Using an E- Program in culture based on multimodality to develop Faculty of Education English majors' Intercultural competence

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Abstract

The present study was conducted to investigate the effectiveness of using an E-program in culture based on multimodality in developing Faculty of Education English majors' intercultural competence. Seventy students were selected from third-year English majors at the Faculty of Education, Minia University. They were randomly divided into two groups: an experimental group and a control one. The experimental group was taught using the E-program in culture based on multimodality, while the control group received regular instruction. The experimental group and the control group were submitted to pre-testing and post-testing means of collecting data. The instruments of the study included; a need assessment questionnaire and an Intercultural Competence test. Results of the study revealed that there was a significant statistical difference (favoring the experimental group) between mean scores obtained by the experimental and the control groups on the post-testing of the intercultural competence test. The study concluded that the E-Program in Culture had a positive and high effectiveness on improving students' Intercultural Competence.
Key Words: Multimodality, Culture and Intercultural Competence

استخدام برنامج الكتروني في الثقافة قائم علي نظرية الوسائط المتعددة في تنمية الكفاءة البينثقافية لدي طلاب الفرقة الثالثة شعبة اللغة الانجليزية بكلية التربية

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المستخلص

هدفت الدراسة الحالية الي تنمية الكفاءة البينثقافية لدي طلاب الفرقة الثالثة كلية التربية شعبة اللغة الاانجليزية من خلال استخدام برنامج الكتروني في الثقافة قائم علي نظرية الوسائط المتعددة .تكونت العينة من 70 طالب وتم تقسيمهم الي مجموعتين: مجموعة ضابطة واخري تجريبية. تم استخدام برنامج الكتروني في الثقافة قائم علي نظرية الوسائط المتعددة في تنمية الكفاءة البينثقافية للمجموعة التجريبية بينما المجموعة الضابطة تم تدريس بالطريقة التقليدية. شملت ادوات الدراسة اختبار الكفاءة البينثقافية واستبيان تحليل الااحتياجات. تمت الاختبارات القبلية و البعيدة للمجموعتين التجريبية و الضابطه. من خلال استخدام التحليل الاحصائي المناسب تبين ان المجموعة التجريبية حصلت على درجات اعلي من المجموعة الضابطة في اختبار الكفاءة البينثقافية. نتائج الدراسه وضحت ان هناك فرق احصائى واضح لصالح المجموعه التجريبيه بين متوسطات درجات المجموعة التجريبيه و المجموعة الضابطة في التطبيق البعدي لاختبار الكفاءه البينثقافية . لذلک، ثبت فعالية استخدام برنامج الكتروني في الثقافة قائم علي نظرية الوسائط المتعددة لطالب كلية التربية شعبة اللغة الانجليزية.

الكلمات المفتاحية: نظرية الوسائط المتعددة – الثقافة– الكفاءة البينثقافية

Introduction

The multiplicity of communication channels and increasing cultural and linguistic diversity in the world today call for a much broader view of literacy than portrayed by traditional language–based approaches. Today, more than ever before, attention is being given to the role of multimodality, and new literacies as they relate to research and practice in English language classrooms and operate within 21st– century literacies. This attention is significant and reflects a growing shift in how literacy is being defined and what it means to be literate in the twenty–first century. Literacy is no longer confined to communication through reading and writing of the traditional printed text, messages are now created, inscribed, sent, and received in multimodal ways using new technologies.

The need to integrate culture and its teaching into foreign language education is not a new debate, Yet, it seems to be common practice that foreign language textbooks and classrooms frequently overlook the conclusions drawn in such studies and neglect the essential information about the target language culture that would help students reach a cultural understanding to accompany their linguistic knowledge. Many authors argue that there will always be something missing in language learners' FL proficiency and use if culture is left out in their language learning. Thus, Turkan & Çelik (2007) asserts that language teachers should be offered specific ways of integrating culture into their classrooms and supplementing their textbooks with cultural elements. Textbooks produced at a national level for

particular countries mirror the students' local cultures, rather than the English-speaking cultures.

