

An-Najah National University

Faculty of Graduate Studies

**Intercultural Communicative Competence in Tele-
Collaborative Foreign Language Teaching from the
Perspectives of English Language Teachers and their
Students at An-Najah National University**

By

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Supervisor

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for
the Master Degree of Methods of Teaching English Language, Faculty
of Graduate Studies, An-Najah National University, Nablus-Palestine.**

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Dedication

It is with deep sense of gratitude that I dedicate this thesis to:

Allah the Almighty for having made everything possible by giving me strength, health and courage to complete this work and keep me going on.

The soul of my dear uncle "Ghassan", may Allah have mercy on him. Losing him inspired me to go through what I did to be here, and it ultimately made me into the person I am today. I wish he had seen this work through to its completion.

My dear father and lovely mother for endless care and support throughout my life, for the kind words of encouragement, and for being there by my side in down days and tough times.

My beloved brother "Ehab" and all my sisters for consistent support, good wishes, and unforgettable memories we shared, and for being always there cheering me up.

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Anyone who reads and appreciates this work.

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الإقرار

أنا الموقعة أدناه صاحبة الرسالة التي تحمل العنوان:

Intercultural Communicative Competence in Tele-Collaborative Foreign Language Teaching from the Perspectives of English Language Teachers and their Students at An-Najah National University

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أي درجة علمية أو بحث علمي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student Name:

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Date:

التاريخ:

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Abstract

This study sought to investigate the impact of tele-collaborative foreign language teaching on intercultural communicative competence from the perspectives of English language teachers and their students at An-Najah National University through a descriptive study. The study examined the role of the study variables (gender, cumulative average, academic level, faculty) on students' perspectives. The researcher used two different tools which were: a questionnaire distributed randomly amongst (260) male and female English and TEFL majors at An-Najah National University students, and interviews of (17) teachers of English in the Language Center at An-Najah National University during the first and second semesters of the academic year 2018/2019. After analyzing the collected data using SPSS program, the researcher revealed that the results of the questionnaire were in harmony with the results of the interviews, which meant that both teachers and students had positive perspectives toward employing telecollaborative strategy in the language teaching-learning process. The results of the questionnaire revealed that the total degree of the effect of telecollaborative teaching on developing students' intercultural communicative competence suggested students' willingness to learn the

language and to develop their intercultural competence through telecollaborative strategies. As for the results of the interviews, most of the teacher agreed that telecollaborative teaching provides more competence and confidence to students, enhances students' language skills, and enables them to be more culturally flexible in such a way that enables them to communicate better in any contexts. Accordingly, the researcher recommended teachers of languages to apply the telecollaborative method in the development of intercultural communicative competence such as reading stories about cultures, documentaries and songs about cultures, and to have more emphasis on introducing their students to the positive effects of developing intercultural competence and linguistic skills through telecollaborative exchanges, by providing them with feedback on their achievement after participating in an online forum discussion. Moreover, the researcher recommended other researchers to Try pure qualitative research methods to find out the effectiveness of telecollaborative teaching.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background of the Study

1.3 Statement of the Problem

1.4 Purpose of the Study

1.5 Questions of the Study

1.6 Hypotheses of the Study

1.7 Significance of the Study

1.8 Limitations of the Study

1.9 Definition of Terms

1.10 Summary

Chapter One

Introduction and Theoretical Background

1.1. Introduction

Since technology seems to be a vital part of everyone's daily life, and modern communication technology tools have simplified the way people communicate, it has become inevitable to determine where teaching is from all these technological developments, especially after technology and websites have had serious direct effects in all life domains.

In fact, living in a very advanced world, where technology is improved constantly, necessitates a good investing and a useful using of modern technology, as well as requires all individuals more diverse competencies and, concurrently, requires the educational system to focus on teaching students the necessary skills for well adjusting with the requirements of this modern and ever-changing world. Indeed, enhancing students' knowledge of intercultural communicative competence is the best way to help them acquire the basic language skills to be able to achieve more effective communication.

In the area of the changes of language and culture theories, it is important to shed light on culture as a vital part of teaching learning programs. Communication and usage of language are substantial key issues of culture; in particular, cultural identity (Mellor & Corrigan, 2004). It is unfortunate that, in spite of its importance, culture is often considered only

as a supplement to language teaching, and it is neglected in English as a foreign language teaching and learning (Fenner, 2001).

That is to say, teaching culture is deemed to be a paramount component of modern foreign language learning and teaching, since increasing the understanding and tolerance between cultures has become a basic purpose of language teaching process (Corbett 2003).

For a better understanding of the following study, which aims at exploring to what extent intercultural communicative competence in tele-collaborative foreign language teaching is achieved, it is important to have a clear conception about intercultural communicative competence and what it is. So the researcher in this study tends to illustrate the main idea of: intercultural competence, the role of the teacher in highlighting the cultural features, the effect of integrating culture on learner, the role of textbooks in cultural integration, and the important role of tele-collaborative learning in foreign language teaching. Additionally, the researcher presents statement of the problem, purpose, questions, significance and limitations of the study, and definitions of terms, as well as the methodology both in conducting the study and in analyzing the results to offer some recommendations and ideas for further studies in the same area.

1.2. Theoretical Background of the Study

Based on the main concepts the researcher extracted from the research, background in this study is theoretically constructed in the areas of tele-collaboration, cultural identities negotiation and intercultural

approach in EFL teaching. Several previous studies have been conducted to explore the cultural component in the EFL instruction, such studies are based on the neoteric methodological developments in language and language teaching, which in turn enables culture to be an important issue in such teaching process.

As suggested in Byram's (1997) model of intercultural communicative competence, students should achieve five major objectives to become intercultural competent communicators: individual background of others, perceptions towards openness and curiosity, discovery skills and interpretation, in addition to one's awareness in criticizing cultures.

Indeed, the use of Byram's (1997) model was because it presented an inclusive framework that included varied skills of intercultural competence. Byram (1997) also pointed out that the focus is not to be only restricted on being familiar with other cultures but also on being able to comprehend such cultures through explanation.

More importantly, and according to the view expressed by Byram and Feng (2005) revealed the importance of teaching the culture of the target language in ELT in helping foster learners' knowledge of English countries' cultures. Many instructors are familiar with the Bloom's taxonomy of educational objectives which was developed a number of years ago, the taxonomy expanded such objectives by adding the third area of "attitude or affect" to cognition and behaviors (cf. Bloom 1969). Since then, another essential component of intercultural communicative competence

development has also become increasingly recognized, such component is called awareness. Because of that, inter-culturalists generally address awareness and affect along with cognition and behaviors (or skills). However, awareness still appears to be of a different level from the other three domains.

Based on the above information, the researcher tends to explore the influence of tele-collaborative teaching in terms of developing intercultural communicative competence, and to find also to what extent intercultural communicative competence in tele-collaborative teaching is effectively achieved.

1.3. Statement of the problem

Due to the wide variation of cultures and students' limited knowledge of such cultures and target ones, misunderstanding and speaking problems might be widely occurred in communication. Additionally, the researcher sees there is a need for the teachers to be technologically trained and qualified, to be able to keep pace with developed technology-based instructional methods. As well as it is important to examine the effectiveness of tele-collaborative foreign language teaching in fostering students' intercultural communicative competence. Thus, the researcher will be able to extract the best ways to provide students and teachers with a deeper understanding and awareness of other different cultures.

1.4. Purpose of the study

The main objective of the current study is to provide a comprehensive review of literature and previous studies about the importance of intercultural communicative competence, and outline a conceptual framework for such competence in terms of tele-collaborative language teaching. Particularly, the study aims at achieving the following sub-objectives:

- 1- Exploring to what extent the tele-collaborative teaching is effective in developing the intercultural communicative competence from the Language Center teachers' and English majors' perspectives at NNU.
- 2- Explaining how tele-collaborative teaching can be effectively employed in enhancing students' intercultural communicative competence.
- 3- Finding out if there are any statistically significant differences in intercultural communicative competence in tele-collaborative foreign language teaching from different perspectives.
- 4- Determining the role of the study variables (gender, cumulative average, academic level, faculty) on students' perspectives of intercultural communicative competence in tele-Collaborative foreign language teaching.

1.5. Questions of the study

This study seeks to answer these questions:

1. To what extent does tele-collaborative foreign language teaching affect students' intercultural communicative competence from the language center teachers' and English language students' perspectives at An-Najah National University?
2. Are there any significant statistical differences in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to gender, cumulative average, academic level, faculty variable?

1.6. Hypotheses of the Study

The main question of the study underlines the following null hypotheses:

1. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' gender.
2. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' cumulative average.

3. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' academic level.

4. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' faculty.

1.7. Significance of the study

This study seeks to identify and analyze the impact of tele-collaborative foreign language teaching on intercultural communicative competence. Such analysis could be basically significant in these two domains: for teachers; it shows the progress in students' learning of their original culture and others' cultures; whereas for the researchers; it shows how language teaching and learning reflects cultures, as well as enables them to recognize the different tele-collaborative strategies used by teachers to teach foreign languages and their cultures.

Moreover, the current study is helpful for teachers and researchers since it guides both of them to take into consideration the importance of tele-collaborative teaching and the possible ways of applying it in improving intercultural communicative competence in EFL Classes.

1.8. Limitations of the study

This study was limited to the Language Center Teachers and English language students in the first and second semesters of the academic year

2018/2019 at An-Najah National University in Nablus City, with the aim of measuring the effectiveness of employing tele-collaborative teaching techniques in developing students' intercultural communicative competence.

1.9. Definitions of terms

Aiming to simplify the understanding of key words, operational definitions are included as following:

- **Intercultural Communicative Competence (ICC):** "the ability to communicate effectively and appropriately in various cultural contexts. There are numerous components of ICC including motivation, self- and other knowledge" (Swift,2016, P. 488).

According to the study, it refers to the ability to understand cultures, including students' own cultures, and use this understanding to communicate effectively and appropriately with students of other cultures.

- **Tele-Collaborative Teaching:** "what can be done to promote intercultural communicative competence through group in the face to face is similar but online or through technology implementations" (O'Dowd, 2015, P. 194).

According to the study, it refers to an educational strategy that involves students and teachers in different locations using Internet tools such as email, chat, web conferencing, web page building, as well as

audio and video conferencing, in order to connect intended goals with the best the internet has to offer.

- **Foreign Language:** it is any other language that is neither learner's mother language nor used to communicate in the nation where he/she lives. According to the study, English Language is generally not a local medium of communication in Palestine.
- **The Language Center:** the language center at An-Najah National University in Nablus. It was established in 2007, in response to the students' increasing needs to learn English, it offers different required courses in foreign language for students; such as English 1, English 2 for different faculties, and many other courses.
- **English Language Students:** all the male and female students in the second, third and fourth academic year who study in one of the two majors: English Literature in the faculty of Arts, and TEFL Major in the Faculty of Educational Sciences at An-Najah National University.
- **Perspectives:** the teachers' and students' beliefs, opinions, experiences and attitudes of agreement or disagreement towards the impact of tele-collaborative teaching on intercultural communicative competence as shown in their responses to the interview and the questionnaire.
- **An-Najah National University:** An-Najah National University in Nablus/Palestine. It was established in 1977, it is dedicated to promoting understanding, providing the highest quality undergraduate and graduate

education, and serving as a leader in scientific research. The web page is: www.nnu.edu.

1.10. Summary

This chapter dealt with the theoretical background of the study as well as the importance of tele-collaborative teaching. It also presented the purpose of the study, the statement of the problem, the questions of the study, hypotheses of the study, the significance of the study, the limitation of the study and definition of terms.

