The Implementation of the ECRIF Model in
Enhancing Learners’ Intercultural
Communicative Competence

The case study of First Year Students at L’Arbi Ben M’hidi University,
Oum El Bouagui

Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Arts in Language Sciences and Teaching English as a
Foreign Language

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2017/2018
DEDICATION

In the Name of Allah, Most Gracious, Most Compassionate

In the Memory of my Beloved Grandmother

This work is especially dedicated to the one who made me

Know about the ECRIF, Mister.

KARIM Ayadi

To my sympathetic father and my lovely mother who stood by my side in every single moment, I would do nothing without her encouragement and patience.

To my precious sisters: Chaima Nor el Yakin

and the little angel Ritedj Dhikra.

To My only and wonderful brother Houssem Eddine

To all my friends especially my intimate

ALLOUANE KHADIDJA NADA who was my source of inspiration

And our funny best friend ever Mr Adbarahim Bekhouche

Also: Amina, Bouchra, Asma, Sana, Rania, Houssem, Ali, titou, for their emotional support, thanks for being there
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Finally, I would not forget my dear teachers at Larbi Ben M'hidi University especially: Mrs Merah, Mrs Guerfi, Mrs Azeroual, Mr Badi, Mr Bouri, Mr Melgueni, Mr Taibi and Mr Boulemize for offering me a model to follow in life.
Abstract

This dissertation aims at investigating the importance of intercultural communicative competence in foreign language classroom through the ECRIF model, the latter is an acronym that stands for encounter; clarify, remember, internalize and fluent use. More particularly, it investigates whether the ECRIF model is useful for enhancing learners’ intercultural communicative competence or not. The work is based on the hypothesis that the ECRIF model will enhance learners’ intercultural communicative competence. To test its truthfulness, a quasi-experimental study explored the implementation of the ECRIF model in enhancing learners’ intercultural communicative competence. A pre-test, post-test design is carried out. The sample population constituted of two classes of second year LMD students at L’arbi Ben M’hidi University. The study sample were chosen randomly with a total of 60 students out of 264 second year students. The experimental group was taught the ECRIF model for a total of eight sessions through the oral module. The sessions span over 2 months; While the control group was taught in traditional way of teaching with no ECRIF stages, i.e., the same content of the experimental group as well as the module, using traditional lecturing approach. The independent Sample t-test and the paired sample t-test were used to analyze data research, because the former used to determine the significant of intergroup differences. And the latter was also utilized to show the reason of the differences. The results of the study show that there are significant differences between the experimental group who has performed better than the control group. Therefore, the study has contributed to the result that the integration of the ECRIF stages will enhance learners’ intercultural communicative competence. The present study ends with some suggestions for future research, limitations, and pedagogical implementations of the study.

Keywords: Intercultural competence, Language Learning,
List of Abbreviations

CC: Communicative Competence

EFL: English Foreign Language

ESL: English Second Language

FL: Foreign Language

FL: First Language

FLT: Foreign Language Teaching

ICC: Intercultural Communicative Competence

M ( \( \mu \) ): Sample Mean

*P: The probability Value (< .05)

SEM: Standard Error of the Mean

SED: Standard error of the Difference

SD: Sample Standard Deviation

SQRT: Square Root

TC: Target Culture

\( \sum X_i \): Total of Scores

: The sample variance
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Résumé
1. **Statement of the Problem**

The field of second language teaching has undergone many changes and trends over the last few decades. Many language teachers and researchers have expressed the belief that the primary aim of second and foreign language acquisition is to enable learners to communicate with people from different linguistic and cultural backgrounds in a multicultural world. Since there is increasing need to deal effectively and appropriately with cultural diversity. Therefore, Foreign language Teaching is concerned with communication but this has to be understood as more than the exchange of information and sending of messages, which has dominated communicative language teaching in recent years. Even the exchange of information is dependent upon understanding how what one says or writes will be perceived and interpreted in another cultural context. In addition, research on intercultural competence underscores the importance of preparing students to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures (Sinicrope, Norris, and Watanabe, 2012). Accordingly, when language skills and intercultural competency become linked in a language classroom, students become optimally prepared for participation in a global world. Intercultural communicative competence aims to develop communicative competence, which involves the learner in the production of the target language among different cultures. Moreover, in Byram’s Model of Intercultural Communicative Competence (1997), foreign language teachers are asked to guide learners through the process of acquiring competencies in attitudes, knowledge, and skills related to Intercultural competence while using a foreign language. Hence, with this change of paradigm in language teaching from accuracy focus to initiating intercultural communication, a spectacular change of language teachers’ role is evident. While language teachers of the past played the role of teaching their students how to speak correctly and thus
acquire language competence in the respective foreign language, nowadays they take more and more the role of cultural mediators developing intercultural communication skills with their students (A. Hamburg, 2011). However, the teacher needs to enhance the learner’s intercultural competence through engaging them on the learning process and that involves the use of different tools. The ECRIF frame work (Encounter; Clarify; Remember; Internalize; Fluency) emphasizes on how people learn, rather than prescribing what teachers should or should not do. In other words, the teacher will incorporate this model into the lesson plan to improve the student’s intercultural speaking skills. Meanwhile, the foreign learner will acquire intercultural competence through the implementation of the ECRIF stages to achieve a successful communication.

Since English has been branded as an international language, teaching for linguistic competence cannot be isolated from teaching for intercultural competence. Yet intercultural communication has not been given much importance in EFL teaching in Algerian classes. It prompts us to realize the fact that Algerian students of English may master English in terms of its grammar and linguistic aspects but encounter several problems in intercultural communication. Over the years, many researches has been carried out to find different ways and techniques that help students communicate successfully across cultures. In spite of the call to develop intercultural communicative competence in FL (Foreign Language) teaching, a lot of questions must be raised on how to achieve language proficiency as well as, developing the skill of English teaching in foreign setting. In the light of this, this study seeks to suggest the use of the ECRIF model through different stages as a communicative tool to enhance learners’ intercultural communicative competence. Yet the learner will be able to use the skill of being competent in interacting among different contexts. In this case, the learner will be aware of their needs and tend to ensure its communicative competence.
2. **Aim of the Study**

In this study, our first purpose is to offer a better understanding of the ECRIF Framework. In particular, we aim to investigate the Algerian EFL learners’ perception of the model. We believe that the more the teacher persuades his/her students about the model, the better the learners will communicate interculturally; Also, that helps them to open conversations and give more importance to language teaching.

3. **Research Questions and Hypothesis**

As we stated above, the current study is an attempt to investigate the importance of implementing the ECRIF model in improving intercultural communicative competence. For this purpose, the following questions are formulated to be persuaded:

1) Can ECRIF model be used as a new technique to enable EFL teachers to improve their course design to meet the intercultural competence objectives

2) Is ECRIF model effective in improving EFL learners’ intercultural communicative abilities?

In the light of these research questions, we hypothesize that:

- The use of ECRIF model would enable learners to communicate in real life contexts and improve their intercultural competence.

- The use of the ECRIF model does not affect the understanding of the intercultural communicative competence.

4. **Research Methodology**

4.1. **Participants**
The population is second year LMD students of English Oum El Bouaghi, because they already have a pre-knowledge of what is an intercultural competence; Also, due to their need to learn the idiomatic expressions, the population consists of 264 students. However, the sample is randomly assigned because into two pre-existing classes of first year LMD students, 120 students are involved. The experimental group is made up of 60 students and so is the control group. They are of different age, gender, and abilities.

4.2. Research Instruments

In this study, the quasi experimental method is adopted. Both groups (experimental and control) are pre-tested using a diagnostic test. Where the students are asked to answer, the instructions given in the test. Then the experimental group is exposed to the new technique, ECRIF model. In each session, the students are supposed to use the ECRIF stages within different activities. The control group in not exposed to that treatment and is taught in the usual teacher-centered approach. Then a post-test is administrated to both groups to check whether the strategy of ECRIF brings about some changes in learners’ abilities to communicate interculturally with the target language. The post-test is a summative assessment to evaluate students’ intercultural communicative competence.

5. Structure of the Study

Our research is divided into two chapters: the first chapter is the theoretical part and the second is devoted to the practical part: Chapter one deals with the background of the study concerning the intercultural communicative competence, and clarification of the meaning and the role of ECRIF model as well as its effectiveness in language learning, and how to use it in the classroom. Chapter two deals with the implementation of the ECRIF stages in the context of the Algerian EFL class. The chapter tackles the pre-test and post-test, analysis and interpretation of the findings. The chapter closes with some pedagogical implications from the study.
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Intercultural Communicative Competence in Language Teaching
Introduction

The first goal of learning a second or a foreign language is to communicate successfully in the target language. In addition, learners are taught different aspects related to teaching foreign language, linguistic competence, pragmatic competence and cultural competence; the latter helps the learners interact with others within various cultural contexts that differ from ones’ own. Hence, learning a second a language does not imply only the linguistic background and the rules that govern each component, but also, the way interacting with others and the ability to understand messages through verbal or non-verbal communication (Richard, 1993, p. 7).

1. The communicative Competence Approach in Language Teaching

Many approaches have been undertaken in the field of English language teaching. However, the main focus was based on the interactions between people to achieve specific purposes. Communicative competence appears as an important method in EFL classrooms.

1.1. The Concept of Communicative Competence

The term "competence" was first introduced by Chomsky (1965) in his book « Aspects of the Theory of Syntax » in which he proposed the relation between performance and competence. According to Chomsky competence means that the learners acquire a background and knowledge that enable them to know about the second language; by performance he defines it as the application of what have been learned under different circumstances in real life interactions with others. Consequently, it was criticized by Dell Hymes (1972) and developed into more comprehensible term called "communicative competence" in English language teaching. Thus, Hymes(1972) describes this term as the ability to use language outside the classroom (1972  cited in Dr Salama Embark Salah, 2013).

