

**The Impact of an Instructional Program on Developing the Intercultural  
Competence Awareness Iraqi EFL College Learners**

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### **Abstract**

This study is an attempt at investigating whether teaching culture have any significant effect on Iraqi EFL learners' achievement . To fulfill the aims of the study, the researchers adopted the experimental design . The sample of the study consists of (69) students divided into (35) students for the experimental group and (34) students for the controlled one. The sample is randomly chosen from University of Diyala / College of Basic Education /English Department in the second term of the academic year (2016-2017) .

A test is designed and validated to be used as a pre and post test for the two groups of the students. The test is done after teaching culture to each group seperately for two months (from October 2016-December 2016). The exprimetal group was taught using instructional program, whereas the contrlled group was taught by the traditional method only. The data are analyzed statistically by using t-test formula to measure the difference between the performance of the experimental group in the pre and post test. The data are analyzed statistically by using t-test formula to measure the difference between the performance of the experimental group in the pre and post test.

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

The idea that foreign language teaching has a cultural dimension is not a new one. Throughout the history of language teaching it has been possible to distinguish different links between language instruction and culture teaching. The term 'culture' has come to be used with a wide range of meanings which cover a wide range of activities.

In the past this has been operationalized in modern foreign language teaching and learning mainly in terms of the study of literature written in the target language and the knowledge of facts about the target culture, more recently affective, skill-based learning objectives such as to learn how other people live, to identify with the experiences and perspectives of people in target countries and communities, to be able to empathies with target language speakers, or to understand that there is a reality beyond the (negative) stereotypes we may have of others' have come to the fore which emphasis social and affective domains (Pachler 1999:81: 81). Chastain (1988:298) , states three reasons on why culture component is so crucial in language learning . First , language and culture are inseparably bound ; therefore , complete comprehension during any type of intercultural depends upon the participants awareness of the social and cultural significance of the words and expressions employed . Language is used to convey

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meaning , but meaning is determined by the culture. The second reason for the inclusion of culture is intercultural understanding itself . International understanding is one of the basic goals of education in the modern , interdependent world community of nations .The third reason for stressing culture in language classes has to do with the students .

***1.1 Aim***

This study aims at:

- 1- To investigate the students' awareness of their reasons for learning English despite the fact that their culture is different from the target language.
- 2-To investigate the students' attitudes towards learning English, and towards English as a subject on the college syllabus.
- 3-To help students to become more aware of conventional behavior in common situations in the target culture.

***1.2 Hypotheses***

The aim of this study will be achieved through verifying the following hypothesis:

- 1-There is no statistically significant difference between the culcture achievement of the students who are taught according to an instructional program and that of the students who are taught culture according to traditional techniques.

### ***1.3 Value***

The value of the study stems from the significance of learning to culture as an essential aspect of the process of teaching EFL. Culture is very important to be mastered by learners of a foreign language. This study may also be valuable for teachers of English, teachers trainers, educators, supervisors and EFL learners.

### ***1.4 Limits***

This study is limited to first – year students /morning class at the Department of English, College of Basic Education .University of Diyala, during the academic year (2016-2017).

### ***1.5 Definitions of the Basic Terms***

For the purpose of clarifying the major terms which are used in this study they are defined as follows:

#### ***1.5.1 Impact***

Good ( 1973:195) defines it as the effect of the experimental factor under controlled conditions on the control variables.

#### ***1.5.2 Culture***

Culture may mean different things to different people. In the anthropological is defined as the way people live (chastain,1988:302).

## **Section Two : Theoretical Background**

### **2. What is Culture?**

Rivers (1981:316) , states that the culture of a people refers to all aspects of shared life in a community . Children growing up in a social group learn ways of doing things , ways of expressing themselves , ways of looking at things , what things they should value , and what things they should despise or avoid , what is expected of them and what they may expect of others . These attitudes , reaction , and unspoken assumptions become part of their way of life without their being conscious of them . Culture can be defined also as an integrated system of learned behavior patterns that are characteristic of the members of any given society . It refers to the total way of life of particular groups of people , and includes everything that a group of people thinks , says , does , and makes. It is systems of attitudes and feelings and is learned and transmitted from generation to generation (khol 1996 :23 ).