Chapter Two

Review of Related Literature

2.1 .Introduction

2.2 .The Importance of Intercultural Competence in Teaching

2.3 .The Role of Teacher in Developing Learners' ICC

**2.4 .The Role of Telecollaborative Learning in Foreign
Language Teaching**

2.5 .The Technologies of Telecollaborative Teaching

2.6 .Social Network Sites as a Tool for ICC Development

2.7 .The Role of Teacher in Telecollaborative Teaching

2.8 .Studies Related to Tele-Collaborative Teaching

**2.9 .Studies that Connected Telecollaborative Teaching with
ICC**

2.10. Summary

Chapter Two

Review of Related Literature

2.1. Introduction

The researcher showed the literature review in a systematic way according to its topics. Many different studies have examined the importance and the impact of intercultural communicative competence in EFL and ESL classrooms. The current study is a descriptive one that intends to find out where the intercultural communicative competence is from the web-based teaching techniques and technological developments, from EFL teachers' and students' own perspectives. It also intends to raise researchers', curriculum designers', educationalists' and teachers' awareness of the intercultural communicative competence in Tele-collaborative foreign language teaching, so that they can enhance understanding and develop a cultural sensitivity to the other cultural backgrounds as well as culture of the target language, and thereby, strengthen the learners' appreciation of their own culture. In short, this study is hoped to provide insights to intercultural understanding and appreciation for both researchers, curriculum designers, educationalists, teachers and students. Accordingly, the researcher involves some of the previous related studies in this study for the sake of supporting it.

According to Holliday's (2002) framework of 'culture of dealing', the researcher sees the cultural interchange via the internet as a new communicative culture that is formed by the two groups of learners of the

target language. For Gee (2006), learners' situated identities in such community of practice are constructed according to the certain given situation they are involved in by restoring related cultural resources from the bigger cultures the learners are from such as eastern and western culture.

Moreover, O'Dowd and Ritter (2006) confirmed the effectiveness of online discussions in developing the second language learning in general, and increasing learners' cultural awareness, intercultural competence, as well as their interaction levels with native partners in particular.

In the new form of community of practice, learners are being taught to process a well appropriate competence to be able to communicate successfully with other students within it. For the sake of achieving this, students need to identify their positions in this community. Language learning, including culture learning, helps them to be a newly-developed situated identity in the community of learning. During the process, as Byram (1997) stated, it is good for learners to improve their cultural knowledge, develop the skills of interaction and develop also a more critical cultural attitude and awareness toward their own culture and the learning of others' cultures.

Since telecommunication technology is widely available, especially real-time video conferencing, it becomes easier for the classes to overcome the incapability of static materials, such techniques help to make the process or the activity more dynamic and closer to real situations. Tele-

collaborative partnerships represent particularly productive sites for examining social aspects of target language learning since these kinds of partnerships entail social, sociocultural and institutional interface (Kinging, et al., 1999).

2.2. The Importance of Intercultural Competence in Teaching

Findings in some studies suggest that intercultural communicative competence helps students in improving language skills, for instance, Genc and Bada (2005) designed a research to survey students' points of view with regard to the effects of the culture class they attended, and they revealed that having or attending a culture class improve cultural awareness in ELT students in terms of foreign societies. Moreover, it was suggested, according to the study's findings, that a culture class is significantly advantageous concerning improving language skills, developing cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching process.

Besides, Andrevya (2015) noted that acquiring this type of competence via cultures helps students to better recognize the different values of other cultures, and to overcome the potential contradictions of communication. Furthermore, it is considered to be one of the main factors which enable learners to study abroad, prepare them to life changes, and increase their abilities to use language differentially in the varying situations of communication.

More importantly, Hanna and Nooy (2009) implied that using the target language to communicate and participate in discussions is positive and beneficial for learners even if some linguistic mistakes occur in the communication; that means teaching a foreign language should not only be focused on the fluency, but also on how the learners develop socially and culturally, and promote their own ability to play an effective role in communication.

2.3. The Role of Teacher in Developing Learners' ICC

In fact, most of foreign language teachers believe that target languages can enhance and empower communication of people of different cultural backgrounds. Hence, teachers should take into consideration integrating different cultural aspects in their classes, so that learners can effectively acquire intercultural communicative competence.

Stapelton (2000) conducted a study on native English teachers' views on the role of culture in TEFL. A questionnaire was designed and responded by twenty-eight university-level teachers in Japan, it provided comments about the extent and nature of the culture they teach. Those teachers felt that since culture should be a part of EFL teaching, they included it in their classes more randomly than any other aspects of teaching process. Stapleton found that there was a trend for the language teachers to prefer explicit over implicit culture teaching when its elements were discussed. Respondents to ELT books' questions have some ambivalence attitudes about the content of culture. In regard to

stereotyping, the American prejudice and the superficiality of the cultural content are included in textbooks.

Besides, Lazar, Kriegler, Lussier, Matei & Peck (2007) claimed that language teachers' emphasis should be placed on the cultural dimension of the foreign language they teach. They also added that it is not enough for students to speak fluently or have rich vocabulary, or even have a good knowledge of grammar rules, but they should be aware of cultural differences in such a way that sufficiently helps them to socialize with people from different cultures.

More importantly, competence in intercultural education, as Leeman & Ledoux (2003) claimed, is not an extra facet of teachers' professional development but should become an integral part of that profession (p. 282)

Similarly, Shemshadsara (2012) suggested turning traditional stance into intercultural stance in EFL which in turn enhances learners' awareness of cultural teaching as a basic part of language teaching. Such a change also develops teachers' perspectives towards intercultural communication which positively affect their teaching methodology in such away that enhances language teaching. Briefly, teachers have to deal carefully with this matter to be able to achieve foreign language teaching goals in the modern world.

To Leveridge (2008), teachers of foreign languages should introduce their students to the foreign language cultural background, that requires from teachers to select the appropriate teaching methods and to

explore culturally based linguistic differences to foster students' understanding of various cultural aspects as well as to avoid possible cultural misconceptions.

2.4. The Role of Telecollaborative Learning in Foreign Language Teaching

Tele-collaborative learning expands the teaching learning environment, breaks down the walls of the traditional classrooms and allows the learners to exchange their ideas and knowledge more widely and effectively. Clearly, one of the effective ways of introducing students to cultural functions is telecollaborative learning styles such as internet discussion forums (Sawyer, 2011).

The role of telecollaborative teaching is at the center of a study by Giralt and Jeanneau (2016), who measured how online collaboration may affect learners' intercultural competence. They designed a project in which a group of students, who were going to study abroad, participated in online discussions with students from another foreign country. The results of their study demonstrated that telecollaboration learning increases students' intercultural awareness and enhances the practice of language, as well as motivates students for studying abroad.

Kano, Pack and Shimizu (2016) indicated that learner awareness and motivation towards language learning and communication are highly improved when the learner participates in telecollaborative classes. They also added that telecollaborative teaching increases the opportunities of

students' interaction in the foreign language they seek to learn, also, it helps them realize the importance of language learning via web-based technology.

2.5. The Technologies of Telecollaborative Teaching

Lewis and O'Dowd (2016) stated for basic forms of technologies that are used in telecollaborative teaching:

1. Asynchronous text-based communication such as emails and forums discussions. This kind of tools gives students enough time to think and plan, engages them in worthy discussions, enables students to easily access to the copies of interactions for study or research at any time. Meanwhile, the only disadvantage of such tools is the high possibility of misunderstandings due to the absence of facial expressions, gestures and voices as well.
2. Video conferencing: this type of tools enables learners to talk and to see each other in real time, and to engage in real interactions. It also fosters learners' motivation and participation. However, video conferencing causes anxiety for students as it requires them to respond well and quickly.
3. Web 2.0: such as blogs, wikis, social network sites, this second generation of telecollaboration tools allows for more independent exchange, and also enables students to communicate with other partners of real online environments.

4. Virtual worlds: it is a very suitable tool to use in language learning; it provides students with a virtual reality environment via the internet, by which they are allowed to exchange knowledge either by using texts or videos.

2.6. Social Network Sites as a Tool for ICC Development

Prakapiene & Prakapas (2016) investigated the impact of social network on intercultural communication, and they concluded that including students in discussions group via social media websites with friends from different cultures, enables students to acquire more cultural knowledge about the foreign country they are going to study in. Furthermore, receiving enough information prior to studying abroad helps students feel more confident, facilitates their adaptation, and helps them avoid culture shock.

One of the fastest and most effective ways to communicate with other people is Facebook, so that it may be used to promote and develop intercultural communicative effectiveness which is considered one of the most important subcomponents of intercultural communicative competence (Ozdemir, 2017).

2.7. The Role of Teacher in Telecollaborative Teaching

The success of online exchange depends to a large extent on teachers' awareness of the available technology, as well as on his ability in choosing the most suitable forms of technology which are more likely to achieve intended learning objectives (Kurek, 2015).

Luo and yang (2018) showed that the teachers' role is basic in telecollaborative teaching, that is to be organizer, facilitator, and manager. For the teacher to be organizer, he should be aware of all potential problems caused by temporal, academic or technical errors. In addition, the teacher should be aware of his learners' levels and characteristics, as well as the telecollaborative tasks and materials. Teachers should also have good knowledge of technology and the ability of employing it to manage online exchange, then; such a teacher can be a facilitator and a manager as well.

Helm (2015) maintained that it is important to engage language teachers in training courses to provide them with the most effective ways of employing online learning techniques, as well as to foster teachers' communicative competence that is heavily required for telecollaborative teaching.

2.8. Studies Related to Tele-Collaborative Teaching

" Telecollaborative and students' mobility for language learning" is a key concept of the study by Kinginger (2016). She concluded that telecollaborative teaching helps learners create social relationships with other people, offers them good opportunities to expand their knowledge in relation to different life aspects of different foreign cultures. Most obviously, engaging students in online interactions presents students considerable potential to overcome social and intercultural challenges that may face during study abroad. The researcher recommended to develop curriculum in such a way that links telecollaboration with studying abroad.

Moreover, Chitanana (2010) conducted a study to determine how students perceived the use of tele-collaborative teaching as an educational tool and concluded that this type of teaching affects students positively, as it gives them chances to exchange knowledge and learn from one another, helps them develop more creative ideas, improves their performance in classes, encourages them to take an active role in their learning, makes learning process more interesting. Moreover, as perceived by many students, tele-collaborative learning allows learners to learn with students from other cultures and provides them with opportunities for cross-cultural exchange. In addition, most of the students stated that teamwork via the web medium motivates them to participate more in debates, increases their interaction as well as fosters their dialogue skill. Which, for the researcher, seems more like empowering the learners.

Unlike the previous presented perspectives, Lamy and Goodfellow (2010) claimed that telecollaboration activities may have some difficulties related to a combination of interconnected factors, such as students' levels of communicative competence, cultural knowledge and background, motivation, stereotypes, workloads and time as well.

Similarly, Lind (2010) found that online forum discussions may have negative aspects for language learners, she claimed that most students, especially shy one, preferred ordinary face to face discussions to online participations, those students will not be enthusiastic about engaging in forums discussions, due to the fact that they are convinced that not every

participant in the discussions is highly competent to trust acquiring new knowledge from.

2.9. Studies that Connected Telecollaborative Teaching with ICC

One of the most important themes in telecollaboration is the telecollaborative teaching in terms of intercultural issues. Hence, a very interesting perspective has been offered by Rojas- Primus (2016) who studied the role telecollaborative language exchanges play in facilitating the development of students' Intercultural competences. The findings of the study suggested that for intercultural teaching to be effective, good opportunities should be offered for students to explore intercultural knowledge, reflect on the knowledge they acquire, compare it with their own intercultural skills, and lastly to get constructive feedback on their reflections as well.

