
**Iraqi EFL Pre-Service Teachers' Awareness of Intercultural
Communicative Competence**

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Abstract

The significance of intercultural competence is being progressively perceived by educators . Ways are being sought to assess whether or not pre-service teachers have really gained intercultural communicative Competence . The current study is an attempt to assess Iraqi Pre-Service Teachers' Awareness of Intercultural Communicative Competence , thus the study aims at :

1.Assessing Iraqi EFL pre-service teachers' awareness of intercultural communicative competence in English .

The hypotheses has been tested as follow:

1.Iraqi EFL pre-service teachers' are not aware of intercultural communicative competence in English.

The random sample of the current study consists of (148) students from both sexes from the four academic stages of the English Department at College of Education for Humanities / University of Diyala, for the academic year (2017-2018) .In order to achieve the aims of this study and to assess its hypotheses , a questionnaire has been used for data gathering and it covers(31) items . At the beginning of the questionnaire, teachers are asked to respond to all questions concerning. The first section contains the demographic questions .

Demographic questions are designed to elicit information from respondents concerning their personal characteristics and social background. The second sections of the instrument contains (31) items, which are measured using a five-point Likert-type scale anchored 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree 5= Strongly Agree.

The questionnaire is exposed to a jury of experts for the purpose of ascertaining its validity .Two methods are applied to calculate the questionnaire reliability coefficient.

The results of the study have revealed that :

- 1- EFL pre-service teachers' have quite awareness in intercultural communicative competence in English.
- 2- The study results in the light of pre-service teachers' response showed that the pre-service teachers' are unable to engage in a meaningful dialogue with people from other countries in the same way as with people from their own countries. Furthermore, the theoretical mean is 3, i.e. the item is achieved at level 3 and above, so it is found that, weighed mean and weighted percentile for all over the questionnaire receive (W. M.=3.66, W.P. =73.3). Whereas, the result of the most frequently item that EFL pre-service teachers' have an awareness of intercultural communicative competence is the item number (8), which is " I usually look for opportunities to interact with people from other cultures." (Weighted M.=4.46, W.P. =89.2).

The second most frequently item that EFL pre-service teachers' have an awareness of intercultural communicative competence is the item number (25), which is " When in another country, I try to learn as much about the culture of this country as possible ." (Weighted M.=4.26, W.P. =85.2). The lowest rating item is number (16), which says " . I engage in a meaningful dialogue with people from other countries in the same way as with people from my own country ." (W. M.=2.61, W.P. =52.2), which is ranked (31) in questionnaire.

In the light of the results obtained, a number of recommendations are put forward.

1.1 The Problem and its Significance

It has been widely perceived in the language instructing calling that students need not simply learning and expertise in the sentence structure of a language, in addition the capacity to utilize the language in socially and socially suitable manners. This was the significant advancement of 'open language instructing'. Simultaneously, the 'communicative approach' presented changes in strategies for educating, the materials utilized, the description of what is to be learned.

The Council of Europe's Common European Framework of Reference' shapes these developments and furthermore confirms the significance of 'intercultural awareness', 'intercultural skills', and 'existential', so these are points of language

educating. Its quintessence of is to help language students to connect with speakers of different dialects on equivalent terms, and to be conscious about their very own characters and those of their interlocutors. It is the desire that language students who in this manner become 'intercultural speakers' will be effective in conveying data as well as in building up a human association with individuals of different languages and societies. In this manner , when two individuals converse with one another, they don't simply interchange data , they additionally consider the other to be as an individual and as somebody who belongs to a particular social group, for instance a 'worker' and a 'employer' or an 'educator' and an 'students'. This has an impact on what they state, how they state it, what reaction they expect and how they decipher the reaction.

In other words, when individuals are conversing with one another their social personalities are unavoidably part of the social cooperation between them. In language teaching, the idea of 'communicative competence' considers by asserting that language students need to obtain linguistic competence as well as the information of what is 'proper' language and in learning about a nation and its 'culture'. The idea of 'culture' has changed after some time from confirmation on writing, expressions of the human experience and reasoning to culture as a mutual lifestyle, however emulating the native speaker has not changed and therefore native speakers are viewed as specialists and the models, and educators, understudies or even individuals who are native speakers are viewed as superior to non-native speakers.

So language educating with an intercultural "communicative competence" keeps on helping students to get the etymological skill expected to impart in 'speaking or writing', to plan what they need to state/write in right and adequate ways. Additionally ,it builds up their intercultural capability for example their capacity to guarantee a shared comprehension by individuals of various social characters, and their capacity to cooperate with individuals as complex people with numerous identities and their very own personality

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Fantani (2009: 456-475) states today individuals are required not only to impart over their native language ,or a third language not normal to either party, yet in addition to make them comprehended in an alternate social setting by utilizing might be new practices and diverse communication styles from their own framework. Subsequently, one fundamental basic instinct of this worldwide town is the capacity to associate crosswise over social limits. The "capacity to convey viably and suitably in intercultural circumstances dependent on one's intercultural learning, abilities and behaviors. Deardorff (2006: 247) labels as 'Intercultural competence' by the researchers in the field and has picked up a lot of consideration from different areas, for example, psychology, sociology, administration , and instruction in present time. Thus, Intercultural Communicative competence (henceforth ICC) is the verbal and non- verbal interaction individuals with various social backgrounds at any level, for example, people, classroom, and society.