Today's working life environment is global and characterized by multicultural and multidisciplinary teamwork in global networks. It would be crucial to be able to predict what skills and competencies the graduates will need. Due to the challenges brought about by globalization, especially international skills and cultural knowledge have become essential in any work. To develop the local students' international and intercultural competence and skills, the students should be actively involved in the intercultural activities and provided teaching on intercultural communication as well as possibilities for reflecting on their cultural experiences.

In addition, developments in technology have also opened up access to cultural resources from all over the world, and methods of teaching culture using technology have created a movement away from approaches where learners passively listen to the teacher talk about the target culture, and approaches to developing cultural awareness have started to focus on students' active participation in the construction of an understanding of the target culture, as well as reflecting on their own.

Context of the Problem:

In order to deeply investigate the problem of the present study,

1. The researcher developed a questionnaire that was administered to a panel of Faculty of Education staff members to find out how far third-year English majors – Faculty of Education, Minia University– need to develop their intercultural competence. The majority of staff

members agreed that third-year English majors need such a program because of the following:

- Incorporating culture into foreign language learning, and establishing goals for cultural competence in foreign language learning, is a necessary prerequisite for students of a foreign language to communicate more effectively in today's world.

- Students need to interact effectively with people who are culturally different and need also to be interculturally competent.

2. The researcher developed a test administered to the third-year English majors, Faculty of Education, Minia University. The scores of the test were beyond average. On analyzing the results of the test that was related to culture, the researcher also found that the majority of students' scores were law. This means that pupils have problems in their intercultural abilities and that intercultural knowledge, awareness, attitude, and skills need to be improved.

From what was mentioned above, it can be concluded that third-year English majors, Faculty of Education, Minia University need to improve their intercultural knowledge, attitude, and skills. After reviewing the literature it was found that using a program based on multimodality theory might provide a helpful solution to these educational problems.

Statement of the problem:

The results obtained from administering the questionnaire and the test revealed that third year English majors' Intercultural Competence needs to be improved. The researcher assumed that Intercultural Competence could be developed by introducing students an E-

program in culture based on multimodality. Thus, the present research attempted to investigate:

"The use of an E-program in culture based on multimodality to develop Faculty of Education English majors' intercultural competence".

Aim of the Study:

This study aimed to identify the effectiveness of using an E-program in culture based on multimodality in developing Faculty of Education English majors' intercultural competence.

Hypotheses of the study:

The following hypothesis was tested:

- There would be a statistically significant difference, favoring the experimental group, between mean scores obtained by the experimental and the control groups in the post-performance on the Intercultural Competence test.

Delimitations of the Study:

The current study was delimited to the following:

1- Participants of the study were chosen from third-year English majors, Faculty of Education. Seventy students participated in this study (35 for the experimental group & 35 for the control group).

2- The experiment lasted for one semester in the academic year 2021/2022, four hours a week.

3- The present study was delimited to the American Culture.

The American Culture was chosen because of the following reasons:

a. Approximately 370 to 400 million people speak English as their first language, 232 million of these live in America. In

other words, close to 70% of all native English speakers around the world are American.

b. American culture has become the world's most widespread and influential today. A constant stream of American films, songs, computer games, and websites have spread far beyond its borders.

Significance of the study:

The significance of this study stems from the following considerations:

1. Using online intercultural contact with students who never leave home to help them improve their intercultural competence is seldom part of research and it is examined here. This could be a kind of motivation for English use and self-awareness of personal identity. Online intercultural interaction could also raise students' awareness of the world beyond their own when communicating with peers in totally different circumstances and when conveying Egyptian realities and stereotypes about Egypt.

2. The program helps students to communicate better in situations related to the target culture. This will be good for students who are accustomed to come across tourists on the street, those who are chatting on the internet, and others who have the chance to travel abroad. It is expected to help students develop their oral communicative competence and their cultural awareness of the target culture, develop intercultural tolerance and regulate the flow of interaction between native and nonnative speakers, and help students get acquainted with the most dominant culture all over

the world and develop an objective perspective towards people from different cultures.