Furthermore, Ceo-Difrancesco, Mora and Collazos (2016) investigated the effect of engaging students in telecollaboration on developing their intercultural communicative competence, and concluded that growth in intercultural learning is partly dependent on the environments in which learning occurs, and that such growth cannot be separated from the telecollaborative tasks that support it. They recommended that telecollaborative tasks should be included in the curriculum, as they help learners increase their self-esteem in interactions and discussions.

Based on O'Dowd's (2011) findings, telecollaboration in foreign language education allows students to be engaged in authentic communication with students of other cultures, and it also provides students with the opportunity to learn from the intercultural exchanges within the context of the foreign language. He added that telecollaboration enables teachers to use the internet not only to teach the language, but also to help students engage in real collaborative discussions in which they can discover new cultural knowledge.

Additionally, Binmoeller and Durkawi (2017) investigated the effectiveness of using technology in intercultural communicative competence (ICC) teaching. They revealed that teachers cannot separate ICC from the use of technology in teaching, that means it is not realistic to provide learners with ICC without employing online learning. The findings of their study also indicated that the foreign language curriculum is best provided by multicultural aspects to be taught, and that using web-based technology is one of the most effective ways to teach learners such aspects. Moreover, if technology is not used effectively in ICC teaching, then it will be difficult for learners to be familiar with other cultures, as well as they will not be able to achieve a high level of ICC which is supposed to enhance their communication skills with native speakers from different cultures.

In an attempt to support telecollaborative teaching in the field of intercultural communicative competence, Angelova and Zhao (2016) conducted a study to measure to what extent the online exchange facilitates

language acquisition and cultural awareness. They provided an evidence that telecollaboration learning and online communication enhance students' language skills, and at the same time enable them to communicate effectively in cross cultural situations.

In the same way, Anikina, et al., (2015) arranged a telecollaborative project among three universities used a social network site to put a number of male and female students of the three universities in touch with each other, so that they could exchange information and collaborate. In view of the time difference, asynchronous way of interaction was considered to be the most appropriate one, although Skype was used by the students voluntarily. The project was devised to promote greater contact between the students so that they could develop their foreign language skills and intercultural communicative competence. Along with that, the students had the opportunity to become aware of the life in different international contexts.

Besides, Hanna and Nooy (2009) insisted that teaching through forums provides students with opportunities to be engaged in more real cultural practice in the target language, which in its turn enables them to participate effectively in authentic communication.

Whereas O'Dowd and Ware (2009) emphasised that online exchange has limited impact on improving students' competence, such impact depends heavily on students' motivation as well as the individual differences amongst them. In addition, for students to have a successful

online exchange, they have to spend much more time than the time available for such activities.

In the light of the previous studies and theoretical review highlighted in the present chapter, it seems that the studies of other researchers such as Holliday's (2002), Gee (2006), Kinginger (1999), Genc and Bada (2005), Andrevya (2015), Hanna and Nooy (2009), Stapelton (2000), Lazar (2007), Leeman & Ledoux (2003), Shemshadsara (2012), Leveridge (2008), Sawyer (2011), Giralt and Jeanneau (2016), Lind (2010), Kano, Pack and Shimizu (2016), Lewis and O'Dowd (2016), Prakapas & Prakapiene (2016), Ozdemir (2017), (Kurek, 2015), Luo and yang (2018), Helm (2015), Kinginger's (2016), Chitanana (2010), Rojas- Primus (2016), Ceo-Difrancesco, Mora and Collazos (2016), O'Dowd's (2011), Durkawi and Binmoeller (2017), Angelova and Zhao (2016), Anikina (2015), O'Dowd and Ware (2009) supported the positive relation between telecollaboration and intercultural competence development.

2.10. Summary

In relation to the literature review and related studies presented in this chapter, most of related research supported the current study and emphasized the importance of telecollaboration in developing intercultural communicative competence in one way or another. Some studies examined the importance of intercultural competence in foreign language teaching, others measured the role of teacher in developing learners' intercultural competence. Furthermore, a number of related studies were discussed to

expand the researcher's knowledge about the role of telecollaborative learning in foreign language teaching the technologies of telecollaborative teaching, social network in developing intercultural competence, and the role of teacher in telecollaborative teaching.

Chapter Three

Methodology and Procedures

3.1. Introduction

3.2. Research Methodology

3.3. Study Population and Sample

3.4. Instrumentation

3.5. Credibility

3.6. Reliability

3.7. Research Procedures

3.8. Statistical Processing

3.9. Study Variables

3.10. Statistical Analysis

3.11. Summary

Chapter Three

Methodology and Procedures

3.1. Introduction

This chapter presents the study method, population and sample, in addition to the tool, credibility and reliability, variables, procedures and statistical processes. To achieve the purposes of the study, surveying, descriptive and analysis method were used.

3.2. Research Methodology

The researcher in this descriptive study will use the instrument of a questionnaire and interviews to achieve the main purpose of the study as well as to answer the research questions.

Both quantitative and qualitative research methods were used to investigate the perspectives. One tool was quantitative, as the information was collected by English students' responses on a questionnaire. The second tool was qualitative which was measured by means of the instrument of the interviews.

3.3. Study Population and Sample

The study population consists of all English teachers in the Language Center, as well as all English students from the English department and the TEFL department in the faculties of Arts and Educational Sciences at An-Najah National University in the academic year 2018-2019. The number of students, according to the Computer Center statistics was (801) male and

female English and TEFL majors whereas the number of English teachers at the Language Center, according to the center administration, was (22) male and female teachers.

Using the table of determining sample size, the researcher decided the students' sample to be consisted of (260) students, (34) male and (226) female. Additionally, (17) out of (22) teachers were chosen randomly to be interviewed. Table (1) shows the distribution of the study sample according to the independent variables of the study.

Table (1): Distribution of study sample (Students)

Variable	Classification	Frequency	Percentage
Gender	Male	34	13.1
	Female	226	86.9
Cumulative average	60-70	23	8.8
	70-80	44	16.9
	80-90	168	64.6
	90 and more	25	9.6
Academic Level	Second year	87	33.5
	Third year	98	37.7
	Fourth year	75	28.8
Faculty	English major	120	46.2
	TEFL major	140	53.8
Total		260	100.0

Table (1) shows that male respondents are (34) whereas there are (226) female respondents. Additionally, respondents who have 60-70 cumulative average are (23), 70-80 are (44), 80-90 are (168), and 90 and more are (25). Moreover, (87) students are in their second year, (98) students are at their third year whereas (75) of students are in their fourth year. The English major students are (120) whereas the TEFL major ones are (140) students.

3.4. Instrumentation

With the aim of investigating teachers' and students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching, the researcher designed two different tools to obtain information from both teachers and students as follows:

A) A questionnaire

The questionnaire consisted of (30) items and personal information, in addition to an introduction explaining the topic as well as the purpose of the study. The researcher distributed it randomly amongst (260) male and female English and TEFL majors at An-Najah National University.

The questionnaire consisted of five domains:

- The first domain aimed to reveal students' perception of the importance of intercultural communicative competence: (5) items (1, 2, 3, 4, and 5).
- The second domain dealt with the development of intercultural communicative competence in teaching foreign language: (6) items (6, 7, 8, 9, 10, and 11).
- The third domain detected the role of telecollaborative learning in foreign language teaching: (6) items (12, 13, 14, 15, 16, and 17).
- The fourth domain explored the role of telecollaborative teaching in enhancing intercultural communicative competence: (6) items (18, 19, 20, 21, 22, and 23).

B) Interviews

The researcher interviewed (17) English teachers in the Language Center at An-Najah National University who were all chosen randomly. The interview consisted of (10) open-ended questions, and all the interviews were conducted by the researcher who separately met each one at the center for (10-15) minutes.

3.5. Validity

To ensure the of the study tools, both the questionnaire and the interview were presented to experienced specialists in English language at An-Najah National University, who suggested some modifications in vocabulary and mechanics of writing. The researcher took them all in consideration and got each tool in its final form.

3.6. Reliability

The reliability of the questionnaire was measured by using Chronabach's Alpha equation. The following table shows the results.

Table (3): Alpha Formula Instrument Reliability

Domains	N. of Items	Reliability coefficient
Students' Perception of the Importance of ICC	5	0.814
The Development of ICC in Teaching Foreign Language	6	0.749
The Role of Telecollaborative Learning in Foreign Language Teaching	6	0.731
The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	6	0.862
Challenges of Employing Telecollaborative Strategies in Language Education	7	0.827
Total score	30	0.806

Table (3) showed that the ranges of the reliability were between (0.731-0.862), and that the total score was (0.806). This result assured the possibility of using the instrument.

3.7. Research Procedures

During the application of this study, the researcher followed the following procedure to obtain the required information for the research:

- The population of the study was brought from the Computer Center as well as the Language Center at An-Najah National University.
- The copies of the questionnaire were distributed and the interviews were conducted by the researcher herself.
- The collected data were statistically analyzed and processed by using the Statistical Package for Social Sciences (SPSS) version 17.

3.8. Statistical Processing

All the responses were codified and statistically processed, the following statistical procedures were used in the study:

- Frequencies, means, standard deviations and percentages.
- Independent Sample t- test.
- One Way ANOVA test and Scheffe Post Hoc test.
- Cronbach Alpha formula.

3.9. Study Variables

The study included the independent and dependent variables as follows:

3.9.1. The independent variables that are related to the respondents of the questionnaire

1. Gender variable which is divided into two levels: male & female.
2. Cumulative average which is divided into four levels: 60-70, 70-80, 80-90 & 90 and more.
3. Academic level which is divided into three levels: Second year, Third year & Fourth year.
4. Faculty variable which is divided into two levels: English major & TEFL major.

3.9.2. The dependent variables that are related to the respondents of the questionnaire and interviews

1. The total score for the questionnaire.
2. The total degrees of each domain of the questionnaire.

3.10. Statistical Analysis

To analyze the data, the researcher used the Statistical Package for Social Sciences (SPSS). Various statistical tests were used including (Independent T- test, One Way ANOVA, Cronbach Alpha).

3.11. Summary

In this chapter the researcher presented the methodology, study population and sample in accordance with the study variables. Additionally, instrumentation, credibility and reliability procedures as well as the statistical analysis were also described.

Chapter Four

Results of the Study

4.1. Introduction

4.2. Results Related to the First Question

4.3. Results Related to the Hypotheses

4.3.1. Results Related to the First Hypothesis

4.3.2. Results Related to the Second Hypothesis

4.3.3. Results Related to the Third Hypothesis

4.3.4. Results Related to the Fourth Hypothesis

4.4. Results Related to the Interview

4.5. Summary

Chapter Four

Results of the Study

4.1. Introduction

Chapter four presents the results of the study which are divided into three major sections. The first section is related to the results of the main question. The second section is connected with the results of the sub-questions whereas the third part is related to the results of the interviews.

This chapter also presents the statistical data that were analyzed by using SPSS. The information was collected from the instruments of the study which were represented by the questionnaire and the interviews.

4.2. Results Related to the First Question

This part is devoted to present the results of the first question of the study:

"To what extent does tele-collaborative foreign language teaching affect students' intercultural communicative competence from the perspectives of English language teachers and their students at An-Najah National University?"

To answer the first question, Means, Standard Deviations, Percentages and Estimation Level were calculated and the results are shown in tables (4), (5), (6), (7), (8) & (9).