The thought result of dynamic ICC learning is that students should regard to others social ideas including ethnic, gender, reproduction and/or individual qualities, and furthermore know about one's own way of life.(Ibid)

1.2 The Aim

Assessing EFL pre-service teachers' awareness of intercultural communicative competence in English .

1.3The Hypothesis

EFL pre-service teachers' are not aware of intercultural communicative competence in English.

1.4 Limits of the Study

The present study is limited to:

- 1- The sample study is limited to the EFL students (as pre-service teachers') at fourth stage in the College of Education for Humanities, University of Diyala for the academic year (2017-2018)

2.1 Defining Communicative Competence

Haliday(1970:145) states that we do not utilize language to convey 'something'. "We use it to represent our experience in processes, objects,

persons, abstractions, qualities, states, and relations of the world around and inside us". Besides, "communicative competence" was instituted by Hymes,(1967: 267) who has recommended a term for learning of comprehension and creating both the referential and the social significance of language as 'communicative competence', for example the two rules of grammar and standards of language use suitable to a given setting. In this way, the general capacity to utilize a language communicative ability precisely, properly , and adaptably ,contain communicative competence from grammatical competence, which includes the exact utilization of words and structures. Focusing on grammatical competence only,it may, won't give the student the capacity to translate or produce second language (L2) terms(Linguistic Competence). It empowers the students to realize when to state "Can I have some water?" Versus "Give me some water!" A Communicative competence requesting to the social setting (Strategic Competence). (Ibid,1972: 276)

2.2 Defining Intercultural Communicative Competence

As a rule, intercultural communicative competence is the capacity to guarantee a common comprehension by individuals of various social personalities , and the capacity to cooperate with individuals as complicated human beings with numerous characters possess uniqueness.

Deardorff (2006:256) defines ICC as the capacity to communicate successfully and fittingly in Intercultural circumstance based one's Intercultural information, skillfulness and attitudes. The above definition underlines the component which should be distinguished to build up the one's Intercultural competence attitude , learning ,aptitudes , prompting internal and external results which are out lines below:

- 1- Attitudes: Receptiveness , transparency ,interest and inspiration in which individuals should regard and esteem each other in communication. This

is the central to the advancement of information and abilities in Intercultural competence.

- 2- Knowledge: Social self – awareness when once culture has impact one's personality and world view , culture-specific learning , profound social information including other world view and sociolinguistic awareness.
- 3- Skills: understanding, listening , assessing, examining, translating and relating which are requirements for acquisition of learning.
- 4- Internal outcome: The above attitude ,knowledge and skills are relied upon to prompt an internal result which comprise viable and proper conduct and correspondence in Intercultural condition. Now people can see from other's point of view and react the manner in which other individuals wants to be dealt with.
- 5- External outcomes: The summation of attitude, knowledge and skills accumulate with the internal results are shown through person's attitude and communication and obvious to other people. This results correspond with the meaning of Intercultural Communicative competence, the powerful and proper attitude and communication in Intercultural circumstance .

While, Chen and Starosta (1999:28) define 'intercultural communication 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” Wiseman (2001:4) suggests that intercultural communication competence is included information, abilities, and inspiration expected to connect adequately and suitably with people from various societies. Kim (1992:377) views the person's ability to suspend or change a few of the old social ways, and learn and suit a portion of the new social ways, and inventively discover approaches to deal with the elements of social distinction/uncommon, intergroup status, and the accompanying effort. Byram, (1997:80) stresses the significance of language " linguistic competence"

and furthermore incorporates character and social comprehension in his conceptualization. He contends that a thorough meaning of "intercultural communicative ability" ought to incorporate the social setting and non-verbal components of communication. In the dialog on "intercultural communication competence". Other researchers tend to cite communication in the definition rather than in the terminology itself. For instance Fantini, Arias-Galicia and Guay (2001:4-8) argue "cultural competence" as the "language-culture ability individuals develop for use in their native societies".

Arsaratnam (2005:93-100) indicates that it is communication between individuals from various national societies. She portrays ICC as a successful discussions process between two conversationalist in a novel conversation scene. As indicated by his factors that are pertinent to intercultural communication likewise significant to capability in intercultural settings.

2.3 Models of Intercultural Communicative Competence

2.3.1 Arasaratnam model (2006)

He built up another model to respond to the points of prior researches. data was made by overview strategy and utilized regression test .There were key five factors that emerged after the clarifications of the research subjects in the former academic study were attitude toward different societies, experience, inspiration, listening (interaction involvement) and sympathy." Outcomes exposed a positive correlation among cultural empathy and interaction involvement, interaction involvement plus attitude toward other cultures, cultural empathy also attitude toward other cultures, experience and attitude toward other cultures, motivation and attitude toward other cultures, confident association among experience in addition to motivation, interaction involvement and ICC, motivation and ICC, and empathy plus ICC".(Arasaratnam,2006:93-100)

2.3.2 Arasaratnam and Banerjee (2007)

The point of this model is to discover sensation chasing and ethnocentrism as the forecaster of intercultural contact seeking behavior. Relationship of the factors was proposed as ways and estimated by the regression examination. Regression uncovered a straight positive relationship among sensation seeking as well as motivation, social initiative and motivation, along with sensation seeking and social initiative.

