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Teachers' Intercultural Awareness in Teaching The Reading skill.

The Case of First Year EFL Students at Mila University Center.

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Dedication

In loving memory of my dear father

First and foremost, I would like to begin by expressing my gratitude to the Almighty Allah, the Most Gracious and Merciful, for His blessings throughout my academic journey and in completing this dissertation.

I also extend my heartfelt thanks to my mother, sister, and other family members for their unwavering love and support throughout my life and during this challenging period. Their invaluable guidance and encouragement have played a significant role in my achievements, and I am forever indebted to them.

My mother's unconditional love and nurturing have shaped me into the person I am today, and her wisdom and knowledge have been a constant source of inspiration. Likewise, my sister has been my confidante and friend, providing a safe space for me to share my joys and vent my frustrations. I feel truly blessed to have such a wonderful family. I am grateful for their unwavering belief in me and the constant support that has strengthened me.

IMANE

This work is dedicated to:

My symbols of charity and giving, to whom I owe everything, my parents, who have never stopped scarifying themselves in a limited number of ways. My precious gem, who always pushes me to pursue my goals and to be the best version of myself, A deep thank you to all my mother's prayers she has sent me along this journey.

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Abstract

The current study attempts to investigate how teachers' understanding of different cultures can affect their students' reading abilities. It seeks to determine whether teachers prioritize intercultural understanding and if it is developed through teaching reading. To achieve this, three research questions are raised to: investigate the importance of intercultural awareness, to determine the contribution of intercultural awareness on the students' performance as well as to decide whether this impact is a positive or a negative one. In order to answer the questions, a mixed descriptive method is used. Where a questionnaire is administered to sixty students of English at the department of foreign languages, University of Mila, and an interview is conducted with eight teachers; six of them are teachers of culture and only two teachers who teach different modules outside Algeria (Qatar's University). The main findings of the research reveal that teachers' intercultural awareness has a positive impact on their students' reading performance, and that teaching reading also improves their overall performance. Based on the results, the study provides recommendations for teachers, students and future research on the effect of teachers' intercultural awareness on teaching reading. In summary, this study investigates the impact of teachers' intercultural awareness on their students' reading performance. It aims to determine if teachers prioritize intercultural understanding and if it is developed through teaching reading.

Key words: Intercultural awareness, teaching reading, Students' performance, Reading classes, intercultural understanding.

List of abbreviations

SL : Second language

FL : Foreign language

IA : Intercultural awareness

ICC: Intercultural communicative competence

EFL: English foreign language

TC: Target culture

GTM: Grammar translation method

IC: Intercultural competence

CC: Communicative competence

L1: First language

ER: Extensive reading

IR: Intensive reading

CERF: Common European framework of references

CLT: Communicative Language Teaching

FLT: Foreign Language Teaching

ELT: English Language Teaching

IC: Intercultural Communication

L2: Second language

Q: Question

LMD: License, Master, Doctorate

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General Introduction

Many people carry the notion that the English society is composed of distinct speech communities, primarily British and American. These parties have divergent assumptions, beliefs, and attitudes, as well as differences in language topics such as vocabulary, intonation, and other aspects. However, despite their discrepancies, members of both groups can still engage in fluid conversations. Despite their variations, they manage to communicate effectively. It's important to understand that countries with a common language can share specific characteristics and also have distinct variations. This is referred to as "intercultural awareness", which involves recognizing the similarities and differences among various cultures, starting with one's own.

The teaching approach aims to promote appreciation of diversity, helping students avoid cultural shock, a lack of validation, and low self-confidence while preventing them from belittling others. It also helps participants adapt to differences in individuals' cultural backgrounds and identities within their respective groups.

To comprehend the intricacies of intercultural issues, their shared traits and unique distinctions, one must possess diverse proficiencies like written and oral communication, adeptness in attentive listening, and perceptive reading. Ascertaining the aptitude of current educational institutions to impart the necessary linguistic competencies and cultural consciousness is essential for effective instruction.

A fruitful technique to foster intercultural awareness in reading sessions is to introduce students to literature that showcases diverse cultural groups and identities. This approach demonstrates the inclusion and consideration of cultural differences within the class. With the right selection of

materials aimed at a good lesson presentation, the instructor can create an equitable and accepting classroom environment.

The mastery of any language involves more than just knowledge of its vocabulary and grammar; it also requires a deep understanding of its associated culture. Therefore, intercultural awareness is essential when teaching any language skill. Being knowledgeable about particular cultural aspects and differences is crucial for an individual to truly comprehend and learn a language.

2. Background of the study:

Intercultural awareness is considered as a key aspect in dealing with students from various cultural backgrounds. Thus, a number of outstanding scholars agreed on its importance; as well as its utility in communicating with foreigners or non- native speakers. In this context, Moeller and Nugent (2014) state "When language skills and intercultural competence become linked in a language classroom, students become optimally prepared for participation in a global world (p.2)." It is clearly assumed that intercultural awareness is much more required in contacting students from different cultural origins; so that to understand them and to be understood. Furthermore, a study presented in an article conducted by Marissa PHONGSIRIKUL and Saneh THONGRIN confirms the fact of intercultural awareness's necessity in intercultural communication.

All in all, intercultural awareness is a vital component in intercultural communication. Dealing with individuals who have different cultural norms and values rather than the target group necessitates an awareness of the existing discrepancies about these members.

3. Statement of the Problem

Intercultural skills have become an indispensable asset in today's world enabling individuals to enhance their conversation skills, facilitate social interaction and foster cross-cultural communication. Particularly, intercultural communicative competence (ICC) which is vital in honing one's ability to communicate effectively and appropriately with people from different cultures.