4.2.1 . First Domain: Students' Perception of the Importance of ICC:

Table (4): Means, Standard Deviations, Percentages, Estimation Level according to the Mean of the First Domain

No.	No. in the questionnaire	Item	Mean	Standard Deviation	Percentage	Estimation Level
1	2	ICC enables learners to meet and communicate effectively with people from many different cultures.	4.88	0.32	97.6	Very High
2	5	When working in a multicultural team, it is helpful to view people from their cultural perspectives.	4.60	0.55	92.0	Very High
3	1	Foreign language teaching should be focused on developing learners socially and culturally.	4.36	0.50	87.2	Very High
4	3	Intercultural competence enables learners to overcome the potential contradictions of communication.	4.36	0.51	87.2	Very High
5	4	Understanding other peoples' beliefs is required to communicate effectively with other people.	4.35	0.51	87.0	Very High
Total			4.51	0.32	90.2	Very High

As table (4) above shows, the total degree of the first domain was (4.51) which suggests a very high level of perspectives. The highest mean was given to the item "*ICC enables learners to meet and communicate with several people from many different cultures*" which scored (4.88). On the other hand, the lowest percentage was given to the item "*Understanding other peoples' beliefs is required to communicate effectively with other people*" which scored (87%).

Responses on these items indicated that the students have a very good background on the importance of the intercultural communicative

competence. Furthermore, the results of items (2,4) showed that the majority of students (97.6% & 92%) can communicate with other people if they have sufficient intercultural communicative competence. Additionally, the findings reported that working with multicultural people is exciting and helpful to know others' cultural perspectives. This is obvious in the results of items (3,5).

4.2.2 Second Domain: The Development of ICC in Teaching Foreign Language:

Table (5): Means, Standard Deviations, Percentages, Estimation Level according to the Mean of the Second Domain

No.	No. in the questionnaire	Item	Mean	Standard Deviation	Percentage	Estimation Level
1	9	Learning a culture is a part of learning the foreign language of such a culture.	4.85	0.35	97.0	Very High
2	7	To Learn a foreign language means the learning of new beliefs, values and new kind of behavior.	4.81	0.39	96.2	Very High
3	6	Understanding one's own culture is important when learning a foreign language.	4.54	0.49	90.8	Very High
4	10	Teachers should focus on the cultural dimension of the foreign language they teach.	4.52	0.56	90.4	Very High
5	11	Teachers should carefully deal with developing learners' intercultural communicative competence.	4.51	0.50	90.2	Very High
6	8	Teachers should take into consideration integrating different cultural aspects in their classes.	4.36	0.50	87.2	Very High
Total			4.60	0.20	92.0	Very High

Table (5) above shows that the total degree of the second domain was (4.60) which suggests a very high level of perspectives. The highest mean was given to the item "*Learning a culture is a part of learning the foreign language of such a culture*" which scored (4.85). On the other hand, the lowest percentage was given to the item "*Teachers should take into consideration integrating different cultural aspects in their classes*" which scored (87.2%).

Responses on these items indicated that intercultural communicative competence develops through teaching the foreign language. Furthermore, the result of item (7) showed that the majority of students (96.2%) can learn a foreign language if they have enough knowledge about their own cultures. Additionally, the findings reported that teachers' emphasis should be placed on the cultural dimension of the foreign language they teach. This is obvious in the result of item (10) where the percentage of response was (90.4%).

4.2.3 Third Domain: The Role of Telecollaborative Learning in Foreign Language Teaching:

Table (6): Means, Standard Deviations, Percentages, Estimation Level according to the Mean of the Third Domain

No.	No. in the questionnaire	Item	Mean	Standard Deviation	Percentage	Estimation Level
1	13	Telecollaboration allows learners to exchange their ideas and knowledge more widely.	4.51	0.51	90.2	Very High
2	14	Telecollaborative teaching increases the opportunities of students' interaction in learning a foreign language.	4.40	0.56	88.0	Very High
3	17	Telecollaborative classes improve learners' awareness and motivation towards language learning.	4.36	0.50	87.2	Very High
4	12	Social network sites enable students to acquire more linguistic skills and knowledge.	4.29	0.48	85.8	Very High
5	15	Students have sufficient time to learn languages through online exchanges.	2.06	1.02	41.2	Very Low
6	16	Telecollaborative tasks are time-consuming, boring and difficult for students to do.	2.00	1.54	40.0	Very Low
Total			3.60	0.36	72.0	High

As table (6) above shows, the total degree of the third domain was (3.60) which suggests a high level of perspectives. The highest mean was given to the item "*Telecollaboration allows learners to exchange their ideas and knowledge more widely*" which scored (4.51). On the other hand, the lowest percentage was given to the item "*Telecollaborative tasks are time wasters, boring and difficult for students to do*" which scored (40.0%).

Responses on these items indicated that telecollaborative learning has an important role in teaching foreign language and enhancing learners' linguistic skills. Furthermore, the result of item (14) showed that the majority of students (88%) agreed that telecollaborative teaching increases their interaction while learning a foreign language. Additionally, the findings reported that the lack of time constitutes a barrier for students to participate in online discussions, which is very important to develop their knowledge and language skills. This is obvious in the result of item (15) where the percentage of response was (41.2%).

4.2.4 Fourth Domain: The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence:

Table (7): Means, Standard Deviations, Percentages, Estimation Level according to the Mean of the Fourth Domain

No.	No. in the questionnaire	Item	Mean	Standard Deviation	Percentage	Estimation Level
1	18	Telecollaborative teaching gives students chances to exchange cultural knowledge and learn from one another.	4.81	0.38	96.2	Very High
2	21	Enhancing students' intercultural competence depends partly on doing telecollaborative tasks.	4.36	0.50	87.2	Very High
3	23	Telecollaboration in language allows students to be engaged in authentic communication with students of other cultures.	4.36	0.50	87.2	Very High

4	22	Telecollaboration enables students to use the internet not only to teach the language, but also to discover new cultural knowledge.	4.35	0.51	87.0	Very High
5	19	Learning via social media networks offer students multiple opportunities to improve their intercultural communicative competence.	2.04	1.04	40.8	Very Low
6	20	Engaging students in online intercultural discussions is unlikely to promote their cultural competence in communication.	1.89	1.50	37.8	Very Low
Total			3.63	0.37	72.6	High

Table (7) above shows that the total degree of the fourth domain was (3.63) which suggests a high level of perspectives. The highest mean was given to the item "*Telecollaborative teaching gives students chances to exchange cultural knowledge and learn from one another*" which scored (4.81). On the other hand, the lowest percentage was given to the item "*Engaging students in online intercultural discussions is unlikely to promote their cultural competence in communication*" which scored (1.89%).

Responses on these items indicated the effective role of telecollaborative teaching in enhancing intercultural communicative competence. Furthermore, the result of item (23) showed that the majority of students (87.2%) confirmed that telecollaborative tasks engages students in authentic intercultural exchanges. Additionally, the findings reported that engaging students in online intercultural discussions is likely to promote their cultural competence in communication. This is obvious in the result of item (20) where the percentage of response was (37.8%).

4.2.5 Fifth Domain: Challenges of Employing Telecollaborative Strategies in Language Education

Table (8): Means, Standard Deviations, Percentages, Estimation Level according to the Mean of the Fifth Domain

No.	No. in the questionnaire	Item	Mean	Standard Deviation	Percentage	Estimation Level
1	30	Learning via social network sites affords students multiple opportunities to improve their intercultural communicative competence.	4.46	0.52	89.2	Very High
2	25	The impact of telecollaborative teaching on improving students' intercultural competence depends heavily on students' motivation.	4.43	0.51	88.6	Very High
3	28	Telecollaborative teaching may have negative effects on students' ethics, cultural knowledge and achievement.	4.42	0.51	88.4	Very High
4	26	For tasks to be collaborative, they should be various and changeable.	4.38	0.54	87.6	Very High
5	27	Telecollaborative tasks require spending a lot of students' and teachers' available time.	4.37	0.51	87.6	Very High
6	24	Telecollaborative teaching may lead students to discuss sensitive topics (e.g. religion, racism).	4.36	0.55	87.2	Very High
7	29	Cultural differences and misunderstandings constitute an obstacle of telecollaboration teaching.	4.35	0.54	87.0	Very High
Total			4.36	0.38	88.0	Very High

As table (8) above shows, the total degree of the fifth domain was (4.36) which suggests a very high level of perspectives. The highest mean was given to the item "*Learning via social network sites affords students multiple opportunities to improve their intercultural communicative competence*" which scored (4.46). On the other hand, the lowest percentage

was given to the item "*Cultural differences and misunderstandings constitute an obstacle of telecollaboration teaching*" which scored (87.0%).

Responses on these items indicated that both teachers and students have problems with telecollaborative teaching. Furthermore, the result of item (25) showed that students' motivation affects improving their intercultural competence via telecollaborative exchanges. Additionally, the findings reported that telecollaborative tasks depend to a big extent on students' and teachers' available time. This is obvious in the result of item (27) where the percentage of response was (87.6%).

4.2.6. Total Score of All Domains:

Table (9): Means, Standard Deviations, Percentages and Estimation Level of the Total Score of Intercultural Communicative Competence in Tele-collaborative Foreign Language Teaching from the Language Center Teachers' and English Language Students' Perspectives at An-Najah National University

No.	Domain	Mean	St. Deviation	Percentage	Estimation Level
1	Domain (II) The Development of ICC in Teaching Foreign Language	4.60	0.20	92.0	Very High
2	Domain (I) Students' Perception of the Importance of ICC	4.51	0.32	90.2	Very High
3	Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	4.36	0.38	87.2	Very High
4	Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	3.63	0.37	72.6	High
5	Domain (III) The Role of Telecollaborative Learning in Foreign Language Teaching	3.60	0.36	72.0	High
Total Score		4.14	0.21	82.8	High

Table (9) shows that the effect degree of the second, first, and fifth domains was very high where the percentages of responses of these domains were respectively (92%, 90.2%, and 87.2%) whereas the fourth and third domains scored high effect degree with a percentage of response reaching (72.6% & 72%) respectively.

Moreover, the highest degree was in favor of the second domain, where the percentage of response was (92%) which confirms the development of intercultural communicative competence in teaching foreign language.

The total percentage of responses for all five domains was (82.8%) with a very high effect which indicates that tele-collaborative foreign language teaching leads to improve intercultural communicative competence due to its positive influence on cultural awareness, cultural knowledge and intercultural background.

4.3. Results Related to the Hypotheses

1. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' gender.
2. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' cumulative average.

3. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' academic level.

4. There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' faculty.

4.3.1. Results Related to the First Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' gender."

In order to test the first hypothesis, the Independent T-test was computed to find the significant differences in intercultural communicative competence in tele-collaborative foreign language teaching from students' perspectives due to students' gender as table (10) below shows.

Table (10): The Independent T-test for the different averages due to the gender

Domain	Male (N=34)		Female (N=226)		T-value	Sig.*
	Mean	S. D	Mean	S. D		
Domain (I) Students' Perception of the Importance of ICC	4.47	0.31	4.52	0.33	0.853	0.394
Domain (II) The Development of ICC in Teaching Foreign Language	4.59	0.24	4.60	0.20	0.245	0.806
Domain (III) The Intercultural Communication with the	3.52	0.23	3.61	0.37	1.412	0.159

Shared Corporate Values and Norms						
Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural	3.54	0.30	3.65	0.37	1.529	0.128
Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	4.30	0.46	4.38	0.35	1.174	0.241
Total Score	4.08	0.21	4.15	0.20	1.784	0.076

***Significant at ($\alpha \geq 0.05$)**

Table (10) shows that there are no significant statistical differences at the level ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' gender in the first, second, third, fourth and fifth domains. Then, the null hypothesis in these domains is valid. This means that students' gender has no effect on their perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching.

4.3.2. Results Related to the Second Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' cumulative average."

To test the second hypothesis, One-way ANOVA between subjects was computed to compare intercultural communicative competence in tele-collaborative foreign language teaching from students' perspectives due to the students' cumulative average (60-70, 70-80, 80-90, 90 and more) as table (11) and (12) below show.

