



# Investigating Teaching Literature Based-Communication in Enhancing University Students' Intercultural Awareness: Students' Attitudes & Teachers' Challenges

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## Abstract

This study aims at investigating University students' attitudes toward literature based- communication in enhancing intercultural awareness, and also aims at shedding light on the challenges teachers and students face in enhancing intercultural awareness. The participants are 109, 49 instructors and 60 students of English department. A set of literary texts of intercultural materials that intended to enhance intercultural awareness was selected and integrated into communication course. Two sets of survey researcher-made questionnaires, teachers' questionnaire & students' questionnaire are used to collect the data. For data analysis, descriptive statistics (mean score and standard deviation) are conducted via SPSS. The findings showed that the participants had highly positive attitudes toward literature based-communication in enhancing intercultural awareness, they also indicated that the intercultural elements in literary texts helped them in enhancing their intercultural awareness in a sense of respecting other cultural differences. It was also revealed that there were some challenges that teachers and students encountered during the teaching process. Therefore, integrating literature based- communication in the communication course is necessary in enriching university students' intercultural communicative competence and enhancing their intercultural awareness.

**Keywords:** attitude, literature based-communication, intercultural awareness, University students, challenges

## 1. Introduction

Literature provides the type of subject matter that has the ability to engage students and assist them in exploring the various possibilities of usage and meaning, then greatly improving their language skills. Learners are driven to acquire language in real-life settings and communicate fluently since literary texts use language's resources to their full potential. Furthermore, literary texts are effective tools for encouraging students to engage in reflective thinking to understand why things are the way they are, why they differ from their expectations, and why they differ from others they encounter in literature. Mahmud et al. (2019: 2462) claim that many educators and teachers are aware about the significance of literary texts in English classroom as giving rich linguistic input, as a stimulus for students to express themselves, and as a source for learners' motivation. Deane adds that literary texts could enhance students' interpretive skills as a reflection on what they really mean. When literary texts are powerful tools, they will be essential of the shared experience of various cultures. (2020:12)

In the current 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. Literature, according to Lazar, G. (1993: 19), increases language acquisition. Literature is a particularly good source for strengthening students' capacity to infer meaning and form 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. According to Collie and Slater (1987: 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. McKay (2001: 329) asserts that literature aids students "in comprehending the characters' ideas, feelings, customs, traditions, and possessions, as well as their speech patterns and specific conduct in specific situations. As a result, literature serves as an "ideal setting for understanding cultural differences".

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). Based on literature review, since the 1970s the language teaching has focused on communicative teaching methods because language is primarily used for communication. Communicative activities in the classroom are the best way to learn a foreign language. As Allwright (1979: 167) puts it: "if communication is the aim, then it should be the major element in the process." Furthermore, misunderstandings and miscommunications result from communication that lacks adequate cultural substance. To enhance learners' understanding of intercultural sensitivity, openness, discovery which referred to attitudes and intercultural communicative competence, incorporating intercultural activities and resources into EFL education involves adding literature-based communication to language teaching and learning. Krasner, (1999: 82) states that "simple mastery of the linguistic forms of a language is not enough for learners to be considered competent in the target language." (EFL) learners need the awareness of cultural dimension in language instruction through an intercultural approach. Linguistic and cultural differences are important considerations in communicating with individuals of other races, cultures, and ethnicities. Because language is seen as a culturally structured and culturally organizing domain, language learners must grasp the cultural context of language (Craith, 2012: 157).

Byram (1997) states that ICC is an umbrella term which covers other components including the four competences: linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence. By proposing a model of ICC, he defines the term ICC as the ability that enables one to interact effectively and appropriately in a foreign language with people from different cultures. Chen and Starosta (1999), similarly, define intercultural communicative competence as "the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment" (p. 28). According to them, Intercultural competence, encompasses three main components of intercultural communication competence: intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural adroitness (behavioral process), all are verbal and nonverbal skills needed to act effectively and appropriately in intercultural interactions. Wiseman (2002), adds motivation as an extra element in his definition of ICC apart from knowledge and skills. He defines this element, as "the set of feelings, intentions, needs and drives associated with the anticipation of or actual engagement in intercultural communication" (p. 4). According to his suggestion these elements are basic for effective and real interaction in intercultural situations.

