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

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

Investigating the Role of Applying Project–Based Learning

to Enhance Intercultural Communicative Competence:

The Case of Third Year EFL Learners at the University Centre of Mila

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

Presented by: **Supervisor:** Ms. Messaouda BOUDJERIDA
1) Mohammed MIHOUB
2) Abdelbasset SIFOUR

Board of Examiners:
Chairman: Dr. Meriem ABID
Supervisor: Ms. Messaouda BOUDJERIDA
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Dedication

I dedicate this dissertation to:

- My beloved mother

- The memory of my dear father

- My sisters and brothers

- My close friends and colleagues

- All those who supported me along my study

Mohammed

Dedication

I dedicate this work to my beloved parents and all those who helped me throughout my study.

Abdelbasset

Acknowledgment

First and foremost, we would like to express our gratitude to our reverent teacher and supervisor Ms. Messaouda BOUDJERIDA for the time and efforts she spent in correcting this work. We really appreciate her seriousness, kindness, helpful comments and suggestions. From the bottom of our hearts we wish her to achieve all that she longs for in her professional and personal life.

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Abstract

The current study attempts to investigate the role of applying project-based learning to enhance third year EFL students' intercultural communicative competence at Mila University Centre. It aims to determine how project-based learning is perceived by teachers and learners to develop students' intercultural communicative competence in terms of knowledge, skills, and attitudes. Accordingly, two research questions are raised: (1) what are the beliefs of EFL learners regarding the integration of project-based learning to improve their intercultural communicative competence? (2) How do English language teachers perceive the impact of project-based learning on EFL learners' intercultural communicative competence? In response to the questions, a descriptive method is opted for. To obtain the necessary data, a questionnaire is administered to eighty third year EFL students and another questionnaire is administered to ten English language teachers at the Department of Foreign Languages. The main research findings reveal that project-based learning helps promote learners' intercultural communicative competence. Eventually, the research work proffers a variety of recommendations for pedagogy and future research with the purpose of drawing more attention to learners' intercultural communication in the EFL classroom.

Key words: project-based learning, intercultural communicative competence, third year EFL students, EFL classroom, beliefs of EFL learners.

List of Abbreviations

EFL: English as a Foreign Language

ICC: Intercultural Communicative Competence

LMD: Licence, Master, Doctorate

PBL: Project-Based Learning

Q: Question

%: Percentage

List of Tables

List of Figures

Table of Contents

General Introduction

1. **Statement of the Problem**

The implementation of LMD system Licence, Master, Doctorate is considered as a consequence of the change in the educational programs and strategies to teaching. This is meant to foster the use of student-centered models which place learners in the centre of learning. Among the most prominent of these lies what is termed project-based learning. It requires learner's engagement in a variety of project works. Since project-based learning is a teaching method in EFL classroom, it seeks not only to develop learners' linguistic competence, but rather it accounts for promoting communicative competence, intercultural communicative competence, as well. The latter has become the interest of most teachers as it is a necessary element in communicating across cultures. Many researchers in the field of second and foreign language teaching have discussed the importance of including the target culture components in EFL curricula. Rather than denying the learners' native culture and identity in the process of learning the target language and culture, the intercultural diversity of the teaching materials is likely to enhance learners' intercultural communicative competence and therefore establish cultural awareness in terms of knowledge, skills, and attitudes.

Hence, the problem around which revolves the present study being in English foreign language learners struggle with a variety of difficulties when they are asked to talk about cultural similarities. They often refer to surface level observations such as food, eating styles, or sports. This entails examining if any emphasis is put on intercultural communicative competence in project-based learning.

2. **Aims of the Study**

The present study aims at:

1- Investigating whether project-based learning is perceived by teachers and learners as a way to improve learners' intercultural communicative competence.

2- Examining whether intercultural competence, in terms of knowledge, skills, and attitudes, is emphasized when teaching through project-based learning.

3. Significance of the Study

The significance of the present study stems from its being concerned with the concept of intercultural communicative competence which has gained unprecedented currency in the modern globalized era as one indispensable element in the process of communication across cultures. On the whole, the current research is meant to raise educational concerns, on the part of both students and teachers, towards the role of project-based learning to develop intercultural communicative competence.

4. Research Questions

In view of what proceeds, the current study sets out answer the following questions:

1- What are the beliefs of EFL learners in regard to the integration of project-based learning to improve their intercultural communicative competence?

2- How do English language teachers perceive the impact of project-based learning on learner's intercultural communicative competence level?

5. Research Methodology

5.1. *Sampling.* The population of the study involves all third year EFL students enrolled in the Department of English. The participants consist of a random sample of eighty (80) students out of two hundred thirty three (233) students in total. To put it otherwise, all classes are randomly accounted for. Ten English language teachers are assigned to offer valuable viewpoints with regards to the issue under study.

5.2. *Research Instruments.* In order to reach the research aims and answer the research questions, it is opted for utilizing a students' questionnaire and teachers'

questionnaire which help obtain the information required for the completion of this work.

5.3. *Procedure.* The questionnaires are distributed in the second semester in the academic year 2020/2021. The students' questionnaire is administered the third year EFL students. From a different perspective, the teachers' questionnaire is administered to ten English language teachers. The data of the questionnaires is collected and tested for integrity and clarity. In the end, the results are analyzed for final outcomes and conclusions.

6. Structure of the Research

This dissertation is divided into two chapters. The first chapter constitutes the theoretical part while the second one is devoted to the field of work. The first chapter is divided into two sections. The first section offers theoretical insights into the first variable of the current study which is the intercultural communicative competence. To start with, the section is initiated with defining intercultural communicative competence according to different scholars and standpoints. Following that, an account is made all significance of intercultural communicative competence which is followed by a discussion of its possible barriers. In addition, there is coverage of the different components of intercultural communicative competence. Next, the interest shifts to the levels of ICC. After that, there is coverage of measure modals of intercultural communicative competence; this is followed by the provision of acquiring ICC in EFL classroom. At the end, the section highlights the assessment issue of ICC.

As for the second section, it is devoted to the concept of project-based learning as a teaching and learning approach. It starts with defining the concepts of project-based learning which is followed by referring to its origins. Next, focus shifts to the principal features of PBL. Furthermore, it provides the multiple stages of project development; this is followed by the different types of projects. Then, it covers the benefits of PBL. Besides, it provides the

challenges in implementing PBL. This section highlights the issue of assessment of PBL. In the final section, the action of integrating PBL to promote ICC is discussed.

In turn, the second chapter is devised to provide a description of the field work of the present research. It sets out to tackle the research question in an attempt to achieve the aims of the study. Within this chapter, there are three sections. The first section explains the research methodology which includes the population, the participant, the data collection process, the instruments, and procedures. In addition to this, the administration of both the students' and the teachers' questionnaires is provided. The second section is devoted to the description of both students' and teachers' questionnaires, data analysis, and the results. In the same vein, considerable attention is devoted to the analysis and interpretation of the main findings of the study. The third section tackles the implications that they are likely to bring about. Drawn to the close, this section ends with mentioning the major limitations of the study in addition to the provision of variety of recommendations for pedagogy and further research agendas.

Chapter One: Literature Review

Introduction

       The current chapter is divided into two sections. The first section is devoted to provide a clear understanding about intercultural communicative competence a term that was coined by Byram (1997) one of the pioneers in the field of cultural research. It attempts to offer the different theoretical backgrounds and perspectives about ICC. Besides, it highlights the evolution of ICC and how it encompasses communicative competence that was a revolutionary concept in language teaching and learning. It also discusses the major components of ICC as demonstrated in Byram's model as well as the levels of ICC. What is more, this section explains the notion of intercultural speaker and accounts for the importance of ICC. Finally, ways of assessing ICC and its shortcomings are thoroughly clarified. However; the second section sets out to offer some exploratory insights into the concept of project-based learning. It attempts to introduce the concept of project-based learning through providing some clarifying definitions for the term and its origin. Then, it accounts for the main features of project-based learning. Further, it describes the steps as to how to conduct a project mentioning its different types. What is more, it states the possible advantages followed by the restriction that challenge teachers to implement project-based learning in classrooms. Besides, it is equally concerned with the process of assessing students' education in project-based learning. Last but not least, this section addresses the issue of integrating project-based learning to foster learners' intercultural communicative competence.

Section One: Intercultural Communicative Competence

       During this era of global communication, English has proved itself as the most used and universal language. Therefore, learning English has become essential for individuals all around the world regardless of their native language. Since the central goal of language is communication, knowing about grammar and syntax solely, i.e., linguistic competence is not

sufficient to ensure an effective communication. It is of paramount importance to possess the skills, attitudes, behaviors and knowledge that pave the way for the boost of intercultural communicative competence. The latter denotes interconnectedness between individuals from different cultures.

1.1.1. *Intercultural Communicative Competence*

When discussing intercultural communicative competence, it is important to differentiate this concept from communicative competence. In fact, emergence of the term communicative competence is traced back to Dell Hymes who criticized Chomsky's "linguistic competence". Hymes (1971) rejected Chomsky's theory because it has failed to deal with the normal person since it neglects the socio-cultural aspects. He asserted that once competence is viewed as "the overall underlying knowledge and ability for language use, which the speaker-listener possesses" then, it is supposed that "this involves far more than knowledge of (and ability for) grammaticality" (pp.13-14). On this account, linguistic competence, alone, is not enough since human communication necessitates the possession of more skills and competences and not only a basic knowledge of language rules and structures.

However, communicative competence model has been questioned for its reliance on native speaker's norms and its unrealistic use of English as a lingua franca. Therefore, ICC, which considers English as an international language and focuses on both native and non-native speaker norms, was introduced for use (Alptekin, 2002). In this regard, Byram (1997) distinguished communicative competence and intercultural communicative competence. He stated that communicative competence refers to people's "ability to interact in their own language with the people from another country and culture". That is, ICC considers language teaching and emphasizes "the ability to interact with people from another country and culture

in another language" (p.71). Simply put, developing ICC embodies the capacity of using other people's language rather than one's native language.

1.1.2. *Definitions*

ICC was defined by many scholars in a variety of ways. Byram (1997) defined Intercultural Communicative Competence as "the ability to communicate and interact across cultural boundaries" (p.7). In other words, in order to communicate effectively with people of different cultures, it is crucial to understand that these people have their own cultural values and beliefs. For Byram, ICC implies the capacity of expressing oneself appropriately despite the cultural and linguistic background of other interlocutors.

In addition, Chen (1996) labeled ICC as "the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment" (p. 15).That is to say, being in a culturally different environment imposes the fact of being aware of one's culture but at the same time, respect and appreciate the other's cultural identity. Doing so, an effective communication will be guaranteed. In the same vein, Chen and Starosta (1999) explain that intercultural communicative competence underlies "the ability to acknowledge, respect, tolerate and integrate cultural differences that qualifies us for enlighted global citizenship" (p.28). This highlights the significance of accepting our own cultural differences and particularities as well as the interlocutor's culture. Therefore, what makes human communication even more ideal is the sense of admitting and embracing each other's differences.

 Equally important, Hofstede (1984) suggested that ICC is the ability to interpret nonverbal behavior and Fantini (2000) stressed the goal of ICC in maintaining positive relationships with other people. For that, he defined ICC as the "ability to deal with differences in a positive manner" (p.25). That is to say, communication is not only about

transferring information, it is rather concerned with managing the situation and be able to accept other people's cultural differences.

Moreover, Spitzberg and Cupach (1984) claimed that intercultural communicative competence resembles performance in the sense that it needs to be appropriate and effective. On the one hand, the former suggested the right and correct communication during the interaction inside a specific culture (Wiseman & Koester, 1993). On the other hand, the latter signified the ability to achieve personal goals by manipulating and controlling one's environment (Wiseman, 2002).

According to Young and Sercombe (2010), Intercultural Competence (IC) or Intercultural Communicative Competence (ICC) is "a dynamic process by which people draw on and use the resources and processes of cultures with which they are familiar but also those they may not typically be associated with in their interactions with others" (p. 181). ICC is perceived as the ability to effectively and appropriately perform communication for a desired answer in a particular situation. This shows that competent persons must know how to interact effectively and appropriately with people and how to achieve their own communication goals using this ability.

It is worth noticing that all the aforementioned scholars agreed on the fact that appropriateness and effectiveness are key concepts in defining ICC. Also, they accentuated the significance of accepting and appreciating other people's cultures. Therefore, the key to a successful communication lies in admitting one's cultural specificities and being tolerant with other people's ethnic, social and cultural differences.

