

**Assessing Iraqi Under-graduate  
EFL Learners' Cross-cultural  
Awareness**

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## Abstract

The research at hand aims to assess the level of Iraqi under-graduate EFL learners' cross-cultural awareness. Three questions have been formalized in line with Bryman's (1997) IC model. The sample of the study is forty participants, fourth stage, college of education for Humanities, University of Mosul. A self-assessment IC questionnaire and IC test have been administered to gain a deeper insight into their level. Learners' scores in pre and post self-IC assessment/ Test have been treated statistically using Paired Sample t-test. The results have shown that Iraqi under-graduate learners' level of cross-cultural awareness is not appropriate. In other words, their inappropriate level of knowledge and attitudes could be served as an indication of their unacceptable level of cross-cultural awareness.

Keywords: Cross-cultural awareness and the concept of culture

## تقييم الوعي الثقافي للطلاب العراقيين الجامعيين

### المستخلص

يهدف البحث المطروح إلى تقييم مستوى الوعي الثقافي بين متعلمي اللغة الإنجليزية كلغة اجنبية في العراق. حيث تم صياغة ثلاثة اسئلة بشكل يتماشى مع نموذج بايرام. شارك في التجربة اربعون مشارك من المرحلة الرابعة, قسم اللغة الانكليزية, كلية التربية للعلوم الانسانية, جامعة الموصل. لقياس هذا الوعي, تم اجراء استبيان واختبار. ومعالجة الاجابات احصائيا دل على ان مستوى الوعي الثقافي لطلاب المرحلة الرابعة غير مناسب.

الكلمات المفتاحية: الوعي بين الثقافات ومفهوم الثقافة

## Introduction

Globalization and advanced technology have provided many opportunities for multi-cultural interaction. Hence, cross-cultural awareness is of great significant because lack of this awareness would cause miscommunication among the interactants. Accordingly, culture should be given a priority in language teaching as the aim is producing competent learners. Culture is defined as “a common system of standards for perceiving, believing, evaluating, and acting (Kramsch, 1998:10). It is, hence, impossible to teach language without teaching its culture as it has been stated the cultural aspects are always present in its pedagogy (Risager, 2007; Ibid, 1998).

Exposing EFL learners to the target culture will improve learners' intercultural competence which in turn will improve EFL learners' cross-cultural awareness that becomes the main goal of many researches. Cross-cultural awareness (hereafter CCA) is the ability to enable learners to interact efficiently and effectively in a such digital world (Byram,1997; Lazar, Lussier, & Christian 2007; Moeller & Nugent, 2014). To increase EFL learners' cross-cultural awareness, they must be given time to interact, talk, and collaborate a cross-cultural situations. That been said, engaging them in interactive activities that would foster their awareness towards others' culture and its cultural aspect.

## Statement of the problem

Due to globalization and the fact that the world has turned into a small village reveal the importance of having cross-cultural awareness towards other cultures especially those of English-speaking countries. Culture and cross-cultural issues are seriously over looked in Iraqi settings. There is a little to be known in cooperation of cultural aspects and activities in Iraqi EFL curricula. The lack of intercultural awareness is an obstacle to maintain relationships of openness, mutual understanding and respect among different cultures. This will cause problems such as stereotyping, feel of losing identity and compromising one's own beliefs, values, and traditions (Byram,1997:36).

## **The aim of the research**

The research at hand aims at assessing Iraqi post-graduate learners' cross-cultural awareness in term of the following questions which have been asked in line with Byram's (1997) IC model.

1. What is Iraqi Under-graduate EFL learners' cross-cultural awareness level?
2. How much are Iraqi Under-graduate EFL learners Knowledgeable about UK/UAS cultures?
3. What are Iraqi Under-graduate EFL learners' attitudes towards UK/USA cultures?