Table (11): Frequencies, means, and standard deviations of the students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the cumulative average

Domain	Cumulative Average	N	Mean	S. D
Domain (I) Students' Perception of the Importance of ICC	60-70	23	4.06	0.60
	70-80	44	4.26	0.55
	80-90	168	4.50	0.33
	90 and more	25	4.48	0.33
Domain (II) The Development of ICC in Teaching Foreign Language	60-70	23	4.10	0.52
	70-80	44	4.32	0.59
	80-90	168	4.59	0.20
	90 and more	25	4.62	0.19
Domain (III) The Role of Telecollaborative learning in Foreign Language Teaching	60-70	23	3.72	0.35
	70-80	44	3.59	0.32
	80-90	168	3.60	0.40
	90 and more	25	3.56	0.25
Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	60-70	23	3.71	0.34
	70-80	44	3.67	0.36
	80-90	168	3.64	0.40
	90 and more	25	3.54	0.25
Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	60-70	23	4.05	0.49
	70-80	44	4.13	0.46
	80-90	168	4.39	0.39
	90 and more	25	4.32	0.28
Total Score	60-70	23	3.93	0.38
	70-80	44	3.99	0.37
	80-90	168	4.14	0.23
	90 and more	25	4.10	0.14

Table (12): One-way ANOVA between subjects for the students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching perspectives due to the cumulative average

Domain	Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.*
Domain (I) Students' Perceptions of the Importance of ICC	Between groups	5.100	3	1.700	10.27	0.000*
	Within groups	42.362	256	0.165		
	Total	47.462	259			
Domain (II) The Development of ICC in Teaching Foreign Language	Between groups	6.897	3	2.299	19.76	0.000*
	Within groups	29.784	256	0.116		
	Total	36.682	259			
Domain (III) The Role of Telecollaborative learning in Foreign Language Teaching	Between groups	.372	3	0.124	0.88	0.451
	Within groups	35.993	256	0.141		
	Total	36.365	259			
Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	Between groups	.433	3	0.144	0.99	0.394
	Within groups	37.013	256	0.145		
	Total	37.446	259			
Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	Between groups	4.016	3	1.339	8.07	0.000*
	Within groups	42.456	256	0.166		
	Total	46.472	259			
Total Score	Between groups	1.459	3	0.486	6.67	0.000*
	Within groups	18.640	256	0.073		
	Total	20.100	259			

***Significant at ($\alpha \geq 0.05$).**

Table (12) indicates that there are no significant statistical differences at the level ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign

language due to the students' cumulative average in the third and fourth domains. Then, the null hypothesis in these domains is valid.

On the other hand, there are statistically significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to the students' cumulative average in the first, second and fifth domains. This means that the null hypothesis is not valid in these domains. The researcher used Scheffe post hoc test to determine the source of differences. Tables (13), (14), (15) and (16) show Scheffe post hoc test results.

Table (13): Scheffe post hoc results to determine the differences in domain I (students' perception of the importance of ICC) due to cumulative average

Cumulative average	60-70	70-80	80-90	90 and more
60-70		-0.198	-0.434*	-0.410*
70-80			-0.235*	-0.211
80-90				0.023
90 and more				

Table (13) shows that there are significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to the students' cumulative average in the domain of students' perception of the importance of ICC, between (70-80) and (80-90) in favor of (80-90).

Table (14): Scheffe post hoc results to determine the differences in domain II (the development of ICC in teaching foreign language) due to cumulative average

Cumulative average	60-70	70-80	80-90	90 and more
60-70		-0.220	-0.491*	-0.525*
70-80			-0.271*	-0.304
80-90				-0.033
90 and more				

Table (14) shows that there are significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to the students' cumulative average in the domain of the development of ICC in teaching foreign language, between (70-80) and (80-90) in favor of (80-90).

Table (15): Scheffe post hoc results to determine the differences in domain V (Challenges of employing telecollaborative strategies in language education) due to cumulative average

Cumulative average	60-70	70-80	80-90	90 and more
60-70		-0.077	-0.336*	-0.264
70-80			-0.259*	-0.186
80-90				0.072
90 and more				

Table (15) shows that there are significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to the students' cumulative average in the domain of collaborative learning and developing intercultural awareness, between (70-80) and (80-90) in favor of (80-90).

Table (16): Scheffe post hoc results to determine the differences in total score due to cumulative average

Cumulative average	60-70	70-80	80-90	90 and more
60-70		-0.059	-0.210*	-0.168
70-80			-0.150*	-0.108
80-90				0.042
90 and more				

Table (16) shows that there are significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to the students' cumulative average in total score, between (70-80) and (80-90) in favor of (80-90).

This means that students' cumulative average has no effect in students' perspectives towards the role of telecollaborative learning in foreign language teaching, and the role of telecollaborative teaching in enhancing intercultural communicative competence, but it does have effect on students' perspectives towards the perception of the importance of ICC, the development of ICC in teaching foreign language, and challenges of employing telecollaborative strategies in language education in favor of (80-90).

4.3.3. Results Related to the Third Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language due to students' academic level."

To test the third hypothesis, One-way ANOVA between subjects was computed to compare intercultural communicative competence in tele-collaborative foreign language teaching from students' perspectives due to students' academic level (second year, third year, fourth year) as table (13) and (14) below show.

Table (17): Frequencies, means, and standard deviations of the students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the academic level

Domain	Academic level	N	Mean	S. D
Domain (I) Students' Perceptions of the Importance of ICC	Second year	87	4.36	0.43
	Third year	98	4.47	0.39
	Fourth year	75	4.41	0.45
Domain (II) The Development of ICC in Teaching Foreign Language	Second year	87	4.49	0.40
	Third year	98	4.50	0.35
	Fourth year	75	4.52	0.38
Domain (III) The Role of Telecollaborative Learning in Foreign Language Teaching	Second year	87	3.57	0.32
	Third year	98	3.61	0.28
	Fourth year	75	3.63	0.51
Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	Second year	87	3.60	0.31
	Third year	98	3.66	0.30
	Fourth year	75	3.67	0.51
Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	Second year	87	4.32	0.40
	Third year	98	4.29	0.43
	Fourth year	75	4.31	0.43
Total Score	Second year	87	4.07	0.25
	Third year	98	4.10	0.24
	Fourth year	75	4.09	0.33

Table (18): One-way ANOVA between subjects for the students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the academic level

Domain	Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.*
Domain (I) Students' Perception of the Importance of ICC	Between groups	0.560	2	0.280	1.535	0.217
	Within groups	46.901	257	0.182		
	Total	47.462	259			
Domain (II) The Development of ICC in Teaching Foreign Language	Between groups	0.056	2	0.028	0.196	0.822
	Within groups	36.626	257	0.143		
	Total	36.682	259			
Domain (III) The Role of Telecollaborative Learning in Foreign Language Teaching	Between groups	0.162	2	0.081	0.575	0.564
	Within groups	36.203	257	0.141		
	Total	36.365	259			
Domain (IV) The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence	Between groups	0.272	2	0.136	0.938	0.393
	Within groups	37.175	257	0.145		
	Total	37.446	259			
Domain (V) Challenges of Employing Telecollaborative Strategies in Language Education	Between groups	0.049	2	0.025	0.136	0.873
	Within groups	42.423	257	0.181		
	Total	46.472	259			
Total Score	Between groups	0.077	2	0.038	0.493	0.611
	Within groups	20.023	257	0.078		
	Total	20.100	259			

***Significant at ($\alpha \geq 0.05$)**

Results in table (18) indicates that there are no significant differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' academic level in all domains.

This means the academic level of students does not have any effect in their perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching.

4.3.4. Results Related to the Fourth Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' faculty."

In order to test the fourth hypothesis, the Independent T-test was computed to find the significant differences in intercultural communicative competence in tele-collaborative foreign language teaching from students' perspectives due to students' faculty (English major, TEFL major) as table (19) below shows.

Table (19): The Independent T-test for the different averages due to the faculty

Domain	English major (N=120)		TEFL major (N=140)		T-value	Sig.*
	Mean	S. D	Mean	S. D		
Domain (I) Students' Perception of the Importance of ICC	4.44	0.40	4.40	0.44	0.706	0.481
Domain (II) The Development of ICC in Teaching Foreign Language	4.54	0.35	4.47	0.39	1.598	0.111
Domain (III) The Intercultural Communication with the Shared Corporate Values and Norms	3.59	0.29	3.62	0.42	0.553	0.581
Domain (IV) The Intercultural Problems Caused by Culture Differences	3.63	0.27	3.65	0.45	0.448	0.654
Domain (V) Telecollaborative Learning and Developing Intercultural Awareness	4.36	0.41	4.26	0.42	1.891	0.060
Total Score	4.11	0.24	4.07	0.30	1.008	0.315

***Significant at ($\alpha \geq 0.05$)**

Table (19) shows that there are no significant statistical differences at the level ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' faculty in the first, second, third, fourth and fifth domains. Then, the null hypothesis in all domains is valid. This means that students' faculty has no effect on their perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching.

4.4. Results Related to the Interview

To obtain more information about the problem of the study, the researcher constructed semi structured interviews. Aiming at discussing the role of tele-collaborative teaching in developing learners' intercultural communication, (17) male and female English teachers from the Language Center were chosen randomly to answer the questions of the interviews. Table (20) below summarized the results.

Table (20): Teachers' Responses on the Interview

No.	Question	Item	Frequency	percentage
1.	How do social contexts in foreign language teaching develop learners' cultural awareness?	Integral part of culture teaching which is important in language learning.	13	23.2
		Improve students' comprehension of different cultural aspects.	12	21.4
		Introduce students to new cultural issues by engaging within such contexts.	10	17.8
		Increase students' understanding of stereotypes, norms, and beliefs of other cultures.	12	21.4
		Reduce the potential cultural shock amongst students.	9	16.2
		Total	56	100.0

2.	Is it necessary for English teachers to be professional in different cultural issues to equip learners with intercultural competence?	The teacher must be aware of most cultural issues.	7	31.8
		Teachers' cultural knowledge and intercultural competence play a massive role in delivering information to students.	8	36.3
		It is not necessary to be professional, a teacher could be knowledgeable of the basic cultural aspects at least.	4	18.2
		The teacher should have culturally bilingual knowledge; source culture and target one.	3	13.7
		Total	22	100.0
3.	How do telecollaborative enhance learners' intercultural communicative competence?	Engaging students in debates to discuss a specific cultural issue of another culture.	6	18.7
		using texts about foreign cultures in Reading and comprehension exercises.	8	25.0
		Using audio visual aids such as videos, films, documentaries, movies, and songs.	11	34.4
		Allowing students to compare their own culture with a foreign one.	7	21.9
		Total	32	100.0
4.	Do you think employing telecollaborative teaching helps learners acquire multicultural knowledge?	It should be used as a supplementary but not as an alternative source.	15	50.0
		That depends on the source of technology, it should be foreign source for students to learn something new.	4	13.4
		It is one of the major sources for cultural exposition.	11	36.6
		Total	30	100.0
5.	How do social network sites affect learners' success of cultural adaption?	Social network is a highly valuable source for cultural encounters.	14	45.2
		Building relationships with people of other different cultures all over the world.	10	32.3
		Decrease the distance among cultures as well as help learners to overcome the cultural gap through adjusting to foreign social communities.	7	22.5
		Total	31	100.0

6.	How do teachers employ models of telecollaborative teaching strategies to enhance students' intercultural competence?	Upload songs, stories, movies, even jokes on Moodle to be discussed later.	14	38.8
		Give students online assignment, such as writing essay about the aspects of a specific culture.	9	25.0
		Teachers allow students to engage in online intercultural discussions with students studying abroad.	13	36.2
		Total	36	100.0
7.	What are the challenges of telecollaborative teaching some teachers face?	Lack of students' motivation.	16	45.7
		Lack of suitable technologies.	11	31.5
		Lack of time.	8	22.8
		Total	35	100.0
8.	Does intercultural communicative competence developing threaten losing one's own culture?	That wholly depends on the individuals' use of it.	11	40.7
		It may affect negatively if the person is not strongly connected with his own culture.	9	33.4
		No, that never threatens one's own culture.	7	25.9
		Total	27	100.0
9.	In your opinion, what can telecollaborative teaching develop in learner's personality?	Enhances learner's language skills.	8	21.1
		Enables learner to be more culturally flexible and sensitive as well as open-minded.	4	10.5
		Strengthens learner's social relationships.	10	26.3
		Provides more competence and confidence to learner.	16	42.1
		Total	38	100.0
10.	Do you think telecollaborative teaching have negative effects on learners' achievement?	It will negatively affect if teachers completely replace real classes or lectures by online ones.	13	56.5
		It depends on the learner himself.	6	26.1
		Generally speaking, no.	4	17.4
		Total	23	100.0

The ten major questions emerged from teachers' interviews are the following:

1. How do social contexts in foreign language teaching develop learners' cultural awareness?

The question aimed at exploring the basic role of social contexts in developing students' cultural competence. Most of the responses indicated that social contexts in foreign language teaching play an important role in improving students' comprehension of different cultural aspects, increasing students' understanding of stereotypes, norms, and beliefs of other cultures. introducing students to new cultural issues, reducing the potential cultural shock amongst students.

