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Enhancing EFL Learners' Vocabulary Through Intercultural  
Communication : The Case of Master Two English Students, University of  
8 Mai 1945, Guelma

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Fulfilment of the Requirement of a Master's Degree in Language and Culture

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## **Dedication**

I dedicate this work:

To the most beautiful and affectionate parents who stand by my side and support me  
throughout my academic career.

To my only one, my special sister Meryem, for her encouragement.

To my brothers, Seif Eddin and Bessem, for their love, support, and care.

To my cousins, friends, aunts, and lovers.

To my grandparents' and my uncle's soul.

And to my friend, Boutheyne, with whom I spent

a very beautiful journey to present this

humble work.

**HANNACHI SARRA**

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I dedicate this work to:

The most precious people in my life, my dear father ABD EL AZIZ for believing in me since I was child , giving me endless support, and encouraging me to be who I am now, and my beloved mother DJAMILA whom without her love, support, and prayers of day and night I could not complete this work. May Allah bless them.

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### **Abstract**

The present dissertation investigates the effect of intercultural communication on students' vocabulary learning. The aim of the study is to discuss the importance of vocabulary in language learning, as well as, discussing the impact of IC in EFL learners' vocabulary development. Thus, it is hypothesized that if students use intercultural communication, they would learn more English words. To test the hypothesis, a quantitative descriptive method is adopted by administering a questionnaire to Master Two English students, University of 8 Mai 1945, Guelma. The results obtained reveal that students consider vocabulary as an important element in language learning. Moreover, they believe that IC plays a crucial role in enhancing students' vocabulary; which confirms the set hypothesis and answers the research questions.

## **List of Abbreviations**

IC: Intercultural Communication

ICC: Intercultural communicative competence

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#### **French Abstract**

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## **General Introduction**

Vocabulary is one of the most important elements a foreign language learner needs to focus on. Indeed, without sufficient vocabulary, students can not communicate effectively with others. In the process of expressing one's self in an appropriate manner, it is highly important to know as many words as possible. To do so, students use many strategies, one of those strategies is intercultural communication.

Intercultural communication is the process through which people belonging to different cultural backgrounds interact with each other. It is very important in today's world, therefore, teachers should encourage their students to use it as it helps them develop their lexical knowledge. In fact, intercultural communication paves the way for students to deal with native speakers and to communicate effectively across cultures. It gives students more chances to communicate in the target language. Moreover, it helps them to learn new words and their meanings.

### **1. Statement of the Problem**

Master two students at the University of 8 Mai 1945, Guelma, are motivated to learn more words of the English language. Unfortunately, they face some difficulties in doing so. One of those difficulties is time limitation inside the classroom. To avoid such problem, they have to learn not only inside the classroom, but also outside it. There are many ways that can help them improving their vocabulary outside the classroom such as; listening to English videos, using dictionary, and intercultural communication, through which they can communicate through using the English language. The present study investigates the importance of IC and its impact on vocabulary development.

### **2. Research Questions**



The present research is concerned with the problem that can be clarified through the following question:

- To what extent does IC help students develop their lexical knowledge?

### **3. Aims of the Study**

The current study aims at investigating the importance of vocabulary in language learning. Additionally, it aims at shedding light on the importance of intercultural communication as an effective learning strategy. More specifically, it aims at helping students to find a useful way that helps them develop their lexical knowledge. Moreover, this research aims at showing to what extent students can rely on intercultural communication to enhance their vocabulary.

### **4. Research Hypothesis**

Intercultural communication is an important strategy used to enhance students' vocabulary. Accordingly, we hypothesize that:

H<sub>1</sub>: if students use intercultural communication, they would learn more English words.

### **5. Research Design**

#### **5.1. Research Methodology**

To test the validity of the hypothesis, a quantitative descriptive method is used. At the same time, a formal questionnaire is administered to the students. It provides information about the students and their attitudes towards intercultural communication as a strategy for enhancing their vocabulary.

#### **5.2. Population of the Study**

This research is conducted on Master two students, University of 8 Mai 1945, Guelma. There are five groups of Master Two in the target University. However, a sample of 60 students is chosen randomly for the trustworthiness of the obtained results. Master two students study English for five years, therefore, they can simply understand and deduce the impact of IC in enhancing their lexical knowledge.

### **5.3. Data Gathering Tools**

As a data gathering tool, a formal questionnaire is administered to the students. It helps in detecting students' attitudes towards the use of intercultural communication, as well as their awareness of its importance in enhancing their lexical knowledge.

## **6. Structure of the Dissertation**

The present dissertation is divided into three main chapters. The first and the second chapters are devoted for the theoretical part, whereas, the third chapter is devoted for the practical part. The first chapter is entitled "Vocabulary Learning". It covers all what is related to vocabulary and vocabulary learning (definition of vocabulary, types of vocabulary, the importance of learning vocabulary, vocabulary and the lexical approach, isolated words vs collocations, difficulties of learning vocabulary, techniques of learning vocabulary, assessing vocabulary, and a short conclusion). The second chapter is entitled "Intercultural Communication". This chapter deals with definitions of key terms (communication, culture, intercultural communication, and intercultural communicative competence), the importance of intercultural communication, the purpose of teaching intercultural communication, improving intercultural communication, internet and intercultural communication, barriers of intercultural communication, model of intercultural communication, and a conclusion. Finally, the last chapter is a practical part which is devoted to the analysis and findings of the questionnaire. This chapter consists of the population of the study, aims of the questionnaire, description of

the questionnaire, analysis of the questionnaire, interpretation of the results obtained from the questionnaire, and a conclusion.

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## **Chapter One: Vocabulary Learning**

### **Introduction**

Although it was neglected for many years, vocabulary retrieves its importance and becomes the first aspect of language that many teachers, learners, and researchers focus on. It is now the basis of acquiring any language, and the first element that students pay attention to. For this sake, this chapter provides general information about vocabulary; definition, types, importance, and the distinction between certain aspects of vocabulary (isolated words and collocations). Also, it mentions some difficulties that contribute in the learning of vocabulary. Moreover, this chapter gives a solution to avoid those difficulties; this solution is presented in terms of some techniques to be followed in order to facilitate vocabulary learning process.

#### **1.1. Definition of Vocabulary**

Vocabulary is a very crucial element in the learning and the teaching of the language. Thus, students can not communicate or express themselves without sufficient vocabulary. AlQuahtani (2015) states that, "vocabulary knowledge is often viewed as a critical tool for second language learners, because a limited vocabulary in a second language impedes successful communication" (p. 22). That is, in order to learn any language, you have first to acquire its vocabulary ; because without considerable vocabulary, one can not communicate in a qualified manner. Because of its importance, many researchers manage to define vocabulary, each according to his/ her point of view. Alizadeh (2016) claims that vocabulary refers to the set of words a person may know (p. 22). In other words, vocabulary is about the lexical knowledge of the learner, that is, the words as well as their meanings.

In addition to this, variety of definitions is provided in many dictionaries. Oxford English Dictionary defines vocabulary as: "the words that people use when they are talking about a

particular subject" (2020). It also defines it as "a list of words with their meanings, especially in a book for learning a foreign language" (2020). That is, it is about all the stored words that a person uses to transmit his/ her message. Also, Cambridge Dictionary defines vocabulary as the words that contribute in the building of a particular language (2020), which means that, each language has its own vocabulary that is known and used by people of that language.

## **1.2. Types of Vocabulary**

### **1.2.1. Productive Vocabulary**

It is also known as active vocabulary. This type of vocabulary is related to the speaking and writing skills, where students are able to use words in order to express themselves. Thus, Abmanan, Azizan, and Nasir (2017) argue that productive vocabulary refers to one's ability to speak or write meaningful pieces using the words he/ she stored before (p. 54). In other words, productive vocabulary is not only about understanding and memorizing words, but also retrieving and using them when needed. Moreover, Webb (2005) adds, "productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others" (as cited in Maskor & Baharudin, 2016, p. 264). This means that students do not keep the words they learn to themselves, but rather they use them to communicate their thoughts and ideas, whether orally or in a written form.

### **1.2.2. Receptive Vocabulary**

Unlike the productive vocabulary, receptive vocabulary is a passive one. As the name suggests, it is related to the listening and reading tasks. Within this type of vocabulary, students are asked only to understand and memorize words. To this point, Faraj (2015) declares that receptive vocabulary refers to the person's ability to understand new words when he hears or reads them (p. 12). So, within this type, students do not use the words they

learned, but rather, they just comprehend them and store them in their memory. Supporting this idea, AlQuahtani (2015) claims that, "receptive vocabulary is the words that learners recognize and understand when they are used in context, but which they can not produce" (p. 25) that is, it is only about comprehension and storage.

### **1.3. The Importance of Learning Vocabulary**

Vocabulary is considered as a major part of language, it is the most important element that students need to focus on when learning a foreign language. Morra and Camb (2009) argue that vocabulary learning plays a crucial role in acquiring any language, be it the mother language or a foreign language (p. 165).

To introduce their thoughts and ideas, students do not need grammar as much as they need vocabulary; because with the absence of words, learners will face many problems in transmitting their messages. That is why Wilkins (1972) claims, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp.111-112).

In addition to its importance in the communication process, vocabulary plays a crucial role in developing the four skills of the language (Pakdaman & Gilakjani, 2019, p. 71). That is, with the knowledge of words, students can easily read different passages, catch their meanings, and get the messages behind them. Moreover, with the lexical knowledge, students can speak fluently, write meaningful pieces, and listen comprehensively.