Based on different definitions, Lázár, Huber-Kriegler, Lussier, Matei and Peck (2007), an international group of experts who carried out projects within the framework of the European Centre for Modern Languages, define ICC as "the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts" (p. 9), which is utilized as a guideline menu for language teachers and educators. This definition emphasizes two main components: skills and attitudes. Skills involve development "in the areas of



observation, interpreting and relating, mediation and discovery" (ibid., p. 9); Attitude is "to increase respect, empathy and tolerance for ambiguity, to raise interest in, curiosity about, and openness towards people from other cultures, and to encourage a willingness to suspend judgment" (ibid., pp. 9-10).

ICC can be elaborated in the following way:

"ICC is the ability which enables one to effectively and appropriately interact in a language other than one's native language with others from different linguistic and cultural backgrounds. It consists of language competence (linguistic, sociolinguistic & discourse competence), and intercultural competence (attitudes, knowledge, skills, & awareness) that help one to be able to successfully integrate in a multicultural society". (Tran, 2015: 5)

Culture is the heart of the language, and it correlates with attitude. Accordingly, Paige, Jorstad, Siaya, Klein, and Colby (2003: 5-6) defined culture in terms of negative or positive attitudes which means culture is the way people respond positively or negatively, to the behaviors and values of a community. Cultures differ from one society to the other. Communities have diverse cultural beliefs, emotions customs and various dialects and languages. Culture and language are strongly linked to each other and influence each other equally. Gleason (1961: 268-269) argues that the development of a language leads to cultural familiarity that aids in learning a language.

## 2. Literature Review

Literature is the source of enriching cultural knowledge and intercultural awareness to the students while they can enhance their language proficiency and cultural sensitivity toward the cultural problems (Tevdovska, 2016). Culture-related can easily be avoided since the students are taught literature based - communication about other peoples' customs, traditions and history. Literary texts of intercultural awareness materials are essential because through them students will face the variety of cultural representations in the texts that help them understand better and gain more experiences on culture of other people. As a result, students can enhance their intercultural competence and awareness on cultural differences as well. Besides, literary texts of intercultural topics develop students' language skills and raise their awareness.

Regarding investigating the students' attitudes, openness, respect and discovery are key attitudes requires for effective and efficient intercultural communication and intercultural awareness. This research aims to investigate the attitudes of students towards the effectiveness of teaching literature based- communication in enhancing their intercultural awareness. Dornyei (2005) states that attitude is the basic agent of a language learning society. According to Brown (2007), EFL learners can present both positive and negative attitudes towards the language target culture. Negative attitudes can decrease motivation; while, positive attitudes can increase the motivation of EFL learners, and this can enhance both language learning and intercultural awareness. Therefore, it is critical to consider the attitudes of students about the impacts of the other cultural knowledge and literature based-communication on learning the English as a second or foreign language and enhancing intercultural awareness.

According to (Leask, 2009: 208), intercultural awareness is required for a language learner to promote intercultural communication competence. Bodycott and Lai (2012: 256) add that foreign language learners should have an awareness to actively intermingle target culture with their own culture. Colvin et al (2012: 444) announce that intercultural awareness is the basic for students to broaden mind, increase tolerance, cultural empathy and sensitivity. Intercultural awareness is an ability to practice intercultural conceptions in a real-time cross-cultural context Baker (2012: 261). Thus, intercultural awareness should be regarded as a



learning process to become adapt to the target language and cultural situations & principles Leung & Chiu (2010: 728). In language teaching, an intercultural awareness must be carefully considered. Otherwise, the potential cross-cultural communication and interaction problems will occur from lack of mutual untranslatable speech or behavior. There is no doubt that successful integration of culture can have a significant contribution into language teaching & learning (Matsumoto & Yoo, 2006: 236). Many students with strong academic achievement in English subjects have found it challenging to communicate with native speakers or in real-life circumstances. This might be due to a lack of intercultural awareness when studying English as teaching cultural knowledge is, without a doubt, a difficult endeavor.