3. It enables us to examine what multimodality has to offer as a pedagogic resource and how it can be used to improve learning.

4. The findings of the present study can be both theoretically and practically significant for EFL teachers, curriculum designers, and researchers. Such a study provides information to be taken into consideration by language planners, curriculum designers, textbook developers, language instructors, teachers as well as learners.

Definition of terms:

Culture

Kamal (2004) defines culture as "a complex whole or a system including a network of factors: beliefs, customs, values, assumptions about life, language, material articrafts, law, art, and morals".

Abisamra (2009) defines it as "Culture is a broad concept that embraces all aspects of human life. It includes everything people learn to do. It is everything humans have learned."

The definition adopted in this study is Kamal's definition.

Intercultural Competence:

Fantini (2006) defines intercultural competence as a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.

Burchum (2002) considered intercultural competence as the ability to work and communicate effectively and appropriately with people from culturally different backgrounds. While appropriateness implies not

violating the valued rules, effectiveness means achieving the valued goals and outcomes in intercultural interactions.

According to Deardorff (2006) "Intercultural competence is the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions." The researcher adopts this definition.

● **Multimodality:**

Jewitt (2009) states that Multimodality is an inter−disciplinary approach that understands communication and representation to be more than about language. It allows an integrated use of various forms of interaction simultaneously.

Murray (2013) defines multimodality as a theory of communication and social semiotics. It describes communication practices in terms of the textual, aural, linguistic, spatial, and visual resources − or modes − used to compose messages. The researcher adopts this definition.

Review of literature

The Theory of Multimodality:

In today's world, a literate person must be able to participate in and create virtual settings (classrooms, Second Life, Facebook, blogs, wikis) that use interactive and dynamic Web tools, and critically analyze multimodal texts that integrate visual, musical, dramatic, digital and new literacies. (Albers, 2007; Harste, Leland, Grant, Chung, & Enyeart, 2007; Miller, 2007). In response to these needs, 21st−century literacy and language classroom practice and research have become more focused on multimodal

literacies and ways to conceptualize the use of multimodality in education. (Doering, Beach, & O'Brien, 2007; Harste, 2003; Lewison, Leland, & Harste, 2008; O'Brien & Beach, 2009).

Multimodality helps us to bring a shift in our way of thinking about language. Being language teachers and learners, we often forget that language is not the only mode of communication. Even when we are aware of other forms, we tend to prioritize language being more superior. Marchetti, & Cullen (2015) assert that multimodality in the classroom can be a source of creativity for both teachers and students. It draws upon available visual, audio, and kinesthetic modes and does not necessarily rely on technology. They also assert that multimodality can:

- Improve visual Literacy.
- Improve comprehension through meaning-making.
- Build a better understanding of what we mean by culture and what
  constitutes it.
- Bring critical awareness by revealing how meaning is made.

Intercultural Competence (IC):

Intercultural Competence needs to be incorporated in the language curriculum if educators hope to help students develop an appreciation for the language and culture studied, an awareness of their own culture, and the development of skills that will allow them to be competent and adaptable communicators. (López-Rocha, 2016).

Risager (1991) asserts that speaking with a native speaker includes the ability to act in real life situations, and is not merely a question of

knowing the grammar and lexis. Thus, it is important for the learners to be involved in communicative acts, as well as in the reality of the target culture. Since all students do not go abroad for a student exchange, possibilities for internationalization at home should be increased and diversified. Students should gain, share and reflect cultural knowledge and experience, and, of course, obtain first-hand knowledge of each other's cultures. The intercultural training provides the students an opportunity to develop as intercultural competent persons. Garam (2012) also asserts that students' intercultural encounters and experiences should be consciously fostered inside and outside classrooms.