The combination of cultural backgrounds, skills, and origins can form a diverse and valuable society, making intercultural awareness a crucial aspect of personal growth and understanding. Learning in the presence of people with diverse cultural backgrounds enhances students' understanding of the subject matter, thereby promoting intercultural awareness. It also teaches individuals to respect and embrace their diversity, as well as how to strengthen relationships and develop cultural bridges with different societies. In addition, it removes cultural obstacles that prevent the interchange of intercultural objects (traditions, customs, beliefs, faiths, etc.). Nonetheless, EFL freshmen students regard intercultural awareness as a separate component of the educational process, while some others are affected. However; it is not yet clear what the repercussions are and what instructors and other students think about it. This academic study aims to provide answers to the following problem: Students and teachers attitudes towards intercultural awareness; its effects on learners' performance in reading classes.

4. Aim of the Study

The recent study aims to examine the benefits of implementing intercultural awareness in EFL classes gathering both teachers' and learners' prescriptive towards intercultural awareness use in reading skill. In addition, our research aims to investigate the role of Intercultural awareness in both teaching and learning processes

5. Research Questions

This research attempts to answer the following questions:

1. Do teachers emphasize the adaptation of intercultural awareness in reading classrooms?

2. How does teachers 'intercultural awareness contribute in enhancing EFL students' levels of performance in the reading sessions, positively or negatively?

3. How can EFL students promote their intercultural awareness through the reading skill?

6. Research Hypothesis

If teachers possess enough cultural background, they would be interculturally aware persons. As a result, they will treat students from different cultural backgrounds appropriately; intercultural awareness effects students' performance in the classroom positively.

7. Research Methodology

In order to test out the research hypothesis and to find a response to the current research questions, quantitative and qualitative method; known also as "mixed method" is selected. Besides, in an attempt to achieve the aims of the study, both students' questionnaire and teachers' interview are opted for as research tools to collect data for our topic.

The students'questionnaires administered to freshmen EFL students of the department of foreign languages at the university center of Mila. The questionnaire is concerned with a sample of 60 students out of 197 students. It is designed for the purpose of collecting students' attitudes towards intercultural awareness and the impact of their teachers' on their

performance in the reading classes, as well as to investigate whether IA impact is of a positive or a negative nature.

To reinforce the topic under investigation, we have interviewed eight teachers; six of them are teachers of culture at Mila University center while two are Algerian teachers who are teaching in Qatar University. These teachers are supposed to be knowledgeable enough to enlighten the topic under study with their perceptions. The teachers 'interview is conducted to gather enough data about the characteristics of interculturally aware teachers, the most suitable teaching methods and practices to deal with intercultural classes and to collect knowledge about their experiences with students from different cultures.

8. Structure of the Study

This dissertation is made up   mainly of two chapters: the first one will deal with the theoretical part whereas the second with the practical one.

The first section of the theoretical part includes the first variable in the study beginning with a general overview about "culture and intercultural communicative competence" comprising the main modals of the ICC as well as some methods applied in teaching it .The second section focuses on the second variable "The reading skill" starting with a background knowledge about what reading is , types of the reading skill ,strategies used to read and also a clear insight about reading in EFL classes . The third section encompasses the role of intercultural awareness in teaching reading from both students' and teachers' standpoint.

The second chapter will be completely devoted to the practical field work through which the research methodology (students' questionnaire, teachers' interview) will be deeply explained, interpreted and discussed in order to end up with precise answers to the research

questions. It also shed the light on some of the limitations encountered in doing this study and also some of the future recommendations.

CHAPTER ONE: Theoretical Background

Section One: Teaching Reading Skill

Introduction

Language teaching relies on four basic macro skills; namely writing, listening, speaking and reading. The latter is deemed as a substantial ability in mastering both a first (L1) and a second or a foreign language (SL) (FL). Reading is said to be an active process where students need to be taught strategies to read more efficiently (Grabe, 1991). Furthermore reading is one of the effective ways to strengthen person's knowledge. Thus, it is recommended by Harry Truman that all readers are leaders; it proves to what extent reading is fundamental as it constructs the basis of other skills progression.

This section spots the light on the major portions of reading, as well as it provides an elaborated review of the skill, it starts with providing definitions to the concept of reading from different standing points. Besides that, types of reading are largely investigated in order to end up with a clear vision about what is reading. The purpose behind reading is also highlighted in this part, in order to show how significant reading is in the language learning

process. Therefore, the section accounts for the reading models as well as it show the importance of reading in teaching a certain language.

Since our main concern is foreign language learners, the last title is completely devoted to investigate the reading skill in the EFL classrooms; in which factors that affect this skill are included, and these are the concluding points in this section.

1. A General Overview about Reading:

Reading involves decoding written representations like letters, punctuation, and spaces.The brain transforms these representations into meaningful words, sentences, and paragraphs. Reading is a receptive ability that enables us to grasp information silently or verbally. Nonetheless, speaking is essential for verbalizing the words individuals read.

While reading is not crucial for fluency in speaking English, it is strongly encouraged as it expands one's lexicon and enhances listening, speaking, and writing proficiencies. Hence, those learning English should read extensively in the language. However, it should be acknowledged that specific natural speakers can fluently speak English without the capacity to read or write. Despite everything, reading remains an immensely valuable skill that can significantly enrich your vocabulary and enhance your proficiency in speaking, listening, and writing. As a second interpretation, learning a foreign language (FL) involves acquiring several essential language skills, including the ability to read. The definition of reading is complicated and requires careful consideration. Reading is a cognitive process that involves interpreting and comprehending the meaning of written words. Theorists and researchers have approached defining reading from different viewpoints, resulting in varying definitions.

