Research Article

Literature Based-Communication in Enhancing EFL Students' Intercultural Awareness through Implementing ICC Model

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Abstract

This study investigates the role of teaching literature based-communication in enhancing EFL students' intercultural awareness through applying Byram's model of ICC (1997) and the revised version (2020). The study is an empirical with two random groups, control (CG) and experimental group (EG). It aims at examining literature based-communication in enhancing EFL students' intercultural awareness and also aims at detecting the difference between the control and experimental groups' (five element factors). For data collection, a pre-post-test is used. EG received the ICC model and various teaching strategies, while CG is taught traditionally. 2 groups are exposed to the same teaching materials. The participants are 60 second-year English students (30 CG and 30 EG) of English department. The mean score, SD, t-test, and p-value are conducted. The progress is in EG's post-test compared to the results of CG. The huge progress in five element factors is in the EG's post-test compared to the results of CG as there is a significant difference of EG post-test in favor of ICC in enhancing intercultural awareness to which the EG was exposed to during the experiment.

1. Introduction

The capacity to communicate successfully across cultures and have intercultural awareness is crucial in today's globalized world. With increasing societies, populations and immigrations, there has been a growing recognition for an intercultural awareness in foreign language teaching. In addition to this, students' competences will not be complete without intercultural communicative competence (ICC), which refers to the ability to communicate appropriately with speakers of other cultures. In this study, teaching literature-based communication refers to teaching literary texts of intercultural materials to aid students the acquisition of the language as a mode of communication to enhance their intercultural awareness through implementing Byram's (1997) model of ICC. Lazar (1993: p.19) states that literature increases language acquisition and is a particularly good source for boosting students' ability to infer form and meaning interpretations. This is because literary writings frequently have several levels of meaning, necessitating the active participation of the learner in 'teasing out' the text's implicit connotations and assumptions. Besides, literature can be used to teach cultural differences.

According to Collie and Slater (1987: p.5), another way to learn about the target language culture is through literature such as novels, plays, and short tales, because they help learners comprehend how communication occurs in the country where the works were written. Literature serves as an "ideal setting for understanding cultural differences" (McKay, 2001, p. 329). Each language acquisition moment, according to Stewart (1982: pp.7-9), consists of studying the target-language culture. "Authentic texts are crucial," says Barnett, for they excite students, present a real context, communicate the culture of the target language, and prepare them to read beyond the classroom (1989:145). Literary texts also enrich and encourage language acquisition in the classroom by providing meaningful and memorable contexts for processing and understanding new words (Lazar, 1993:17)

Khatib, Rezaei, and Derakhshan (2011: p.202), assume that a viable solution to the inherent complexities of literary notions and concepts is to choose texts that best suit the learners' potential level of literary teaching these new literary concepts and notions before having the learners read the related literary text. "Literature is a component of a culture," says McKay (1982), citing Allen (1975, p.111), who argues that students must grasp cultural issues. Literature and culture are intrinsically linked. Consequently, students learn about cultural diversity through a variety of literary texts. Literature also promotes cultural and intercultural understanding (Van, 2009: pp.2-5). Literature, according to Maley (1989: p.3), deals with universal notions such as death, nature, and so on, which are universal across all languages and cultures. Therefore, the parallels and differences across cultures and languages can help us learn more about the globe as a whole. Hence, it is necessary to incorporate materials of cross-cultural awareness as a part of a course to engage students in effective intercultural communicative competence (ICC) and their intercultural awareness

2. Literature Review

Globalization has made speakers use a foreign language with the people of the target language who become "mediators between various languages and cultures that interpret the world from different perspectives (Coperias-Aguilar, 2002: p. 87). Cited from (Saba Ayon & Harb, 2022) foreign language teaching generally concentrated only on the learners' linguistic competence without taking their Intercultural Communication Competence (ICC) into consideration (Tumen-Akyildiz et al., 2021). (Shah-Gordon, 2016) adds that with globalization, learning overlapped between domestic and international way which influential intercultural communication becomes evident (p.3). Many researchers provided various definitions of the term intercultural competence, for instance, cultural competence, intercultural sensitivity, intercultural communication competence, cultural and global

competence (Fantini, 2000; Spitzberg, 2000; Deardorff, 2006). But the work of Byram is the most known model of ICC intercultural communicative competence. The concept of intercultural competence was first stated by Hymes's theory of communicative competence (Hymes, 1972). Then it extends the linguistic competence of Chomsky as the ideal speaker or listener and emphasizes of becoming an intercultural speaker mediating between various cultures. It focuses on real-life communication requiring the competence of individuals in a culture that gives them the power to know what and how to say it appropriately and to whom in a given situation (Byram and
Wagner, 2018).

