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*EFL Learners' Attitudes towards Integrating Multimedia
Technology to Develop Intercultural Communicative
Competence:*

*A Case Study of Third Year Students at Abdelhafid Boussof
Mila University*

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Dhiya Eddine's Dedication

In the name of Allah, most gracious, most merciful

I dedicate my dissertation to my family and my friends. A special

*Feeling of gratitude to my loving parents whose words of encouragement and push for tenacity
ring in my ears*

My brothers and sisters

Without forgetting my only life-long friends Bilal and Nadir

And Djihane for her ultimate support when all the world stood against me

Abdelfettah's Dedication

In the name of Allah, most gracious, most merciful

I dedicate this work to:

My dear parents whose love, support, and prays made me able to get such success and honor;

My brothers and sisters;

Fatiha, for her advice, support and unfailing help;

To my friends

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Abstract

The core purpose of this dissertation is to explore students' attitudes towards integrating multimedia technology to enhance their personal development in intercultural communicative competence. It is the case study of third-year students at the Department of Foreign Languages at Abdelhafid Boussouf Mila University. A question was raised in order to have a dependable answer to the problem statement: what do students have as attitudes towards integrating MT tools in teaching to enhance their ICC? Accordingly, the following hypothesis is provided: EFL learners would show positive attitudes towards the use of multimedia technology as a means to develop their intercultural communicative competence if they were taught using it inside the classroom and were exposed to English culture via multimedia technology outside the classroom. To achieve our objective, the research involved both quantitative and qualitative tools. The dissertation is divided into two chapters. The theoretical chapter is comprised of two sections which give an overview on different aspects about intercultural communicative competence and multimedia technology in education. The practical chapter deals with the analysis and discussion of the results of questionnaire and the interview along with a section dedicated to the pedagogical implications of the study. The questionnaire was distributed to one hundred (100) students whereas the interview was conducted with ten (10) teachers picked up according to their specialty in the field of the target culture. The findings of the study showed that the majority of the surveyed population held positive attitudes towards the great benefits that they took from using multimedia technology in studying and their total agreement on integrating it more in class. Ultimately, the positive outcomes gathered from this study elevate the need for integrating multimedia technology in class to meet students' demands and most importantly to ensure a better educational experience for all.

List of Abbreviations

EFL: English as a Foreign Language

L2: Second Language

MT: Multimedia Technology

ICC: Intercultural Communicative Competence

IC: Intercultural Communication

% : Percentage

N: Number

Q: question

LIST OF TABLES

	Page
Table 1: Students' love for the English language.....	54
Table 2: Students' level in English.....	55
Table 3: Time spent on MT devices.....	56
Table 4: Students' opinion about using MT devices in developing their English language's culture.....	57
Table 5: Teachers' use of multimedia tools in class.....	58
Table 6: Foreign languages institute emphasis on the use of MT tools.....	59
Table 7: The institution's supply of MT devices for students.....	60
Table 8: Students' use of media technologies in their studies.....	60
Table 9: The extension of the institution's contribution to the students' personal development in ICC.....	63
Table 10: Students views towards communicating with foreigners and natives and learning about their cultures.....	64
Table 11: Students' level in interacting and communicating with foreigners through speaking.....	65
Table 12: Students' level in interacting and communicating with foreigners through writing.....	66
Table 13: Reasons of students' intercultural communication difficulties.....	67
Table 14: Students opinions on the importance of the different features of intercultural communicative competence.....	68
Table 15: Multimedia technology tools which students utilize to enhance their ICC.....	69
Table 16: Multimedia technology platforms which students utilize to enhance their ICC.....	70
Table 17: Students' views on integrating more multimedia technology tools in The classroom.....	71

Table 18: Problems which students face when utilizing multimedia technology tools to foster their intercultural communication skills.....72

Table 19: Students' views towards the usefulness of multimedia technology.....74

Table 20: students' opinions on integrating multimedia technology in their institute.....75

Table 21: Students' level of satisfaction towards utilizing multimedia technology in developing intercultural communication skills.....76

LIST OF FIGURES

	Page
Figure 1: Components of intercultural communicative competence.....	14
Figure 2: Factors in intercultural communication.....	20
Figure 3: The five main elements of multimedia.....	31
Figure 4: Multimedia types (Text).....	32
Figure 5: Types of graphic images.....	33
Figure 6: Categories of digital animation	33
Figure 7: Categories of digital animation.....	34
Figure 8: Doc player.....	38
Figure 9: Students' love for the English language.....	55
Figure 10: Students' level in English.....	56
Figure 11: Time spent on MT devices.....	57
Figure 12: Students' opinion about using MT devices in developing their English language's culture.....	58
Figure 13: Teachers' use of multimedia tools in class.....	59
Figure 14: Foreign languages institute's emphasis on the use of MT tools.....	60
Figure 15: The institution's supply of MT devices for students.....	61
Figure 16: Students' use of media technologies in their studies.....	62
Figure 17: The extension of the institution's contribution to the students' personal development in ICC.....	63

Figure 18: Students views towards communicating with foreigners and natives and learning about their cultures.....64

Figure 19: Students' level in interacting and communicating with foreigners through speaking.....65

Figure 20: Students' level in interacting and communicating with foreigners through writing.....66

Figure 21: Reasons of students' intercultural communication difficulties.....67

Figure 22: Students opinions on the importance of the different features of intercultural communicative competence.....68

Figure 23: Multimedia technology tools which students utilize to enhance their ICC.....69

Figure 24: Multimedia technology platforms which students utilize to enhance their ICC.....71

Figure 25: Students' views on integrating more multimedia technology tools in the classroom.....72

Figure 26: Problems which students face when utilizing multimedia technology tools to foster their intercultural communication skills.....73

Figure 27: Students' views towards the usefulness of multimedia technology.....74

Figure 28: students' opinions on integrating multimedia technology in their institute.....75

Figure 29: Students' level of satisfaction towards utilizing multimedia technology in developing intercultural communication skills.....77

Table of Contents

General Introduction	2
1. Statement of the problem.....	3
2. Aim of the Research.....	3
3. Research Question.....	4
4. Hypothesis	4
5. Definition of Key Terms.....	5
5.1 Intercultural Communicative Competence.....	5
5.2 Multimedia Technology	5
5.3 Attitudes.....	5
6. Means of the Research	5
7. Structure of the Research	6
Chapter One: Theoretical Background	9
Introduction	9
Section One: Teaching Intercultural Communicative Competence	10
1. What is Intercultural Communicative Competence?.....	10
2. Components of Intercultural Communicative Competence.....	13
3. Levels of Intercultural Communicative Competence.....	20
4. How to develop Intercultural Communicative Competence in EFL classrooms?.....	22
5. The Importance of Intercultural Communicative Competence.....	23
6. Barriers of Intercultural Communicative Competence.....	24

7. Assessing Intercultural Communicative Competence.....	25
Section Two: Multimedia Technology.....	28
2.1 Defining Multimedia Technology.....	28
2.2 Types of Multimedia Technology Tools.....	31
2.2.1 Text.....	31
2.2.2 Graphics.....	32
2.2.3 Animation.....	33
2.2.4 Audio.....	34
2.2.5 Video.....	34
2.3 Characteristics of Multimedia Technology.....	35
2.4 Multimedia Applications.....	36
2.4.1 Video Conferencing.....	36
2.4.2 Multimedia Store and Forward Mail.....	36
2.4.3 Reference Source.....	37
2.4.4 Edutainment and Infotainment.....	37
2.4.4.a Edutainment.....	37
2.4.4.b Infotainment.....	37
2.4.5 Advertising and Purchasing.....	37
2.5 Multimedia Classification.....	37
2.5.1 Interactive Multimedia.....	38
2.5.2 Linear VS Non-Linear Multimedia.....	38
2.5.3 Hypermedia.....	38
2.6 Importance of Multimedia technology.....	39
2.7 How Can Multimedia Develop Intercultural communicative competence.....	42

8. Discussion of the Questionnaire Results.....	77
Section Two: The Teachers’ Interview.....	78
9. Description of the Teachers’ Interview.....	78
10. Analysis of the Teachers’ Interview.....	79
11. Discussion of the Interview Results.....	83
12. Discussion of the Main Findings.....	84
Section three: Pedagogical recommendations.....	85
13. Motivating students.....	85
14. Emphasizing intercultural communication teaching in EFL classrooms.....	86
15. The use of feedback.....	87
16. Effective use of media technology.....	88
16.1 Multimedia authoring tools.....	88
Conclusion.....	90
General Conclusion	91
References.....	94
Appendixes.....	101
Le Résumé	108
ملخص.....	110

General Introduction.....2

1. Statement of the problem.....3

2. Aim of the Research.....3

3. Research Question.....4

4. Hypothesis4

5. Definition of Key Terms.....5

 5.1 Intercultural Communicative Competence.....5

 5.2 Multimedia Technology5

 5.3 Attitudes.....5

6. Means of the Research5

7. Structure of the Research6

General Introduction

Intercultural communications (IC) has recently gained a considerable amount of recognition, acknowledgement as well as huge importance both in EFL and cross-culture communication between individuals. IC reaches multiple fields and plays a significant role in each one, such as: social sciences and anthropology, cultural studies, linguistics, psychology and communication studies. Intercultural communication is also referred to as the base for international businesses. Nowadays, with the advancement of the artifacts of information and communication technology, as well as, the incredibly wide and rapid spread of the internet, more opportunities have been created for people from different parts of the world to be accustomed to other cultures and languages. It has become known to every language teacher that language and culture are two faces of the same bill; you cannot cut one without tearing the other. So, one must be aware of the target language's culture for a wider and better understanding of the language using some multimedia technology in the process . The use of the English language has increased dramatically in the last decades so as the need for better qualified teachers who can adapt to the new ways of teaching and get on the globalization train. It is true that many teachers use cutting edge technology but there are still some who teach using traditional methods. None of these methods are bad or outdated in any way but the students, if they adopt more advanced methods of teaching and rely on media technology instead of the traditional ways, they will reach higher levels, practice better, and reach new horizons that were once thought impossible.

As EFL learners set about learning the language, they come to realize the crucial role of intercultural communicative competence. Byram (1997) elucidates that it is the potency to interact and communicate competently and conveniently through cultural boundaries. At Abdelhafid Boussouf Mila University, English teachers are aware of the fact that this cannot be

fulfilled adequately without the usage of some multimedia technology tools which aid EFL learners learn the language. LI (2017) stresses that "with the development of multimedia computing and the internet, technology is becoming a vital feature of second language classrooms" (p. 6). Thus as stated by Pete and Barney (2007), "technology can enhance and complement that role" (p. 132). Yet, because the use of these tools is relatively new, this raises the question of what do EFL learner have as attitudes towards the implementation of this technology as a means to develop their intercultural communicative competence.

1. Statement of the problem :

Due to the improvements in internet and the field of information and technology, media instruments have become a predominant element in EFL and foreign language teaching and have given a huge boost, especially in developing intercultural communicative competence. Syllabus designers and teachers all over the world have recognized the importance of media technology and have already started implementing it classroom-level; however, using media gadgets is not really prioritized in Abdelhafid Boussouf Mila University classes giving less or next to no attention to students attitudes which can drastically downgrade the general outcome of the educational experience.

2. Aims of the research:

To be able to communicate and converse using the target language both efficiently and effectively learners have to develop an intercultural communicative competence. Syllabus designers and teachers in Algeria sought new ways to develop students' ICC using multimedia technology in an innovative way doing so by fusing media instruments in teaching. It is crucial to know how the students feel about using these technologies in their studies, how they prefer to use

it and what they want to use and of course to make them aware of the vital role ICC plays in learning languages. To make this exploratory study, we have selected the third year students of Abdelhafid Boussouf Mila University as a sample to be evaluated.

In the light of the previously mentioned points, the current study aims to capture the point of view of the third year students at Abdelhafid Boussouf Mila University about using multimedia technology in developing intercultural communicative competence. This study also aims to obtain a clear idea about the importance of integrating multimedia technology in teaching culture and language. The study substantiates the idea that multimedia tools can play an important role in developing learners' intercultural communicative competence inside and outside the classroom.

3. Research Question:

The purpose of our research is an attempt to answer the following question:

- What do third-year students at Abdelhafid Boussouf Mila University have as attitudes towards integrating multimedia technology tools as a means to enhance their intercultural communicative competence?

4. Hypothesis

In the light of the prior mentioned research questions, the following hypothesis can be raised: At Abdelhafid Boussouf Mila University, EFL learners would show positive attitudes towards the use of multimedia technology as a means to develop their intercultural communicative competence if they were taught using it inside the classroom and were exposed to English culture via multimedia technology outside the classroom.

5. Definition of Key Terms

5.1 Intercultural communicative competence

Intercultural communicative competence can be defined as the capability to comprehend cultures, including one's own, and implement this perception to communicate and interact effectively with people from diverse cultural backgrounds. In a quite analogous manner, Byram (1997) elucidates that it is the potency to interact and communicate competently and conveniently through cultural boundaries.

5.2 Multimedia technology

Multimedia technology can be defined as an umbrella expression that embraces computer-assisted applications which enable people to interact and share information. Put differently, it refers to the "combined use of several forms of audio and visual media such as text, graphics, audio, animation and video" (Banjerji & Ghosh, 2010, p. 2).

5.3 Attitudes

Attitudes can be defined as conducts which can be supported by what individuals sense and believe in. Ajzen (2005, p. 3) defines attitudes as a "disposition to respond favorably or unfavorably to an object, person, institution, or event."

6. Means of the research

To validate the above-mentioned hypothesis, a descriptive research has been undertaken at the Department of Foreign Languages at Abdelhafid Boussouf Mila University, involving a questionnaire conducted with a sampling of one hundred (100) third-year students who are enrolled in the Department of English, in addition to an interview designed to test the hypothesis in which ten (10) teachers were asked to answer the questions. The research methodology which will be used in the current study addresses the research instruments consisting of students' questionnaire and teachers' interview (quantitative and qualitative tools).

7. Structure of the research

The entire layout of the present study consists of two chapters. The first one, entitled theoretical background, consists of two main sections. The first section explores the nature of intercultural communicative competence, presents its different components and developmental levels. It sheds light on the ways through which intercultural communicative competence can be promoted in EFL classrooms. Furthermore, it illustrates the significance of intercultural communicative competence, its major barriers and provides an assessment for its components. The second section elucidates what multimedia technology stands for, presents its diverse types and discusses how multimedia technology can possibly foster students' intercultural communicative competence. It also accounts for the relationship among multimedia technology and intercultural communicative competence.

The second chapter is entirely devoted to the practical side called the field work which consists of data collection and two analytic sections named the students' questionnaire and the teachers' interview, and a section dedicated to pedagogical recommendations that can help teachers and students make the most out of their multimedia use in developing intercultural communicative competence. For the tools of data collection, the students' questionnaire and the teachers' interview will be analyzed and interpreted. Finally, our work ends with some suggestions derived from the results reached and presented in the general conclusion

Chapter One: Theoretical Background

Introduction	9
Section One: Teaching Intercultural Communicative Competence	
1. What is Intercultural Communicative Competence?.....	10
2. Components of Intercultural Communicative Competence.....	13
3. Levels of Intercultural Communicative Competence.....	20
4. How to develop Intercultural Communicative Competence in EFL classrooms?.....	22
5. The Importance of Intercultural Communicative Competence.....	23
6. Barriers of Intercultural Communicative Competence.....	24
7. Assessing Intercultural Communicative Competence.....	25
Section Two: Multimedia Technology	25
2.1 Defining Multimedia Technology.....	28
2.2 Types of Multimedia Technology Tools.....	31
2.2.1 Text.....	31
2.2.2 Graphics.....	32
2.2.3 Animation.....	33
2.2.4 Audio.....	34
2.2.5 Video.....	34
2.3 Characteristics of Multimedia Technology.....	35
2.4 Multimedia Applications.....	36
2.4.1 Video Conferencing.....	36
2.4.2 Multimedia Store and Forward Mail.....	36
2.4.3 Reference Source.....	37

2.4.4 Edutainment and Infotainment.....	37
2.4.4.a Edutainment.....	37
2.4.4.b Infotainment.....	37
2.4.5 Advertising and Purchasing.....	37
2.5 Multimedia Classification.....	37
2.5.1 Interactive Multimedia.....	38
2.5.2 Linear VS Non-Linear Multimedia.....	38
2.5.3 Hypermedia.....	38
2.6 Importance of Multimedia technology.....	39
2.7 How Can Multimedia Develop Intercultural communicative competence.....	42
2.8 The Relationship between Multimedia Technology and Intercultural Communicative Competence.....	40
Conclusion.....	45

Chapter One

Theoretical Background

Introduction

Major gains and advantages can be discovered by fusing multimedia technology and teaching intercultural communication which can have a very deep impact on students' educational experience and teachers' jobs making both processes much easier and efficient. This results in very valuable outcomes in terms of enhancing and developing students' intercultural communicative competence. The first chapter of our research is divided into two sections. The first section deals with all that has to do with intercultural communicative competence whereas the second section will tackle the different areas of multimedia technology and its relationship with teaching and ICC through a conclusive overview.

Section one: Teaching intercultural communicative competence

Intercultural communicative competence is the capability to communicate potently across cultures. The purpose of teaching such a skill is to enable EFL learners to function and communicate appropriately when crossing cultural boundaries and interacting with foreign speakers. Indeed, this section starts by exploring the nature of intercultural communicative competence and presents its different components and levels. Then, it sheds light on the ways through which intercultural communicative competence can be promoted in EFL classrooms. Finally, it elucidates the significance of intercultural communicative competence and its major barriers; and provides an assessment for its components.

1. What is intercultural communicative competence?

Intercultural communicative competence as a notion comprises profound historical roots, as "history is filled with accounts of people endeavoring to learn other languages and understand different cultures" (Samovar, Porter, & McDaniel, 2008, p. 1). It is based around the conception that members or interlocutors who come from distinct cultural backgrounds aim to communicate and interact with one another by means of intercultural communication. To put it differently, it is the capability to comprehend diverse cultures, including one's own.

