5. Do teachers need to clarify the deep meaning of idiomatic expressions that they are suddenly confronted with during a discussion?

    ....
    ....

....
....

6. Which of the following concepts is considered as a key factor for a better teaching enhancement: teachings idioms in context or independently?

....

....

....

....

- **Section three: Enhancing Intercultural Communicative Competence**

7. As a teacher of English, what are the objectives of enhancing intercultural communicative competence?

....
....

....
....

8. Do you think that students interact with teachers when learning about English culture?

....
....

....
....

9. Are there other methods that allow students to understand and experience a new culture?

....
.....

....
.....

Résumé :

La présente recherche, composée de deux chapitres, tente d'éclairer la question du rôle des expressions idiomatiques dans l'amélioration de la compétence de communication interculturelle des étudiants, puisquequ'il est indéniable que la culture occupe une place considérable dans l'apprentissage d'une langue étrangère. Dans ce travail, nous avons étudié l'efficacité de l'utilisation des expressions idiomatiques afin d'améliorer la CCI des étudiants. L'hypothèse avancée est que si les étudiants EFL sont conscients des expressions idiomatiques à utiliser dans la communication, cela leur donnerait l'opportunité d'améliorer leurs compétences en communication interculturelle. Afin de vérifier cette hypothèse, nous avons, dans un premier temps, élaboré un questionnaire destiné aux étudiants de troisième année anglais au centre universitaire de Mila. A travers leurs réponses, nous évaluerons la compréhension et la conscience des étudiants des expressions idiomatiques, ainsi que leur intérêt pour la culture anglaise. Dans un deuxième temps, nous avons pris soin de nous entretenir avec enseignants de la même université. Ce procédé vise à étudier le point de vue des enseignants sur la réalité de l'usage des idiomes tout au long de la leçon et l'intérêt des étudiants pour la culture anglaise, qui émerge inévitablement de leurs compétences culturelles. Les résultats obtenus à partir de la collecte de données montrent que les expressions idiomatiques jouent un rôle majeur dans l'amélioration des compétences de communication interculturelle des étudiants. De plus, les étudiants peuvent acquérir la culture anglaise en utilisant des expressions idiomatiques pour promouvoir leur communication. En outre, les enseignants conviennent que les expressions idiomatiques font partie de la culture, de sorte qu'elles peuvent être un guide pour approfondir la culture anglaise.

Mots clés: expressions idiomatiques, culture anglaise, compétence communicative, étudiants EFL.

ملـخص

هذا البحث الحالي الذي يتكون من فصلين هو محاولة لإلقاء بعض الأضواء على مسألة دور التعبيرات الاصطلاحية في تعزيز كفاءة الطلاب التواصلية بين الثقافات، لأن تعلم اللغة الأجنبية يتطلب غالباً ثقافة أجنبية. هدفنا في هذا العمل إلى تقصي فعالية استخدام المصطلحات من أجل تحسين الكفاءة التواصلية بين الثقافات للطلاب. لذلك وضعنا الفرضية التي مفادها أنه إذا كان طلاب اللغة الإنجليزية كلغة أجنبية على دراية بالتعبيرات الاصطلاحية لاستخدامها في التواصل، فإن ذلك من شأنه أن يمنحهم الفرصة لتعزيز كفاءتهم في التواصل بين الثقافات. من أجل التحقق من صحة هذه الفرضية، استثمرت هذه الدراسة الأساليب الكمية والنوعية في جمع البيانات؛ كما أنها استخدمت اثنين من أدوات البحث. أولاً، استبيان تم إعطاؤه لعينة من طلاب السنة الثالثة للغة الإنجليزية في المركز الجامعي ميلة ، ويهدف إلى تتبع فهم الطلاب ووعيهم بالتعبيرات الاصطلاحية ، وكذلك اهتمامهم بالثقافة الإنجليزية. ثانياً، المقابلة التي تم تخصيصها لأساتذة نفس الجامعة، تهدف أيضا إلى رؤية آراء الأساتذة حول واقع استخدام المصطلحات طوال الدرس واهتمام الطلاب بالثقافة الإنجليزية، والتي تظهر حتماً من خلال كفاءاتهم الثقافية. أظهرت النتائج التي تم الحصول عليها من جمع البيانات أن التعبيرات الاصطلاحية تلعب دوراً رئيسياً في تحسين كفاءات الطلاب التواصلية بين الثقافات. إضافة إلى ذلك، يمكن للطلاب اكتساب الثقافة الإنجليزية باستخدام المصطلحات لتعزيز اتصالاتهم. علاوة على ذلك، يتفق الأساتذة على أن التعبيرات الاصطلاحية جزء من الثقافة، بحيث يمكن أن تكون دليلاً لتعميق الثقافة واللغة الإنجليزية.

الكلمات الأساسية: التعبيرات الاصطلاحية، الثقافة الإنجليزية، الكفاءة التواصلية، طلاب اللغة الإنجليزية كلغة أجنبية.