Intercultural competence is the underlying knowledge successful language learners of English acquire through culturally and linguistically integrated English language instruction. Intercultural competence, as part of a broader foreign speaker competence, identifies the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representatives of foreign cultures (Meyer, 1991). This appropriateness and flexibility imply an awareness of the cultural differences between one's own and the foreign culture. Intercultural competence includes the capacity of establishing one's self-identity in the process of cross-cultural mediation, and of helping other people to stabilize their self-identity.

Multimodality and Intercultural Competence

The ultimate goal of English learning should be to help students communicate with other countries to meet the requirements of globalization. Multimodality brings image, video, audio, and so on for

students to understand the meaning of words and know more customs of foreign cultures as if being personally on the scene, which the traditional teaching mode can't compare. Only through this method, can students really be interested in English class and really attain the goal of improving their intercultural competence.

The theory of multimodality sees language as a cultural activity and makes us see culture in its actual form and not merely one that creates individual differences (Hinkel 2005). Careful consideration should be given to explicit and implicit meanings of cultural information in the visual content which can be interpreted in many ways. Illustrations and images show but also say something to an individual learner, being able to speak their own language. (Hurst, 2014, p. 25). The ELT(English Language Teaching) materials about culture could be multimodal texts as they could combine written language, illustrations, pictures, music, spoken language, and sounds. They may also include films and online materials with audio-visual elements and become both multimodal and multimedia (Perez-Gonzales, 2014, p. 187).

Marchetti, & Cullen (2015) in their study investigated the Italian students' preferences for a multimodal approach in the classroom. Students perceived enhanced learning experience through the association of images and external audio to spoken interaction. This produced a creative learning experience and increased the efficiency of language acquisition.

Maher (2011) conducted a study to investigate the effect of using a program based on Functional Grammar on enhancing EFL pre-service teachers' grammatical competence, oral communicative

competence and cultural awareness. The study used the quasi-experimental research design (pre-post control group design).Sixty-two pre-service teachers enrolled in the third year, English section at the Faculty of Education were randomly assigned to two intact groups: an experimental group and a control group. The tools included a program based on Functional Grammar, a test of grammatical competence, a test of oral communicative competence, a measure of cultural awareness and an attitude scale of cultural awareness. Analysis of the data obtained by students revealed that the experimental group significantly surpassed the control group in the post-performance on the test of grammatical competence, the test of oral communicative competence, the measure of cultural awareness and the attitude scale of cultural awareness. Discussions and interpretations of the analysis of these findings, general implications, recommendations and suggestions for further research are presented.

Ibrahim (2005) investigated the effect of using a training program in small "c" American culture on developing first year secondary school students' cultural awareness and critical reading comprehension skills. Subjects of the study consisted of 180 students: 90 at Mallawy Secondary School for Boys and 90 at Mallawy Secondary School for Girls .Subjects in each school were randomly assigned to the experimental and control groups (45 experimental & control). The experimental group received instruction in small "c" American culture, while the control group received no such instruction. Tools of the study included a training program in small "c" American culture, the cultural awareness test, and the critical reading comprehension test. The

analysis of data using ANOVA and ANCOVA revealed that the experimental group significantly surpassed the control group in the post-performance on the two tests of the study. Discussion of these findings, recommendations ,and suggestions for further studies were presented.

Method and Study Design

The study was a quasi-experimental one that adopts a pre-post control group design. The experimental and the control groups were exposed to pre-post testing. The experimental group was taught using the E-program whereas the control group was taught conventionally.

The two groups were exposed to pre-post means of collecting data.

Participants

Participants were seventy students. They were divided into two intact groups from among third-year English majors at the Faculty of Education, Minia University. They were randomly assigned to the experimental group and the control one.

Duration of the Experimentation:

The experiment lasted for one semester in the academic year 2021/2022, four hours a week.

Variables:

1. **The Independent Variable**

   Using the E- Program in Culture based on Multimodality in teaching the experimental group.