The idea of intercultural communication dates back to 1959, with the publication of "silent language" by Edward Hall. This book is looked upon as the inception of modern intercultural communication as a field of study. In the beginnings of 1990's, intercultural communicative competence has increasingly gained importance due to the works of Byram and other eminent scholars. In his book, *Teaching and assessing intercultural communicative competence*, Byram (1997) attributes considerable significance to illustrate what competencies are demanded, how such competencies can be involved in methods and objectives teachers intend to arrive at, and how to assess intercultural communicative competence.

Substantially, intercultural communicative competence comprises stands, dexterity and awareness at the interface amidst diverse cultural domains. This covers learners' world views, values and those of a target language country (Romanowski, 2017). Thence, the manner through which intercultural communicative competence promotes is looked upon as an operation which includes "students' experiences from their own cultural backgrounds allowing them, at the same time, to reflect on their individual cultural assumptions as an integral part of further development of their skills and knowledge of the world" (Romanowski, 2017, p. 1). In the sense that students

acquire more knowledge about the target culture and develop their intercultural communicative competence.

According to Byram (1997), the essence of intercultural communicative competence is to enable EFL learners to interact and communicate competently and conveniently through cultural boundaries. These cultural outlines may implicate "cultural beliefs, ideologies and representations" (Cottle, 2000, p. 2). Over and above, comprehending those cultural confines which dwell amongst cultures necessitates the understanding and appreciation of the various languages, practices, conducts, beliefs and expressions which are thought of as unparalleled determining members of a given ethnicity or race. Realizing all these aspects originates from the fact that "as soon as we enter a foreign culture, we feel more or less out of place" (Mbele, 2005, p. 5).

To attain a better perception of what intercultural communicative competence stands for, various definitions of intercultural communication need to be considered. Byram and Buttjes (1991) clarify that it is the "ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations representative of foreign cultures" (p. 137). Put differently, this denotes that switching from one's own cultural scope to a quite unlike, new foreign culture entails a considerable comprehension of stances and behaviors of the new culture on the part of the individual or the learner. This ability ought to be capable of being changed or adjusted in addition to being sufficient to meet the requirements of that new foreign culture.

Moreover, a quite prominent definition of intercultural communicative competence is introduced by Byram (1997). He defines intercultural communicative competence as Knowledge

of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviours; and relativizing one's self (p. 34).

Therefore, in order for individuals to communicate potently whilst traversing cultural boundaries, they should possess a high cultural self/sociolinguistic awareness, openness, skills to observe, evaluate, and interact. In addition to a considerable esteem for others' cultures, principles, tenets, and conducts.

Furthermore, intercultural communicative competence entails the potency to interact and manage one's behaviour in a resilient way, using some strategies to diminish one's doubt about others via obtaining input about them and their cultures while using self-disclosure "whereby the speaker reveals some personal information to others" (Hargie, Saunders, & Dickson, 1994, p. 219).

Overall, scholars and linguists have distinct appellations for intercultural communicative competence and look at it from diverse perspectives. However, a generally agreed upon definition of intercultural communicative competence will comprise all the afore mentioned statements and various views. It is worth to mention that intercultural communicative competence is not only a skillfulness which enables individuals who belong to different cultural backgrounds to comprehend one another, but also a way through which varied cultures, conventions, ways of life can coexist and find common ground. This emerges from the fact that "there is an increasing need to deal effectively and appropriately with diversity" (Lazar et al., 2007, p. 5).

1.

2.

3. 2. Components of intercultural communicative competence

Intercultural communicative competence is looked upon as an umbrella term under which dwell certain competencies and skills. For the sake of comprehending what competencies or skills are comprised within the term "intercultural communicative competence," diverse divisions and paradigms were introduced by eminent scholars and linguists. As a matter of fact, "models of intercultural communication competence tend to vary according to their main purpose" (Remland, Jones, Foeman, & Arévalo, 2015, p. 33). Scholars such as Deardorff (2009) and Kramsch (1993; 1998) introduce distinct paradigms so as to identify and assess the various components of intercultural communicative competence. However, a quite noteworthy paradigm of intercultural communicative competence is that introduced by Byram (1997) in which he underlines the presence of "five skills" which he introduces as "saviors." In truth, Byram's (1997) model is regarded as a quite adequate representation of those intercultural communication skills that learners need to promote whilst learning the language, together with assessing their intercultural communicative competence in diverse situations.

In his book, *Teaching and assessing intercultural communicative competence*, Byram (1997) emphasizes the existence of "five saviors": "Savoirs, "Savoir être," "Savoir comprendre," "Savoir apprendre," and "Savoir s'engager." In addition to the previously mentioned "saviors," Byram (1997) attributes considerable significance to possessing linguistic, sociolinguistic, and discourse competencies (as clarified in the figure below). He "advances the idea of competence beyond communication alone and moves even closer to incorporating self-construction in the L2 and second culture" (Aveni, 2005, p. 146).

Indeed, Baker (2015) clarifies the aforementioned components in the following way:

Byram's five savoirs (attitudes (savoir être), knowledge (savoirs), skills of interpreting and relating (savoir comprendre), skills of discovery and interaction (savoir apprendre/faire), critical cultural awareness/political education (savoir s'engager)) offer a detailed and systematic alternative to communicative competence in which the intercultural aspects of language learning are placed in a central role in education. (p. 274).

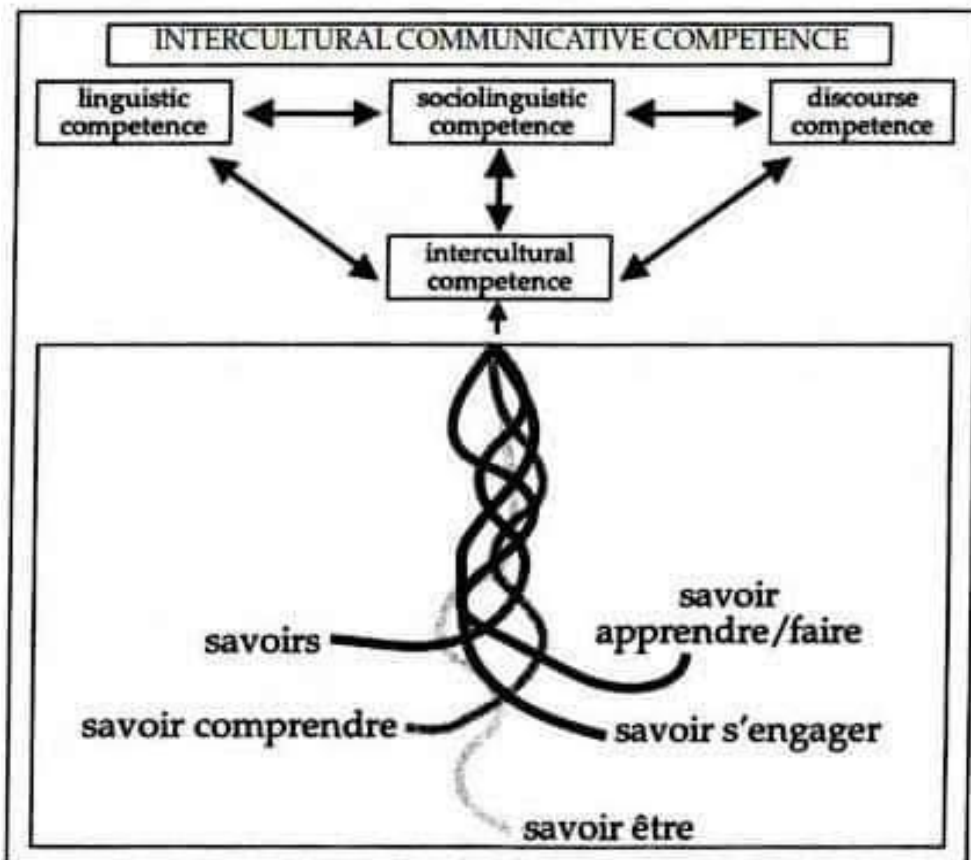


Figure 1: Components of intercultural communicative competence (Byram, 1997, p. 73)

Put differently, Byram's (1997) paradigm encompasses five fundamental components which language learners ought to promote so as to interact across cultural boundaries competently. Those skills are stated differently as: attitudes, knowledge, skills of interpreting and relating, skills of discovery and cultural awareness. In this model, more emphasis is put on intercultural skills demanded for communicating among speakers of foreign, different cultural backgrounds.

The first component is referred to as "savoirs." It basically denotes what the learners possess as understanding or familiarity with their own culture as well as others'. This involves knowing and comprehending the interaction that takes place amongst both the individual and others' culture. Byram (1997) stresses that "savoirs" is seen as the perception of "social groups and their cultures in one's own country, and similar knowledge of the processes of interaction at individual and societal levels, on the other hand" (p. 35). This necessitates a considerable conception on the part of the learner with regards to the diverse cultures which exist within the diverse social groups, together with comprehending their own.

Moreover, knowledge acquired from understanding notions and methods applied in interaction is of major significance for interaction to take place. This knowledge is, however, not automatically gained. Contrariwise, knowledge about one's own and one's interlocutor's country is always present in different degrees and is an outcome of socialization (Byram, 1997). In fact, knowing about one's own as well as others' culture and conventions is of crucial importance for intercultural communication to take place. This emerges from the truth that only "knowing one's person's cultural identity doesn't provide complete or reliable information about that person. Knowing another's cultural identity does, however, help you understand the opportunities and challenges that each individual in that culture had to deal with" (Murphy, 2013, p. 80).

Byram (1997) suggests that having knowledge about social groups and their different cultures which exist in an individual's own country is, ultimately, a consequence of the elementary socialization that occurs within the family as well as secondary socialization which we receive in schools. This knowledge that we take from diverse social groups can be conscious or unconscious. Knowledge about the processes of interaction, on the other hand, denotes awareness on the part of the person with regards to their social identities and how they comprehend interlocutors who belong to distinct groups. This awareness results in a successful interaction.

Other two skills which are quite related can be referred to as skills of discovery and interaction and skills of interpreting and relating. These two skills represent what Byram (1997) introduces as "savoir apprendre" and "savoir comprendre," the first of which is "savoir apprendre." As its name suggests, it stands for an individual's/learner's capability of achieving new knowledge and "building up specific knowledge as well as an understanding of the beliefs, meanings, and behaviours which are inherited in particular phenomena, whether documents or interactions" (Byram, 1997, p. 38). According to Houghton (2012), "savoir apprendre" denotes a requirement for those skills of processing and handling information which back up, on the other hand, the process of combining new knowledge with another one that is old.

Put differently, savoir apprendre can be looked upon as a learner's skillfulness of discovering a quite new culture and how that individual can interact, deal with, and construct a new knowledge that is built upon a previously held one, together with being able to "produce and operate an interpretative system with which to gain insight into hitherto unknown cultural meanings, beliefs and practices, either in a familiar or in a new language and culture" (Byram & Risager, 1999, p. 66).

Over and above, social interaction is of crucial significance for the skill of *savoir apprendre* to be enhanced. Social interaction is looked upon as a quite fundamental component of *savoir apprendre* that any learner ought to take into account, together with managing deficiencies and faults which occur whilst interacting with others not only for the sake of communicating with native speakers, but also to be a link among individuals of distinct origins and identities (Byram, 1997).

"*Savoir comprendre*," on the other hand, stands for the skills of interpreting and relating. It denotes the "ability to interpret a document or an event from another culture, to explain it and relate it to documents from one's own" (Byram, 1997, p. 52). Byram, Nichols and Stevens (2011) elucidate that there is a major need on the part of the speaker/mediator so as to find out how misunderstandings take place whilst interacting and communicating with one another. In order for intercultural speakers to deal with such problems that arise, they need to develop skills of comparing ideas, events, and documents and comprehend how they can be seen differently from diverse perspectives.

Indeed, Byram et al. (2011) attribute considerable importance to the skills of comparing, interpreting and relating, as they allow intercultural speakers to comprehend how individuals who belong to different social backgrounds may misunderstand what is said or written as they interact with one another. Furthermore, Lazar et al. (2007) clarify the need for skills of interpreting and relating in the following way:

The learners should develop abilities in order to be able to interpret and negotiate interaction terms of skills: social (types of conventions), living (routine actions required for daily life), vocational and professional (mental and physical

specialized actions to carry out the duties of employment) and leisure (arts, crafts, sports, hobbies) (p. 69).

Therefore, the learners have to develop specific capabilities in order to interpret and negotiate effectively the process of interacting. These capabilities encompass their everyday life such as work, routine, together with the ordinary things that they usually do or experience. These skills of interpreting and relating are of crucial significance as they allow for communication to take place and keep misunderstandings at bay.

A quite notable component of intercultural communicative competence is "savoir s'engager" which denotes critical cultural awareness on behalf of the learner. Indeed, "savoir s'engager," that is to say cultural awareness, is of crucial significance for intercultural communicative competence. It is placed in the centre of Byram's (1997) model of intercultural communicative competence as it is the "foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions" (Quappe & Cantatore, 2005, p. 1).

Put differently, critical cultural awareness "savoir s'engager" is looked upon as quite necessary for intercultural communication to take place. This state of being culturally aware will not be reached unless the learner possesses a profound perception of their cultural behaviours, customs and manage to competently compare these with those of a thorough foreign culture. Byram (1997) emphasizes that 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" (p.63). Otherwise stated, being culturally aware, necessitates, according to Byram (1997), the ability to evaluate and analyze one's own values and

conducts together with others' cultures values and conducts. This potency to analyze one's own and others' culture, attitudes, and values results in enhancing the efficiency of interacting and communicating on the part of the learner with a foreign culture. In addition to that, L2 learners will develop flexibility and openness towards the different cultures with which they interact.

More importantly, Işcan, Karagoz and Konyar (2017) clarify the need for critical cultural awareness in the following way:

Cultural awareness is an important concept that we need to consider when we communicate with people from different cultures. For that reason, it requires to think about what exactly the person to whom we are communicating means or to think about what other people give the meaning to what we actually express. (p. 2).

Therefore, to become culturally aware, EFL learners need to bear in mind the fact that communicating with speakers from different cultural backgrounds necessitates comprehending the ways through which they express themselves, together with reflecting upon how and what an individual says can be interpreted or misunderstood from a foreign speaker's perspective. A learner who can combine the aforementioned skills can be called an intercultural speaker, in the best sense of the word.

Intercultural attitudes "savoir être" represent the fifth component. Indeed, Byram (1997) attributes a major significance to "savoir être" in which he emphasizes that attitudes are the precondition for effective intercultural communication. The importance of "savoir être" emerges from the fact that it denotes "attitudes of curiosity and openness, of readiness to suspend disbelief and judgment with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 34).

That is, the component of intercultural attitudes is designed around the idea that L2 learners ought to be receptive to beliefs, values and attitudes which come from a foreign culture, along with being willing to learn about that different culture. In addition to that, learners need to accept the fact that what they say or believe to be true is not always the case. Byram (1997) refers to this process as the capability to "decentre."

In short, Byram's (1997) model of intercultural communicative competence comprises five "savoirs" which should not be looked upon as separated; rather they are combined and intertwined, together with the several dimensions of communicative competence (Sercu et al., 2005). Intercultural communicative competence is best defined as a complex association of intercultural attitudes, skills, knowledge which are correlated by reason of critical cultural awareness. These components are better illustrated in the figure below:

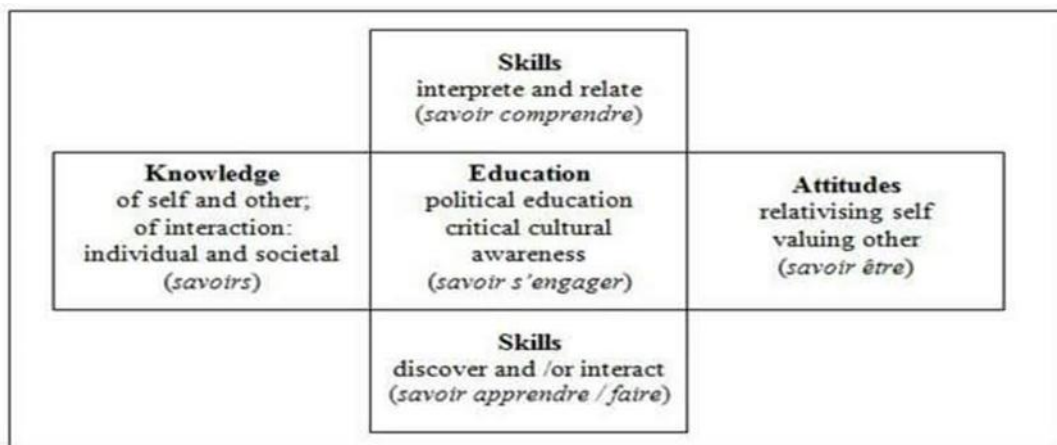


Figure 2: Factors in intercultural communication (Byram, 1997, p. 34)

4. 3. Levels of intercultural communicative competence

Byram and Buttjes (1991) propose a model in which they emphasize the existence of three distinct levels that learners of a foreign culture need to go through so as to fully attain

intercultural communicative competence: "mono-cultural level," "intercultural level," and "Transcultural level"

The first level is referred to as "mono-cultural level." According to Byram and Buttjes (1991), in the mono-cultural level, the learner views their culture using ways of thinking which are only appropriate for their own culture. This takes place in circumstances which necessitate cross-cultural perception. In this level, learners' notions regarding a foreign culture are stereotyped, that is, having a mistaken conception concerning foreign cultures.

The second level is "intercultural level." As Byram and Buttjes (1991) clarify, in this stage, the learners develop a capability to interpret variations which exist amongst their own as well as others' foreign cultures. This capacity on the part of the learners is an outcome of being able to utilize knowledge which they possess about their own culture as well as others' countries/cultures, or even because they show interest in intercultural communication and cross-cultural diversities. This intercultural knowledge which learners possess "may be of historical, sociological, psychological or economic nature (Byram & Buttjes, 1991, p. 142). Otherwise stated, the learners stand in an intermediate position which enables them to draw an analogy/distinction between cultures.