Culture is seen as a blueprint that guides the behavior of people in a community and is incubated in family life . It governs our behavior of in groups , makes us sensitive to matters of status , and helps us know what others expect of us and what will happen

if we do not live up to their expectations . Culture helps us to know how far we can go as individuals and what our responsibility is to the group . It is a way of life , and the context within which we exist , think , feel , and to relate to other . Culture might also be defined as the ideas , customs , skills , art , and tools that characterize a given group of people in a given period of time (Brown 2007:188) .

## **2.1. Culture Awareness**

Cultural awareness is seen as a sensitivity to the impact of culturally induced behavior on language use and communication (Tomalin and Stempleski 1993:5). The importance of cultural awareness is made clear by Chastain (1971:303) saying that introducing culture to the foreign language classroom gives learners a sense of reality because the explanation of cultural topics through the course helps students to relate the often abstract sounds and forms of a foreign language to real people and places.

According to Al-Mutawa and Kailain, (1989:90-91) , the following strategies are appropriate for fostering awareness and interest in the foreign culture in the classroom :

**a-**The environment of the classroom should reveal aspects of the target culture , this can be done through the use of bulletin boards , wall pictures , maps , magazines , newspapers , etc . For example ,

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on bulletin boards pupils may display facts or information about the foreign country , highlight current events in that country, mount comic strips , newspaper clippings and topic of general interest , and copy out popular pieces of poetry , proverbs , anecdotes and the like . All these cultural items should be produced in the foreign language and be replaced with new ones at regular intervals .

**b-**The teacher should provide the class with objects or pictures representative of the foreign country (e.g. money, costumes , stamps , and pictures of historical or interesting places ) . These can be supplemented by appropriate books , stories , and magazine so that pupils can familiarize themselves with the foreign culture.

**c-**The language teacher may ask pupils as individuals or small groups to undertake projects such as drawing maps , writing timetables and dialogues . The teacher should select cultural activities that suit the pupils' learning level and interests .After completing the projects ,the teacher conducts class discussion to arouse pupils' interest in the target culture . Such discussions should give pupils a chance to compare foreign cultural materials with similar materials in their native culture , or focus on the pupils' attitudes towards the people of the foreign culture in their way of life.



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**d-**The teacher can encourage his pupils to listen to songs and music of all types of the target culture , to have pen pals in the foreign country , to listen to recordings of lectures , or to watch illustrated talks on modern technology , etc .It is necessary to conduct such activities in English to enhance effective learning of both the culture and language.

**e-**Literature , in its broad sense , provide an effective instrument for developing cultural insights since it reflects the accomplishments of a community in various fields . It also illuminates its characters , customs, registers.

**f-**Experts in the target culture , or pupils who have recently visited an English-speaking country can be invited to talk about their experience in the foreign country . It is helpful to illustrate their talks with photographs , video films , etc. Such aids will arouse the learners' curiosity and interest and stimulate curiosity about the target language .

## **2. 2. Language and Culture**

Culture is closely linked to language and its use and that in order to communicate successfully and proficiently knowledge of culture is important. A language is a part of culture , and a culture is a part of language ; the two are interwoven so that one cannot separate the two without the significance of either language or

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culture . The acquisition of a second language , is also the acquisition of a second culture (Brown 2007:189).

The relationship between using language for communicative purposes and developing a cultural awareness is fundamentally important. Learners need to understand that speaking another language is not merely a question of one-to one relationships. It is only as a result of such a realization that they will ‘acquire new ways of conceptualizing the reality they take for granted as natural’ (Byram 1997:10 ). The recognition, for example, that a word in English may sometimes have similar and sometimes different cultural associations when used by speakers of another language is essential if communication is to be achieved without ambiguity. When words have culturally different associations, learners need to anticipate such potential problems to avoid misunderstanding. Language and culture are inextricably linked when social relationships are involved. Two cultures may, for example, have politeness forms which not only have to be learned as language but which also have to be used appropriately (Field ,2000:157).

## **2.3. The Most Common Approaches to the Teaching of Culture**

In the history of the teaching of culture, different approaches can be noticed. Some of them have lost ground; some have had and still have dominant positions. These approaches can be classified in different ways as the following:

### **2.3.1. Comparative Approach**

It emphasises that foreign culture should be related to learners' own. Buttijes and Byram (1991:13, cited in Edington 2000:136) claim that instead of providing learners with a one-way flow of cultural information, they should be encouraged to reflect on their own and foreign culture. The comparative approach draws on the learner's own knowledge, beliefs and values which form a basis for successful communication with members of the other culture. Byram (1994:43), states that learners cannot rid themselves of their own culture and simply step into another. For learners to deny their own culture is to deny their own being. While the essence of the comparative approach is to provide a double perspective, it does not mean that learners need to evaluate which culture is better. Instead, students learn that there are many ways of doing things, and their way is not the only possible one.