1.1.3. *Components of Intercultural Communicative Competence*

Sercu (2005) argued that developing ICC requires necessarily the promotion of specific skills, attitudes and characteristics. Those characteristics include the ability to cope and act as cultural moderator, as well as being able to assess others' points of view. However,

the most influential model of ICC is the one developed by Byram (1997). In fact it was based on earlier models of intercultural competence (e.g. van Ek, 1986; van Ek & Trim, 1991, 1996). Accordingly, Stefanidou (2008) stated that Byram's model provides a comprehensive framework of ICC. Byram explained ICC in terms of a set of factors or "savoirs" which are: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Byram's model of ICC is demonstrated below:
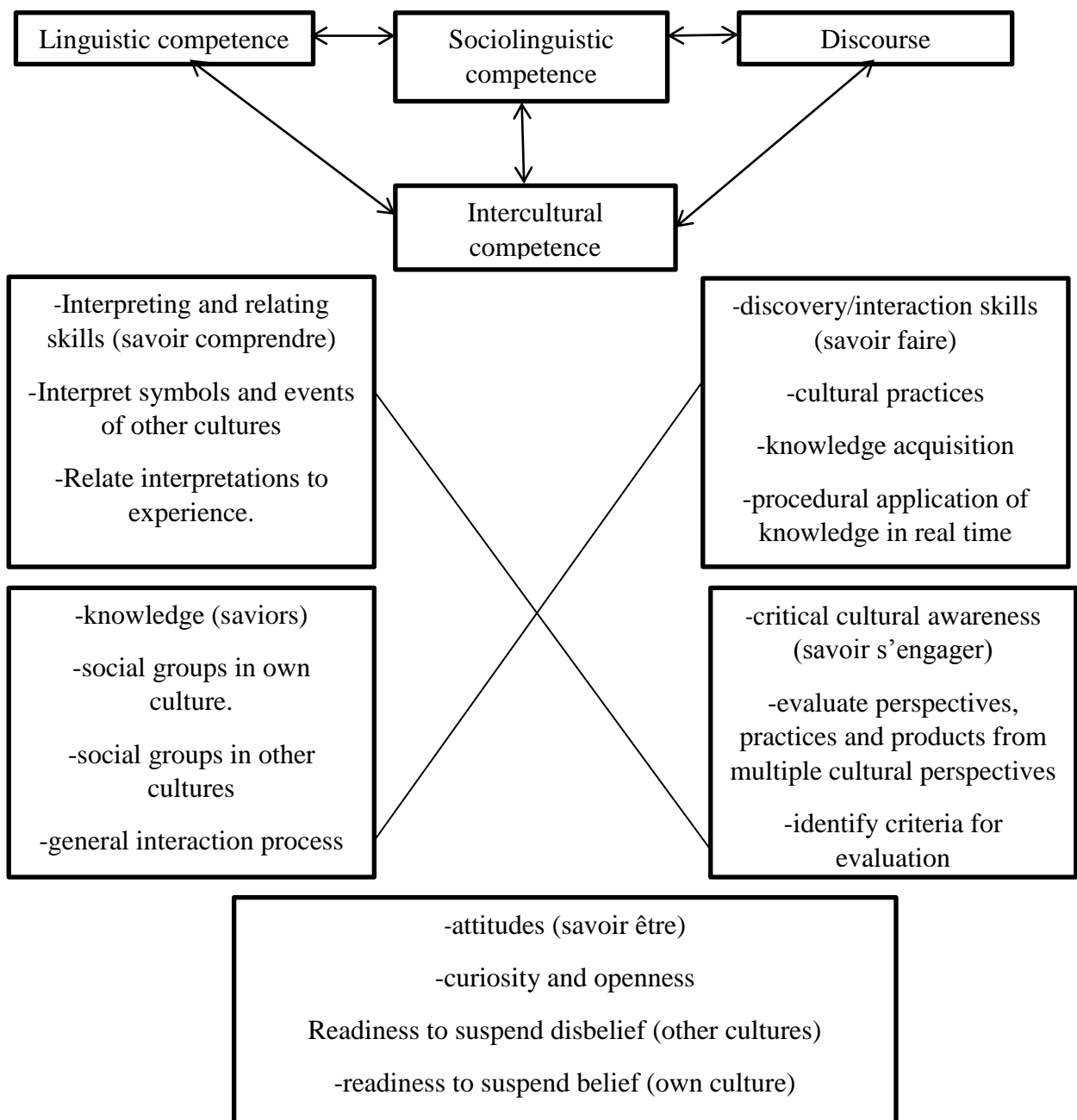
Figure 1. Byram's model of ICC (Byram, 1997)

Figure 1 shows that Byram's model relies on four competences: linguistic, sociolinguistics, discourse and intercultural competence. It means that developing intercultural communicative competence requires association of these competences. It is also depicted in the model that intercultural competence contains: knowledge, attitudes, skills and critical cultural awareness.

1.1.3.1. Knowledge. This factor revolves around students' understanding of their own culture and the target culture. Objectives listed under this component demonstrate that intercultural speakers are supposed to know about the past and present relationships between their own country and the target language country. This knowledge will enable the speaker to detect the sources of misunderstanding. Further, Byram (1997) pointed out that intercultural speakers are expected to have knowledge of what he called "geographical space" which means the capacity to make a difference between regional identities, regional dialects and landmarks that are significant to native speakers; and they are expected to have knowledge of the "process of institutions and socialization" (p.60). These institutions include education, religious systems and all aspects that shape the native speakers' national identity. Other objectives like: knowledge of the processes of social interaction, and knowledge of formal and informal language were also mentioned by Byram.

1.1.3.2. Intercultural Attitudes. Byram posited that the key element of intercultural competence of the intercultural speaker lies in his attitudes towards people who have a different cultural and linguistic background. Generally, these attitudes embody a set of negative ideas, stereotypes and prejudices that hinder a successful communication. Attitudes implicate: curiosity and openness, readiness to remove any negative judgments about others' cultures. Correspondingly, success in intercultural interaction is conditional upon avoiding considering one's own values and beliefs as always correct and accept to perceive them from the other's perspective that have different values and behaviors. This principle was labeled

"decenter" (Byram et al, 2001, p. 5). In this model, Byram introduced a set of intercultural skills that are as important as knowledge and attitudes. The primary intercultural skills are:

1.1.3.3. Skills of Interpreting and Relating. These skills stand for the ability to interpret and explain a document from the target culture and relate it to one's own culture.

1.1.3.4. Skills of Discovery and Interaction. Skills of discovery and interaction are about the ability to acquire new knowledge of a culture and cultural practices, to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

1.1.3.5. Critical Cultural Awareness. 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.

It is therefore clear that development of ICC should rely on combination of the above elements since positive attitudes can help the learner to explore both his culture and the target one. Consequently, one's knowledge, skills of interpreting, discovering, analyzing and critical awareness will allow him to cope with multicultural differences to effectively communicate with others in a globalized community.

1.1.4. *Intercultural Communicative Competence Models*

For many years, numerous models of ICC were introduced to enrich the literature of ICC. An increasing number of studies are being conducted to develop a model to incorporate ICC in language education programs. In a review of the models introduced so far, Spitzberg and Changnon (2009) classified them into four types that are: Compositional models, Co-orientational models, Developmental models, and Adaptational models.

1.1.4.1. Compositional Model. These models embody a set of skills, traits and characteristics that enable the individual to be competent in intercultural interaction. Deardorff (2009) stated

that compositional models are facilitative because they help to identify the core elements of intercultural competence. In fact, Deardroff proposed a model that consists of knowledge, skills and attitudes where knowledge includes cultural self-awareness. Skills are based on listening, interpreting, observing and evaluating. Yet, attitudes are about respect and openness to others' cultures. Nevertheless, their deficiency lies in the lack of a clear representation of what competence of the individual really means.

1.1.4.2. Co-orientational Models. The major concern of these models is to conceive the understanding of intercultural competence, its achievements or any of its variations like clarity empathy and accuracy. Furthermore, they focus on the specific principles of shared meanings and similarities in the communication patterns. The key feature of time is still neglected in both co-orientational and compositional models. To cope with the factor of time, models of ICC must appraise the developmental approach.

1.1.4.3. Developmental Models. These models are divided into specific segments that upgrade the progress of competence. The factor of time represents the central interest of these models. However, they concentrate on the developmental process of competence during a specific period. Such models may share components of other models but emphasize the process of progression over time.

1.1.4.4. **Adaptational Models.** These models tend to have two distinctive characteristics: First, they typically envision multiple interactants in the process, and second, they emphasize interdependence of these multiple interactants by modeling the process of mutual adjustment. The multiple interactants may be Modeled as conceptual reflections of one another, and the adjustment process maybe hypothesized to represent or include any number of various outcomes, but the core emphasis is that competencies manifest in mutual alteration of actions, attitudes, and understandings based on interaction with members of another culture. Thus, adaptation itself is taken as a type of criterion of competence.

1.1.4.5. Causal Path Modals. These are models that reflect fairly specified interrelationships among components and are the most easily formalized or translated from or into testable propositions.

1.5. *Levels of Intercultural Communicative Competence*

Meyer (1991) introduced three levels of intercultural communicative competence which are:

1.1.5.1. Mono Cultural Level. The monocultural level reflects a way of thinking which is merely adequate for the learner's own culture.

1.1.5.2. Intercultural Level. In which learners are able to explain cultural differences between their own and the foreign cultures, because they can make use of information they have acquired concerning their own and foreign countries and they stand between two cultures.

1.1.5.3. Transcultural Level. In which learners are able to evaluate differences and to solve intercultural problems by appealing to principles of international cooperation and communication

1.1.6. *The Importance of Intercultural Communicative Competence*

ICC is vital in English language teaching and learning. Tran and Duong (2015) asserted that ICC is one of the must-to-have skills to ensure a harmonious community. Particularly, in the EFL setting, ICC can ameliorate learners' knowledge, attitudes, behaviors and skills so that their intercultural awareness is significantly enriched.

Despite the fact that teachers are sometimes skeptical regarding ICC particularly regarding time limitation, ineffective methods and intercultural knowledge limitations (Tran & Seepho, 2015), they will find appropriate ways to incorporate it in their teaching. Hence, once teachers' attitudes and behaviors are positively increased, and they become more

qualified and proficient regarding ICC, they will be more willing to merge cultural practices in their teaching (Atay, Kurt, Camlibel, Ersin & Kaslioglu, 2009).

Concerning learners, acquisition of ICC will allow them to obtain a wide range of intercultural aspects concerning history, literature, arts, practices and perspectives (Yu & Chang, 2009). Moreover, since ICC raises learners' intercultural awareness, this means that they tolerate and accept the cultural differences and particularities of their interlocutors. On account of this, learners are no more critical or judgmental towards other people's beliefs, attitudes and behaviors (Holguin, 2013). As a result, they can convey information effectively and appropriately in the different cultural backgrounds (Galante, 2015). In short, ICC plays a crucial role in fostering learners' knowledge, attitudes, skills and awareness so that they become ready to encounter and deal with any possible misunderstanding.

1.1.7. *The Intercultural Speaker*

Byram (1997) pointed out that in both communicative and sociolinguistic competence, the native speaker is taken as a model especially when there is a reference to concepts like "the rules of the language concerned", "conventional meaning", and "relationship between communication partners" (p.10). This reliance idealizes the native speaker. Eventually, the negative aspects of this model outweigh the positive ones since it creates an impossible target to attain that will lead to certain failure (Byram, 1997). In the same context, Cook (1999) clarified that "the idea of the prominence of the native speaker in language teaching has obscured the distinctive nature of the successful L2 user and created an unattainable goal for L2 learners" (p.185). In other words, this view of native speaker blurs the way of learners because it is difficult and even impossible to reach native speaker proficiency in the target language, especially that leaners come from a totally different cultural and linguistic background. For these reasons, replacement of a native speaker as a reference point for the foreign language learner by intercultural speaker was introduced.

House (2007) portrayed the intercultural speaker as "a person who has managed to settle for the in-between, who knows and can perform in both his and her native culture and in other one acquired at some later date" (p.19). This intercultural speaker has the ability to succeed in communication and interaction between people of different cultural identities and different languages, as well as being proficient about his native language and culture.

As for Skopinskaja (2009), intercultural speaker is someone who can interact effectively with people who do not share his same cultural background and is ready to accept their opinions. In addition, for Kramsch (2002), the intercultural speaker is someone who has developed intercultural competence to the point that he becomes proficient in engaging and guiding communication with other people regardless of their cultural backgrounds (cited in Posada & Guevara, 2016). In Steele's opinion (1996), one of the advantages of taking this intercultural speaker as a model is that this concept places the learner at the center of the teaching and learning process, something that fits with the learner-centered methodology that has been widely adopted as an effective way of teaching a foreign language, as the interaction, implicit in the idea of the intercultural speaker as a mediator between two cultures, places the learner at the center of the teaching and learning process.

One thing that can be claimed to be clear is that expecting learners to become someone else after learning a foreign language is rather unrealistic as changing one's true identity is really difficult.

1.1.8. *Acquiring Intercultural Communicative Competence in the EFL Classroom*

In the specific context of foreign language education, Byram (1997) constructed his ICC framework as including cognitive, pragmatic, social and intercultural sub-competencies. The intercultural competence in Byram's framework is an independent component of ICC, focusing on the cultural rather than the linguistic abilities to interact with people of other cultures. Intercultural competence consists of the components such as attitudes, knowledge,

and skills, integrated by the values they hold and have due to their significant contributions to society.

Moreover, for Byram, a language classroom is an inevitable potential ground for constructing intercultural competencies; he noted, "teaching for linguistic competence (in the foreign language) cannot be separated from teaching for intercultural competence" (1997, p. 22). Therefore, a foreign language teacher in this model is expected to facilitate and involve learners with the process of development of competencies in attitudes, knowledge, skills, and awareness of cultural values along with learning and using a foreign language. The activities or projects crafted for learners need to consider the cultural values of others as well as learners' own. Consequently, teachers do not need to be the only source of knowledge; they can be engaged with the process of acquiring information about cultural diversity together with their learners.

The acquisition of intercultural communicative competence in EFL classrooms can be derived from learning tasks or activities in the textbook because they are set up to build particular language competence. Tomalin and Stempleski (1993) strongly advocated the use of task-oriented approach towards teaching cultures. They believed that studying culture with a task-oriented and cooperative learning approach adds a new dimension of achievement and understanding for the students. In addition, Edwards and Willis (2005) proposed the use of tasks in the language teaching as they can provide better context for activating learners' acquisition process and promoting second language learning

1.1.9. *Barriers of Intercultural Communicative Competence*

There are many problems arising from intercultural communicative competence especially regarding its implementation in the classroom setting. One of these problems is the difficulty of acquiring ICC because the kind of knowledge, attitudes and skills proposed by Byram are aspects that have to be developed and cultivated rather than transmitted in the

classroom. In addition, if this is compared to what has traditionally been considered as language teaching, complications may increase. For this reason, many scholars (Muller, 1995; Mughan, 1999) pointed out to the objections made by teachers to the inclusion of intercultural or, just cultural, aspects in the foreign language teaching syllabus.

Moreover, Byram (1997) considered that some objectives of ICC, for instance discovery skills can be included as part of the curriculum. However, there are others which may not be compatible with classroom work. He adheres that ICC objectives may be even more difficult to accept by those teachers. In this regard, Mughan (1999) stated that not all language teachers want to be responsible for intercultural learning.