## **Cross-cultural awareness**

To comprehend and grasp the meaning of cross-cultural awareness, it is very crucial to note at the different terms that been used alternatively to address this concept such as cross-cultural competence, intercultural effectiveness, cross-cultural awareness, intercultural competence, etc. (Byram, 1997, Chen and Starosta, 1996; Deardoff, 2006; Bennet and Bennet, 2004; Fantini, 2012). In this research, the term cross-cultural awareness is used. According to Byram (1997:63), cross-cultural awareness is "the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries". Having cross-cultural awareness means being flexible to accept others' difference and mediate between one's own culture and that of the interlocutors. As such, prompting cross-cultural awareness in FLT has been increasingly recommended. Enhancing FLLs cross-cultural awareness would help them to:

- A. Identify and interpret explicit and implicit values of one's own cultural documents or events and that of the interlocutors.
- B. Identify and interpret values in the interactants' cultural document and related to their own.
- C. Be aware of potential conflicts between their own ideology and that of the interlocutors' culture through appreciating the difference between the two cultures. (ibid:63-4).

Cross-cultural awareness has been considered as the crucial pillar on which intercultural competence is based on. Accordingly promoting FLLs cultural knowledge, attitudes and skills help

promoting their awareness (Byram,1997; Fantini,2009). However, paragraphs that follow are dedicated for presenting the concept of culture and its significance in FLT.

## **The concept of culture**

In humanities and social sciences, the concept of culture is of crucial importance. Culture determines human behavior at the most important level as it serves as a critical context. Culture is defined differently by many scholars, educators, psychologists and many others and has been their subject of interest for a long time. But one of the most influential definitions is that culture is “a complex whole which includes knowledge, beliefs, art, law, morals, customs, and other capabilities and habits acquired by man as a member of a society” (Tylor, 1871:7). In other words, the common definition is given in terms of history, geography, politics, arts and literature heritage. Due to the concern of language teaching and learning, Lazar (2007:7) argues that “although these subjects are extremely important ingredients, it seems that there are other equally significant components of culture that should find their way into second and foreign language classroom”. These significant components are “elements that are perhaps less visible and less tangible and have no traditional subjects assigned to them in schools”, for example, values, perceptions, attitudes, way of communications (Bennet, 1998; Hau, 2019).

## **Data Collection**

As being mentioned earlier that the current researchers’ questions are in accordance with the four savor of CCA. To elicit data, IC test and Self-IC assessment questionnaire have been administered online to gain more insights into Iraqi undergraduate learners’ CCA level. Self-IC assessment questionnaire and IC test are of two parts. The first part is related to learners’ background information whereas the second part consists of four sub-categories; namely: knowledge, attitudes, skills and awareness (see apendx1). The aforementioned instruments have been conducted online using Google forms. The total number of the participants is forty; fourth undergraduate learners as it has been believed that they are more advance linguistic learners and more culturally mature.

## Data analysis

Learners' responses to the background items reveal that the majority of the subjects are females with a percentage of 55%, while the rest are males. As for their ages, it has been found that their ages range between twenty and twenty eight. Data collected from learners' responses in ICT and ICQ have been analyzed statically using Paired sample test to answer the questions. The following Tables show the results of the total statistical treatment in addition to the treatment of each subcategory.

**Table1: Case Summary of the Compared Data of Pre and Post ICQ**

| Paired Samples Test        |                                 |                    |                |                 |                                           |           |         |    |                 |
|----------------------------|---------------------------------|--------------------|----------------|-----------------|-------------------------------------------|-----------|---------|----|-----------------|
| Pre and post-questionnaire |                                 | Paired Differences |                |                 |                                           |           | t       | df | Sig. (2-tailed) |
|                            |                                 | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|                            |                                 |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| Pair 1                     | Knowledge                       | 3.35000            | 2.09456        | .33118          | 4.01987--                                 | 2.68013-  | 10.115- | 39 | .000            |
| Pair 2                     | Attitudes                       | 4.52500-           | 5.65680        | .89442          | 6.33413-                                  | 2.71587-  | 5.059-  | 39 | .000            |
| Pair 3                     | Skills                          | 5.00000-           | 4.30861        | .68125          | 6.37796--                                 | 3.62204-  | 7.339-  | 39 | .000            |
| Pair 4                     | Awareness                       | .65000-            | 2.22515        | .35183          | 1.36164-                                  | .06164    | 1.848-  | 39 | .072            |
| Pair 5                     | Total of pre-post questionnaire | 13.52500-          | 10.30804       | 1.62984         | 16.82167-                                 | 10.22833- | 8.298-  | 39 | .000            |