Despite what might be expected, a negative relationship was seen among racism and different factors, for example, inspiration, social activity, and intercultural variables. The relationship among inspiration and intercultural association was seen to have unimportant characteristics in nature. The outcomes propose racism may likewise obstruct the sensation seekers from shaping intercultural companionship and weaken the motivation of the person to intermingle through the individuals of diverse cultural experiences .That model gave the better understanding that anticipate intercultural contact looking for behavior. This scholarship was coordinated on the students with diverse cultural backgrounds of America . (Arasaratnam & Banerjee, 2007:303-310).

2.3.3 The Integrated Model of Intercultural Communication Competence

The Integrated Model of Intercultural Communication Competence (IMICC) was the other established model of ICC which involves diverse culture and known as the model of general cultures. Arasaratnam and few co-authors end an age of certain years to set up this model among 2003 to 2011The undeveloped organization the IMICC previously established during 2003, 'once Arasaratnam and Doerfel (2005) directed the quantitative scholarship towards the progress of novel model of ICC. The particular model was characterized as IMICC.' (Arasaratnam et al., 2010a:103)

2.4 Teaching communicative competence through the four skills: A focus on intercultural competence

In attempting to improve students generally speaking communicative capability in the objective language through the four aptitudes, ones have chosen to concentrate especially on the Intercultural competence similar to being the method less chosen in the language class. Omaggio (2001:90) gives the accompanying three principle explanations behind such disregard. Initially, instructors ordinarily have an over crowded educational program to cover and come up short on an opportunity to spend on instructing society. which requires a great deal of work .Second, numerous educators have a constrained information of the objective language culture and, hence ,are reluctant to instruct it. at last, she contends that instructors are often perplexed about what social perspective to cover .

2.4.1 Listening skill: Sample activities

sample activities, for example, video-taped social dialogue ,audio-taped or video-taped social misunderstandings and taped-recorded meeting with the native speakers, among numerous others, could improve listening skills with particular assurance on the Intercultural competence.

1-Taped-recorded interviews with native speakers is another valuable exercise type especially appropriate rehearsing the cultural competence, here students get into group and take the responsibility of taped-recording an informal meeting with a native speakers they know. Students ought to pick a social topic the plan depends on and provide question on that point for the interview. In class, the interviews are played and students make a comparison about the interview' on the specific topic with their own conclusion.(White, 2006:111-135)

2-songs, jokes or stories from ideal movies from the target culture could be an stunning sourced of listening material to move students to the objective culture and to prepare them to communicate normally.

3- Finally, all recorded material gathered by the understudies in the second period of the plan (i.e, interviews, TV or radio news, films, documentaries, songs, jokes or stories, among others) could be used as the starting phase of a basic Listening Library of culture-particular material for the class. Material should be dealt with into different topical bundles and went with worksheets of composed exercises orchestrated by the instructor to develop all parts about listening.(White, 2006:120-122)

2.4.2 Speaking skill: Sample activities

Activities as video-taped social dialogue, audio or video-taped social misunderstanding and taped-recorded meetings with native speakers, among numerous others, could enhance listening aptitudes with an particular focus on the intercultural competence.

1- *Face-to-face* couple learning, that is, synergistic oral learning between speakers of various languages is a kind of action especially appropriate for enhancing students' intercultural communicative competence. Ordinarily, educators organize chances for all students to get engaged in face to face couple, and once students must know their mates and have orchestrated the time and spot for the pair sessions, they are approached to pick a specific social subject among those dealt with in the subject and discussion about it with their comparing accomplice. Students are asked to copy all discussions and afterward set up an oral report for the specific subject they have been discussing in the sessions. The point of this oral report is to empower a deeper reflection about the theme being examined while talking aptitudes are being advanced. All recorded couple discussions could be added to the Listening Library of the class and be utilized as the premise to set up extra exercises that cause students think of linguistic, pragmatic, intercultural-related matters (e.g.,tone of voice, silence)

and strategically characteristics considering oral interactions. (Martínez-Flor and Usó-Juan, 2006:29-47)

2-The activity of *Making up questions* the activity of asking a native speaker could likewise be important. A native speaker in the objective language (for instance, a student from abroad) could visit the class and students could assign questions in groups so as to meet the guest. Questions should contain elements about the points concerning the task , for example, instruction in his nation, what he enjoys doing at the end of the week, eating manner or governmental issues. once the inter interview finished, , the instructor's final assignment is to lead follow-up argumentation so the answers given by the native speaker can be explained or re-explained by the students. (Omaggio, 2001: 94)

3- The activity of *role-playing* specifically, this task has been declared to be appropriate for rehearsing the social varieties in speech acts, apologizing , suggesting, complimenting, among others (Lanzaron,2001:103-115)