### **2.3.2.The Intercultural Approach**

It is based on the idea that culture is best learned through comparison . Though the focus is on the target culture , the intercultural approach deals with the relations between the learners' own country and the country/countries where the language is spoken . It may include comparisons between the two and it develop learners' understanding of both . The aim is to develop learners' intercultural and communicative competence , which would enable them to function as mediators between the two cultures ( Risagar 1998:243-252).

### **2.3.3.The Multicultural Approach**

It draws at the idea that several cultures exist within one culture . The multicultural approach includes a focus on the ethnic and linguistic diversity of the target country/countries as well as on the learners own . As in the intercultural approach , comparison is important . Risager also stress that a balanced and anti-racist view of cultures should be involved (Ibid:246).

### **2.3.4 The Problem-Oriented Approach**

It aims at getting learners interested in the other culture and encourage them to do some research on their own . Seeyle (1993:47) , sees the teacher's role in defining the problem that interests learners . He claims that the more precise a problem is the is the easier it is for a learner to reach the desired outcome . The teacher should also guide learners in the bibliographic work .

### **2.3.5. The Task-Oriented Approach**

It is also based on learners' own research . Learners work in pairs or small groups on different aspects of the other culture . They share and discuss their finding with others in order to form a more complete picture . Lastly , learners interpret the information within the context of the other culture and compare it with their own (Tomalin and Stempleski 1993:9).

### **2.4.The Main Goals of Teaching Culture**

Tomalin and Stempleski (1993:7-8) , and River (1981:323-324) , mention nine goals for teaching culture as the following :

- 1- To increase their awareness of cultural connotations of word and phrases in the target language.
- 2- To help students to develop or understand the fact that all people exhibit culturally conditioned behavior.
- 3- To understand that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs .
- 4- To understand that such social variables as age ,sex , social class, and place of residence affect the way people speak and behave.
- 5- To demonstrate how people conventionally act in the most common mundane and crisis situations in the target language .

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- 6- To be aware that culturally conditioned images are associated with even the most common words and phrases .
- 7- To be able to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiating the statement.
- 8- To develop the skills needed to locate and organize materials about the target culture from the library , mass media , and personal observation.
- 9- To possess intellectual curiosity about the target culture and to empathy towards its people .

**2.5. The Guidelines Used Inside Classroom for Teaching Culture**

Brown (2007:133-134) , mentions some guidelines that could be considered in the classroom:

- a- A students cultural identity is often a deeply seated bundle of emotions . Practice empathy as you relate to your students in cultural matters : behavior patterns and expectations ; expected relationship to authority , family , and peers ; ambiguity tolerance , and openness to new ideas and ways of thinking ; students attitudes towards their own and the L2 culture ; their view of individualism versus collectivism ; linguistic conventions of politeness, formality , and other sociopragmatic factors.

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- b- Recognize the cultural connotations and nuances of English and of the first language of your students . Capitalize on them in your teaching.
- c- Use your classroom as an opportunity to educate your students about other cultures and help them to see that no one culture is better than another . Practice in words and deed your respect for your students, deeply ingrained emotions that stem from their cultural schema .
- d- As cultural differences emerge , help your students to appreciate and celebrate diversity . Especially in an ESL context where students in the same class may represent many different cultures , try to make your classroom a model openness , tolerance , and respect .

## **2.6. The Teacher Role**

Teachers are responsible to provide their students with the needed information about the foreign language culture . They can help students see that beliefs , values , norms , and attitudes are part of every culture and that different cultures often value the same things , even though it is not always evident . They can also help students differentiate between various cultural identities by making them aware of their own cultural practices and those of their classmates (Wintergerst and McVeigh 2011 : 15-91) .

According to Chastain (1988:301), the attitude of the teacher is a crucial factor in determining the extent to which cultural objectives are attained . If she expects all the students to love the second culture as much as she does , she is certain to be disappointed. If she attempts to indoctrinate the students with attitudes from the second culture , she will most likely be rejected by the majority of her students . In short , the teacher should not insist that the students emulate her own affinity for and commitment for the second culture . The teacher tasks is to make students aware of cultural differences , not pass value judgments on those differences . she is to acquaint ,not indoctrinate . Chastain also mentions that the teacher should be enthusiastic about second cultures , but this enthusiasm should always be moderated by the realities of students' situation .