**Table2: Case Study of Compared Date of Pre and Post IC Test**

| Paired Samples Test  |                        |                    |                |                 |                                           |           |         |    |                 |
|----------------------|------------------------|--------------------|----------------|-----------------|-------------------------------------------|-----------|---------|----|-----------------|
| Pre and post-IC test |                        | Paired Differences |                |                 |                                           |           | t       | df | Sig. (2-tailed) |
|                      |                        | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|                      |                        |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| Pair 1               | Knowledge              | 7.17500-           | 2.64950        | .41892          | 8.02235-                                  | 6.32765-  | 17.127- | 39 | .000            |
| Pair 2               | Attitudes              | 4.52500-           | 5.65680        | .89442          | 6.33413-                                  | 2.71587-  | 5.059-  | 39 | .000            |
| Pair 3               | Skills                 | 7.75000-           | 1.77951        | .28137          | 8.31912-                                  | 7.18088-  | 27.544- | 39 | .000            |
| Pair 4               | Awareness              | 2.30000-           | 1.09075        | .17246          | 2.64884-                                  | 1.95116-  | 13.336- | 39 | .000            |
| Pair 5               | Total of pre-post test | 19.97500-          | 6.32653        | 1.00031         | 21.99832-                                 | 17.95168- | 19.969- | 39 | .000            |

Based on the Tables above, the total sig of ICT and ICQ is found to .000 which is less than 0.05, at level of significance. This indicates that there are statically significant differences between learners' mean scores. This could be served as an indication that Iraqi EFL learners' level of the knowledge, attitudes and awareness is not acceptable. Because the Cronbach's Alpha of the aforementioned domains has been found to be less than 50% (see table3)

**Table 3: The Pre-IC test Mean rank, Std. Deviation and Cronbach's Alph.**

| Paired Samples Statistics |               |        |    |                |                  |
|---------------------------|---------------|--------|----|----------------|------------------|
| Pre- IC test              |               | Mean   | N  | Std. Deviation | Cronbach's Alpha |
| <b>Pair 1</b>             | Pre-knowledge | 2.2250 | 40 | 1.86035        | 5.04%            |
| <b>Pair 2</b>             | Pre-attitudes | 9.0750 | 40 | 5.78853        | 60.4%            |
| <b>Pair 3</b>             | Pre-skills    | 1.7500 | 40 | 2.50896        | 19.44%           |

|        |               |       |    |         |     |
|--------|---------------|-------|----|---------|-----|
| Pair 4 | Pre-awareness | .4250 | 40 | 1.10680 | 21% |
|--------|---------------|-------|----|---------|-----|

## Conclusion

To prepare learners to be successful intercultural speakers, the integration of teaching culture in teaching curricula and activities and having the intercultural awareness must be giving a priority in EFT. In 21 century, English has been viewed differently from last centuries. In other words, learners are no more expected to be like a native speaker but rather having the ability to master both the language and its use. Learners should be able to communicate efficiently and effectively across the borders. Therefore, teachers and educators should encourage EFL learners to be intercultural competent through constructing activities that culturally based and choosing the required materials appropriately. In so doing, teachers must be trained.

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## Appendix One

## Intercultural Competence Questionnaire

## PART (1): Background Information

- Name: \_\_\_\_\_
- Gender: ☐ Male ☐ Female
- Age: \_\_\_\_\_
- Nationality: \_\_\_\_\_
- Mother language: \_\_\_\_\_
- Other languages: \_\_\_\_\_

## PART (2): the Questionnaire

Directions: Please respond to the items in each of the four categories below (Knowledge, Attitudes, Skills, and Awareness) using the scale from 1(Poor) to 5 (Excellent). Your answer would be appreciated!