From his part, William Grabe's (2009) authors; Urquhart and Weir (1998) presented

that the act of reading involves the reception and interpretation of information through the medium of print. Additionally, Johnson (2008) defines reading as the utilization of text to construct significance: dess reading.

Furthermore, Alderson (2000) has a definition of reading that covers both its Process and product; In terms of process, it involves a set of operations such as analyzing the printed text, identifying words and interpreting their meaning, and establishing relationships among the words. The product of reading, on the other hand, is the readers' comprehension or the understanding that he or she has gained. "Although readers may engage in different reading processes, the understanding they end up with is the same…What matters, then, is not how you reach that understanding, but the fact that you reach it." (Alderson, 2000, p. 04).

Engaging in reading is a personal experience that varies from one individual to another. It is commonly regarded as a multi-faceted undertaking. According to(Bader, 2007): "reading is an interactive process between the reader, interacting dynamically, and the text." (p. 40) In the same line, Mebarki (2008) defined reading as an unobservable mental activity and a multi-faceted skill which involves lower and/or higher skills. According to Mebarki (2008) the ability to read is a complex, multi-dimensional skill that encompasses both lower and higher level cognitive abilities that occur within the mind, and thus cannot be directly observed. Over and above that, Urquhart and Weir (1998) said that:

So it is with some reluctance that we begin this part with an attempt to define reading, to say what we mean by the term. Our excuse is that people do use the term in different ways, and that while this may be permissible when everybody is conscious of the differences, on occasions it can cause real confusion and difficulty.

2. Types and Strategies of Reading

2.1Types

Reading skill is viewed as the building stone which contributes in the elevation of other skills. Hence, reading is the ability to decode meanings from the written texts and interpret them effectively (Grabe & Stoller, 2002). Such meanings can be explained in one of the two ways: whether extensively or intensively. Palmer was the first who made this distinction between intensive and extensive reading. Consequently, some sources consider extensive and intensive as the only types of reading. However, in others active and passive readings are other kinds of it too.

2.1.1. Intensive vs. Extensive Reading

Extensive reading is a type of reading that is done away from the classroom. Harmer (2007) claimed that extensive reading is "a reading which students do often (but not exclusively) away from classroom". This type requires reading lengthy texts for the purpose of enjoying the reading experience without the teacher's supervision. In this line, Grellet (1981) reports that ER is "reading longer texts usually for one's own pleasure. This is a fluency activity mainly involving global understanding'' (p.4). Similarly, reading extensively entails reading a certain amount of content for general comprehension with the purpose of getting pleasure. (Susser& Robb, 1990). So, ER is a relaxing and a pleasurable activity that gives priority to comprehension and accuracy rather than fluency.

Intensive reading is a traditional approach in teaching. It is also known as "Narrow reading"; it is a careful reading that focuses on details. IR deals with short texts under teacher's supervision in the class, as Brown (2007) argues this type of reading is a "class-oriented activity". Furthermore, it focuses deeply on the material which promotes a full comprehension; as a result, this approach involves a deep focus and concentration on the reading material for the purpose of comprehension. Besides pulling out specific knowledge

and information the reader needs. Moreover, the definition provided by (Day&Bamford, 1998) provides a clear image of intensive reading in which they postulate it as a line by line study of a text by referring each time to the dictionary, grammar as well. At all times, we are supposed to compare, analyze, translate and retain every included term .Consequently, IR is much more focused task in comparison to ER. It focuses alternative reading for the purpose of seeking knowledge and information.

2.1.2. Active vs. Passive Reading

To truly engage with a text, one must ask questions, focus on small details, and break the material into manageable portions for better comprehension. Additionally, it involves restating the main points in one's own words. Finally, this level of involvement necessitates a continuous analysis, comparison, and connection of ideas within the material being read. Significantly, Wall and Wall (2005) claimed that active reading is:

The ability to be fully engaged with a book's content. You are affected by the material and conscious of how it is affecting you. You spend time making connections through images, dialogues and descriptions. You are on a hunt to determine the author's intentions. (p13)

Active reading necessitates a full engagement with the material that the reader is reading; his mind works non- stop: analyzing, restating, comparing and connecting ideas…

Passive reading occurs when one rushes through the text without interacting with the material. This lack of engagement leads to a failure to compare or analyze the text, and the reader does not make connections between ideas. Distractions may occur during passive reading, such as watching TV or texting simultaneously. To fully benefit from reading, it is

important to actively engage with the material and remain focused on the task at hand. In this line, Wall and Wall (2005) refer to passive reading as:

Passive reading is effortless reading; it is when you pick up a magazine or what we refer to as "light" reading. (think beach books,"click lit" romance novels, etc.). You want the word to be easy, and the action to be fast or relaxed and simple. You don't want to have to think too much, you just want to sit back, relax and be entertained. (p14)

Consequently, passive reading is an easy task, established quickly in a simple way for entertainment purposes.

2.2. Strategies

Reading is defined as the process of comprehending a message from a text developed by the author using orthographic signs (Murphy, 2005), which is generally performed to acquire knowledge. Therefore, readers generally look for easy ways to obtain the knowledge they lack. These ways go under the term "Strategy"; "the skill of making or carrying out a plan to achieve a goal" (Merriam- Webster dictionary). Reading strategies are applied to seek information in large books and long articles rapidly. To make reading more interesting and enjoyable, researchers have suggested a number of strategies to accomplish the goals behind reading. Skimming, scanning, predicting, previewing, and summarizing are among the adopted reading strategies.

2.2.1 Skimming vs. Scanning

In order to grasp the overall of the text, readers should opt for skimming the material in between their hands. Skimming is a reading strategy that students use for the purpose of getting a general understanding. From his part, (Schmidt,2010) declares that: "Skimming involves the use of strategies for guessing where important information might be in a text and

then using basic reading comprehension skills on those parts of the text until a general idea of its meaning is reached" (p532).