### **1.4. Vocabulary and the Lexical Approach**

Many years ago, grammar was considered as an essential part of language (Lackman, n.d., p. 3.), it was the primary focus when it comes to teaching or learning a foreign language. Thus, both students and teachers used to neglect vocabulary and focus only on the grammatical rules of the language. In fact, vocabulary received less attention due to many reasons. In her book "Techniques in Teaching Vocabulary", Allen summarized the main reasons behind neglecting vocabulary teaching in the classroom. She claims that many



teachers believe that it is high time to focus on teaching grammar since their focus was on vocabulary years before (Allen, 1983, p. 1). Also another reason which Allen discusses is that vocabulary was neglected due to the complexity of learning words and their meanings inside the classroom (p. 2). To summarize, teachers focus on teaching grammar than vocabulary because the latter took much interest years before, and also teachers face many struggles in the teaching process of words and their meanings.

Years later, the lexical approach appeared, and vocabulary starts to retrieve its importance in the teaching/ learning process. The lexical approach was first introduced by Dave Willis in 1990, and developed by Michael Lewis in 1993 (Unver, 2018, p. 114). It is build upon the belief that lexis are the core of language learning and communication (Richards & Rodgers, 2001, p. 132). That is to say, vocabulary learning is a must in language learning; because without words, students can neither acquire the language, nor interact with others, since the main reason behind learning a language is communication. Even if the students are familiar with the grammatical rules and know how to use them, how can they communicate without words? More precisely, language includes what is known as prefabricated chunks of lexis, those were the main focus of the lexical approach (Lewis, 2008, p. 3). That is, native speakers make many chunks when speaking, students need to be familiar with those chunks to communicate perfectly.

## **1.5. Isolated Words vs Collocations**

### **1.5.1. Words**

Words are the base of any language building, one can never produce language without having at first a sufficient amount of words, at the same time one can not communicate successfully without words. That is why learning vocabulary is considered as the first stage in any language learning. So words are those smaller units of language that occur together in

order to form larger units such as phrases, sentences, paragraphs and texts. Those words are meaningful only when they are used in the right place. Thornbury (2002) classifies the word into eight classes : noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner (p. 3).

**The Noun:** a word that is used to identify things, persons, places....

For example: Amine loves playing football. (in this sentence the word 'Amine' is the noun)

**The Pronoun:** it is a word that is used as a substitution of the noun, like : he, she , which, whose, this, that, his, your...

For example: Sarah is an adorable girl. She is my best friend. (in this sentence the word 'she' is the pronoun that replaces the noun 'sarah').

**The Verb:** it is a word that is used to describe an action within a sentence.

For example: the mother cooks dinner. (the word 'cooks' is the verb which describes the action of 'cooking').

**The Adjective:** a word that describes another word be it a noun or a pronoun.

For example: this is a beautiful dress. (in this sentence the word ' beautiful' is the adjective that describes the noun 'dress').

**The Adverb:** it is a word that describes the verb, adjective or an other adverb.

For example: the baby cries very loud. (in this sentence the word 'very' is the adverb that describes the adjective 'loud').

**The Preposition:** is a word that relates a noun or a pronoun with a verb or adjective in a sentence.

For example: I usually go to school by bus. (in this sentence, the word ‘by’ relates the verb ‘go’ with the noun ‘bus’).

**The Determiner:** it is a word that is used to clarify any specific information about the noun.

For example: many people are getting infected by the corona virus these days. (In this sentence the word ‘many’ is used to refer to the people getting infected by the virus).

### 1.5.2. Collocations

Collocation, on the other hand, differs from a word in many points. According to Haliday and Hasan (2001), a collocation is "the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to occur in similar environments" (as cited in Duan & Qin, 2012, p. 1890). In other words, the term collocation is when two or more words, regardless of their grammatical classification, occur in a sentence and sounds so habitual and frequent together. For example, The verb 'make', naturally collocates and sounds more frequent with the noun 'mistake' rather than the verb 'do', so we say: He makes mistakes, and not he does mistakes.

Also Oxford Advanced Learner’s Dictionary (2005) defines collocation as "a combination of words in a language that happens very often and more frequently than would happen by chance: ‘resounding success’ and ‘crying shame’ are english collocations" (as cited in Shamma, 2013, p. 107). This means that, collocation is when two or more words usually occur together in a sentence and sound so natural. In other words, unlike other types of words, collocations can never occur alone in a sentence; some words are always followed with other words, and seem so natural and frequent together than other words, for example, make a difference, pay attention, have sympathy, make a deal...etc.

#### 1.5.2.1. Types of Collocations

Lewis (2000) divides collocation into two main types: the grammatical and the lexical collocation (p. 134).

**1.5.2.1.1. The Grammatical Collocation:** It includes eight main types of collocations, composed of the content word, be it a noun, verb, or adjective, and the function word, usually a preposition. For example: come in (verb and preposition) (Talakoob & Koosha, 2017, p. 268).

The following table clearly presents the eight types of the grammatical collocations:

Collocation	Example
Noun + preposition	Exception to
Noun + to-infinitive	A decision to do that
Noun + that clause	He made a promise that he would do his best
Preposition + noun	By chance
Adjective +preposition	Keen on movies
Adjective +to- infinitive	It's essential to type the letter
Adjective+ that –clause	It was necessary that all of us attend
Verb +to infinitive	They started to work

**Table1.1. Types of the Grammatical Collocation (adopted from Shamsudin, Sedoughvanini, & Hanafi Zaid, 2013, p. 1296).**

**1.5.2.1.2. The Lexical Collocation:** unlike grammatical collocation, lexical collocation does not consist of function words like prepositions, it only contains content words such as, noun, verb, adjective, or adverb. It contains six main types of collocations (Talakoob & Koosha, 2017, p. 268), which are illustrated in the following table:

Collocation	Example
Verb + noun	kick the ball, make a sandwich
Verb + adverb	Recommended highly , move slowly
Noun + verb	Cars crash, bee stings
Noun + noun	A school of fish
Adverb + adjective	Drastically changed, closely related
Adjective + noun	Thick fog, terrible mistake

**Table1.2. Types of the Lexical Collocation (adopted from Shamsudin, Sedoughvanini, & Hanafi Zaid, 2013, p. 1296).**

### 1.6. Difficulties of Learning Vocabulary

The learning of vocabulary requires both students and teachers' hard work. It is not that easy to learn new words with their meanings and use them successfully. Because of its difficulty, students face many problems in the learning process of vocabulary. Afzel (2019) says that, "though developing the vocabulary is vital, it poses several problems, especially, to non- native students of English" (p. 81). In the same veine, Rohmatillah (2017) categorizes those difficulties as; pronunciation, spelling, lengh and complixity, grammar, meaning, range, connotation, and idiomaticity (p.79). English is a very rich language, it contains many words. Some are too long and complex, the thing that makes learners can neither pronounce them, nor remeber how they are written. Also, there are words that overlap in their meaning, and others have different meaning according to the context they are put in, and this also struggles the learning of vocabulary.

Another difficulty that faces the process of learning vocabulary is identified by Laufer who believes that there are many words which are pronounced in the same way, but differ in their

meanings, those are the homophones (Laufer, 1981, p. 295). In this context, students are confused in learning each and every word and its meaning. But they can solve this problem by learning words within a context, especially in written tasks. For example, when the teacher dictates to his or her students a sentence that includes the word 'weak', the students will confuse about whether they write 'weak' or 'week', so here they should rely to the context in order to avoid mistakes.

## **1.7. Techniques of Teaching Vocabulary**

As many other tasks, learning vocabulary is not an easy task. It requires hard work in order to be successfully done. Thus, teachers are almost of the time searching for new techniques that may help their students improve their vocabulary knowledge.

Many techniques are created to facilitate the learning of vocabulary, each of those techniques is characterized by many features. For Gairns and Redman, vocabulary learning techniques are divided into three main categories : visual techniques, verbal techniques, and translation (1986, pp. 73-76).

### **1.7.1. Visual Techniques**

Visual presentation is a very useful way that facilitates students' acquisition of vocabulary. It can be a picture, a flashcard, a photograph, a mime and gesture, etc. (Gairns and Redman, 1986, p. 73). The traditional way, repetition, that students used to follow in the learning of vocabulary is no longer used, because it is somehow boring and difficult. Instead, teachers incorporate visuals to their learners.

#### **1.7.1.1. Teaching Vocabulary with Pictures**

Pictures are good tools that make the learning of vocabulary easier, on the one hand, and enjoyable, on the other hand. They are considered as the real representation of the words'

meaning. Using pictures has many advantages as they facilitate the learning process, save time, and make sure that the meaning is grasped. That's why Susanto (2017) believes that, "they are excellent means of making the meaning of unknown words clear" (p. 187).

### **1.7.1.2. teaching Vocabulary with Mime and Gestures**

Another useful way of teaching vocabulary is the use of mime and gestures. They are used to reinforce the meaning of words, as well as, to catch the students' attention in order to fully focus with the teacher. For example, in order to explain the word smile to his students, the teacher smiles. For this, AlQuahtani (2015) claims that gestures help in attracting students' attention and also making the lesson more dynamic (p. 28).

### **1.7.1.3. Teaching Vocabulary Using Real Objects**

The use of real objects when teaching vocabulary is a very successful way. It helps students to memorize the meaning of words in a considerable period of time. Furthermore, using real objects is an enjoyable technique (Harmer, 2002, p. 140, as cited in Irawan, 2017, p. 42), because it facilitates the learning process, on one hand, and involves almost all the students' participation, on the other hand.

### **1.7.2. Verbal Techniques**

Teaching vocabulary does not rely only on visuals, teachers may also depend on verbal techniques. That is, teachers may use both written and spoken words in order to explain the meaning of other words, how is that? Thornbury claims that, "non visuals, verbal means of clarifying meaning include: providing an example sentences, giving synonyms, antonyms or superordinated terms, and giving a full definition" (2002, p. 81). for example, to teach the meaning of the word clever, the teacher says that it is similar to the word intelligent, or he says it is the opposite of the word stupid, etc.