## **2.7. The Learner Role**

Byram and Fleming (1998:3) , and Chastain (1988:300) , state that classroom learners should:

- a- Work with authentic materials derived from the communities, who use the language.
- b- Be able to contact with the native speakers of the language.
- c- From the contacts and materials appreciate the similarities and differences between their own and the second language.



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- d- Use this knowledge to develop a more objective view of their own customs and ways of thinking.
- e- Make the second language teacher promise to take more dependable role in presenting culture.
- f- Identify the subtle differences in their own culture of the second language they are leaning and behavioral modification exercises can be given in the class.
- g- Learn to recognize cultural patterns of behavior and communication , and to function within the parameters of those new expectations.
- h- Learn that culture shock is a normal reaction , and they anticipate ways to deal with new and uncomfortable situations .
- i- Develop a greater tolerance for those whose values , attitudes , and beliefs are different from theirs , and that they will learn to manage change and growth successfully in their lifetime .

## 2.8. Strategies for Teaching Culture

Brown (2007:20-21) , and Hadley (2003:375-380) present the following strategies for teaching culture :

- a- **Individualism** : as a characteristic of culture opposes collectivism (the word is used here in an anthropological ,

not a political sense ) . Individualist culture assume that any person looks primarily after his or her own interest and the interest of his or her immediate family (husband , wife , and children ) . Collectivist cultures assume that any person through birth and possible later events belongs to one or more tight (in group) , from which he or she cannot detach him or herself . The in group protects the interest of its members , but in turn expects their permanent loyalty . A collectivist society is tightly integrated ; an individualist society is loosely integrated .

- b- **Power distance** : as a characteristic of a culture defines the extent to which the less powerful persons in society accept inequality in power and consider it as normal . Inequality exists within any culture , but the degree of it that is tolerated varies between one culture and another .
- c- **Uncertainty avoidance** : as a characteristic of a culture defines the extent to which people within a culture are made nervous by situations they perceive as unstructured , unclear , or unpredictable situations which they therefore try to avoid by maintaining a strict codes of behavior and believe in absolute truths . Cultures with a strong uncertainty avoidance are active , aggressive , emotional , compulsive , security seeking ; cultures with a

weak uncertainty avoidance are contemplative , less aggressive .

d- **Masculinity** : as a characteristic of a culture opposes femininity . The two differ in the social roles associated with the biological fact of the existence of two sexes , and in particular in the social roles attributed to men .

e- **The lecture** : this strategy can be affective if teachers are careful to keep it through , enliven it with visuals , realia , and accounts of personal experience , focus on some specific aspects of cultural experience , have students take notes , and use follow-up techniques in which students use the target language actively , either in order to ask questions or to practice the new vocabulary , structures , or situations in the lecture in a cultural context .

f- **Native informants** : they can be valuable resources to the classroom teacher , both of sources of current information about the target culture and as linguistic models for students . Universities with exchange programs often have several teaching assistant from the target culture , many of whom are the same age or a little older than the students studying the language . Native informants might also be identified within the community if exchange students are not available . Native speakers may be invited to come to the classroom for an informal

discussion with students on a specific topic , or they might be asked to participate in an audio- or videotaped interview or situational role-play .

g- **Audiotape interview** : information about the target culture may be easily obtained by means of an informal interview with a native speaker . Several examples of taped interviews done in French by teaching assistants at the university of Illinois , with accompanying pre-listening and post-listening activities .

## ***2.9. Problems and Dangers of Teaching Culture***

Rivers (1981:323) , mentions that there are certain problems in attempting to teach a culture , whether one's own or that of another language group . Students who have experienced a uniform culture often suffer from culture shock when confronted with different ways of thinking , and reacting . It is important to convey cultural concepts dispassionately and objectively , so that students do not feel that the teacher considers everything in the new culture to be better or worse than the students' native culture . Students try to understand why things are as they are in the new culture , and , in so doing , they learn to understand why they are as they are in their own culture . Another problem is by attempting to fit complicated cultural systems into a simplified framework

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which is comprehensible to an early level student , we run the danger of imparting or reinforcing stereotypes of attitudes and behavior . Too much emphasis on the exotic or the different in superficial details makes another culture weird and irrational

On the other hand , Chastain (1988:316) , stresses that the number one problem is how to provide the culture information needed . Many teachers , Through no fault on their own , are simply not equipped to teach culture . Teachers can incorporate teaching-learning activities geared toward culture objectives into their classes . Another major problem is how to device ways of presenting culture in such a manner that the students can comprehend and relate to the information . Learning experts say that students must be able to relate to course content . Culture content must be presented in at a level and in a manner to which the students can attach some relationship between the information and their own background experiences . Another problem is that of Finding time in the class period to include culture .