Another problem regarding ICC is concerning its assessment and gradation, i.e., how can teachers prove that their learners become interculturally competent and to what extent. Seelye (1984) claimed that imaginative ways of testing and traditional exams are not useful in this context. On the contrary, careful interviews, simulations of situations, and activities requiring comment and analysis may be helpful.

Sercu (2002) revealed that teachers are aware of the significance of culture in their EFL lessons; however, they lack the knowledge of how to focus on intercultural dimensions and skills, as well as how to integrate ICC in their language teaching. In a similar study, Lazar (2006) showed that culture-related practices are not systematically incorporated in English language classrooms. In addition, "language teachers' repertoire of methods to develop intercultural communicative competence is relatively poor" (p.100). In other words, development of ICC requires more than effective and innovative methods but rather highly competent teachers.

1.1.10. *Assessing Intercultural Communicative competence*

When assessing ICC, the teacher becomes an observer of the intercultural learning process. Therefore, standardized tests based on norms and grading learners with a mark and a

score seem to be irrelevant in this context due to the complexity of ICC. Alkharusi (2008) argued that different formative assessment tools and performance-based assessments can respond to this complexity better than traditional assessment. Formative assessment, which is more motivating, can improve the quality of teaching and raise student performance (Sercu, 2002), and is more appropriate for the three dimensions of ICC, as it is "effective in virtually all educational settings: content areas, knowledge and skill types, and levels of education" (Byram, 1997).

A further distinction is made between holistic and analytic assessment. The former means making a global impressionistic judgment about the learners' performance on a task as a whole, whereas the latter requires that the assessor should observe closely all the three dimensions of ICC, or each dimension separately in order to come out with different profiles of learner performance (Lussier et al. 2007).

Moreover, the assessment of ICC may be either direct or indirect. The former measures learner performance directly by requiring the learners to perform a role play (savoir faire), or discuss another culture's attitudes (savoir être) in a small group with the assessor matching their performance to the most appropriate categories on a criteria grid. Indirect assessment, on the other hand, is a pen-and-paper test, which often assesses intercultural knowledge (Lussier et al. 2007).

From Aguilar's (2010) perspective, a portfolio is the most appropriate method to assess ICC since it provides learners with practicum and continuum to build and self-evaluate their own ICC throughout the learning period. However, the careful and appropriate design of the questionnaire items has to be considered in order to truthfully obtain the necessary information. In fact, ICC acquisition is seen as a lifelong learning activity and never a completed process (Aguilar, 2010). The evaluation circularly continues after a period of time

to obtain an accurate assessment and thus considerations and adjustments can be made to enhance the skill levels of intercultural learners, speakers, and mediators.

Finally, assessing ICC can be executed through evaluating its major components i.e., knowledge, attitudes and skills. The rating scale for assessing each of the components includes certain indicators to define relevant levels of ICC proficiency: low profile, medium profile, and high profile. It combines descriptors and criteria of performance to describe each level of ICC, presuming that concrete tasks may be performed with a particular degree of proficiency at one level rather than at another (Lussier et al, 2007).

For these reasons, the main purpose of ICC assessment is to give teachers, as well as students, an estimation of the intercultural learning, based upon concrete descriptors and criteria of performance, which are categorized in terms of low, medium, and high profiles.

All in all, incorporating intercultural knowledge is vital to enable learners to efficiently gain proficiency in ICC for effective and appropriate communication. It is, thus, teachers' responsibility to create the conditions for students to develop ICC and prepare them to interact in intercultural and diverse environments. It is necessary to be aware not only of the need to develop ICC skills, but also the challenges involved in the process. Finally, developing intercultural awareness must be combined with language learning where we use our own experience to enhance the students' exploration of culture: their own and that of the target language.

Section Two: Project-Based as a Teaching and Learning Approach

Project-based learning aims at solving problems in a collaborative environment over a period of time. It starts from deriving questions or problems that create activities and lead to meaningful products at the end. Teachers and curriculum designers have been trying to integrate the so called project-based learning into English foreign language classrooms as a

means to develop learners' intercultural communicative competence in different domains, especially in education.

1.2.1. *Defining Project-Based Learning*

Literature on project-based learning revealed that it can be defined from different perspectives to meet the needs of teachers and researchers so as to use project-based learning softly. In line with this, Morgan (1984) emphasized that project-based learning is not restricted to only one specific definition. However, it is defined from different views. Therefore, project-based learning is pointed out to as a "model," "approach" or a "technique," or as "learning," or "teaching" (Bas, 2011, p.2). Subsequently, along with the present study, some of these defining features are used mutually. The study uses also various notions, namely project-based learning, project-based approach, project-based instruction, and project work.

According to Welsh (2006), there are many definitions of project-based learning that it is applied in different disciplines in the classroom. In disciplines of second language education, project-based learning as for Fried − Booth (2002), is a learner-directed and conducted for the purpose to achieve a final outcome. The author explained that project-based learning is a means to make a final product in a real environment with confidence and independence. Thus, project work resulted from the integral needs of students who develop their own tasks individually or in small groups. As Gerlach (2008) put it, project-based learning is a shift from the practices of the classical teaching approaches as it offers student an opportunity to set their goals and to increase their learning motivation in one hand, and to develop their self-orientation as well as their process of learning. This denotes the fact that project-based learning gives the students a chance to have personal experiences in the learning process, develop a sense of autonomy, and let them to work independently.

In her views, Morgan (1984) defined project-based learning as an activity that involves learners in authentic situations. She believes that students are responsible for their learning in order for them to promote their comprehension about a given topic. In this respect and due to the various definitions of project-based learning, Coufalovà (2006) fixed four principal points that are necessary for each project. In the first place, project-based learning is a project. Secondly, it is a student's effort; thirdly, it is a project in which students are responsible for the outcomes. Finally, it is a plan which pursues a specific purpose.

From the aforementioned definitions, project-based learning is viewed as a suitable method to apply in the second language and foreign language studies because of its flexibility to satisfy the learners' needs. It focuses mainly on the learners who are supposed to work collaboratively in small groups and conduct projects on topics of their own choices or dealing with real issues. This method aims to raise students' motivation to learn, to develop communication skills, collaborative skills, negotiating skills, critical thinking and problem solving.

1.2.2. *Theoretical Foundation of Project -Based Learning*

In order to meet the teachers' needs and help learners to reach better academic achievements, Gulbahar and Tinmaz (2006) claimed that a number of research studies are carried out with the aim to find out the teaching techniques that would help teachers to teach effectively. These studies come up with teaching approaches such as behaviorism, cognivitism, and constructivism. The constructivist approach focuses on the active role of learners in the process of learning, especially the view of learning by doing. In line with this, Luk, Ng, and Wang (2014) claimed that the thought of learning by doing referred to John Dewey. This idea is transmitted to project-based learning which a learner- directed educational design is. It has been evolved for more than three decades. When it comes to Beckett (2006), project-based learning can be traced back to the mid-1800s. It was first

created by David Snedden who taught science in American agriculture classes. Later, in the early of 1900s, project-based learning was further developed by William Heard Killpatrick, the student of John Dewey, and focused on the need for learners to have a meaningful activity.

Therefore, the historical evolution of project-based learning refers to the early 1900s with the constructivist learning theory founded by John Dewey. It focuses on personal experiences of students in their learning (Markham et al., 2003 as cited in Ozel, 2013, p.46). Accordingly, De Graaff and Kolmos (2007) asserted that Killpatrick is the founder of the project method in education. Added to this, Dahl, Holgaard & Kolmos (2013) indicated that between 1960s and 1970s, four different universities Aalborg, Roskilde, Maastricht, and Mcmaster are enrolled with a new reform education programs based on problem and project-based education. For instance, Aalborg University founded in 1974 creates a model which is called "the Aalborg PBL model used the concept of problem-oriented and project-organized learning, consequently, project-based learning becomes common. Thus, it is used across the world in different contexts and applications" (Barge, 2010). This implies that using project-based learning in English as foreign language classroom is not a new approach in education.

1.2.3. *Principle Features of Project-Based Learning*

The need to integrate learners in teaching and learning process is of significant importance. Project-based learning aims to make students independent, autonomous, responsible, and active learners. For that reason, Guo (2006) asserted that the application of project-based learning in the classroom is the result of a long thinking and planning by the teacher on the goals to achieve, the activities to include as well as the procedures and steps for efficient consequence of project-based learning. As noted by Coufalovà (2006), the basic features that permit project-based learning content should be derived from the definition aforesaid and attain the four main principles of this model. The author believed that project-

based learning comes from the needs of learners. It enables them to reach their interests to gain new experiences, to be responsible for their work, as well. In addition, project-based learning originates from actual situations where parents can be involved and not limited to school structures. Moreover, project-based learning involves more than one discipline. Furthermore, project-based learning is a student endeavor. Besides, project-based learning is generally performed collaboratively. Last, project-based learning associates school with the society and real life environment. Thus, the effective implementation of project-based learning in the classroom should be characterized by a number of features.

1.2.3.1. Authentic Learning. Real learning enables learners to try out relevant and authentic tasks. It makes their learning meaningful by connecting prior knowledge to their current study. Herrigton and Herrington (2006) maintained that learners in actual education setting are engaged in interesting and defying tasks that call for cooperation and upholding. Thus, Markham at al., (2003) stated that authentic activities are one of the main features of project-based learning since students have an occasion to connect to the real – world situations while completing their projects. This implies that project-based learning allows students to participate in different contexts and practices.

1.2.3.2. Teacher's and Learners' Roles. The incorporation of project-based learning in the classroom calls for many important changes. Among this alteration is the shift in the roles of both the teacher and the learner for a successful application of this approach.

1.2.3.2.1. *Teacher's Role.* According to Guo (2006), the task and function of the teacher in the classroom in which collaborative learning is applied requires a shift from teacher-directed learning to focus on learner-directed education. In this respect, Simpson (2011) claimed that the instructor is a facilitator, counselor, and information authority rather than a chief. However, the learner is an active participant, a self-acting, a cooperative element, information responsible, and a director. He also insisted that the learners should command their self-

education while teachers are less involved and prevailing. However, teachers should be aware of the procedures and rules to integrate in classroom in order to create a suitable setting to apply project-based learning efficiently. The author concluded that teachers should also help their learners at the beginning of project-based learning.

Ozel (2013) asserted that teachers should guide and direct the learning process instead of delivering knowledge. They used constructive questioning to boost learners to focus on questionable tasks. Thus, the teacher should change his role from a director to a facilitator (Welsh, 2006). Thereby, learners can acquire, construct, and apply their knowledge (Ng & Yeong, 2008). Considering all of the above, the teacher acts as a facilitator to guide students to achieve their learning goals by giving support and guidance throughout the teaching and learning process.

1.2.3.2.2. *Learner's Role.* Students play a vital role in project-based learning. As project-based learning involves students in the learning process, Diffily (2001) pointed out that the learner needs to be self-directed learner, team element and collaborator, and a knowledge manager and a leader. In addition, students expand their role to become peer-assistors who in turn help other learners to complete the assignments (Murchu, 2005). In line with this, as self-directed learners, Clark (2006) said that students should choose the topic that is related to their experiences and interests. They design their learning goal which helps with animating and simulating from the beginning to the completion of the project. They also assign tasks within the group based on individual interests. It is to undertake their projects by finding the resources to use, choosing real facts, evaluating and revising their work, and generate the end factual products.

According to Ng and Yeong (2008), project work presents a challenge for students because they should be active participants in the learning process. They should work in collaborative groups in order to decide which content to learn, the methodology to use, and

the application of their knowledge in real-world situations. In addition, they should be provided with skills to be able to communicate, cooperate and negotiate meaning as they work in collaboration. This denotes that project-based learning engages the students actively in the process of learning, involves them in problem-solving skills and self-directed learning.

To sum up, the roles of both teachers and learners are equally important in project-based learning environment. This educational reform requires the teacher to be a facilitator instead of the one who educates by rote learning. Thus, the student should be an active learner who can learn by himself with support from the teacher.

1.2.3.3. Learner Autonomy. As learners are involved in project-based learning and take their responsibility along with the learning process, a better understanding of learner's autonomy is gained since it is an important characteristic of project-based learning. On the report of Thanasoulas (2000), teaching and learning is changed in recent decades from a teacher-directed approach towards more learner autonomy and independence. In addition, Widdowson (2003) believed that learners should have authority in directing what they learn in classroom while teachers respond to learners' needs and create the real contexts which allow learning to takes place. The author explained further that in some aspects of language learning, learners should be directed by teachers within limits. However, student's action is important in the process of language learning. In this concern, Little (2003) pointed out that there are three factors which make learners autonomous. In the first place, better learning is achieved if learners attend to their learning. Secondly, if learners have control their own learning, they are motivated to complete their education whatever its difficulty. The final benefit involves second and foreign languages. Therefore, it can be said that learner autonomy is the ability to control one's learning process.

1.2.3.4. Cooperative Learning. Cooperative learning is defined as a community of people operating with each other to achieve common purposes, on the authority of Gillies (2007).

According to the features of cooperative learning, project-based learning is viewed as the educational practice that is structured around cooperative learning (Stoller, 2006). That is, in project-based learning, students' learning activities are organized in small groups with the emphasis on achieving the objective under the direction of the group elements. In his view, Deng (2007) believed that in order to create a beneficial environment for the second language acquisition classroom, students should be engaged in a meaningful communication. Consequently, they can effectively complete a cooperative task. Five important points for successful cooperative learning are distinguished by Gillies (2007) and Jahnson & Johnson (1994). To begin with, learners are in charge for the task in which they share a common goal to be achieved. Second, in order for students to reach the goals of the group, they have to provide effective assistance to each other by exchanging resources, discussing, reasoning, and sharing feedback. Third, every student is responsible to produce a beneficial part of work to the group. Fourth, students must be taught social skills to promote group achievement. Finally, students reflect on how well they are working or contributing to their goal and what aspects of steps should be changed.