Byram (1997: 5) writes that intercultural communicative competence is the ability of an understanding shared by people of different social identities to interact with people as complex humans with their individuality and multiple identities. Intercultural communicative competence consists of five elements factors: knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction, and critical intercultural awareness (Byram, 1997; Byram et al., 2002). Chen and Starosta (1998: p. 28) claim that intercultural competence is the ability to execute communication behaviors effectively and appropriately to elicit the required response in a specific context, includes three interdependent aspects, the cognitive for developing intercultural awareness, the affective for developing intercultural sensitivity, and the behavioral for developing intercultural adroitness (Chen and Starosta, 1996; Gong et al., 2018). Fantini (2000: p.5) argues that intercultural competence encompasses four dimensions namely: knowledge, attitude, skills, and awarene

According to Wiseman (2002: p.179), there are three main parts for developing intercultural competence, namely: self-knowledge/awareness, experience, knowledge about a specific culture, and positive action for effective interaction with the identified culture, which means knowledge, skills and motivation are the basic requirements to have an effective and appropriate interaction with people of different cultures. In other words, intercultural communicative competence is an understanding of the differences and similarities in the way of living and thinking in other cultures, widening horizons, and enhancing flexible communication skills that can cope to various cultural and social environments (Scarino, 2009). (IC) was first known as communicative competence, then (ICC) as intercultural communicative competence due to its huge impact on teaching languages (Lopez-Rocha, 2016: p.3). But IC and ICC in some contexts are used interchangeably. Byram (1997) defines IC as the capacity of people to interact their language with the people of other cultures, while ICC focuses on the speaker's ability to interact with people from another country and culture in a foreign language (p.71). In foreign language teaching, ICC has been fashionable for a while, yet not most people understood its pedagogical implications (Lund, 2008: p.1). Byram (1997:p.7) defines ICC as "an individual's ability to communicate and interact across cultural boundaries"
The necessity of applying the ICC in foreign language classrooms, Byram (1997) prepared a model of ICC, and then it was edited in 2020, which includes five "saviors". This model is broadly adopted in teaching foreign languages that raises students' and teachers' awareness of the significance of appreciation and developing the differences and similarities between their culture and different cultures. Besides, it emphasizes the inseparable relationship between language and culture. The element factors or so called (savoirs) of the model are shown in Figure 1.

Figure 1. Byram's 1997 model of ICC (adapted from Byram, 1997)
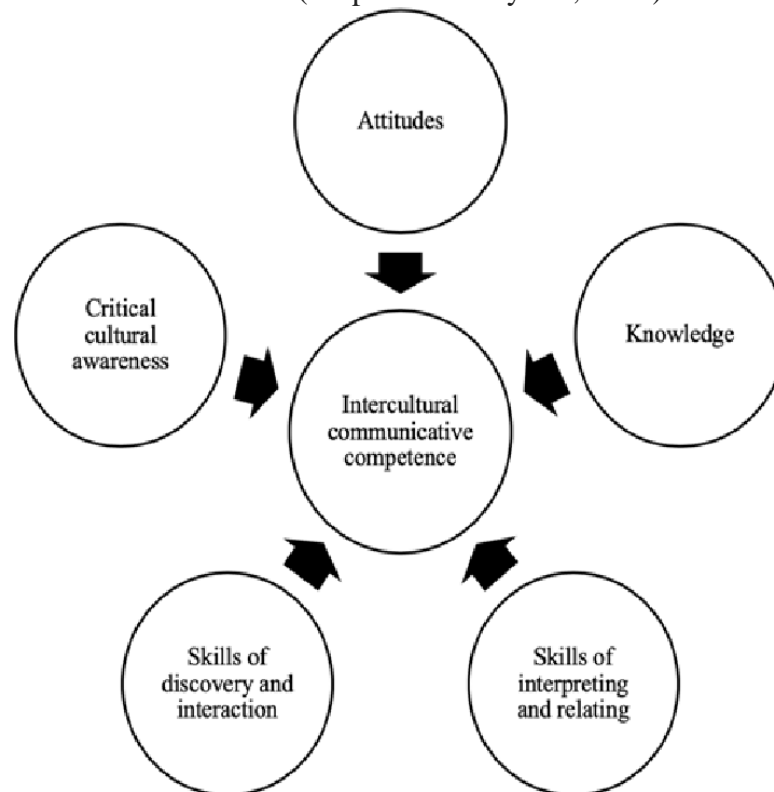
There are studies that have investigated the ICC model and the learners' perceptions of ICC. Such as: (Saba 'Ayon & Harb, 2022), investigated the Lebanese private university and found out students are familiar with the cultural components namely; attitude, knowledge, skills and intercultural awareness of the ICC model of Byram (1997). They displayed that the private university students regard themselves as intercultural competent speaker.