1.1.1. Hymes’ s Concept of Communicative Competence
When Chomsky differentiates between competence and performance he used the term ideal speaker-listener circumstances. In other words, he argues that each one is competent and masters the structure elements of the language because they already have the inner ability to use language (Atsuko Ohno, nd). However, Hymes found it insufficient to gain an effective communication since he ignored the role of context. In addition, Hymes claims that communicative competence is the ability to understand language and use it correctly for both referential and social settings. Also, he added that the use of competence and performance relationship deals only with language as a whole and do not focus in a particular aspect which is not the case when it comes to language performance. Another important point, is that the ideal speaker-listener does not refer to what really language is and this relation may be effected by other sociocultural factors that may interfere. Similarly, Moor (2009) identified that communicative competence "is dependent on more than the knowledge of and ability to use a given field language in ways that are grammatical and socioculturally appropriate" (p. 9 cited in Atsuko Ohno).

1.1.2. Widdowson’s concept of Communicative Language Teaching

According to Widdowson (1978) learning a language does not include only the mastery of linguistic structures, morphology and syntax, but also how it is used in a meaningful context. In other words, the comprehension of the isolated words could not achieve a purposeful communication. Meanwhile, he supports Hymes perspective that children are able to understand the language and use it appropriately. More importantly, Hymes stated that the learner should be aware of to whom is speaking, when and how is speaking and this represents knowledge of sociocultural features. Also, Widdowson insists on the importance of implementing the communicative competence within teaching linguistic competence (Atsuko Ohno, nd).
After the contribution of Hymes of communicative competence, Canale and Swain (1980) provide a theoretical framework to develop Hymes ‘model. They believe that communicative competence is “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” p. 6.

1.2. The Intercultural Communicative Competence Approach
The need of learning a second or a foreign language has been considered as the primary source of being able to interact among different linguistic and cultural backgrounds. Therefore, teaching the linguistic skills seems insufficient for a successful communication because while communicating with others from different cultures does not only implement the linguistics competence but also the variety of cultural elements. However, there is a little integration of the cultural instructions in the language lessons. Since that would be of a great importance, teaching curriculum should include intercultural courses that would be trained by the teacher. All in all, intercultural competence aims at enhancing native or non-native speaker’s ability to exchange and negotiate with participants in the foreign language (Ildikó, 2007).

1.2.1. The Concept of Culture
According to Hofstede (1994) culture exists in mind when it varies one group from another (p. 5). In other words, culture differs from one perspective to another because the term itself has been defined differently according to many scholars; Anthropologists, sociologists, linguists and so on. However, each discipline has its main focus on the field of study. On the other hand, Kaplan and Manners (1972) claims that: “Culture is admittedly an omnibus term” (cited in Byram, 1989, p.80), i.e., similarly, Goodenough (1957) explained that culture must be practiced appropriately in terms of its beliefs, values and knowledge rather than being learnt to behave successfully. More importantly, culture can be characterized with different features as:
attitudes, assumptions, values, norms, and artifacts. In spite of that, cultural differences are due to the different perspectives of each factor that varies from one speech community to another.

1.2.2. Big “C” Culture and Small “c” Culture

Since the concept of culture did not find a clear definition to be based on, Brooks distinguishes between “small “c” culture” and “big “C” culture”. Then, different scholars have been developed it. As Chlopek (2008) who defines big c as:” …..literature, music, dance, painting, sculpture, theatre, and films” (p.11). Besides, Gill and Cankova (2013), in their book named: “Intercultural Activities” argue that big “C” culture can be described “…. such as the plays of Shakespeare, the Mona Lisa, the Taj Mahal, Beethoven’s symphonies” (p.1). Also, Brooks (1994) named big “C” culture as the “formal culture”.

In contrast, small” c” culture or little “c” culture contributes the way people live, in other words it is wider than big “C” culture since it entails what people need to know to behave appropriately within different communicative societies. Because according to Gill and Cankova (2013) culture is “……” everyday” culture and includes what we learn at school, our social customs, how men and women’s life differ, what time we get up and go to bed, what we do in or free time, what we eat” (p.1). Therefore, the small “c” culture is dealing more with daily life situations and it focuses more on language use. That is to say, lack of understanding these aspects may lead to misunderstanding.

1.2.3. Cultural Awareness and the Process of Acculturation

The ability to know others’ culture gives the opportunity to foreign speakers to be aware more about theirs’ culture. Also, learning a second language includes dealing with what is different from one’s own culture and what is similar; hence, learning a new language does not implements the ignorance of one’s own culture as hall states, the recognition of our “hidden culture” (1959 cited in Ildikó Lázár, 2007).
According to Damen (1987) acculturation may occur “in the native context as enculturation or in a non-native or secondary context as acculturation” (p. 140-141). On the other hand, acculturation involves learning a new way of dealing with problems and “shedding ethnocentric evaluations”.

1.2.4. The Intercultural Communicative Competence

Learning a second language does not only imply the mastering of linguistic skills. Hence, using language to communicate with people from different cultural norms should be based on an appropriate context for both the speaker and the hearer to avoid misunderstanding because according to Lum (2004) the context is very important for a comprehensible communication. In other words, it is important to take into consideration the sociocultural parameters that encompasses the way understanding others and how to deal with different cultural situations (Alyan 2011).

1.2.4.1 Definitions of Intercultural Competence and Intercultural Communicative Competence

Guilherme (2000) defines intercultural competence as: “the ability to interact effectively with people from cultures other than one’s own”. That is to say, it is the capacity to understand attitudes, behaviors and skills of others through their own culture.

1.2.4.2. The conceptual framework for the Intercultural Communicative Competence

The fact of being interculturally competent is more than understanding others and realizing that there exist cultural differences. In addition, Byram and Zarate (1997) identify five “savoirs” for the components of the intercultural communicative competence within second language teaching. “Savoirs” (knowledge of and others), “savoir comprendre” (skills of interpreting and
relating), “savoir etre” (intercultural attitudes), “savoir faire/apprendre” (skills of discovery), and “savoir s’engager” (critical cultural awareness) (p.54).

<table>
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<tr>
<th>Skills</th>
<th>Interpret and relate</th>
<th>(savoir-comprendre)</th>
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<tr>
<td>Knowledge</td>
<td>Of self and other;</td>
<td>Education</td>
</tr>
<tr>
<td>Of interaction:</td>
<td>Individual and societal</td>
<td>Attitudes</td>
</tr>
<tr>
<td>(savoir-s’engager)</td>
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Figure01: *Factors in intercultural communication (Byram, 1997, p. 34)*

First, “savoirs” describes knowledge and the background information about the target culture. Byram (1997a) defines “saviors” as: “knowledge about social groups and their cultures in one’s own country, and similar knowledge of the interlocutor’s country on the one hand, and similar knowledge of the processes and interaction at individual and societal levels, on the other hand” p. 35. In other words, both similarities and differences between one’s own culture and the others culture help the students to interact appropriately among these different communities. In this case, the interlocutor must be aware of the cultural aspects because such a belief is accepted in his/her own culture and unaccepted in others culture which may actually lead to misunderstanding and breaks down the communication. Moreover, based on the knowledge being acquired, the student is exposed to the way of interpreting and discovering the relationship between the two cultures through the language skills (Byram et al, 2002). More importantly, understanding others cultural differences is no sufficient for a successful communication. Consequently, “savoir comprendre” is the interpretation of the cultural differences and the suitable reflect for each situation which helps the students to interact meaningfully with the foreigners. Despite the fact, that getting experienced with the others’ culture would be beneficial
for the interpretation and reflection between the two cultures, that cannot be easily achieved for
the foreigners and non-native speakers. Because, the skill of interpreting critically should be
based on the previous background information. In brief the five” saviors” are to develop
learners’ awareness to interact with others within specific settings. However, the main focus is
on the way how to deal with each situation that would be related to one’s own culture and that
is directly involves the learners’ knowledge about the target culture. Furthermore, and relating
to the components above, the student also need to succeed in practicing the cultural knowledge
in real life situations because a real intercultural speaker is able to interact with people within
intercultural settings with the acceptances of others regardless of their cultural differences

1.2.5. Culture-General Frameworks (Cultural Skill Set)

Nowadays, cultural diversity becomes a very important phenomenon, since the interference of
a second language has been widely needed within different disciplines as business, education,
and technology. Hence, the awareness of the cultural differences and the way interacting with
others avoid misinterpreting them. However, the existence of such difficulty may occur if the
specific cultural knowledge of the cultural aspect is not sufficient for the effectiveness of the
cultural communication. Because, there are some other techniques that are needed in any
encountering with another culture; that is to say, general cultural framework “provide a general
set of cultural contrasts that apply to a wide range of cultures” (Milton J. Bennett, 2007). In
addition, there are four essential frameworks that needed to be understood and to be well used
as well.

1.2.5.1. Language Use
The cultural communication involves the use of language within different contexts. Yet, it is related to social setting of the language. These differences are represented in each one’s daily life situations, such as, greeting, arguing, and other social rituals (Milton J. Bennett, 2007). For instance, Algerian women tend to use long greetings including complements and some exaggeration on the way showing common personal experiences. Another case, when an Algerian woman invites her friend to have a lunch, it will probably insist on that for several times if you rejected the invitation which is not the case with an American woman, who may ask for that only once or twice that’s enough for them. Therefore, that would create misunderstanding if it happens between American and Algerian women, since they both differ in interpreting things, because the Algerian speaker is not going to accept the invitation unless they insist on him.

1.2.5.2. Nonverbal Behavior

This framework is concerned with gestures, body movements and other facial expressions that is actually vary from one culture to another. Nonverbal expressions occurred unconsciously so they are likely to result a real misunderstanding among different speech communities. Accordingly, the use of eye contact is very important for the Algerians to show respect and care. On the other hand, it indicates sexual or physical aggression for the Americans use of eye contact (Milton J. Bennett, 2007).

1.2.5.3. Communication Style

People in interacting with each other they rather be talkative or prefer silent depending on the person to whom they talk and the context. Hall distinguishes between high context and low context culture. The speaker sometimes expresses his/her opinion implicitly and tend to “read between lines” that characterized the high context culture. In contrast the low context culture is concerned with those who make their conversations explicit and choose either to be talkative or
silent (Milton J. Bennett, 2007). The case of Algerian speakers may conclude the fact that they tend to be talkative, yet they use implicit statements to achieve their communicative purposes. Also, another instance that describes Americans who keep always distance between the participants. In addition, Cultural differences are due to “intellectual and relational engagement” (Milton J. Bennett, 2007).