In brief, as Deng (2007) concluded, the study has indicated that cooperative learning helps students to develop their oral communication skills in English Foreign Language (EFL) university students. Thus, cooperative learning promotes the learning quality as it allows learners to consider and maximize their own learning.

1.2.3.5. Multiple Intelligences. Since project-based learning, considering the all of above, focuses on students' needs, learners are given the choice of learning. In this respect, Howard Gardner, a key proponent of multiple intelligences, views that there are various types of intelligences or abilities that human beings posse. He formulates a list of nine intelligences which can be used to explain different ways of learning (Brown, 2004). In addition, Brown (2000) mentioned that many educational institutions have applied Gardener's theory of

multiple intelligences to help teachers teach more effectively and assist students to better achievements in the real world. In contrast to traditional structured classroom where students are unable to employ their intelligences in their learning process, students in project-based learning independently choose their learning which allows them to use their skills and abilities to develop their full potential in their learning (Hargrave, 2003).

This theory views each learner as having different strengths and talents. Therefore, different teaching approaches for students to respond to their own learning styles are needed. Thus, as stated by Pritchard (2005), students are likely to succeed in their education.

1.2.4. *Stages of Project Development*

Project-based learning is an outstanding process conducted by students with support from teachers. The project structure helps teachers and learners to organize the development of project based on students' needs. To understand each stage clearly, this research summarizes four steps of project development from the views of Markham, et al. (2003), Stanely (2000), Allan and Stoller (2005), Stoller (2013), Patton (2012), Miller (2011).

1.2.4.1. Preparation Stage. According to Miller (2011), teachers should assist their students to create real, engaging and relevant projects. Thus, students have to follow teacher's instructions through this stage. That is, it involves selecting the topic that is interesting and relevant to the student's age and needs. The teacher can make guiding questions so that students have an idea of what to do. Teachers encourage students to develop and establish the project outline and plan the method of the project development, the final outcomes, and the individual responsibilities.

1.2.4.2. Realization Stage. Allan and Stoller (2005) claimed that the realization stage includes an important part which is the information gathering cycle. Teachers, within this phase, should prepare students for the language, skill, and strategy required for data collection. Teachers also prepare a variety of tasks to promote students understanding of the

content material throughout the critical thinking skills. Stoller (2013) distinguished six different sources for gathering information

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┌─────────────────┐          ┌─────────────────────────┐
│    Students     │          │   Teacher prepares      │
│     gather      │          │   students for the      │
│                 │          │   language/strategy     │
│   information   │          │ demands of information  │
│                 │          │      gathering          │
└─────────────────┘          └─────────────────────────┘
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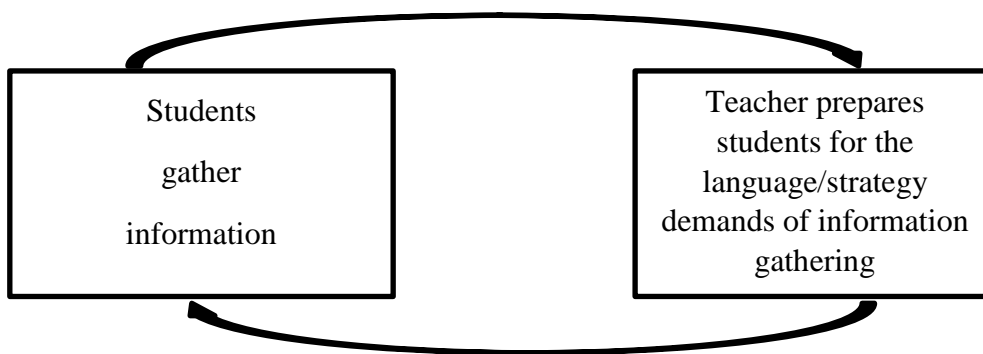
Figure 2. Information Gathering Cycle (Stoller, 2013)

Once students collect   information using different methods, teachers can process this gathered. Staller (2013) viewed this as a cyclical process where teachers prepared the tasks for students to categorize, make comparison, identify, analyze, organize and compile the useful information to complete the project.

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┌──────────────────────────────┐      ┌─────────────────────┐
│ Teacher prepares students for│      │     Students        │
│  the language/strategy demands│      │  Compile/analyze    │
│ of compiling, analyzing       │      │   information       │
│ information                   │      │                     │
└──────────────────────────────┘      └─────────────────────┘
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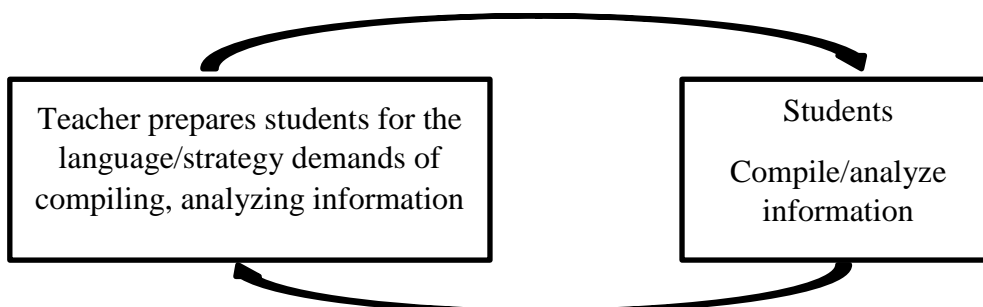
Figure 3. Information compilation & analyses cycle (Stoller 2013)

1.2.4.3. Presentation Stage. Another step to be accounted as Allan and Stoller (2005) explained that students present the final outcome on the basis of initial decisions and premises. Stoller described this stage as information reporting cycle where teachers create language tasks to assist learners present the final outcomes. Those activities usually involve teaching of paraphrasing, presentation skills depending on how students are going to present their work.
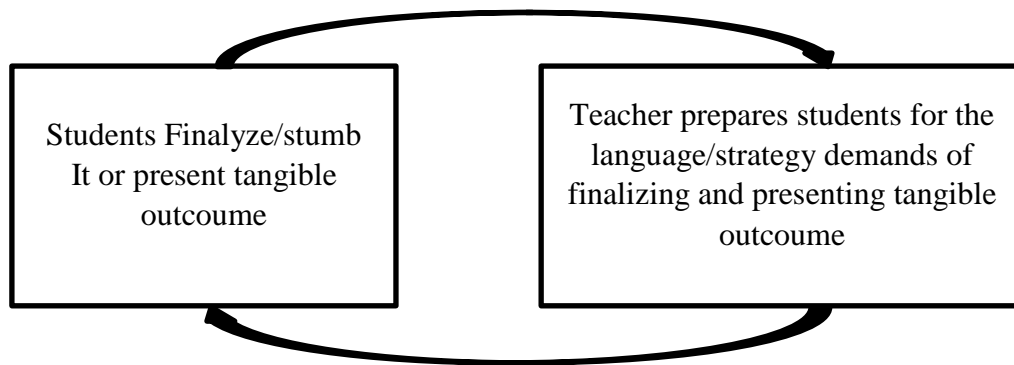
Figure 4. Information Reporting Cycle (Stoller, 2013)

1.2.4.4. Evaluation Stage. This stage allows students to apply and present what they have learned. In his view, Patton (2012) mentioned that project-based learning assessment does not concern only the final product; in fact students are assessed throughout the process of project-based learning. It stresses formative assessment and accepts the necessity of final summative assessment. He stated for main sources of assessment in project-based learning such as self-assessment, peer assessment, teacher assessment, and expert assessment. The author claimed that the final stage of project-based learning comprises written evaluation of project work. Teachers also evaluate whether educational goals are achieved, for instance, by an exam and should find ways of assessing individual contributions to the product through peer assessment or teacher's observation. Furthermore, teachers formulate the difficulties or mistakes and subsequently possible improvement for future project work.

To sum it up, project-based learning requires a sequence of steps to be executed in a systematic order in classroom setting.

1.2.5. *Types of Project*

Project-based learning can be sorted out in a variety of ways. Morgan (1984) suggested three models of project work: "project-exercise," "project-component," and "project-orientation" (pp. 222-223). Then, Kalabzova (2015) stated that William Killpatrick recognize for types of project based on goals, namely "problem-based," "construction-

based," "evaluation-based" and "drill-based" (p.9) in order to acquire specific proficiency. However, Henry's classification is much more variable. In his view, Henry (2012) claimed that project work is associated with degree of structure. In other words, students independently choose the topic and material to use by their own or to be provided by their teachers. The author distinguished two types of projects: "structured" and "unstructured projects" (p.14).

Structured Project

Topic defined materials provided

Case study

Project exercise

Structured project

Semi-structured project

Unstructured Project

Students decide (s) on topic and collect(s) own material

Extended essay

Project component

Project-based course

Project credit

Project method
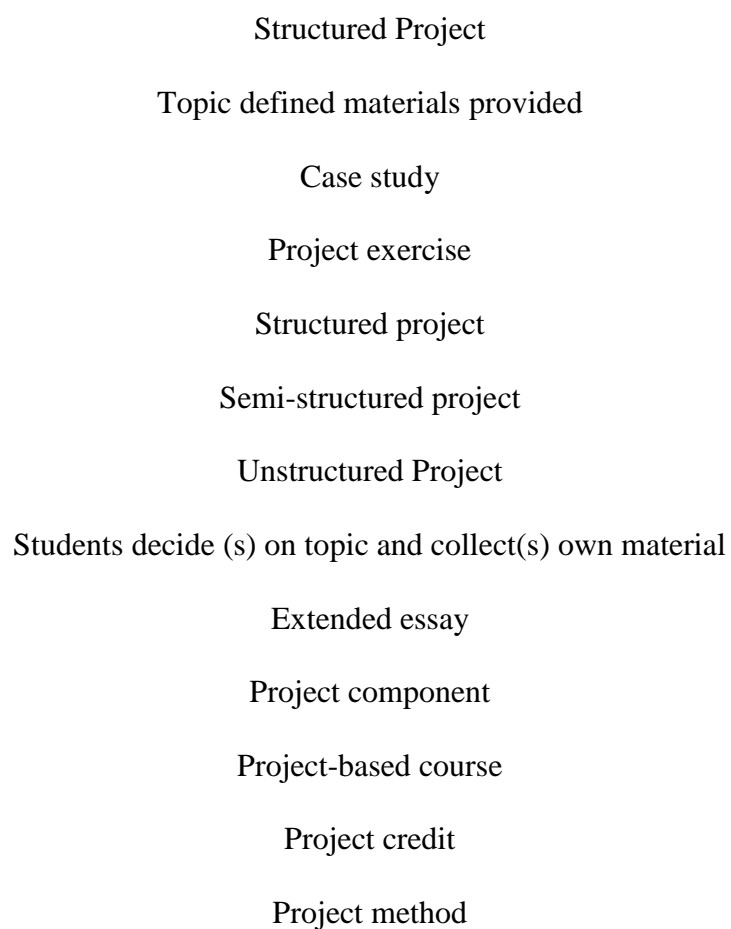
Figure 5. Project Continuum by Degree of Structure (Henry, 2012, p.14)

1.2.5.1. Structured Project. Structured projects are those in which the teacher decides the task and the procedure to follow. In this type, teachers give little space for learners' choice (Henry, 2012).

1.2.5.2. Unstructured Project. Unstructured project as defined by Henry (2012), refer to the type of projects in which learners are free to select the subject and the material to be used to accomplish their work.

1.2.5.3. Semi-Structured Project. A semi-structured project is another type of projects which is based on the degree of structure proposed by Henry (2012). Although the program and topic are designed, learners are in charge to carry out the project. In this concern, Stoller (1997) supposed that the organization of such project can be done in part by the teacher and by students in another part.

To resume, projects are performed through different ways to rich better achievement and performance.

1.2.6. *Benefits of Project-Based Learning*

PBL represents an interesting compliment into the classroom since it carries several advantages. It would therefore be considered as one of the recommended modals of learner-centered. PBL gives both students and teachers an effective way to develop creativity and supportive learning environment. In addition, it raises students' motivation and improves self-directed learning, on the authority of (Ilter, 2014). PBL gives learners an occasion to apply their knowledge and the skills they have acquired.

Furthermore, research on PBL found that learners become active participants in the learning process rather than passive recipients of knowledge (Gerlach, 2008). For that reason, Ozel (2013) assumed that PBL is applied whenever effective education is required. Additionally, the study conducted by Mikulec and Miller (2011) showed that the application

of project works in the classroom promotes communication. In such situations, students are engaged in different conversations in which they exchange information, ideas, and opinions.

PBL experiences create for students many opportunities to be responsible for their learning by making choices on the curriculum, decision making, creating a dynamic environment, and encouraging learners autonomy (Gerlach, 2008).

On the report of Indrinati & Istanto (2013), project works push teachers to move from a teacher' centered classroom towards a learner-centered one where students can be involved in authentic communication, cooperative learning, and problem solving. The collaborative nature of the project work helps learners to develop important skills for life even for low language proficiency learners such as designing, arranging, discussing, and forming decisions (Yiyin, 2015). As Ilter (2014) maintained, it promotes different real-world skills specifically research, scientific thinking, creative and critical thinking, communication and presentation abilities. The author, additionally, mentioned that project works encourage students to interact with their peers and eliminate external pressures and psychological factures such as shame, guilt, anxiety, fear or failure and low motivation. When it comes to Bell (2011), collaborative project work helps learners to gain important skills of productive communication, respect others and develop team work while generating ideas together. Thus, Bas (2011) said that PBL is a way that makes learners feel happy of their learning and their personal achievement in his words: "Students … during project works … feel the happiness and excitant of achieving something" (p.11).

As Taddei (2013) stated, creativity is in these days as important as literacy. He argued that the goal of education should be to encourage students to be creative and build logical thinking along with solving problems.