Olshtain and Cohen ,(1991:154-165) recommend a five-advance procedure for the educating of speech acts. The initial step includes what they consider diagnostic estimate in which the instructors decide the students' degree of awareness of the speech act to be educated. Secondly, the instructor presents students with instances of the speech acts being used (i.e., model conversations) and students are to guess specifics , for example, their social rank or role relationship, whether an apology could be viewed as an offense, for instance. The third step, students are given a different standards of situation in the objective culture and they need to assess how contextual factors influence the decision of the linguistic type of the speech act. The fourth step, students play out last practice. Here, as featured by the writers, the significant thing is to provide students with a great deal of details regarding the role-relationship between the speakers as well as the status . This training is followed by feedback and further talk, the last step of the method, to further assistance students to be

conscious of similarities and differences and contrasts between speech act attitude in their very own culture and in the target culture.

4- Generally, all aural, visual and reading materials assembled by the students in the second step of the task, can be used in some productive exercises as foundation for developing talking. For example, as proposed by Shumin (2002:204-211) nonverbal recordings can be played in class to have students carry on or portray what they see.

5-This exercise is especially appropriate to make students focus on body gestures and help them to steadily comprehend the nonverbal behavior in the objective culture. Alike, pictures, short scenes from movies or documentaries can be utilized to evoke students' conclusion on a given social point

2.4.3 Reading skill: Sample activities

An assortment of exercises might be utilized in the language class to promote reading abilities with an attention on the intercultural part.

This section presents, crucial reading, cultural exercises, exercises that focus on inclusive reading among others.

1-*Critical reading* that is, , reading to make decisions about how a written text is discussed, is a helpful reflective type for advancing students' intercultural competence while rehearsing the reading skill. In performing this activity , the general frame dependent on pre-, during-, and post-reading instruction could be helpful. For instance, as a pre-reading action students could be requested to decide the content from the reading by reviewing the paragraph and after that judge whether the recognized content is illustrative of their culture or of the target culture. During reading exercise, students could be asked to concentrate not just on what the content says (ideal of close reading activities) yet in addition, and most significant, on how the content describe the given content (i.e., writer's decisions of language and structure). At last, as post-reading activity, students could be asked whether the content of the passage would

change if it was composed by another author or read by another reader in an alternate cultural context. (Usó-Juan and Martínez-Flor, 2006b :271-289)

2. Teachers can likewise make students read statuses in which there is a social bump, that is, a circumstance that reason individuals to become annoyed given specific social convictions and behaviors.

At that point, diverse text explanation of the people's attitude engaged in the situation can pursue the record in a multiple choice manner to permit class debate and thereafter, check whether students have effectively explained what went wrong why individuals acted as they did, which will absolutely enable students to become conscious and comprehend attitude in the target culture. (Williams 2001:111)

3. students could also be asked to analyze two texts which have same style as for example, reading advice columns in daily newspapers yet, which are from various cultures in order to compare if concerns and discussions vary between cultures. (Ibid:129)

4. The sentences of a social tale could be mixed by the instructor and after that students could be asked to put the tale in series. This action type is a valuable one so as to enable students to distinguish organizational affairs in a given content. (Celce-Murcia and Olshtain, 2000:201)

5. Finally, as occurs with listening, all reading material accumulated by the students in the second phase of the plan (newspapers, magazines, books, stories and so forth.) could be utilized as the beginning stage of a simple Reading Library of target culture-specified subjects. Thorough reading ought to be developed both all inside and outside the classroom. Out of the classroom, students ought to be urged to take reading material home and react to it by, i) responding to questions arranged heretofore by the educator, ii) composing synopses, iii) composing responses reports, or iv) giving oral introductions. (Day and Bamford, 1998: 141)

2.4.4 Writing skill: Sample activities

Exercises, for example, pair e-mail teaching, stories and story continuing, among others, may improve writing aptitudes with a specific focus on the intercultural part.

1. *Pair e-mail learning* has been considered efficient exercise to advance culturally while it is likewise a methods for connecting with students in broadened writing in a prompting way. (Dodd, 2001:146-161)

The opinion is that two native speakers of various tongue help each other to get familiar with one another's language using email, speaking half of the time in one another's language. When all technical parts have been resolve, students are initially presented themselves and they are then asked to take part in a written discussion established on a given cultural subject of the task .As For in-class work, students are asked to bring into the class the printed duplicate of all pair email so as to set up a concise report in which they construct how the text debated in the email discussions is clarified in the companions' culture. For such a exercise, students are urged to pursue Kroll's recommendation ,(Kroll 2006:423-445) suggests series of ventures from the setting of a task to the stage when the students present the total content including, arrangement for the given activity (here the re-reading of all email exchange), outline and comments, which might be iterated many times as required before presenting the last written text for assessment. All these printed email discussions could be added to the Reading Library of the class to be utilized as base for extra written texts. (Usó-Juan et al., 2006:3-26)

2. *Designing stories* is other type of exercise that could be utilized to improve students' cultural visualization through written texts. Here the educator gathers a few magazines and first chooses an different pictures that portray individuals in bizarre status in the objective culture, and afterward separates the class into groups each group responsible of depicting what's going on in a specific picture. When the groups have got the opportunity to produce their own idea about what's going on in the image and the group boss has notified the rest groups,

students need to retell the story either independently or in groups, ensuring the written text is understandable and cohesive. (Omaggio, 2001:97)