1.2.5.4. Cognitive Style

Non-verbal behaviors can be interpreted differently, as well as the verbal behaviors. In fact, cognition refers to the way people think and interpret the information. It describes the basic continuum as concrete or abstract, i.e., the person may integrate metaphors expressions to indicate real life situations for example demonstrate concrete understanding. While, those who do prefer to based their discussions on theories are included with abstract style. Moreover, the case of Americans specifically North America are more likely focused on the way of doing actions or how to interpret them rather on who is doing that action. These skillsets enable the speaker to communicate across cultures and to practice language in different cultural settings. Since he/she is aware of the general context that organize and prevent any misunderstanding that may take place between intercultural groups (Milton J. Bennett, 2007).

1.2.6. Development of Intercultural Competence

The major goal of developing students’ intercultural competence is to increase their international education professionals (J.M. Bennett, 2008, p. 13 cited in Sunnygard, 2007, p. 168; Ziegler, 2006, p. 51).

1.2.6.1. The Intercultural Experiences
Despite the fact that learning a second language inquires learning its cultural aspects as well, may influence learners’ psychology and emotions since it is different from his/her own culture and that can lead to cultural chock. Thus, the international education professionals enable the learner to get familiarized with the target language. Yet, Paige (1993a) identifies ten personal facts that effect learners’ attitude towards learning new language. The following are the main factors: Cultural Differences; ethnocentrism; cultural immersion; cultural isolation, language; prior intercultural experience; expectations; visibility and invisibility; status; power and control. Interestingly, culture differences may create what is called “cultural shock” and that would certainly result stress and psychological issues towards the target culture, however learners who are immersed in another culture are actually lack of balance between their own culture and the new culture since the later it is used more than the mother culture or in other term “culture fatigue”. Also, learners who are addicted to the cultural circumstances they should interact with members from their own culture to avoid isolation that certainly will mislead them. Besides, the language is very essential to express the learners’ identity in the target culture and lack of the language skills leads to misunderstanding and discouragement in communicative discussions. Consequently, getting experiences within the target culture instructions help learners acquire intercultural communication skills. Moreover, learners’ experience is a disadvantage if it is related to physical appearance, i.e., students from different cultures are more liable to discrimination and racism since they differ from each other; as well as participants of the target language resort to be more powerful and control over those who are from other culture which originates the idea of status differences (R. Michael Paige & Matthew L. Goode, nd).

All the difficulties above that the learner may face in learning the target language will raise more their awareness and how to deal with them with distinct situations. In this case, teachers and
professionals are obliged to design intercultural programs that is beneficial for the learners’ cultural development (R. Michael Paige & Matthew L. Goode).

1.2.7. Dimension of Intercultural Learning

According to Paige (2006) learners’ intercultural progression is more related to five cultural learning dimensions.

1.2.7.1. Learning About the Self as a Cultural Being

Cultural differences are concerned with values, assumptions, and behaviors, and if the learner is conscious about these aspects in his/her own culture that will probably their awareness and facilitate cultural practices and foundations in the target language.

1.2.7.2. Learning About the Elements of Culture

According to M. J. Bannett (1998) there are two main perspectives of culture: objective and subjective culture. The former is the “the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people” p.3. In contrast, subjective culture is the expressions, gestures, attitudes that used by the learners in their daily life experiences. Thus, students must understand culture and determine its purpose.

1.2.7.3. Culture Specific and General Learning

Since the cultural elements of each culture involves specific elements that should be mastered by the learner either for subjective or objective culture. Otherwise, cultural general learning is much broader than specific culture, in which it focuses on “intercultural development, acculturation, adjustment and cultural chock” (R.Michael Paige and Matthew L. Goode). These concepts face them whenever they visit a foreign culture.

1.2.7.4. Learning about Learning

Cultural development is based on learners’ experiences with people from different cultures because the more you interact with other the more you will know about their culture and the
way use. Hence different strategies are to be held by the learner in order to be more knowledgeable about the new culture and succeed in interpreting others’ cultural instructions (Crawford-Lange & Lange, 1984).

In brief, these dimensions can be embodied within teaching curriculum to provide learners with real life experiences through organizing an appropriate content that reflects their intercultural competency.

1.3. The ECRIF Model as a Learning Process

Introduction

The ECRIF stages "focus more on the learning process" (M. Scholl & J. Kurzweil, 2005). They are designed to achieve a successful communication within different cultures. The main purpose of ECRIF model is to enable the learners interact affectively and meaningfully in the target setting.

1.3.1. Definition of the ECRIF model

The ECRIF model developed by J. Kurzweil and M. Scholl (2007) as a learning process of the students, and how they are integrated in the target language in their classes. It is used by the teacher as a lesson planning framework to determine the appropriate feedback to be introduced to the learner that will guide them. Also, it helps the teacher to have a better understanding of the individual’s needs.

The ECRIF is an acronym, it stands for Encounter; Clarify; Remember; Internalize and Fluent use. Starting with encountering, when the student enters the new material or target information for the first time. In this stage, the learner may rise different questions about the meaning of the word, its context and its pronunciation. In the second stage, which is dealing with clarification, where the student identifies each of the information given, which means that it is carried out within the individual; who need to understand and learn by themselves. In this
case, the teacher asks questions to evaluate the learners’ better understanding of the new information. Then, after the learner have encountered the new target aspect and get the possibility to clarify it, the third stage would help the learner to memorize the information and use it in another assignment. It is characterized by different activities, drills, repetitions and guessing games. The next two stages are about remembering the items being taught and try to store it so that the learner will use it easily which is the step of internalizing. For instance, it exists various activities help them remembering the new information, such as drilling and matching tasks. Similarly, for internalize activities like role plays and short answers. The last stage is when the learners are using the target aspects fluidly, based on their grasp and good understanding of the new information. Hence, the student is able to retrieve the information was stored in long term memory and get the chance to communicate in a meaningful and different context.

**ECRIF Model Vs. PPU Framework**

The ECRIF model is related directly to learning process, it evaluates and assesses the students’ learning achievement. Also, it guides the teacher during the lesson and provide him/her with the suitable structure that support the learner’s learning. However, PPU which states for Presentation, Practice and Use, it describes the teaching process, that serves learning framework. In other words, the PPU framework enables the teacher to design a lesson plan and stages to be achieved in each lecture. Furthermore, the teacher starts the lecture by presenting the information and build up a background knowledge, and what should be understood in term of grammar, vocabulary, pronunciation and meaning. Then the student acquires this information being presented at the beginning of the lesson in order to memorize the rules with the guidance of practitioners, and practice language skills of the lecture by implementing different activities.
Also, it insists on the accuracy and correctness. In brief, it is the practice stage. The third stage is more likely important, it deals with the use, i.e., the ability to communicate and use language in real life situations. The difference between the two models has been shown in TESOL Certificate Course in details.

Presentation is the first step of the PPU framework in which the teacher starts his/her lesson by introducing the target information. In this stage, he/she may design questions that help him/her presenting the new instructions. For instance, the way the information is going to be presented and what are the activities that suit the content; also, in this stage the students should be involved with the language skills through various activities such as brain storming or analyzing. In contrast with the ECRIF stages in which the step of presenting involves encountering and clarifying. In other word, the learners in this stage is able to encounter the new information after being aware of what they have been exposed to; besides, the teacher ‘s role is to determine what are the basic language skills to be involved when they try to encounter the target information and what are the resources used for the target instructions. Then, the next stage in which learners are curious somehow about the new target instructions so they raise questions to understand and search for a corrective feedback. The teacher should be aware if that would happen or not. Importantly, the learner is responsible for the clarification of each new item and not the teacher who would only interfere directly by using some techniques as role plays, scenarios and so one. Moreover, practice is the second stage of the PPU frame work. The teacher helps students understand better the given instruction through the integration of various activities that enable them to practice and produce in meaningful situations. That may be applied within groups, pairs or even individuals. Accordingly, the teacher must design tasks that enhance their language abilities in the target language. In other words, the teacher provides activities for his/ her students that help them memorize the target information. Such as matching up questions, cloze,
word prompts and so on. Nevertheless, remembering and internalizing the new target information are to be followed within the ECRIF model. In fact, the learner tends to memorize the information being taught so he/she can use it again appropriately within different context. Then, this information is ready to be reused again because they already have been stored in long-term memory which is the internalization of this new information. Similarly, the learner is nearly able to use what have been learned in more natural situations. Finally, the third stage for PPU is when the teacher thinks about more activities that impose the learner to use language meaningfully for communicative purposes; that represents the stage of use. Consequently, students are personalized with the target information and the new language skills. Many activities may be presented, as ranking and guessing games. However, this step is introduced as the fluent use in the ECRIF model. Since the aim of these stage is to communicate meaningfully within different context the fluent use is the ability to undertake communicative situations using language skills broadly and easily without any difficulties.

1.3.2. The relationship between SIOP and ECRIF model

In EFL language teaching the teacher always tries to cover all language skills that guarantee the learners’ better understanding of the content. However, the latter should be supported appropriately by different language instructions to meet the students’ learning experiences. Therefore, the incorporation of language support and content instructions build a successful academic learning.

The Sheltered Instruction Observation Protocol (SIOP) model that was implemented in grade level content in order to enhance leaners’ English language skills with an intelligible perception of the content. It was created by Echevarria, Vogt, and Short in 2000 as a tool to integrate language and content. By sheltered instruction we mean that the learners will improve their
language skill, through different instructional techniques that are provided by the teacher to help them learning grade level content. In addition, the framework involved eight major components:

✓ Preparation
✓ Building background
✓ Comprehensible Input
✓ Strategies
✓ Interaction
✓ Practice/Application
✓ Lesson Delivery
✓ Review/Assessment

As stated before, the ECRIF model can be considered as an approach that shifts the learning process from teacher-centered approach to leaners-centered approach; In other words, "ECRIF has been used as an approach for moving classroom instruction from teacher-guided lesson delivery to student-centered collaboration and independent practices " (Ching Ching Lin, 2016).