The use of dictionary and guessing from context are two other procedures that may be classified under the category of verbal techniques of teaching vocabulary.

### **1.7.2.1. The Use of Dictionary**

Dictionaries are the primary source that most of the students go through when facing difficult words. They are of different types; they can be bilingual, monolingual, pictorial, or thesaurus (Sanusi, 2009, para. 1). Using dictionary is a practical way for students to find meanings without relying on their teachers' help (Gu, 2003, Miyanaga, 2006, as cited in Eslami & Huang, 2013, p. 2). In this context, students can use dictionary not only in the classroom, but also everywhere. Because of the above advantage, dictionary is really a very useful way that teachers encourage their students to follow for explaining unfamiliar words. Moreover, Markwardt(1973) believes that dictionaries give not only the meaning of words, but also other aspects of the language such as transcription of words, synonyms, antonyms, ...etc (p. 369).

### **1.7.2.2. Guessing From Context**

Another effective way that teachers propose to their students during the process of learning vocabulary is guessing from context. According to this technique, words should not be taught in isolation, thus, they should be given within a context. For example in written texts, teachers provide their learners with written passages and ask them to explain what is written. In this task, learners face some difficulties in understanding each and every word, so they try to deduce the meaning of words from their context. The same thing can be done when the text is presented orally. To this end, Tuyen and Huyen (2019) argue that one of the most effective strategies that learners depend on when learning vocabulary is the use of contextual clues (p. 1342). Moreover, Mart (2012) states, " if we really wish to teach students meanings of the words and how they are used, it is useful to present them in a context, and students are more



likely to deduce the meaning from a context" (p. 178). Hence, putting words in context helps students to get their meaning and memorize them as well.

### **1.7.3. Translation**

Translation here means using L1 as a facilitator to L2 vocabulary learning. This method is called « grammar translation method », it is about the use of the students' mother tongue to explain difficult words of the second or the foreign language. Although this method receives a huge criticism by many teachers, still it is a very useful way in teaching new words (Gairns & Redman, 1986, p. 75). Thus, following this technique helps in saving time, making sure that students understand, and to some extent, memorizing words and their meaning.

Following the above techniques is not enough for teaching vocabulary. Thus, teachers should pay attention to the cultural background knowledge of their students. According to Wang (2011), "so in English language teaching, we should not only pass on knowledge and train learners' competence of utilizing language, but also teaching relative background knowledge" (p. 226). That is, learning a language requires learning its culture, simply because students will have an idea about when, where, and how to use the language appropriately. Also, Spinelli and Siskin (1992) add, « foreign vocabulary must be presented in a cultural context if it is to be usable » (as cited in Bush, 2007, p. 729). In other words, teachers should create a cultural atmosphere that shows the use of the foreign language to give their students an idea about how to communicate appropriately with others.

So, the cultural background knowledge is essential in vocabulary learning, because many words are meaningless if learners ignore the foreign language culture. This idea is better exemplified in the learning of idiomatic expressions. When someone for example says: « I feel a little bit under the weather », here, explaining each and every word literally gives a meaning, however, when binding these words together, it seems odd. But when you look

deeper in that language culture, you find that it is rich, and this expression has a meaning which is « I'm not good ».

## **1.8. Assessing Vocabulary**

Vocabulary is the core of any language learning or teaching. Thus, without sufficient vocabulary knowledge, students are not able to communicate with others. To this point, teachers should make sure that their students are really grasping what they teach them. To do so, teachers tend to assess and test their students. Thornbury (2002) declares that, "if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously" (p. 129). Moreover, Read (2000) points out the importance of assessing vocabulary and introduces a list of tasks to do so (pp. 1-2).

### **1.8.1. Multiple Choice Tasks**

Students are given a statement including an underlined word, in which they are asked to decode the meaning of that word based on their background knowledge, in addition, students are given many choices from which they select the correct answer(a-b-c-d).

For example:

Question: what does the underlined word in the following statement mean ?

My neighbour is a generous person.

- a- Loyal
- b- Kind
- c- Openhanded
- d- Hopefull

An other form that the question in this type of tasks may take is that the students will be provided by a key word written in bold, so that the students select the right equivalence synonym, or antonym of that word.

For example :

Question: what does the underlined word mean?

Drawing is my prefered talent.

- a- Genuis
- b- Power
- c- Business
- d- Occupation

In this task, the learner answers based on his /her previous knowledge or on the teacher's explanation.

### 1.8.2. Completion Tasks

In this kind of tasks, the teacher provides the students with statements, and sometimes paragraphs, with missing words, those missing words are listed in the question in a disordered way, and the students are asked to fill in the gaps using those words in the appropriate gap, in which they depend on their previous knowledge in addition to logic .

For example:

Question: fill in the gaps with the appropriate word from the list : flowers , perscribes,

- a- Maria picks ..... from the garden.
- b- The doctor ..... some medicine
- c- She just gave .....to a baby girl

### 1.8.3. Translation Tasks

In this task, the learners are given statement, each statement includes a key word that is either underlined, written in bold, or put between brackets . And the students are asked to give the equivalence of this word based either on their previous knowledge or on the teacher's explanation.

For example:

Question: give the equivalence of the underlined words.

Life teaches us lessons.

Lessons means: .....

Trees purify the air.

Purify means: .....

### 1.8.4. Matching Tasks

Here, the teacher provides the students with two lists, one including the terms that are ordered vertically and alphabetically, and the second list contains definitions of those words which are disordered. Then, the students are asked to answer based on their background knowledge or on the teacher's explanation. For example:

Question: match each word with the appropriate definition.

- |             |  |
|-------------|--|
| a- Freedom  | 1-the quality of being good.                                 |
| b- Nature   | 2- the act of telling the truth.                             |
| c- Reality  | 3- a creative and controlling force in the universe.         |
| d- Kindness | 4- to do what you want with respectance of lax and religion. |

## **Conclusion**

This chapter indicates the importance of vocabulary. It shows that vocabulary is the core of language learning, that is, without the lexical knowledge, it is impossible to acquire the language. Meanwhile, it emphasizes the difficulties and challenges that face students during the learning process of learning new words and their meanings, such as; how to pronounce a word, how to write it, how to remember it, and how does the length and complexity of the word play a crucial role in struggling the learning of vocabulary. To avoid such difficulties, this chapter discusses the role of the teacher, as a guide and facilitator, in increasing students' attention through inventing various techniques which are divided into three main categories; visual techniques, verbal techniques, and translation. Furthermore, it is necessary to make students aware about all sides of vocabulary, thus, the chapter gives a definition to vocabulary, analyses its types, and the differences between isolated words and collocations. Because if the students know about those things, they learn easily, on one hand, and know how to use what they learn, on the other hand.

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## **Chapter Two: Intercultural Communication**

### **Introduction**

Intercultural communication plays a crucial role in today's globalized world, it is the process through which people from different cultures can interact with each other, share information, and fulfill their needs. Communicating interculturally offers the ability for students to deal across cultures, that is why many teachers tend to make it an important course syllabus. The present chapter attempts to discuss the most important aspects and elements related to this field of study, intercultural communication. At first, there are some definitions for different items which are: culture, communication, intercultural communication, and intercultural communicative competence. Then, we go deeper to analyse the role of intercultural communication in various domains and show its importance as something indispensable for the success of many professions. Because of this, we also try to give some arguments about why we should teach intercultural communication in classrooms.

To be successful intercultural communicators, students need to overcome many barriers. This chapter discusses those barriers, as well as, it gives some advice that may help in improving one's intercultural communication. And as internet has a significant impact on the development of intercultural communication, this chapter also studies the relation between them, as well as, how can internet affect the development of the latter. Finally, since intercultural communication can not be studied in isolation, this chapter deals with various factors included in its study, this is Byram's model of intercultural communication.

### **2.1. Definition of Key Terms**

#### **2.1.1. Definition of Culture**

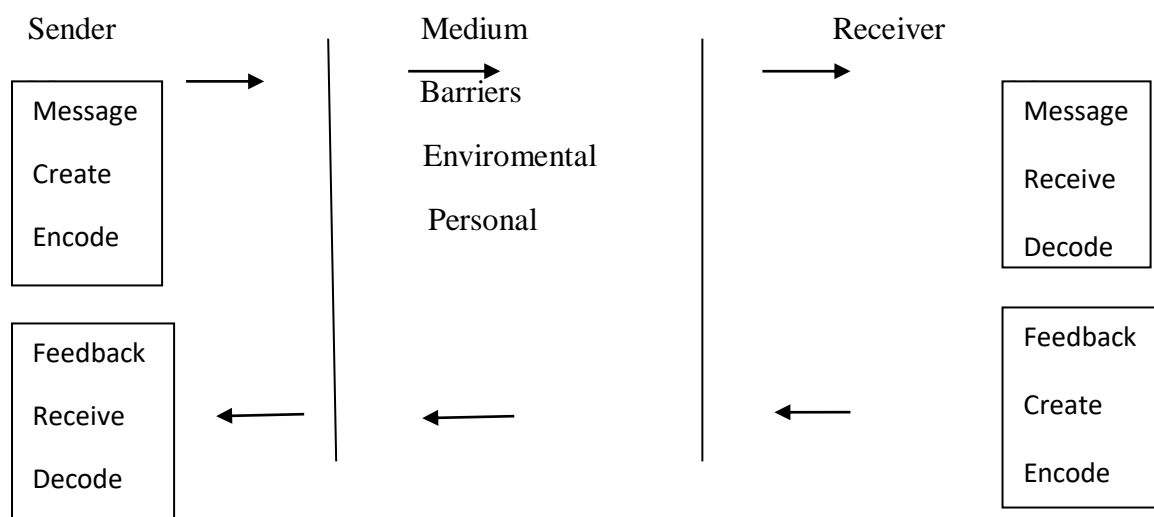
Culture is what every society stands for, it is what gives the society its uniqueness among other societies. Lee (2006) provides a clear definition to the term culture, he says, "culture



refers to society and its way of life, it is defined as a set of values and beliefs, or a cluster of learned behaviours that we share with others in a particular society, giving us a sense of belongingness and identity" (as cited in Lebron, 2013, p. 126). That is to say, culture is set of ideas, behaviours, values, and beliefs that are shared among people who live under a particular society and which determine their identity within this society. Also, Zu and Kong (2009) point out the main characteristics of culture, they claim that it is "shared, learned, transmitted, and integrated with ways of life, deep in beliefs, values, and social norms. Besides, culture is dynamic and subject to change" (p. 112). Through this definition, we come to know that culture is not acquired, but a learned factor that is very important in directing people to behave accurately within the society they live in, meanwhile, it is not a flexibal aspect as people live in such revolutionary world.