3. Also, students' cultural visualization mind can be advanced through writing by choosing paragraphs with cultural misconception. Generally, sections should be story writings with various passages each driving toward the intercultural misconception. Often, the instructor covers everything except the first passage where the situation is given and students are then required to read this first passage and proceed with the story in the manner they believe it is possible. In such a procedure, students ought to be urged to plan, draft and update many times as required before it is prepared for presentation. (Usó-Juan et al., 2006:3-26)

4. Like the speaking ability, all aural, visual and reading materials gathered by the students in the second step of the task could be helpful in establishing the bases for engaging students in the preliminary exercises that go before the students' drafting of a composed text, which is fundamental if students are to master the ability of writing. At the end of the implementation phase, students think of their experience and interchange ideas about the points being managed in the program. This debate urges them to take an evaluative and decisive position in connection to the cross-cultural awareness exercises in which they have contributed in. (Esther and Alicia, 2008:163)

Section Three

3.1 The Population of the Study

The population of the study consists of Iraqi EFL college students at English Departments, via College of Education – Ibn Rushd for Human Sciences / University of Baghdad, and College of Education – for Humanities / University of Diyala.

3.2 The Sample and the Pilot of the Study

The selected sample of this study is stratified randomly chosen from English Department at College of Education for Humanities/ University of Diyala, in which the total number at the four stages 577 of both sexes for the academic year (2017-2018) that consists of four stages ,the four stages is randomly selected from the four academic stages to represent the sample of this study, which includes 148 students. The sample is selected according to the percentage of the four stages to the total number of the students. Therefore, the sample of the fourth stage includes 26 students. While the pilot study includes 9 students (see Table 1) .

Table (1)

The Sample of the Study

No. of Students	Total
Total Number of students	577
Total number of students at fourth stage	148
Sample	26
Pilot Study	9

3.3 Description of the Questionnaire

In order to achieve the aims of this study and to assess its hypotheses , a questionnaire has been constructed for data gathering .The initial form of the questionnaire is divided into two parts ,the first part involves a letter submitted to the group of English methodologists and Linguistics specialists asking them to give their notes and opinions about the items that are offered in the questionnaire by choosing one of two subscales that are (Agree or Disagree) .While the second part of the questionnaire covers (31) items. (See Appendix 1).

3.4 Face Validity

Face validity is proved by exposing the present instrument, i.e. the questionnaire with its scoring scheme procedure to a jury of specialists. The jury

for this research consists of a number of prominent figures in the field language teaching methodology and linguistics at the university of Diyala , College of Education for Humanities and the College of Basic Education as well as University of Baghdad / College of Education/ IbnRushd . (See Appendix 3)

To ensure the face validity of the items of the questionnaire the percentage of agreement is used. Thus, the jurors agreed on the items of the questionnaire as being appropriate for the aims of the study with a percentage of 91.34%. To sum up, and in the light of the jury members' views and recommendations, the following modification is undertaken:

-Some printing mistakes are avoided in the final form of the questionnaire .

3.5 The Pilot Administration of the Questionnaire

This pilot administration has been conducted in order to check the clarity of the instrument instructions, estimate the time allotted for answering the instruments, and compute the reliability coefficient of the instruments. The same procedures have been followed for the instruments, they are as follows:

- 1- A group of (9) pre-service teachers has been selected for the pilot administration of the questionnaire .This was on Sunday , 18th, March, 2018.
- 2- The pre-service teachers are asked to read the directions of the questionnaire by themselves.
- 3- The time required for the participants to work out the questionnaire by computing the average length of the time is needed by participants for responding to the questionnaire , is found out to range between 24 to 48 minutes. So the average length of the time needed for answering the test is 36 minutes.
- 4- The same procedure has been followed to the same group of teachers after week in order to respond to the questionnaire, so that every participant has two score on the instrument.

- 5- The application of the pilot study shows no serious ambiguity concerning the instruction of the instrument.

3.6 Reliability of the Questionnaire

Two methods are applied to compute the reliability of the questionnaire:

- 1- inter-rater reliability,
- 2- test-retest reliability.

Inter-rater reliability coefficient is found out to be 0.71; which is considered acceptable (Hedges, 1966: 22; Nunnally, 1972:226). In addition, test-retest reliability coefficient of the first and second administration of the questionnaire indicates 0.84 which is considered high .

3.7 The Final Administration of the Questionnaire

After achieving the validity and reliability of the questionnaire, it has been administered at different days to the selected sample, starting from Sunday 25th, March,2018 . The researcher has explained the aim behind the instrument for the participant. The allocated time for the questionnaire one day. Then, the participants answering sheets are collected by the researchers and then scored and tabulated in order to find out the final results.

3.8 The Questionnaire

At the beginning of the questionnaire, teachers are asked to respond to all questions concerned. The first section contains the demographic questions .