Saba Ayon (2016) did an investigation on the impact of telecollaboration on the students' familiarity toward ICC also their attitudes to this telecollaborative experience. 60 students enrolled in the course in three universities in three different countries namely, Jordan, Lebanon and USA. They adopted Byram's ICC as the theoretical framework, and used a qualitative and interpretive research design to collect various and rich data namely, a question survey, a reflection essay, short-answer, the posts of participants on Facebook, face-to-face of participants, a focus group interview, and an unstructured interview. The findings revealed that the telecollabora-5 experience influences both the participants' ICC for instances of Byram's five objectives of learning (namely attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction, & critical cultural awareness) were evident in the students' interactions. Mu and Yu (2021) examined the perceptions of 33 Chinese students of English department towards ICC and also the challenges they face in enhancing their cultural competence. The interview and questionnaire findings showed that participants did not like ICC since they did not experience any interactions and the students have vague perceptions of ICC, since they have not

Mu and Yu's (2021) study is the same as Liu's (2016) study, as both have the same aim on 100 Chinese non-English students at West Normal University. The interview and questionnaire data showed most participants conceptualized intercultural communication and the vital role of cultural learning, as well as their interest in western cultures, but they lacked the necessary information about the intercultural competence because of focusing on linguistic competence in English learning courses. Interestingly, most students believed that

grammar has no any influential role in communication & they had a vague attitude toward it. They misunderstood the characteristics of culture which embody in work, daily life patterns and entertainment routines as the instance.

Allen (2021) did a research on the perceptions of 42 Japanese students who were taught an intercultural communication course for one semester of 3rd year college students. The online surveys were conducted for data gathering and the responses to open-ended questions nearly half of the participants (45%) were interested in communication and cultural interaction, also proved that communication is different across cultures since ICC is vital for future career, education and residency so enhancing their intercultural awareness skills helps them understand the world from different perspectives, and makes communicating with people from other cultures less challenging.

Halim et al. (2022) also conducted a paper regarding the perceptions on ICC in Islamic higher education institution in Sulawesi of 165 participants. The study showed that most of the participants understood the crucial role ICC plays in widening their horizon understanding the world better. They believed that ICC is like a bridge in building relationships and developing a more tolerant, respectful attitude. These studies are evidence for enhancing ICC in language teaching and raising the awareness of it. The implications of ICC in EFL classes are crucial in enhancing EFL university students' intercultural awareness to communicate competently with people of various cultures (Lopez-Rocha, 2016: p.7).

The wide adoption of Byram's (1997) ICC model in foreign language teaching is the evidence of the success of the model and due to the lack of research on the intercultural awareness of EFL students in Kurdistan Region, the present study is significant. Also, the experimental findings of this study enrich the review literature on intercultural communicative competence. The voice of participants in this study can shape the pedagogy of intercultural awareness. Based on the literature review, the current study presents these two following research questions:
1. Is there any statistically significant difference at the 0.05 level of significance in EFL students' intercultural awareness (five element factors) after implementing the ICC model?
2. Is there any statistically significant difference at the 0.05 level of significance between the control and experimental groups' intercultural awareness?

3. Methodology
3.1. Research Design
In the current study, a quasi- experimental pre-test and post- test are used to present the results obtained from the pre-test & post-test. The Statistical Package for Social Sciences (SPSS version 23) is used to analyze the obtained data. The descriptive statistics are used to calculate means, standard deviation, t-test, p-value and ANOVA. Because multiple results were obtained in this study, the findings are presented according to the sequence of the research questions stated earlier.

3.2. Participants
The sample of the research consisted of 60 participants; 30 of control group and 30 experimental group of second year students of English department/ College of Education/ Salahaddin University who were randomly distributed. The sample of the research represents 65% of the research population as seen in table1.

Table1. The Sample of the Study

Group	Section	The sample		Total
		Female	**Male**	
EX	A	14	16	30
CG	B	13	17	30
Total		27	33	60

3.3. Instruments

The tool for data collection is a pre-post-test to examine the role of literature based-communication in enhancing EFL students' intercultural awareness through implementing Byram's model (1997) ICC & revised (2020). It also aims at finding out the significant difference between the control and experimental groups' (five element factors- savoiers). The pre-test of intercultural awareness was administrated before starting the treatment to investigate the students' level of intercultural knowledge. While the post-test was conducted after the experiment finalized. The tests were scored according to a rubric of scoring scheme made by the researcher (Appendix 2), & it was scored by two assessors (the researcher & the 2nd assessor) (Appendix 3). Then the results of their tests were calculated statistically using SPSS then compared to indicate the significant difference in both groups' intercultural progress and their progress of the five element factors of ICC. The item difficulty index of the intercultural test ranged between 0.52-0.77 which is regarded as acceptable (Appendix1), and item discrimination index ranged between 0.32-0.59 which is regarded as acceptable (appendix 1). In order to ensure the reliability of the post-test of the study, the researcher administers a Test retest to a pilot sample of 25 subjects who are taken from the population then, their tests are scored. A statistical formula of Cronbach Alpha is calculated. The result is 89% (appendix 2) which is a very high internal contingency coefficient (Anastasia & Urbina, 1996:97). The validity of the tool was verified by jury members of a group of Engli instructors in the field of EFL and literatur