Simply, Skimming is used to figure out the general idea of the text. At the same time, another purpose for reading a particular text is to look for specific information. To achieve this, readers should be able to read quickly as well as in an effective manner. As a result, they use scanning, through which readers overlook a given material to seek particular information. From this perspective, (Nutall,1996) notes scanning as a rapid glance throughout a text, whether to look for a particular information or to ensure the appropriateness of a text for a given purpose. Similar to this ,(Grellet,1981) confirms that scanning is a quick going through a text to find a piece of information. Generally, readers who use scanning already have an idea about what they are looking for

2.2.2. Predicting vs. Previewing

Previewing and predicting are pre-reading exercises that prepare readers to foresee the content of a particular text; both activities serve the same purpose in the sense that they take part in the comprehension of the material while reading. Moreover, they prepare the reader's mind for better information processing and comprehension of text content. On their part (Jeffries &Mickelucky,1996) define previewing as: "a rapid kind of reading that allows the reader to get a general sense of what a passage, article or a book is about and how it is organized." (p75); this strategy in predicting the general idea of certain piece of writing (book, article, text, passage…)

2.2.3. Summarizing

When exposing learners to detailed texts to read, they feel lost in .A popular effective reading strategy that helps them be more focused and extract the main ideas from the overall

is summarizing. Summarizing is the best solution since it requires shortening the length of a given text to keep only the essential information. Bowker (2007) demonstrated that summarizing involves selecting some key features and then using them to create a shortened version of the author's prose; as a result, the summarized version will be shorter than the original one. In the same vein, (Mickelucky&Jeffries,1996) define summarizing as the restating of the important points of a given passage in a shorter form than the original.

3. Goals behind Reading:

The act of reading serves a specific purpose. It can be done to acquire new knowledge or to confirm one's existing understanding. Reading also offers an avenue for pleasure or improvement of language skills. Additionally, reading is crucial in civil society, as it allows individuals to stay up-to-date on the political, social, and economic issues affecting their nation's culture. The act of reading has a profound impact on various aspects of individuals' personality such as attitudes, beliefs, morals, standards, judgments, and overall behavior. It has the ability to shape our thinking patterns and influence our actions accordingly. Reading serves the purpose of aligning the ideas presented in the text with the existing knowledge. The reader needs to possess a firm understanding of the subject matter to effectively connect the ideas presented in the text.

Grabe et al. (2002) have listed a range of different purposes for reading, which can broadly be classified into several categories. These categories include: reading to gather basic information, reading quickly to get an overview of a text, reading to increase One's knowledge and understanding of a given topic, reading to synthesize information and connect different ideas, reading to aid in the writing process, reading to provide a critical analysis of a given text, and reading for overall comprehension purposes.

3.1. Reading to Search for Simple Information/Scanning through Text to Locate Basic Facts

The capacity to search for elementary information through reading is a mainstream skill. Nevertheless, several scholars view it as a reasonably autonomous cerebral procedure. Moreover, it is applied so frequently in reading assignments that it is perhaps more aptly categorized as a category of reading skill.

3.2. Reading to Skim Quickly/Speed-Read by Scanning the Text

A valuable skill in the realm of reading is the ability to scan through materials rapidly. This technique involves deploying various tactics to identify the key points within the text, followed by basic reading comprehension skills to distill a comprehensive idea or overview.

3.3. Reading to Learn from Text/Extracting Information from Written Material for Educational Purposes

When acquiring new knowledge from written material, reading for learning is most commonly utilized in academic and professional settings. This approach necessitates a capacity for recollection of key concepts, identification and creation of persuasive structures, and connection of the text with its intended audience.

3.4. Reading to Integrate Information/Integrating Information by Reading.

To effectively synthesize information through reading, one must make judgments about the relevance and coherence of complementary, harmonious, or opposing perspectives. This may necessitate modifying one's approach to account for the diversity of sources.

3.5. Reading to Write and Reading to Critique Texts/Reading for Writing and Reading for Evaluating Written Works.

Reading with the purpose of writing or evaluating texts can be considered as two different approaches to reading in order to assimilate information. In order to achieve success in either task, one must possess the skills necessary to analyze, choose, and assess relevant information from a given text.

3.6. Reading for General Comprehension/Understanding the Overall Meaning of a Text.

Proficient and fluent reading for comprehensive understanding necessitates quick and automatic processing of words, proficient abilities in forming a comprehensive representation of the main concept, and effective synchronization of various mechanisms under severely restricted time limitations. Reading is not solely restricted to students; the general populace can benefit from it as well. It is imperative to read extensively to gain knowledge and information about social living. This can aid individuals in staying up-to-date on the social, political, and economic issues plaguing their nation.

4. Reading Models

Goldman et al. (2007) explained the significance of the term model as a representation of the physiological processes considered as a component or a set of components involved in human text comprehension. As for the reading skill, there exist three major models which are: Bottom-up, Top-down, and the interactive process. (Browne, 1998)

4.1. Bottom-up Model

The bottom-up model is also known as the "part to whole model"; since it goes from partial to whole knowledge. It describes reading as a process that begins with the learner's

background information of letters, sounds, and words. Besides, the way of grouping those words together in order to end up with sentences. (Browne, 1998).

In the same line, (Alderson, 2000) asserts that the bottom-up approach is a serial model. In the sense that readers start with the written words, recognizing graphic stimuli, decode the sounds, recognizing the words as well as decoding meanings.