Demographic questions are designed to elicit information from respondents concerning their personal characteristics and social background. The second sections of the instrument contains (31) items, which are measured using a five-point Likert-type scale anchored 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree 5= Strongly Agree (see Appendix 2).

Section Four

Results, Conclusions and Recommendations

4.1 Results :

The obtained results will be presented according to the aforementioned aims of the present study as it shown below :

4.1.1 Results Related to the Aim and the Verification of the Null Hypothesis

In order to assess EFL pre-service teachers' awareness of intercultural communicative competence , descriptive statistic are used to present data gathering above the current aim and its hypothesis , a questionnaire has been prepared and administered to the sample of the study as mentioned in the previous section.

Weighed Mean and Weighted Percentile are applied to find out the awareness of EFL pre-service teachers' awareness toward intercultural communicative competence .

Furthermore , the theoretical mean is (3), i.e. the item is achieved at level 3 and above, so it is found that, weighed mean and weighted percentile for all over the questionnaire receive (W. M.=3.66, W.P. =73.3). Whereas, the result of the most frequently item that EFL pre-service teachers' have an awareness of intercultural communicative competence is the item number (8), which is " I usually look for opportunities to interact with people from other cultures." (Weighted M.=4.46, W.P. =89.2).

The second most frequently item that EFL pre-service teachers' have an awareness of intercultural communicative competence is the item number (25), which is " When in another country, I try to learn as much about the culture of this country as possible ." (Weighted M.=4.26, W.P. =85.2).

The lowest rating item is number (16), which says " . I engage in a meaningful dialogue with people from other countries in the same way as with

people from my own country ." (W. M.=2.61, W.P. =52.2), which is ranked (31) in questionnaire.(See Table 2)

Table (2)

Weighted Mean and Weighted Percentile for EFL pre-service teachers' awareness of intercultural communicative competence.

No.	Items	Rank	Weighted Mean	Weighted Percentile
8	I usually look for opportunities to interact with people from other cultures.	1	4.46	89.2%
25	When in another country, I try to learn as much about the culture of this country as possible.	2	4.26	85.2
2	I feel that people from other cultures have many valuable things to teach me ..	3	4.19	83.8%
3	Most of my friends are from my own culture.	4	4.15	83%
9	.I feel more comfortable with people who are open to people from other cultures than people who are not	5	4.11	82.2%
18	Working with people from different cultures is exciting	6	3.96	79.2%
11	Dealing with cultural differences is a frustrating process.	7	3.88	77.6%
21	Working effectively with other people involves understanding other peoples' beliefs.	8	3.84	76.8%
7	I usually feel closer to people who are from my own culture because I can relate to them better	9.5	3.76	75.2%
26	I am flexible when working with people from different cultures as I acknowledge differences in values and beliefs among cultures.	9.5	3.76	75.2%
29	Viewing people from their cultural perspective is helpful when working on a multicultural team .	11	3.73	74.6
17	I acknowledge differences in communication and interaction styles when working with people from different countries.	12.5	3.69	73.8%
32	Creativity of the team increases if people from different cultures are present.	12.5	3.69	73.%
31	I tend to develop closer relationships with team members from my own country than with team members from other	14	3.61	72.5%

	countries.			
15	I work with nationals from other countries differently from the way I work with people from my home country.	16	3.57	71.4%
28	I am comfortable when communicating with foreign nationals.	16	3.57	71.4%
20	Decision making depends on the social system of where the person is from.	16	3.57	71.4%
1	I often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans , etc).	18.5	3.42	68.4%
4	I feel more comfortable with people from my own culture than with people from other cultures.	18.5	3.42	68.4%
6	I often notice similarities in personality between people who belong to completely different cultures.	21.5	3.38	67.6%
14	My team involves every member in the decision-making process without any relevance to the national origin of a team member.	21.5	3.38	67.6%
24	Effectiveness of communication on the team falls when people from different countries are working on the team.	21.5	3.38	67.6%
27	Setting priorities for a multicultural team requires different communication processes than for a homogeneous team.	21.5	3.38	67.6%
10	Establishing a good working relationship with people from other countries is difficult.	24.5	3.26	65.2%
22	Hearing people speaking with an accent makes me believe that they are less capable.	24.5	3.26	65.2%
12	Dealing with and managing cultural uncertainties is troublesome.	26	3.15	63%
23	I am inattentive to cultural and behavioral norms of others.	27	3.11	62.2%
13	I feel uncomfortable working with people from different countries.	28	3.07	61.4%
19	Information sharing in my team decreases if people from different cultures are present.	29	3.03	60.6%
5	I find it easier to categorize people based on their cultural identity than their personality	30	2.92	58.4%
16	. I engage in a meaningful dialogue with people from other countries in the same way as with people from my own country	31	2.61	52.2%
Total			3.66	73.2%

4.2 Conclusions

In the light of the study aim and hypothesis , the statistical analysis and findings of the study , the following conclusions are drawn:

- 3- EFL pre-service teachers' have quite awareness in intercultural communicative competence in English.
- 4- The study results in the light of pre-service teachers' response showed that the pre-service teachers' are unable to engage in a meaningful dialogue with people from other countries in the same way as with people from their own countries.