One danger in teaching culture is that language teachers may attempt to teach culture when they do not have the knowledge or experience to do so . Such attempts may do more harm than good . If the second culture is presented in such a way that false to impressions arise , the alternative of

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no culture is preferable . The second danger is the amount of work done in the first language in many classes in which the teachers stresses culture . While few second-language educators would currently recommend banning in the first language from the class , work done entirely in the first language obviously does not lead to second-language communication skills . The third danger is that the culture content selected for the class may concentrate on the on the unusual , the bizarre , and the esoteric to the exclusion of the basic characteristics of the culture . Culture activities should not be turned into some sort of circus freak show . Occasionally , the teacher may contribute to such a student reaction by concentrating only on the differences between the cultures rather than on the total pictures of any given culture segment . In order to avoid confusion and misunderstanding , the teacher should describe all aspects of the situation (Chastain 1988:317) .

**Section Three: The Procedures.**

***3.1.Experimental Design***

The design of this experiment includes the selection of two groups randomly. Both groups were submitted to a pre-posttest. The experimental group was taught culture through using instructional program, whereas the control group was taught culture according to traditional strategies.

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The scores of both groups were compared to see if there is any significant difference between the two groups or not.

### 3.2. Population and Sample Selection

The population of the present study is first-year students, morning class at the Department of English –College of Basic Education- Diyala University during the academic year (2016-2017 ). The sample has been chosen randomly from the population mentioned above. There are two sections for the first stage at the department of English, they are sections ( A ) and ( B ). One of these sections has randomly been selected to be the experimental group and the other one to be as control group. Section A included ( 37 ) students and section B included ( 38 ) students. Two students from A and four from B are excluded from the experiment because they are repeaters in this grade. Thus the final number of the sample subjects is (69) students. See Table ( 1 ).

table ( 1 ) The Number of Subjects before and after Excluding the Repeaters

Group	Section	No.	Repeaters	Final No.
EG	A	37	2	35
CG	B	38	4	34
Total		75	6	69

### 3.3. Equivalence of the Sample

The researcher tried to control some of the variables that may affect the experiment. These variables are : students' ages , parents' education and the students' scores in the pretest. The differences were tested at 0.05,

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level of significance, using the t-test formula for two independent samples and chi-square formula. It was found out that the subjects of the experimental and control groups were matched on the above mentioned variables since there are no statistically significant differences between the two groups.

**3.3.1. The Age of Students.**

The age of the students of the control group is compared with that of the experimental group. The researcher used the t-test formula for two independent samples. The average age of subjects in both groups was different. The mean of the experimental group was (18.86) months, and that of the control group was (18.9) months. the t-test score was (0.223) which indicated no significant difference at (67) df between the two groups in age. See Table ( 2 ).

Table ( 2 ) The Mean, Standard Deviation and t-value of the Subjects' Age

Group	No.	M	SD	Df	T-value	
					Calculated	Tabulated
EG	35	18.86	0.39	67	0.223	2.00
CG	34	18.9	0.57			

**3.3.2 The Level of Fathers' Education**



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Chi-square formula is used to determine whether there are any significant differences among the two groups in the level of fathers' education. Educational qualifications are classified as follows:

Table ( 3 ) Frequency and Chi-square Value for the Fathers' Education

Group	No.	Illiterate	Primary	Intermediate	Secondary	Diploma	University	Df	Chi-value	
									Computed	Tabulated
EG	35	2	10	7	5	3	8	3	1.451	7.815
CG	34	1	7	10	6	4	6			
Total	69	3	17	17	11	7	14			

***3.3.3 The Level of Mothers' Education***

As for the mothers' level of education, table (4) shows that there was no significant difference as well, and that the two groups were equivalent in this variable. They were treated in the same way as in dealing with the level of fathers' education.