1.3.2.1. Scaffolding Planning and ECRIF model

Since the ECRIF stages are affective for a successful leaning process that involves five stages which are integrated in the lesson plan of the teaching program. Meanwhile, Scaffolding instructions also develops the learning process; According to Vygotsky. L., “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level” (Raymond, 2000, p. 176). In other words, the learner will independently find solutions and answer the instructions regardless of its complexity, but importantly the teachers’ gaudiness is available to build a correct knowledge that consists engages the students in various communicative situations. Moreover, Brawn (2009) argues that there are two types of scaffolding; spontaneous and planned, the former is” necessary feature of
the act of teaching and the process of learning,” i.e., the effect of both the environment where
the learner interacts with others, and the formal learning setting that takes place inside
classroom. While the latter “builds into the productive skill lesson to facilitate the successful
learning and use of the target language and/or target skill” (p.62).

During the ECRIF stages, the teachers design a plan that contains tasks and activities
that develops and help the learners communicate in the target language, with their corrective
feedback and explanation; Thus, ECRIF model is a guide for “planning learning experiences to
facilitate students’ productive use of a target language “ (Ching Ching Lin, 2006).

1.3.3. The benefits through using ECRIF model

In EFL language teaching process the circle of teacher- student and student-student needs to be
more enjoyable and successful to use language appropriately and communicatively. ECRIF
stages are characterized by four main advantages to language learning.

1.3.3.1. Motivation

The ECRIF stages are naturally increase the learners’ motivation because the participants are
active rather than passive. They are involved in real life situations with their own experiences
that ensure their desire to communicate in the foreign language. So far, the teacher motivates
his/her learners using the ECRIF stages interchangeably during the lecture with the regard of
their independency and freedom to select their objectives. Therefore, the learner when he/she
asked to internalize the target situation then trying to clarify it, in this case the teacher may lead
them think critically to define or explain the new information; that certainly consequences
enthusiastic interactions and the pleasure to learn some new instructions.

Furthermore, Williams and Burden (1997) agree on the fact that the nature of the content
is essential for the learners’ performance that would be motivated and developed through
meaningful instructions:
feedback actually provides information to learners that enables them to identify specific aspects of their performance (...) it should prove both motivating and helpful to them to move into the zone of next development". (1997, p.138)

Accordingly, the stages of the ECRIF model satisfied the learners’ needs regardless of the difficulties they may face, because failure is itself a success. (John, 1982, p. 11)

1.3.3.2. Cultural Experience

Learning a second language includes not only mastery of linguistic skills but also the ability to communicate affectively within different cultural settings. Language and culture are interwoven with each other; indeed, it makes no sense learning a language without its context. Importantly, Hall (2002) aimed to determine two significant concept for effective and successful interactive communication,

“both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually appropriate, and culturally feasible in communicative contexts constitutive of the different groups and communities of which the individuals are members” p.159.

According to Hall the communicative competence should cover the linguistic competence of the target language as well as its cultural background that emphasizes the intercultural competence across different cultures. Similarly, Byram (2007) defines that the learner needs to understand the target instruction which refers to knowledge (know what) and how to act appropriately (know how) in the target speech community p. 7. Unfortunately, language classrooms need to integrate cultural aspects although learning a foreign language has already involves learning its culture.
ECRIF model displays five stages for double aims. First, the learners will be able to understand the cultural instruction through the two first steps of encountering the new target information then seek to clarify the tasks given. Second, the learners will remember the new information being taught with the opportunity to use it frequently and smoothly in different contexts. Due to that, the students will know how to behave in a specific setting. For example, when the learner experienced with a new word different from his/her own culture, a lot of questions may be raised, its pronunciation, its meaning and so on, hence, it will be difficult for him/her to act correctly with target social group.

1.3.3.3. The Communicative Fluency in the Target Language

In the ECRIF stages the two last concepts deal with the internalization of the target instructions when the students are supposed to retrieve the information being stored in long term memory; then, he/she may utilize the target input appropriately and interchangeably within various settings, also, the learner will have fluidity in using each new word have been learned easily. Therefore, the term fluency in this case means that the students will use the target prescripts independently and accurately because they already have a corrective background about the information. For example, the word « shrug » for the first time they do not know the meaning of the word so the students may fail in using it, which is not the case when they understand it causes they automatically will know how to use it and what does it mean; so that, if the teacher provides them with different statements they surely be able to define which one that suits the word.

In addition, the students do not fail to interact with others properly and successfully without any misunderstanding or communicative defeats. Therefore, out of the ECRIF stages the students may develop their communicative skills through getting experienced in real life situations.
1.3.4. Learning and Teaching process

In EFL classrooms, the main focus is the learner. However, when it comes to practice the teacher is always who starts and ends a lesson, because probably the learner may only interact with what is given by the initiator. Accordingly, the teacher find it difficult to create a good atmosphere for participants to learn, especially that there are different learning strategies and styles in any language classrooms. Besides, teachers are obliged to provide their students with the appropriate content, materials and activities that suit their needs and facilitate their learning process. Moreover, learners are also supposed to be motivated and engaged in the learning process, that would enhance their comprehension and improve their communicative skills. The ECRIF stages emphasize the both the teaching and learning process, these stages can be presented in form of a lesson plan that includes the steps of the ECRIF model, when the teacher may follow them in designing the lecture in terms of activities instructions and tasks so that it will help him/her motivate the students. Moreover, the ECRIF framework gives the opportunity for learners to be independent and express their ideas and experiences through language instruction. For instance, the lecture been presented is about how to communicate effectively with different social group. First the teacher selects what is needed to be taught i.e., the content that meets the learners’ objectives and wants, this content follows the ECRIF stages starting with the point that the students did not deal with that subject before, thereby the activities used are important to encounter the target information as well as motivate them, then the participants try to use these information by themselves and appropriately. In brief, the ECRIF model helps both the teacher and the learner, the former uses it as strategy to help the learners interact and understand others.

1.3.5. Improving Intercultural Communication
According to Sinecrope, Norris, and Watanabe (2012) the aim of intercultural competence is to facilitate communication for students to interact with others from different cultures. (cited in Building intercultural competence in the language classroom, nd).

Similarly, Sinecrope et al., stated that being interculturally competent means that the students may act properly and successfully within different cultural background (2012).

In fact, learning a foreign language requires knowing the others’ cultural behaviors, attitudes and values, also learning the way how to act in such context. Thus, Byram and Zarate (1997) presented four savoirs that determine intercultural competence; but in this case the main focus is on the know how (savoir apprendre) and the know what or knowledge (savoir), in other words the learner must have a background and knowledge about the others culture that differs from once ’own. Consequently, the ECRIF stages enhances the students’ intercultural competence and help them be socialized with others and make relationships, because the first two stages of the model insist on understanding the target information which means that the students are aware of the new information. The last stages about remember, internalize and fluently use, here the learner will be able to know how to use any information appropriately and carefully within target group because mastering the meaning of the instructions enables the participants to act properly without misunderstood others.

The ECRIF stages are very important to improve the learners’ intercultural communicative competence since it engages them in getting experienced with different cultures.

1.3.5.1.Idiomatic Expressions

According to D’Angelo Bromley (1984), idioms exist in all languages and “enjoy widespread use among speakers of every language the world over” (p. 272; cited in Examensarbete), besides
that, M. Nippold and S. Martin stated that: “Failure to grasp the meanings of idioms can impinge upon an individual’s understanding of language in social, academic, and vocational settings” (p. 59 cited in I. P. Legzina, nd). Although, learning idiomatic expressions are complicated because they do not focus only on linguistic knowledge but also on the cultural and social background, yet they improve students understanding in different cultural setting. Furthermore, proficiency in learning idiomatic expressions boost students’ ability to communicate mostly in the target language and their comprehension of others’ cultural norms and values (Samani & Hashemian, 2012, p. 249 cited in I. P. Legzina).

The Stages of ECRIF model will undoubtedly help students understanding the new structure of the idioms; While the students are trying to understand the new structure, they are likely encountering and clarifying each of the instruction, in different ways which make it possible for learners to develop their abilities to fluently use idiomatic expressions in conversations (I. P. Legzina, nd). Despite the fact that learners will find it difficult to remember this ample number of idiomatic expressions, but through the ECRIF stages of remembering the target information, the participants certainly will internalize this information when it can be stored in long term memory for longitudinal use of language structure. Also, I. P. Legzina specified the fact that the teacher should introduce the target constructions in the stage of encountering, to get familiar with them. More importantly, the students will be able to use the idiomatic expressions clearly “into clear and coherent utterances " for a successful communication. Indeed, through the ECRIF framework the learners getting familiar with the target instructions (I. P. Legzina, nd).

1.3.6. Preparing for the ECRIF model

The framework of the ECRIF model seems simple and easy to be applied in EFL language classroom instructions; however, it should be organized and developed carefully to meet
learners’ needs and objectives through a meaningful content, practically the relation between teacher-student and student-student during the lecture; in other words, the role of both the teacher and the student may foster the learning process and effectively succeed in dealing with ECRIF stages. In addition, the lesson plan of any lecture follows particular stages that guarantee the learners’ better understanding of the content.

1.3.6.1. The Organization of ECRIF stages through Lesson Plan

The traditional lesson plan follows the PPU stages (Present, Practice, and Use) when the teacher starting by make a warming up for the previous lessons in order to make students interact with each other. Thus, it deals with the traditional method of teaching process, in which the teacher presents the new lesson in terms of its meaning, pronunciation, grammatical implication and so on. Then the learners are supposed to practice what have been taught with the giddiness of the teacher, when it comes the last step of using the new knowledge in different situations. However, these stages do no emphasize on the participants’ role where they can express their ideas independently and interactively. Therefore, the ECRIF stages are well designed for a good lesson plan. The stage of encountering open the discussion directly to improve their communicative skills because they are assumed to discuss freely the topic selected by the teacher and at the same time they get familiar with the new materials. After that, the students will remember and learn as well in the proceeding stages; To achieve the stage of being able to use that knowledge effectively for a successful communication. Since the aim of learning a second language is to communicate appropriately, the teacher incorporation of this framework would be beneficial for learners’ communicative competence.