It is clear that PBL can be a teaching methodology that allows passion of learning to come to life. It also allows learners to see the need for knowledge and skills. As this learning

is real and authentic, it follows that learners learn about the topic they feel the need to learn and when they need to learn it (Newell, 2003). However, PBL not only has positive aspects but also negative aspects which are discussed in the following segment.

1.2.7. *Challenges in Implementing Project-Based Learning*

Although studies have shown that PBL comes up with different advantages to the process of learning, there are difficulties associated with this method. The integration of project-based approach in the classroom is related to considerable changes. As a result, Holn (2011) asserted that a number of research studies reveal teachers' hesitations towards implementing PBL in their classroom because of the changes in the way of teaching and preparing for instruction as well as the materials and resources to use.

The findings of the study conducted by Gulbahar and Tinmaz (2006 cited in Simpson, 2011, p.72) showed that learners have problems with time management because they spend a long period of time to finish their project. They meet difficulties to respect the deadline for the submission of their work. A study conducted by Yiying (2015) found out that students struggle with the applying of PBL as they encounter some problems due to their unfamiliarity to work cooperatively in groups and the domination of some students over others. He reported also that students find it complicated to accept the new role of the teacher as a facilitator rather than a source of knowledge. It was found that PBL generates more work for teachers when compared to the traditional which has exact plans for each study period (Curtis,2002).

According to Ozel (2013), the change in the functions of both teachers and learners can be disappointing especially for teachers who are more familiar with the traditional approaches to teaching. In addition, they face difficulties with the new methodologies into their classroom. Furthermore, Curtis (2002 as cited in Simpson, 2011, p.73) argued that the

role of the teacher in PBL is more tiring and requires more work compared to the classical methods.

Consequently, the author believed that project-based learning has to be deemed as a complementary teaching method and should be used only in specific cases where the students' personal development is in mind.

1.2.8. *Assessment of Project-Based Learning*

Assessment of PBL can be different and challenging compared to the assessment of traditional learning. Learners in PBL are assessed by different means such as "traditional paper-and-pencil tests to new modes of assessment: case-based assessment, self and peer assessment, performance-based assessment and portofolio assessment" (Bergh, Mortelmans, Spooren, Petegem, Gibels, Vanthournout, 2006, p.347). This means that various assessment practices can be integrated.

Hence, multiple types of formative and summative assessment should be integrated as a part of an effective assessment program (Sidman-Taveau & Milner-Bolotin, 2001; Slater, et al., 2006). As demonstrated by Markham et al., (2003), formative assessment is generally desired for giving feedback throughout the process of creating projects, while summative assessment provides students with the overall degree of their performance at the end of the course. Both types of assessment should be carefully designed and constructed to support students' learning, and focus more on learning and performance. Besides teachers being assessors, peers and learners are the main sources of assessment. According to Wilson (2011), peer assessment allows learners to provide continuous feedback when assessing peers' projects and learning processes. Students also increase confidence in assessing the quality of their own work. Thus, peer assessment is not only marking the work of others but also an important part of the learning process, as students are responsible for their comments

and actively involved in giving and receiving assessment. In addition, peer assessment allows students to develop important skills of giving constructive feedback (O' Farrell, 2005).

Self-assessment, another essential point, enables students to evaluate their own work by reflecting on the performance, work progress and overall learning process that leads to their achievement (Hattum-Janssen & Pimenta, 2006). As students set their own learning goals and select the method of assessment (Bergh, et al., 2006), they become active, responsible and motivated to share in the learning process. O'Farrell (2005) stated that it is vital to teach students how to evaluate what they have achieved rather than criteria and standard mean. Nevertheless, there are challenges regarding peer and self-assessment, for instance, some students feel they are not judged fairly by their peers or lack the necessary experience to critically judge themselves (Hattum-Janssen & Pimenta, 2006).

Considering all the above, it is beneficial to provide positive feedback when grading and evaluating students. Hence, they can see the areas that they have achieved in and that they need to improve.

1.2.9. *Integrating Project-Based Learning to Promote Intercultural Communicative Competence*

PBL allows students to be actively involved in their own education through projects. Students have opportunities to undertake field work, speak to experts, carry out a variety of investigations and gather materials to develop the project. When students enter the real world, knowledge construction and life skills are necessary (Markham, et al., 2003). PBL develops not only knowledge of the topic but also fosters "learner's problem-solving skills, research skills, collaboration and resources management skills, negotiation, organization and interpersonal relations" (Stanley, 2000, p.4). This is illustrated by Cheng (2006) who investigated first year students' experiences of doing project work in junior college in

Singapore. He revealed that students promote their collaborative, presentation and communicative skills.

PBL plays an important role in developing learners' target language for real-life purpose. It is described as an effective way of engaging in "simultaneous acquisition of language, content, and skills" (Beckett & Slater 2005, p.108). PBL would therefore help language learners relate to the task, to the language and to the culture because it offers the possibility to integrate the target language into the learner's communicative competence. It helps language become more relevant to their needs as it enables them to communicate and understand the target language's culture (Hutchinson, 1996). Moreover, PBL activities engage learners in communicative tasks. It allows students to communicate in the target language and learn its culture in an authentic and meaningful context (Stanely, 2000).

According to a study of applying PBL in an English class for adult Latino learners in northern California by Johnson (2003), it was found that PBL enables learners to use English in real situations with confidence. In addition, Foss, Carney, McDonald, Rooks (2007) investigated the effectiveness of PBL in a short-term intensive that PBL permits students to experience the use of English in real situations.

It is evident that PBL represents meaningful experience for students. They can improve and strengthen their target language learning for the rest of their lives through PBL (Yun, 2000).

By and large, project-based learning is a teaching and learning method which supports self-directed learning. Students have an important role in selecting the content and the nature of projects that they are interested in and wish to study. This instruction can challenge learners to engage in independent work within the framework of a group project. Doing project work allows integrating the four basic language skills (listening, speaking, reading and writing), collaborative teamwork, problem solving, and other social skills which are

important in a fast changing world. Even though there is an extensive literature, including research evidence, on the benefits and success of project- based learning, teachers need to carefully design and develop programs and give special attention to many issues such as time management, difficulty in crafting questions, and lack of focus.

Conclusion

In a nutshell, the review of literature points to a need to integrate ICC in EFL curriculum. In other words, language teaching should incorporate skills and strategies for developing cultural awareness leading to ICC for global citizenship. Consequently, the integration of project-based learning in the Algerian university classroom, which is the main focus of the research question for this study, would significantly enhance research knowledge. This should be done only when there is no risk of not meeting the required objectives of the said lesson. Thus, it may be worth it if English teachers try to shift the focus from now and then to cultural topics.

It can be synthesized that teaching and learning through project-based method plays a vital role in developing learners' intercultural communication. For being interculturally aware means that one has the chance to update the ways of interacting with others, and get a chance to learn about other people's history, life style, and cultural aspects that he may have known or expected them to exist.

Chapter Two: Field Work

Introduction

This chapter is devoted to the practical part of present research. It is devised to bring to the fore the field work which is conducted to collect the information required to answer the research questions and to reach the aims of the study. The chapter is aimed at offering a thorough description of the most fundamental elements that are suitable to the field work. This includes the reiteration of the central aims of the study, the participants, and the data collection tools. More importantly, this chapter concerns the description, the analysis, and the discussion of both the students' questionnaire and the teachers' questionnaire. Farther, the chapter at hand accounts for the major limitations of the study in addition to the provision of some suggestions for further research based on the analysis and the interpretation of the obtained findings.

Section One: Research Methodology

2.1.1. *Data Analysis Method*

The study at hand used the descriptive method to study the different variables. Thereby, it is a qualitative research that used the survey method to gather data information from respondents by means of the questionnaire in order fulfill the aims of the study.

2.1.2. *The population*

The populating of the study includes all third year EFL students enrolled in the department of English and ten English language teachers at the University Centre of Mila in the second semester in the academic year 2020/2021.

2.1.3. *Participants*

The participants consist of a random sample of 80 students out of 233 students who are distributed on 9 groups; among theses, 80 students constitute the sample of the research. As regards teachers, they are 10 English language teachers.

2.1.4. *Research Instruments*

In the pursuit of the aims the study, two questionnaires are used as a data collection tool, and administered to both teachers and students so as to obtain the necessary information.

2.1.5. *Data Collection Process*

Data required for this study was collected through the students' questionnaire which includes 80 students. It is administered during their classes. It is adopted for the pencil-paper to deliver the questionnaire and receive their answers. The process of collecting data has taken about two weeks to reach the intended sample number which is 80 students. Just like the students' questionnaire, the teachers' questionnaire is administered via pencil-paper. The process of collecting information receiving teachers' responses is conducted on a span of about six weeks.

Section Two: Data Analysis and Discussion of Results

2.2.1. *The Students' Questionnaire*

2.2.1.1. Description of the Students' Questionnaire

The students' questionnaire consists of twenty items, both close-ended and open-ended questions. It is divided into four sections: background information, students' perspectives towards intercultural communicative competence, students' perceptions of project-based learning, and finally intercultural communicative competence in project-based learning.

Background information (Q1-Q2), this section attempts to shed light on students' background knowledge in terms of how long they have been learning English in addition to whether they are motivated to study English.

Students' perspectives towards intercultural communicative competence (Q3-Q8) are the second section. It is composed of six questions. It is concerned with the students' viewpoints regarding developing intercultural communicative competence.   The third

question seeks to determine whether students can distinguish the elements of intercultural communicative competence and those of intercultural competence. The fourth question is meant to elicit students' views concerning the importance of knowing about cultures and communicating with foreigners. The fifth question tackles the significance of students' knowledge of differences among cultures. The next question (Q6) is concerned with whether students try to embrace the cultural differences that they face when communicating with people of different cultures. The last two questions (Q7 and Q8) aim at investigating the difficulties that are confronted in communicating with foreigners.

The third section, students' perceptions of project-based learning (Q9-Q13), investigates whether students have an idea about project-based learning in its variety of use. This is emphasized in the ninth question. After that the tenth question examines the extent to which learners are engaged in project works. The eleventh question is designed to see whether project works are designed collaboratively. The twelfth question presents students' opinions towards project-based learning's usefulness. The last question in this section (Q13) elicits information from learners on how project-based learning helps them.

The last section is intercultural communicative competence in project-based learning (Q14-Q20). This section is devoted to investigate the match between the impact of applying project-based learning and learners' intercultural communicative competence in EFL classroom. The fourteenth question is assigned to figure out if using project-based learning helps learners communicate better with foreigners and learn about their cultures. The fifteenth question aims at discovering the students' views towards the other cultures that the students develop when being taught under project-based learning. The sixteenth question is meant to know if project-based learning enhances students' skills of communicating across cultures. In the seventeenth question, the respondents are asked whether project-based learning contributes to developing students' tolerance to respect the other cultures. The

eighteenth question is allocated to determine the intercultural difficulties which project-based learning helps students to overcome. In the nineteenth question, the informants are asked to provide their viewpoints regarding the utility of project-based learning in promoting their intercultural communicative competence. The last question (Q20) is raised in order to comprehend the students' degree of satisfaction with integrating project-based learning as a way to foster their intercultural communicative competence.

2.2.1.2. Analysis of the Students Questionnaire

2.2.1.2.1. *Background Information*

Q1. How long have you been learning English?

Table 1. Students' experience with learning English

Options	Number	Percentage
a- 10 years or more	75	93.75%
b- Less than 10 years	05	06.25%
Total	80	100%

The majority of students (93.75%) have been studying English language for ten years or more. Only (06.25%) of students have learnt it for less than 10 years. Thus, it is assumed that the majority of students have a long experience with learning English language. This shows that they have enough background knowledge and a mastery of the English language system.

Q2. Are you motivated to learn English?

Table 2. Students' motivation to learn English

Options	Number	Percentage
a- yes	73	91.25%
b- no	07	08.75%
Total	80	100%

The majority of students (91.25%) are motivated to learn English. This is a positive factor in learning. The rest of learners (8.75%) are not motivated to learn English and this can be an obstacle for them to learn English.

2.2.1.2.2. *Students' perspectives Towards Intercultural Communicative Competence*

Q3. According to you, intercultural communicative competence:

Table 3. The students' understanding of ICC

options	number	percentage
a-Is the ability to interact in your own language with people from another country and culture?	34	42.5%
b- Takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language.	46	57.5%
total	80	100%

As the table above shows, more than half (57.5%) of the students could interact and communicate in a foreign language of a target culture. This enables them to express their ideas, improve their speaking skills and pronunciation, and receive feedback. Less than half of (42.5%) percent indicated that they tend to interact only with their mother tongue. Their communication may depend on the topic, the partner religion and their ideology.

Q4. Learning about others' culture, and communicating with foreigners is:

Table 4. Students' views towards the importance of cultural communication

Options	Number	Percentage
a- Important	72	90%
b- Not important	08	10%
Total	80	100%

Most of learners (90%) found that knowing the others' culture and communicating with foreigners is important. This is optimal for intercultural communication to take place. Almost (10%) found it not important. By way of explanation, they perceive that English language learning does not depend on communicative purposes, let alone with foreigners.

Q5. Is there any difference between your culture and the other cultures?

Table 5. Students' views of cultural differences

Options	Number	Percentage
a- yes	67	83,75%
b- no	13	16,25%
Total	80	100%

In response to this question, (83.75%) of students answered with yes. This implies that they are aware of the differences among cultures, especially in terms of lifestyle, food, sports, and clothes. However, (16.25%) of students believed that difference all cultures are equal. This illustrates their lack of interaction with foreigners. The results indicate that students are unable to acknowledge the other cultural differences.

Q6. Do you think that is important to accept the others' cultural differences to communicate effectively?

Table 6. Importance of students' tolerance of the cultural differences in communication

Options	Number	Percentage
a- yes	74	92,5%
b- no	06	7,5%
Total	80	100%

The majority of the sample (92.5%) claimed that it is important to tolerate cultural differences when communicating with people of a different culture. Only 06 students (7.5%)

are not interested in the target culture. They asserted that communication with foreigners has nothing to do with one's culture. Thus, this implies that there are different points of view among students.