### **2.1.2. Definition of Communication**

To serve their daily needs, people over the world do communicate with each other. It is highly approved that communication plays a crucial role in the life of every person in the world. For this, many researchers focus their interest towards giving a clear definition to what communication is. According to Wambi, Kibui, and Gathuthi (2012), the term communication is derived from the Latin word 'Communis' which means 'common' (p. 1). It is "the creation or exchange of thoughts, ideas, emotions, and understanding betwenn sender(s) and receiver(s)" (Oppong & Byrikorang, 2014, p. 208). In other words, communication is the process through which people exchange information, understand them, and react upon those information, it can happen between two or more than two people.



**Figure 1. The Communication Process (adopted from Oppong & Byrikorang, 2014, p. 208).**

### **2.1.3. Definition of Intercultural Communication**

Today, people around the world tend to communicate with each other in order to achieve their daily needs, this act of communication is called intercultural communication. In an attempt to give a clear definition to intercultural communication, Oatey and Kotthoff (2007) claim that, "Intercultural communication, as the name indicates, is concerned with communication across cultures" (p. 1). That is, intercultural communication is the process through which people, belonging to different cultures, can interact with each other and share information. Also Nadeem, Mohammed, and Dalib (2017) suggest that intercultural communication is "the skill of interaction appropriately and having a shared understanding among the individuals who are culturally different" (p. 13). In other words, it is the ability to successfully transmit messages and understand others from different cultures.

### **2.1.4. Definition of Intercultural Communicative Competence**

To build a meaningful, appropriate, and successful communication with people from different cultural backgrounds, one needs to have the ability to do so. This is what is known as

intercultural communicative competence, which Lim and Griffith (2016) define it as "an individual's ability to navigate within a given society appropriately" (pp. 1030-1031) In other words, to be a competent intercultural communicator, means to be able to "interact both effectively and in a way that is acceptable to others when you are working in a group whose members have different cultural backgrounds" (Chiper, 2013,p. 1642).

## **2.2. The Importance of Intercultural Communication**

As the world becomes a globalized one, people now are open to communicate with other people from different cultures. In fact, intercultural communication plays a very important role in different sectors of life; in business where people need to interact with each other to meet their needs, in politics where politicians need to exchange information and ideas that serve their countries, in sports where the coach needs to share the game plan with his players, in tourism where the guide needs to interact with the visitors, in medicine where the doctors and scientists need to discuss diseases and treatments, and in many other remaining fields. This is why Halualani (2019) argues that, "in some many ways, intercultural communication prevades ourlives" (p. 3). This means that intercultural communication is everywhere in our lives, and one can not get rid of it, because it is considered as an essential element that helps in building human's life. Also, Liton (2016) emphasizes the importance of intercultural communication and the need to learn about it where he claims that:

Rapidly, the term intercultural communication becomes the part of communication studies in the mid 70s. Subsequently, the schools in communication studies of American universities in th 70s made this course obligatory part of their syllabus. In reality, business, communication, travelling, and states negotiations and many more reasons people need to interact and communicate with the people of different cultures across the

borders. (p. 2).

That is, the value of intercultural communication is in the relationships between people from different cultural backgrounds, on one hand, and in the need of interaction between those people to fulfill their needs, on the other hand. Thus, intercultural communication is very important to the point that schools have to add it as a part of the course's syllabus.

### **2.3. The Purpose of Teaching Intercultural Communication**

Today, people are always in contact with foreigners, whether inside their country or outside it. Thus, students are not an exception of this intercultural process. Some of them finish their studies abroad, others work there and some have friends that they communicate with. Because of the above reasons, teachers start thinking about including intercultural communication as one of the school courses' subject. To this end, Devos, Jasken, and Hayden (2002) argue that, "in today's global market place, we can anticipate that most, if not all, students in our classes will have diverse experiences with different cultures within and outside the organization in which they work" (p. 69). So, since students will have such experiences, at first, they should know to interact with those foreigners, that is, intercultural communication should be taught in the classroom in order to make students aware about the cultural differences, and how to deal with them in order to avoid the problem of misunderstanding.

Supporting the previous ideas, Chipier (2013) claims that, "in order to develop the knowledge, skills, and the right attitude towards other cultures, trainers of intercultural communication ought to create opportunities for learners to become self motivated in their discovery of other cultures, to interact with foreigners, and to acquire the public virtues and values of global, transcultural citizen" (p. 1643). In other words, each society has its own culture, values, and beliefs that make it different from other societies. To deal with those differences and correct the misrepresentation of the society, students must have knowledge

about them and train to communicate with its citizens in an appropriate manner. For this, teaching intercultural communication is the focus of many schools and universities.

Also, Reid (2015) claims that, "the aim of acquiring intercultural communicative competence is to prepare learners to act appropriately and successfully in real life situation in foreign language" (p. 939). That is, learning intercultural communication in the classroom is considered as a training task for students in order to have a clear idea about how to behave when they find themselves in front of real use of the foreign language, for the sake of communication.

#### **2.4. Improving Intercultural Communication**

Intercultural communication is very needed, if not a must, in today's life. That is why students most of the time try to improve it in order not to face any problems later. For this sake, many tricks and steps are to be followed. The basis of being competent intercultural communicator is in learning the language and the culture of the people we are communicating with, in addition to the necessity to have knowledge about the etiquette of communication. Zhang (2010) argues that without the cultural background of the target language, it is not possible to fit our needs as well as to be a good communicator (p. 224). In other words, it is highly approved that culture and language are the key of the process of intercultural communication; because without the knowledge of the language, customs, traditions, values, and the beliefs of people, one can neither understand them, nor introduce his message successfully to them.

Zhang also sheds light at some advice for developing one's intercultural communication competences in which he lists them as: 'enhancing western etiquette awareness, learning through different media, listening to more lectures by foreign teachers, and improving communication skills through different activities' (p. 226). That is, familiarize students with

the appropriate behaviour of the target culture; encourage them to use media (TV, internet, pictures,..) to know more about the target culture; tell them to communicate with native speakers, mainly teachers if possible; and ask them to attend activities lead by foreigners are the best guides for improving intercultural communicative competence.

Reid (2015) emphasizes the importance of some elements that play an essential role in the development of intercultural communicative competence. He claims that:

Sociocultural knowledge (every day living, living conditions, interpersonal relations, rituals, behaviour), sociolinguistic competences (greetings, addressing, dialects, accent, register, positive and negative politeness, idioms, etc), pragmatic competences (advising, persuading, urging, sociolising, interaction patterns), and non verbal communication (body language, gestures, eye contact, proxemics, etc) are the most fundamental components necessary for the development of ICC. (p. 240)

That is to say, improving intercultural communication is not an easy task, students need to focus on many things, and with an only one mistake, their effort will be in danger. Even the way they look to their partners of communication, the way they move when communicating, the words they chose when speaking, their wearings, etc. All the above components are very important in the process of improving intercultural communicative competence.

## **2.5. Internet and Intercultural Communication**

The appearance of the internet contributes in the development of intercultural communication. Today, communicating interculturally is not necessary to be face to face; one can communicate with others abroad through the use of many devices such as phone, laptop, computer,... and through what is called social media like facebook, twitter, instagram, e-mail,

etc. In daily intercultural communication, students face many difficulties, today, internet helps them overcome those difficulties, and many wonder how is that?

"new improvements in information and communication technologies, particularly the internet, have made geographical boundaries become irrelevant" (Mouhadjer, 2018, p. 829). Students now can interact with each other, share information, solve problems, play games, and even study online. In addition, through the available internet web-sites, they can have knowledge about other culture's beliefs, ideas, traditions, and language, so that they avoid misunderstandings before communicating with those cultures' citizens. Also, in today's globalized world, intercultural communication and internet are no longer separated, both of them affect one another (p. 830). Not all people have the opportunity to go abroad, but if they have access to internet, they can visit all the world and interact with many people from various cultures. Furthermore, internet gives them the chance to learn how to behave appropriately with others depending on their cultures' norms and beliefs.

According to Pan, Torres, and Zuniga (2019), "social media is the use of web-based and mobile technologies to create and share information beyond any geographical, social, political, or demographic boundary through public interaction in participatory and collaborative way" (p. 2). This definition brings both communication and social media together under one roof, which emphasizes the idea that internet and communication, mainly intercultural communication, are interconnected with each other, and both of them have an impact on each other.

## **2.6. Barriers to Intercultural Communication**

To communicate interculturally is not an easy task to be done, a group of factors hinder this process. Previous studies focus their interest to find out the most common problems and challenges of intercultural communication. Nishiyama (2000) argues that the most common

problems that struggle intercultural communication are the language and the cultural differences between societies (p. 9).