4.2. Top-down Model

Unlike the abovementioned model, the top-down model goes from whole to partial knowledge. Consequently, it is known as "whole to part models"; it involves the readers' experience and what they bring to the reading material (what new issues are introduced). From their part, (Tracey & Morrow, 2017) explain this model is built on the assumption that the reading process is primarily driven by what is in the reader's head rather than what is in the printed page ; the top-down model is built on the readers own ideas, and it is not guided with what exists in the printed material.

In the same perspective, (Browne, 1998) stated that the model suggests that readers begin their reading by drawing on their background knowledge of the structure and meaningfulness of the language; to say that it depends on the readers' previous knowledge.

4.3. The interactive Model

The third model is a combination of the first and the second; the interactivemodel encompasses the features of the bottom-up and the top-down models. (Stanovich, 1980) claims that this model groups both previous models characteristics. In order to predict the content of a particular text, readers use their subject matter, the theme, and their expectations in combination with their experiences to predict the written text. This model's advantage is

that reading skills and communicative activities are integrated into the reading process. As a result, it leads to compelling reading.

5. Reading in EFL Classrooms

5.1. Factors that Affect the Reading Skill

Comprehending written material is a crucial aspect of reading that is imperative for academic and personal endeavors. Unfortunately, many students who struggle with learning face major obstacles when comprehending what they read (Gersten et al., 2001). The situation remains the same despite acquiring and mastering the essential decoding skills (Kessler, 2009). Bourdman (2009) demonstrated that Students facing learning difficulties encounter various issues that affect their learning process. These may comprise incorrect prior knowledge utilization, vocabulary deficiency, inability to read fluently, insufficient comprehension of conventional text patterns, variances, and inferences. In addition, a study conducted by Lazarus, 2020 disclosed how students' socio-demographic background influences their reading comprehension capabilities. These factors may include the social environment of their school, the type of school they attend, and the gender of the learner. The American Institutes for Research (2001) defines "the school environment" as a comprehensive platform that consists of all support systems, services, and structured policies implemented to assist students and staff.

According to a study conducted by (Nazir& Mattoo, 2012), schools that offer a supportive and engaging environment have a positive effect on students' academic performance, whether that impact is direct or indirect. Additionally, the type of school related to ownership and administration can indicate whether the management is overseen by the government or public entities, as opposed to private organizations or individuals. Gender is a crucial topic when it comes to examining the varying abilities of males and females to

comprehend texts. In light of the low reading achievement scores obtained by both genders in national and international tests and examinations, (Cekiso, 2016) emphasized the significance of discussing the differences between the two. Similarly, (Jennings et al., 2010) discovered that reading comprehension is affected by three environmental factors- the home environment, social environment, and cultural environment. Living in a home plagued by poverty, lack of family stability, and exposure to violence in the neighborhood can elevate the chances of children failing in school (U.S Census Bureau,2010). According to Lovie (2007), reports that difficulties in reading comprehension frequently coincide with social struggles among students. Lovie further indicated that those struggling with reading and social skills might lack sensitivity to social cues and exhibit low academic performance.

Additionally, students with low academic achievement tend to overestimate their social popularity. Similarly, (Lerner, 2012) notes" Cultural variations, specifically emanating from poverty-stricken cultures, can result in significant distrust and unease towards those who are believed to hold power." In addition, (Rubin et al., 2007) claimed that reading comprehension is affected by educational and non- educational factors, including teaching method, instructional time, school environment, home environment, understanding, motivation, and prior knowledge.

An insufficient grasp of vocabulary is an additional element. Correspondingly, (Chou, 2011) determined that the quantity of vocabulary affects reading comprehension. Thus, students who possess a more tremendous amount of vocabulary are more capable of comprehending text than those with less vocabulary. Furthermore, (Hudson et al., 2005) pointed out that reading fluency deficiency poses yet another challenge; it impedes the reader's ability to read words precisely and rapidly. Consequently, the reader is unable to comprehend the text's intended meaning. Moreover, the inability to draw inferences is a significant cognitive factor inhibiting reading comprehension. Hart (2007) stated that several

cognitive aspects impact a person's reading comprehension, including vocabulary, fluency, active reading, critical thinking, and background knowledge. He further elaborated that when students read a text, they rely on their prior knowledge to connect with the content and enhance their understanding.

Comprehension of language is crucial for students. They ought to understand how words work within a specific text, including their relationships with other words. This encompasses mastering vocabulary, recognizing the part of speech, definition, context clues, and usage within a sentence. These strategies are essential for students to enhance their comprehension skills. Fluent readers spend more time comprehending sentence meanings than decoding words as they progress. Consequently, they acquire the knack of articulating insightful responses to texts. With the development of their reading skills, readers can monitor their comprehension abilities, enabling them to address comprehension issues during reading proactively. To rectify comprehension issues, students can employ various tactics, including recollecting information, self-questioning, and analyzing the content. A thorough grasp of critical thinking can help pupils effectively engage with the material. While reading, students should be able to identify crucial components like the central theme and corresponding details, the order of events, and the text's framework. Enhancing one's critical thinking abilities can lead to a more favorable perception of reading material for students. Suwanaroa (2021) attributed the quality of learning experiences to various influences encompassing reading proficiency, the learners' disposition, family involvement, and teaching conditions. Factors related to language and cognition, including language acquisition, reading ability, awareness of sounds and word structure, vocabulary, and word knowledge, are some of the factors that impede students' reading comprehension abilities (Tanczike,2017). According to Skinner (2002), language acquisition is a learned behavior that applies to all languages, including one's mother tongue. This implies that language can

be taught through conditioned responses. Word knowledge, which covers spelling, pronunciation, structure, and semantics, is vital in developing reading skills since identifying words is crucial in interpreting sentences (Perfetti, 2002). According to Csepe (2006), phonological awareness is recognizing and utilizing the sound pattern found in spoken language. This includes the understanding that oral language can be separated into single words, which can be further broken down into smaller sound units known as phonemes.