"Transcultural level" represents the third stage. In this level, the learners are capable of assessing intercultural diversities and settle intercultural problems (Byram & Buttjes, 1991). Moreover, "learners are able to evaluate intercultural differences and negotiate their meaning" (Deconinck, Humblé, Sepp, & Stengers, 2017, p. 212). Simply put, this level is characterized by potency on the part of the learners to reflect upon the varied beliefs, attitudes, values and ways of

life which exist in a given foreign culture; the learners reach a stage in which they can view their own culture by means of cross-cultural understanding and negotiating intercultural differences.

In short, through the aforementioned three levels or stages, EFL learners promote their ways of perceiving their own cultures and sense that variations amongst their own and foreign cultures until they reach the transcultural level in which they can fully comprehend the diverse cultural values. At this very stage, the learner can be said to "stand above both his own and the foreign culture" (Byram & Buttjes, 1991, p. 143). Put differently, the learner is able to acclimate to different sociocultural settings in the light of understanding his own culture and that of a foreign speaker.

5. 4. How to develop intercultural communicative competence in EFL classrooms?

The significance of promoting intercultural communicative competence on the part of EFL learners emerges from the fact that it provides them with intercultural knowledge, attitudes, skills and awareness necessary for them so as to interact competently and effectively whilst crossing intercultural boundaries. Indeed, much of the responsibility for enhancing intercultural communicative competence lies on the shoulders of teachers. This can be attained by means of implementing certain techniques in EFL classrooms.

Motivating EFL learners and developing intercultural communicative competence are closely related as "the vast majority of teachers will readily concede that the major problem is not ability but level of motivation" (Hargreaves, 1982, p. 171). A way to build EFL learners intrinsic motivation is to set goals and explore their concerns and curiosity. A teacher who shares their passion and zeal for learning will succeed at conveying such merits to the classroom (Valerio, 2012).

Utilizing up-to-date technology tools is another technique to build intercultural communicative competence in EFL classrooms. In fact, today's EFL learners are confronted with the fact that the capability to cope and interact with other cultures using technology is now an indispensable tool with which EFL learners can cross cultural boundaries (Marczak, 2013). This includes the use of texts, images, audio, videos, and interactive computer-based applications which support learners to comprehend cultural diversities and enhance their intercultural skills in the best way possible.

Building positive attitudes on the part of the Learners is of great importance. Byram (1997) elucidates that learners' attitudes is a quite remarkable feature of intercultural communicative competence that is most required for successful interaction. Indeed, it is often noticed that EFL learners display negative attitudes as they learn about a foreign culture, or come across intercultural topics (Byram & Fleming, 1998). Over and above, helping learners comprehend intercultural differences, show respect and attitudes of openness towards others' cultures should be the teachers' responsibility as they "help learners understand others and otherness as a basis for the acquisition of cultural and communicative competence" (Byram & Risager, 1999, p. 58).

6. 5. The importance of intercultural communicative competence

Intercultural communicative competence is the potency to communicate competently and conveniently through cultural boundaries (Byram, 1997). Indeed, there are remarkable reasons why this competence should be acquired and emphasized in EFL classrooms.

A quite notable reason for enhancing intercultural communicative competence is that it increases cultural awareness on the part of the learners. Byram (1997) stresses that critical cultural awareness necessitates comprehending the differences that exist amongst one's own and

others' cultures, together with developing flexibility and openness towards the diverse cultures with which they interact. Furthermore, intercultural communicative competence helps EFL learners acquire intercultural knowledge which denotes conception on the part of the learner with regards to the diverse cultures existing within the different social groups. Having this intercultural knowledge results in a successful communication and interaction. Moreover, developing intercultural communicative competence provides the learner with skills of interpreting and relating to which Byram (1997) attributes considerable significance. Such skills enable EFL learners to find out how misunderstandings take place whilst interacting and communicating with foreign speakers. These intercultural skills allow learners to compare ideas, events, and documents and comprehend how they can be seen differently from diverse perspectives.

7. 6. Barriers of intercultural communicative competence

Intercultural communicative competence is quite necessary for communication between cultures. However, there are certain barriers that EFL learners face when there is a cross-cultural communication which are: stereotypes, ethnocentrism, prejudice, and anxiety.

Stereotypes represent a serious barrier as they lead to "negative or positive judgment made about individuals based on any observable or believed group membership" (Jandt, 2010, p. 86). In fact, stereotypes are beliefs or preconceptions that individuals possess about one another. These preconceptions are often negative and have bad influence upon intercultural communication.

Ethnocentrism is another hindrance in the way of a successful intercultural communication. Ethnocentrism is a way of viewing other cultures based on the perception that one's own culture

is better than others' cultures (Coopman & Lull, 2012). This state of refusing others' beliefs, values, attitudes and ways of life hinders communication and interaction among cultures quite often.

Prejudice refers to the illogical suspicion or hatred of a given group, religion or race (Jandt, 2010). Prejudice represents an assumption made about others' cultures, beliefs and values without having sufficient knowledge, thus, it can be a stumbling stone in the way of cross-cultural communication.

Anxiety is a serious barrier. If one is anxious because they do not know what they are expected to do, they will be overwhelmed by this feeling and won't be fully present in the process of communication (Jandt, 2010). Anxiety causes EFL learners to focus their attention on that negative feeling that they make common errors while communicating. Such beliefs cause learners to avoid interactions with people who belong to a foreign cultural background; hence, they do not develop their intercultural communicative competence.

8. 7. Assessing intercultural communicative competence

Intercultural communicative competence is quite crucial as it helps EFL learners to communicate potently with foreign speakers, hence a continuous assessment should be made. This assessment covers the five components of intercultural communicative competence and aims at examining each component in isolation so as to comprehend the improvement of intercultural communicative competence on the part of EFL learners.

Assessing “saviers,” which represents intercultural knowledge, is based on asking questions with regards to information about culture history, geography, and beliefs. Such inquiries are given in the form of true or false questions, and questions and answers activities (Byram, 1997).

Lazar et al (2007) emphasize that three domains of knowledge are to be taken into account: the humanistic approach in terms of civilization and culture, the anthropological approach in terms of comprehending the diversity of culture, and the sociological approach which examines the sociocultural contexts of the target societies.

Assessing both “savoir comprendre” and “savoir apprendre,” which refer to intercultural skills, can be achieved through providing learners with documents or pictures, then asking them to make a comparison or analysis. By means of such techniques, EFL learners' intercultural skills can be assessed effectively. Indeed, the need for assessing intercultural skills is an outcome of the fact that such skills represent learners' capability to discuss and interact, together with interpreting and relating aspects of a foreign culture.

Assessing “savoir s'engager,” which stands for critical cultural awareness, necessitates that learners evaluate in a critical way certain aspects of their own culture along with those of a foreign one. The teacher observes this process and asks students to write reflective essays about a given aspect (Corbett, 2003). Byram (1997) elucidates that the aim of assessing critical cultural awareness is also to clarify one's own ideological perspective.

According to Byram (1997), assessing “savoir être” or attitudes is done through asking learners to choose between two representations of a given aspect related to a foreign culture and use these representations such as text, audio, video recordings as a basis to explain the other culture to an interlocutor from their own culture. Based upon their choice, the teacher can know their interests. Moreover, learners' attitudes can be observed from their readiness, curiosity, and motivation to interact with a foreign culture.

In short, assessing and evaluating intercultural communicative competence is a process which should be conducted continuously. This responsibility lies on the shoulders of teachers in the first place. Indeed, this assessment is indispensable and enables the teacher to observe the improvement of intercultural communicative competence on the part of EFL learners.

To sum up, intercultural communicative competence is a quite substantial ability through which EFL learners can communicate and interact effectively with native speakers who belong to different cultural backgrounds. This section provides an overview about the concept of intercultural communicative competence, outlining its different components and levels, together with shedding light upon how it can be promoted in EFL classrooms, the remarkable reasons that make intercultural communicative competence significant, and finally barriers of intercultural communicative competence that EFL learners face while crossing cultural boundaries and learning about new cultures.

Section two: Multimedia technology

As multimedia technologies and their applications have witnessed explosive growth within the past two decades, information has become increasingly interactive and multidimensional. Traditional text-based data has been augmented and, in some cases, replaced by audiovisual content that is used to transform teaching styles, enhance business transactions, and promote cultural literacy (Syed, 2008). Researchers, students, and educators have benefited from the never-stopping development and ease of access of multimedia technology and information, and therefore, these technologies and their applications will continue to pervade, simplify, and facilitate our daily lives. As the growth in the field of media and technology keeps rising, an explosion of new methodologies and possibilities has occurred creating a profusion of new, state-

of-the-art, literacy combined with top-notch competence in all four skills of language proficiency.

This section deals with multimedia technology tools and devices in and out. It tries to look at MT tools in a broad and narrow view reaching multiple points that cover an overview of multimedia technology as a whole, its different types, how it is supposed to develop students intercultural communicative competence, and last but not least, the section points also at the relationship between multimedia technology and intercultural communicative competence .

2. 1 Defining multimedia technology:

It is widely considered nowadays that multimedia is the future of any teaching-learning experience with a history goes back no too long ago, combining words and concepts together to deliver the information required in the most efficient way possible as mentioned in the book, *Multimedia technologies: concepts, methodologies, tools, and applications:*

The word **multimedia**, originating from the Latin words “multum” and “medium,” means combination of multiple media contents. It is a technology that, even today after two decades of explosive growth, means different things to different people. It might be an artistic medium or a communication tool or a teaching and learning tool for some, while it might be a way to complete a business transaction for others. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content. The integration of multimedia technology into the communication environment has the potential to transform an audience from passive recipients of information to active participants in a media-

rich learning process. The term “rich media” is synonymous for interactive multimedia (Syed, 2008, p 29).

Multimedia technology is a very broad term that cannot be defined in just one single definition. The term multimedia is used as general in information industry. Hypermedia is its synonym term. Multimedia cannot be defined rightly. Even then some scholars of the subject tried to define it in different ways. However, there are some outstanding definitions that we can cite. *According to* Barker (1995, p 53) “A presentation stored in text data, audio, computer graphics, still photos, animation, moving footage (film or video)”. Moreover, Lal (2008, p 53) defines it as follows: “A medium is an intervening substance through which impressions are conveyed to senses”. Multimedia is also considered as a combination of text, graphic art, and sound, animation and video elements. The IBM dictionary of computing describes it as: “comprehensive material, presented in a combination of text, graphics, video, animation and sound. Any system that is capable of presenting multimedia is called a multimedia system. Another viewpoint on MT conveyed by *The Columbia Encyclopedia* book where it was characterized as an individualized computing, programming and applications that joins content, excellent sound, two and three dimensional illustrations, liveliness, pictures, and full movement video (Lagasse, 2000). Furthermore, as Vaughan states that multimedia is any mix of content, sound, activity and video conveyed by PC or other electronic or carefully controlled means. It is a woven mix of carefully controlled content, photos, realistic craftsmanship, sound, liveliness, and video components.

Newton, further, defines multimedia as the blend of various sorts of media in the correspondence of data between two clients and their PCs. The arrangement wherein the data for correspondence exists and contrasts, however it ordinarily incorporates voice correspondence,

sound preparing and picture handling (Newton, 1998) . Additionally, in the words of Dahmer (1993), multimedia is “something that combines the capabilities of technologies that used to be separated it can combine things like text, graphics, sounds and still or motion pictures in a smooth way to present information. Print, telecommunications, video, broadcasting and computers have merged and the result is what we now call multimedia” (46-55). Moreover, as reported by Stublely, the simultaneous use of two or more different forms of media (text, graphics, animation, sound and video) for effective information communication is referred as multimedia. Graphics and sound, digital or analog video, animations, hypermedia, interactivity, computer games, virtual reality, electronic books, CD-ROM, HDTV, telecommunications and many others have all been terms associated with the definition of multimedia at one time or another (Stublely, 1994).

Finally, as stated by Satklichov (2009), multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia can be recorded and played, displayed, and interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. In fact, multimedia is distinguished from mixed media in fine art, for example, by including audio it has a broader scope. In the early years of multimedia, the term "rich media" was synonymous with interactive multimedia and "hypermedia" was an application of multimedia. To be more inclusive of the term, multimedia can also be seen as any presentation that combines several media such as text, animation, graphics, sound, video and streaming

content. Multimedia is the convergence of digital media. This means that media producers must learn how to use multimedia to create content for TV, radio, video, and the Web (Yadav, 2014).

2.2 Types of multimedia tools:

Multimedia technology has many types which can also be called elements or components; they can be divided into two distinct categories static and dynamic. Each category has different elements which can be viewed as follows:

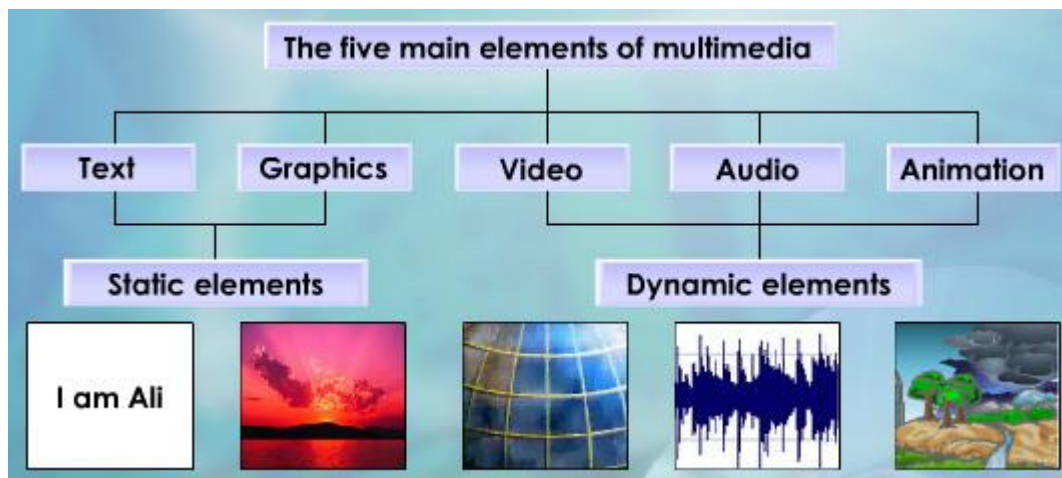


Figure 3: The five main elements of multimedia (Kadir, 2008)

2.2.1 Text:

The text is the basic element of multimedia. It involves the use of text types, sizes, colors and background color (Kadir, 2008). In addition, we can also say that since computers can display a variety of fonts, in innumerable colors and combinations, multiple fonts in beautiful colors and backgrounds feature in almost all the multimedia applications and the ultimate result appears far better than the printed texts (Sreekumar and Sunitha 2006, 384-385) . Although the text is a broad term, we can surely say that it is the most basic element of all multimedia

application informing the users directly and first-hand about the information that it desires to transmit. The below image is an example of a text:



Figure 4: Multimedia types (Text) HTML text fundamentals (n.d)

2.2.2 Graphics:

At the point when you envision designs pictures you convincingly consider "still" pictures, pictures, for example, those in a photo or drawing. There is no event in these sort of picture. Still illustrations pictures are an exceptionally significant bit of sight and sound since people are modality adjusted. As the old Chinese saying goes, "An image merits a thousand words. "Windows is likewise a sense methodology condition. Similarly as should be obvious a boundless number of photos or pictures, the kinds of static design pictures that you can remember for an interactive media application are practically limitless (Pavithra, 2018). There are two types of graphic images which are Bitmap images also known as raster images which are real-life images taken by cameras or scanners, and Vector graphic which are images drawn on the computer and they only require a small amount of memory (Kadir, 2008). These two types are very distinguishable using just the human eye and are illustrated below:



Figure 5: Types of graphic images (Hoyos, 1970)

2.2.3 Animation:

In multimedia various digital animations are used for many reasons one of them is making the learning fun, comprehensible, and more enjoyable. We can look at animations as a process of adding movement to or making a static image look like it is moving through a variety of methods (Kadir, 2008). These animations are widely used especially in primary schools, language schools, and for EFL learners where they show their true potential in transmitting the required information in a very intelligible manner; and to further enhance the experience of the user to further understand the information conveyed to them. Digital animation can be categorized into two broad areas: 2D (2 Dimension) and 3D (3 Dimension) animations as demonstrated below:

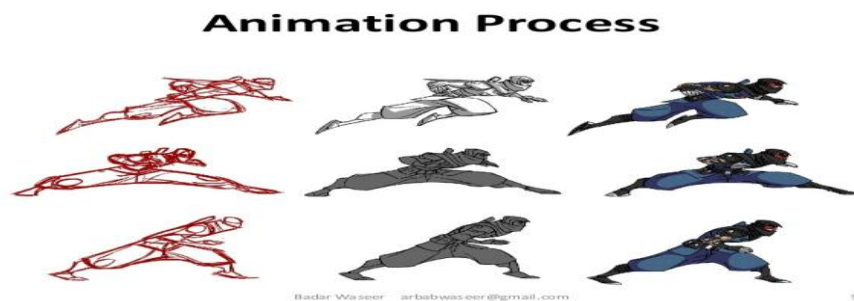


Figure 6: Categories of digital animation (Waseer, 2017)

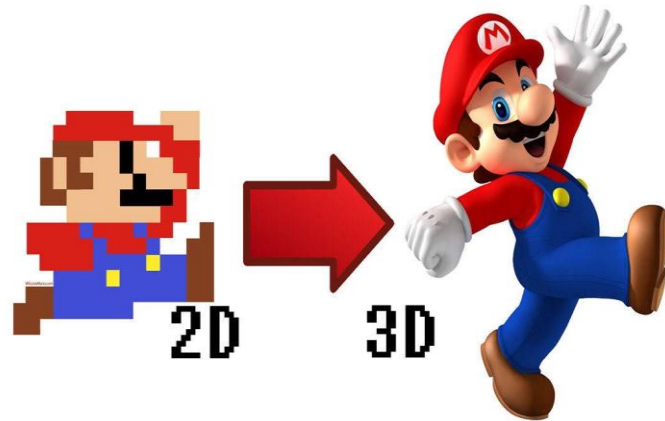


Figure 7: Categories of digital animation (Eclipse Technoconsulting Global Pvt, 2017)

2.2.4 Audio:

An audio signal is a representation of sound, typically using a level of electrical voltage for analog signals, and a series of binary numbers for digital signals. As stated by Hodgson: “Audio signals may be synthesized directly or may originate at a transducer, such as: a microphone, musical instrument pickup, phonograph cartridge, or tape head. Loudspeakers or headphones convert an electrical audio signal back into sound”(Hodgson, 2010, p. 1). In a simpler and straight to the point definition is that we can consider audio as a sound produced by vibrations and perceived using the sense of hearing. In multimedia, audio could come in the form of speech, sound effects and also music score (Kaushik, 2015).