4. Data Analysis and Discussion of Results
4.1 Results and Discussion
The results are presented and the research questions will guide the discussion of the findings obtained.
4.1.1 The First Research Question
The first research questionstates
1- Is there any statistically significant difference at the 0.05 level of significance in EFL students' intercultural awareness (five element factors) after introducing the ICC model?
The intercultural awareness test was administrated to both groups (control and experimental) to investigate and evaluate the progress in their intercultural awareness in general, and meanwhile, to evaluate the progress in five element factors of ICC of the two groups. To answer the first research question, the mean scores of the students' results on the pre- and post-administration of the intercultural awareness test were compared to investigate whether the students in the experimental group enhanced their intercultural awareness after receiving the treatment through the ICC model five element factors. The researcher used the dependent t-test to determine whether there was a significant difference before and after the treatment. The results are described statistically in terms of Mean, T-test, and P-value below.

Table 2. Dependent paired sample statistics of the Experimental group (pre-test total & post-test total)

	Type	N	Mean	T-test	P-value
Pre-test (total)	EG	30	**54.143**	**16.81**	**0.000**
Post-test (total	EG	30	**76.818**		

As illustrated in Table 2 the post-test means score (76.818) of the students who were taught in accordance with Byram's model of ICC (the experimental group) is significantly different from their pre-test mean score (54.143), at a level of 0.05. The P-value is equal to (0.000); hence, it can be concluded that there is a highly significant difference in the experimental group's progress in the students' intercultural awareness test before and after the treatment. This result constitutes a strong argument in favor of ICC model element factors in enhancing EFL students' intercultural awareness (their total score) in the experimental group. This result advocates the first hypothesis that EFL students' intercultural awareness enhances after teaching literature based- communication with the implementing ICC model (after the experiment), as in the table 3 below:

Table 3. Participants' (CG & EG) total scores in intercultural awareness test

	Type	N	Mean	SD	T-test	P-value
Achievement in Pre-test (total)	CG	30	**62.619**	**12.444**	**2.284**	**0.011**
	EG	30	**54.143**	**13. 827**		
Achievement in Post-test (total)	CG	30	**66.480**	**12.10**	**4.585**	**0.002**
	EG	30	**76.818**	**10.888**		

In the post-test, it is found that the EG's responses register different results. The mean score of the EG's responses has risen to (76.818) with a standard deviation of 10.888; while, the mean score of the CG's responses has fallen in the post-test to (66.480) with a standard deviation of 12.10. The results point out a statistical difference between the EG and CG students' mean score in their post-test with a P-value of 0.002, which indicates a significant difference in the mean score of EG post-test in favor of the ICC model in enhancing EFL university students' intercultural awareness to which the EG was exposed to during the experiment. In other words, this increase in the post-test mean score of the EG reflects the effectiveness of implementing the ICC model in teaching literature based-communication, this difference is clearly illustrated in table 3.

In sum, greater progress in the total score of the intercultural awareness test is seen in the results of the experimental groups' responses in the post- test as compared to the results obtained by the participants in the control group. Due to the assessment level at a< 0.05, the result is significant. Therefore, the first hypothesis which reads "there is no statistically significant difference at the 0.05 level of significance between the mean scores of the experimental group (where teaching literature based-communication is conducted according to the ICC model) and those of the control group (where teaching literature based-communication is conducted traditionally"), is rejected.

To find out whether the ICC model enhanced students' intercultural awareness in the experimental group, the pre-test and post-test mean scores of all intercultural awareness of the two groups of students were compared using the independent t-test to determine whether there

was a significant difference before and after the experiment. The five element factors were dealt with in the following order:

A) Knowledge

The first element factor is knowledge, which is included in the objective test in all questions which requires students to understand and comprehend cultural facts based on the information found/from the literary intercultural texts. This section of the first element holds10 marks. The total scores of this element in the questions in the post-test for both groups (the control and experimental) were compared and analyzed using the independent t-test in order to decide on the students' improvement in this element factor. The results are presented below:

Table 4. Participant's (CG & EG) scores in first element factor (knowledge)

	Type	N	Mean	SD	T-test	P-value
Pre-test knowledge	CG	30	**5.80**	**1.58**	-0.57	0.574
	EG	30	**6.00**	**1.11**		
Post-test knowledge	CG	30	**7.57**	**1.01**	2.905	0.006
	EG	30	**8.87**	**0.90**		

When the two groups are compared, students in the EG gained a significantly higher mean score (8.87) in the post-test in comparison with the mean score (7.57) of the students in the CG with P-value (0.006) which is smaller than 0.05. This indicates that the ICC model enhanced the knowledge savoir in the EG and the detected difference is significant. As in table 4, the mean score of the EG pre-test has arisen from 6.00 to 8.87 in the post-test indicating a good progress in the EG scores in their first element factor (knowledge).