4.3 Recommendations

In the light of findings and conclusions of the study ,the following recommendations are made:

Raise awareness of using intercultural communicative competence materials adaptation at college levels ,by adding an effective material (activities) that support the syllabus to give the motivation for learners to acquire all skills (reading , writing, speaking and listening) .

- 1- Enhance Instructor to eliminate their students' fears in how to use intercultural communicative competence in the classroom without the negative influence that is reflected whether in terms of financial or intangible such as (expensive costs or non- sufficient time) .
- 2- Motivate pre-service teachers to establish a good working relationship with people from other countries through embrace them to participate in such online seminars or group works and rotations.
- 3- Encourage pre-service to contribute to the support of the subject by providing a simple supplementary materials from them such as (pictures , wall charts , cards)all of these help the students to create a spirit of cooperation between them and develop the skills of their

activities and extra- curricular to develop intercultural communicative competence .

- 4- Embrace pre-services teachers in training courses which qualify for them to apply modern technologies in learning environment to serve educational process and keep abreast of developments in term of educational and scientific approaches.

وعي طلبة الجامعة العراقيين الدارسين اللغة الانجليزية لغة اجنبية بالكفاءة التواصلية

بين الثقافات

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جامعة ديالى/كلية التربية للعلوم الانسانية

الكلمات المفتاحية: وعي طلبة الجامعة ،الكفاءة التواصلية

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الملخص

يتم ادراك الكفاءة التواصلية بين الثقافات من قبل طلبة الجامعة تدريجيا. يتم البحث عن طرق لتقييم ما إذا كان طلبة الجامعة قد اكتسبوا بالفعل كفاءة تواصل بين الثقافات أم لا. هذا البحث هو محاوله لتقييم وعي طلبة الجامعة العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية بالكفاءة التواصلية بين الثقافات ، وبالتالي تهدف الدراسة إلى:

تقييم وعي طلاب الجامعة العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية بالكفاءة التواصلية بين الثقافات باللغة الإنجليزية.

تم اختبار الفرضية على النحو التالي:

١. طلاب الجامعة العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية ليسوا على وعي بالكفاءة التواصلية بين الثقافات .

شملت العينة العشوائية للدراسة الحالية ١٤٨ طالبًا من كلا الجنسين من المراحل الأكاديمية الأربعة لقسم اللغة الإنجليزية في كلية التربية للعلوم الإنسانية / جامعة ديالى ، للعام الدراسي (٢٠١٧-٢٠١٨).

من أجل تحقيق أهداف هذه الدراسة وتقييم فرضياتها ، تم استخدام استبيان لجمع البيانات ويغطي (٣١) عنصراً. في بداية الاستبيان ، يطلب من الطلاب الإجابة على جميع الأسئلة المتعلقة. يحتوي القسم الأول على الأسئلة الديموغرافية.

عرض الاستبيان الى لجنة تحكيم من الخبراء لغرض التحقق من صحته. يتم تطبيق طريقتين لحساب معامل ثبات الاستبيان.

كشفت نتائج الدراسة أن:

١. لدى طلبة الجامعة العراقيين دارسي اللغة الإنجليزية كلغة أجنبية وعي تام بالكفاءة التواصلية بين الثقافات باللغة الإنجليزية.

٢. أظهرت الدراسة في ضوء استجابة طلاب الجامعة انهم غير قادرين على الدخول في حوار هادف مع أشخاص من دول أخرى بنفس الطريقة مع أشخاص من بلدانهم. علاوة على ذلك ، فإن الوسط النظري هو ٣ ، أي أن العنصر يتحقق في المستوى ٣ وما فوق ، لذلك وُجد أن الوسط الحسابي المرجح والاوزان المئوية لجميع الاستبيانات حصلت على (وسط حسابي مرجح=٣,٦٦ ، وزن مئوي مرجح =٧٣,٣). في حين أن نتيجة العنصر الأكثر تواتراً لدى طلبة الجامعة العراقيين دارسي اللغة الإنجليزية كلغة أجنبية في مرحلة ما قبل الخدمة لديهم وعي بالكفاءة التواصلية بين الثقافات هي البند رقم (٨) ، وهو "عادة ما أبحث عن فرص للتفاعل مع أشخاص من ثقافات أخرى". (وسط حسابي مرجح=٤,٤٦ ، وزن مئوي=٨٩,٢).

البند الثاني (الأكثر شيوعاً) الذي يدركه طلاب الجامعة دارسي اللغة الإنجليزية كلغة أجنبية هو البند رقم (٢٥) ، هو "عندما اكون في بلد اخر احاول ان اتعلم قدر الامكان ثقافة هذا البلد.

(وسط حسابي مرجح=٤,٢٦ ، وزن مئوي=٨٥,٢) . ادنى تصنيف هو البند رقم (١٦) والذي يقول "أشارك في حوار هادف مع أشخاص من دول أخرى بنفس الطريقة مع أشخاص من بلدي". (وسط حسابي مرجح = ٢,٦١ ، وزن مئوي = ٥٢,٢) والذي ترتيبه (٣١) في الاستبيان. في ضوء النتائج التي تم الحصول عليها ، تم تقديم عدد من التوصيات.