**2.6.1. Language:** Students who speak different languages face many difficulties at the level of understanding. They can neither express their ideas, nor understand the others. So, in order to avoid such problem, students tend to learn other languages than their mother tongue. Jandt (2001) declares that the problem of language is determined in terms of 'vocabulary equivalence, idiomatic equivalence, experiential equivalence and conceptual equivalence' (as cited in Keles, 2012, p. 1517). That is, language can be an obstacle for intercultural communication in case of the absence of equivalent words in the target language, the lack of knowledge of idiomatic expressions, and/or the lack of the existence of the same experiences and objects in the interlocutors' cultures.

**2.6.2. Culture:** Culture is unique, it differs from one society to an other. People from different cultures face many problems when communicating with each other. That's why cultural knowledge is very important for a successful communication. Nishiyama(2000) believes that people can learn how to communicate with others through learning their culture (p. 14). That is to say, knowing others' beliefs, habits, ideas, and customs enables people to interact properly with them.

In addition to language and culture, Keles (2012) adds other barriers that obstruct intercultural communication, those are: 'ethnocentrism, stereotype, prejudice, anxiety, assuming similarities instead of differences, and non- verbal communication' (pp. 1515-1518).

**2.6.3. Ethnocentrism:** According to Njoroge and Kirori (2014), ethnocentrism means "the belief that one's culture is superior to other cultures with the practice of judging other cultures as inferior to one's own culture" (p. 356) Simply said, it is when one thinks that there is no



other best ethnic group but only his/her group, the thing that makes them behave unappropriately when communicating with them.

**2.6.4. Stereotyping:** stereotyping means a constant idea which a certain group of people create about other people, whether this idea is good or bad one. In other words, it is the false image that people make about others. Brink and Nel (2015) believe that, "a stereotype is an exaggerated belief associated with a category" (p. 2). That is, the misrepresentation that people make about other people. This false image helps in destroying the communication process.

**2.6.5. Prejudice:** It is the categorical rejection of other cultures. Allport (1954) defines it as " 'predisposition' to adopt a negative behavior toward a group, predisposition based on erroneous generalizations with no consideration to individual differences" (as cited in Fedor, 2014, p. 324). In other words, it is the readiness to hold an incorrect feeling towards a person just because he/she belongs to a certain group. So, one will misbehave when communicating with this group's citizens.

**2.6.6. Anxiety:** most of people fear from making mistakes when communicating with others from different cultures. they focus their interest on their fear so they lose their attention to what their interlocutors are saying. to this end, Keles (2000) claims that, "because of not knowing what you are expected to do, it is only natural to focus on that feeling and not be totally present in the communication transaction" (p. 1515). That is, being anxious while communicating leads to unseccessful communication process.

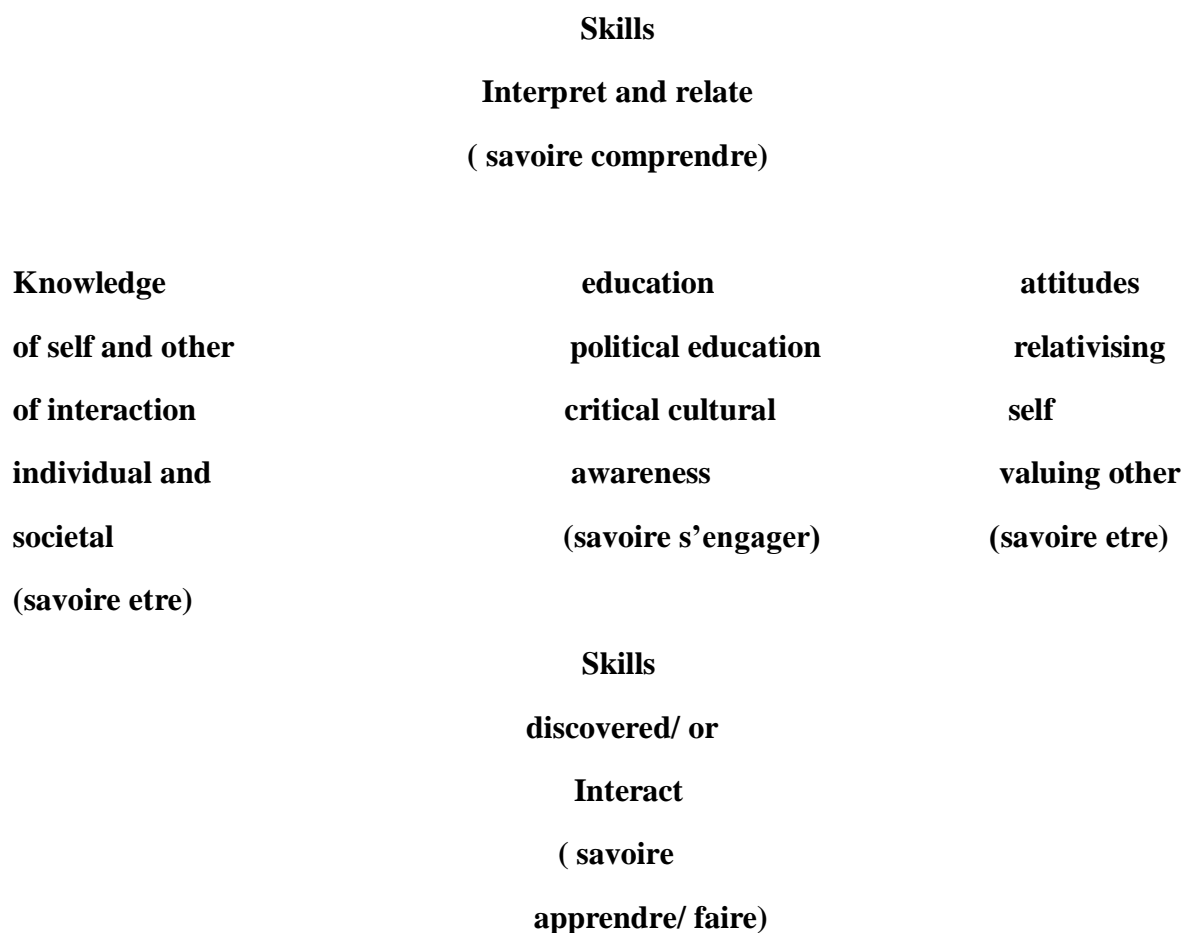
**2.6.7. Assuming Similarities Instead of Differences:** Ignoring the cultural differences leads to the failure of intercultural communication. People need to learn about other cultures and how they differ from theirs in order to behave appropriately with their citizens. Also, ignoring the simmilarities between cultures may lead to the problem of misunderstanding among interlocutors. That's why Keles (2000) argues that, "before communicating interculturaly, one

should ask him/ herself 'what are the customs?' rather than assuming they're the same or different everywhere" (p. 1515).

**2.6.8. Non- Verbal Communication:** Communicating non- verbally means communicating without words. That is, communicating through the use of the body language. Keles (2000) claims that, "Nonverbal messages can take a number of forms. Some of these are our use of personal space, gestures, facial movements and eye contact; use of time and space and use of touch. Other important non verbal messages can involve interpretations of the meanings of silence, clothing, the arrangement of space and furniture and so on" (p. 1518). So, to communicate with people from different cultures through the use of non- verbal messages is not always a successful task, as the interpretations of those messages differ from one culture to another.

## **2.7. Model of Intercultural Communicationmain**

Intercultural communication as a field of study can not be studied in isolation, thus, various factors should be taken into consideration. Byram (1997) suggests five main factors that contribute in the study of intercultural communication, they are: knowledge, attitudes, education, skills of interpreting and relating, and skills of discovery and interaction (pp. 34-38).



**Figure 2.2. Factors in Intercultural Communication (adopted from Byram, 1997, p. 34).**

**2.7.1. Knowledge:** of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

While communicating interculturally, students need to have enough knowledge about the cultural differences between them and their interlocutors in order to avoid misunderstanding. In addition, they have to learn the different communication strategies to build a successful communication/ interaction. Basarb (2015) claims, "the first step towards understanding and acceptance of others is the knowledge and the respect for the cultural diversity" (p. 36). That is, without the knowledge of the cultural differences between people, it is highly impossible to

avoid stereotypes and communicate with others as well. Here is an example that shows the importance of the cultural knowledge.

Two men meet on a plane from Tokyo to Hong Kong. Chu Hon-fai is a Hong Kong exporter who is returning from a business trip to Japan. Andrew Richardson is an American buyer on his first business trip to Hong Kong. It is a convenient meeting for them because Mr Chu's company sells some of the products Mr Richardson has come to Hong Kong to buy. After a bit of conversation they introduce themselves to each other.

**Mr Richardson:** By the way, I'm Andrew Richardson. My friends call me Andy. This is my business card.

**Mr Chu:** I'm David Chu. Pleased to meet you, Mr Richardson. This is my card.

**Mr Richardson:** No, no. Call me Andy. I think we'll be doing a lot of business together.

**Mr Chu:** Yes, I hope so.

**Mr Richardson** (reading Mr Chu's card): "Chu, Hon-fai." Hon-fai, I'll give you a call tomorrow as soon as I get settled at my hotel.

**Mr Chu** (smiling): Yes. I'll expect your call.

When these two men separate, they leave each other with very different impressions of the situation. Mr Richardson is very pleased to have made the acquaintance of Mr Chu and feels they have gotten off to a very good start. They have established their relationship on a first-name basis and Mr Chu's smile seemed to indicate that he will be friendly and easy to do business with. Mr Richardson is particularly pleased that he had treated Mr Chu with respect for his Chinese background by calling him Hon-fai rather than using the western name, David, which seemed to him an unnecessary imposition of western culture.

In contrast, Mr Chu feels quite uncomfortable with Mr Richardson. He feels it will be difficult to work with him, and that Mr Richardson might be rather insensitive to cultural differences. He is particularly bothered that Mr Richardson used his given name, Hon-fai, instead of either David or Mr Chu. It was this embarrassment which caused him to smile.