2.2.5 Video:

The term “video” has many definitions ranging from broad to narrow views and perspectives putting in mind the purpose and the usage of the definition, but when it comes to learning and teaching it has a clear concept as Kaushik stated “video is the technology of capturing, recording, processing, transmitting, and reconstructing moving pictures. Video is more towards photo realistic image sequence / live recording as in comparison to animation” (Kaushik

, 2015). Full-motion video, such as the images depicted in a television, can add even more than to a multimedia application. Although full-motion video may sound similar an perfect way to add a powerful message to a multimedia application (Pavithra, 2018 p: 272).

To sum all that up, multimedia is a combination of various types of regular media which have multiple uses and general understandings that differentiate them from one another. These types, which were once used separately, can be seen in a web page where all of them gather to create website page which can have text, video, sound, and animations all at once. The advancements in technology cleared the road for more inventions, usages, and developments in the field which gave more and more possibilities to teachers to take advantage of.

2.3 Characteristics of multimedia technology:

Multimedia presentation has so many different features, usages, and aspects one must bear in mind when studying the term. According to Wikipedia (n. d), it might be observed in person on a single stage, projected, transmitted, or played locally with a media player. A broadcast may be a live or recorded multimedia presentation. Broadcasting and recordings can be either analog or digital electronic media technology. There is also digital online multimedia which can be downloaded or streamed. Streaming multimedia is a method of transmitting or receiving data (especially video and audio material) over a computer network as a steady, continuous flow, allowing for playback to start while the rest of the data is still being received, may be a live or on-demand. Multimedia games may be played in person in an arena with special effects, with multiple users in an on-line network, or locally with an offline computer or game system. As stated in Wikipedia (n. d), the various formats of technological or digital multimedia may be intended to enhance the user's experience, for example, to make it easier and faster to convey

information in entertainment, education, science, and art; and to make everyday life much easier and convenient. Online multimedia nowadays is increasingly becoming object-oriented which means you can modify pretty much everything on it, and data driven. Enabling applications with collaborative end-user innovation and personalization of several kinds and content forms of websites that lets the user control it however and whenever he wants. These applications include photo galleries with both images, pictures, titles, text-user updated, to simulation whose coefficient, events, illustrations, animations or video are modifiable, allowing the multi-media 'experience' to be altered without reprogramming.

2.4 Multimedia applications:

During the time of globalization, multimedia plays a key role for it is being used practically everywhere you go from companies, organizations, schools to homes and shops. The main duty of multimedia technology tools is to collect, store, organize data, and facilitates everyday-work demands using a variety of methods at different places according to its use. Some of MT common applications as stated in *Engineering Minds* (1, 1-4) can be cited bellow:

2.4.1 Video Teleconferencing: Transmission of synchronized video and audio in real-time through computer networks in between two or more multipoint (or participants) separated by locations.

2.4.2 Multimedia Store and Forward Mail: Allow users to generate, modify, and receive documents that contain multimedia. Examples: Gmail, Hotmail, Yahoo, etc....

2.4.3 Reference Source: Using multimedia to obtain information that we require. *Examples:* Multimedia Encyclopedias, directories, electronic bbooks, and dictionnaires, etc....

2.4.4 Edutainment and Infotainment:

2.4.4.a Edutainment: The inclusion of multimedia in the field of education gave birth to edutainment, which is a new learning approach combining education with entertainment. *Examples:* Math Blaster, Fun Maths, etc....

2.4.4. b Infotainment: Combination of information and entertainment. *Examples:* Prodigy, America, Online, MSN, Facebook, etc

2.4.5 Advertising and Purchasing: Most of the websites visited have many advertisements with multimedia features with the objective of marketing merchandise or offering services online.

2.5 Multimedia classification:

Multimedia technology tools are dime a dozen ranging from handheld devices, such as phones and tablets to computers and TVs where every single device uses a distinguishable OS (operating system) meaning that every tool is used and approached differently by the user according to the need and place of the usage. As stated by Kaushik (2015), there are three classes in which every multimedia tool belongs to, which are interactive multimedia, linear VS non-linear multimedia, and hypermedia.

2.5.1 Interactive multimedia:

An MT device is called interactive when the information is delivered by the computer and the user is able to control, manipulate, and alter the content of the device as he pleases when he pleases according to his needs.

2.5.2 Linear VS non-linear multimedia:

A multimedia project can be called “linear” when the user of the device does not have the ability to control nor change what is being showed to them. Here the user is a passive recipient. Linear MT devices for example are: TVs, demo show, videos, movies, and music etc.... On the other hand, a device is identified non-linear when the user can alter and modify the content of the show or the device and have a considerable amount of navigational control over it, such as: games, courseware, interactive CDs etc ...

2.5.3 Hypermedia:

Hypermedia is a combination of hypertext, graphics, audio, and video (linked elements); and interactivity culminating in a complete, non-linear computer-based experience.

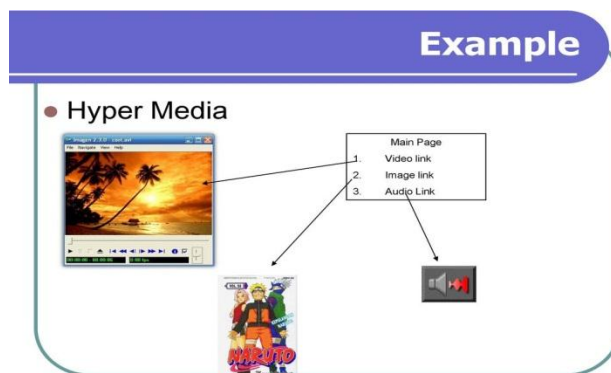


Figure 8: Doc player (n.d)

2.6 Importance of multimedia technology:

Multimedia got revolutionized after the introduction of the internet in the year 1991 and till this day its usage and importance only grew bigger each passing year not to mention its development and evolution allowing many people to do many things which were once impossible and reach new horizons and possibilities. Nowadays, practically everything is dependable on internet from education, business to social life, and entertainment. Najjar (1996), who examines a wide variety of empirical studies that looked at the effectiveness of multimedia on learning, concludes that:

So, empirical studies support the idea that multimedia may help people learn. Multimedia that encourages the information to be processed referentially, building dual coded verbal and pictorial cognitive representations, seems to improve learning. For example, relevant, supportive illustrations improved the learning of textual stories. Multimedia also seems to be more effective for helping learners with low prior knowledge or aptitude in the domain being learned (p.6).

By extension, multimedia is a very effective instruction tool that motivates learners to process the information being given to them by relating to it, which can be a story they heard before or a past experience. Multimedia also has proven to be useful when teaching learners with no existing knowledge about the subject being taught which can drastically improve the educational experience.

Moreover, Mayer (1997) asserts that multimedia enriches and develops learner's comprehension, improves retention, and helps to better problem-solving transfer. Furthermore, Reinhardt (1995) argues that 80% of understanding comes from visualization (from the use of

animation, video, laserdiscs, CD-ROM books, and hypermedia) and much less from hearing, although retention rate is higher for the latter. Multimedia presentations are engaging because they are multimodal; which means that multimedia can stimulate more than one sense at a time, and in doing so may be more attention getting and attention holding Johnson and Johnson (1986). All the evidences above show that MT tools and presentations improve the learning process for the student to make the most out of his educational experience as mentioned by Mayer (1997).

“Producing multimedia presentations can be a meaningful learning by which students construct and coordinate these presentations ” (Mayer, 1997, p. 1). Multimedia can also be a great way of bringing the class together. Johnson and Johnson (1986) also affirm that multimedia has proved a powerful catalyst for cooperative learning; it promotes small group collaboration. Ivers and Barron’s (1998) statement about the importance of multimedia can offer an excellent summary for the effectiveness of multimedia use in education. On this point, they maintain that:

Multimedia provides students with a powerful medium of communication and offers students new insights into organizing, synthesizing, and evaluating information. Multimedia has the potential to change the roles of teacher and learner and the interaction between them by allowing students to create their own interpretations of information (p. 2).

2.7 How can multimedia develop intercultural communicative competence?

Even though the development of intercultural communicative competences is claimed to be one of the key aims of foreign language teaching, it is widely believed that teaching is only based on the four main skills of language. Nowadays, the world has ever seen this explosion in the field of technology and multimedia enabling researchers and educators to reach even farther ledges. In the old days, developing ICC was nearly impossible due to the lack of means and materials for it

is connected to foreign countries and foreigners. The only way to teach culture is to bring reality to the classroom and that's exactly what today's advancements in multimedia have provided us. There are multiple techniques, tools, devices and materials one can use to develop ICC according to his needs one of which are the authentic materials. Reid (2014) maintains that as long as they are produced by a native speaker of the language, these can be viewed as anything ranging from "audio-materials" (TV programmes, commercials, news, weather reports, films, cartoons, radio programmes including adverts, music, audio materials on the internet, audio-taped stories and novels, announcements at the airports, and shops, etc...); "visual-materials" (photographs, paintings and drawings, wordless street signs, images on the internet, pictures from magazines, postcards, stamps, coins, and wordless picture books, etc...); and last but not least, "printed-materials" (newspapers including adverts, magazines, TV guides, books, catalogues, lyrics to songs, restaurant menus, product labels, street signs, tourist information brochures, maps, letters, junk mail, school notices, billboards, bus and train schedules, application forms, printed materials on the internet, etc...). All the mentioned materials could be found on the internet and used for cultural teaching. These materials go hand in hand with a bunch of exercises that suit the learner and the subject to be taught.

When it comes to teaching cultural awareness, Reid (2014) recommends a few techniques that can be used according to the context and most importantly by using and depending on multimedia tools. First, "comparison method" concentrates on discussing the differences between the native and target cultures. It stresses that foreign cultures have to be related to the learners' own. Buttjes and Byram (1991, p. 13, cited in Edginton 2000, p. 136) maintain that rather than delivering students with "a single direction stream of cultural information," they ought to be urged to think about their own and outside culture. The similar methodology draws on the

student's own insight, convictions, and qualities which structure a reason for fruitful correspondence with individuals from the other culture. This can be done by watching a short movie or a video using a data show and a couple of speakers for a better result. Another technique is “cultural capsule” where the teacher, for example, presents a custom in front of the class that is very different from their own. With the help with some visual aids like photos and videos, it will raise a fun and productive class discussion. TPR is another technique mostly used by beginners or children based on responding to oral commands. This method can be practised by watching videos and listening to CDs, etc....

Furthermore, Cullen (2000) suggests a numerous type of activities and techniques which would develop learner’s intercultural competence. First, reformulation is an activity where the learner is presented with a piece of video or an audio track that tells a specific story and he must retell it in his/her own words. Second, noticing is a great way of getting the learners to truly engage in the learning experience where they are supposed to notice the differences in customs, language, etiquettes and social behaviour using a data show and a short movie which make them very involved in the process rather than just passively watching. Third, chatting is a very effective way of developing ICC by interacting with the natives directly using a handheld smartphone or a computer; it can be a video chat or just written texts. Here the teacher can bring a computer to class and present the learners with a live show of a native speaker which can help drastically in developing their cultural awareness and accent.

2.8 The relationship between MT and ICC:

In the recent decades or so, the world has witnessed a great deal of advancements in technology and media which have played an important role in globalization and in the rapid

development in every field of education or science. For instance, socially and culturally, globalization has changed the perception of what a community is, redefined the meaning of cultural identity and civic society, and demanded a new way of intercultural interaction (Chen& Zhang, 2010). The very nature of this technology has brought people and even whole societies closer than ever before in an interconnected and complex level, but at the same time it has given people the opportunity of a life time to truly have wings to jump and fly over the boundaries of their home countries to reach a completely new horizons that once were thought impossible. New media practically lets people interact with multiple individuals simultaneously with the ability to individualize messages in the process of interaction. Media affects both the content and form of the information being transferred, on the other hand, it also influences the way people comprehend each other when communicating, especially those from different ethnic groups. According to Bagdasaryan (2011), traditions and innovations in human society co-existed in a dynamically synchronized way but the speed and impact of the new media resulted in the inability of traditional values to keep pace with the new cultural values produced by new media. This is when a gap occurs; new media additionally outwardly (extrinsically) breeds correspondence holes between various social and ethnic gatherings.

As Weick (1983) brought up, in the global electronic trade culture assumes a huge job in influencing the procedure and the result of collaboration. At the end of the day, culture as a correspondence setting may direct the utilization of media. In his statement about the complex relationship between media and ICC, Guo-Ming Chen (2012) maintains that:

The fragmented nature of new media has switched traditional cultural grammar, cultural themes, or cultural maps to a new pattern, resulting in the loss of traditional cultural logic. The rearrangement or restructuring of cultural patterns,

or worldview, demands that members of a culture realign their communication behaviors within their own community, and to learn a new way of interaction with people from differing cultures. New media fosters a new culture in human society, in which the degree of ambiguity and uncertainty has been reshuffled and has reached its highest point, especially in the process of intercultural communication. How to readjust to this new situation and smoothly achieve the goal of mutual understanding for people from different cultural groups in this chaotic stage of cultural change becomes a great challenge for the practical need of interaction in daily life and research in the scholarly community (p. 4).

In other word, multimedia in its very core changed the idea and perspective of culture in every way resulting in the loss of understanding between individuals from different cultural backgrounds. The reorganization of the cultural patters requires the people of the same community to reach out to each other and adjust their behaviours and to discover a new way of interacting with foreigners. Multimedia created a new culture in human society where the degree of vagueness reached higher levels, especially in cross-cultural communications, and the challenge of clarifying these ambiguities becomes harder and harder for the scholars of each community.

On the basis of what has been said before, it can be said that multimedia has become an inseparable part of ICC for the great opportunities and possibilities that it offers as a medium of connecting nations together and getting in result far better outcomes when it comes to learning cultures. It is under this condition we see an ever increasing number of researchers are getting engaged with the examination of the connection between new media and intercultural correspondence.

Conclusion

Amongst the crucial competencies EFL learners seek to develop, intercultural communicative competence is said to have a cardinal importance. In our modern world, the need for teaching the discipline of intercultural communication in EFL classrooms has become inevitable, as EFL learners show more interest in the field of intercultural communication. On the other hand, we have multimedia technology which can be utilized as an efficient means to provide the learners with many tools and platforms which help them better develop their ICC, and at the same time expose them to the world. Intercultural communicative competence allows for interacting and communicating between people from different cultural backgrounds to take place. However, through the help of up-to-date tools, the process of fostering such a competence will be a better experience. In this respect, the present chapter consists of two main sections. The first section casts light upon the nature of intercultural communicative competence, its diverse components and levels. Additionally, the section endeavors to discuss the possible ways that intercultural communicative competence is to be fostered through in EFL classrooms. It shows the significance of intercultural communicative competence and its major barriers which learners confront quite often. The section deals with assessing intercultural communicative competence five components, as assessing enables teachers to examine continuously the development of their students' intercultural communicative competence. Nevertheless, developing this competence necessitates integrating some up-to-date tools. Therefore, the focus of the second section is on defining multimedia technology, describing its types and characteristics. The second section states multimedia technology applications and classifications. Moreover, it clarifies the significance of modern technology. It elucidates how multimedia technology can enhance learners' intercultural communicative competence by enabling them to communicate with

foreigners, share intercultural knowledge and experiences which were once unavailable. Finally, the section ends with investigating the relevance between developing intercultural communicative competence and utilizing multimedia technology so as to comprehend the extent to which they are intertwined.

5.	Limitation	of	the	
	study.....			51

Section One: The Students’ Questionnaire

6.	Description of the Students’ Questionnair.....			52
6.1	Section	One:	General	
	Information.....			52
6.2	Section	Two:	Multimedia	
	Technology.....			52
6.3	Section Three: Developing Intercultural Communicative Competence.....			53
6.4	Section Four: EFL Learners' Attitudes Towards Using Multimedia Technology to Develop Their Intercultural Communicative Competence.....			53
7.	Analysis of the Students’ Questionnaire.....			54
8.	Discussion of the Questionnaire Results.....			77

Section Two: The Teachers’ Interview

9.	Description of the Teachers’ Interview.....			78
10.	Analysis of the Teachers’ Interview.....			79
11.	Discussion of the Interview Results.....			83
12.	Discussion of the Main Findings.....			84

Section three: Pedagogical recommendations

13.	Motivating students.....			85
14.	Emphasizing intercultural communication teaching in EFL classrooms.....			86
15.	The use of feedback.....			87
16.	Effective use of media technology.....			88
16.1	Multimedia authoring tools.....			88

Conclusion.....
.....90

CHAPTER TWO: The Field Work

Introduction

This chapter is an analysis of both students' responses to the questionnaire and teachers' responses to the interview. This work is carried out to elucidate what EFL learners can show as attitudes if they were taught using multimedia technology as a means to promote their intercultural communicative competence. Indeed, the significance of the research results will help teachers to uncover how modern technology tools can enhance the teaching of intercultural

communication and whether multimedia technology helps or hinders the development of intercultural communicative competence on the part of EFL students.

Research Design

1. Aim of the research

This study aims to investigate EFL learners' attitudes towards integrating multimedia technology as a means to enhance their intercultural communicative competence. As a matter of fact, knowing what sort of attitudes EFL students display towards the use of multimedia technology is of a major significance for teachers as this helps them to comprehend how students view integrating multimedia technology tools and to what extent it should be emphasized in teaching intercultural communicative competence.