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Internet Resources

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Appendices

Appendix 1

EFL Iraqi Pre-Service Teachers' Awareness of Intercultural Communicative Competence

No.	Items	Agree	Disagree	Notes
1	I often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)			
2	I feel that people from other cultures have many valuable things to teach me.			
3	Most of my friends are from my own culture.			
4	I feel more comfortable with people from my own culture than with people from other cultures.			
5	I find it easier to categorize people based on their cultural identity than their personality.			
6	I often notice similarities in personality between people who belong to completely different cultures.			
7	I usually feel closer to people who are from my own culture because I can relate to them better.			
8	I usually look for opportunities to interact with people from other cultures.			
9	I feel more comfortable with people who are open to people from other cultures than people who are not.			
10	Establishing a good working relationship with people from other countries is difficult.			
11	I listen actively to other people in my team.			
12	Dealing with and managing cultural uncertainties is troublesome.			
13	I feel uncomfortable working with people from different countries.			
14	My team involves every member in the decision-making process without any relevance to the national origin of a team member.			
15	I work with nationals from other countries differently from the way I work with people from my home country.			
16	I engage in a meaningful dialogue with people from other countries in the same way as with people from my own country.			
17	I acknowledge differences in communication and interaction styles			

	when working with people from different countries.			
18	Working with people from different cultures is exciting.			
19	Information sharing in my team decreases if people from different cultures are present.			
20	Dealing with cultural differences is a frustrating process.			
21	Working effectively with other people involves understanding other peoples' beliefs.			
22	Hearing people speaking with an accent makes me believe that they are less capable.			
23	I am inattentive to cultural and behavioral norms of others.			
24	Effectiveness of communication on the team falls when people from different countries are working on the team.			
25	When in another country, I try to learn as much about the culture of this country as possible.			
26	I am flexible when working with people from different cultures as I acknowledge differences in values and beliefs among cultures.			
27	Setting priorities for a multicultural team requires different communication processes than for a homogeneous team.			
28	I am comfortable when communicating with foreign nationals.			
29	Viewing people from their cultural perspectives is helpful when working on a multicultural team.			
30	I tend to develop closer relationships with team members from my own country than with team members from other countries.			
31	Creativity of the team increases if people from different cultures are present.			

Appendix 2**EFL Iraqi Pre-Service Teachers' Awareness of Intercultural Communicative Competence**

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)					
2	I feel that people from other cultures have many valuable things to teach me.					
3	Most of my friends are from my own culture.					
4	I feel more comfortable with people from my own culture than with people from other cultures.					
5	I find it easier to categorize people based on their cultural identity than their personality.					
6	I often notice similarities in personality between people who belong to completely different cultures.					
7	I usually feel closer to people who are from my own culture because I can relate to them better.					
8	I usually look for opportunities to interact with people from other cultures.					
9	I feel more comfortable with people who are open to people from other cultures than people who are not.					
10	Establishing a good working relationship with people from other countries is difficult.					
11	I listen actively to other people in my team.					
12	Dealing with and managing cultural uncertainties is troublesome.					
13	I feel uncomfortable working with people from different countries.					
14	My team involves every member in the decision-making process without any relevance to the national origin of a team member.					
15	I work with nationals from other countries differently from the way I work with people from my home country.					
16	I engage in a meaningful dialogue with					

	people from other countries in the same way as with people from my own country.					
17	I acknowledge differences in communication and interaction styles when working with people from different countries.					
18	Working with people from different cultures is exciting.					
19	Information sharing in my team decreases if people from different cultures are present.					
20	Dealing with cultural differences is a frustrating process.					
21	Working effectively with other people involves understanding other peoples' beliefs.					
22	Hearing people speaking with an accent makes me believe that they are less capable.					
23	I am inattentive to cultural and behavioral norms of others.					
24	Effectiveness of communication on the team falls when people from different countries are working on the team.					
25	When in another country, I try to learn as much about the culture of this country as possible.					
26	I am flexible when working with people from different cultures as I acknowledge differences in values and beliefs among cultures.					
27	Setting priorities for a multicultural team requires different communication processes than for a homogeneous team.					
28	I am comfortable when communicating with foreign nationals.					
29	Viewing people from their cultural perspectives is helpful when working on a multicultural team.					
30	I tend to develop closer relationships with team members from my own country than with team members from other countries.					
31	Creativity of the team increases if people from different cultures are present.					

Appendix 3**The jury members**

- 1- Professor Rijia , Khalil I. Ph. D. in Linguistic / College of Education for Humanities /University of Diyala.(See Appendix 3)
- 2- Professor Al- Rifa'i, FatinKhairi Ph. D. in ELT / College of Education/ IbnRushd/ University of Baghdad.
- 3- Prof. Abbas ,Amthel Muhammad Ph. D. in Translation / College of Basic Education /University of Diyala.
- 4- Assistant Professor Krebt, Dhea Mizhir Ph. D. in ELT / College of Education/ IbnRushd/ University of Baghdad.
- 5- Assistant Professor Walei, Nizar Hussein M.A. in ELT /College of Basic Education /University of Diyala.