B) Attitude

As for the second element factor attitude questions, it is included in all the subjective questions and holds 10 marks. It is noticed that the mean score of the EG's in the post-test (8.57) and the CG's mean score in the post-test is (7.57) with the P-value (0.004), which indicates that the difference is significant since it is smaller than 0.05.

Table 5. Participants' (CG &EG) scores in the second element factor (attitude)

	Type	N	Mean	SD	T-test	P-value
Pre-test attitude	CG	30	**5.77**	**1.14**	0.98	0.329
	EG	30	**5.47**	**1.22**		
Post-test attitude	CG	30	**7.00**	**1.02**	2. 906	0.006
	EG	30	**8.57**	**0.94**		

If we compare the EG's pre-test (5.47) with its mean score in the post-test (8.57), we find a big progress in the EG's attitude; since the detected difference is huge (table 5) and it can be counted as a significant difference.

C) Skill of interpreting & relating

This element is included in all the questions in the subjective test essay questions. The EG post-test mean score (8.50) is higher than the mean score of the CG post-test (7.00) with a P-value (0.002). It is smaller than 0.05, then the difference is significant. These statistical descriptions are found in table 6 below:

Table 6. Participants' (CG & EG) scores in the second element factor skill of interpreting and relating

	Type	N	Mean	SD	T-test	P-value
Pre-test skills of interpreting & relating	CG	30	5.77	1.30	0.33	0.09
	EG	30	5.67	0.99		
Post-test skills of interpreting & relating	CG	30	7.00	1.17	3.120	0.002
	EG	30	8.50	0.94		

If the two mean scores of the pre-test EG (5.67) and post-test EG (8.50) are compared, a huge progress is noticed in the mean score of the EG's skills of interpreting & relating; hence, it is counted as a significant difference.

D) Skill of discovery & interaction
Regarding this element factor, it included in all questions as subjective test- essay questions and holds10 marks. The EG's mean score of this question in the post-test is (8.97) and the CG's mean score in the post-test is (7.50) with the P-value (0.001), which indicates that the difference is very good, and it is significant since it is smaller than 0.05. The results are presented in table 7.

Table 7. Participants' (CG & EG) scores in the 2nd element factor skills of discovery & interaction

	Type	N	Mean	SD	T-test	P-value
Pre-test skill of discovery & interaction	CG	30	5.60	1.16	1.49	0.141
	EG	30	5.17	1.09		
Post-test skill of discovery & interaction	CG	30	7.50	0.86	4.616	0.001
	EG	30	8.97	0.93		

Further, if we compare the EG's pre-test mean score (5.17) with the EG's mean score in the post-test (8.97), a huge enhancement in skill of discovery & interaction is indicated due to the difference between the CG and EG is very good, and it is significant since it is smaller than 0.05, with the P-value (0.001).

E) Critical intercultural awareness
This element factor is also included in all subjective test- questions in the intercultural awareness tests. The EG post-test mean score (8.90) is higher than the mean score of the CG post-test (7.07) with a P-value (0.001). It is smaller than 0.05, then the difference in EG's critical intercultural awareness mean score is considered significant. These statistical descriptions are found in table 8 below:

Table 8. Participants' (CG &EG) scores in critical intercultural awareness

	Type	N	Mean	SD	T-test	P-value
Pre-test Critical intercultural awareness	CG	30	5.53	1.38	1.19	0.240
	EG	30	5.13	1.22		
Post-test Critical intercultural awareness	CG	30	7.07	0.94	4.10	0.001
	EG	30	8.90	0.88		

If the two mean scores of the pre-test EG (5.13) and post-test EG (8.90) are compared, a big progress is noticed in the mean score of the EG's critical intercultural awareness; moreover, the difference is considerable and it is counted as a significant difference.

So far, the result scores achieved in both EG and CG in five element factors of ICC were put forward. Inspecting the results obtained from the intercultural awareness test (the total score and the scores of the element factors), it is evident that the students in the EG performed significantly   better   than   the   control   group.

In sum, greater progress in five element factors is seen in the results of the experimental groups' responses in the post- test as compared to the results obtained by the participants in the control group due to the method of assessment at a < 0.005 (T= 4.585, P-value = 0.001). In addition, the result manifests that the progress in the experimental group's progress is certified to the positive impact of the implementation of the model ICC element factors in teaching literature based- communication to the experimental group. Thus, the mutual effect between the pre-test and the post-test results of the experimental group is significant, this result refutes the first null hypothesis of the study and leads to accept the alternative hypothesis which confirms that the implementation of the ICC model brings about significant enhancing EFL University students' intercultural awareness. Therefore, the first null hypothesis is rejected.