## 1. Knowledge

| NO. |                                                                                                                                 | 1 (Poor) | 2 (Fair) | 3 (Good) | 4 (Very Good) | 5 (Excellent) |
|-----|---------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------------|---------------|
| 1   | I have knowledge about the historical relationships between Iraq and Britain/America.                                           |          |          |          |               |               |
| 2   | I have knowledge about how to achieve contact with English people whether at a distance of proximity or travelling from and to. |          |          |          |               |               |
| 3   | I have knowledge of the types of process and cause of misunderstanding between Iraqi and British/ American people.              |          |          |          |               |               |
| 4   | I have knowledge about the national                                                                                             |          |          |          |               |               |

|    |                                                                                                                                        |  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | memory of my own and British/ American country (e.g. myths, cultural products and practices, etc.).                                    |  |  |  |  |  |
| 5  | I can define the geographical space in my own and British/ American country.                                                           |  |  |  |  |  |
| 6  | I know about education systems, religious institutions of socialisation in my own country.                                             |  |  |  |  |  |
| 7  | I know about education systems, religious institutions of socialisation in UK/ USA country.                                            |  |  |  |  |  |
| 8  | I can identify the social distinctions (e.g. gender, religion, social class, etc.) and their principle markers in my own country.      |  |  |  |  |  |
| 9  | I can identify the social distinctions (e.g. gender, religion, social class, etc.) and their principle markers in UK/ USA country.     |  |  |  |  |  |
| 10 | I have knowledge about institutions that have impact on daily life in Iraq and the UK/USA which in turn affect on their relationships. |  |  |  |  |  |
| 11 | I have knowledge of the processes of social interaction in Iraq (e.g. levels of formality, conventions of behaviour, etc.)             |  |  |  |  |  |
| 12 | I have knowledge of the processes of social interaction in the UK/ USA (e.g. levels of formality, conventions of behaviour, etc.)      |  |  |  |  |  |

## 2. Attitude

| NO. |                                                                                                             | 1 (Poor) | 2 (Fair) | 3 (Good) | 4 (Very Good) | 5 (Excellent) |
|-----|-------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------------|---------------|
| 13  | I am willing to take opportunities to interact with British/ American people in a relationship of equality. |          |          |          |               |               |

|    |                                                                                                                                       |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 14 | I am not prioritising my own culture on UK/ USA culture.                                                                              |  |  |  |  |  |
| 15 | I can reflect on my own cultural practices and consider how they are perceived by British/ American people.                           |  |  |  |  |  |
| 16 | I am able to cope with different kinds of experience of otherness (e.g. enthusiasm, withdrawal) during residence.                     |  |  |  |  |  |
| 17 | I am ready to adapt my behaviours to communicate appropriately in the UK/ USA (e.g. in verbal/ non-verbal, greetings, clothing, etc.) |  |  |  |  |  |

### 3. Skills

| NO. |                                                                                                                                                       | 1 (Poor) | 2 (Fair) | 3 (Good) | 4 (Very Good) | 5 (Excellent) |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------------|---------------|
| 18  | When I read an English book, I can identify its ethnocentric perspectives and explain its origin.                                                     |          |          |          |               |               |
| 19  | When conversing with an English person, I can identify areas of misunderstanding and dysfunction and explain them.                                    |          |          |          |               |               |
| 20  | I know how to relate different interpretations of the same phenomena in Iraqi and UK/ USA's cultures.                                                 |          |          |          |               |               |
| 21  | I can use a range of questioning techniques to elicit from UK/ USA people concepts and values related to some phenomena.                              |          |          |          |               |               |
| 22  | I am able to identify important references within and across cultures                                                                                 |          |          |          |               |               |
| 23  | I can use sources (e.g. reference book, histories, experts, etc.) to understand political, economic and social relationships between Iraq and UK/USA. |          |          |          |               |               |

|    |                                                                                                                                                                              |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 24 | I can use my knowledge and skills to interact with people from UK/USA taking in my consideration the degree of familiarity and difference between my own and UK/ USA country |  |  |  |  |  |
| 25 | I can use my knowledge and skills to mediate between interlocutors of my own and UK/ USA's culture.                                                                          |  |  |  |  |  |
| 26 | I can use public and private institutions that facilitate contact with UK/ USA's culture.                                                                                    |  |  |  |  |  |