1.3.6.2. The Role Teachers and Students

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The ECRIF frame work insists on the learners’ role with the ignorance of the traditional method when teachers are the centered-approach. However, the roles may differ according to the frame work been presented. A conversation strategy made by David and Peggy Kehe. Pro Lingua who explained the teachers’ and learners’ roles in the lesson via the ECRIF and PPU models.

1.3.7. **Limitation of the ECRIF model**

Although the ECRIF model has been considered as an effective framework to enhance learners’ intercultural communicative competence through its five stages as mentioned in the previous sections, there can be some snags in implementing the ECRIF model. Chin Chin Lin (2016) pointed out some of these obstacles. Firstly, it cannot be fulfilled alone as a unique methodology because learning process itself a complex phenomenon that needs an integrative technique in all teaching aspects. Secondly, these stages are not sufficient for a good perception of the target instructions unless they are supported with other instructional approaches. Thirdly, this stage takes a considerable amount of time to be successful though are very simple and comprehensible.

These limitations of the ECRIF model can be abolished to some extent if both the teacher and student are more aware of each of the stages’ objectives. In addition, the teacher should organize the content carefully with what should be taught through these stages, because the nature of the topic determines the way should be taught. Furthermore, the teacher needs a variety of activities for each stage in which the individual gets more integrated in the target instructions. Thus, the teacher is responsible for what attracts the learners and makes them interested during the lesson. Another important feature, is that the teacher functions at making more enjoyable interaction in the classroom to motivate the participants. For example, the students may be divided into pairs, groups so that distinct styles and levels would be beneficial for a better understanding. In brief, the teacher plays a great role in organizing and arranging the planning stages.
Conclusion

Authenticity plays a major role in developing intercultural communication, since it provides the individuals with real life situation, which is the role of the ECRIF stages. Learners in the ECRIF stages are more responsible and independent to carry out the activities on their own. Also, it raises their critical skills in dealing with what is different from one’s own culture. Besides, teachers are supposed to make it clear for learners to get used with the ECRIF stages. They play less roles because the learner is the centered of the language classroom. ECRIF stages has great importance in learning a second language with their double aims, of creating a comprehensible atmosphere for learning and enables them to interact effectively and properly. Therefore, the success of this model depends on the right application and real understanding of the proceeding stages.

CHAPTER TWO : The Effectiveness of Using the ECRIF model to improve EFL students’ Intercultural Competence .................................................................31

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Introduction

This chapter represents the application of the ECRIF stages in enhancing learners’
intercultural competence. To test both hypotheses: The use of ECRIF model will enhance
learners’ intercultural competence and the use of ECRIF model will not improve learners’ intercultural competence; A Quasi-experiment design is carried out to reject or confirm the research hypothesis. As stated previously, the aim of this study is to enhance leaners’ intercultural communicative competence, hence the quasi-experiment would answer the following questions:

1. Can ECRIF model be used as a new technique to enable EFL teachers to improve their course design to meet the intercultural competence objectives?

2. Is ECRIF model effective in improving EFL learners’ intercultural communicative abilities?

To answer these questions, this chapter includes the sample of the population, the data analysis and collection, the discussion and results, and finally the pedagogical recommendations.

2.1. Quasi-Experimental Design

In general, the experiment design is carried out within a language classroom. It is a durable research methodology that determine the extent to which specific factors may affect positively language learning or the opposite. Quasi-experiment design is one of the research tools that test the influence or the causal-like relationship between one variable and another. Importantly, the sample the researcher in this case must choose random sampling or selection to choose the representative sample. Because, random sampling enables the researcher to minimize the number of the large population within the selected group to be representative for the whole population; Indeed, random sampling gives the opportunity to each member of being selected as part of the sample.
The following figure will explain the main procedures of the experiment:

![Figure 02: Steps of the Experiment](image)

Therefore, the three steps of the experiment group: the pretest, the treatment, and the post-test are applied with both groups the experimental and the control group.

2.2. Sample

The sample includes second year students LMD courses enrolled at L’Arbi Ben M’hidi University, English Department Oum el Bouaghi. This research is based on the intercultural competence that includes the mastery of different cultural aspects, therefore, the reason behind choosing this population is that the students are in their earlier stages to benefit from these instructions; Also, they already have dealt with idioms which are one of the cultural aspects that will help them made use of what they have learnt.

The research sample consists of 65 students who are divided into two groups: The control group with 30 participants and 35 with the experimental group. However, due to the number of the absences throughout the period of treatment and those who did not attend in the session of the pretest, 5 students have been eliminated in the experimental group. Therefore, 30 students are
involved in the experimental group. Importantly, due to these external factors, the credibility of the research may be affected with the final results.

2.3. Choice of the Method

The research objective in this work necessitate the implementation of the quasi-experimental approach. Along with, the nature of the research has shown a control over the independent variable (ECRIF), so that this learning technique is applied on the experimental group and the other group left with the traditional method.

In addition, since the study intends to measure the effect of the ECRIF stages which is the independent variable on the dependent variable which is the learners’ intercultural competence, three phases are carried out for the experimental design:

- The pre-test phase;
- The treatment phase, and
- The post-test phase.

2.3.1. The Pre-test Phase

Students of both groups are concerned with the pretest. Learners are asked to choose the appropriate answer for each statement about either their knowledge about the cultural difference between their mother culture and the target culture, also how they are going to deal with situation whatever the circumstances are to be undertaken.

The pretest dealt with a variety of cultural aspects such as, idioms, customs, rituals and values. One of the statements is about the word “homosexuality” when the participants are asked to state their position if that term is the discussed topic with foreigners. Actually, no one can answer
unless they know the meaning of the word. And that would let them behave and react properly within the target contexts. However, that is not the case with the word “shrug” when the learners are supposed to interpret the way foreign speakers respond to someone who refuses or disagree about something through this gesture. Thus, knowing about the target culture did not require the better performance of such context. The majority, did not react to certain situations properly.

The pretest was accomplished a week before the treatment period. In the first session of the pretest the learners were informed that they are part of the research sample and their cooperation is to be involved in the experiment. The quiz took about one hour to be completed, especially because we were insisting on their sincerity and truthfulness when dealing with each question. Besides, each one was obliged to answer individually to avoid any interference and essentially prevent them to use dictionaries to look for a difficult work.

2.3.2. The Treatment Phase

Students knew that they are part of the research work, but they were not informed about the second group or the control group to avoid their effect on the others’ attitudes. In this stage, both the control group and the experimental group received a treatment. However, there is a strong difference between both treatments. In fact, the control group follows the traditional method. Moreover, the treatment sessions were planned in the morning for a better grasping and intention. Motivation is also an important factor to facilitate learning process and make it more enjoyable. For example, using visual aids as data show, small cards and pictures. The treatment phase lasted eight sessions, 90 minutes for each session with a break of five minutes between both the three hours because the subject presented was within oral expression.

2.3.2.1. The Experimental Group Instructions
For the experimental group, students dealt with the target instructions through the ECRIF stages that was integrated within the lesson plan of each lecture. Different activities were applied mainly to increase their cultural awareness and their way of interpreting things. As an example of dealing with intercultural communication with the regard with the first two stages when the learner encounters for the first time with the target situation:

The eight sessions were divides according to the ECRIF stages. The first two stages of the ECRIF model (encountering and clarifying) took about five sessions in which the students get familiar with what are the target differences that are represented within different instruction, such as: gestures, body movements, idiomatic expressions and critical incidents. Similarly, the rest four sessions were separated into pair sessions; The first two sessions assess the learners’ ability to remember what have been learnt in the previous sessions and the coming sessions was about the fluently use of all these cultural prescripts. Furthermore, the researcher used a personal check list observation to evaluate learners’ performance through the ECRIF stages, i.e. the learner was asked to use the what have been exposed to in the first six sessions in a meaningful situation and that increase their critical thinking and skills of interpreting each target situation. Surprisingly, the researcher noticed a progression in both understanding and way of dealing with foreigners.

2.3.2.2. The control group Instructions

Although, the control group dealt with the same content, however, the way differs especially is that follows the traditional method of presenting the lecture, practice and finally make use of it. In other words, the focus is on lecturing meaning that whether they use this information later in real life situation or not.
In brief, the experimental group was introduced to the intercultural competence instructions through the ECRIF model, while the control group focused only on what the cultural information rather than, comprehension and behaving.

2.3.3. The Posttest Phase

The final stage for the experimental method is to assess learners’ progression and achievement. The posttest was delivered in the fourth week of the study after the treatment period. It tackles approximately the same statement of the pretest with some modifications on the structure and the knowledgeable instructions. More important, the pretest scored out of twenty, one point for each activity. But there are some acceptable answers according to the activities given.

2.3.4. Statistical Tools

This work is based on quantitative research. The SPSS (Statistical Package for the Social Science) method have been chosen for the analysis of the results. Consequently, two research tools were selected based on the research question and hypotheses. Paired sample t-test measures the learners’ development through the pretest and the post test of the same group, and then compare their means to check whether the ECRIF stages enhance the learners’ intercultural communicative competence or not. Yet, if the “t” critical value is lower than the “t” calculated ($t \leq 0.05$) then we can say that there is a significant difference between the pretest and the posttest, hence the ECRIF stages proved their effectiveness in improving learners’ intercultural communicative competence. The second tool, is the independent t-test which is the important step to confirm or to reject the alternative hypotheses. All in all, it compares the mean of both groups the experimental and the control group through the posttest.

Conclusion
In conclusion, this section explains the principle steps that was followed in collecting and analyzing data of the research; Quasi-experiment design was the compatible method that goes with the objective of the work. Hence, a pretest proceeded the treatment, then a posttest to be carried out. Besides, the 60 students were comprised in this study guided by one instructor. Importantly, two different statistical tools were used to analyze the data: Paired sample t-test and independent sample t-test.

Section Two

Data Analysis

2.4. The Experimental Group and the Control Group Scores

Table 01: Experimental Group Vs the Control Group Scores

<table>
<thead>
<tr>
<th></th>
<th>The Experimental Group</th>
<th>The Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Frequency</td>
<td>Frequency</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Post-test</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
</tbody>
</table>
The table above shows the different scores of the pre-test and the post-test for both groups: The experimental group and the control group. In addition, it reflects students’ level in the pretest and the main changes that happened in the posttest phase.