2. The participants

2.1 Students

A questionnaire is designed for a sample of one hundred (100) students selected randomly from third-year students at the Department of Foreign Languages in Abdelhafid Boussouf Mila University to collect data on EFL learners' attitudes towards using multimedia technology as a means to enhance their intercultural communicative competence.

2.2 Teachers

An interview is designed for teachers at the Department of Foreign Languages in Abdelhafid Boussouf Mila University, which was conducted with ten (10) teachers. The reason behind this interview is to collect necessary data about teachers' views and opinions on the incorporation of multimedia tools in teaching intercultural

communicative competence and to investigate their students' intercultural communicative competence level.

3. Research instruments

In the process of gathering data, we utilize diverse research tools so as to obtain the information required for investigating EFL learners' attitudes towards implementing multimedia technology as a means to enhance their intercultural communicative competence. It is worth to mention that collecting data can be performed through the use of varied research instruments. Indeed, integrating more than a tool in the process of gathering data is quite efficient for confirming the precision of data and forming substantial evidence.

3.1 The questionnaire

It can be defined as a tool for gathering valuable information from the participants. Nunan (1992) stresses that the questionnaire is a means for collecting data that is performed in a written form and it comprises closed and open questions so as to obtain responses on the subject.

The significance of implementing the questionnaire in this research work is due to the following reasons:

- The data obtained is standardized and easy to analyze.
- The questionnaire takes into consideration the anonymity of the respondents and keeps their identities and responses confidential which results in reliable data.

3.2 The interview

The interview is a reinforcing research tool which is implemented so as to gather data from participants through conversations. Gilham (2000) states that an interview is a conversation which takes place between an interviewer who aims to obtain responses from the interviewee. Indeed, interviews are divided into structured, semi-structured and unstructured. In the present

research work, the structured interview is utilized as it is quite organized in terms of procedure and content (Cohen et al, 2007).

4. Data analysis method

To fulfill our objective, a mixed-methods approach is utilized for collecting data in which both quantitative and qualitative tools are integrated; in other words, the questionnaire and the interview. It is worth to mention that using a combination of quantitative and qualitative data collecting tools can provide more reliable outcomes, adequate discussion and interpretation of the findings, together with ensuring that the limitations of one tool are balanced by the strengths of the other one.

5. Limitations of the study

The present study comprises the following limitations:

1. Some teachers did not respond to the interview that was given to them.
2. Although the students' questionnaire was clear enough, some students skipped justifying their answers where providing explanations was required.

Section One: The Students' Questionnaire

6. Description of the students' questionnaire

In our case, the questionnaire was distributed to third-year students. One hundred (100) of them were selected randomly. It basically aims at investigating EFL learners' attitudes towards integrating multimedia technology to develop their intercultural communicative competence. The questionnaire was designed by taking into account the previously discussed points of the theoretical chapter. In this light, twenty-five questions were raised to explore the major aspects under investigation and to find out what EFL learners have as attitudes with regards to the use of modern technology to foster their intercultural communicative competence. Thus, the students

were asked to answer a set of twenty-five (25) open and closed ended questions, classified into four sections. The results of the students' questionnaire will elucidate the effectiveness of multimedia technology in teaching intercultural communication.

6.1 Section One: General Information Q1-Q2:

The purpose of this section is to gather ideas and information about the participants themselves and their relationship with the English language with a couple of simple, straight to the point questions.

6.2 Section Two: Multimedia Media Q3-Q11:

The second chapter is made up of nine questions. It aims at discovering how the students use multimedia devices in their daily life as well as in class to enhance their knowledge of the English language and culture. This chapter also tries to seek to what extent the Department of Foreign Languages at Mila University uses MT tools in the classes. In Q3 the students were asked about the time they spend per day on MT devices. Q4 sought to figure out whether the students use these devices to develop their English language's culture or not. (Q5-Q6) two questions were about whether or not the teachers use multimedia tools in class and in the case of being answered (yes) the students must write down the devices used. Q7 was posed to seek out the degree of which the institute of foreign languages focuses on using MT tools. The focus of Q8 was to find out if the institute provides the students with the right tools to achieve the learning goals. (Q9-Q10) also two questions aim at whether or not the students use these devices in their studies with the ability to state the designated tools in case the student answered (yes). The last question of this section was about how much the institution contributed to the development of the students' intercultural communicative competence

6.3 Section Three: Developing Intercultural Communicative Competence (Q12-Q18)

The third section is consisted of seven questions. It aims at collecting data about developing intercultural communicative competence. The purpose of Q12 is to investigate students' interest in communicating with native speakers and knowing about their cultures. Q13 is addressed to find out students' skill level at communicating with foreigners via speaking. Q14 is designed to know students' skill level at communicating with foreigners through writing. The rationale of Q15 is to shed light upon the reasons behind students' communication issues. Q16 is an attempt to discover which feature of ICC students favor the most. Additionally, Q17 is asked to find out students' preferences vis-à-vis the use of multimedia technology tools. Finally, Q18 is included to know what MT platforms students use to enhance their intercultural communicative competence.

6.4 Section Four: EFL Learners Attitudes towards Using Multimedia Technology to Develop Their Intercultural Communicative Competence (Q19-Q25)

The fourth section is composed of seven questions. It aims basically at gathering information about students' attitudes. The purpose of Q19 is to collect students' opinions about integrating multimedia technology tools to enhance their intercultural communication skills. Q20 targets to find out issues that students face when using multimedia technology tools. Q21 is addressed to gather examples about those problems which students encounter. Moreover, Q22 is devoted to figure out if using multimedia technology helps learners communicate better with foreigners and learn about their cultures. Q23 is an attempt to find out in what ways multimedia technology can help. In addition to that, Q24 is posed to discover if students' consent to integrate multimedia technology in the learning process. Finally, Q25 is raised so as to comprehend

students' degree of satisfaction with integrating multimedia technology as a way to foster their intercultural communicative competence and learn different cultures.

7. Analysis of Students' Questionnaire:

Section One: General information

Question 1: To what extent do you rate your love for the English language?

Options	N	%
Very little	2	2%
A little	12	12%
Quite a bit	33	33%
Very much	53	53%
Total	100	100%

Table 1: Students' love for the English language

As the table above shows, more than half of the total population picked the option (d) with a sum of percentage of 53% which demonstrates that the majority love the English language. In contrast, just 2% of the participants chose (a). The rest are in-between with 12% for (b) and 33% for (c). This clearly denotes that most of the students care about the language they are learning and, therefore, we can expect more reliable data from them.

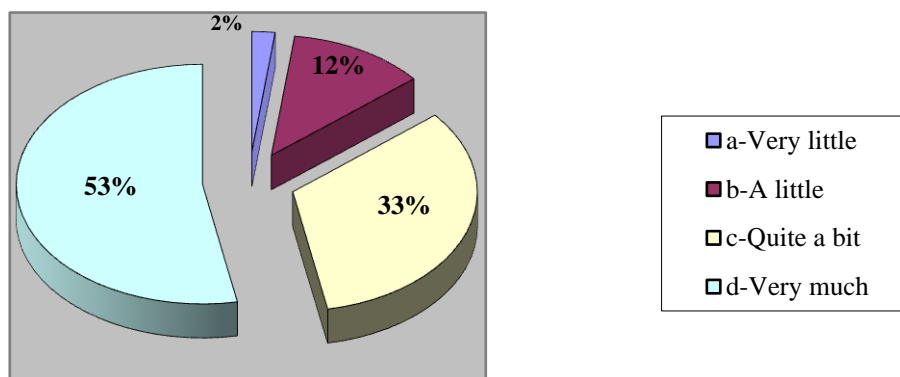


Figure 9: Students' love for the English language

Question 2: How do you rate your level in English?

Options	N	%
Low	4	4%
Medium	52	52%
Good	37	37%
Excellent	7	7%
Total	100	100%

Table 2: Students' level in English

Students' answers reveal that 52% have a medium level in English language and 37% have a good level whereas the other choices (a) and (d), which stand for low and excellent, have a very low percentage of 4% and 7%.

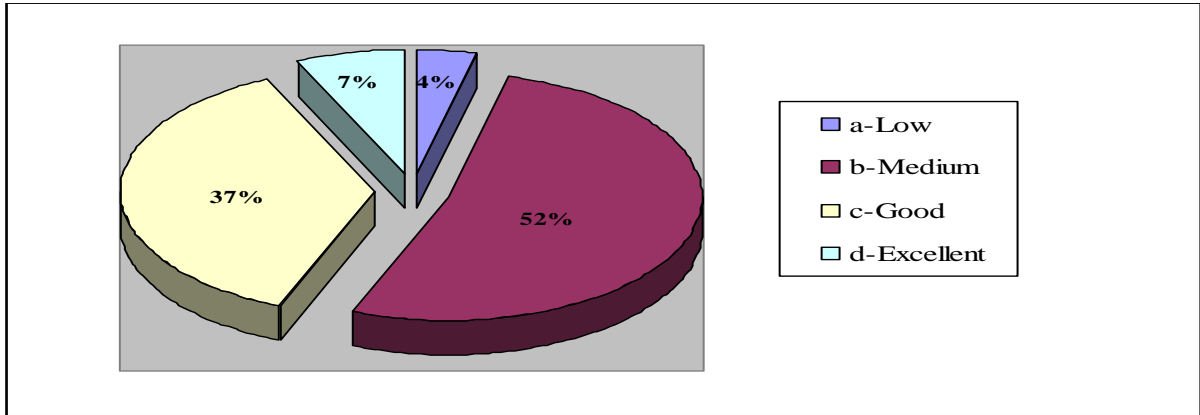


Figure 10: Students' level in English

Section two: Multimedia technology

Question 3: On average, how much time do you spend on MT devices?

Options	N	%
0-1 hours	11	11%
1-2 hours	34	34%
3-4 hours	42	42%
Do not use daily	10	10%
Total	100	100%

Table 3: Time spent on MT devices

As the table above clearly shows, students' answers affirmed that 42% of them spend between 3 to 4 hours a day using MT devices and 34% spend between 1-2 hours. The rest of the students who represent the choices (a) spent an hour or less a day and (b) do not use it at a daily basis which indicates that the majority of the students related to this study do use MT tools for hours and that means they rely on them very much.

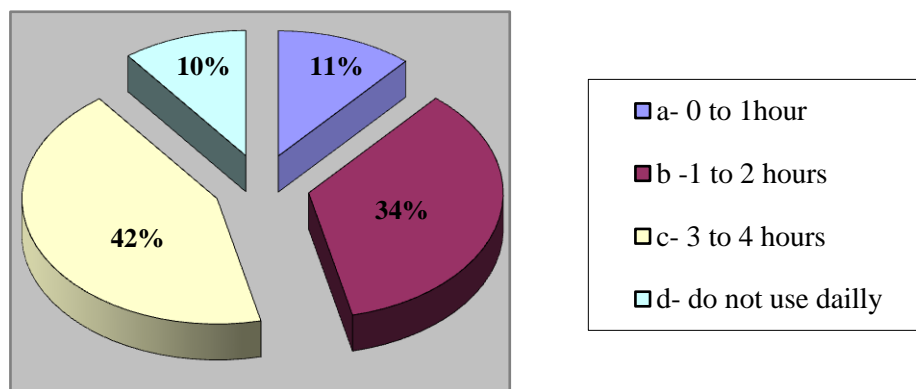


Figure 11: Time spent on MT devices

Question 4: Do you use these devices in developing your English language’s culture?

Options	N	%
Yes	85	85%
No	15	15%
Total	100	100%

Table 4: Students’ opinion about using MT devices in developing their English language’s culture

As it appears in table 4, 85% of the students use multimedia tools to develop their knowledge of the English language’s culture. In contrast, just 15% of them do not use it. This result reveals that the majority of the students relies on and uses multimedia devices to develop their English language’s culture.

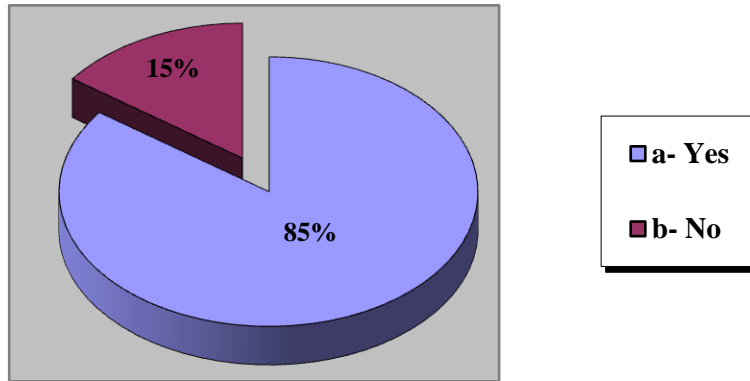


Figure 12: Students’ opinion about using MT devices in developing their English language’s culture

Question 5: Do your teachers use multimedia technology tools to teach in class?

Option	N	%
Yes	27	27%
No	73	37%
Total	100	100%

Table 5: Teachers’ use of multimedia tools in class

As it is demonstrated in the above table, the majority of students said that teachers do not use MT devices to teach in class with a percentage as high as 73% of the choice (b) while just 27% chose (a) which stands for (yes) teachers do use it in class. These numbers assert that most of the teachers do not give much attention to multimedia devices in their teaching.

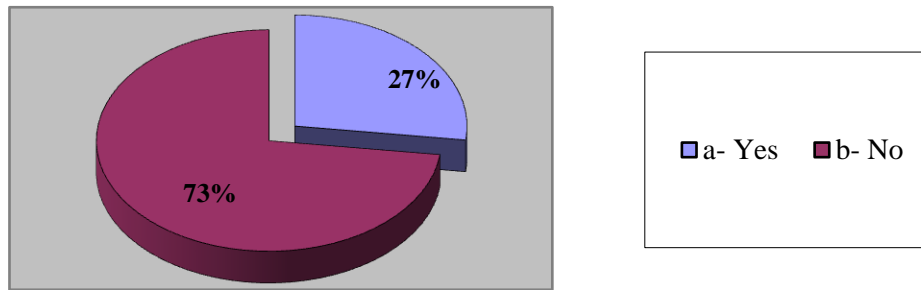


Figure 13: Teachers' use of multimedia tools in class

Question 6: If yes, what are the multimedia technology tools that your teachers rely on?

This question is where the students write down which MT device their teachers use during class, it is also allowed for the students to choose more than one tool if the teacher uses more than one. Seventeen students out of the total thirty two who said “yes” in this question confirmed that their teachers use data shows and projectors to present the lecture. Ten students indicated the use of videos and audio recordings on personal computers by their teachers. While just five students noted that their teachers tell them to use dictionary applications on their smartphones.

Question 7: To what extent does your institution emphasize the use of media technology in teaching?

Options	N	%
Very little	35	35%
A little	43	43%
Quite a bit	19	19%
Very much	3	3%
Total	100	100%

Table 6: Foreign languages institute emphasis on the use of MT tools

The table above suggests that 43 students chose the option (b) which is “a little” that is a total 43%. 35 students who contributed with a 35% of the whole students (100) said that the institute emphasis was very little with option (a). While 19 of them stated that often the institution actually stresses the use of MT devices in classes with a percentage of 19%. Only 3 of the total informants claimed that the use of media tools is very much emphasized by the institute of foreign languages. From the students’ answers, we can infer that their institution does not really give much importance to MT tools.

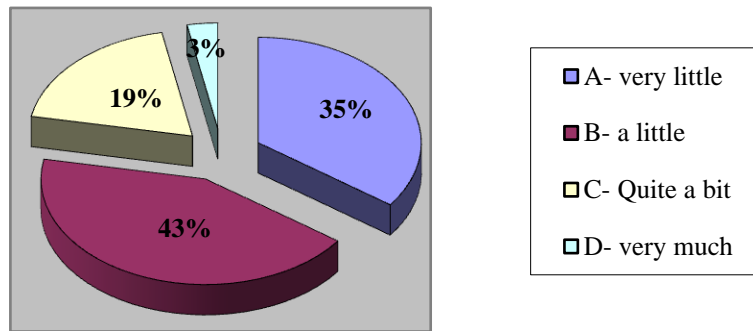


Figure 14: Foreign languages institute’s emphasis on the use of MT tools

Question 8: Does your institution (university) provide you with the right multimedia technology devices to achieve the already set aims and goals?

Option	N	%
Yes	20	20%
No	80	80%
Total	100	100%

Table 7: The institution’s supply of MT devices for students

Table 7 indicates that a record as high as 80% of the total sample affirmed that the university does not provide its students with sufficient and effective multimedia tools. On the other hand, 20% of the students stated that their institutions actually do support them with the right MT tools. This shows the very low attention that the institution of foreign languages gives to multimedia teaching.

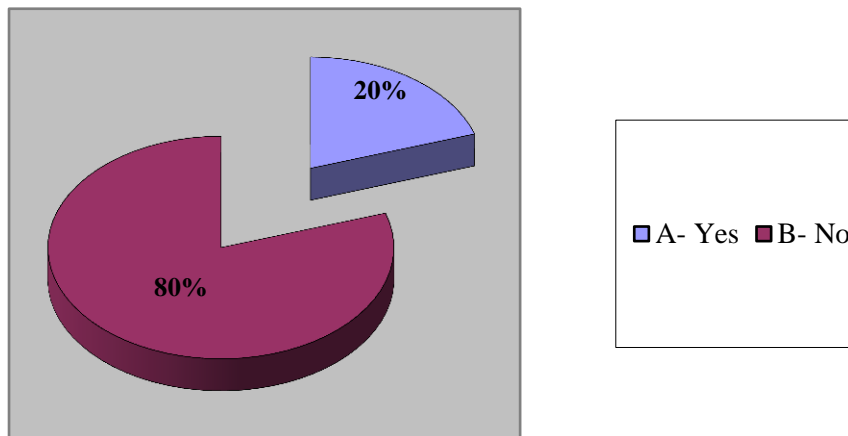


Figure 15: The institution's supply of MT devices for students

Question 9: Have you been using multimedia technologies in your studies?