Tomalin and Stempleski (1993) define intercultural awareness as “sensitivity to the impact of culturally induced behaviour on language use and communication” (p. 5). Three qualities concerning cultural awareness are suggested by Tomalin and Stempleski, namely

- awareness of one’s behaviour influenced by his/her culture.
- awareness of others’ behaviour influenced by their own culture.
- ability to explain one’s own cultural point of view.

The implication of such awareness will lead to empathy as an essential step in successful language learning to be identified with the FL culture. Kramsch (2000) claims that intercultural awareness in language learning is considered as a 'fifth skill' in addition to reading, writing, listening and speaking. Intercultural awareness is a set of skills and practices requiring knowledge and attitudes as a language competence. It is then an attempt to raise students’ awareness of their own culture to interpret and understand other cultures. For instance: in British culture, is not common to take shoes off at the doorstep, while in Uzbek culture, this tradition is very common.

To overcome cultural differences in getting the perceptions of foreign culture, one must understand the notions and beliefs of foreign literature which require a little more profound insights to get the foreign ideas and indications. Hence, one must have a thorough understanding of the foreign culture to avoid the most commonly problematic issues in interpreting their literature. Even university instructors to accomplish their objectives of their lesson, they must be well-equipped with knowledge of native culture. For instance, when instructors have a presentation about the topic food, for instance, sushi, a traditional Japanese food, the instructor may be able to provide the students with knowledge about this food if he or she has information culturally, so the objective of the lesson can be achieved.

There were studies that investigated the students’ attitudes toward literature and literary texts in enhancing and developing cultural knowledge and intercultural awareness such as Tevdoska (2016) investigated the students’ attitudes and the impact of cultural experiences in teaching literary texts. The findings in her study revealed that the participants were receptive toward literary texts which contained literary cultural aspects different from their culture. They convinced that the literary texts assisted in offering basic and background information as social, historical background, beliefs and values. Also, Belli (2018) in her research investigated the attitudes of Turkish students at the (ELT) Department toward incorporation of culture into language teaching and the students’ cultural awareness to explore if experience, gender, birthplace and school graduation had any influence on their attitudes. Based from findings students had positive attitudes toward teaching culture and intercultural awareness in language teaching without considerations to their birthplace, the kind of school, and any experience abroad. But



regarding gender, she discovered that females held positive attitudes more than males towards culture learning. Besides, participants showed that they prefer learning culture to enhance their intercultural awareness to so that they can better communicate in various cultural situations with other people. As a result, teachers were provided with necessary implications regarding enhancing students' intercultural awareness and developing positive attitudes toward culture integration into teaching.

In another study, Oanh and Minh (2018) explored students' attitudes toward teaching cross-cultural issues and incorporation with listening skill. The findings revealed that students realized that the cross-cultural issues aided them comprehend the lessons better and raise their cross-cultural awareness. In addition, they found enjoyment in learning the cultural differences and improving their cross-cultural knowledge background. The study by Dabou et al. (2021) examined the attitudes of the teachers' and students' attitudes toward the incorporation of culture in the EFL curriculum. Their findings showed that teachers were with the teaching the target culture in the EFL classrooms. They also indicated that most of the students had negative attitudes toward the target culture. Therefore, the researchers insisted that target culture must be properly defined to be incorporated into EFL classroom to maintain interest.

Kataja (2018) investigated the students' perceptions towards how literature and the use of reading circles enriched students' experiences and developed their language skills. She found out that the students besides their challenges with reading literary texts, they could overcome their lack of experience when dealing with analysing literary texts in English classroom. Nevertheless, the students had positive attitudes toward studying literature. Accordingly, Mohammed Hasan and Fareeq Hasan 2019 in their study examined the students' attitudes toward integrating literature into English learning. They revealed that students had high positive perceptions towards their development of language as: vocabulary, speaking and reading because literature helped them understand English literary texts. They felt that literary texts were the opportunity to understand various cultures better and the similarities and differences between them.