Table ( 4 ) Frequency and Chi-square Value for the Mothers' Education

Group	No.	Illiterate	Primary	Intermediate	Secondary	Diploma	University	df	Chi-value	
									Computed	Table-value
EG	35	6	10	5	6	4	4	4	0.791	9.49
CG	34	5	9	6	8	4	2			
Total	69	11	19	11	14	8	6			

***3.3. 4. The Students' scores on the pre- test***

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To ensure that the sample subjects are equivalent in their previous English language proficiency, the researcher applied the reading test before starting the experiment. The data of the subjects were recorded and statistically analyzed by using t-test. Table ( 5 ) shows the mean and the standard deviation of each group in English previous learning. The results analyzed indicates that there are no statistically significant differences between the experimental and the control groups at (0.05) level.(See Appendix **A** ).

Table ( 5 ) The Mean, Standard Deviation and T-value of the Students' Achievement on the Pretest

Group	No.	M	SD	Df	T-value	
					Calculated	Tabulated
EG	35	14.542	4.094	67	0.67	1.99
CG	34	13.852	4.557			

### ***3.4.1. Validity of the Test***

One of the most important aspects which must be considered when selecting or constructing a test is its validity, which can be defined as "measuring the instrument appropriateness to meet the identified educational needs of the teacher"(Lado, 1961:50). According to McNamara (2000: 133) validity is "the extent to which a test meets the expectations of those involved in its use, e.g. administers, teachers, candidates and test score users." .

### **3.4. 2. Reliability of the Test**

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Reliability is a quality of the test scores which refers to the consistency of measures across different items, test forms, and raters and other characteristics of measurement context (Lado, 1961:330). According to Harmer (2001:322), a good test should give consistent results. In practice, reliability is enhanced by making test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remain constant.

**3.5.1. Behavioral Objectives:**

The behavioral objectives of this study are :

- a. To analyse the students' awareness of their reasons for learning English despite the fact that their culture is different from the target language.
- b. To analyse the students' desire to learn English.
- c. To analyse the students' attitudes towards learning English , and towards English as a subject on the college syllabus.

Section Four :The Results Conclusions, Recommendations and Suggestions.**4. The Results of the Post-test**

The results of the pupils' performance on the post- test reveal that the average score of the (EG) is (20.142) with a standard deviation (SD) of (4.619) which is higher than that of the (CG) which is (14.059) with an SD of (4.928). The difference between the two averages is statistically significant because the tabulated t-value is (1.99) at the  $P > 0.05$  and a df of

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(67) while the calculated value is (5.289). This indicates that there is a clear difference between the students' achievement of the (EG) and that of the (CG). Table (6) below shows the detailed descriptions of the results of both groups on the post- test.( See Appendix **B** ).

Table (6) The Students' Results of the Post-test

Test	Group	No. of Pupils	Mean	SD	df	Calculated t-value	Tabulated t-value
No.	EG	35	20.142	4.619	67	5.289	1.99
No.	CG	34	14.059	4.928			

#### **4.1. Conclusion**

In developing cultural awareness in the classroom it is important that we help our students distinguish between the cultural norms, believes , or habits of the majority within the speed community and the individual or group deviations from some of thses norms. The teaching of culture can and does raise a cultural awaerness, appreciation, and acceptance of other cultures, and has also been shown to increase an awareness of student's own culture as well. By having language students put themselves in a position to act as native speaker through role play or by having students interact directly with native speakers through participation in ethnographic interviews, language teachers are opening up doors for language students that otherwise remain closed without the introduction and exploration of the target culture. Establishing a tolerant classroom

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atmosphere in which all cultures are celebrated and explicitly teaching about target culture enables language teachers to affect students' attitudes towards the target language and culture in a positive way. The goal is to foster an intercultural competence that language students can take with them when the language classes are over in order to be fully capable of handling all of the communicative challenges of speaking a L2, a FL and of interacting with the target language.

## ***4.2 Recommendations***

In the light of the findings and the due literature, the researchers recommend the following:

### ***4.2.1. Recommendations***

**1-**Instructors are recommended to select cultural text according to students' background knowledge as well as their needs and interest.

**2-**Help students become more aware of the fact that teaching culture is a highly interactive process.

**3-**Adopt and adapt the updated and appropriate methods in teaching culture and try to overcome the challenges and difficulties.

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