2. Is it necessary for English teachers to be professional in different cultural issues to equip learners with intercultural competence?

According to the interviewees' responses on this question, teachers' cultural knowledge and intercultural competence play a massive role in delivering information to students, language teachers must be aware of most cultural issues, as well as have culturally bilingual knowledge. Only four responses indicate that it is not necessary for the teacher to be professional.

3. How do telecollaborative enhance learners' intercultural communicative competence?

Teachers can use audio visual aids such as videos, films, documentaries, movies, and songs. Additionally, they can use texts reading and comprehension exercise, comparing cultures, debates and discussions.

4. Do you think employing telecollaborative teaching helps learners acquire multicultural knowledge?

Thirty responses came on this question, 50% of interviewees' responses confirmed that technology should be used as a supplementary but not as an alternative source. Other few responses indicated that it is one of the major sources for cultural exposition, and that it depends on the source of technology, it should be foreign source for students to learn something new.

5. How do social network sites affect learners' success of cultural adaption?

The majority of responses agreed that social media is a highly valuable source for cultural encounters, it also helps learners build relationships with people of other different cultures all over the world. Another important idea related to such a topic is that social media sites decrease the distance among cultures as well as help learners to overcome the cultural gap through adjusting to foreign social communities.

6. How do teachers employ models of telecollaborative teaching strategies to enhance students' intercultural competence?

The interviewees suggested good examples of employing online models in teaching; the highest percentages were uploading songs, stories, movies, even jokes on Moodle to be discussed later, and engaging students in online intercultural discussions with students studying abroad.

7. What are the challenges of tele-collaborative teaching some teachers face?

The responses on this question highly confirmed the lack of students' motivation as a main problem in tele-collaborative teaching, while other interviewees indicated the lack of suitable technologies as another problem, in addition to the lack of students' time.

8. Does intercultural communicative competence developing threaten losing one's own culture?

For the majority of teachers, this matter wholly depends on the individuals' use of it, and it may affect negatively if the person is not strongly connected with his own culture. Some other interviewees see no negative effects at all.

9. In your opinion, what can telecollaborative teaching develop in learner's personality?

Telecollaborative provides more competence and confidence to learner, strengthens learner's social relationships, enhances learner's

language skills, and enables learner to be more culturally flexible and sensitive as well as open-minded.

10. Do you think telecollaborative teaching have negative effects on learners' achievement?

It will negatively affect if teachers completely replace real classes or lectures by online ones, and that also depends on the learner himself.

4.5. Summary

The previous chapter described the results of the study with reference to the statistical analysis of teachers' and students' responses on the interview and the questionnaire as well. The results were organized in tables, and all the tables were followed by the appropriate comments to illustrate the results. A number of procedures, tools and tests was used to analyze the results to show the impact of the variables on the study.

Chapter Five

Discussion, Conclusion and Recommendations

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5.2 .Discussion of the Results

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Chapter Five

Discussion, Conclusion and Recommendations

5.1. Introduction

The last chapter discusses the results of questions and related hypotheses as well as teachers' interviews. Furthermore, it discussed the conclusion of the whole research and the recommendations that were inferred according to the results of the study.

5.2. Discussion of the Results

5.2. 1. Discussion of the Results of the First Question: " To what extent does tele-collaborative foreign language teaching affect students' intercultural communicative competence from the language center teachers' and English language students' perspectives at An-Najah National University?"

Results analysis indicated that students' perspectives towards employing telecollaborative teaching strategies in developing learners' intercultural communicative competence were high. The results of the items from (1-5) in Table (4) showed that English students had good background on the importance of the intercultural communicative competence as an integral part of learning foreign language. The highest mean was (4.88) which stated that intercultural competence enabled learners to meet and communicate, whereas the lowest mean was (4.35) which suggested that understanding other peoples' beliefs was required to

communicate effectively with other people. This had an effective impact on students' motivation to learn the language. Sufficient intercultural competence is basic to be able to communicate with other people and to recognize other cultures' aspects. These results nearly agreed with Genc and Bada (2005), Andrevya (2015), Hanna and Nooy (2009), Stapelton (2000), who emphasized the importance of intercultural communicative competence in learning foreign languages. Moreover, the results of the items from (6-11) in Table (5) indicated that intercultural communicative competence developed through teaching the foreign language. The highest mean was (4.85) which stated that learning a culture is a part of learning the foreign language of such a culture, whereas the lowest mean was (4.36) which suggested that teachers should take into consideration integrating different cultural aspects in their classes. The results indicated that intercultural dimension had to be an integral part of teaching students' a new language. These results partially agreed with Shemshadsara (2012), Leveridge (2008), Lazar (2007) who focused on teaching the culture of a new language more than on teaching its vocabularies or grammar rules, because cultural awareness enables students to use the language effectively in many communicative contexts. Besides, the results of the items from (12-17) in Table (6) confirmed the effective role that telecollaborative learning played in foreign language teaching. The highest mean was (4.51) which stated that telecollaboration allowed learners to exchange their ideas and knowledge more widely, whereas the lowest mean was (2.00) which claimed that telecollaborative tasks are time-consuming, boring and difficult for students to do. The results stated that telecollaborative teaching

played an effective role in developing learners' language skills in general. These results partially agreed with Sawyer (2011), Giralt and Jeanneau (2016), Kano, Pack and Shimizu (2016), Ozdemir (2017), Kinginger's (2016), Chitanana (2010) who focused on integrating telecollaboration in language teaching since it improved learners' awareness and motivation towards language learning, increased the opportunities of students' interaction in learning a foreign language, enabled students to acquire more linguistic skills and knowledge. Furthermore, the results of the items from (18-23) in Table (7) assured the importance of employing telecollaborative teaching strategies in such a way that enhanced learners' intercultural communicative competence. The highest mean was (4.81) which stated that telecollaborative teaching gave students chances to exchange cultural knowledge and learn from one another, whereas the lowest mean was (1.89) which stressed that engaging students in online intercultural discussions is more likely to promote their cultural competence in communication. The results stated that telecollaborative teaching played an effective role in developing learners' cultural knowledge, awareness as well as communicative competence. These results partially agreed with O'Dowd's (2011), Ceo-Difrancesco, Mora and Collazos (2016), Angelova and Zhao (2016), Durkawi and Binmoeller (2017), Hanna and Nooy (2009) who recommended enhancing learners' intercultural communicative competence through engaging them in telecollaborative activities, such activities allowed students to be engaged in authentic communication with students of other cultures and gave students chances to exchange cultural knowledge and learn from one another. Finally, the results of the items

from (24-30) in Table (8) indicated that employing telecollaborative strategies in language education had some challenges. The highest mean was (4.46) which stated that learning via social network sites affords students multiple opportunities to improve their intercultural communicative competence, whereas the lowest mean was (4.35) which stated that cultural differences and misunderstandings constitute an obstacle of telecollaboration teaching. The results indicated that language teachers faced many problems while following telecollaborative teaching. These results partially agreed with Lind (2010), Lamy and Goodfellow (2010), O'Dowd and Ware (2009) who shed light on some obstacles of telecollaborative teaching that prevented intercultural communicative competence development. such obstacles were technical, motivational or temporal ones.

5.2.2 .Discussion of the Results of the First Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' gender". By examining the results of the first hypothesis using Independent Sample T-test, they showed that there were no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' gender. The significant level was (0.076) which was more than (0.05). The results demonstrated that both male and female students encouraged using telecollaborative language teaching to develop learners' intercultural

communicative competence. These results were in harmony with Anikina's, Sobinova's and Petrova's (2015) results that male and female students were motivated to learn through telecollaborative activities.

5.2.3 .Discussion of the Results of the Second Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' cumulative average". After analyzing the results of the second hypothesis using One-way Anova, Table (12) indicated that there were significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' cumulative average in favor of (80-90) average. The significant level was (0.000) which was less than (0.05). The results demonstrated that students who have cumulative average (80-90) were more likely to be motivated to learn the language effectively through telecollaborative strategies than other students, this also meant that those students intended to use telecollaboration in their teaching as a teacher in the future. These results agreed with Lamy and Goodfellow (2010) who found that students' competence levels, cultural background and motivation were some of the factors of successful telecollaborative teaching tasks.

5.2.4 .Discussion of the Results of the Third Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' academic level". By examining Table (18) using One-way Anova test, the results showed that there were no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' academic level. The significant level was (0.611) which was more than (0.05). The results demonstrated that students' academic level had great effect on telecollaborative teaching. It also meant that second- and third-year students encouraged telecollaborative teaching more than fourth year students. The researcher attributed this to students' motivation in the first years in contrast with the graduation year.

5.2.5 .Discussion of the Results of the Fourth Hypothesis: "There are no significant statistical differences at ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to students' faculty". After analyzing the results of the fourth hypothesis using Independent Sample T-test, the results in Table (19) stated that there were no significant statistical differences at the level ($\alpha \geq 0.05$) in students' perspectives towards intercultural communicative competence in tele-collaborative foreign language teaching due to the students' faculty. The significant level was (0.315) which meant that students' faculty did not influence their attitudes

toward telecollaborative teaching. These results were in harmony with the results of most mentioned related studies which neglected students' and teachers' specialization as a requirement in telecollaborative teaching. And that telecollaborative and intercultural teaching depended to a big extent on the ability of both of them to learn as well as to teach the language effectively.