Q7. Have you faced difficulties when communicating with foreigners?

Table 7. *Students' performance in communicating with foreigners*

Options	Number	Percentage
a- yes	60	75%
b- no	20	25%
Total	80	100%

In the table above (75%) of the students claimed that they are weak at interacting and communicating with foreigners. This can be explained by the fact that the students are not really prepared for communicating with foreigners as they are not interested in so doing. (25%) of the student argued that they are able to communicate with foreigners easily. The results indicate that the majority of students find it challenging unable to communicating with foreigners.

Q8. If yes, what kind of difficulties?

Table 8. *Reasons of students' intercultural communication difficulties*

Options	Number	Percentage
a- Lack of interaction opportunities	25	31,25%
b- Problems of Language	41	51,25%
c- Lack of motivation	10	12,50%
d- Racism	04	05%
Total	80	100%

As the table above illustrates, twenty-five respondents (31.25%) thought that the lack of interaction opportunities resulted in facing difficulties in communicating with foreigners. As for the option of language problems, it was opted for by 41 students (51.25%) who stated that language competence is the main factor behind their problems in interaction with the native speakers. (12.5%) stated that the lack of motivation is meant to be one reason of challenges when communicating with foreigners. Only four students (5%) opted for racism as an obstacle which hinders them from communication with other people from around the world. These findings show that students are aware that acquiring intercultural communication demands promoting the target language as well as creating more opportunities to communicate with native speakers.

2.2.1.2.3. *Students Perceptions of Project-Based Learning*

Q9. How do you understand project-based learning?

Table 9. Students' knowledge of project-based learning

Options	Number	Percentage
a- It is about learning one topic and it is based on students' interests.	12	15%
b- It is to make students get involved in the process of learning.	24	30%
c- The teacher directs students and they learn by own.	16	20%
d- It requires team collaboration.	18	22,5%
e- All of the above.	35	43,75%
Total	80	100%

In this item, students were asked to specify how they perceive project-based learning in which they are taught. (15%) of students thought that PBL is based on students' interests. (30%) of students' view that learners have to get involved in the learning process. (20%) of

students believed that the teacher's directions are important in their own learning. (22.5%) of them claimed that learning calls for group work. The majority of the students (43.75%) emphasized that project-based learning is based on all of the aforementioned in this item. This is meant that different factors work together to make a project successfully.

Q10. Do your teachers use collaborative work to teach in class?

Table 10. Number of project works conducted

Options	Number	Percentage
a- Less than 5	68	85%
b- Between 5 and 10	12	15%
c- More than 10	00	00%
Total	80	100%

The majority of the students (85%) responded that they have conducted less than five projects this year against only (15%) of them who have conducted more than ten projects. The results show that students did not have the chance to experience PBL in all the modules they have during the first semester and the second semester.

Q11. Are these project works conducted generally?

Table 11. Ways of conducting project works

Options	Number	Percentage
a- Individually	04	05%
b- In groups	76	95%
Total	80	100%

The results indicate that the majority of learners (95%) preferred group work simply because they liked discussing and exchanging ideas with others especially when they work

with active peers. In addition, this showed that most of the learners are sociable and fond of communication and speaking. However, only five percent of students preferred working individually; they feel shy and afraid of sharing their ideas with others or working with members who are not responsible. For that reason, they found individual work better than group work. Again, such differences among learners are not without pedagogical consequences.

Q12. What do you think of project-based learning you have been taught?

Table 12. Students' views on project-based learning

Options	Number	Percentage
a- Useful	71	88,75%
b- Not useful	09	11,25%
Total	80	100%

The majority of students (88.75%) believed that project-based learning useful; however, (11.25%) of students thought that project-based learning not useful. The results indicate that many students emphasized on the significance to share their opinions about a given topic. Nine students considered PBL not useful because they used to be taught in traditional methods especially through lecturing. In addition, they are not familiar with this type of teaching and learning. It might be said that student have different views on PBL.

Q.13. What are the areas that project-based learning helps you develop?

Table 13. Students' improvements in project-based learning

Options	Number	Percentage
a- Project-based learning helps me better communicate.	24	30%
b- Project-based learning allows me to participate in EFL classroom.	08	10%
c- Project-based learning lets me accept the others' opinions.	16	20%

d- Project-based learning pushes me to work in group.	08	10%
e- Project-based learning enhances my confidence to speak in English.	04	05%
a + b + c + d	12	15%
b + c + e	08	10%
Total	80	100%

The table above indicates that (30%) of students developed their communicative abilities in project-based learning environment. This is due the principle of PBL which emphasized on the learner as the focal point in the classroom. Thereby, learners had time to communicate with their peers and teachers which enabled them to interact and exchange ideas. (10%) of them claimed that PBL empowered them to participate in EFL classroom. This could be that PBL provides learners with opportunities to participate in the classroom discussions which are beneficial for them in terms of being more willing to express themselves appropriately. (20%) of students believed that PBL taught them to accept the others views. Since PBL is a teaching method, it provided learners with the principle to accept the differences of each other. (10%) of them viewed that PBL had a vital role in motivating their willing to work collaboratively. This revealed that they liked discussing and exchanging ideas with others especially when they work with active and motivated peers. This is the line with the eleventh question whose answers showed that most of learners are sociable and like communication and speaking; that was could explain their preference of group work. (5%) thought that PBL helped them to enhance their self-confidence to speak English. This is due to their participation in the different classroom discussions and their involvement in any communicative task. It could also be due to the fact that they had become more confident about their personal abilities. 12 informants believe that all the provided

options (a+ b + c + d) indicate that project-based learning aims at Project-based learning helps me better communicate, Project-based learning allows me to participate in EFL classroom, Project-based learning lets me accept the others' opinions, Project-based learning pushes me to work in group. (10%) of the students add other options; they claimed that other aims of PBL are to participate in EFL classroom, to accept the others' opinions, to enhance students' confidence to speak in English.

2.2.1.2.4. *Intercultural Communicative Competence in Project-Based Learning*

Q14. Does project-based learning help you learn about others cultures?

Table 14. Students' views on PBL utility to learn other cultures

Options	Number	Percentage
a- Yes	71	88,75%
b- no	09	11,25%
Total	80	100%

Almost all of the participants (88.75%) found that the use of PBL in the classroom is beneficial. It motivates them and clarifies the new information especially when cultural topics were presented in different modules. Moreover, it diminishes boredom and creates good atmosphere for learning. Only (11.25%) of the students believed that there were other ways to learn about others' culture. This might be due to the fact that they were not keen on PBL.

Q15. Which of these attitudes do you develop through project-based learning?

Table 15. Students' attitudes towards culture in PBL

Options	Number	Percentage
a- My culture is the best.	18	22,5%
b- The other cultures are equal to, only different from, mine.	62	77,5%
Total	80	100%

As far as attitudes towards other cultures are concerned, sixty-two students (77.5%) agreed that the major attitude they develop in project-based leaning is the other cultures are equal, only different, from theirs. This is explained by the fact that they held positive attitudes towards the other cultures. On the other hand, eighteen students (22.5%) held negative attitudes, regarding their culture the best ever. This is because of they viewed that the most of west cultures were not consider with our religion as it can be due to they were not open-minded to the world life.

Q16. Does project-based learning help you improve your skills of communication across cultures?

Table 16. *The contribution of PBL to improving students' intercultural communication*

Options	Number	Percentage
a- Yes	66	82,5%
b- No	14	17,5%
Total	80	100%

From table above, most of the learners (82.5%) opted for "yes" answer. That is, the majority of the informants stated that project-based learning helped them enhanced their skills of intercultural communication. When asked how, some students advocated that discussing others' cultures allowed one to explore the way they communicated and made it easy to get in touch with them. Others said that project-based learning enabled them avoid insulting the other cultures. This denotes that PBL contributes to develop one fundamental element of ICC which is skills of communication. Fourteen students (17.5%) opted for "no" showing that they considered that PBL did not help them to improve their skills when it comes to intercultural communication. According to most of them, what they learned about cultures is not truly adequate for them to develop their skills of communication. For some,

most of topics undertaken in PBL in different subject matters have nothing to do with culture. This implies that they need real life situations to develop their skills.

Q17. Does project-based learning help you respect the other and his culture?

Table 17. Contribution of PBL to students' tolerance of cultures

Options	Number	Percentage
a- Yes	76	95%
b- No	04	05%
Total	80	100%

The results in table17 suggests that the overwhelming majority of the students (95%) claimed that what they learn by means of project-based learning allows them to accept and tolerate the cultures which are different from their own. Nevertheless, (5%) of the informants denied that PBL has no contribution to shaping their acceptance of other cultures. This meant to highlight the place of PBL in teaching the target culture.

Q18. How does project-based learning enable you overcome the intercultural barriers in (Q8), if at all?

This is meant to highlight the contribution of PBL to helping students overcome the obstacles which hinder intercultural understanding. Upon analysis, most of respondents claimed that PBL help them enrich their intercultural knowledge; learn new things about foreign cultures and their ways of life. Some of them stated that PBL fosters learners' communicative skills as it helps them to interact with native speakers efficiently and improves their accent. As a result, PBL could be an effective means to acquire intercultural communicative competence.

Q19. In comparison with other methods, how do you consider the use of project-based learning in developing your intercultural communicative competence?

Table 18. Utility of PBL in promoting ICC

Options	Number	Percentage
a- Useful	68	85%
b- Not useful	12	15%
Total	80	100%

The results indicate that the most of the informants (85%) viewed it useful. This is optimal for ICC development to take place. On the other hand, twelve respondents representing (15%) deemed it not useful. This can be linked to the way PBL is implemented or students not being aware of its effectiveness.

Q20. What is your degree of satisfaction with integrating PBL to develop your ICC?

Table 19. Students' level of satisfaction with deploying PBL to develop ICC

Options	Number	Percentage
a- Satisfied	70	87,5%
b- Not satisfied	10	12,5%
Total	80	100%

According to the obtained results, (87.5%) of participants are satisfied with integrating PBL to develop their communicative skills. This reflects that the majority of the students asserted that integrating PBL helps to foster their ICC. In contrast, only (12.5%) of the sample was not satisfied. This implies that PBL does not suit their learning preferences.

2.2.1.3. Discussion of the Main Findings of the Students' Questionnaire

The analysis of the students' questionnaire allows obtaining insightful glimpse into the role of project-based learning in developing students' intercultural communicative competence. In addition, it figures out students' attitudes to the main enquiries of the study.

The main findings revealed that most of third year EFL students did show their English language experience and motivation to learn it. Thus, the majority of students are aware of the importance of cultures and intercultural skills and attitudes. Students admit that they faced a number of intercultural barriers which affect their ability to accept the other cultures; these include: lack of opportunities, problems of language, lack of motivation, and racism. Nevertheless, they still show positive attitudes to the cultures that are far different from their own. While it is worth mentioning that some students actually did have some negative responds towards others cultures. From their answers, the majority of students gave both strong positive responses and attitudes about the implementation of project-based learning in classroom. This can be clearly seen in when they claimed that PBL helped them overcoming inter cultural barriers. This implies that it enables them to know about the other cultures, improve their skills of intercultural communication, and develop positive attitudes towards the other cultures. Therefore, most of students were satisfied with this learning method.

2.2.2. *Teachers' Questionnaire*

2.2.2.1. Description of the Teachers' Questionnaire

The teachers' questionnaire goes along with the student's questionnaire. It aiming at investigating the role of applying project-based learning to enhance students' intercultural communicative competence. The teacher's questionnaire is made up of eighteen (18) questions. It encompasses different types of questions ranging from multiple-choice questions to open-ended questions. It is worth to specify that the design of the questions, which make up the teacher's questionnaire, is based on the literature review in the first chapter of the current study. It is divided into four sections.

The first section consists of three preliminary questions (from Q1 to Q3). The first one is concerned with the professional degree that the teachers hold. The second question is designed to highlight the period of time that they have spent teaching at university. The third

question is put to collect information about the language module(s) that the teachers teach or have taught.

The second section investigates teachers' opinions about the overall goal and aims for teaching culture in general and intercultural communicative competence in particular. It begins by inviting teachers to indicate whether teaching culture is important for language learners (Q4). The fifth question, teachers are asked whether teach that all cultures are equal and merely different. The sixth question is concerned with whether teachers allow their students to express their own attitudes towards the other cultures and what those attitudes if they allowed to. In the seventh item of information, the respondents are asked whether they try to develop students' skills of intercultural communication; those who affirmatively respond are required to say how. In the last question of this section (Q8), teachers are invited to evaluate their students' level of intercultural communicative competence.

The third section (from Q9 to Q12) seeks to reveal teachers' views and perceptions towards project-based learning in teaching. The first question in this section (Q9) is designed to know how much experience English language teachers have with project-based learning. The next question (Q10) is addressed to those teachers who have experienced project-based learning to reveal their own views about it as a teaching method. In the next question (Q11), teachers of the third year are asked to provide the difficulties they faced with project-based learning if any. In the twelfth question, teachers are inquired to provide the advantages of using project-based learning in English class

The last section (from Q13 to Q18), which is the main section of this questionnaire, is about intercultural communicative competence in project-based learning. The thirteenth question deals with the role of the project-based learning in acquiring students' tolerance of the target culture. In the fourteenth question, the participants are asked whether project-based learning improve students' skills of intercultural communication. The fifteenth question asks

teachers whether project-based learning allows their students to express their own attitudes of intercultural communication. In the next question (Q16), those who answer the previous question positively are concerned to determine which obstacles they encountered. The seventeenth question, teachers are invited to evaluate their students' level of intercultural communicative competence in project-based learning environment. Finally, the section, and the whole questionnaire as well, is brought to a close by inviting teachers to provide further suggestions and comments.

2.2.2.2. Analysis of the Teacher's Questionnaire:

2.2.2.2.1. *Background Information*

Q1. What professional degree do you hold?