(Scollon & Scollon, 2001, pp. 135-136).

Through this short dialogue, Scollon and Scollon want to emphasize the importance of knowing the cultural differences between interlocutors, otherwise, people will fall in the problem of misunderstanding which cause unsuccessful intercultural communication as the one that happened between Mr Richardson and Mr Chu.

**2.7.2. Critical Awareness/ Political Education:** 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

Infact, this factor has a relation to the first one, knowledge, as people can't have such knowledge about the existing cultural variations without educating themselves. Basarb (2015) argues that education enables people to be aware of the cultural, political, and social differences among people, how to deal with those differences, and how to communicate effectively with people from different cultures (p. 40) . So, education is an important step that learners should go through while communicating interculturallly.

**2.7.3. Attitudes:** Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own

This factor is concerned with the attitudes people have towards other cultures, which Allport (1979) describes as 'prejudice and steriotype' (as cited in Byram, 1997, p. 34). To explain more, people almost of the time have a negative image about other cultures, and many

tend to disrespect and reject others' beliefs, values, customs, ... etc, the thing which reflects negatively on intercultural communication between those people. So, to avoid such problem, people need to be open to other cultures, as well as to be curious to know more about them in order to avoid stereotype and to accept and tolerate with those cultures' citizens.

**2.7.4. Skills of Interpreting and Relating:** Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.

This factor is related to the ability of interpreting documents and events from other cultures to one's own culture, and comparing them to the existing documents and events of the mother culture. Byram (1997) argues that this skill is build upon an existing knowledge of both foreign culture and the mother culture, and it does not require an interaction with interlocutors (p. 37). In other words, within this skill, knowledge of both cultures' patterns is more important than social interaction, as the knowledge enables the individual to determine the relation between things from different cultures, as well as, to successfully interpret and translate foreign events.

**2.7.5. Skills of Discovery and Interaction:** Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

In contrast to the skills of relating and interpreting, Byram (1997) claims that this factor depends more on social interaction rather than knowledge of cultures (p. 37). It is about the ability to discover new cultures and communicate properly with those cultures' citizens. Through the social interaction with foreigners, people have the opportunity to know more about customs, beliefs, attitudes, traditions,..., and also to have an idea about how to behave appropriately with others, because social interaction is considered as a real experience for

intercultural interaction. So, within this skill, social interaction paves the way to the cultural knowledge, which in turn helps in building a successful intercultural communication.

### **Conclusion**

culture and communication are two sides of the same coin, because, culture is very crucial in the success of communication and communication can be enriched mainly by culture, and both of the above concepts work together to form what is called intercultural communication. This chapter is conducted to emphasize the importance of intercultural communication in the daily life of people around the world. It starts with defining the main terms related to intercultural communication, analysing factors related to its study, and shedding light at the main problems that face it. Furthermore it talks about the purpose behind teaching intercultural communication by showing its importance in many different domains of life. An other important idea that this chapter emphasizes is how to improve intercultural communication in order to avoid any misunderstanding between interlocutors. Finally, this chapter tackles the relationship between internet and intercultural communication, and how the former is so important in the success and the development of the latter.

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## **Chapter Three: Field Investigation**

### **Introduction**

Mainly, the practical part is so important in the development of the research. It is the part through which the hypothesis is going to be confirmed or denied, that is, whether intercultural communication helps the students develop their vocabulary or no.

For this purpose, a formal questionnaire is designed as a data gathering tool. Later, it will be analysed and the results obtained will be discussed as well.

#### **3.1. Population of the study**

The target data is distributed purposely among Master two students, university of 8 Mai 1945, Guelma. They are selected because they are at an advanced level which enables them to appropriately clarify the importance of vocabulary in language learning. Moreover, they are chosen to see whether they are aware about the importance of intercultural communication in the learning process, that is, to see if they can simply understand how can intercultural communication affect their lexical knowledge.

#### **3.2. Description of the Questionnaire**

The questionnaire is divided into three main sections. It consists of 20 questions, some are multiple choice questions (where the students are asked to chose the most suitable answer for them), while others are open ended questions (where students need to write full sentences through which they express their ideas).

The first section (Q1-3) aims at having general information about the participants; their gender, age, and years of studying English. The second section (Q4-10) aims at investigating students' attitudes towards learning vocabulary. Through this section, we ask them about their level of English, their opinion about learning vocabulary, the tools and the strategies they use

to learn vocabulary, and also they are asked to precisely define the term vocabulary. Finally, the third section (Q10-20) is concerned with students' attitudes towards intercultural communication. Within this section, questions are arranged from general to specific. The participants are asked about their accessibility to internet, for what reason(s) they use it, what do they know about IC, whether they have friends from abroad or not, if they have, do they communicate with them or not, which language do they use when doing so, what are the difficulties they face the most when communicating interculturally. Finally, students are asked about their opinion about the role of IC, that is, whether IC plays an important role in enhancing students' vocabulary, and if so, to what extent it does?

### 3.3. Administration of the Questionnaire

The questionnaire was administered at the middle of the second semester. However, due to the circumstances, it was administered online; where it was distributed in the groups of Master two students on the facebook page, and also it was sent to some students via email. Meanwhile, students are given enough time to appropriately answer the questions.

### 3.4. Analysis of the Questionnaire

**Question 01:** what is your gender?

**Table 3.1**

#### Students' Gender

<b>Gender</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Male</b>	<b>06</b>	<b>10%</b>
<b>Female</b>	<b>54</b>	<b>90%%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question is intended to know the gender of the participants. Table 1 indicates that 90% (N=54) of the total population are females, and the other 10% (N=06) are males. This variance is caused by girls' passion for learning the English language. Moreover, girls are usually better than boys when it comes to English learning, this is why most of them choose English as a major at the university.

**Question 02:** How old are you?

**Table 3.2**

**Students' Age**

<b>Age</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>22</b>	<b>01</b>	<b>1,66%</b>
<b>23</b>	<b>15</b>	<b>25%</b>
<b>24</b>	<b>30</b>	<b>50%</b>
<b>25</b>	<b>04</b>	<b>6,66%</b>
<b>26</b>	<b>06</b>	<b>10%</b>
<b>30</b>	<b>03</b>	<b>05%</b>
<b>45</b>	<b>01</b>	<b>1,66%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

From the above table, it is noticed that 50% (N=30) are aged 24 years old.

**Question 03:** How long have you been studying English?

**Table 3.3**

**Students' Years of Studying English**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>11 Years</b>	<b>04</b>	<b>6,66%</b>
<b>12 Years</b>	<b>46</b>	<b>76,66%</b>
<b>13 Years</b>	<b>04</b>	<b>6,66%</b>
<b>14 Years</b>	<b>06</b>	<b>10%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 03 indicates that 76,66% (N=46) of the total population have been studying English for 12 years (04 years at the middle school, 03 years at secondary school, and 05 years at the university), 6,66% have been studying English for 11 years, and this is because of the classic system where they studied 03 years instead of 04 years at the middle school. Others studied English for 13 and 14 years, because they repeated the year at a certain level.

**Question 04:** How could you describe your level in English?

**Table 3.4**

**Students' Level in English**

<b>Level</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Very good</b>	<b>10</b>	<b>16,66%</b>
<b>Good</b>	<b>35</b>	<b>58,33%</b>
<b>Average</b>	<b>15</b>	<b>25%</b>
<b>Bad</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

From table 04 it has been found that most of the students (58,33%) have a good level in English. This means that they have a strong basis of the English language, in addition, they have the ability to achieve good degrees concerning the four skills. For those who have an average level in English, they still face some difficulties when learning English, whether at the level of vocabulary or at the level of grammar.

**Question 05:** Using your own words, how could you define the term ‘vocabulary’?

Whithin this question, students are asked to define the term vocabulary using their own words. All the students (N=60) report this question in a similar way, where they claim that vocabulary is the set of words a person knows in a particular language. In addition, only few students add that they use those words for the sake of communication. One of the students claims, “vocabulary is the words a person may know, those words are used for the sake of communication”.

**Question 06:** In your opinion, learning English vocabulary is?

Eplain.....

**Table 3.5**

**The Importance of Learning Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Very Important</b>	<b>51</b>	<b>85%</b>
<b>Important</b>	<b>09</b>	<b>15%</b>
<b>Not Important</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question shows that 85% (N=51) of the students consider the learning of English vocabulary a very important task. Infact, without enough words, one can not communicate appropriately with others. Moreover, English is the linguafranca; people all over the world use it as a tool that enables them understand each other.

**Question 07:** Learning vocabulary helps you?

**Table 3.6**

**The Role of Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Communicating with others</b>	<b>08</b>	<b>13,33%</b>
<b>Make good impression on others</b>	<b>00</b>	<b>00%</b>
<b>Boost your power of persuasion</b>	<b>00</b>	<b>00%</b>
<b>Bolster your ability to grasp new ideas and think more logically</b>	<b>07</b>	<b>11,66%</b>
<b>All of the above</b>	<b>45</b>	<b>75%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 06 investigates the role of vocabulary learning. The majority of students (75%) declare that vocabulary learning has many advantages as it helps them to communicate with others, makes good impressions on others, boost their power of persuasion, and bolster their ability to grasp new ideas and think more logically. Words are the key for a successful communication, as mentioned before, Wilkins (1972) indicates that without words, people can

not convey anything (p. 111-112). The lexical knowledge can also help students to make strong arguments to defend their ideas and make others agree with them. Furthermore, it helps them think more logically so that others would believe in them and take them more seriously as well.