Option	N	%
Yes	75	75%
No	25	25%
Total	100	100%

Table 8: Students' use of media technologies in their studies

Through the results of the above table, we can clearly notice that most of the students that took part in this investigation with a percentage of 75% asserted that they do use MT devices in their studies. On the other hand, only 25% said that they do not use them. This shows that most students actually rely on MT tools in their studies.

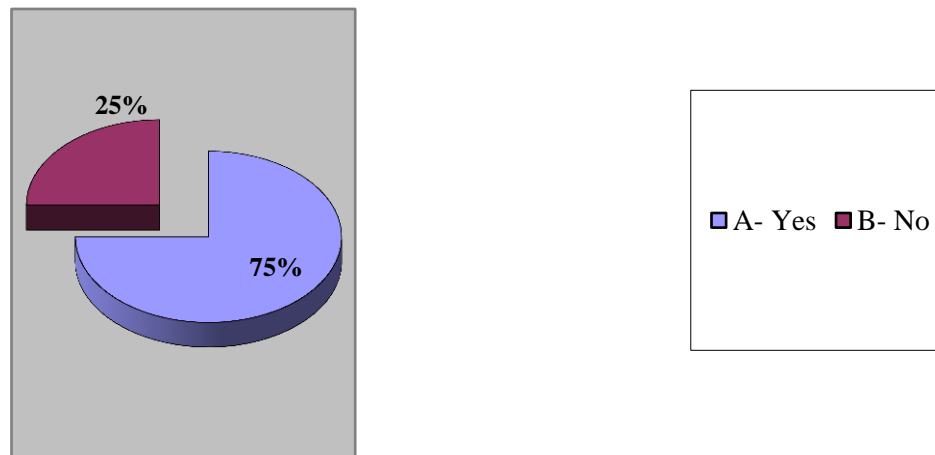


Figure 16: Students' use of media technologies in their studies

Question 10: If yes, state what you are using below.

This question is where the students wrote down which MT device they use. It allowed for the students to choose more than one tool if they use more than one. Students showed that they use both smartphones and PCs in their studies where the total number of choices the smartphone got was 2 while PCs had 14 mentions. Students stated that they rely on youtube, audio books, and online courses as a tool for studying; the latter was mentioned 5 times whereas youtube is mentioned 21 times.

Question 11: To what extent has your institution contributed to your personal development in ICC?

Option	N	%
Very little	30	30%
A little	44	44%
Quite a bit	24	24%
Very much	2	2%
Total	100	100%

Table 9: The extension of the institution’s contribution to the students’ personal development in ICC

The findings mentioned in the above table indicate that 30% of the total sample said that their institution contribute very little to their ICC, 44% stated that the institution does help a little in developing students personal ICC. 24% of the total students affirmed that the institution actually contribute quite a bit, whereas just 2% of the students claimed that the institution help them very much. This shows that the modern technology media which are used in teaching at Mila University Centre does not contribute in developing students’ intercultural communicative competence.

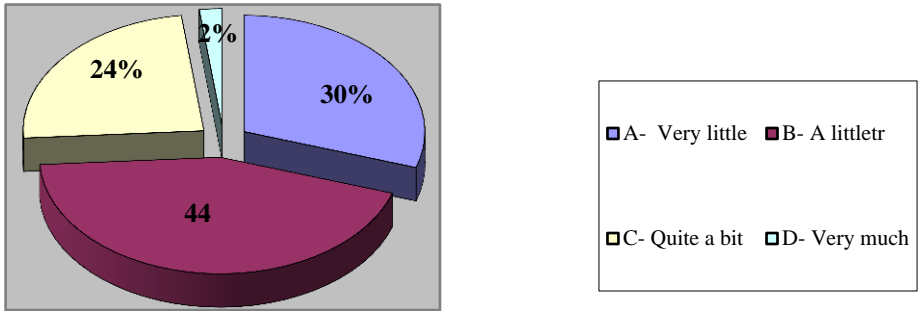


Figure 17: The extension of the institution’s contribution to the students’ personal development in ICC

7.3 Section Three: Developing intercultural communicative competence.

Question 12: Are you interested in communicating with foreigners and natives and learning about their cultures?

Options	N	%
Yes	88	88%
No	12	12%
Total	100	100%

Table 10: Students' views towards communicating with foreigners and natives and learning about their cultures

The results in table 12 show that the overwhelming majority of the students, 88%, expressed their interest in communicating with foreigners and natives and learning about their cultures. This means that students had a high desire to interact and communicate with native speakers and discover new cultures. On the other hand, 12% of the total sample revealed low eagerness towards communicating with native speakers and knowing new cultures. This finding demonstrates that the majority of the students are eager to learn new cultures by interacting with foreigners and native speakers of the target language.

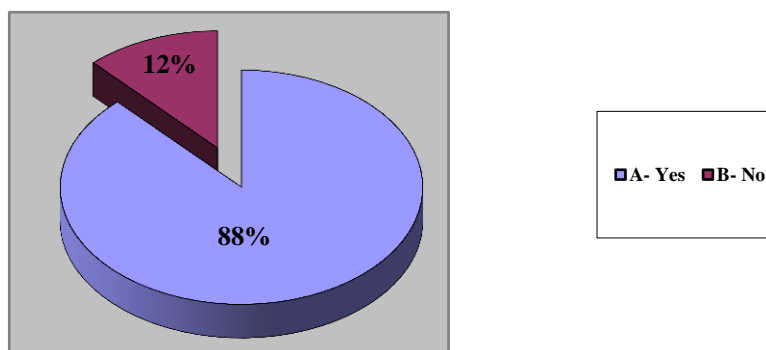


Figure 18: Students' views towards communicating with foreigners and natives and learning about their cultures

Question 13: What is your skill level in interacting and communicating with foreigners through speaking?

Options	N	%
Bad	4	4%
Weak	14	14%
Fairly skilled	32	32%
Quite skilled	45	45%
Expert	5	5%
Total	100	100%

Table 11: Students' level in interacting and communicating with foreigners through speaking

As it appears in table 13, 4% of the students stated that their skill level of interacting and communicating with foreigners is bad whereas 14% said that their level is weak. Furthermore, 32% claimed that they are fairly skilled. Others, 45% said they are quite skilled. However, some of them 5% reported that they are experts at interacting and communicating with foreigners. The results show that the majority of the students can communicate competently with foreigners through speaking.

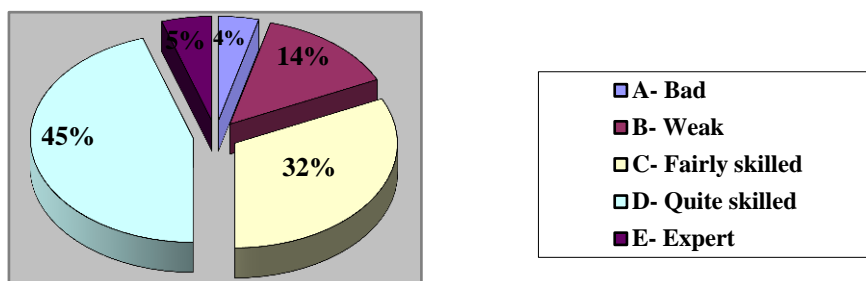


Figure 19: Students' level in interacting and communicating with foreigners through speaking

Question 14: What is your skill level in interacting and communicating with foreigners through writing?

Options	N	%
Bad	0	0%
Weak	6	6%
Fairly skilled	28	28%
Quite skilled	53	53%
Expert	13	13%
Total	100	100%

Table 12: Students' level in interacting and communicating with foreigners through writing

The findings in table 14 reveal that 6% of the students reported that they are weak at interacting and communicating with foreigners. Here, we can explain this fact by claiming that the students are not really prepared for communicating with foreigners through writing as they are not interested in developing this competence. 28% claimed that they are fairly skilled. 53% said they are quite skilled. However, some of them, 13% reported that they are experts at interacting and communicating with foreigners. The results indicate that the majority of the students are able to communicate efficiently with native speakers via writing.

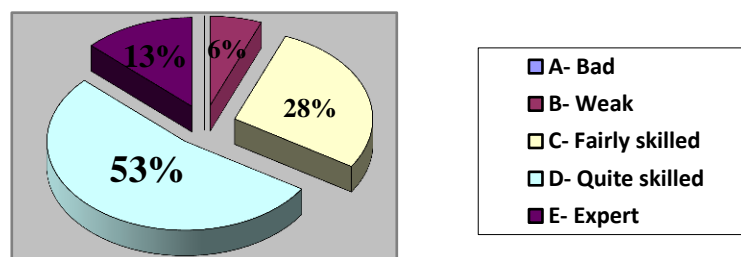


Figure 20: Students' level in interacting and communicating with foreigners through writing

Question 15: Your intercultural communication difficulties are due to:

Options	N	%
Lack of learning aides	14	14%
Lack of practice	86	86%
Total	100	100%

Table 13: Reasons of students' intercultural communication difficulties

The results in table 15 explain that 14% of the students held that their intercultural communication difficulties are due to the lack of learning aides. This indicates that they are not well exposed to technology tools which facilitate communication. On the other hand, 86% of the respondents believed their difficulties are an outcome of a lack of practice. This implies that they don't attribute major significance to communicating with foreign speakers which results in intercultural communication difficulties.

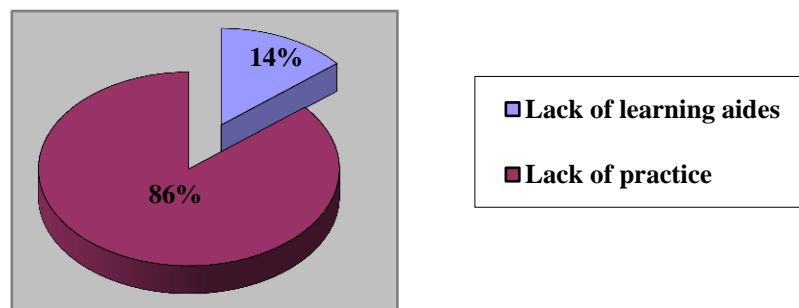


Figure 21: Reasons of students' intercultural communication difficulties

Question 16: Which feature of intercultural communicative competence do you think is more crucial to be promoted?

Options	N	%
Intercultural knowledge	2	2%
Intercultural attitudes	3	3%
Intercultural skills	18	18%
Cultural awareness	11	11%
All of them	51	51%
More than an option	15	15%
Total	100	100%

Table 14: Students opinions on the importance of the different features of intercultural communicative competence

As the table above illustrates, 2% of the students thought that intercultural knowledge is more crucial to be promoted. Also, 3% stated that intercultural attitudes are more important and 18% said that intercultural skills are more crucial. 11% affirmed that cultural awareness is more significant. Then, 51% of the students asserted that all the above mentioned skills are crucial to be developed while 15% pointed out more than one option that are mentioned above. These findings indicate that students are aware that mastering intercultural communication demands promoting more than a feature of intercultural communicative competence on the part of the students.

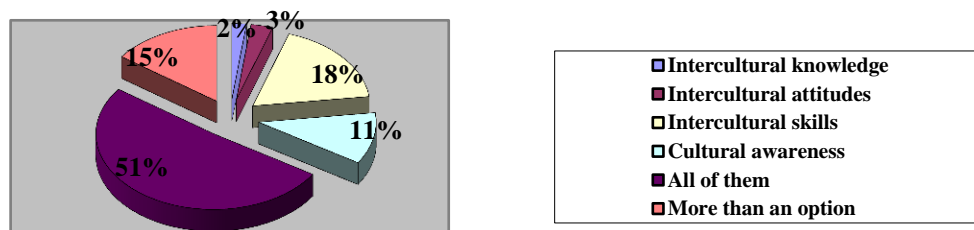


Figure 22: Students' opinions on the importance of the different features of intercultural communicative competence

Question 17: Which multimedia technology tools do you use to improve your intercultural communicative competence?

Options	N	%
PC	14	14%
Tablet	3	3%
Smartphone	48	48%
Laptop	0	0%
All of them	3	3%
More than an option	32	32%
Total	100	100%

Table 15: Multimedia technology tools which students utilize to enhance their ICC

The table 17 indicates that 14% of the students said that among the multimedia technology tools, they use their personal computers to improve their intercultural communicative competence. Only 3% reported that they utilize tablets. 48% of the students stated that they rely on their smartphones. Then, 3% mentioned that they use all the aforementioned options while 32% acknowledged that they utilize more than a tool among the above mentioned options. We can deduce that students use diverse multimedia technology tools. According to them, these tools are quite efficient for fostering their intercultural communicative competence.

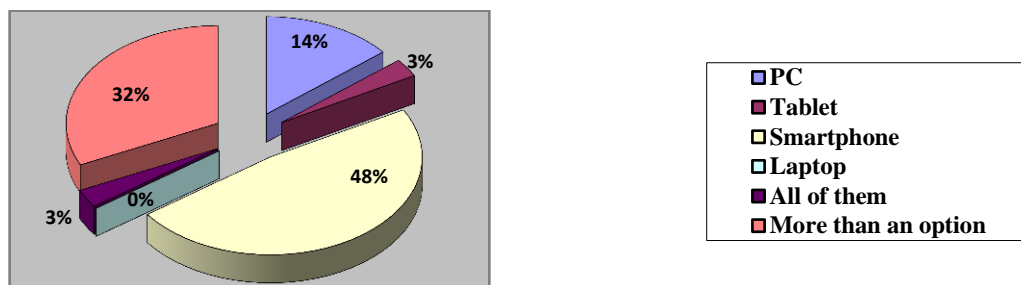


Figure 23: Multimedia technology tools which students utilize to enhance their ICC

Question 18: Which multimedia technology platforms do you use to improve your intercultural communicative competence?

Options	N	%
YouTube (movies, music)	21	21%
Google	10	10%
Social media (Facebook, Twitter, Instagram)	4	4%
Online courses	4	4%
All of them	5	5%
More than an option	56	56%
Total	100	100%

Table 16: Multimedia technology platforms which students utilize to enhance their ICC

The results of table 18 present that 21% of the respondents claimed that they use YouTube as a platform for improving their intercultural communicative competence. 10% asserted that they favor Google. 4% of them preferred to use social media. Another 4% of the students said that they utilize online courses while 5% stated that they use all the previously mentioned platforms, whereas more than the half(56%) picked more than an option. This reflects that students use at times more than one type and are quite familiar with multimedia technology platforms as a means of developing their intercultural communicative competence.

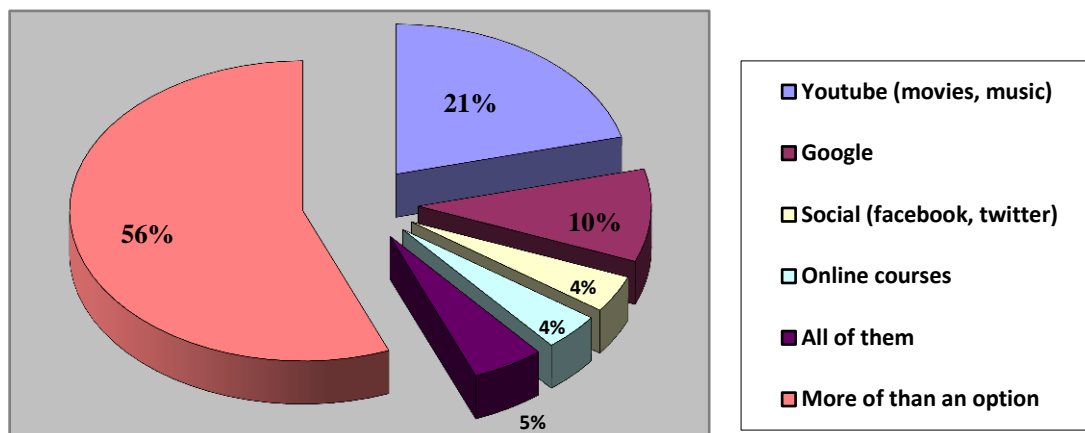


Figure 24: Multimedia technology platforms which students utilize to enhance their ICC

7.4 Section Four: EFL learners' attitudes towards using multimedia technology to develop their intercultural communicative competence.

Question 19: Do you think that integrating more multimedia technology tools in the classroom will help you enhance your intercultural communication skills?

Options	N	%
Yes	96	96%
No	4	4%
Total	100	100%

Table 17: Students' views on integrating more multimedia technology tools in the classroom

The findings in table 19 reveal that almost all the students (96%) thought that integrating more multimedia technology tools in the classroom will enhance their intercultural communicative skills while 4% replied by "NO". This implies that integrating multimedia technology helps students foster their intercultural communicative skills. This is an outcome of not being aware of multimedia technology advantages or lack of interest.

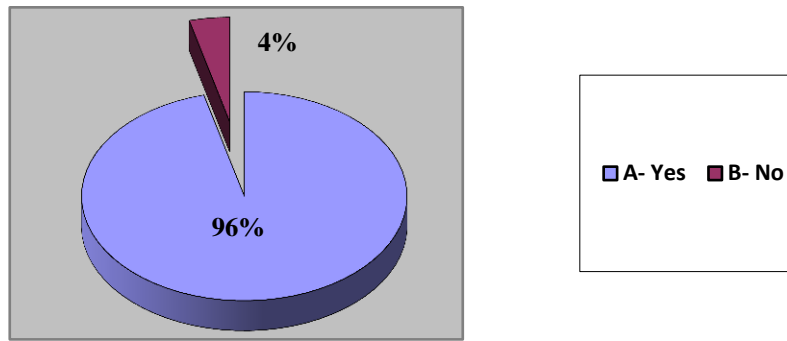


Figure 25: Students' views on integrating more multimedia technology tools in the classroom

Question 20: Do you have problems when using multimedia technology tools to improve your intercultural communication skills?