#### 4. Critical cultural awareness

| NO. |                                                                                                                                              | 1 (Poor) | 2 (Fair) | 3 (Good) | 4 (Very Good) | 5 (Excellent) |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------------|---------------|
| 27  | I am able to identify and interpret explicit or implicit values in document and events in my own and UK/ USA cultures.                       |          |          |          |               |               |
| 28  | I can evaluative and analyse materials which refer to an explicit perspective and criteria in the UK/ USA and relate them to my own culture. |          |          |          |               |               |
| 29  | I can interact and mediate in intercultural exchanges in accordance with explicit criteria.                                                  |          |          |          |               |               |
| 30  | I am able to identify ethnocentric perspectives in a document or event related Iraq and those of UK/USA.                                     |          |          |          |               |               |

## Appendix two

### Intercultural Competence Tests

Instruction: Please respond to the following situations and questions in each of the following sections. Do not use internet or consult others; it is alright if you do not know some of them because you will not be graded or judged based on your answers. Your answer would be appreciated!

#### 1 Knowledge

For each of the following items, choose ONE answer only:

**Objective A:** Knowledge of the historical and contemporary relationships that exist between Iraq and the UK/USA.

1. In 1926 and 1927, Anglo-Iraqi treaties were signed as an attempt to:

- ☐ 1. expand trade and resolve outstanding disputes between Iraq and Britain.
- ☐ 2. modify the relations between Iraq and Britain.
- ☐ 3. redefine Anglo-Iraqi relations.
- ☐ 4. I do not know.

**Objective B:** To achieve contact with British/American people whether at a distance of proximity, and of means of travelling to and from UK/USA.

2. In Iraq or UK/USA, consular services are to:

- ☐ 1. facilitate political negotiations between two countries drawing on each other's political rules and laws by which a country is governed.
- ☐ 2. foster the commercial affairs of a country's citizens in a foreign country and perform routine functions as issuing visas and renewing passports.
- ☐ 3. include regulations and agreements that control imports and exports to foreign countries, and the distribution of national income and wealth.
- ☐ 4. I do not know.

**Objective C:** Knowledge about the types of causes and process of misunderstandings that might occur between Iraqi and British/American people.

3. ' Pull your socks up' means:

- 1. you need to work harder.
- 2. you need to do the action.
- 3. you need to be careful.
- 4. I do not know.

Objective D: Knowledge about Iraq's national memory (myths, cultural products and practices, rituals, etc.)

4. The 3rd of October 1932 is :

- 1. the day of signing the agreement between Iraq and the USA.
- 2. the beginning of the relation between Iraq and Britain.
- 3. the day in which Iraq declared as an independent state.
- 4. I do not know.

Objective E: Knowledge of the national memory of UK/USA's culture (myths, cultural products and practices, rituals, etc.)

5. ' Great fire of London' , the fire began on Pudding Lane in:

- 1. the church of St. Margaret.
- 2. the back shop of Thomas Farynor.
- 3. the Thomas Street.
- 4. I do not know.

Objective F: Knowledge about the national definitions of geographical space in Iraq.

6. The geography of Iraq falls into:

- 1. The desert, upper Mesopotamia, lower Mesopotamia, the northern highlands of Iraq, and the alluvial plain.
- 2. The upper and lower Mesopotamia.
- 3. The northern highlands and alluvial plain.
- 4. I do not know.

Objective G: Knowledge about the national definitions of geographical space in UK/USA.

7. ' The geographical regions in the USA:

- 1. The Northeast, Southeast, west, Southwest and Midwest.
- 2. The northeast and Southeast.
- 3. The Northeast, Southeast, and Southwest.
- 4. I do not know.

**Objective H:** knowledge about the processes and institutions of socialization (education systems, religious institutions, and similar locations) in both Iraq and the UK/USA.

8. Which of the following is considered as the primary agent of socialization in both Iraq and the UK/USA?
- ☐ 1. Educational institutions
  - ☐ 2. Religious institutions
  - ☐ 3. Family
  - ☐ 4. All of the above
  - ☐ 5. None of the above
  - ☐ 6. I do not know

**Objective I:** knowledge about social distinctions (social class, ethnicity, gender, profession, religion, etc.) and their principle markers (in clothes, food, language variety, non-verbal behaviors, etc.) in both Iraq and the UK/USA.