### Table 02:

**Pretest of both The Experimental Group and The Control Group**

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score1</td>
<td>30</td>
<td>6.87</td>
<td>2.886</td>
<td>.527</td>
</tr>
</tbody>
</table>

The table above shows the different scores of the pre-test and the post-test for both groups: The experimental group and the control group. In addition, it reflects students’ level in the pretest and the main changes that happened in the posttest phase.
Depending on the results described in table 2, we can deduce that the students level in the experimental group is nearly the same as the students’ level in the control group for the pre-test phase with a mean of $X_{\text{exp}}=7.43$, and $X_{\text{con}}=6.78$, while both groups did not exceed above the average.

2.4.1. Pretest: Control group Vs the Experimental Group Scores

The previous results (Table02) shows that there is no significance between the control group and the experimental group in the pre-test because the level of significance is higher than $\geq 0.05$. Therefore, the research work is reliable and we can carry out the analysis on the basis that our hypothesis of enhancing ICC through ECRIF stages can be confirmed or rejected. Similarly, the following graph explains more the pre-test scores for the experimental and the control group with more details.

*Figure02*: The Experimental Group Vs the Control Group Results in the Pre-test
Therefore, with the results shown in table 01 and figure 01, we conclude that the score of both groups starts at 2 but it is the highest pick for the control group 7 in addition to 8; And it ends at 11 for the experimental group whereas, 13 for the control group.

2.5. Post-test: Experimental Group Vs Control Group

Table 03:
Post-test of the Experimental Group and the Control Group

Group Statistics
The results in the previous page (Table02) displays that the mean of the experimental group almost the same as the control group with slight difference; However, in table03 reveals the difference between both groups in the post-test. That is to say, the $X_{\text{exp}}=12.90$, whereas the $X_{\text{cont}}=9.30$. Thus, the experimental group within the treatment period proves that the ECRIF stages develop learners’ intercultural communicative competence which is not the case with the control group who taught by the traditional method of teaching. Along with, the following graph will illustrate the results of the treatment period.
2.5.1. Control Group: Pre-test Vs Post-test Score

The following table describes the statistical differences within the control group.

*Table04: Frequency Table of the pre-test and the Post-test in the Control Group*

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Cont.Pre</th>
<th>Cont.Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>6.87</td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td>8.00</td>
</tr>
<tr>
<td>Mode</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td></td>
<td>2.886</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>206</td>
</tr>
<tr>
<td>Percentiles 100</td>
<td></td>
<td>13.00</td>
</tr>
</tbody>
</table>
Based on the results shown in (Table 03) we can deduce that the control group registered a post-test mean $X_{po} = 9.30$ higher than the pre-test mean $X_{pre} = 6.87$. Besides, students’ scores below the average with 8, increased to 10 in the post-test. Interestingly, the lowest score in the pre-test changed from 2 to 6; Which is not the case with the highest score that decreased from 13 to 12. The total score of the pre-test differs from that of the post -by means of 73 points. Which indicates that the treatment given to the control group influences learners’ ICC.

2.5.2. Experimental Group: Pre-test Vs Post-test

Since the experimental group mean in the post-test $X_{po} = 21.90$ is higher than the pre-test mean $X_{pre} = 7.43$, the students’ scores ameliorates better in the post-test rather than in the pre-test. The table (04) below demonstrates the significant differences between both tests.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Exp.Pretest</th>
<th>Exp.Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid 30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Missing 0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>7.43</td>
<td>12.90</td>
</tr>
<tr>
<td>Median</td>
<td>8.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Mode</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.906</td>
<td>2.564</td>
</tr>
<tr>
<td>Minimum</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Maximum</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Sum</td>
<td>223</td>
<td>387</td>
</tr>
</tbody>
</table>

As it is mentioned before, the pre-test mean is lower that the post-test mean in the control group. Similarly, this difference appears in the statistical measurements shown in (Table04). Starting with the students who scored below the average:

**The Pre-test:** From 2 to 8 are about 65%

From 9 to 12 are about 35%
**The Post-Test:** From 8 to 9 are about 15%

From 10 to 14 are about 56%

From 15 to 18 are about 29%

Which proves that the post-test scores were almost above the average. Unlike the pre-test with is totally the opposite and the majority got below the average. In addition, the highest pick in the pre-test was at 9 then it increased to be 11. In fact, it is noticeable that the highest score was in the post-test with 18 in contrast with the pre-test with 11.

**2.6. The T-test**

The t-test examines the comparison between means that tests the null hypothesis. Adequately, it is called t-tests because it constricts the sample data to one number. Hence, our research analysis in based first on the paired t-test to check the difference between the scores of the pre-test and the scores of the post-test in the experimental group in which the results are due to the effectiveness of the independent variable or simply caused by chance (the null hypothesis). To carried out the paired sample t-test two measurements are included: The critical value (tcri) calculated on the t-distribution table with the degree of freedom (N-1) and the observed t-value (tob).

\[ t_{N-1} = \frac{d}{SE(d)} \]

\( d \) is the mean difference

\( SE(d) \) is the standard error of the mean difference.

\( N \) = The sample

**2.6.1. The Paired Sample T-test of the Control Group**
The following table discusses the scores before and after the treatment phase with its calculation process.

*Table 04:*

*The Control Group Scores in the pre-test and post-test*

<table>
<thead>
<tr>
<th></th>
<th>Before (Pre-test)</th>
<th>After (Post-test)</th>
<th>Difference (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The paired sample *t*-test depends on the scores shown on table (04) that represents the control group scores in both groups along with the difference between them. In addition, the
majority of students’ scores increased comparing with the pre-test scores. However, there are some students who receive same marks in both tests (4) which means their level did not change between the pretest and the post-test. Also, two students got lower marks in the post-test then the pre-test, in other words, there is no development.

Table05:

Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference Lower</td>
</tr>
<tr>
<td>Pair1</td>
<td>Cont. Pre-Cont. Post</td>
<td>-2.433</td>
<td>3,126</td>
</tr>
</tbody>
</table>

Starting point with the mean, lower and upper scores, in which the Mcon= -2.433 occurs between the lower and the upper scores (-3.601 and -1.266) which proves the strong relationship between the pre-test and the post-test, i.e. there is a noticeable difference in the distribution of both tests. And that represented in the standard deviation (0.571) comparing to the mean (-2.433). Importantly, since our purpose is to consider whether the independent variable has an effect on the dependent variable on not, σ=0.000 or (sig) is lower than p=0.005 which is the level of probability and that proves the significance between the pre-test and the post-test. In other hand, the control group size in n=30 the degree of freedom (df) is (n-1) since it is paired sample t-test; It equals 29, which means that any calculated t-value below the critical value have the chance to be involved alone. Therefore, the t value is done by:

\[ t_{n-1} = \frac{d}{SE(d)} \]

\[ t_{30-1} = \frac{-2.433}{0.571} \]
This means that the critical t-value (table05) did not accede the observable t. Therefore, the difference between the two tests is of no statistical significance. In other word, the current results happened by chance and not because of the treatment.

2.6.2. The Paired Sample T-test of the Experimental Group

The following table will facilitate the statistical manipulation. It demonstrates the post-test and the pre-test scores with the difference between the two test.
Table06:

The Pre-test and the Post-test of the Experimental Group

<table>
<thead>
<tr>
<th>Before (Pre-test)</th>
<th>After (Post-test)</th>
<th>Difference (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
<td>6</td>
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<td>6</td>
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<td>6</td>
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<td>8</td>
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<td>4</td>
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<td>9</td>
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<tr>
<td>10</td>
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<td>0</td>
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<tr>
<td>9</td>
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<td>9</td>
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<td>6</td>
<td>16</td>
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<td>6</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

M= 7.43  M=12.90  D= -5.457

As it is presented above (table05), there is a remarkable progression in the students’ pre-test scores. Consequently, the pretest mean Xpre=7.43 scores lower than the post-test mean Xpos=12.90. However, there should be a detailed analysis to see if there is a significance
between the two tests or not. Therefore, table (06) simplifies the different statistical measurements for a paired sample test.

Table 07: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair1</td>
<td>Exp. Pretest</td>
<td>-5.467</td>
<td>2,700</td>
</tr>
<tr>
<td></td>
<td>Exp. Post</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consulting the table (07) of distribution, the mean X dif= -5.467 is between the lower and upper scores -6.474 ≤ -5.467 ≤ -4.458 which means that there is a significant relationship between the mean and the scores. Adequately, σ=0.000 that is lower than the p=0.05 and this may be interpreted as the existence of a certain significance between the post -test and pre-test; In fact, it is certainly that the post-test scores developed rather than the pre-test scores. Nevertheless, the degree of freedom (29) and the critical value in addition to the observable value are also concerned with the significance of the study. But first, it is important to consider the standard deviation (St. Dev) which involves that the post-test and the pre-test dispersion varies in the experimental group known as Sd=2.7 which is higher than the standard error, Sd. Error = 0.493. Additionally, the critical t- value represented in the table(07) is about tcri= 11.088 whereas the calculated t-value is done as:

\[
 t_{n-1} = \frac{d}{SE(d)}
\]

\[
 t_{29} = \frac{-5.467^2}{0.493} = -11.088
\]
Moreover, the t value is associated with the critical value. Hence, the difference between the post-test and the pre-test is highly significant. That is to say, the development of the post-test scores requires the effect of the treatment period of the manipulation of the independent variable and there is no possibility for the chance. In brief, the ECRIF stages has a large influence on the learners’ intercultural competence.

2.7. The Independent Sample T-test

After the examination of the pre-test post-test scores on both groups following the paired sample t-test. The research must come to end the research analysis either by confirming the alternative hypothesis or rejecting it (the null hypothesis). All none, the independent sample t-test is a the
best statistical tool for that objective. Because, this test compares both means at the probability (p=0.05).

The table(08) in the next page lighten the main statistical measurements for the independent sample t-test.