Options	N	%
Yes	14	14%
No	86	86%
Total	100	100%

Table 18: Problems which students face when utilizing multimedia technology tools to foster their intercultural communication skills

The results of table 20 indicate that 14% of the respondents claimed that they have problems when using multimedia technology tools to improve their intercultural communicative skills which are primarily a result of lack of use or of not being aware of its benefits. However, the overwhelming majority (86%) stated that they face no problems. This denotes that there is a high familiarity with utilizing multimedia technology tools on the part of the students.

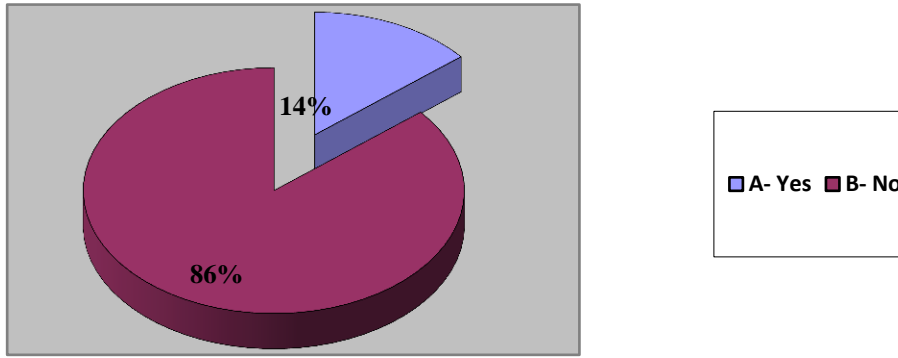


Figure 26: Problems which students face when utilizing multimedia technology tools to foster their intercultural communication skills

Question 21: If yes, what are they?

The main points which were raised by the students to explain the problems that they face when using multimedia technology tools to improve their intercultural communication skills are the following:

- Eleven students claimed that they can't catch all the words and comprehend foreigners' way of talking when using multimedia technology tools to communicate with native speakers and improve their intercultural communicative skills.
- Two students said that because of a lack of use, they do not fully master multimedia technology tools so as to communicate with foreigners and enhance their intercultural communicative competence.

Question 22: Does using multimedia technology help you communicate better with foreigners and learn about their different cultures?

Options	N	%
Yes	83	83%
No	17	17%
Total	100	100%

Table 19: Students' views towards the usefulness of multimedia technology

The results of table 22 display that the majority of the students (83%) reported that using multimedia technology helps them communicate better with foreigners and learn about their cultures. This means that students have experienced using multimedia technology and are aware of its benefits. However, 17% of them answered with "NO" which shows that they are not utterly exposed to multimedia technology. On the other hand, the respondents who said "YES", are not aware of multimedia technology benefits.

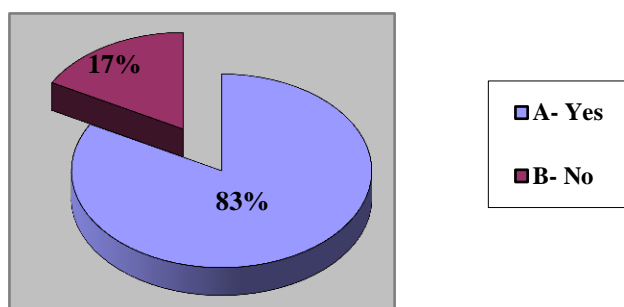


Figure 27: Students' views towards the usefulness of multimedia technology

Question 23: If yes, in what ways does multimedia technology help?

Sixty-one from eighty-three students who replied with "YES" believed that multimedia technology helps them enrich their intercultural knowledge; learn new things about foreign cultures and their ways of life. However, twenty-two among the respondents said that multimedia technology fosters both speaking and writing communicative skills on the part of the students,

and helps them to interact and communicate with native speakers efficiently and improves their accent.

Question 24: Do you think that multimedia technology should be integrated in the teaching process in your institute?

Options	N	%
Yes	93	93%
No	7	7%
Total	100	100%

Table 20: Students' opinions on integrating multimedia technology in their institute

The above analysis reveals that most of the students agree that multimedia technology should be integrated in the teaching process in their institute. This shows that they find multimedia technology helpful in learning. However, 7% of the students think multimedia technology should not be integrated. This implies that they do not learn best through multimedia technology or it is an outcome of not being aware of its importance.

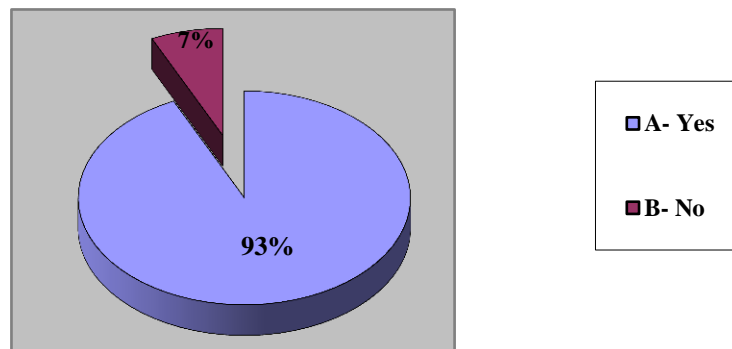


Figure 28: Students' opinions on integrating multimedia technology in their institute

Question 25: What is your degree of satisfaction with integrating multimedia technology to learn about other cultures and develop your intercultural communication skills?

Options	N	%
Highly satisfied	14	14%
Satisfied	45	45%
Neutral	25	25%
Partly satisfied	11	11%
Not satisfied	5	5%
Total	100	100%

Table 21: Students' level of satisfaction towards utilizing multimedia technology in developing intercultural communication skills

According to the obtained results, 14% of the respondents are highly satisfied with integrating multimedia technology to learn about other cultures and develop their communicative skills, 45% reported that they feel satisfied, and 25% said they are neutral. Moreover, 11% of the students claimed that they are partly satisfied while 5% of total sample stated that they are not satisfied. This reflects that the overwhelming majority of the students favors integrating multimedia technology and affirms that it should be utilized as it helps to foster their intercultural communicative competence and learn about other cultures despite the fact that a minority demonstrated their dissatisfaction or neutrality.

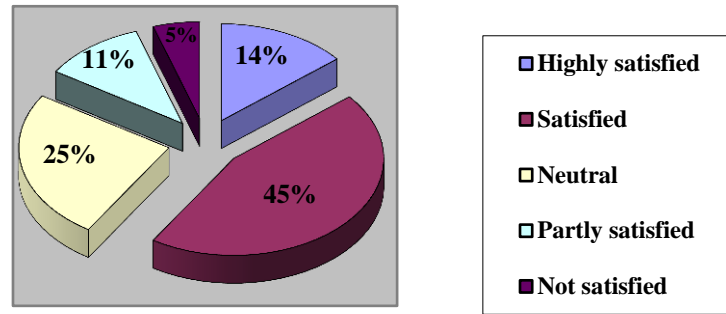


Figure 29: Students' level of satisfaction towards utilizing multimedia technology in developing intercultural communication skills

8. Discussion of the questionnaire results:

This questionnaire is extremely important for our case study to shed more light, to figure out students' attitudes, and to find out the right answers to the main enquiries of the study.

“What could the students of third year at Mila University have as attitudes towards integrating multimedia technology devices in order to develop their intercultural communicative competence” was the core investigation of this study. In the first section of the questionnaire, the students did show a huge interest in the English language according to their results in the first question and the majority of them confirmed that they have a decent level in the language. This brings us to the second section where the students were asked in questions (3, 4, 9, and 10) about their personal use of multimedia technology, the time they spend on them, and which MT devices they use. From their answers, we deduce that the majority of the students gave both strong and positive answers and attitudes about the use of MT tools in studying and claimed that their most favorite devices are the PC and the smartphone which they use to study on a daily basis for a certain amount of time. While it is worth mentioning that a small percentage of the students actually did have some negative responds towards MT use. This might be due to financial

problems causing students to not being able to buy the appropriate study devices or could be just a personal preference to not use them at all. On the other hand, students revealed very negative attitudes in questions five, six, seven, eight, and eleven of the second section, where they were asked about whether or not their institution emphasis on teaching with and provide MT tools for them to study, and the extension of their institution's contribution to the personal development of the students' ICC. Students have indicated that the Institute of foreign languages at Mila University gives so little attention to MT devices in teaching where it barely contributes to their personal ICC development. Section three was primarily based upon the development of ICC and which tools and platforms students use. Questions (12-17) brought up more in-depth knowledge about students' behavior towards ICC, the difficulties they face, their level, interest, and the tools and platforms they use to improve it. The participants gave some positive attitudes in terms of their interest and level, but, on the other hand, students expressed some very negative opinions and claimed that their weaknesses are due to "lack of practice". This clearly denotes that the institution does not provide the appropriate tools to practice. The last section was about students' attitudes towards integrating MT tools to develop ICC in which the majority of the students gave really positive attitudes towards integrating multimedia in teaching for the great benefits it offers for both teachers and students.

Section Two: The Teachers' Interview

This section is basically a description of the teachers' interview. It displays its analysis as well as its results.

9. Description of Teachers' Interview:

Our interviewees were asked in the beginning about whether they emphasize intercultural communicative competence in the classroom and to what extent they believe that their students

are motivated to foster their intercultural communicative competence. The teachers were also asked to provide explanations for the possible reasons behind their students' motivation. In addition to that, we asked them to mention some advantages of integrating multimedia technology in the process of teaching intercultural communication.

Moreover, in this interview, the teachers were asked about the types of multimedia technology tools that they utilize while teaching intercultural communicative competence. Furthermore, the interviewees were questioned about the challenges that they face when integrating multimedia technology in the classroom. Also, the teachers were questioned about how they deal with EFL learners who were not interested to improve their intercultural communicative competence. Finally, the teachers were interrogated about the features of intercultural communicative competence which they think multimedia technology can enhance, together with explaining their choices.

The interview was held with ten teachers at the Department of Foreign Languages at Abdelhafid Boussouf Mila University in order to obtain information about their views, and opinions towards utilizing multimedia technology to foster EFL students' intercultural communicative competence. The aim of the teachers' interview was to reinforce the findings of the students' questionnaire.

10. Analysis of the teachers' interview:

Question 1: To what extent do you emphasize intercultural communication in the classroom?

The majority of the teachers confirmed that they attribute cardinal significance to intercultural communication, emphasize it quite often in the classroom, and try to bridge the gap between learning English as a foreign language and native speakers' way of thinking, behaviors and beliefs. This indicates that all the teachers are aware of the necessity of integrating and emphasizing intercultural communication in EFL classrooms.

Question 2: To what extent do you think that your students are motivated to develop their intercultural communicative competence?

From the teachers' responses, we deduce that almost all teachers asserted that their students are highly motivated to foster their intercultural communicative competence and become interculturally competent. However, two teachers stated that EFL learners are not really motivated and introduced arguments like the fact that students do not usually know what intercultural communicative competence stands for. Thus, they are not able to enhance it. This issue is an outcome of a lack of interest on the part of a tiny minority of the students in intercultural communication.

Question 3: Please explain why?

This question received different answers from our interviewees. The majority of teachers who stated that their students are highly motivated to promote their intercultural communicative competence claimed that this is due to the fact that mastering language necessitates possessing knowledge of that foreign culture because they are intertwined. In addition to that, students are attracted to varieties amongst cultures and like to get integrated in the English speaking community. However, two teachers acknowledged that students lack motivation to develop intercultural communicative competence. In order to explain this lack, they claimed that EFL learners do not know what intercultural communicative competence is, they lack real contact with natives, and are unaware of the significance of intercultural communication.

Question 4: What do you think are the possible advantages of integrating multimedia technology tools in teaching intercultural communication?

According to the interviewees' answers, integrating multimedia technology tools will make intercultural communication a much more concrete experience, foster students' intercultural communicative competence and help learners develop interest in this field, and not to mention

that it facilitates learners' access to authentic materials and motivates them greatly as it contains audio-visual tools. The teachers have also stressed that through the implementation of texts, pictures, and videos, time is compressed and geographical borders are no more an issue. Hence, integrating multimedia technology is quite beneficial in teaching intercultural communication, which all our interviewees have confirmed.

Question 5: Which multimedia technology tools do you often use in teaching intercultural communication?

The respondents' answers to this question revealed that they rely on a combination of tools and platforms like videos, audio recordings, movies, data show, and online websites while students generally make projects and present them using these materials which have proven to be very beneficial to acquire cultural aspects and enjoy learning from authentic materials. However, two teachers acknowledged that they do not integrate such tools in the classroom because they do not teach intercultural communication for the present time given the nature of the modules they are teaching.

Question 6: What are the biggest challenges of implementing multimedia technology in the classroom?

The majority of the respondents admitted that most of the challenges they might face when implementing MT tools are the lack of authentic resources, materials, data show devices, and the technical problems the laboratory have with its PCs which make a huge inconvenience for the teachers. These problems are due to financial and administrative issues not to mention the large number of students in each class. It is worth mentioning that the rest of the teachers claimed that major challenges could be the variation of students' learning strategies which lead to the misunderstanding of the native language while other teachers simply think that implementing

media in class cannot be done noting that it is effort demanding and some teachers lack the required knowledge in the field of technology.

Question 7: How can you possibly deal with EFL learners who have a lack of intercultural communication?

One of the respondents claimed that one cannot possibly discover a students' lack in ICC unless they were exposed to a real situation in a foreign country. However, it is safe to say that most of the teachers agree on the fact that designing suitable courses with authentic materials in Oral Expression and Written Expression classes and explaining it to them might just be useful in dealing with learners' lack of ICC, not to mention the idea of exposure which means exposing students to other cultures. This can be done by communicating with the natives or watching authentic materials which can drastically raises students' awareness to the importance of ICC and gives them more knowledge about the most common areas where communication breakdown might happen to avoid them which make the students respect other peoples' cultures.

Question 8: What features of intercultural communicative competence do you think multimedia technology can enhance?

Answering this question, most of the respondents reached the agreement that all of the features can be enhanced through the smart use of MT tools and claimed that they are all interrelated. Others though chose certain features such as *Savoir apprendre* "skills of discovery and interaction", other choices were selected like (a, b, d) and (a, d, e).

Question 9: Explain why?

The teachers who agreed on the fact that all the features of ICC can be enhanced by the use of multimedia technology claimed that they are all interrelated (if you are aware, normally you

can behave too) depending on the teacher, his knowledge, and his skills. Savoir apprendre “skills of discovery and interaction” was selected among all other features evident to the fact that multimedia techniques give the students the opportunity to use new method in learning the foreign culture through interaction skills. Learning interaction needs time and deserves practice, and multimedia techniques are the only means possible to assimilate real life contexts of learning. Choices like (a, b, d) and (a, d, e) were given the perceivable interpretation that is MT enhances students awareness of the target language culture and they would gain knowledge about a variety of cultures. Furthermore, at the level of discovering and interacting, students would be able to interact and exchange ideas about a given culture.

11. Discussion of the Interview Results

The interview with English teachers at Abdelhafid Boussouf Mila University allowed us to have a clear picture with regards to using multimedia technology to foster intercultural communicative competence on the part of EFL learners.

The obtained results from the interview reveal that teachers consider utilizing multimedia technology quite effective and crucial as a means to develop such a skill. Therefore, the overwhelming majority of the teachers' answers were positive regarding emphasizing intercultural communication in the classroom, together with students' motivation to enhance intercultural communicative competence since learners are becoming more aware of ICC importance. The interviewees' responses clarified that, through the use of multimedia technology, teaching and learning intercultural communication will become a more enjoyable experience, authentic materials will be easy to access to and issues like time and geographical borders will not represent a holdback anymore. Thus, all the teachers agreed on the idea of using a

combination of multimedia technology tools like data show, videos, movies, Google and audio recordings in the process of teaching intercultural communication.

Nevertheless, the respondents' answers implied that some problems like large classes and availability of tools like data shows and other devices arise when trying to integrate multimedia technology in the classroom. Our respondents have also stated that they try to deal with the lack of intercultural communication on the part of their students through raising their awareness towards the significance of intercultural communication, encouraging students to get in contact with natives, building positive attitudes and providing them with intercultural knowledge. However, if this lack of intercultural communication is to be dealt with, learners should be exposed to situations where they are asked to interact and communicate with foreigners and native speakers of the target language. According to the interviewees, multimedia technology can foster all the different components of intercultural communicative competence because it enables learners to exchange knowledge, shape attitudes, and develop their intercultural skills via practice.

In short, the results obtained from the teachers' interview reveal that the majority of the participants held positive attitudes towards integrating multimedia technology and agreed on the idea of using these up-to-date tools to enhance intercultural communicative competence on the part of their students.

12. Discussion of the Main Findings

The results of the present study have confirmed our hypothesis which is: if students were taught using multimedia technology as a means to foster their intercultural communicative competence, they would display positive attitudes. The overwhelming majority of the respondents expressed their strong and positive attitudes regarding the influence of utilizing

multimedia technology tools to enhance intercultural communicative competence on their part. Indeed, EFL learners look upon multimedia technology as a quite beneficial and crucial means in the process of fostering intercultural communicative competence and interacting with other cultures. Nevertheless, a tiny minority amongst the students elucidated that their negative attitudes towards enhancing their intercultural communicative competence by means of multimedia technology tools is because they do not show interest in the field of intercultural communication and are not utilizing multimedia technology frequently to enhance this competence.

Section three: Pedagogical recommendations

The data obtained from the teachers' interview and the students' questionnaire revealed that EFL students attribute considerable significance to promoting intercultural communicative competence. Similarly, teachers acknowledged that they emphasize this competence quite often. Nevertheless, the latter statement is not truly concretized. The discipline of intercultural communication is still marginalized and EFL classrooms lack the multimedia technology tools needed. Furthermore, not all teachers utilize the suitable approaches for teaching intercultural communication. This section offers some recommendations so as to successfully support learners to foster their intercultural communicative competence in the best way possible.