Table 20. Teachers' professional degree

Options	Number	Percentage
a- Master	01	10%
b- Magister	02	20%
c- Doctorate	07	70%
Total	10	100%

As shown in the table above, the vast majority of respondents (70%), representing seven teachers out of ten, hold PhD degree. Two teachers (20%) hold a magister degree while only one teacher (10%) is master degree. The results reveal that the most of these teachers (90%) hold a high degree (MA and PhD) in teaching classes in higher education setting in which teachers show a mastery of the language content knowledge in addition to being a model for their students.

Q2. How long have you been teaching at university?

Table 21. Teachers' experience in teaching English

Option	Number	Percentage
a- 1-5 years	04	40%
b- 6-10 years	03	30%
c- More than ten years	03	30%
Total	10	100%

This question targets informants' university teaching experience. It is indicated that four teacher (40%) have been teaching at university for one to five years. Almost 30 percent of the sample have spent from six to ten years. The remaining three teachers (30%) are said to have longer experience in the field of teaching going for more than ten years. Hence, most of the teachers have a good experience in teaching English at the university and this should be informative to the present work.

Q3. What subject do you teach/have taught?

The sample contains teachers who teach oral expression, language and culture, interculturality and multiculturalism, linguistics didactics and teaching English as a foreign language (TEFL). Thereby, the data obtained are more reliable.

2.2.2.2.2. *Teaching the Intercultural Communicative Competence*

Q4. Do you think that teaching culture is important for language learners?

Table 22. Teachers' beliefs towards teaching culture

Options	Number	Percentage
a- Yes	10	100%
b- No	00	00%
Total	10	100%

When asked about whether teaching culture is important for language learners, all of the participants (100%) agree that it is. Put differently, all of the teachers believe that teaching culture holds an essential status in language learning. This indicates that language and culture are interrelated.

Q5. Do you teach your students to consider all cultures are equal and merely different?

Table 23. Teaching about equality of cultures

Options	Number	Percentage
a- Yes	10	100%
b- No	00	00%
Total	10	100%

As the table above shows, the whole sample (100%) opts for "yes". Thus, ten informants denote that among their interests in the classroom is the attempt to teach students to accept the others cultures and to look at them as being equal. This implies that teachers are aware of making their learners more knowledgeable about different cultures across the world.

Q6. Do you give your students the opportunity to express their attitudes towards the target culture?

Table 24. Students' expression of attitudes towards the target culture

Option	Number	Percentage
a- Yes	10	100%
b- No	00	00%
Total	100	100%

The whole sample of teachers (100%) go for "yes". They claimed that they allow their students to freely express their own attitudes towards the target culture. When it comes to

stating the different attitudes by the informants, some indicate that students have positive attitudes towards the target culture. It is reported that most of the students are aware that their culture should not be regarded as the best one. Some reported that students cannot show a total acceptance of the beliefs and traditions of the target culture since it is not existed in their own. They only keen on knowing about their social and religious ways of life. Some of respondents claimed that students might show negative or positive attitudes towards the target culture and this depends on the cultural aspect under discussion. This implies that teachers emphasized their interests to demonstrate their students' knowledge of intercultural attitudes.

Q7. How do you try to improve your students' skills of intercultural communication?

This item is designed to explore teachers' ways of developing students' skills of intercultural communication. The informants agree on the idea that discussing the differences between the students' culture and other cultures enables learners to explore the way people from other cultures communicate. It is worthy to point out that teachers are not aware of the importance of teaching non-verbal signals in the process of communication with others from the target culture. Hence, it is required from educators to deal with this non-verbal communication which represents the hidden dimension of culture. Therefore, ignoring such an issue can result in students' misunderstanding of foreigners' body language.

Q8. How do you estimate your students' level of intercultural communicative competence?

Table 25. Students' level of intercultural communicative competence

Option	Number	Percentage
a- Poor	00	00%
b- Average	10	100%
c- High	00	00%
Total	00	100%

When asked to rate their students' level of intercultural communicative competence, the whole sample (100%) assumed that their students' level is "average". No teacher opted for "high" answer. It can be hence inferred that learners did not reach cultural awareness yet, or teachers did not emphasize to teach the most important element of intercultural communicative competence, or it is due to the curriculum designed in the previous years of study. It can be also due to students' interests.

2.2.2.2.3. *Teachers' Perceptions of Project-Based Learning*

Q9. How much experience do you have with project-based learning?

This question is meant to elicit teachers' experience with teaching through project. The ten teachers used to adopt project-based approach in teaching EFL in their classrooms where they assign project works for their students to be completed in a given period of time.

It fosters learner-centered classrooms, develops critical thinking, and creates warm relationships between student and their teachers which improves trust among them, makes this world better as it helps students to do any task with pleasure. More importantly, it encourages students' imagination and creativity. It enhances students' motivation especially introverted learners. It helps building team work and group skills and satisfy learners needs. Project-based learning helps teachers to achieve their teaching objectives easily. Thus, implementing project-based learning is beneficial for learners with different needs, preferences, and profiles as it is useful for teachers to fulfill their teaching objectives, that is to easy, they aim to raise autonomous and active learners.

Q10. What do you think about project-based learning as a language teaching method?

In this question, three teachers come into agreement that the efficiency of teaching methods vary from one context to another and from one group of students to the other. This means that project-based learning not really favorable and appropriate for teaching in all context and modules, especially given students' learning styles and strategies. The rest of

teachers from the whole sample assumed that project-based learning is an effective teaching/learning method because learners will be engaged effectively in the learning process. In addition, it creates motivation which enables learners to collaborate with each other. What is more, it assesses themselves and each other. From their answers, it can be inferred that project-based learning is an effective teaching/learning method under certain circumstances.

Q11. Did you find it difficult to deal with project-based learning with third year English foreign language students?

From teachers' responses, the majority of teachers found difficulties with project-based learning in third year EFL classes. It is assumed that three are different factors which affect the teachers' practices of such an issue. For example, the lack of materials, media, and laboratories. Only two teachers said they did not find any difficulties with project-based learning in third year classes. They agree that, on the whole, learners are motivated and ready to work collaboratively. This can be explained by the fact that learners are interested in those subjects, or the topics are built on their choices and interests. As it can the student benefit from this method.

Q12. What are the benefits of using project-based learning in EFL classroom?

The results show that all teachers (100%) affirm that project-based learning builds learner's autonomy, promote self-reliance, fosters learner-centered classrooms, develops critical thinking, creates warm relationships between students and their teachers which improves trust among them, makes this world better as it helps students to do any task with pleasure. More importantly, it encourages students' imagination and creativity.

2.2.2.2.4. *Intercultural Communicative Competence in Project-Based Learning*

Q.13 How does project-based learning help learners to get knowledge about the target culture?

Some teachers claimed that since project-based learning is not applicable in all classrooms and modules, it did help when it became telecollaborative, or when focus is put on culture development. Other teachers assumed that it helped students to reflect on how their own and others' cultural beliefs, attitudes and norms are shaped. In addition, it raised their awareness of the cultural differences. For the rest of teachers of the sample, they explained that project-based learning helped learners acquire knowledge of the target culture through discussing the real-life situations by taking on various appreciate roles to different situations. This implies that project-based learning plays a vital role in acquiring the host knowledge if learners are active participants and involved in communications with foreigners in the real-life situations.

Q.14 Does project-based learning improve your students' skills of intercultural communication?

Table 26. PBL efficiency to improve students' skills of intercultural communication

Options	Number	Percentage
a- Yes	10	100%
b- No	00	00%
Total	10	100%

As the table above indicated, enhancing students' skills of intercultural communication is one of the aims of teachers in project-based learning. All the informants (100%) agreed that they account for improving students' skills of intercultural communication. This is evident that project-based learning acts as means utilized by teachers to enhance students' skills of intercultural communication.

Q.15. Does project-based learning enable your students to express their attitudes of intercultural communication?

Table 27. The role of PBL to express students' attitudes of intercultural communication

Options	Number	Percentage
a- Yes	10	100%
b- No	00	00%
Table	10	100%

In response to the results obtained, it is indicated that project-based learning highly enables students to show their different attitudes of intercultural communication which is another aim of teachers in such environment. This is also deemed as a tool used by educates to develop learners' attitudes of intercultural communication.

Q16. If yes, what are the obstacles you encounter in so doing?

Table 28. Obstacles faced by teachers in promoting intercultural communication

Options	Number	Percentage
a- Lack of interaction opportunities	06	60%
b- Problems of language	03	30%
c- Lack of motivation	05	50%
d- Racism	00	00%
e- All the above	02	20%
Total	10	100%

This item is designed as an attempt to shed light on the major obstacles that teachers encounter in their search for promoting intercultural communication. Among the suggested choices, the option "a" and "c" are highly ticked, meaning that the informants reported that

they confront different obstacles which are: lack of interaction opportunities (60%) and lack of motivation (50%) in addition to problems of language as denoted by (30%) of the sample. Only two teachers (20%) claimed that they face all the given options "a + b + c + d". This is can be referred to teachers lack of practice to incorporate project work into their course which fails to meet students' needs or due to the poor level of intercultural competence of students they dealt with.

Q17. How do you rate your students' level of intercultural communicative competence in project-based learning?

Table 29. Students' level of intercultural communicative competence

Options	Number	Percentage
a- High	01	10%
b- Average	07	70%
c- Low	02	20%
Total	10	100%

The table above indicated that the majority of teachers (70%) assumed that their students' level of intercultural communicative competence is "average". Two teachers (20%) claim that their learners are of "low" level of intercultural communicative competence. Only one teacher (10%) noted that he considered students' level of intercultural communicative competence "high", rater. Thus, it can be inferred that project-based learning helps fostering learners' intercultural communicative competence.

Q18. If possible, please add any comments and suggestions?

When asked to provide some comments to the issue under study, only half teachers responded. They noted that project-based learning is one of the teaching methods in EFL classroom which is adopted by teachers especially in presentations. They recommend that

much interest should be devoted to focus on applying this effective method to be used in classrooms to help students overcoming their learning difficulties, minimizing their shyness, and reducing their feeling of inferiority. Teachers' answers insist on the importance of focusing on cultural issues and promoting intercultural communicative competence by comparing and discussing the different controversial cultural issues, as there should be project work that is done with speakers of other languages. One teacher claimed that "teachers should ask for project-based learning in all the modules and they should focus on the idea that this method aims at improving intercultural communicative competence". Another teacher asserted that "not any project-can develop intercultural competence unless focus is put on promoting it or when it is telecollaborative in native".

2.2.2.3. Discussion of the Main Findings of the Teachers' Questionnaire

Upon analysis, the answers provided by teachers prove vital in the investigation the main issue of the current study. It is worth noting that the responded teachers agree upon the same perspectives regarding the role of project-based learning in developing intercultural communicative competence. According to them, this implies that developing students' intercultural communicative competence is necessary in the EFL classroom. Teachers claimed that they have to enhance students' skills of intercultural communication in addition to making them adopt attitudes of tolerance towards the other cultures. Moreover, the data obtained from the teachers' questionnaire enable to explore the significant role of project-based learning in promoting students' intercultural communicative competence. The results also show that PBL is a learner-centered approach which directs the attention towards the learner; it allows learners to be independent, take responsibility of their learning process by contrasting their knowledge by themselves and develop a sense of autonomy. Thus, the study reveals that project-based learning is an important teaching and learning technique to integrate in the EFL classroom as it gives students a large space for communication which

allows them to practice English language, and to be involved in the different classroom discussions through various cultural issues where students are supposed to debate, negotiate and propose ideas hence, they can promote their intercultural communicative competence.

Section three: Implications, Limitations and Recommendations

2.3.1. *Implications of the Study*

Considering the main findings obtained from both questionnaires administered to students and teachers, the current research is said to bring about significant implications from theory and practice.

The major results of the present study are in correlation with the theoretical premises which postulate that applying project-based learning plays a significant role in developing third year EFL learners' intercultural communicative competence. It is found that PBL is perceived as useful in helping learners enhance their intercultural communicative competence from both students and teachers.

Another easily drawn conclusion to be underscored is the need for demarcation between mere knowledge of cultures and what can be described intercultural communicative competence while project-based learning is carried out. Differently, in pursuit of developing students' intercultural communicative competence, it is not in any way adequate to limit the scope of intercultural competence to mere knowledge of the other cultures; instead, encouraging the adoption of positive attitudes and various skills of intercultural communication is undoubtedly required for teachers language and intercultural studies as well as teachers of culture as long as intercultural communicative competence is one crucial element in their classroom.

2.3.2. *Limitations of the Study*

By the course of carrying out the present study, some difficulties are confronted. Both conceptual and methodological limitations should be highlighted.

1. To the researcher's knowledge, research studies conducted on the role of implementing project-based learning in helping students enhance their intercultural communicative competence are insufficient. This is because of the limited studies done to serve this purpose.

2. This research is a case study. Hence, the sample is limited to only eighty (80) third year EFL students in the department of English at Mila University Centre. In addition, only eight (8) English language teachers participated in the study. Thus, no attempt to generalize the findings can be claimed.

3. Not all the students were present to attend their classes in order to respond to the questionnaire even though the researcher was present to distribute the questionnaire during two week.

4. Some teachers did not respond to the questionnaire that was given to them.

5. Although the students' questionnaire was clear enough, some students skipped justifying their answers where providing explanations was required.

6. Another limitation is time. Due to time limitations, only a questionnaire is used as a means of research. In fact, it would have been more interesting to investigate more deeply teachers' perceptions through an interview and to conduct an experiment on the students in the other hand.

7. Not all modules undertake projects in the course-learning.

2.3.3. *Recommendations for Pedagogy and Research*

Relying on what is revealed through running the analysis of the data obtained through the research tools involved in this study, a set of recommendations that touch upon pedagogy and further research is of crucial importance. This is meant to enable students and teachers to gain much familiarity with the issue of intercultural communicative competence and to devote more space to it in pedagogical practices. In the same line, future research which

might share the same interest with the present study is addressed with some recommendations for further research.