**Question 08:** What are the tools you use to learn vocabulary?

**Table 3.7**

**Tools of Learning English Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Books</b>	<b>00</b>	<b>00%</b>
<b>Videos</b>	<b>00</b>	<b>00%</b>
<b>Television</b>	<b>00</b>	<b>00%</b>
<b>Dictionary</b>	<b>00</b>	<b>00%</b>
<b>Video games</b>	<b>00</b>	<b>00%</b>
<b>All of the above</b>	<b>60</b>	<b>100%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 07 shows the tools used by the students to learn new words. All the students (100%) claim that they use all the mentioned tools; books, videos, television, dictionary, and video games. Students have their favourite tools to learn vocabulary, those tools are considered as a very helpful way that paves the way for them to grasp new words and develop their lexical knowledge. They can watch films or any television show where the English language is used. They also can play video games through which the instructions are in English. Moreover, they

can read books that are written in English or watch videos and use the dictionary to search the meaning of difficult words.

**Question 09:** What are the most effective strategies you follow when learning vocabulary?

**Table 3.8**

**Strategies of Learning Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Grouping</b>	<b>12</b>	<b>20%</b>
<b>Using imagery</b>	<b>09</b>	<b>15%</b>
<b>Repeating</b>	<b>15</b>	<b>25%</b>
<b>Using context clues</b>	<b>15</b>	<b>25%</b>
<b>Semantic mapping</b>	<b>09</b>	<b>15%</b>
<b>Physical response</b>	<b>00</b>	<b>00%</b>
<b>Others</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 8 shows the strategies used by students to learn vocabulary. Each of the students follows a certain strategy. 25% of the participants use the repeating strategy or context clues strategy. That is, they repeat the word and its meaning for many times in order to memorize it, or they guess the meaning from the context it is put in. 20% use the grouping strategy, which means that they put the words they belong to a certain category with each other, then, they memorize them. For example, they put all the vegetables in a table and all the fruits in another table, then they start learning and memorizing them. 15% claim that they use imagery or



semantic mapping in order to learn new words. That is, they put a mental image for the words or they map them in order to learn them.

**Question 10:** Do you face problems when learning vocabulary?

**Table 3.09**

**Difficulties of Learning Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>40</b>	<b>66,66%</b>
<b>No</b>	<b>20</b>	<b>33,33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 09 indicates that the majority of students (66,66%) claim that they face many problems when learning new words. Infact, Learning vocabulary is not an easy task, especialy for non- native speakers, that is why students need to work harder in order to understand words as well as to memorize them. Furthermore, the target language (English) is a very rich language as it contains many words. Students need to pay more attention to understand each and every word.

**Question 10.a:** If yes, which one of those problems you face the most?

If others, specify.....

**Table 3.10**

**The Source of Difficulty**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
---------------	-------------------	-----------------------

<b>Spelling</b>	<b>08</b>	<b>20%</b>
<b>Word length</b>	<b>04</b>	<b>10%</b>
<b>Pronunciation</b>	<b>16</b>	<b>40%</b>
<b>Meaning</b>	<b>08</b>	<b>20%</b>
<b>Complexity</b>	<b>03</b>	<b>07,5%</b>
<b>All of the above</b>	<b>00</b>	<b>00%</b>
<b>Others</b>	<b>01</b>	<b>02,5%</b>
<b>Total</b>	<b>40</b>	<b>100%</b>

This question concerns only who answered the previous question by yes. Table 10 shows the source of difficulty of vocabulary learning. Most of the students (40%) claim that they face problems at the level of pronunciation of the new words. 20% (N=08) claim that they can not understand the meaning of the words. Many words are either too long or complex ones, the thing that makes the learners can not correctly pronounce them. Also, because of the word length and complexity, students forget how to write the new words they learned before. Only one student adds that she faces the problem of forgetting. However, 20 of the students did not answer this question because they claim that they do not face problems when learning vocabulary.

**Question 11:** Do you have access to internet?

**Table 3.11**

**Students' Accessibility to internet**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>60</b>	<b>100%</b>

<b>No</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 11 shows that all the students (100%) have access to internet. Because of technology's development, the majority of students have smart phones, laptops, and computers, and because of the current circumstances (online studying), they need to visit the internet from time to time in order to fulfill their needs

**Question 12:** For what reason(s) do you use internet?

If others, specify.....

**Table 3.12**

**Reasons of Using Internet**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Social media</b>	<b>12</b>	<b>20%</b>
<b>Playing games</b>	<b>00</b>	<b>00%</b>
<b>Watching videos</b>	<b>00</b>	<b>00</b>
<b>All of the above</b>	<b>44</b>	<b>73,33%</b>
<b>Others</b>	<b>04</b>	<b>06,66%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 12 shows the reasons of using internet. 73,33% (N=44) of the students chose the answer 'all of the above', that is, they use internet for social media, playing games, and watching movies. 20% (N=12) of the students use internet only for social media, while 6,66% (N=04) claim that they use internet for other reasons; searching, studying, and online classes.

This is because Internet is a multiple service network; it is a spacious space that provides the opportunity for its visitors to penetrate deep into it.

**Question 13:**

Students are asked to briefly define the term intercultural communication. All the participants claim that it is the interaction between people from different cultures. Only one student adds that it can help in understanding one's own culture as well as others' cultures. For example one of them claims that, "IC is the process through which people from different cultures share information, transmit messages, and express themselves".

**Question 14:** Do you have friends from abroad?

**Table 3.13**

**Students' Relationships**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>60</b>	<b>100%</b>
<b>No</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 13 shows that 100% (N=60) of the participants have friends from abroad. As people live in such globalized world, technology is very developed nowadays. Most of students have smart phones and have access to internet; this enables them to connect with others from abroad.

**Question 14.a:** If yes, how often do you communicate with them?

**Table 3.14**

### Attendance of Intercultural Communication

Option	Number (N)	Percentage (%)
Always	07	11,66%
Usually	00	00%
Often	00	00%
Sometimes	03	05%
Rarely	50	83,33%
Never	00	00%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 14 indicates that 83,33% (N=50) rarely communicate with their foreign friends, 11,33% (N=07) of the students always communicate with them, and only 5% (N=03) choose sometimes. As it is noticed in question 20, students face many difficulties when communicating interculturally. To avoid such difficulties, they tend to avoid communicating with their foreign friends.

**Question 15:** In case you communicate with them, do you use English language?

**Table .3.15**

### Students' Use of English

Option	Number (N)	Percentage (%)
Yes	55	91,66%
No	05	08,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 15 shows that 91,66% (N=55) of the participants use English when communicating with foreigners, and only 8,33% (N=05) use other languages. As it is mentioned before, English is the linguafranca. People who speak different languages use it to interact with each other, that is, English is the shared language between people from different cultures.

**Question 15.a:** What type of communication you use the most when communicating interculturally?

**Table 3.16**

**Types of Intercultural Communication**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Verbal communication</b>	<b>53</b>	<b>88,33%</b>
<b>Non verbal communication</b>	<b>00</b>	<b>00%</b>
<b>Both of them</b>	<b>07</b>	<b>11,66</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

The above question shows students' way of communication. 88,33% (N= 53) indicate that they use only verbal communication. Most of the students have friends from abroad that they communicate with them through the use of social media (facebook, instagram, tweeter, viber,...). However, it is rarely for students to use skype or video calls in order to communicate with those foreigners, this is why only few students (11,66%) claim that they use both verbal and non verbal communication to communicate interculturally.

**Question 16:** Do you think teachers should encourage their students to use intercultural communication?

Explain.....

**Table3. 17****Teachers' Role in Encouraging Students' Use of Intercultural Communication**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>60</b>	<b>100%</b>
<b>No</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 17 indicates that 100% (N=60) of the students agree that teachers should encourage their learners to communicate interculturally. The teacher plays the role of facilitator, guide, monitor, and instructor inside the classroom. Also, he plays the role of a mentor as well, so, he/ she needs to advise his/ her students to interact with people from different cultures in order to improve and develop their language as well.

**Question 17:** Do you face problems when communicating interculturally?

**Table3. 18****Difficulties of Intercultural Communication**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>55</b>	<b>91,66</b>
<b>No</b>	<b>05</b>	<b>08,33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 18 declares that 91,66% (N=55) of the total population face problems when communicating interculturally, only 8,33% (N=05) of the students do not face any problem. This is because there are many factors that contribute in impeding the process of intercultural communication.

**Question 17.a:** If yes, which of these problems you face the most? If others, specify.

**Table 3.19**

**The Source of the Difficulty**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Stress</b>	<b>04</b>	<b>07,27%</b>
<b>Misunderstanding</b>	<b>11</b>	<b>20%</b>
<b>Lack of cultural knowldge</b>	<b>05</b>	<b>09,09%</b>
<b>Lack of lexical knowledge</b>	<b>05</b>	<b>09,09%</b>
<b>All of the above</b>	<b>30</b>	<b>54,54%</b>
<b>Others</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>55</b>	<b>100%</b>

Table 19 shows the problems that students face the most. 54,54% (N=30) claim that they face stress, misundertanding, lack of cultural knowledge, and lack of lexical knowledge, that's why they choose 'All of the above' as an answer. 20% (N=11) claim that they only face the problem of misunderstanding. 09,09% (N=05) face the lack of cultural knowledge. 09,09% (N=05) face the lack of lexical knowledge. And only 7,27% (N=04) choose stress. But, no one adds another difficulty. The English language contains a lot of idiomatic expressions, homophones, and very complex words, the thing that makes the students either misunderstand what has been said, or get stressed because they did not understand. Also, as we mentioned



before, English is a very rich language, it contains a lot of words and the english culture contains many customs and traditions. The lack of either the lexical or the cultural knowledge may cause many problems during the communication process. However, a very few number of the students (N=05) did not give an answer to this question because they do not face problems when communicating interculturallly.