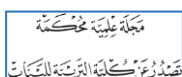
9. If your flatmate tells you, I'd like to hang the drapes tonight. Do you have time? You immediately realise that he is:
- ☐ 1. an American person.
  - ☐ 2. a British person.
  - ☐ 3. Both options.
  - ☐ 4. I do not know.

**Objective J:** knowledge about institutions that affects daily life within both Iraq and the UK/USA, which in turn affect their relationship (e.g. with respect to health, financial situations, access to information in the media, access to education, etc.).

10. What do you know about the League of Nations (LON)?
- ☐ 1. It is an international diplomatic organization created after the First World War.
  - ☐ 2. It is an assigned treaty between Iraq and USA.
  - ☐ 3. It is the beginning of the dark ages in England.
  - ☐ 4. I do not know.

**Objective K:** knowledge about the processes of social interaction in the UK/USA (e.g. levels of formality, conventions of behavior, beliefs and taboos in routine situations, etc.)

11. When you are in the UK, never:



- 1. pick your nose in public. Use a handkerchief instead.
- 2. bring a gift for the host/hostess when being invited at someone's house.
- 3. drive on the left side of the road.
- 4. I do not know.

## 2 Attitudes

For each of the following situations, choose ONE option only:

Objective A: Willingness to take up opportunities to interact with British/American people in a relationship of equality, distinct from seeking out the exotic or the profitable.

1. In a restaurant, you were introduced to an American reporter, you reaction would be:
  - 1. I simply smile at him and continue talking to my friend as if he is not there.
  - 2. I try to chat with him in English even if it is difficult, because I am really interest in knowing him.
  - 3. I do not like talking to foreigners but I will force myself to.

Objective B: Interest in discovering different perspectives of familiar and unfamiliar phenomena both in Iraq and that in the UK/USA.

2. One of your British friends has invited you on the 6<sup>th</sup> of January to the Three Kings Day, your reaction would be:
  - 1. You show interest and curiosity in discovering what Three Kings day is.
  - 2. You only accept his invitation without asking what it is.
  - 3. You refused his invitation as you have no knowledge about it.

Objective C: Willingness to question the values and presuppositions in cultural practices and products in one's own environment and how they perceived by UK/USA's culture.

3. You are in an online group discussion. The subject is about culture. Your colleagues start talking about their values and beliefs. Following that, they start giving their opinion about each other's

cultural values and beliefs. When they start giving their opinion about your cultural aspects, your reaction would be:

- 1. I find an excuse and leave them, because I cannot stand other people's perspectives towards my cultural values and practices.
- 2. I listen to them because I am curious about how my cultural practices and beliefs are perceived by others.
- 3. I get angry and interrupt them; nobody has the right to talk about my cultural practices.

**Objective D:** Readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence

4. You are studying abroad in the USA and the 4<sup>th</sup> of July is their national day. What would you do?
- 1. I stay in the flat most of the time and leave only for essentials.
  - 2. I get out trying to discover their traditions on Independence Day and adapt myself to their culture.
  - 3. I do not know.

**Objective E:** Readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction.

5. You are in the UK, and your friend told you about a funeral which you must attend. Your friend understands that you have different cultural background thus advice you to wear black, bring white lilies, listen patiently to the old stories and memories shared by the family of the deceased, and he even gives you few suggestions about what to say, your reaction would be:
- 1. I try to follow his advice as much as possible thou it is out of my culture, because I want to show my respect to the family.
  - 2. I refuse his advice because I do not like to change my cultural practices.
  - I try to find an excuse not to attend the funeral, because I do not like to be engaged in their culture.

**Objective A:** Ability to identify ethnocentric perspectives in a document or event and explain their origins.

1. Read the following texts carefully and choose one that explains the idea of America as a defender of peace, freedom and liberty.
  - 1. 'It was the corner stone of a new fabric, destined to cover the surface of the globe.... America proclaimed to mankind the inextinguishable rights of human nature, and the only lawful foundations of government. She has respected the independence of other nations while asserting and maintaining her own... She is the well-wisher to the freedom and independence of all....her motto upon her shield is, freedom, independence, peace....'
  - 2. ' My fellow citizen. At this hour, American and coalition forces are in the early stages of military operations to disarm Iraq, to free people... from grave danger... My fellow citizens, the dangers to our country and the world will be overcome...'
  - 3. None of these.