2. **The Dependent Variables**

   Intercultural Competence:

   - Intercultural knowledge

- Intercultural attitudes
- Intercultural behavior

The instructor

The researcher herself taught the experimental group as well as the control group. The researcher preferred to teach the program herself to ensure better application of it.

Instruments of the study

To achieve the objectives of the program, the following Instruments were designed and used:

1. Needs assessment questionnaire.
2. Intercultural Competence Test.

A. **Needs assessment questionnaire**

1- **Objectives of the questionnaire:**

The researcher developed a questionnaire that was administered to eight TEFL staff members to find out how far third-year English majors − Faculty of Education, Minia University− need an E− program in Culture based on multimodality to develop their intercultural competence.

2- **Construction of the Questionnaire:**

a. The researcher reviewed the related literature.

b. The questionnaire was evaluated by a panel of EFL/TEFL staff members.

c. The questionnaire was administered to eight EFL/TEFL staff members.

2. **The Intercultural Competence Test**

Objectives of the Test

The Intercultural Competence test assigned for third-year English majors, Faculty of Education has achieved the following objectives:

1- Testing students' intercultural knowledge.

2- Evaluating students' attitudes toward the American culture.

3- Evaluating students' intercultural behaviors.

Construction of the Intercultural Competence Test

To prepare this test, the researcher went through the following steps:

The researcher reviewed the related literature on how to prepare an Intercultural Competence Test. The test consists of three parts; the first part for testing students' intercultural knowledge, part two for evaluating students' attitudes towards the American culture using an attitude scale, and part three for evaluating students' intercultural behaviors through a situation reaction test. Students' attitudes toward the American culture would be developed as a consequence of being exposed to students' behaviors toward the American culture.

The test was examined by eight EFL/TEFL staff members to establish its content validity.

The total score of the test is 120.

Test directions

The directions included the following:

The test consists of three parts:

Part one is for testing students' intercultural knowledge. It consists of three parts; the first part is designed in the form of true or false questions. Students have to read each statement carefully and evaluate it as true or false. The second part is designed in the form

of MCQ items. Students have to read each item carefully and select only one of the alternatives. The third part is designed in the form of completion questions. Students have to read each sentence carefully and complete it with the correct answer.

Part two is an attitude scale for measuring students' attitudes towards the American culture. Students have to read each statement carefully to decide how far it appeals to her/ him by responding to the given scale.

Part three is for evaluating students' intercultural behaviors through their reactions to some intercultural situations. Students have to read each situation carefully to answer the given questions.

Validity of the Test

A. Content Validity

The test was validated by a panel of jury members (Faculty of Education staff members) to determine its content validity.

The majority of the panel commented that:

1– The test is well prepared as it measures three main domains that are very important for students to be interculturally competent.

2– The test items are well stated, clear, and valid.

3– The items measure the stated objectives.

4– Questions are suitable for the participants' academic level.

5– The test is considered a valuable contribution to literature.

B.Statistically Computed Validity of the test

The Internal consistency between each dimension compared to the total score of the test is calculated in table (1).

After testing the pilot group, the data collected was used to calculate the statistical validity of the Intercultural Competence Test. To establish the statistical validity of the test, Correlation Coefficients between Each dimension and the Total Score of the test are calculated.

Therefore the test is valid as shown in table (1) below.

Table (1)

Correlation Coefficients between Each dimension and the Total Score of the test

Test dimensions	Part I	Part II	Part III
Correlation coefficients compared to the total score of the test	0.85**	0.65**	0.74**
Sig.	0.000	0.000	0.000

*Significant at (0.05) level.   ** Significant at (0.05) level.

The Total Score of the test is 120 marks.

It is obvious from the above table that the Correlation coefficient between the scores of each dimension and the Total Score of the test are significant at (0.01). This indicates the validity of the test's dimensions.

Reliability of the Intercultural Competence Test

After piloting the Intercultural Competence Test, the data collected were used to calculate the reliability test, using mean scores of test-retest with an interval of two weeks. Correlations between pupils' scores in the two applications of the test were calculated using Pearson formula.