Engku Atek et al (2020) investigated the attitudes of Malaysian students of secondary school toward the importance of literature. They discovered that students had positive perception toward English literature to enhance their intercultural awareness, critical thinking and language aspects, such as grammar & vocabulary. Another research by Chomphu Isariyawat, Chaleomkiet Yenphech, Kampeeraphab Intanoo (2020) investigated the attitudes of learners towards literature to discover the impact of literature and literary texts on cultural awareness and language skills in Thai EFL undergraduate students. The results displayed the advantages of using the literature and literary texts to incorporate the cultural awareness and language skills of the students. A study entitled by Pinar Tural, & Feryal Cubukcu. (2021) the study of quasi- experiment in the school of foreign language at a university in the western part of Turkey investigated the effect of short stories on enhancing intercultural awareness. The study concluded that focusing on enhancing intercultural awareness and using literature increase EFL students' intercultural awareness definitely but it takes time. The study also recommends that universities should focus on increasing intercultural awareness of EFL students with multiple activities and teaching literature should be the top priority.

Bagui, H., & Adder, F. Z. (2020) investigated the effect of English culture on foreign language learners and they investigated how intercultural communication influences EFL students during studying English literary texts of target cultural content. Moreover, the



study also examined students' attitudes towards English literary texts of target culture. Besides, more importantly they demonstrated the teaching strategies of teaching culture via teaching and studying literature. The findings of the study showed that majority of students showed negative attitudes towards some aspects of English culture while studying literature. The responses of the questionnaire indicated that students were not aware of the difference between cultures. But the results clearly demonstrated that teachers strongly try to provide the effective teaching strategies to integrate culture in teaching English specifically through teaching English literary texts to enhance students' intercultural awareness and to foster empathy and tolerance with speakers of target culture.

After doing the literature review, the researcher did not find any investigation regarding the attitudes of students and teachers' challenges toward literature based- communication in enhancing students' intercultural awareness; therefore, the present study addressed the following research questions to fill this gap:

1. What are University students' attitudes toward teaching literature based- communication in enhancing their intercultural awareness?
2. What are the challenges students and teachers face when implementing teaching literature based- communication in enhancing intercultural awareness?

### **3. Methodology**

#### **3.1. Research Design**

The present study adopted a survey design. Surveys are used for the purpose of obtaining information about peoples' beliefs, opinions, perceptions, behaviors and attitudes (Onalan, 2004). Burns, (2000) lists some strong points of survey, including that "it is one of the few techniques available to provide information on beliefs, attitudes and motives; it is an efficient way of collecting data in large amounts at low cost in a short period of time; and structured surveys are amenable to statistical analysis" (p.568). Denscombe (2003: 140), states "the properly constructed and administrated questionnaire serves as a most appropriate and valid data gathering tool as it is both source and time efficient". In this study, two sets of survey researcher-made questionnaire, teachers' questionnaire & students' questionnaire were conducted to collect the data for getting the answers on students' attitudes toward the effectiveness of teaching literature based- communication in enhancing intercultural awareness and investigating the challenges teachers and students face when implementing the teaching course.

#### **3.2. Participants**

For conducting the current study, 109 participants were selected; 49 teachers from three Colleges (Education, Basic Education and Languages), and 60 students from department of English/ College of Education /University of Salahaddin. The age range of the students & teachers was between 19 and 22 and 35 and 57 years old, respectively. Both genders participated in this study.

#### **3.3. Instruments**

The instrument for data collection was 2 set of survey researcher-made questionnaire consisting of a variety of statements to investigate University students' attitudes and teachers' challenges toward literature based- communication in enhancing intercultural awareness. The two questionnaire was made by the researcher of the present study to gain the responses about students' attitudes and the challenges teachers and students encounter when implementing the teaching course. The teacher's questionnaire included 15 Likert-type items. The Likert scale



was applied in the tool included 5 options from 1-5, which were: agree, strongly agree, neutral, disagree, and strongly disagree. The reliability of the teacher's questionnaire was computed using Cronbach's alpha ( $r = .80$ ). The 2nd questionnaire was student's questionnaire that was given to 60 students to investigate their attitudes toward literature based- communication in enhancing intercultural awareness. This questionnaire was also designed by the researcher herself and had 12 Likert-type items. The Likert scale had 5 options from 1-5, which were: agree, strongly agree, slightly agree, disagree, and strongly disagree to show the degree of agreement or disagreement. The reliability of this questionnaire was also computed using Cronbach's alpha ( $r = .81$ ). The validity of the two questionnaires verified by jury members of a group of English instructors in the field of EFL and literature.