**Objective B:** Ability to identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of the cultural systems present.

2. In one of the lectures, your colleague gave an answer that does not belong to the question. The professor: You are not on the same page.  
Your colleague: sorry, which page are we on? (The silence took over the pace) why do you think silence took over the place? Try to explain it to your colleague.

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**Objective C:** Mediate between conflicting interpretations of phenomena

3. You are in the USA with your friend who has just arrived few days ago. You both go to a nearby shop to buy stuff for your American colleague, who has invited you both to a Thanksgiving meal. Your friend, who has just met the shopkeeper for the first time, thought it would be nice to invite him to the meal as well. However, the shopkeeper does not look happy at all, he seems surprised. Explain to your friend the reason of being unhappy and

surprised and how Thanksgiving is perceived differently by Americans and most Native Americans.

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**Objective D:** Ability to identify implicit references to shared meanings and values.

4. Read the following text carefully and say what the speech is about and what the words reveal.

'It is the birthday of your National Independence. The blessings in which you, this day, rejoice, are not enjoyed in common. This Forth {of} July is yours, not mine...What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim"

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**Objective E:** Ability to adjust similar and dissimilar processes of interaction to an appropriate situation.

5. You and your friend, who has just arrived the UK, have been invited to a dinner meal with a friend from the UK. Once your Iraqi friend sees him, he hugs him. Your British friend looks angry. Explain how you would help your Iraqi friend to adjust his behaviour to British culture.

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**Objective F:** Ability to estimate one's degree of familiarity with, and the extent of differences from, the UK/USA, their culture and their English language, so as to best understand them and avoid dysfunction

6. How much do you know about your own and the UK/USA country? Do they share the same holidays and the same traditions on them?

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**Objective G:** Ability to discover past relationships between Iraq and the UK/USA when reading reference books, newspapers, etc.

7. Read the following text carefully and answer the question:

"The Iraqi nationalists were far from satisfied with the mandate. They demanded independence as a matter of right, as promised in war declarations and treaties. Various attempts were made to redefine Anglo-Iraqi relations, as embodied in the 1926 and 1927 treaties, without fundamentally altering Britain's responsibility. In 1930 Britain decided to reconcile its interests with Iraq's national aspirations...." What does it describe?

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**Objective H:** Ability to identify public and private institutions which facilitate contact with the culture UK/USA.

8. Name an institution that can facilitate Iraq and UK/ USA's relationship.

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...

**Objective I:** Ability to mediate between interlocutors from one's own culture and that of the UK/USA.

9. You are in the UK, and your friend told you about a funeral which you must attend. Your friend understands that you have different cultural background thus advice you to wear black, bring white lilies, listen patiently to the old stories and memories shared by the family of the deceased, and he even gives you few suggestions about what to say. Unfortunately, you arrive a bit late wearing your casual clothes with no flowers in hands. However, the family seems disappointed with you. Explain to the family how funeral in Iraq is different from those in the UK.

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#### **4 Critical Cultural Awareness**

**Objective A:** Ability to identify and interpret explicit or implicit values in documents and events related to my own culture or that of the UK/USA.

1. Read the following text and mention the reasons that America waged war against Iraq.  
"My fellow citizen. At this hour, American and coalition forces are in the early stages of military operations to disarm Iraq, to free its

people and to defend the world from grave danger..... A campaign on the harsh terrain of the nation as large as California could be longer and more difficult than some predicts and helping Iraqis achieves a united, stable and free country will require our sustained commitment. We come to Iraq with respect for its citizens, for their great civilization and for the religious faiths they practice..... Our ambition is to remove a threat and restore control of that country to its people...."

.....

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**Objective C:** Ability to realize the necessity to tolerate some differences between one's own beliefs and values and those of the UK/USA's culture so as to avoid conflicts.

2. You have won a scholarship to USA, and you know that their values, beliefs, behaviours, etc. are different from yours. Give one example of the values, practices that you will adjust yourself to and why.