It is worth mentioning that the EG outperformed the CG in all five element factors of the ICC in the post-test. However, this progress seems to be relative as regards individual element factors. That is, the five element factors have progressed at the same rate although some elements progressed better than others.
To show the extent to which individual element factor have made progress, their P-values in the post-test will be compared to show the significance of the difference detected in their scores.
The results revealed that general progress has been done by the EG in all element factors and it was a significant difference. The results are shown in table 9.

Table 9. The P-values of post-test element factors scores

The element factors	P-value
Knowledge	0.006 Sig. P<0.05
Attitude	0.006 Sig. P<0.05
Skills of interpreting & relating	0.002 Sig. P< 0.05
Skills of discovery & interaction	0.001 Sig. P<0.05
Critical intercultural awareness	0.001 Sig. P<0.05

4.1.2 The Second Research Question
The second study question states: is there any statistically significant difference at the 0.05 level of significance between the mean scores of the control group and experimental groups' element factors?
To answer the second question, first we should indicate whether the five element factors have progressed at the rate or scored different progress, the analysis of variance (ANOVA-one way) is used to ascertain whether the different element factors progressed at the same rate, i.e., to examine the differences between the means of the EG post-test scores and identify the most and the least developed elements. ANOVA one-way (analysis of variance) is a statistical method used to test differences between three or more means, i.e., to determine

whether there are any statistically significant differences between the mean scores of three or more independent groups.

In this study, ANOVA is used to determine the most and the least progressed element factors. When the comparison was made between the five element factors and their mean scores were calculated, it was found P-value (0.685) which is regarded as an insignificant result since it is larger than 0.05 (Sig. if P<0.05). Thus, it can be said that the five element factors progressed equally after the treatment since the comparison of their mean scores revealed to be insignificant. This result leads us to accept the second hypothesis which says: "There is no statistically significant difference at the 0.05 level of significance between the mean scores of five elements factors" (All the five element factors will progress equally after implementing
the ICC).

The table 10 shows the means of the five element factors of EG group: knowledge (M= 8.87), attitude (M=8.57), skills of interpreting & relating (M=8.50), skill of discovery & interaction meaning (M=8.97), critical intercultural awareness (M=8.90. Examining the table reveals that critical intercultural awareness (M=8.97) is the element which achieved the higher progress, while (skills of interpreting & relating), and (attitude) (M=8.50), (8.57) respectively are the least progressed elements. Whereas, regarding the control group, the means of the five element factors: knowledge (M= 7.57), attitude (M=7.00), skills of interpreting & relating (M=7.00), skills of discovery & interaction (M=7.50), critical intercultural awareness (M=7.07). Checking the table11 reveals that the knowledge element gained the higher progress, then the (skills of discovery & interaction) element scored the second rate of progress. While the element factors of (attitude,) and (skills of interpreting & relating) equally progressed and achieved the least mean score. The last element critical intercultural awareness (M=7.07) is the element which comes in the third position of progress.

The difference between the mean scores of the five element factors proved to be insignificant. This means that the five element factors progressed at the same rate in both groups, but in the experimental group the element factors achieved higher scores than in the control group. The results are demonstrated in tables 10 and 11.

Table 10. ANOVA one -way results of five element factors' mean scores of the post-test of experimental group

Item	N	Mean	SD	(P-value)
Knowledge	30	8.87	0.90	0.68
Attitude	30	8.57	0.94	N. S
Skills of interpreting & relating	30	8.50	0.94	
Skills of discovery & interaction	30	8.97	0.93	
Critical intercultural awareness	30	8.90	0.88	

Table 11. ANOVA one -way results of five element factors' mean scores of the post-test of control group

Item	N	Mean	SD	(P-value)
Knowledge	30	7.57	1.01	0.81
Attitude	30	7.00	1.02	N. S
Skills of interpreting & relating	30	7.00	1.17	
Skills of discovery & interaction	30	7.50	0.86	
Critical intercultural awareness	30	7.07	0.94	

The result of T-test and p-value obtained in EG & CG in 5 element factors of ICC in post-test, indicating that the students in the EG performed significantly better than the control group. This means there is a statistically significant difference at level 0.05 of significance between the control group & experimental group since the p-value (P<0.05) is significant in all elements of the model as shown in table 12. Hence, the second null hypothesis, which states:" There is no statistically significant difference at the 0.05 level of significance between the mean scores of both the control & experimental groups' intercultural awareness" is rejected.