Conversely, Carlise (2000) defines morphological awareness as a child's ability to recognize the morphemic foundation of words and to analyze and change that structure at will. Tanczike's (2017) research revealed a constructive link between morphological awareness and reading comprehension. According to the study, grasping the meaning and structure of words contributes to better reading comprehension. Additionally, having a rich vocabulary and strong knowledge of words can enhance this skill. As reading begins with recognizing individual words, converting visual input into language representation is crucial.

6. Significance of Reading in Language Teaching

The reading skill holds vital importance in FL or FLT contexts, as it contributes to the development of other skills; mastering reading leads to the acquisition of a new vocabulary to use in daily conversations (speaking skill), .which, in turn, will contribute to improving their writing styles. In fact, the importance of this skill in readers' life in general and the language teaching process precisely was discussed by several outstanding figures. On their part, (Li & Wilhem, 2008) emphasize the significance of reading in the following points:

➢ Reading keeps students up-to-date, informed, and thinking.

➢ Reading is both a receptive and active process.

➢ Reading is a source of enjoyment for individuals.

> ➢ Reading requires the utilization of many mental processes as information is collected, processed and analyzed.

Similar to this view, (Pang et.al. 2003, P.6) confirms that learning the right way to read is a crucial educational purpose. Furthermore, he asserts that the reading ability:

> ➢ Opens up new worlds and opportunities.

> ➢ Enables us to gain knowledge.

> ➢ Enjoy literature.

> ➢ Doing the daily activities; reading newspapers, maps, instructional manuals.

To put it simply, being a proficient reader is essential for learning anything since it lays the foundation for developing a vast vocabulary and advanced writing abilities. The ability to read is a crucial element in acquiring various skills.

Conclusion

The purpose of this chapter is to provide a comprehensive understanding of the often neglected skill of reading in comparison to speaking, writing, andlistening. It delves into the various types of reading and strategies used by bothteachers and learners to facilitate and enhance the skill. Additionally, itexplores the factors that affect reading in EFL classrooms, such as theteacher's approach, the learner's involvement level, and their reading interests.

These could range from romance, fiction, documentary, etc. Lastly, this section provides a general overview of the essential claims about teaching reading.

Section Two: Intercultural Awareness

Introduction

It is often said that in order to understand culture, one has to taste it. This demonstrates the fact that cultures are different; they share some similarities as well as differences. It necessitates an awareness of those features so that a person can live in an intercultural society; he/she must understand others in order to be understood. Being aware of the cultural diversities and similarities that occur even within the same society fosters effective and appropriate communication in a genuine setting.

Moreover, intercultural awareness is a critical component not in communication but and EFL teaching contexts; a teacher cannot manage an intercultural classroom unless he is knowledgeable about his students 'cultural backgrounds. Hence, this section is set out to review the literature that revolves around intercultural awareness. It starts with introducing the main concepts, which provide a clear understanding of the central theme (culture, intercultural communicative competence, and intercultural awareness) according to a number of outstanding figures. Then, it goes deeper in explaining the process of teaching culture and expanding knowledge about ICC. Next, the focus moves to intercultural awareness, different levels of IA and a variety of methods to develop intercultural awareness.

1. Definitions of Culture

Every aspect and every thought of people's lives are related to culture. Thus, it has been argued by a number of academics that culture is one of the more complex items to be defined with one exact meaning in the English language. (Williams, 1976, p. 87). Despite the range of activities devoted to explaining culture's nature, understanding its meaning is still problematic. To prove this, Brooks (2004) stated: "After a few years of teaching grad students and professionals about culture, I've found that sometimes people are at a loss when it comes to actually defining the term."(p.17) Therefore, even educated people struggle to define the term. Hofstede (1980) adds that culture is the collective programming of the mind which distinguishes the members of one group from another; this is meant to focus on the assumptions of the small-c culture; people's ways of thinking, behaviors, and all that is about people's inner lives that differentiate members of a certain group from another. A group or a category can be considered a national society but, for Hofstede (1980) the term "group" is also applicable to even small collectives such as regions, ethnicities, occupations, organizations, or even age groups and genders. Moreover, Taylor (1871) in his book "Primitive Culture" gave an over generalized definition, stating that : "Culture is a complex whole that consists of knowledge, beliefs, arts, morals, laws, and other capabilities and habits acquired by man as a member of society."(p.1). He confirms that culture is a wide field that includes aspects acquired by man throughout his life. Shaules (2007) notes that the complex whole refers to the shared knowledge, values, and physical products of a group. In the same vein, Claire Kramsch (1998), in her book "Language and Culture," presents culture as what has been grown and groomed. In other words, something that has been nurtured and developed.

Additionally, Byram (1989) divided culture into two categories; the first category, entitled "ideal," describes culture as a process of human perfection in specific universal values. While the second category called "documentary," records human thoughts and experiences in various ways since culture is the body of intellectual and creative work. The third one, labeled "social category," aims to describe culture as a particular way of life where certain meanings and values are expressed not only in art and learning but also in institutions and ordinary behavior.