## 4. Results and Discussion

### 4.1. Students' Questionnaire

#### The Analysis of the Responses of Participants to Scale Items

In the student's questionnaire, the participants were asked to rate 12 items of the scale from 1 (agree), 2 (strongly agree), 3 (slightly agree), 4 (disagree) to 5 (strongly disagree). The scale was utilized to measure the students' attitude toward teaching literature based-communication in enhancing their intercultural awareness.

**Table 1.** Overall Mean Score for Attitude Scale

| No  | Items                                                                                                                                                                                                     | Means | SD    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1.  | I think it is not possible to learn language without culture.                                                                                                                                             | 4.10  | 0.825 |
| 2.  | I do not think literature is a motivation source to understand cultures & intercultural awareness.                                                                                                        | 1.96  | 0.931 |
| 3.  | Teaching literature-based communication helped me learn many other cultural chrematistics & intercultural awareness.                                                                                      | 4.07  | 0.742 |
| 4.  | By teaching literature, I will not be interested in finding out about other people's experience of daily life & their cultures.                                                                           | 1.92  | 0.989 |
| 5.  | I prefer to study literature & literary texts to learn about culture to enhance my intercultural awareness.                                                                                               | 2.65  | 1.259 |
| 6.  | I try to develop positive attitude towards other cultures through teaching literature based -communication despite the challenges I face.                                                                 | 3.91  | 0.895 |
| 7.  | Through teaching literature based -communication, I can use my knowledge, skills and attitudes to interact with people from different cultures to avoid misunderstanding.                                 | 3.85  | 0.699 |
| 8.  | I can interpret events from other cultures to compare my own culture with other cultures & negotiate of cultural identity in the process of communication.                                                | 3.96  | 0.807 |
| 9.  | When I discover new ideas & behaviors in what I learnt form literature, I became open, curious & tolerant.                                                                                                | 2.31  | 1.053 |
| 10  | University students are aware of the fact that literature & literary texts can be a mirror to other cultures by effective strategies to teach literature based-communication.                             | 3.35  | 0.943 |
| 11. | Intercultural awareness is necessary via teaching literature to show the cultural differences between students' culture and the other cultures to adapt to the way another culture behaves and interacts. | 2.06  | 1.019 |
| 12. | I can recognize significant values, beliefs, traditions about other cultures, but respect them even when perhaps clash with my own perspective.                                                           | 2.18  | 0906  |

As seen in table1, the items that had positive attitude were rated high by the participants while the items that had negative attitude were rated lower. From these findings, overall students displayed positive attitude toward literature based- communication because of its effective influence on enhancing their intercultural awareness. One of the statements that had the highest average mean score, 4,10, was the 1st item, that is, "I think it is not possible to teach



language without culture”, this holds an evident that university students overall preferred integrating culture with language teaching and they strongly support the necessity of teaching cultural learning & intercultural awareness. On the other hand, the 3rd item “teaching literature based -communication helped me learn many other cultural characteristics and intercultural awareness” ranked the second, which showed that students have positive attitude toward teaching literature as a means of promoting their intercultural communicative competence. The 8th item “I can interpret events from other cultures and compare my own culture with other cultures and negotiate of cultural identity in the process of communication” was in the third rank in the scale. This suggests that students agreed with the statement that via literature they can interpret events from other cultures & compare with their own and negotiate in various communication Situations.

On the contrary, the 2th and the 4th items “I do not think literature is a motivation source to understand culture and intercultural awareness”, and “By teaching literature I will not be interested in finding out about other peoples” experience of daily life and their cultures” respectively had the lowest mean scores which displayed that the students disagreed that literature is not a motivation to learn about other cultures and they also disagreed they will not be interested in finding about other peoples’ cultures and their daily experiences through teaching literature. While the rest of the statements rated moderately since students slightly agreed to them.

In sum, based on the findings of the study, university students seemed agreed with teaching literature based-communication in their language course since it has influential effect on enriching their cultural background Knowledge and enhancing the intercultural awareness, and also since culture is the heart of language and intercultural communicative competence contributes to their development of language skills and language proficiency.