Table 12. The T-test & P-values of post-test of all element factors of CG & EG

The element factors in post-test in CG & EG	T-test	P-value
Knowledge	2.905	0.006 Sig. P<0.05
Attitude	2.906	0.006 Sig. P<0.05
Skills of interpreting & relating	3.120	0.002 Sig. P< 0.05
Skills of discovery & interaction	4.616	0.001 Sig. P<0.05
Critical intercultural awareness	4.100	0.001 Sig. P<0.05

5. Conclusion

The present study has concluded that it is highly recommended that ICC be included in the EFL classes and acknowledged as a main competence in (Communication) course and thus be integrated in lessons, taught and upgraded in the entire syllabus because of its effective impact on enhancing EFL students' intercultural awareness. Thus, its addressing and integrating by language teachers is necessary to guarantee student' understanding and the progress of intercultural communicative competence. Besides, the implication of ICC in EFL classrooms is needed for the vital role ICC plays in enhancing EFL students' intercultural awareness in helping them to communicate competently with people of different cultures especially for EFL Kurdish students since Kurdistan Region like many countries became top global, and also in the Kurdistan Region, few empirical studies have been done on literature-based communication in enhancing EFL students' intercultural awareness and intercultural competence. Therefore, ICC must be urgently adopted since there has been a growing recognition for an intercultural awareness in foreign language teaching. In addition to this, students' competences will not complete without intercultural communicative competence (ICC). Most significantly, when intercultural communicative competence is an integral part of the language classroom, EFL University students will be interculturally aware & can experience how to appropriately use language to build relationships and understandings with members of other cultures & avoid misunderstandings and misconceptions

6. References

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Appendix (1) DL and DP of the Post-Test Items

Item No.	DL	DP
1	0.70	0.51
2	0.74	0.43
3	0.76	0.45
4	0.77	0.47
5	0.52	0.40
6	0.52	0.33
7	0.53	0.32
8	0.63	0.33
9	0.74	0.46
10	0.77	0.46
11	0.75	0.45
12	0.56	0.33
13	0.67	0.57
14	0.66	0.43
15	0. 75	0.46
16	0.76	0.44
17	0.65	0.59
18	0.72	0.38
19	0.54	0.39
20	0.69	0.47
21	0.63	0.57
22	0.77	0.46
23	0.76	0.48
24	0.76	0.49
25	0.77	0.45
26	0.55	0.36
27	0.66	0.44
28	0.59	0.35
29	0.56	0.34
30	0.76	0.48
31	0.77	0.45
32	0.74	0.43
33	0.65	0.42
34	0. 63	0.54
35	0.56	0.33

Appendix (2) A rubric for scoring post-test of intercultural awareness (ICC five element factors) (50 marks- each question out of 10 marks)

Q1. A	-Knowledge	Objective Test	Multiple choice items(4ms)	Item1 1m	Item2 1m	Item3 1m	Item4 1m
Q1. B	-Attitude -Skill of interpreting &relating -Skill of discovery& interaction -Critical intercultural awareness	Subjective Test	Essay (6ms)	Item1 2ms	Item2 2ms	Item3 2ms	
Q2. A	-Knowledge	Objective Test	True & false items(4ms)	Item1 1m	Item2 1m	Item3 1m	Item4 1m
Q2. B	-Attitude -Skill of interpreting & relating -Skill of discovery& interaction -Critical intercultural awareness	Subjective Test	Subjective Test (6ms)	Item1 2ms	Item2 2ms	Item3 2ms	

Q3. A	-Knowledge	Objective Test	Fill in the blanks items (4ms)	Item1 1m	Item2 1m	Item3 1m	Item4 1m
Q3. B	-Attitude -Skill of interpreting& relating -Skill of discovery& interaction -Critical intercultural awareness	Subjective Test	essay (6ms)	Item1 2ms	Item2 2ms	Item3 2ms	
Q4. A	-Knowledge	Objective Test	Matching items (4ms)	Item1 1m	Item2 1m	Item3 1m	Item4 1m
Q4. B	-Attitude -Skill of interpreting & relating -Skill of discovery& -Critical intercultural awareness	Subjective Test	Essay (6ms)	Item 2ms	Item2 2ms	Item3 2ms	
Q5. A	-Knowledge	Objective Test	Definition(4ms)	Item1 1m	Item2 1m	Item3 1m	Item4 1m
Q.5. B	-Attitude -Skill of interpreting & relating -Skill of discovery &interaction -Critical intercultural awareness	Subjective Test	Essay(6ms)	Item1 2ms	Item3 2ms	Item 2ms	

Appendix (3) Agreement of the Post-test Reliability Coefficient by two Assessors

N0.	The Researcher's Scores	The second Assessor's Scores	Reliability Coefficient
1.	46	44	
2.	49	49	0.89
3.	45	44	Pearson
4.	46	46	Correlation
5.	48	48	
6.	38	38	
7.	36	35	
8.	39	39	
9.	37	38	
10	48	49	
11.	45	45	
12.	39	38	
13.	49	49	
14.	42	43	
15.	44	46	
16.	46	45	
17	44	44	
18.	48	48	
19.	46	46	
20.	47	48	
21.	33	31	
22.	35	35	
23.	47	47	
24.	47	48	
25.	49	49	