Table08: The Independent Sample T-Test of both Groups

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>14.086</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>6.756</td>
</tr>
</tbody>
</table>

To confirm the influence of the independent variable on the dependent variable, the t-value must be higher than the level of probability (p=0.05). As a result, the degree of freedom in the independent t-test is unlike the paired sample t-test. It is formulated as (N1+N2-2).

N1 represents the control group sample and N2 the experimental group sample. Thus, df is (60-2), df =58 as it is shown in the table 08; Besides, the critical value is about 0.000 which is largely lower than the p=0.05, i.e. 0.05 ≥0.000. Therefore, both groups’ means in the post-test are significantly different.
To sum up, H0 is rejected, and H1 is confirmed. That is to say, the implementation of the ECRIF stages enhances learners’ intercultural communicative competence better than teaching with the traditional method of lecturing.

2.8. Summary of the results

The quasi-experimental design has been used for this study to answer the questions of: Do the ECRIF stages foster learners’ intercultural communicative competence among EFL students at L’Arbi ben M’hidi University?

First, both groups were compared in the post-test and the pre-test, where it was proved that students’ post-test scores developed in contrast with the pre-test scores. Because, the experimental group mean was 7.43 in the pre-test and has increased in the post-test at 12.90, with a mean difference of -5.467. Also, the control group results in the pre-test has increased when the mean in the pre-test was 6.87 and becomes 9.30 in the post-test of mean difference -2.433.

The integration statistical tool t-test enables the researcher to indicate the statistical significance of the results on the two tests by both groups. Second, the paired t-test shed the light on the difference between the pre-test and the post-test within the same group. To check the progress of each group. In addition, the results explains that the difference between the pre-test and the post-test in the control group is due to chance and there is no significant manipulation of the independent variable. However, the experimental group scores in both tests demonstrates that the development of the students’ post-test scores is caused by the influence of the independent variable on the dependent variable. Likewise, these interpretations are not sufficient to accept or refuse the alternative hypothesis. Thus, the independent sample t-test is also implemented to analyze the post-test results for the experimental group and the control group. Actually, we found that there is a statistical significance between the two groups.
Conclusion

To conclude, the improvement of the control group in the pre-test is caused by only by chance. Whereas, the experimental group is due to the effectiveness of the independent variable. All in all, we can conclude that the use of the ECRIF model enhances learners’ intercultural communicative competence; And that accepts the alternative hypothesis (H1) and rejects the null hypothesis (H0).

Limitations of the Study

In fact, the effectiveness of the ECRIF model on the intercultural communicative competence, cannot be overgeneralizes since the sample of participants was limited to only two groups of second year LMD students. For more evidence of the results about the influence of the ECRIF model, future studies will enlarge the sample of students, with teachers who design their lessons based on this model. Moreover, testing the intercultural communicative competence is not an easy task because culture itself is a broad phenomenon no it was narrowed for the aim of the study that is based on the ECRIF model, through the selection of the main cultural aspects that is used by the learner in his/her daily life situations.

Pedagogical Implications

Intercultural communicative competence is a very important discipline in EFL classrooms. Additionally, future researchers may make use of these the two major implications: the lesson plan that will be designed based on the ECRIF model and the cultural aspects that may help the learner to integrate with others from different culture.

First, learning a second or a foreign language does not focus only on mastery of linguistic competence, but also the intercultural competence that is based on the cultural
differences between the target and mother culture. In addition, Kramsch (1993) insists on the role of culture in teaching a foreign language because it is already implemented within language instructions as a fifth skill (p.1 cited in Peter Neff & John Rucynski Jr, n.d). In this case, the teacher should provide the learners with variety of activities that enable them to know about the target information and at the same time practice the cultural instructions. However, these cultural aspects should be designed according to the students’ needs and objectives in learning a second language. For this reason, according to N. Petter, et al. the teacher can create his own check list so that he/she makes sure that the content meets the pedagogical objectives. The following points are to be included in the check list:

- Language speaking skill is the most important aspect in interacting with others.
- Practice language in real life situation that involves learners’ background and information.
- Learners have the opportunity to express their identity through personal experiences.
- Facilitate the evaluation process.
- Focus on learners’ intercultural knowledge.
- The sessions are to be finished before without the preparatory stages.

**Conclusion**

It is true that cultural aspects help the learner to interact with others from different culture. But it is also about the organization of these instructions during the lesson. Thus, a lesson plan should be designed by the teacher following the ECRIF stages in each step. For example, the activities that would be included in the lecture goes in hand with the first step of the ECRIF which is encountering with the new information, in other words the tasks aim at involving the learners with the target information and get more familiar with them.
General Conclusion

The demand of learning English as a second language has been increased with the need of the communicative skills and proficiency. These proficiencies are essentially culturally based differences. In other words, knowing about others’ culture is also a part of communicative competence. Also, the ability to interact with them appropriately will reinforce their cultural experiences as well as the way dealing with the cultural situations. Consequently, the ECRIF model is one of the most important methodology that used to improve learners’ intercultural competence.

The objective of this research work is to examine the role of the ECRIF model in enhancing the students’ intercultural competence. Because the ECRIF stages provide the learners with
language knowledge practice in realistic contexts. That is to say, learners need to practice the
target language instructions to be aware of either the differences or the similarities between
one’s own culture and the new culture. And the ECRIF model is particularly useful for these
contexts.

The dissertation was divided into two main chapters, the first one tackled the historical
background of the intercultural communicative competence, thereby, it highlights the role on
intercultural competence in EFL classrooms. Besides, the literature review of communicative
competence and how it was related to culture. Then, it reviewed the model of the ECRIF
related to language learning instructions. The second chapter, the analysis of the research data
through the quasi experimental design. The results proved that the ECRIF model fosters the
learners’ intercultural competence in EFL classrooms. Finally, pedagogical implications were
suggested to the EFL teachers.
Bibliography


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APPENDICES

APPENDIX ONE: THE PRE-Test

APPENDIX TWO: THE POST-TEST
APPENDIX ONE
PRE-TEST

Name:

Answer the questions by choosing the right answer:

1. Do you think that you should call and make an appointment before visiting a foreign
   people? YES _______ NO _______

2. Is it appropriate to shrug with a foreign speaker when you disagree about something?
   YES _______ NO _______

3. When a foreigner sneezes, what should you say?
   a. Nothing _______
   b. Excuse me _______
   c. Bless you _______

4. In a conversation between foreign speakers the subject of homosexuality is
   mentioned, when it is your turn to speak but you did not like what he/she said you:
   a. Try to formulate what is meant _______
   b. Insult his/her opinion and you directly mention that you did not like the
      idea. _______
   c. You just leave their conversation. _______

5. It is the first time that you meet a foreigner and you try to know each other and when
   you asked about him/her age the reaction was unexpected would you :
   a. Ask for the reason why _______
   b. Ignore him/her _______
   c. Apologise _______

6. A friend has invited you to his/her house and when you entered, you took off your
   shoes then the foreigner reacts in unexpected way because :
   a. You did not ask for the permission _______
   b. Normally you should not _______
   c. You do not know why _______
7. Two best friends, Kareem and Petter, Kareem is from Algeria and Petter from Great Britain, It is the birthday of Petter and Kareem bought a black with green. What would you expect from Petter:
   a. Thank him
   b. Get happy and wear it
   c. Refuse it and show disappointment

8. In a classroom, the teacher gave the students his/her mark, her/his face turned grey as he saw it because:
   a. It is a bad mark
   b. It is a good mark
   c. No idea

9. The expression « I'm feeling rather blue now » was said by a British teacher, half of the students had understood, however the others said « Your face is white Sir » « No Sir your face is alright ». If you were in that situation, how would you behave:
   a. You start laughing
   b. You just say as the others do
   c. None

   If your answer is C then please specify,
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ...................................................

10. In UK, at the bus station, a girl from South Arabia stood beside an American woman and she wants to open a conversation with that woman, then she decided to start presenting herself by saying « Hello, I’m Amina » according to you the woman will:
    a. Greet her
    b. Do the same Amina did
    c. Ignore her
11. Two colleague teachers, Yasine and Paul, the latter is new in the work, so he wanted to get closer to the other teachers there. He met yasine and they start knowing each other, when Paul asked Yasine « what do you do », « I'm calling my mother » Yassine answered, Then Paul was surprised. If you were in his situation what would you answer:
   a. The same as Yassin did
   b. I’m teacher of (his specified module)
   c. Another answer

If your answer is C then please specify
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

12. In a classroom which includes Arabs and Americans students, the teacher is from America, during the lesson he said something embarrassed; when one of the Arab learner laughed. In this case, what would you expect from the teacher:
   a. Will laugh too
   b. Will get the student out
   c. Ignore him/her

13. You meet your friend who is from Londres, in your conversation you asked him « How are you ?» you think that he will say:
   a. Im fine, thanks
   b. Doing well, what about you
   c. Do not answer.

If your answer is C justify
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

14. In a hospital, you went to see his/her mother, and when you entered the room you find a woman wears a normal dress cleaning the mother’s wound, he/she started shouting and try to get the woman out. In your opinion would you:
a. Act the same he did
b. Try to know who is the girl
c. None of them

If your answer is C, please mention it

15. In your house a ladder is propped up against the wall, when your friend just saw it, he screamed out and worried about his friend. If you were in his case would you:
   a. React as the foreigner did
   b. Its normal and does not matter
   c. Do not know

16. Fears of birthday the 13th can trace its origins to:
   a. Bible
   b. Quaran
   c. Declaration of Independence

17. Keeping your fingers crosse dis said to be a symbol of:
   a. Strength (such as crossed words)
   b. Death like skull and crossbones
   c. Fortune marks the spot

18. It was the 1st May when you were invited by your British friends to celebrate with them this day. You went to the marked and you bought a gift for the party. But when you brought it with you, all friends there was laughing at you. Is it because:
   a. The gift was not appropriate
   b. You forget to say something
   c. None of them

If your answer is C please justify
19. At the doctor waiting room, you were waiting for your turn about three hours or more. You felt hungry so you were eating some chips and a British woman was looking at you. When you offered her to eat you said «You want some chips Miss?» she laughed and turned her face away.