## 4.2. Teachers’ Questionnaire

### The Analysis of the Responses of Participants to Scale Items

In the second questionnaire, teachers’ questionnaire, the university instructors from three different Colleges (Education, Basic Education, Languages) were asked from online goggle forum to rate 15 statements of the scale from 1 (agree) 2 (strongly agree), 3 (neutral), 4 (disagree) to 5 (strongly disagree). The scale was used to investigate the challenges that University instructors and students encounter when teaching literature based- communication in enhancing intercultural awareness.

**Table 2.** Overall Mean Score for Challenges Scale

| No | Items                                                                                                                                                                                                    | Means | SD   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
| 1. | It is always a big challenge to be familiar with teaching literature and culture to investigate students’ attitude in enhancing Universality students’ intercultural awareness.                          | 3.72  | 1.07 |
| 2. | It is a challenge to make cultural knowledge as a part of daily lesson planning in EFL University classrooms.                                                                                            | 2.18  | 0.90 |
| 3. | I meet many difficulties when it comes to teaching literature based- communication in enhancing students’ intercultural awareness.                                                                       | 3.89  | 0.56 |
| 4. | It is not difficult to be equipped with cultural knowledge and teaching intercultural awareness in EFL classroom.                                                                                        | 4.41  | 0.54 |
| 5. | As a university instructor, I encounter many challenges and difficulties when it comes to teaching literature based- communication in enhancing their intercultural awareness and elicit their attitude. | 2.33  | 1.48 |





|     |                                                                                                                                                                                                         |      |      |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| 6.  | Lack of EFL teacher's intercultural skills in teaching literature is considered the top challenge when teaching literature-based communication in enhancing students' intercultural awareness.          | 4.18 | 0.49 |
| 7.  | Lack of EFL teachers' awareness of other cultures has always been a big challenge to develop students' attitudes while teaching literate based- communication.                                          | 4.20 | 0.58 |
| 8.  | As a university instructor, I believe Integrating culture with EFL classroom teaching & EFL teacher's intercultural skill are the most prominent factors that affect students' intercultural knowledge. | 4.41 | 0.61 |
| 9.  | Using films to provide students with the opportunity to raise their intercultural awareness which can witness different cultural histories, behaviors and perspectives.                                 | 4.27 | 0.54 |
| 10. | Although it is a challenge but using authentic materials such as news broad casts, TV shows, travel brochures, exchange students, immigrants can enhance students' intercultural awareness.             | 4.07 | 0.74 |
| 11. | Sending students into the community of the native speaker experts or bringing native speaker experts to classroom discussion will enhance Universality student's intercultural awareness.               | 3.85 | 0.69 |
| 12. | As a university instructor, I believe unfamiliarity with teaching and assessing intercultural awareness are the biggest challenges in enhancing students' intercultural awareness.                      | 4.33 | 0.59 |
| 13. | I believe having no experiences of target or other cultural values, beliefs and norms are the biggest challenges to enhance students' intercultural awareness.                                          | 3.67 | 0.78 |
| 14. | Although it is not impossible but it is difficult to assess the situations of intercultural awareness to enhance students' intercultural awareness.                                                     | 4.18 | 0.58 |
| 15. | University instructors should be well equipped with intercultural patterns to develop and elicit students' attitudes toward intercultural awareness.                                                    | 4.31 | 0.51 |

As shown in table 2. the statement that rated high, had the highest average mean score in the scale. On the opposite, the statements that rated lower, had the lowest average mean score. The findings revealed that majority of the university instructors agreed that teaching literature based- communication which means literature as a means of communication and increasing intercultural awareness is necessary although it might somewhat be a difficult task to implement in EFL class.

The 4th and the 8th items “it is not difficult to be equipped with cultural knowledge and teaching intercultural awareness in EFL classroom”, and “as a University instructor, I believe integrating culture with EFL classroom and teachers' intercultural skills are the most prominent factors that affect students' intercultural knowledge” respectively, equally had the highest mean scores, 4, 41 which showed that University instructors agreed that those had intercultural knowledge find teaching literature in EFL classroom easy and interesting. While the 12th statement with 4, 33 mean score, ranked the second, that is “as a university instructor, I believe unfamiliarity with teaching and assessing intercultural awareness are the biggest challenges in enhancing students' intercultural awareness” which revealed that teachers' unfamiliarity with teaching intercultural awareness becomes the obstacle in enhancing students' intercultural awareness.