5.2.6. Discussion of the Results of the Interview

Table (20) in chapter four showed that teachers' frequent responses on the first question, which was about the role of social contexts in developing learners' cultural awareness, were the following: (13) responses stated that social context was an integral part of culture teaching and language learning, (12) responses assured that it improved students' comprehension of different cultural aspects, (10) responses explained that it introduced students to new cultural issues by engaging within such contexts, (12) responses said that it increased students' understanding of stereotypes, norms, and beliefs of other cultures, whereas (9) responses stated that it reduced the potential cultural shock amongst students. As for the second question which was about the required level of teachers' intercultural competence, teachers' frequent responses were the following: (7) responses assured that the teacher had to be aware of most cultural issues, (8) responses stated that teachers' cultural knowledge and intercultural competence played a massive role in delivering information to students, (4) responses stressed that it was not necessary to be professional, a teacher could be knowledgeable of the basic cultural aspects at least, whereas (3)

responses indicated that the teacher was supposed to have culturally bilingual knowledge; source culture and target one. As for the third question which was about telecollaborative strategies followed to develop learners intercultural knowledge, teachers' frequent responses were the following: (6) responses suggested engaging students in debates to discuss a specific cultural issue of another culture, (8) responses emphasized on using texts about foreign cultures in reading and comprehension exercises, (11) responses suggested using audio visual aids such as videos, films, documentaries, movies, and songs, whereas (7) responses emphasized on allowing students to compare their own culture with a foreign one. As for the fourth question which was about whether employing telecollaborative teaching helps learners acquire multicultural knowledge, teachers' frequent responses were the following: (15) responses indicated that technology was supposed to be used as a supplementary but not as an alternative source, (4) responses emphasized that it depended on the source of technology, which was supposed to be foreign source for students to learn something new, whereas (11) responses stressed that it was one of the major sources for cultural exposition. As for the fifth question which was about the effect of social network sites on the success of cultural adaption, teachers' frequent responses were the following: (14) responses indicated that social network was a highly valuable source for cultural encounters, (10) responses showed that it helped learners build relationships with people of other different cultures all over the world and (11) responses revealed that it decreased the distance among cultures as well as helped learners to overcome the cultural gap through adjusting to foreign social communities.

As for the sixth question which was about developing intercultural communicative competence by using models of telecollaboration, teachers' frequent responses were the following: (14) responses suggested uploading songs, stories, movies, even jokes on Moodle to be discussed later, (9) responses emphasized on giving students online assignment, such as writing essay about the aspects of a specific culture, and (13) responses suggested engaging students in online intercultural discussions with students studying abroad. As for the seventh question which was about the challenges of telecollaborative teaching that teachers faced, teachers' frequent responses were the following: (16) responses stressed that the lack of students' motivation was an obstacle of telecollaborative teaching, (11) responses emphasized that the lack of suitable technologies was another obstacle, whereas (8) responses stressed the lack of time as an obstacle. As for the eighth question which was about intercultural communicative competence in relation with threatening one's own culture, teachers' frequent responses were the following: (11) responses stressed that it wholly depended on the individuals' use of it, (9) responses indicated that it affected negatively if the person is not strongly connected with his own culture, whereas (7) responses indicated that it never threatened one's own culture. As for the ninth question which was about telecollaborative teaching in relation with developing learners' personality, teachers' frequent responses were the following: (8) responses stressed that intercultural competence enhanced learner's language skills, (4) responses indicated that it enabled learner to be more culturally flexible and sensitive as well as open-minded, (10) responses stated that it strengthened learner's social

relationships, whereas (16) responses assured that it provided more competence and confidence to learner. Finally, as for the tenth question which was about the potential negative effects of telecollaborative teaching on learners' achievement, teachers' frequent responses were the following: (13) responses stressed that telecollaborative teaching would negatively affect if teachers completely replaced real classes or lectures by online ones, (6) responses indicated that it depended on the learner himself, whereas (4) responses indicated that it generally did not have negative effects on the achievement.

Hence, the researcher concluded that the highest percentage for the first question was (23.2) which meant that social contexts served as an integral part of culture teaching which was important in language learning. Whereas the highest percentage for the second question was (36.3) which indicated that teachers' cultural knowledge and intercultural competence played a massive role in delivering information to students. As for the third question, the highest percentage was (34.4) which suggested using audio visual aids such as videos, films, documentaries, movies, and songs as effective ways to provide learners with intercultural competence. Whereas the highest percentage for the fourth question was (50.0) which indicated that telecollaborative technology was supposed to be used as a supplementary but not as an alternative source. As for the fifth question, the highest percentage was (45.2) which stressed that social network was a highly valuable source for cultural encounters. Whereas the highest percentage for the sixth question was (38.8) which suggested, uploading

songs, stories, movies, even jokes on Moodle to be discussed later, as models of online interaction to develop learners' intercultural communicative competence. As for the seventh question, the highest percentage was (45.7) which emphasized on the lack of students' motivation as an obstacle of telecollaborative teaching. As for the eighth question, the highest percentage was (40.7) which stressed that losing one's own culture wholly depended on the individuals' use of intercultural competence. Whereas the highest percentage for the ninth question was (42.1) which indicated that intercultural communicative competence provided more competence and confidence to learner. As for the last question, the highest percentage was (56.5) which stressed that telecollaborative teaching would negatively affect learners' achievement if teachers completely replaced real classes or lectures by online ones.

The researcher found that the interviewees agreed that telecollaboration in language teaching developed learners' intercultural communicative competence. The results of the interview were partially agreed with the results of the questionnaire which were (82.8). Moreover, these results agreed with Giralt and Jeanneau (2016), Sawyer (2011), Prakapas & Prakapiene (2016), Ozdemir (2017), Kurek (2015), Luo and yang (2018), Kinginger's (2016), Chitanana (2010) who found that intercultural competence in communication helped learners in improving 'earners' language skills and social awareness. The results also agreed with Ceo-Difrancesco, Mora and Collazos (2016), O'Dowd's (2011), Durkawi and Binmoeller (2017), Hanna and Nooy (2009) who indicated

that telecollaboration in foreign language education had positive impact on developing learners' intercultural communicative competence.

5.3 .Conclusion

The current study sought to examine the effect of telecollaborative language teaching on developing students' intercultural communicative competence from English teachers' and students' perspectives. The results of the questionnaire were in harmony with the results of the interviews. Generally, the results of the study showed that English language teachers and students as well agreed positively about the importance of intercultural competence in teaching foreign languages and developing such competence through telecollaborative teaching tasks. Therefore, telecollaborative teaching enhanced students' intercultural communicative competence which was considered to be an integral part to master a foreign language.

Based on the results of the study, the researcher found that teachers were convinced of the importance of foreign language social contexts in developing students' intercultural awareness, improving their cultural aspects comprehension, introducing students to new cultural issues, increasing their understanding of other cultures' beliefs, and decreasing the possible cultural shock. Moreover, most teachers agreed that teachers' cultural knowledge and intercultural competence play a massive role in developing students' competence. Teachers also suggested many telecollaborative activities to promote students' competence; such as online discussion, online assignment, writing essays about other cultures, reading

and comprehension exercises, audio visual aids. Furthermore, teachers recommended telecollaborative teaching to be used as supplementary but not as an alternative source, and they indicated that social network sites served as an important source of telecollaborative learning, as they increased students' confidence level, helped to acquire new vocabularies, and to some extent made the language exchange more flexible. More importantly, telecollaborative teaching according to most teachers have some obstacles; such as lack of students' motivation, the suitable technologies, and the available time as well.

The results of the study indicated that students' gender, academic level and faculty positively affected their perspectives towards telecollaborative learning whereas students' cumulative average affected their perspectives towards telecollaborative learning in favor of 80-90. According to students' perspectives, telecollaborative enhanced students' communication skills, improved their cultural awareness, developed intercultural communicative competence in such a way that enabled students to interact effectively in any communicative situation. In other words, the results showed that English students regardless of their gender, academic level, faculty and cumulative average strongly recommended telecollaborative teaching.

Consequently, telecollaborative teaching was an important strategy in teaching foreign language to help students improve their intercultural communicative competence which in turn enhances their language acquisition.

5.4 .Recommendations

Based on the results of the study, the researcher suggested some recommendations for the different stakeholders of the teaching-learning process.

5.4.1 .Recommendations for the Designers of Language Courses

Designers of language courses are advised to:

1. Adopt more telecollaborative activities in the language courses such as online discussions via Messenger, Yahoo or Skype about a specific topic.
2. Place more emphasis on foreign cultural aspects in course material so as to enhance students' intercultural communicative competence either at classes or via online exchange.
3. Assign some debatable intercultural activities to be done online such as summarizing stories about other cultures, or analyzing a novel of other cultures.

5.4.2 .Recommendations for Teachers of Foreign Languages in General and Teachers of English in Particular Teachers are advised to:

1. Consider the importance of teaching culture as an integral part of teaching a foreign language.
2. Apply the telecollaborative method in the development of intercultural communicative competence such as reading stories about cultures, documentaries and songs about cultures.

3. Have more emphasis on introducing their students to the positive effects of developing intercultural competence and linguistic skills through telecollaborative exchanges, by providing them with feedback on their achievement after participating in an online forum discussion.

5.4.3 .Recommendations for the Parents

Parents are advised to:

1. Encourage their sons to discover other cultural aspects through reading stories about other cultures, watching films and documentaries about cultures, listening to foreign songs about cultures.
2. Have good and accessible internet connections that will help achieve any telecollaborative tasks such as computer tools, suitable settings, enough time.

5.4.4. Recommendations for Further Research

Researchers are advised to:

1. Carry out more research on telecollaborative teaching in other universities locally and regionally to see if there are differences or not.
2. Do more research on other technical implementations to achieve better intercultural competence development.
3. Try pure qualitative research methods to find out the effectiveness of telecollaborative teaching.

4. Try interdisciplinary research to investigate the effect of telecollaborative teaching, such as a study about tourism and English history, which can cover the tourist, historical and linguistic dimensions in relation with telecollaborative teaching.

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Appendix A**Questionnaire**

Dear Teachers,

This questionnaire was designed to collect information for accomplishing a study entitled "**Intercultural Communicative Competence in Tele-Collaborative Foreign Language Teaching from the Perspectives of English Language Teachers and their Students at An-Najah National University**".

The researcher would be pleased if you answer the parts appropriately in the space provided. Your answers will be kept strictly confidential and given information will be used for research purpose only.

Thank you for your cooperation.

Part (1): Personal Information

Please put the mark (x) in the place that suits your case:

Gender: Male () Female ()

Cumulative average: 60-70 () 70-80 () 80-90 () 90 and more ()

Study level: second year () third year () fourth year ()

Specialization: English literature () Methods of teaching English ()

Part (II):

This part of all items of the questionnaire, which are classified into five domains:

Domain 1 has to do with students' perception of the importance of intercultural communicative competence.

Domain 2 has to do with development of intercultural communicative competence in teaching foreign language

Domain 3 has to do with the role of telecollaborative learning in foreign language teaching

Domain 4 has to do with the role of telecollaborative teaching in enhancing intercultural communicative competence

Domain 5 has to do with challenges of employing telecollaborative strategies in language education

Please answer the following items by putting (x) in the box that best expresses your perspectives.

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I	<i>Students' perceptions of the importance of intercultural communicative competence</i>					
1.	Foreign language teaching should be focused on developing learners socially and culturally.					
2.	ICC enables learners to meet and communicate effectively with people from many different cultures.					
3.	Intercultural competence enables learners to overcome the potential contradictions of communication.					
4.	Understanding other peoples' beliefs is required to communicate effectively with other people.					
5.	When working in a multicultural team, it is helpful to view people from their cultural perspectives.					
II	<i>Development of intercultural communicative competence in teaching foreign language</i>					

6.	Understanding one's own culture is important when learning a foreign language.					
7.	To Learn a foreign language means the learning of new beliefs, values and new kind of behavior.					
8.	Teachers should take into consideration integrating different cultural aspects in their classes.					
9.	Learning a culture is a part of learning the foreign language of such a culture.					
10.	Teachers should focus on the cultural dimension of the foreign language they teach.					
11.	Teachers should carefully deal with developing learners' intercultural communicative competence.					
III	<i>The Role of Telecollaborative Learning in Foreign Language Teaching</i>					
12.	Social network sites enable students to acquire more linguistic skills and knowledge.					
13.	Telecollaboration allows learners to exchange their ideas and knowledge more widely.					
14.	Telecollaborative teaching increases the opportunities of students' interaction in learning a foreign language.					
15.	Students have sufficient time to learn languages through online exchanges.					
16.	Telecollaborative tasks are time-consuming, boring and difficult for students to do.					
17.	Telecollaborative classes improve learners' awareness and motivation towards language learning.					
IV	<i>The Role of Telecollaborative Teaching in Enhancing Intercultural Communicative Competence</i>					
18.	Telecollaborative teaching gives students chances to exchange cultural knowledge and learn from one another.					
19.	Learning via social media networks offer students multiple opportunities to improve their intercultural communicative competence.					
20.	Engaging students in online intercultural discussions is unlikely to promote their cultural competence in communication.					
21.	Enhancing students' intercultural competence depends partly on doing telecollaborative tasks.					
22.	Telecollaboration enables students to use the internet not only to teach the language, but also to discover new cultural knowledge					
23.	Telecollaboration in language allows students to be engaged in authentic communication with students of other cultures.					
V	<i>Challenges of Employing Telecollaborative Strategies in Language Education</i>					
24.	Telecollaborative teaching may lead students to discuss sensitive topics (e.g. religion, racism).					