**Question 18:** Do you agree that intercultural communication is important in developing students' vocabulary? Justify.

**Table3. 20**

**The Importance of Intercultural Communication in Developing Students' Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>Strongly agree</b>	<b>29</b>	<b>48,33%</b>
<b>Agree</b>	<b>19</b>	<b>31,66%</b>
<b>Neutral</b>	<b>00</b>	<b>00%</b>
<b>Disagree</b>	<b>12</b>	<b>20%</b>
<b>Strongly disagree</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

This question aims at investigating students' opinion about the role of IC in enhancing their vocabulary. 48,33% (N=29) strongly agree that IC is important in developing their vocabulary, 31,66% (N=19) agree, 20% (N=12) disagree, and no one stay neutral. Infact, dealing with native speakers can be a challengeabal task, but it helps students to discover new words and to ameliorate their language as well. Meanwhile, to appropriately communicate interculturallly means that you are a proficient linguistically and culturallly.

**Question 19:** To what extent IC help students develop their vocabulary?

Explain.....

**Table 3.21**

**The Impact of IC on Enhancing Students' Vocabulary**

<b>Option</b>	<b>Number (N)</b>	<b>Percentage (%)</b>
<b>To a great extent</b>	<b>42</b>	<b>70%</b>
<b>To a moderate extent</b>	<b>06</b>	<b>10%</b>
<b>To a limited extent</b>	<b>12</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

Table 21 indicates that 70% (N=42) claim that IC helps students develop their lexical knowledge to a great extent as speaking to native speakers enables us to discover new words as well as their meanings.

### **3.5. Summary of the Results**

Part one revealed that the sample consists of 60 students, most of them are girls. Their ages are between 22 and 45 years old. Most of them have a good level in English and they are still in the learning process.

Section two investigated students' attitudes towards learning vocabulary. The results showed that all of them agreed on the importance of vocabulary in learning any language. This is because without enough words, one can neither express his ideas nor understand others' ideas. According to them, vocabulary has many roles as it enables them communicate with others, convince them, influence them, and think more logically. However, vocabulary

learning is not an easy task. Thus, when asking them if they face problems when learning vocabulary, 66, 66% of them answered yes they do. Those difficulties are caused by many factors, such as word length, pronunciation, complexity of the word...etc. To avoid such difficulties, students tend to use various strategies and tools, each according to his preferences. Concerning students' definitions of the term 'Vocabulary', they provided approximately the same definition where they claimed that it is the amount of words a person knows in a particular language.

Section three was about students' attitudes towards IC. This section showed that all the students have friends from abroad, and although they rarely speak to them, they use English when doing so. This is because English is the lingua franca, that is, English is the language of the world. In fact, they rarely speak to those friends because they face many problems in the process of intercultural communication. When we asked them about those difficulties, they claimed that the source of the difficulty is stress, misunderstanding, lack of cultural knowledge, and lack of lexical knowledge.

Even though they find it hard to communicate interculturally, students do not neglect its importance in enhancing one's vocabulary. 70% of them claimed that IC helps them develop their lexical knowledge to a great extent. According to them, speaking with native speakers enables them enrich their lexical capacities and enhance their vocabulary knowledge.

## **Conclusion**

Through the examination of students' questionnaire, it is approved that students consider vocabulary as an important element in language learning. They also agreed that using intercultural communication is a very useful strategy in vocabulary learning. Thus, the results obtained confirm the proposed hypothesis.

## **General Conclusion**

### **1. Concluding Remarks**

Vocabulary is considered as the core of language building, thus, learning vocabulary is a very important process a foreign language learner goes through. However, students face many obstacles during this process. To overcome those obstacles, teachers advise their students to use some strategies that may facilitate their vocabulary acquisition.

The present study investigates the role of IC as an effective strategy in enhancing students' vocabulary. The research hypothesis is that if students use intercultural communication, they would learn more English words. After analysing the students' answers on the provided questionnaire, the hypothesis is confirmed. In other words, it is found that the majority of students consider IC as a very useful strategy in vocabulary learning.

Although most of students consider IC very important strategy, they rarely use it. This is because of the factors that hinder this strategy. Here, it is the role of the teacher who needs to suggest a solution to overcome those factors, and to direct his/ her students towards the use of IC.

### **2. Pedagogical Implications**

Although students are aware of the importance of intercultural communication in enhancing their vocabulary, they rarely use this strategy. For this reason, and in the light of the analysis of the results, it is recommended:

- Students need to learn more words in order to properly express themselves.
- Students should vary their vocabulary learning strategies.
- Teachers should encourage their learners to use IC.
- Students need to learn not only in the classroom, but also outside it.

- Students need to practice IC each time in order to avoid the difficulties they face when communicating interculturally.

### **3. Limitations of the study**

Throughout the accomplishment of this thesis we faced many problems, which hindered our research and prevented us from having a profound study of the present topic. We mention:

- Covide 19 (corona virus) which caused many results :
  - We could not organize meetings with our supervisor as we planned to do.
  - Libraries were closed, so there were no chance to borrow books and memoirs; As a result, we were obliged to depend only on online books, which were not sufficient.
  - There were no transportation because of the disease, therefore, me and my partner could not meet and do the work together. Thus, we were obliged to do everything via facebook or email, which was a difficult task.
  - For the questionnaire, it was planned to be distributed on secondary school students, but because of covide 19, all the schools were closed for a long period of time, so, we were obliged to change our sample into Master Two students.
- Another obstacle was the lack of primary sources. Moreover, there were no much free books, that is, the majority of the books were books that we should pay in order to have.

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## Appendices

## **Students' Questionnaire**

**Dear students,**

You are kindly requested to answer this questionnaire which is a part of a master two students' dissertation. This questionnaire aims at investigating the effect of intercultural communication in enhancing students' vocabulary. Therefore, you are kindly asked to tick (√) the answer (s) that suits you, or by writing full sentences when needed. Keep in mind that it is an anonymous one, so please be honest in your answers because they are worthy for the validity of this research.

**Thank you for your cooperation**

Ms. Hannachi Sarra, and Ms. Mekhalfa Boutheyna

Master two students of English language and culture

University of 8 Mai 1945

Academic year: 2019/ 2020

**Section one : General Information**

1.What is your gender?

Male	
Female	

2. How old are you? . . . . . Years old

3. How long have you been studying English? (including this year).....year.

**Section two : Students' Attitudes Towards Learning the English Vocabulary**

4.How would you describe your level in English ?

Very good	
Good	
Average	
Bad	

5. Using your own words, how would you define ‘ vocabulary’?

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

6. In your opinion, learning English vocabulary is?

Very important	
Important	
Not important	

Justify,.....  
.....

7. Learning vocabulary helps you?

Communicate with others	
Make good impression on others	



Boost your power of persuasion	
Bolster the ability to grasp ideas and think more logically	
All of the above	

**8. What are the tools you use to learn English vocabulary ?**

Books	
Videos	
Television	
Dictionaries	
Video games	
All of the above	

**9. What are the most effective learning strategies you follow when learning vocabulary?**

Grouping	
Using imagery	
Repeating	
Using context clues	
Semantic mapping	
Using physical response or sensation	
Others	

-If others, specify.....  
 .....

**10. Do you face problems when learning vocabulary?**

Yes	
No	

10. a. If yes, which one of these problems you face the most?

Spelling	
Word length	
Pronunciation	
Meaning	
Complexity	
All of the above	
Others	

If others, specify.....  
 .....

**Section three: Learners' Attitudes Towards Intercultural Communication**

11. Do you have access to internet?

Yes	
No	

12. For what reason (s) do you use internet?

Social media	
Playing games	
Watching videos	
All of the above	
Others	

-If others, specify.....  
 .....

.....  
**13.** Using your own words, how would you define the term ‘intercultural communication’?

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

**14.** Do you have friends from abroad?

Yes	
No	

**14.a.** If yes, how often do you communicate with them?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

**15.** In case you communicate with them, do you use English when doing so?

Yes	
No	

**15.a.** What type of communication you use the most when communicating with them?

Verbal communication	
Non-verbal communication	
Both of them	

**16.** Do you think teachers should encourage their learners to use intercultural communication?

Yes	
No	

Please explain .....

**17.** Do you face problems when communicating interculturaly?

Yes	
No	

**17.a.** If yes, which one of these problems you face the most?

Stress	
Misunderstanding	
Lack of cultural knowledge	
Luck of lexical knowledge	
All of the above	
Others	

If other, specify .....

**18.** Do you agree that intercultural communication is important in developing students' vocabulary?

Strongly agree	
Agree	
Neutral	
Disagree	

Strongly disagree	
-------------------	--

Justify.....  
.....  
.....  
.....

**19.** To what extent does intercultural communication help students develop their lexical knowledge?

To a great extent	
To a moderate extent	
To a limited extent	

Explain,.....  
.....  
.....

**20.** If you have any other suggestions, recommendations or comments, we would be very grateful if you add them below.

## **French Summary**

La présente thèse étudie les effets de la communication interculturelle sur l'apprentissage de vocabulaire des étudiants. L'objectif de cette étude est de discuter l'importance du vocabulaire dans l'apprentissage des langues, ainsi que, discuter l'effet du communication interculturelle dans le developement du vocabulaire. Ainsi, il est supposé que si les étudiants utilisent la communication interculturelle, ils apprendraient plus de mot Anglais. Pour confirmer l'hypothèse, Une méthode descriptive quantitative a été adopter en administrant un questionnaire pour les étudiants de Master 2, Université 8 Mai 1945, Guelma. Les principaux résultats obtenus on révélé que les étudiants sont réellement conscients de l'importance du vocabulaire. De plus, ils croient que communication interculturelle joue un role crucial dans l'amélioration du vocabulaire des élèves, qui confirme l'hypothèse posée et repond aux questions de recherche.