Then the 15th statement “University instructors should be well equipped with intercultural patterns to develop and elicit students' attitudes toward intercultural awareness” ranked the third, which indicated that University instructors support the idea that teachers should be well educated and knowledgeable about intercultural awareness patterns to develop students' attitudes toward other cultures. The 9th statement, that is “using films to provide students with the opportunity to raise their intercultural awareness which can witness different cultural histories, behaviors and perspectives” with the mean score 4,33 ranked the fourth in the scale, that teachers need to use films which include various cultural histories, behaviors and perspectives. The 7th item “lack of EFL teachers' awareness of other cultures has always



been the big challenge to develop students' attitude when teaching literature based-communication". This displayed that during teaching literature based- communication, teachers should be aware of other cultures to develop the attitudes of their students.

Accordingly, the 6th and the 14th items, " lack of EFL teachers' intercultural skills in teaching literature is considered the top challenge when teaching literature based-communication in enhancing intercultural awareness", " although it is not impossible, but it is difficult to assess the situations of intercultural awareness in enhancing students' intercultural awareness" respectively had equal mean score 4, 18, that suggests lack of intercultural skills of cultural knowledge about different intercultural awareness situations is the top challenge toward promoting students' intercultural awareness and overall teachers agree that although teaching and assessing intercultural awareness situations cannot be easy but they are regarded as the most important patterns in enhancing students' intercultural awareness that must be managed.

In contrast, the 2th and the 5th statements represented the lowest average mean score " it is a challenge to make cultural knowledge as a part of daily lesson planning in EFL classroom", and "as a University instructor, I encounter many challenges and difficulties when it comes to teaching literature based- communication in enhancing students' intercultural awareness and elicit their attitude" respectively, which revealed that many teachers disagreed that making cultural knowledge as daily lesson plan is a challenge, besides they do not consider that teaching literature based- communication is difficult which cannot be implemented to enhance students' intercultural communicative competence and intercultural awareness.

## 5. Conclusion

The intercultural awareness in foreign languages teaching has become teachers' and students' main concern to communicate in an appropriate and effective way in various intercultural situations. This means emphasis is on effective cross-cultural communication which is based on the acquiring ICC. Students' attitudes need to be changed through developing their sense of tolerance, curiosity and acceptance of other cultures to avoid the intercultural clash because intercultural awareness is the foundation of communication & it involves the ability of becoming aware of our & other cultural values, beliefs and perceptions. Intercultural awareness becomes central when people have to interact with people from other cultures because people see, interpret and evaluate things in different ways. An appropriate behavior in a culture is considered inappropriate in a different culture. Misunderstandings arise when you use your meanings to make sense of my reality and vice versa. Therefore, the study recommends that EFL teachers and literature teachers need to have an active role in enhancing and promoting students' intercultural awareness by the adoption of suitable strategies to integrate intercultural knowledge in language teaching despite the challenges and difficulties they face.

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## ليكۆلپنه وه له گوتنه وه و پۆژه (ئهدب) له سه ر بنه ماي په يوه ندى (وابه سته ي په يوه ندى كردن) له به هيز كردنى هۆشيارى نيوان كه لتورى خوڻدكارانى زانكۆ: هه لويسته كانى خوڻدكاران و به رهنكارى به كانى مامۆستايان

|                                                                    |                                                                          |                                                                        |
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### پوخته