The reliability coefficient was between $(0.82{:}0.92)$ and this value had a statistical significance that showed the reliability of the test.

Table (2)

Reliability of the Intercultural Competence Test

Variables	Test		Re-Test		r-value	Sig.
	Mean	SD	Mean	SD		
Knowledge	41.83	6.74	42.60	5.30	0.87**	0.000
Attitude	64.27	5.41	65.60	5.30	0.88**	0.000
Behavior	6.60	1.57	7.50	1.61	0.82**	0.000
Total	112.70	10.44	115.70	8.55	0.92**	0.000

Significant at (0.05) level.   ** Significant at (0.05) level.

To establish the reliability of the test the researcher used Alfa-Cronbach formula. The reliability coefficient is (0.57) and this value had a statistical significance that showed the reliability of the test.

Table (3)

Alfa–Cronbach's Reliability Value of the Intercultural Competence Test

Variables	Cronbach's Alpha	No. of Items
Knowledge	**0.55**	71
Attitude	**0.54**	23
Behavior	**0.50**	14
Total	**0.57**	113

Significant at (0.01) level.   ** Significant at (0.05) level.

Results:

Hypothesis 1:

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post-test of the Intercultural Competence Test.

Statistical analysis showed that this hypothesis was accepted as t-value (28.26) was significant at (0.05) favoring the experimental group.

Table (4) below shows the data obtained to test this hypothesis.

Table (4)

Means, Standard Deviations, t– value, and Eta–Squared Value

obtained by the Experimental and the Control groups on

the Post–testing of the Intercultural Competence test

Variables	Group	N	Mean	SD	t-value	Eta-squared	DF	Sig
Part One	Experimental	35	71.17	4.70	25.95**	0.91	68	0.000
	Control	35	40.54	5.16				
Part Two	Experimental	35	82.74	4.37	10.90**	0.64	68	0.000
	Control	35	70.46	5.04				
Part Three	Experimental	35	10.97	0.75	18.65**	0.84	68	0.000
	Control	35	5.89	1.43				
Total	Experimental	35	164.89	6.48	28.26**	0.92	68	0.000
	Control	35	116.89	7.68				

*Significant at (0.05) level and beyond

Part one is for testing students' intercultural knowledge.

Part two is an attitude scale for measuring students' attitudes towards the American culture.

Part three is for evaluating students' intercultural behaviors through their reactions to some intercultural situations.
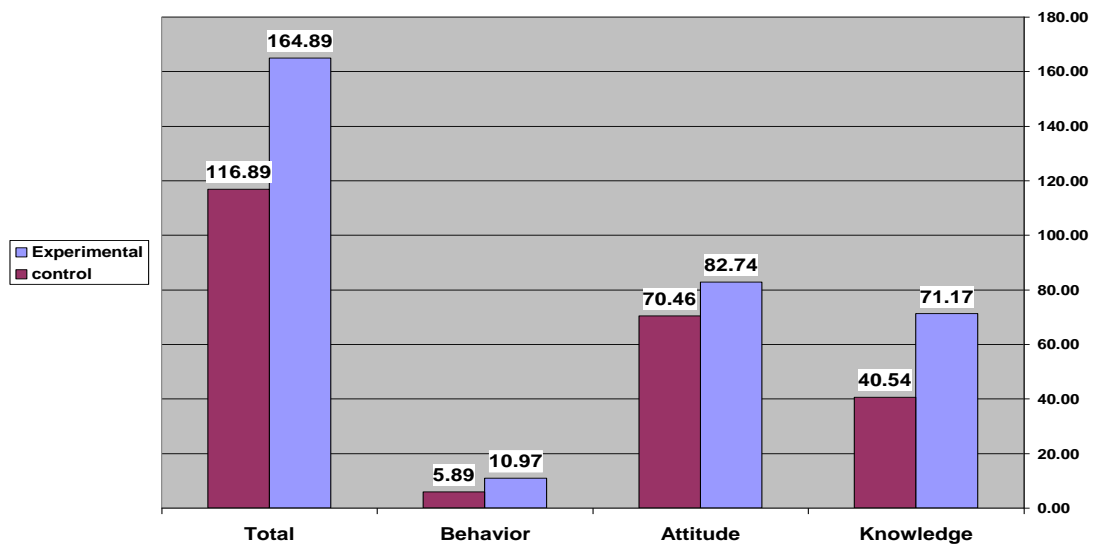
The total score = (120).