In order for students to foster their intercultural communicative competence they should focus on their intrinsic interest, self-confidence, and autonomy. This can be undertaken through immersing themselves in exploring the merits of other cultures in the intercultural works they deal with in the project-based learning classroom or in those they read extensively. In addition, when introduced to a different culture in the topics undertaken in the classroom, students are required to learn to tolerate the intercultural differences. What is more, students should make use of what they learn in the cultural subjects to adopt positive attitudes towards the other cultures. As regards skills of intercultural communication, students are required to exert efforts in developing their abilities to communicate with people of different cultures successfully. Last but not least, in the wake of the digital revolution, almost all students are mobile users, the thing that enables them to pursuit intercultural communicative skills through telecollaborative work or learning in tandem.

In the first place, field back 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 assessments 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 assigned to the students along the educational year, together with evaluating the improvement of students' intercultural communicative competence at the end of the year. Teachers are also required to underscore the elements of intercultural competence throughout the process of teaching. Similarly, teachers should select materials which expose the learners to a variety of cultural aspects. In

the course of their teaching, teachers should highlight cultural differences and present them in a good image in order for students to accept these differences. Moreover, they should themselves show positive attitudes towards the other cultures and try to instill them in their students' mindset. Teachers should work on creating opportunities for their students to communicate across cultures and try to enhance their skills of intercultural communication. Thus, it will be a good idea for teachers to digital and seek new ways to develop intercultural awareness through such experiential approaches as telecollaborative projects. This is to mean that there is more intercultural skill building than the didactic method alone. Last, teachers should not lose sight of their course objective in pursuit of promoting intercultural communicative competence, nor should they be blinded to the content of curriculum.

The current study is conducted as a descriptive and exploratory investigation of the role of applying PBL to enhance third year EFL students' ICC in the Department of Foreign Language at Mila University Centre. Therefore, it is construed as an indispensable step which might pave the way for other research works to be carried out with the purpose to study the previously mentioned issue more profoundly. In other words, studies about the role of PBL to enhance ICC in the EFL classroom can be conducted relying on other case studies which may offer a large sample to represent a large population. Provided that time is available for future researches, a study of this kind can be more informative if made experimental. This allows the researcher to deeply measure, compare, and analyze the process of students' level of intercultural communicative competence.

Conclusion

For reminder purposes, this chapter is concerned with the practical part of the current study which touches upon the vital role of PBL to enhance students' ICC in the EFL classroom. The analysis of both students and teachers' questionnaire reveals that PBL contributes in numerous ways as a method to foster EFL learners' intercultural

communicative competence. Similarly, the results showed that students and teachers look upon integrating PBL as quite significant and fruitful, particularly in promoting intercultural communicative competence on part of the learners, exposing them to the discipline of intercultural communication. Added to this, relying on the perspectives shown by both students and teachers, it can be noted that implementing PBL in teaching learning is one crucial way to foster ICC.

General conclusion

All along the present research work, it is reiterated that the role of applying PBL to enhance EFL Learners' ICC is the main focus around which a descriptive study is carried out. An attempt is made to investigate what are the perspectives of EFL learners and teachers regarding to the integration of PBL to improve the ICC on the part of learners.

In search of achieving the previously mentioned aims of the study, a questionnaire is administered to 80 EFL at the Department of Foreign Languages, University of Mila. Furthermore, another questionnaire is delivered to 10 teachers of didactics and culture to add more insights from a different perspective.

As regards the main findings obtained through the administration of the questionnaires and analysis of the receptive data, it is revealed that considerable emphasis is put on the use of PBL in the EFL classroom to promote learners' ICC. In the same line, interpreting the results of the field work, one cannot fail to conclude that what learners are exposed to in the PBL environment contributes to enhancing their level of intercultural communicative competence. In first place, what are the beliefs of EFL learners in regard to the integration of project-based learning to improve their intercultural communicative competence? EFL learners show positive attitudes towards implementing PBL in EFL classroom to develop their ICC. Secondly, how do English language teachers perceive the impact of project-based learning on learner's intercultural communicative competence level? English language teachers strongly agree that using PBL in EFL classroom has an important role to foster learners' ICC.

At the end, it is not worthy that the current study can be restored to in order for teachers and learners to reflect upon the extent to which they orient attention towards intercultural communicative competence in their assorted pedagogical practices. In this respect, it is recommended that learners take advantage of the project-based learning to

develop their levels of intercultural communication which is an indispensable requirement for

the process of communication across cultures. Nevertheless, it is worth mentioning that this

study is of a limited scope and its results can probably be open to discussion and critique.

Still, much work remains to be done in this area.

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Appendices

The Students' Questionnaire

Dear student,

This questionnaire is an attempt to investigate the role of applying project-based learning to enhance third year English foreign language learners' intercultural communicative competence. We are kindly asking your help to answer the following questions in order for us to conduct our research. We would like to inform you that this questionnaire is anonymous, and your answers will certainly remain confidential to be used for study purposes only.

Please put a tick (✓) in the appropriate box, make full statements whenever necessary, and note that more than one answer is possible in some questions.

Section One: Background Information

1- How long have you been studying English?

………………………………………………………………………………………………..

2- Are you motivated to learn English?

a- Yes ☐   b- No ☐

Section Two: Students' Perspectives towards Intercultural Communicative Competence

3- According to you, intercultural communicative competence:

a- Is the ability to interact in your own language with people from another country and culture? ☐

b- Takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language. ☐

4- Learning about others culture, and communicating with foreigners is:

a- Important. ☐ b- Not important. ☐

5- Is there any difference between your culture and the other cultures?

a- Yes ☐   b- No ☐

Explain…..…………………………………………………………………………………..

……….………………………………………………………………………………………………………

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6- Do you think that it is important to accept the others' cultural differences to communicate effectively?

a- Yes ☐ b- No ☐

7- Have you faced difficulties when communicating with foreigners?

a- Yes ☐ b- No ☐

8- If yes, what kind of difficulties?

a- Lack of interaction opportunities. ☐

b- Problems of language. ☐

c- Lack of motivation. ☐

d- Racism. ☐

Section Three: Students' Perceptions of Project-Based Learning

9- How do you understand project-based learning?

a- It is about learning one topic and it is based on students' interests. ☐

b- It is to make students get involved in the process of learning. ☐

c- The teacher directs students and they learn by their own. ☐

d- It requires team collaboration. ☐

e- All of the above. ☐

10- How many project works have you conducted this year?

a- Less than 05 ☐

b- Between 05 and 10 ☐

c- More than 10 ☐

11- Are these project works conducted generally?

a- Individually. ☐ b- In groups. ☐

12- What do you think about project-based learning you have been taught?

a- Useful. ⬜   b- Not useful. ⬜

13- What are the areas that project-based learning helps you develop?

a- Project-based learning helps me better communicate. ⬜

b- Project-based learning allows me to participate in EFL classroom. ⬜

c- Project-based learning lets me accept the others' opinions. ⬜

d- Project-based learning pushes me to work in group. ⬜

e- Project-based learning enhances my confidence to speak in English. ⬜

Section four: Intercultural Communicative Competence in Project-Based Learning

14- Does project-based learning help you learn about other cultures?

a- Yes ⬜   b- No ⬜

15- Which of these attitudes do you develop through project-based learning?

a- My culture is the best ever. ⬜

b- The other cultures are equal to, only different from, mine. ⬜

16- Does project-based learning help you improving your skills of communication across cultures?

a- Yes ⬜   b- No ⬜

If possible, say how?

…………………………………………………………………………………………………..

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17- Does project-based learning help you respect the other and his / her culture?

a- Yes ⬜   b- No ⬜

18- How does project-based learning enable you overcome the intercultural barriers in (Q8), if at all?

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19- In comparison with other methods, how do you consider the usefulness of project-based learning in developing your intercultural communicative competence?

a- Useful.　　　□　　b- Not useful.　　□

20- What is your degree of satisfaction with integrating project-based learning to learn about others' cultures?

a- Satisfied.　　　□　　b- Not satisfied.　　□

The Teachers' Questionnaire

Dear teacher,

This questionnaire is designed as a part of research work. It aims at investigating your perceptions towards the role of applying project-based learning to enhance third year English foreign language learners' intercultural communicative competence. You are kindly asked to devote some of your time to respond to the present questionnaire.

Please put a tick (✓) in the box corresponding to your answer, and write full statements where necessary. Your answers will be valuable for the completion of this work.

Section One: Background Information

1- What professional degree do you hold?

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2- How long have you been teaching English at university?

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3- What subject do you teach / have you taught?

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Section Two: Teaching the Intercultural Communicative Competence

4- Do you think that teaching culture is important for language learners?

a- Yes ☐ b- No ☐

Explain...

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5- Do you teach your students to consider all cultures are equal and merely different?

a- Yes ☐ b- No ☐

If possible comment...

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6- Do you give your students the opportunity to express their attitudes towards the target culture?

a- Yes ☐ b- No ☐

If yes, what are the major attitudes they express?

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7- How do you try to improve your students' skills of intercultural communication?

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8- How do you estimate your students' level of intercultural communicative competence?

a- Poor ☐ b- Average ☐ c -High ☐

Section three: Teacher's Perceptions of Project-Based Learning

9- How much experience do you have with project-based learning?

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10- What do you think about project-based learning as a language teaching method?

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11- Did you find it difficult to deal with project-based learning with third year English foreign language students?...

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12- What are the benefits of using project-based learning in EFL classroom?

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Section Four: Intercultural Communicative Competence in Project-Based Learning

13- How does project-based learning help learners to get knowledge about the target culture?

a- Project-based learning helps me better communicate. ⬜

b- Project-based learning allows me to participate in EFL classroom. ⬜

c- Project-based learning lets me accept the others' opinions. ⬜

d- Project-based learning pushes me to work in group. ⬜

e- Project-based learning enhances my confidence to speak in English. ⬜

14- Does project-based learning improve your students' skills of intercultural communication?

a- yes ⬜   b- No ⬜

15- Does project-based learning enable your students to express their attitudes of intercultural communication?

a- Yes ⬜   b- No ⬜

16- If yes, what are the obstacles you encounter in so doing?

a- Lack of interaction opportunities. ⬜

b- Problems of language. ⬜

c- Lack of motivation. ⬜

d- Racism. ⬜

e- All of the above. ⬜

17- How do you rate your students' level of intercultural communicative competence in project-based learning?

a- High ⬭ b- Average ⬭ c- Low ⬭

18- If possible, please add any comments and suggestions.

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Résumé

Le but de cette recherche est d'examiner le rôle d'utilisation de l'apprentissage axé sur les projets pour aider les étudiants de la troisième année de la langue Anglaise étrangère à développer leurs compétences de communication interculturelle au Centre Universitaire de Mila. Elle sert à déterminer comment l'apprentissage axé sur les projets est perçue par les enseignants et les étudiants pour développer la compétence de communication interculturelle des apprenants, en termes de connaissances, compétences, et attitudes. En conséquence, deux questions de recherche sont posées : (1) quelles sont les croyances des étudiants de la langue Anglaise étrangère concernant l'intégration de l'apprentissage par projets pour améliorer leurs compétences de communication interculturelle ? (2) Comment les enseignants d'Anglais perçoivent-ils l'impact de l'apprentissage axé sur les projets sur le niveau de compétences communicatives interculturelles des apprenants? Afin de repende à ces questions, une méthode descriptive est adoptée. Les informations nécessaires sont obtenues au moyen d'un questionnaire destiné à quatre-vingts étudiants en troisième année d'Anglais langue étrangères et un autre questionnaire est destiné à dix enseignants de la langue Anglaise dans le Département des Langues Etrangères, Université de Mila. Les résultats de la recherche montrent que l'utilisation de l'apprentissage axé sur les projets aide à promouvoir la compétence communicative interculturelle des apprenants. Finalement, cette étude offre une variété de recommandations pour la recherche et pédagogie avec le but d'orienter plus d'attention vers la communication interculturelle des étudiants dans la classe d'Anglais Langue Etrangère.

ملخص

تتطلّع هذه الدراسة إلى التقصّي حول دور تطبيق التعلّم القائم على المشاريع 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 المركز الجامعي عبد الحفيظ بوالصوف ميلة. حيث تهدف الى تحديد نظرة المعلمون و المتعلّم الى التعلّم القائم على المشاريع لتطوير كفاءات الطلاب التواصلية بين الثقافات من حيث المعرفة، المهارات و المواقف. وفي هذا السياق، تمّ طرح أسئلة البحث التالية: (1) ما هي آراء متعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بدمج التعلم القائم على المشاريع لتحسين لقاءاتهم في التواصل بين الثقافات؟ (2) كيف يرى مدرّسو اللّغة الإنجليزية تأثير التعلّم المعتمد على المشاريع على مستوى كفاءة التواصل بين الثقافات لدى المتعلمين؟

في محاولة للإجابة على هذه الأسئلة تمّ اللّجوء إلى المنهج الوصفي، وللحصول على المعلومات الضرورية تمّ توزيع استبيان على ثمانين طالبا من طلبة السنة الثالثة للّغة الإنجليزية على مستوى قسم اللغات الأجنبية بالمركز الجامعي ميلة بالإضافة إلى استبيان ثان موجه إلى عشرة من أساتذة اللغة الإنجليزية. أهمّ ما آلت إليه نتائج البحث يوحي أنه بالفعل هناك دور فعال في تطبيق التعلم القائم على المشاريع في تحسين كفاءة الطلبة التواصلية ما بين الثقافات.

في الختام تبرز هذه الدراسة مجموعة من التوصيات فيما يخصّ طرق التّعليم والبحث المستقبلي بهدف توجيه قدر أكبر من الاهتمام نحو تحسين مهارات التواصل ما بين الثقافات لدى الطالب خلال انتهاج التعلم القائم على المشاريع.