ئامانجى ئەم توڤڤنه وه په ليكۆلپنه وه په له هه لويسته كانى خوڻدكارانى زانكۆ له بوارى په يوه ندى ئەده بى له به هيز كردنى هۆشيارى نيوان كه لتوره كان و هه روه ها تيشك خستنه سه ر ئەو به رهنكارى به كانى كه مامۆستايان و خوڻدكاران روو به روويان ده بيتته وه له به هيز كردنى هۆشيارى نيوان كه لتوره كان. ژماره ي به شدار بووان 109 بوو، 49 مامۆستا و 60 خوڻدكارى به شى ئينگليزى بوون. كۆمه لپك تيكستى ئەده بى له ماده (بابه ته) ئيو كه لتوري به كان كه به نياز بوون هۆشيارى نيوان كه لتوره كان به هيز بكنه وه هه لپڤردران و له ناو كۆرسى په يوه ندى به كخراون و ليكدراون. بۇ كۆردنه وه داتاكان دوو كۆمه له روو پتوى راپرسى توڤڤر ئاماده كراوه، راپرسى به كانى مامۆستايان و راپرسى به كانى خوڻدكاران به كارها تونون. بۇ شيكردنه وه داتا، ئامارى وه سفى (تيكراى نمره و لادانى پيوانه يى) له رڤگه ي ئيف ئيس پى ئيس پى يه وه ئەنجام دراوه. دۆڤينه وه كان ده ريانخستوه كه به شدار بووان هه لويستى زۆر ئەرڤيان هه بوو به رامبه ر به ئەده بى بنات نراو له سه ر بنه ماي په يوه ندى له به هيز كردنى هۆشيارى نيوان كه لتوره كان، هه روه ها ئاماره يان به وه كرد كه توخمه كانى نيوان كه لتوره كان له تيكسته ئەده بيه كاندا يارمه تيان داوه له به هيز كردنى هۆشيارى نيوان كه لتوره كان. ئەوه ش خراوته روو كه هه نديك به رهنكارى روو به رووى مامۆستايان و خوڻدكاران بوته وه له كاتى رپۆسه ي فيركردندا. هه ر بۆيه تيكه ل كيش كردنى ئەده ب له سه ر بنه ماي په يوه ندى له گه ل كۆرسى په يوه ندى پتويسته بۇ ده وله مه ندركى تواناى په يوه ندى نيوان كه لتورى خوڻدكارانى زانكۆ و به هيز كردنى هۆشيارى نيوان كه لتوره كان.

**وشه سه ره كى به كان:** هه لويست، ئەده ب له سه ر بنه ماي په يوه ندى، هۆشيارى نيوان كه لتوره كان، خوڻدكارانى زانكۆ، به رهنكارى

## التحقيق في تدريس الأدب القائم على التواصل في تعزيز وعي طلاب الجامعات بين الثقافات: مواقف الطلاب وتحديات المعلمين

|                                                                    |                                                                          |                                                                        |
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### الخلاصة

واستهدفت هذه الدراسة استقصاء مواقف طلاب الجامعة تجاه الأدب القائم على التواصل في تعزيز الوعي بين الثقافات، كما استهدفت تسليط الضوء على التحديات التي يواجهها المدرسون والطلاب في تعزيز الوعي بين الثقافات. وكان المشاركون 109، 49 مدرسا و60 طالبا بقسم اللغة الإنجليزية. واختيرت مجموعة من النصوص الأدبية التي تتضمن مواد مشتركة بين الثقافات والتي تهدف إلى تعزيز الوعي فيما بين الثقافات وأدمجت في دورة دراسية في مجال الاتصال. تم استخدام مجموعتين من الاستبيانات التي يقوم بها باحثو المسح، استبيان المدرسين واستبيان الطلاب لجمع البيانات. من أجل تحليل المعطيات، تم إجراء الإحصائيات الوصفية (معدل الدرجة والانحراف القياسي) عن طريق SPSS وأظهرت النتائج أن المشاركين لديهم مواقف إيجابية للغاية تجاه الأدب القائم على التواصل في تعزيز الوعي بين الثقافات، كما أشاروا إلى أن العناصر المشتركة بين الثقافات في النصوص الأدبية ساعدتهم في تعزيز وعيهم بين الثقافات بمعنى احترام الاختلافات الثقافية الأخرى. كما تم الكشف عن وجود بعض التحديات التي يواجهها المدرسون والطلاب أثناء عملية التدريس. وبالتالي، فإن دمج الأدب-التواصل في دورة الاتصال ضروري لإثراء كفاءة التواصل بين الثقافات لطلاب الجامعات وتعزيز وعيهم بين الثقافات.

**الكلمات الرئيسية:** مواقف، الأدب القائم على التواصل، وعي بين الثقافات. طلاب الجامعات، تحديات