

# Abstract

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Exploring EFL Teachers' Competences in Synchronous Telecollaborative Intercultural Communication platform This paper proposes the synchronization of intercultural competency in teaching English in a foreign culture. The learning and teaching of a foreign language does not only involve the acquisition of communication competency, but also the intercultural competency. Intercultural competency is vital for in-service English teachers who are not native of Saudi Arabia. The teachers who are competent in the Saudi Arabian culture will have the ability to flexibly deal with the challenges, attitudes and expectations presented in the process of teaching English in a foreign culture. The research study aims addressing how EFL teachers can apply videoconferencing as a tool for promoting intercultural competency. Teachers can only be able to make informed decisions if they have adopted a telecollaborative learning approach that enables them to work together in completing common tasks that need both technological and pedagogical knowledge in online platform. A collaborative online learning environment is essential for foreign EFL teachers since it augments their capacity for critical thinking, reduces isolation, and support sharing of opinions, experiences, ideas in the Saudi Arabia intercultural classroom. The study's methods will entail training of the EFL teachers, especially to acquire skills in the moderation in synchronous platform as well as intercultural competencies. The application of ICT in the training will give the EFL teachers the opportunity to practically apply their experienced in the classrooms thereby enhancing learning. The purpose of the research study is to enable teachers to gain ICT competency, use ICT in developing various educational paradigms, and to use it both as a mind and teaching tool. Teachers will be required to develop the skills and knowledge on e-learning.

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The study is particularly designed to prove how videoconferencing can replace the conventional teaching method in enhancing the training of Intercultural Communication among in-service English teachers who are not conversant with the Arabic culture.