Scholars went forward in the explanation of the term culture with more focus. They divided it into big C and small c cultures. Peterson (2004) described them as the tip and the bottom of an iceberg, specifying the tip as visible and the bottom as invisible culture. He defines the big C as a culture that refers to a set of facts that are easily observed and remembered, often described as objective or high-borrow culture, including history, geography, architecture, and all what is related to external life. Concerning the small c culture, he specified it as a subjective culture since it is not easily and immediately observed or understood. It includes people's ways of thinking, customs, beliefs, and all that is associated with human's inner set. Additionally, the big C part of culture is related to fine arts, mainly literature, music, dance, theater, sculpture, painting, and films. While the small-c culture comprises variant interrelated aspects including norms, values, attitudes, perceptions, beliefs, patterns of interaction and discourse organization, use of physical space, and body language, (Chopleck, 2008, p.11)

Furthermore, culture was defined from different perspectives: on the one hand, culture is an inborn mental program that makes a clear link between the different varieties and categories of people (Hofstede,1984). On the other hand, from an anthropological perspective, culture is the collection of information, attitudes, and natural behavioral patterns

that are transmitted from one person to another (Ralph Linton). Thus, culture is not innate; it is learned through every-day situations and passed from generation to generation. Besides, culture was cognitively viewed as the way of perceiving and organizing knowledge in people's minds and how they interpret it into behaviors.

1.1 Characteristics of Culture

The preceding section provides an insight into the multifaceted nature of culture, highlighting several definitions that endeavor to crystallize its essence. Although culture might have varying interpretations, various researchers have identified specific attributes that distinguish cultural aspects shared by different social groups. Nevertheless, as evidenced in the definitions, the components encapsulating culture are widely agreed upon. Esteemed scholars as: Van Ouden Hoven, Hofstede, Corbett… have shed light on critical traits that help define culture.

1.1.1 Culture as a Learned Example of Behaviors

The notion of culture is instrumental in explicating human behavior that is often learned and internalized. As individuals interact in society, their conduct and mannerisms are inevitably influenced by others' actions. It follows that human behavior is often conformist with individuals aligning their actions in harmony with those around them forming a connectedness or coherence in action.

The Dutch psychologist Greet Hofstede (1991) cited that:

Every person carries within his or herself patterns of thinking, feeling, and potential acting which were learned throughout his or her lifetime. Much of these patterns are acquired in early childhood because at that time a person is most susceptible to learning and assimilating. (p.32)

To clarify, the transmission of culture does not occur via genetics; instead, it is procured through communication channels, encompassing both conscious and subconscious levels of communication (Gallois et al., 2014).

1.1.2. Culture as a Shared System

Most of the population exhibits acquired behavioral patterns and outcomes, rather than just a few isolated individuals. This has led to the emergence of shared behaviors practiced by millions of people across various cultures, such as religious practices the use of the English language… However, it should be noted that not all elements of a given culture are equally adopted by its members.

It is evident that individuals from diverse backgrounds can possess unique cultural characteristics, which are widely prevalent among society's constituents. Religious adherents may have varying beliefs and practices, and individuals may have different levels of concern regarding certain issues. Culture is not exclusive to their religious group or beliefs, but rather about the common ground they possess. Van Oudenhoven (2011) asserts: "culture is a shared system of values, norms, ideas, attitudes, behaviors, means of communication and the products of these." (p.3)

1.1.3. Culture as an Integrated System

Culture is characterized by a methodical arrangement of components that work together in harmony. The assimilation of new components is a continuous process integrated seamlessly into the existing system. In simpler terms, cultural integration occurs when members of one culture incorporate aspects of another culture while preserving their own distinctive identity. The convergence or marriage of two civilizations takes place in this way, As (Havilland et al., 2013a) supported: "culture is a structured system made up of distinctive parts that function together as an organized whole" (p.34). For instance, the United States and

even Canada are often referred to as melting pots where various cultures intermingle and assimilate.

1.1.4. Culture at Constant Change

It can be readily observed that culture is a trait that is by nature in a constant state of flux. This fundamental aspect of culture cannot be denied or avoided. In some societies, this change happens at a slow and steady pace, which can give the impression that they are static and unchanging when compared to other cultures. However, it is important to acknowledge that even seemingly unchanging cultures are in fact evolving albeit at a slower rate Norms, beliefs, practices, and language of any group are not static but dynamic. (Corbett, 2003)

1.1.5 Culture as a Set of Symbols

Culture heavily relies on symbols which can refer to an object, a word, or even an action that signifies something else. These symbols are not naturally related to their meaning but they are defined by the culture they belong to. In fact, cultural symbolism plays a crucial role in the way people live their lives and how they organize their thoughts and actions. Therefore, it can be said that symbols are at the foundation of every culture. As Kramsch (1998) stresses that "language is a system of signs that is seen as having itself a cultural value". (p3)

According to Durant (1997), culture is "something learned , transmitted , passed down from one generation to the next, through human actions, often in the form of face -to- face interaction, and, of course, through linguistic communication" (p. 24). In other words, Durant asserts that culture is an acquired skill, that is imparted and preserved from one generation to the next through human engagements, mainly through personal interactions, and, of course, by means of oral and written communication.

It is important for learners to possess certain qualities that enable them to comprehend and appreciate diverse cultures as well as imbue significance to their own actions and the actions of others. This is essential in facilitating successful communication with individuals from various cultural backgrounds. Thus, a sound knowledge of these characteristics is crucial for equipping individuals with the skills to interact effectively across cultural divides (Fujishin, 2009).