ئەدەب لەسەر بنەمای پەیوەندی لە بەرزکردنەوەی هۆشیاری نێوان کەلتووری قوتابیانی زمانی ئینگلیزی وەك زمانی بیانی لە ڕێگەی جێبەجێکردنی مۆدێلی ICC

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پوختە

ئەم توێژینەوەیە ئەزموونی دوو گروپی هەرەمەکییە، گروپی کۆنترۆڵ و گروپی تاقیکاری. ئامانجی پشکینی پەیوەندییە لەسەر بنەمای ئەدەبیات لە بەرزکردنەوەی هۆشیاری نێوان کولتوورەکانی خوێندکارانی EFL لەڕێگەی مۆدێلی ICCی بایرامەوە. هەروەها ئامانجی دیاریکردنی جیاوازی نێوان گروپەکانی کۆنترۆڵ و تاقیکارییە' (پێنج فاکتەری توخم). بۆ کۆکردنەوەی زانیاری، تاقیکردنەوەی پێش دوای دوای بەکاردێت. گروپی تاقیکاری مۆدێلی ICCاو ستراتیژی فێرکاری جۆراوجۆری وەرگرتووە، لە کاتێکدا گروپی کۆنترۆڵ بە شێوەیەکی نەریتی دەخوێندرێت. 2 گروپ بەرکەوتەی هەمان کەرەستەی فێرکاری دەبن. بەشداربووان ٦٠ کەسن؛ 30 لە گروپی کۆنترۆڵ & 30 لە گروپی تاقیکاری خوێندکارانی قۆناغی دووەمی بەشی ئینگلیزی. ماوەندی نمرەی، & ،SD ،t-test p-value ئەنجام دەدرێن. پێشکەوتنەکە لە تاقیکردنەوەی دوای گروپی تاقیکاریدایە بە بەراورد لەگەڵ ئەنجامەکانی گروپی کۆنترۆڵ. پێشکەوتنی گەورە لە 5 هۆکاری توخمدا لە تاقیکردنەوەی دوای گروپی تاقیکاریدایە بە بەراورد لەگەڵ ئەنجامەکانی گروپی کۆنترۆڵ وەك جیاوازییەكی بەرچاو لە تاقیکردنەوەی دوای گروپی تاقیکاری لە بەرژەوەندی ICCلە بەرزکردنەوەی هۆشیاری نێوان کولتوورەکان کە گروپی تاقیکاری بەرکەوتەی بووە لە کاتی تاقیکردنەوە.

وشە سەرەکیەکان: مۆدێلی ICC , نێوان کەلتووری، پەیوەندی ئەدەبی، قوتابیانی زمانی ئینگلیزی وەك زمانی بیانی

الملخص

هذه الدراسة تجريبية من مجموعتين عشوائيتين ، مجموعة ضابطة وتجريبية. ويهدف إلى فحص الاتصالات القائمة علـى الأدب في تعزيز وعي الطلاب بين ثقافات اللغة الإنجليزية كلغة أجنبية من خلال نموذج Byram's ICC. كما يهدف إلى الكشف عن الفـرق بين المجموعات الضابطة والتجريبية (خمسة عناصر). لجمع البيانات ، يتم استخدام الاختبار القبلي. تلقت المجموعة التجريبيـة نموذج ICCواستراتيجيات تدريس مختلفة ، بينما يتم تدريس المجموعـة الضـابطة بشـكل تقليـدي. مجموعتـان تتعرضـان لـنفس المواد التعليمية. عدد المشاركين 60 ؛ 30 من المجموعة الضابطة و 30 من المجموعة التجريبيـة مـن طـلاب الفرقـة الثانيـة قسم اللغة الإنجليزية. يتم إجراء متوسط الدرجة ، ، ISD، اختبار ، tوقيمة p. التقدم في الاختبار البعدي للمجموعة التجريبية مقارنـة بنتائج المجموعة الضابطة. كان التقدم الهائل في 5 عوامل في الاختبـار البعـدي للمجموعـة التجريبيـة مقارنـة بنتـائج المجموعـة الضابطة حيث كان هناك فرق كبير في الاختبار البعدي للمجموعة التجريبية ل في تعزيز الـوعي بـين الثقافـات الـذي تعرضـت لـه المجموعة التجريبية خلال تجربة.

الكلمات الرئيسية: نموذج أي سي سي، الوعي بين الثقافات، الأدب القائم على الاتصالات، طلاب اللغة الانجليزية كلغة اجنبية.