From the above table, it can be concluded that there are statistical significant differences (favoring the experimental group) between mean scores obtained by the experimental and control groups on each part of the post-test of Intercultural Competence Test. The effect size of the program (η2 **value**) is (**0.92: 0.64**) which is high

and shows the effectiveness of the program in developing students' Intercultural Competence.

Figure (1) showed that the experimental group surpassed the control group on the post-performance of each part of the Intercultural Competence Test.

Figure (1)

The Experimental group Vs. the Control One on the post-performance of each part of the Intercultural Competence Test

Discussion

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post-performance of the Intercultural Competence Test. Statistical analysis showed that this hypothesis was accepted. The effect size of the program was calculated by the Eta-squared formula to guarantee that the effectiveness of the E -Program in culture Based on Multimodality in Developing students' Intercultural Competence was not due to chance.

Results obtained on the post-tests of the Intercultural Competence revealed that there were significant differences favoring the experimental group. The degree of improvement reflected that students' Intercultural Competence has been developed.

Students in the experimental group showed remarkable improvement due to the use of multiple activities and technological and online aids based on Multimodality which seemed to be a remarkable tool in maintaining the interest of the students and improving their Intercultural Competence. The learning techniques, activities, educational resources, and evaluation procedures were in line with the technologies and up-to-date teaching and learning online programs and met the needs of almost all students. Thus all students had the opportunity of learning the content.

Multimodal teaching breaks the mold of traditional teaching. It takes advantage of the Internet resources, pictures, audio, videos, etc., to involve the students in the language learning. The teacher chooses different modes according to the content, using modern teaching media.

The purpose was to present the material in a variety of ways and to encourage students to demonstrate their own understanding also in a variety of ways.

It can be concluded that the E –Program in culture Based on Multimodality helped in Developing students' intercultural competence especially cultural knowledge. These results coincided with the results of other studies done by **Soliman (2014), Shehata (2013),**

Maher (2011), Young (2011), Ibrahim (2005), Altay (2005), Havator (2004), Sadek (1995).

Conclusion

It can be concluded that the E –Program in culture Based on Multimodality helped in Developing students' Intercultural Competence.

Recommendations

In the light of the results obtained in the present study, the researcher recommends the following:

1. Teaching the target culture should be taken into consideration while designing English as a foreign language (EFL) courses.

2. Only by accepting the differences in different cultures, will students seek out and consider new evidence, new ideas, and new possibilities so developing students' intercultural competence is highly recommended.

3. Experiencing the target culture will encourage students be willing to ponder what might, could, or would happen differently if the facts of a claim were considered under different conditions or from a different perspective.

4. Using multimodality, varied technologies, and online resources as part of our teaching and learning process can contribute to more student–centered approaches, especially while teaching and learning about the target culture.

5. Using technology–based and online–based evaluation procedures.

Suggestions for Further Research

The researcher suggests conducting the following studies:

1- A replication of this study to be administered to a wide number of students.

2- Investigating the effect of using the E –Program in culture Based on Multimodality in developing speaking skills and communication skills.

3- Investigating the effect of using an E –Program in culture Based on Multimodality in reducing oral communication apprehension.

4- Investigating the effect of using a blended learning program in culture on developing cultural awareness and oral communicative competence.

5- Investigate the effect of using an E– program based on the British culture to develop intercultural competence and critical thinking.

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