Is it because:

a. Hates the chips 

b. Do not accept things from strangers 

c. None of them 

If the answer is C please justify
Full Name:

Would you please take time to answer the questions below in the following tasks, I would like to thank you in advance, your cooperation is very much appreciated.

Answer the questions by choosing the right answer:

20. Do you think that you should call and make an appointment before visiting a foreign people? [ ] Yes [ ] No

21.

22. Is it appropriate to nod your head with a foreign speaker when you disagree about something? [ ] Yes [ ] No

23. When a foreigner speaker uses his/her finger to call you is it:
   d. Normal [ ]
   e. Not Normal [ ]
   f. It depends [ ]
If your answer is C, please specify ……………………………………………………………………………………………

24. In a conversation between foreign speakers the subject of is mentioned, when it is your turn to speak but you did not like what he/she said you:
   d. You understand what is meant but you prefer to be silent [ ]
   e. You did not have a background about what is said so you will ask for explanation and you interact with them. [ ]
   f. You know what to do and how to do it. [ ]

25. It is the first time that you meet a foreigner and you get to know each other, then the next time when you met you hugged her/him but she gets far from you and she avoided to do that. Do you think that:
26. A friend has invited you to his/her birthday and when she/he saw your gift, she/he thrown it up. Do you think it is because:

Note: The gift was a perfume.

- d. Did not like it
- e. The person is not normal
- f. The gift is inappropriate

If the answer is C, please say why………………………………………………………………………

27. You were invited to a ceremony in United States and you said to the pride

Congratulations! When she seemed bothered by her speech …. Because:

- d. The pride did not know that girl
- e. Normally should not say it
- f. It is normal and has no problem with her

28. In a classroom, the teacher gave the students their mark, her/his face turned Blue as he saw it because:

- d. It is a bad mark
- e. It is a good mark
- f. No idea

29. It was your first session in Oxford University, when you met your classmates they asked you what’s up? “You replied: The sky is up” Then they started to laugh at you because:

- d. You were a stranger for them
- e. They laughed with you not at you
f. None of them

If your answer is C then please specify,
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

30. In UK, at the bus station, a girl from South Arabia stood beside an American woman and she wants to open a conversation with that women, then she decided to start presenting herself by saying « Hello, I am Amina » according to you the woman will:
   d. Greet her
   e. Do the same Amina did
   f. Ignore her

31. Two colleague teachers, Yasine and Paul, the latter is new in the work, so he wanted to get closer to the other teachers there; He met Yasine and they start knowing each other, when Paul asked Yasine « what do you do », « I’m calling my mother » Yassine answered, Then Paul was surprised. If you were in his situation what would you answer:
   d. The same as Yassin did
   e. I’m teacher of (his specified module)
   f. Another answer

If your answer is C then please specify
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

32. In a classroom which includes Arabs and Americans students, the teacher is from America, during the lesson he said something embarrassed; when one of the Arab learner laughed. In this case, what would you expect from the teacher:
   d. Will laugh too
e. Will get the student out
f. Ignore him/her

33. You meet your friend who is from Londres, in your conversation you asked him « How are you? » you think that he will say:
   d. I’m fine, thanks.
   e. Doing well, what about you
   f. Do not answer.

If your answer is C justify

34. “Danny was in danger of failing, so before his last math test he left the show early to go home and hit the books.” The teacher said

   Students: Oh, my God!! He is idiot
   Teacher: Who said so (angry)…..Leave……..

According to you what happened

35. In your house a ladder is propped up against the wall, when your friend just saw it, he screamed out and worried about his friend. If you were in his case would you:
   d. React as the foreigner did
   e. Its normal and does not matter
   f. Do not know

36. Fears of birthday the 13th can trace its origins to:
   d. Bible
   e. Quaran
   f. Declaration of Independence
37. Keeping your fingers cross dis said to be a symbol of:
   d. Strength (such as crossed words)
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   f. Fortune marks the spot

38. It was the 1st May when you were invited by your British friends to celebrate with them this day. You went to the marked and you bought a gift for the party. But when you brought it with you, all friends there was laughing at you. Is it because:
   d. The gift was not appropriate
   e. You forgot to say something
   f. None of them

If your answer is C please justify

……………………………………………………………………………………………………
……………………………………………………………………………………………………

39. At the doctor waiting room, you were waiting for your turn about three hours or more. You felt hungry so you were eating some fries and An American woman was looking at you. When you offered her to eat you said « You want some chips Miss? » she laughed and turned her face away. Is it because:
   d. Hates the chips
   e. She is deaf
   f. You were mean
   g. None of them

If your answer is d, please explain why

……………………………………………………………………………………………………
……………………………………………………………………………………………………
Résumé

Cette dissertation vise à examiner l’importance de la compétence communicative interculturelle dans une classe de langue étrangère par le modèle ECRIF. Plus particulièrement, elle étudie l’utilité du modèle ECRIF à améliorer la compétence communicative interculturelle des apprenants. Le travail est basé sur les hypothèses que l’ECRIF évoluera la compétence communicative interculturelle des apprenants. Pour éprouver sa véracité, une étude quasi-expérimentale explorait la mise en œuvre du modèle ECRIF dans l'amélioration de la compétence communicative interculturelle des apprenants. Un pré-test, un dessin post-test était effectué. L’échantillon est constitué de deux classes de deuxième année LMD de l’université L’arbi Ben M’hidi. Le groupe expérimental apprend le modèle ECRIF pour un total de huit sessions. La session dure plus de deux mois, alors que le groupe des témoins était enseigné selon la méthode traditionnelle (sans l’ECRIF) c’est-à-dire, le même contenu du groupe expérimental mais en utilisant l’approche de conférences traditionnelles. Le t-test de l'échantillon indépendant et le t-test d'échantillon apparié étaient utilisés pour décomposer l'analyse des données. Le premier avait l'habitude de déterminer s'il y avait des différences intergroupes significatives, et le déisme était également utilisé pour montrer la cause des différences. Les résultats de l'étude montrent qu'il existe des différences significatives entre le groupe expérimental qui était plus performant que le groupe témoin. Par conséquent, l'étude a contribué aux résultats, que l’intégration des étapes d’ECRIF améliorera la compétence communicative interculturelle des apprenants. L’étude actuelle se termine par quelques suggestions pour les prochaines recherches. Limitations et implé mentations pédagogiques de l'étude.
ان هذه الاضطراب تهدف إلى تعزيز القدرة على التواصل بين الطلاب من مختلف الثقافات. خاصة ان تعلم اللغة الأجنبية إلى جانب اللغة الأصلية ليس فقط تعلم قواعد اللغة أو التركيبة الوظيفية لكل جملة. مع ذلك يتوجب على كل طالب التعرف على معرفة اختلاف أو تشابه بين اللغتين من حيث التقاليد المبادئ والقيم. من أجل تفادى أي اختلاف أو سوء فهم خلال تبادل المعلومات أو الأراء بين أفراد المجتمع. لهذا السبب يسعى هذا العمل إلى تحقيق الكفاءة اللغوية الثقافية المتأنية. وبناء على ذلك نموذج الأكريف يعتبر من أهم البرامج التي تستعمل لترويج ثقافة التواصل بين متعلم اللغات الأجنبية. بالإضافة إلى ذلك ان الأكريف يتكون من خمس مراحل التي من خلالها يتم تعلم الطلاب كيفية التعامل مع مختلف الثقافات من حيث المعلومات الوجود معرفاً أو أساليب التعامل مع الآخرين لاتخاذهم إلى ثقافة مجتمع غير اللغة الأم وهذا يؤدي إلى اختلاف في التواصل مع الآخرين. ولهذا تقوم هذه الدراسة على فرضية أن الأكريف يساعد في بناء ثقافة متافية مع القدرة على التمييز بين ما هو مناسب وما ينبغي الفهم عند محاولة من هو مختلف عن ثقافة. لذلك يتوجب هذا الاختيار منهجية الكوازي التي تسمح بدراسة هذه الفرضية. يركز هذا الاختبار على ثلاث خطوات مهمة لدراسة الفرضية. لكن قبل ذلك يجب اختيار الفئة المراد اختبارها وفي هذه الحالة قامنا بإختيار السنة الثانية ليساء ما يعني اختيار مجموعتين بطريقة عشوائية 60 طالب من أصل 264 حيث يكون 30 طالب بالنسبة للمجموعة التجريبية و30 أخرى للمجموعة العادية. ثم المجموعة الأولى تطبق نموذج الأكريف خلال 8 حصص أي ما يقارب شهرين. في حين تم تدريس المجموعة العادية بالطريقة التقليدية بدون مرحلة الاكريف مع استثناء نفس المحتوى لكل المجموعة. لذا هذه المجموعة الممثلة تنتج على مدار اثنين من برنامجين وافقاً على الفرضية. أما المرحلة الثانية فتفتح مراحل الاكريف بمرحلة النهجية المستقلة التي تقوم بتحليل نتائج المجموعة التجريبية والمجموعة العادية بالنسبة للمجموعة التجريبية وكذلك مع المجموعة الضابطة. أما المرحلة الثانية فهي أهم مرحلة بالنسبة لمنهجية الكوازي. وتعتبر مرحلة النهجية المستقلة التي تقوم بتحليل نتائج المجموعة التجريبية والمجموعة العادية من حيث المقابل ويتم قياس الاختلافات المتواجدة بين كل مجموعة. ان ومن خلال كل الإحصائيات المحصل عليها من خلال منهجية التي تأتي الظاهرة جودة فرق ذات دالة إحصائية 0.05 كمكافأة لشذب فرضية أن المجموعة التجريبية تحقق تفاؤل معينة أفضل تطبيق الأكريف كمنهج تجريبي مقارنة مع المجموعة العادية التي درست بطريقة عادية. إن هذه الدراسة أُعتبرت أن الأكريف هو طريقة ناجحة لتعزيز دور الثقافة في الأقسام البيديوجوجية وأهمية تعلم هذه الاختلافات إلى جانب ذلك القدرة على التواصل مع الآخرين كحافز قوي لتعلم اللغة الأجنبية وتكاملية التعامل معهم.