25.	The impact of telecollaborative teaching on improving students' intercultural competence depends heavily on students' motivation.					
26.	For tasks to be collaborative, they should be various and challengeable.					
27.	Telecollaborative tasks require spending a lot of students' and teachers' available time.					
28.	Telecollaborative teaching may have negative effects on students' ethics, cultural knowledge and achievement.					
29.	Cultural differences and misunderstandings constitute an obstacle of telecollaboration teaching.					
30.	Learning via social media networks afford students multiple opportunities to improve their intercultural communicative competence.					

Appendix B

Interview Transcript

Date: **Time:**

Interviewer:

Interviewee:

Interview duration:

Please answer the following questions:

1. How do social contexts in foreign language teaching develop learners' cultural awareness?

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2. Is it necessary for English teachers to be professional in different cultural issues to equip learners with intercultural competence?

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3. How do telecollaborative enhance learners' intercultural communicative competence?

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4. Do you think employing telecollaborative teaching helps learners acquire multicultural knowledge?

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5. How do social network sites affect learners' success of cultural adaption?

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6. How do teachers employ models of telecollaborative teaching strategies to enhance students' intercultural competence?

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7. What are the challenges of tele-collaborative teaching some teachers face?

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8. Does intercultural communicative competence developing threaten losing one's own culture?

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9. In your opinion, what can telecollaborative teaching develop in learner's personality?

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10. Do you think telecollaborative teaching have negative effects on learners' achievement?

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Appendix C

**An Agreement from the Deanship of Scientific Research and Higher Studies
at An-Najah National University**

**An-Najah
National University**
Faculty of Graduate Studies
Dean's Office



**جامعة
النجاح الوطنية**
كلية الدراسات العليا
مكتب العميد

التاريخ : 2018/3/29

حضرة الدكتور محمود الشمالي المحترم
منسق برامج ماجستير المناهج وأساليب التدريس
تحية طيبة وبعد،

الموضوع : الموافقة على عنوان الأطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (355)، المنعقدة بتاريخ 2018/3/29، الموافقة على مشروع الأطروحة المقدم من الطالب/ة رواء كامل توفيق مشاقي، رقم تسجيل 11659064، تخصص ماجستير أساليب تدريس اللغة الانجليزية، عنوان الأطروحة:

(الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني للغة الانجليزية من وجهات نظر معلمي اللغة الانجليزية في مركز تعليم اللغات في جامعة النجاح الوطنية)

(Intercultural Communicative Competence in Tele-Collaborative Foreign Language Teaching from English Languages Center Teachers' Perspectives at An-Najah National University)

بإشراف: د. أحمد عوض

يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ا ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف

وتفضلوا بقبول وافر الاحترام،،،

د. محمد سليمان

عميد كلية الدراسات العليا

نسخة : د. رئيس قسم الدراسات العليا للعلوم الانسانية المحترم

ق.أ.ع. القبول والتسجيل المحترم

مشرف الطالب

ملف الطالب

ملاحظة: على الطالب/ة مراجعة الدائرة المالية (محاسبة الطلبة) قبل دفع رسوم تسجيل الأطروحة للضرورة

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التوقيع

Appendix D

**An Agreement from the Deanship of Scientific Research and Higher Studies
at An-Najah National University for the Application of the Research**

<p>An-Najah National University Faculty of Graduate Studies</p>		<p>جامعة النجاح الوطنية كلية الدراسات العليا</p>
<p>السيدة د. محمد طيبة التزيه الكزوه السيد د. محمد طيبة التزيه الكزوه يرجى التكرم بتسهيل مهمة الطالبة كما هو ادناه</p> <p align="right">التاريخ: 2018/10/7</p> <p align="right">حضرة الأستاذ الدكتور النائب الأكاديمي المحترم</p> <p>الموضوع: تسهيل مهمة الطالبة/ رواء كامل توفيق مشاقي، رقم تسجيل (11659064) تخصص ماجستير اساليب تدريس اللغة الإنجليزية</p> <p align="right">تحية طيبة وبعد ،،،</p> <p>الطالبة/ رواء كامل توفيق مشاقي ، رقم تسجيل 11659064، تخصص اساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها: (الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني للغة الإنجليزية كلغة أجنبية من وجهات نظر معلمي اللغة الإنجليزية في مركز تعليم اللغات في جامعة النجاح الوطنية-نابلس)</p> <p>يرجى من حضرتكم تسهيل مهمتها في جمع بيانات ومعلومات من طلبة برنامج اساليب تدريس اللغة الإنجليزية وأعضاء الهيئة التدريسية في القسم الذين لهم علاقة بتطبيق التكنولوجيا في التدريس، وذلك لاستكمال مشروع البحث. شاكرين لكم حسن تعاونكم.</p> <p align="right">مع وافر الاحترام ،،،</p> <p>د. علي عبيد الحميد عميد كلية الدراسات العليا</p> <p align="right">د. محمد طيبة التزيه الكزوه مدير مركز اللغات</p> <p align="right">د. محمد طيبة التزيه الكزوه مدير مركز اللغات</p> <p align="right">د. محمد طيبة التزيه الكزوه مدير مركز اللغات</p>		
<p>صادر 07. 10. 2018 كلية الدراسات العليا جامعة النجاح الوطنية الرقم المتسلسل:</p>		
<p>فلسطين، نابلس، ص.ب 7، 707 هاتف: /2345115، 2345114، 2345113 (09) 972 * فاكس: (09) 2342907 (09) 972 3200 Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200 * Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu</p>		

Appendix E

An Agreement from the Deanship of Scientific Research and Higher Studies
at An-Najah National University for the Modification of the Research Title

An-Najah
National University
Faculty of Graduate Studies
Dean's Office



جامعة
النجاح الوطنية
كلية الدراسات العليا
مكتب العميد

التاريخ: 2019/1/31

حضرة الدكتور سهيل صالحه المحترم
منسق برامج ماجستير المناهج واساليب التدريس

تحية طيبة ،

الموضوع : تعديل عنوان اطروحة قبل المناقشة

وافق مجلس كلية الدراسات العليا في جلسته رقم (371)، المنعقدة بتاريخ 2019/1/31، على تعديل العنوان
قبل المناقشة للطالبة/ رواء كامل توفيق مشاقي، رقم تسجيل 11659064 تخصص ماجستير اساليب تدريس
اللغة الانجليزية:

عنوان الأطروحة القديم:

(الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني اللغة الانجليزية من وجهات نظر معلمي اللغة الانجليزية في
مركز تعليم اللغات في جامعة النجاح الوطنية)
(Intercultural Communicative Competence in Tele-Collaborative Foreign Language Teaching
from English Languages Center Teachers' Perspectives at An-Najah National University)

عنوان الأطروحة الجديد:

(الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني للغات الأجنبية من وجهة نظر معلمي مركز اللغات وطلاب اللغة
الإنجليزية في جامعة النجاح الوطنية- نابلس)
(Intercultural Communicative Competence in Tele-Collaborative Foreign Language Teaching
from the Language Center Teachers' and English Language Students' Perspectives at An-Najah
National University/ Nablus)

بإشراف: د. احمد عوض

مسوغات التعديل: اضطرت الباحثة لأخذ عينة إضافية من المجتمع مما يزيد من الفائدة العلمية للبحث بشكل أكبر.

وتفضلوا بقبول وافر الاحترام ،،،

د. علي عبد الحميد
عميد كلية الدراسات العليا



نسخة: رئيس قسم الدراسات العليا للعلوم الانسانية المحترم

عماد القبول و التسجيل

مشرف الطالب

جامعة النجاح الوطنية

كلية الدراسات العليا

الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني من وجهات
نظر معلمي اللغة الإنجليزية والطلبة في جامعة النجاح الوطنية

إعداد

رواء كامل توفيق مشاقي

إشراف

د. أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس
اللغة الإنجليزية، بكلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين

2019

ب

الكفاءة التواصلية باختلاف الثقافات في ضوء التعليم التعاوني من وجهات نظر معلمي اللغة

الإنجليزية والطلبة في جامعة النجاح الوطنية

إعداد

رواء كامل توفيق مشاقي

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى التعرف على أثر التعليم التعاوني عن بعد في تحسين الكفاءة التواصلية الثقافية لدى الطلاب من وجهات نظر معلمي وطلاب اللغة الإنجليزية في جامعة النجاح الوطنية باستخدام منهج البحث الوصفي. وقد تناولت الدراسة أثر المتغيرات التالية (الجنس، المعدل التراكمي، السنة الدراسية، التخصص) على وجهات نظر الطلاب.

قامت الباحثة بتطبيق أداتين دراستيتين وهي: استبانة تم توزيعها على (260) طالب وطالبة في تخصص اللغة الإنجليزية في جامعة النجاح الوطنية، ومقابلات مع (17) معلما ومعلمة في مركز اللغات في جامعة النجاح الوطنية في الفصلين الدراسيين الأول والثاني في العامين الدراسيين 2018/2019.

بعد تحليل البيانات التي تم جمعها باستخدام برنامج التحليل الإحصائي، توصلت الباحثة إلى أن نتائج الاستبانة تتفق مع نتائج المقابلات وهذا يعني أن وجهات نظر كلا من المعلمين والطلاب إيجابية نحو توظيف استراتيجية التعليم التعاوني عن بعد في عملية تعلم وتعليم اللغات. كما أظهرت نتائج الاستبانة أن جنس الطلاب ومرحلتهم الدراسية وتخصصهم لها أثر إيجابي نحو التعليم التعاوني عن بعد، في حين كان للمعدل التراكمي للطلاب الأثر على اتجاهات الطلاب لصالح 80-90%.

وأظهرت نتائج الاستبانة ان الدرجة الكلية لتأثير التعليم التعاوني عن بعد على تطوير الكفاءة التواصلية الثقافية لدى الطلاب كانت (4.14) مما يشير إلى استعداد الطلاب لتعلم اللغات باستخدام التعليم التعاوني عن بعد. أما نتائج المقابلات أظهرت أن غالبية المعلمين يرون أن استراتيجية التعليم التعاوني تزيد من ثقة الطلاب وكفاءتهم التواصلية الثقافية وتعزز مهارات اللغة لديهم بطريقة تمكنهم من التواصل بشكل أفضل في أي موقف.

بناء على ذلك، أوصت الباحثة معلمي اللغات بضرورة تطبيق استراتيجية التعليم التعاوني عن بعد لتطوير الكفاءة التواصلية الثقافية للطلاب في جميع المراحل، وضرورة التركيز على توعي الطلاب بأهمية تلك الاستراتيجية بتزويدهم بالتغذية الراجعة البناءة بعد النشاطات التي يقومون بها. كما وأوصت الباحثة القيام ببحوث وصفية حول فاعلية استخدام التعليم التعاوني عن بعد في العملية التعليمية.