13. Motivating students

According to Dörnyei (2001), whatever forms the motivational strategies take, the motivating process is usually a long-term one, building 'one grain of trust and caring at a time.' (p. 25). Moreover, Dörnyei (2001, p. 28) believes that motivational strategies can be divided into several themes as follows:

- Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback, set up communicative tasks or assign homework).
- Design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom motivational life are listed and suggestions are offered on how to handle these issues (e.g. how to deal with student lethargy; lack of voluntary participation; or anti-learning in urgencies of deviant children).
- Focus on key motivational concepts such as intrinsic interest, self-confidence or student autonomy, and use these as the main organizing units.
- Centre the discussion on the main types of teacher behavior that have motivating effects (e.g. showing a good example and modeling students' behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage managing classroom events).

14. Emphasizing intercultural communication teaching in EFL classrooms

The present world we live in is more interconnected than any other time and is characterized by intercultural communication between cultures, which necessitates a deep understanding of the beliefs, attitudes, values and ways of life of the different social groups. Therefore, it is high time our educational system took a keen interest in emphasizing the development of intercultural communicative competence in EFL classrooms. Indeed, there is an "increasing need to deal effectively and appropriately with diversity" (Lazar et al. 2007, p. 5). Hence, learning English as a foreign language is no more about knowing grammar and vocabulary, it is rather about fostering one's potency to interact competently with native speakers

and be aware of the differences while crossing cultural boundaries. In fact, teaching culture is considered by scholars as a fifth skill to be taught for learners.

Indeed, culture is not mainly an extra fifth skill in addition to the rest of the skills, it is rather a quite crucial part in the process of developing communicative competence and understanding the world around us (Kramsch, 1993). Lange (2003) on the other hand stresses that the necessity for acquiring cultural competence as a fifth skill, had paved the way for learners to explore cross-cultural differences and become more interested in learning about cultures.

Emphasizing intercultural communication in EFL classrooms can be attained via spreading the teaching of this discipline and attributing more value to learning others' cultures. While conducting the questionnaire, it was noticed that some students had a vague idea of what ICC stands for. Therefore, it is recommended that more significance should be attached to this discipline to achieve all the aforementioned advantages of intercultural communicative competence.

15. The use of feedback

Feedback is looked upon as a quite efficient way to check the improvement on the part of the students. In an EFL classroom, feedback enables the teacher to identify learners' strengths and weaknesses; therefore, he can deal with those weaknesses and support the students. When it comes to teaching intercultural communication, feedback should be gathered from the learners by means of formative and summative assessment so that teachers can comprehend the extent to which their students have succeeded to promote their ICC. This can be attained through a set of activities and homework assigned to the students along the educational year, together with evaluating the improvement of students' intercultural communicative competence at the end of the year.

Indeed, the feedback given by teachers ought to be positive and educative; and capable of increasing students' interest, curiosity, and passion in the discipline of intercultural communication. Whether the feedback given by teachers is verbal or written, there is a major importance for providing feedback for the sake of improving the learning experience and professionalizing the teaching of this competence in higher education (AL-Bashir, Kabir, & Rahman, 2016).

16. Effective use of media technology:

Well-integrated and effective use of modern media technology resources makes students bring out their best. According to Edutopia (2007), successful technology integration is achieved when the use of media technology is:

- Routine and transparent.
- Accessible and readily available for the task at hand.
- Supporting the curricular goals, and helping the students to effectively reach their goals.

At the point when innovation combination is at its best, a youngster or an educator does not stop to think that the individual is utilizing an innovation instrument - it becomes natural. What is more, understudies are regularly more effectively occupied with ventures when innovation apparatuses are a consistent piece of the learning procedure.

16.1 Multimedia authoring tools:

Any software, or collection of software components, that authors can use to create or modify multimedia content for use by other people is a multimedia authoring tools (Sethi, 2005). Moreover, Vaughan (2011) defines authoring tools as: "These software tools are designed to manage individual multimedia elements and provide user interaction" (Vaughan 2011, p. 2).

Depending on the tool, teachers can manipulate content on a specific device to suit their teaching style and objectives both on the short and the long run.

In fact, educational multimedia applications can be subdivided into four typical educational multimedia application areas as A. Babiker (2005) stated:

- Text-Based applications
- Interactive applications
- Web applications
- Mobile (Smart) phones applications

These applications have a wide reach both outside and inside the classroom in education and classes, especially in language classes where students will benefit from smartphones and interactive applications better because their need of being exposed more to the foreign cultures; thus, they will greatly develop their ICC.

Furthermore, according to Edutopia (2007) when effectively integrated into the classes, media tools can further enhance learning in powerful ways. These tools can provide students and teachers with:

- Access to up-to-date, primary source material.
- Methods of collecting/recording data.
- Ways to collaborate with students, teachers, and experts around the world.
- Opportunities for expressing understanding via multimedia.
- Learning that is relevant and assessment that is authentic.
- Training for publishing and presenting their new knowledge.

Conclusion

The results of the present study validate our hypothesis and unveil that multimedia technology contributes in numerous ways as a means to foster EFL learners' intercultural communicative competence. Similarly, it has a great impact on English teachers' way of instruction. In order to confirm our hypothesis, we relied on two main tools: the teachers' interview and the students' questionnaire. The results of both the questionnaire and the interview showed that students and teachers look upon integrating multimedia technology tools as quite fruitful and significant, particularly in promoting intercultural communicative competence on the part of the learners, exposing them to the discipline of intercultural communication; and making learning a more engaging, easy, and up-to-date experience.

General conclusion

Since the dawn of the new age of technology, educators, teachers and researchers alike saw great potential in it and had started to figure out practical ways to fit this new tool in education. More recently, technology and multimedia devices have become an invaluable source of knowledge and a functional teaching tool that has proven convenience and practicality in classes, especially in intercultural communications and EFL language learning classes. Though some students still face certain difficulties in developing their intercultural communicative competence, teachers have to pay more attention to that.

Using multimedia devices in teaching is a great way to enhance and develop the students' personal ICC and even attitudes towards learning foreign cultures anew. Fundamentally, the present dissertation has an ultimate goal which is to attempt and seek students' attitudes towards integrating multimedia to develop their intercultural communicative competence. The aim is to indicate their point of views concerning integrating MT tools in classes.

This case study shows, on nearly every level, the need for integrating multimedia technology has never been so high and crucial which was admitted by the great majority of students who took part in this investigation in question 24 by a record of percentage as high as 93% . The result of the present case study has nearly validated the hypothesis which claimed that EFL learners' would show positive attitudes towards the use of multimedia technology as a means to develop their intercultural communicative competence if they were taught using it inside the classroom and were exposed to English culture via multimedia technology outside the classroom. The research is divided into two chapters; theoretical and practical. The first chapter contains two sections "intercultural communicative competence and multimedia technology" where we dealt with the nature of both ICC and MT and the relationship between them and their importance.

The second chapter comprises of three sections as well: the questionnaire, the interview, and the pedagogical recommendations. A substantial amount of positive attitudes and feed-back is shown by the great majority of the students who participated in the questionnaire towards integrating MT to develop ICC. They think of MT as a useful tool that can have a great influence on the teaching-learning process. Most of these students have demonstrated their interest and desire in learning with technology for the huge benefits it hold up its sleeve when used right, ranging from better cultural awareness and better understanding of the foreign language to a superior well-balanced atmosphere where students can immerse themselves and feel at ease.

On the other hand, teachers have, as well, expressed their satisfaction with the use of multimedia technology in teaching intercultural communication. According to them, multimedia technology tools can help foster learners' intercultural communicative competence, increase their awareness towards the discipline of intercultural communication, and motivate them in spite of some issues mentioned by the teachers such as the unavailability of data shows and other devices, damaged materials, and the lack of interest on the part of a tiny minority of the students. This small percentage of participants held few negative attitudes towards integrating media in class. Indifferent though, it is safe to say that the lack of students' development in ICC can be dealt with through motivating students, raising their awareness, exposing them to different contexts of intercultural communication and the use of media and strategic activities using specific set of tools which we have previously saw in the first chapter.

The last section in the field work entitled "pedagogical recommendations" has brought in some very useful educational implications, according to the findings of the study, that actually might help the teachers and students alike in their studies including motivational strategies, and a bunch of advice on effective multimedia tools use. Moreover, a general overview on the use of

feed-back and the generalization of intercultural communication in EFL classes was provided just to give the strategies a practical point of view for the teachers.

All things considered, we have to say that the hypothesis which stated that EFL learners' would show positive attitudes towards the use of multimedia technology as a means to develop their intercultural communicative competence if they were taught using it inside the classroom and were exposed to English culture via multimedia technology outside the classroom is confirmed by the results gained from this study. Hence, the vast majority of the students showed positive attitudes towards the great benefits of integrating multimedia technology in developing their intercultural communicative competence in classrooms.

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Appendix 1: Students' questionnaire

Dear students,

This questionnaire was designed as a part of an investigation carried out for a master degree in didactics. Its purpose is to determine your attitudes towards integrating multimedia technology to develop EFL learners' intercultural communicative competence.

You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please answer each statement by marking the box that reflects your opinion and writing full statements whenever necessary. Your responses will be treated as confidential and will be used for the purpose of this survey only. Your contribution is very much appreciated.

Thank you in advance for your cooperation.

Section one: General information

1. To what extent do you rate your love for the English language?

- a. Very little
- b. A little
- c. Quite a bit
- d. Very much

2. How do you rate your level in English?

- a. Low
- b. Medium
- c. Good
- d. Excellent

Section two: Multimedia Technology

3. On average, how much time do you spend on multimedia technology devices?

- a. 0-1 hour
- b. 1-2 hours
- c. 3-4 hours
- d. Do not use daily

4. Do you use these devices in developing your English language's culture ?

- a. Yes
- b. No

5. Do your teachers use multimedia technology tools to teach in class ?

- a. Yes
- b. No

6. If yes, what are the multimedia technology tools that your teachers rely on ?

.....

7. To what extent does your institution emphasize the use of media technology in teaching?

- a. Very little
- b. A little
- c. Quite a bit
- d. Very much

8. Does your institute (University) provide you with the right multimedia technology devices to achieve the already set objectives and aims?

- a. Yes
- b. No

9. Have you been using multimedia technologies in your studies?

- a. Yes
- b. No

10. If yes, state what you are using below

.....

11. To what extent has your institution contributed to your personal development in ICC?

- a. Very little
- b. A little
- c. Quite a bit
- d. Very much

Section three: Developing intercultural communicative competence

12. Are you interested in communicating with foreigners and natives and learning about their cultures ?

- a. Yes
- b. No

13. What is your skill level in interacting and communicating with foreigners?

Speaking: a. bad b. weak c. fairly skilled d. quite skilled e. expert

14. What is your skill level in interacting and communicating with foreigners?

Writing: a. bad b. weak c. fairly skilled d. quite skilled e. expert

15. Your intercultural communication difficulties are due to :

- a. Lack of learning aides
- b. Lack of practice

16. Which feature of ICC do you think is more crucial to be promoted?

- a. Intercultural knowledge
- b. Intercultural attitudes and etiquettes
- c. Intercultural skills
- d. Cultural awareness
- e. All of them

17. Rank your top MT tools and platforms that you use to improve your IC :

Tools :

- a. PC
- b. tablet
- c. smartphone
- d.laptop

Platforms :

- a. YouTube (movies, music, ...)
- b. Google
- c. Social media (Facebook, Twitter, Instagram)
- d. Online courses

Section four: EFL learners' attitudes towards using multimedia technology to develop their intercultural communicative competence

18. Do you think that integrating more multimedia technology tools in the classroom will help you enhance your intercultural communication skills ?

- a. Yes
- b. No

19. Do you have problems when using multimedia technology tools to improve your intercultural communication skills ?

- a. Yes
- b. No

20. If yes, what are they ?

.....

21. Does using multimedia technology tools help you communicate better with foreigners and learn about their different cultures ?

a. Yes b. No

22. If yes, in what ways does multimedia technology help ?

.....

.....

23. Do you think that multimedia technology should be integrated in the teaching process in your institute ?

a. Yes b. No

24. What is your degree of satisfaction with integrating multimedia technology to learn about other cultures and develop your intercultural communication skills ?

- a. Highly satisfied
- b. Satisfied
- c. Neutral
- d. Partly satisfied
- e. Not satisfied

Thank you for your cooperation

Appendix 2: Teachers' Interview

Dear teachers

This is a structured interview that is designed to shed more light on EFL learners' attitudes towards integrating multimedia technology to develop their intercultural communicative competence. You are kindly invited to take part in this investigation by answering the questions of the interview. Your responses will be treated as confidential and used for the purpose of this survey only. Your contribution is very much appreciated and is of crucial significance.

Thank you in advance for your cooperation.

1. To what extent do you emphasize intercultural communication in the classroom?

.....

2. To what extent do you think that your students are motivated to develop their intercultural communicative competence?

.....

3. Please explain why?

.....

4. What do you think are the possible advantages of integrating multimedia technology tools in teaching intercultural communication?

.....

5. Which multimedia technology tools do you often use in teaching intercultural communication?

.....

6. What are the biggest challenges of implementing multimedia technology in the classroom?

.....

7. How can you possibly deal with EFL learners who have a lack of intercultural communication?

.....

8. What features of intercultural communicative competence do you think multimedia technology can enhance?

- a. "Savoirs" (intercultural knowledge).
- b. "Savoir apprendre" (skills of discovery and interaction).
- c. "Savoir comprendre" (skills of interpreting and relating).
- d. "Savoir s'engager" (cultural awareness).
- e. "Savoir être" (intercultural attitudes).

9. Please explain why?

.....

Le Résumé

L'objectif de cette thèse est d'étudier les attitudes des étudiants d'Anglais, concernant l'utilisation de la technologie multimédia comme un moyen d'améliorer leur compétence de communication interculturelle. Il s'agit d'une étude de cas d'étudiants de troisième année au Département des Langues Etrangères de l'Université Abdelhafid Boussouf Mila. Une question a été posée pour avoir une réponse fiable à la question de recherche: quelles sont les attitudes d'étudiants envers l'utilisation de la technologie multimédia dans l'enseignement pour améliorer leur compétence de communication interculturelle. En conséquence, l'hypothèse suivante est formulée: les étudiants d'Anglais vont démontrer une attitude positive envers l'utilisation de la technologie multimédia comme un moyen d'améliorer leur compétence de communication interculturelle, s'ils ont appris par le biais de cette technologie en classe et ont été exposés à la culture Anglaise via la technologie multimédia end dehors de la classe. Pour atteindre notre objectif, le travail est basé sur une analyse quantitative et qualitative. La thèse est composée de deux chapitres: le chapitre théorique est divisé en deux sections qui donnent un aperçu sur des différentes aspects ce qui concerne la compétence de communication interculturelle et la technologie multimédia dans l'enseignement. Le chapitre pratique étudie l'analyse et la discussion des résultats du questionnaire et de l'entretien, ainsi qu'une section consacrée aux implications pédagogiques de l'étude. Le questionnaire a été distribué à cent (100) étudiants alors que l'entretien a été mené avec dix (10) enseignants choisis selon leur spécialité dans le domaine de la culture cible. Les résultats de recherche ont montré que la majorité de la population interrogée a exprimé des attitudes positives envers les grands avantages de l'utilisation de la technologie multimédia dans leurs études et un accord total sur son intégration en classe. En fin, les résultats positifs obtenus de cette étude, montrent le grand besoin d'intégrer la technologie multimédia en classe pour

satisfaire les demandes des étudiants et surtout pour assurer une meilleure expérience éducative pour tous.

Les mots clés: les attitudes des étudiants d'Anglais, la technologie multimedia, la compétence de communication interculturelle.

ملخص

تتناول هذه المذكرة مناقشة موضوع وجهات آراء طلبة اللغة الإنجليزية بخصوص استعمال تكنولوجيا الوسائط المتعددة كوسيلة من أجل تحسين قدرة الطلبة على التواصل بين الثقافات. يتعلق هذا البحث بدراسة حالة متمثلة في طلبة السنة الثالثة لغة إنجليزية في معهد اللغات الأجنبية على مستوى جامعة عبد الحفيظ بوالصوف ميلة. تم طرح سؤال من أجل الحصول على إجابة موثوقة لسؤال البحث: ماهي وجهات آراء الطلبة بخصوص استعمال تكنولوجيا الوسائط المتعددة في التدريس من أجل تحسين مهاراتهم في التواصل بين الثقافات. بناء على هذا، تم طرح الفرضية التالية: إذا تم استخدام تكنولوجيا الوسائط المتعددة كوسيلة لتطوير مهارة التواصل بين الثقافات لدى طلبة اللغة الإنجليزية عن طريق تدريسهم باستعمال هذه التكنولوجيا داخل القسم واستعمالهم لها خارج القسم للاحتكاك بالثقافة الإنجليزية ، فإن الطلبة سيبدون موقفا إيجابيا من إدراج تكنولوجيا الوسائط المتعددة. للإجابة على هذا السؤال، تضمن البحث جانب تحليل كمي و آخر نوعي. ينقسم البحث إلى فصلين، ينقسم الفصل النظري إلى مبحثين يسلطان الضوء على ما يخص القدرة على التواصل بين الثقافات و تكنولوجيا الوسائط في التدريس. أما الفصل التطبيقي فيقوم بتحليل و مناقشة نتائج الإستبيان والمقابلة، بالإضافة إلى وجود مبحث يقدم بعض التوصيات البيداغوجية. تم توزيع الإستبيان على مئة (100) من الطلبة أما المقابلة فتم إجراؤها مع عشرة (10) أساتذة تم اختيارهم بناء على تخصصهم في مجال الثقافة. خلصت نتائج البحث إلى أن الغالبية العظمى من مجتمع البحث أبدت موقفا إيجابيا إزاء استخدام تكنولوجيا الوسائط في الدراسة كما أبدت قبولا تاما لإدراج التكنولوجيا داخل القسم. أظهرت النتائج المتوصل إليها في هذه الدراسة حاجة الطلبة الكبيرة لإدراج تكنولوجيا الوسائط المتعددة في القسم من أجل تلبية متطلبات الطلبة و ضمان تجربة تعليمية أفضل للجميع.

الكلمات المفتاحية: وجهات آراء طلبة اللغة الإنجليزية، تكنولوجيا الوسائط المتعددة، مهارة التواصل بين الثقافات.