1.2. The Interrelationship between Language and Culture

Several studies were devoted to explaining the relation between language and culture. This relationship has been discussed by many scholars and authors such as: Brown, Sapir, and Naban …

To start with , (Brown ,2000) in his definition of culture and learning asserts: "language is a part of culture and culture is a part of language ; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"(p17). In simple terms, language and culture complete each other as they share a mutual influence, so that one cannot be detached from the other. Equivalently, Chen (2017) shows that language and culture are one body and each depending on the other. Furthermore, Allwright and Bailey (1991) confirm that if someone want to learn a new culture, it is crucial to learn the new language associated with it and vice versa. Consequently, language and culture are two sides of the same coin. Learning the target language includes not only the linguistic knowledge of that language but also cultural information as well. For someone who wants to learn a language, it is not enough to be a good language interactant, as language learning also requires recognition of the cultural background. For that purpose, they should develop an awareness of how to be intercultural communicators. Thus, language is used as a

medium of transmitting culture over generations. Kramsch (1998) explained the interconnection between language and culture in three main points: First, language expresses cultural reality. Through language, people do not only convey their personal beliefs but some cultural backgrounds and traditions as well. Therefore, people use language to transfer them. Second, language embodies cultural identity; individuals can easily express themselves using language. For example, a person may use language to inform his surroundings about his identity. Third, language symbolizes cultural reality in the sense that symbols are among the main components of culture. Generally speaking, these symbols carry implicit meanings to identify people's social identities.

Another piece of evidence worth mentioning is the Sapir and Whorf hypothesis (1929), which was presented first by Sapir and then developed by Whorf. This theory avows that languages affect people's ways of thinking and their viewpoints about the world around them. However, It consists mainly of a strong and a weak version; the former is "linguistic determinism," which claims that human thoughts are determined by the language they speak. The latter is "linguistic relativity," which carries the notion that language has an impact on some areas of people's thoughts (Kramsch, 1998). Sapir's and Whorf's (1929) hypothesis is another illustration that shows the profound connection between language and culture. It reinforces the fact that language and culture are inseparable; thus, one will be meaningless without the other. Additionally, language and culture are incorporated in both teaching and learning processes in a way that is impossible to learn the culture when separated from the language of the target context because feelings, beliefs and perspectives are functionally embedded and interwoven with language (Naban,1974, pp.18-30) . Learning a culture without knowing the target group's language is impossible and vice versa. Similarly, Mitchell and Myles (2004) affirmed that Language and culture are inseparable as they are acquired

hand in hand each contributes to the development of the other. Language and culture go hand in hand; one cannot learn a language without learning its culture.

2. The Integration of Culture in Language Teaching

2.1 The Importance of Teaching Culture

In order to fully grasp a language, it is imperative first to gain a deep understanding of the culture and its origin. Over the past two hundred years, countless scholars emphasized the undeniable correlation between language and culture. It is widely understood that language and culture are intertwined, and cultural knowledge is essential to comprehend a language truly. Therefore, more than acquiring knowledge of a language in isolation from its cultural context is required. So, to effectively comprehend a language, one must delve into its culture.

Since, learning a language entails knowing about its culture as well ,according to Bada (2000) : "the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers" (p.101). Simply, put learning a foreign language requires knowing the target culture too.

Despite the clear advantages of incorporating cultural elements in foreign language classes, a significant number of language instructors fail to recognize their importance. This disregard stems from many educators prioritizing the practical aspects of language acquisition over cultural enrichment. Consequently, culture often takes a backseat in language education and is viewed merely as an add-on by many teachers. The incorporation of cultural education alongside language instruction brings about significant drawbacks. In essence, educators of languages hold great value in comprehending reality through cultural analysis to safeguard their students from acquiring fluency without proper context.

Several authors listed the benefits of cultural education in teaching language. Among them, Stainer (1971) believes that studying culture gives students a reason to learn the target language and makes L2 study meaningful. Knowing the target culture helps to get a clear picture of real-life situations. Although grammar books are full of real-life illustrations, such situations can be difficult for students to understand without prior knowledge. In addition, access to the cultural aspect of language would help students relate the abstract language system to real people and places (Chastain, 1971). Regarding motivation, culture education plays an effective role as students enjoy culture-related activities such as singing, dancing, dramatizing, exploring countries and people…etc.

Teaching the target culture does not only enhance the students' curiosity and enthusiasm in the English-speaking culture, but it can also significantly improve their mastering of the language. By incorporating various linguistic elements within the target culture, students can solidify their understanding of grammatical rules, idiomatic expressions, and vocabulary by incorporating various linguistic elements within TC. Furthermore, including cultural components can provide students with a comprehensive view of the English-speaking world and strengthen their ability to communicate effectively in a global context. Ultimately, exposing students to the TC can be a transformative experience that goes beyond language acquisition and fosters a deeper appreciation and love for the intricacies of English. Hence, exploring the linguistic achievements of individuals is essential to consider their original country, their drive and impetus for learning a second language. Due to the influence of one's cultural background, many learners attempt to distance themselves from the new culture they encounter. This stems from obstacles that arise in comprehending and embracing the viewpoints and beliefs of those who differ from their own. According to Kramsch (2001):

People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, and nation) acquire common ways of viewing the world

through their interactions with members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization in their lives. Common attitudes, beliefs, and values are reflected in the way members of the group use language—for example, what they choose to say and how they say it. (P.6)

Exploring TC enables students to gain knowledge and insights into diverse subjects, such as geography, history, arts… Moreover, Cooke (1970) points out that, learning about the target culture broadens learners' horizons and prepares them to understand the world better.

When reflecting on the various manners by which culture may have an impact on language instruction, McKay (2003) postulated that such influence manifests in two distinct ways: through linguistic and pedagogical means; specifically, concerning the latter, cultural norms and values must be considered when selecting appropriate teaching materials, as the cultural content's material and underlying methodology will undoubtedly impact the learning experience of students within the classroom setting.

From a linguistic perspective, the influence of this phenomenon can be observed on various levels of the language, including semantics, pragmatics and discourse. It can alter the meanings of words and phrases, impact the way language is used in social contexts, and shape the overall flow and structure of communication. It is a multifaceted effect that can significantly changes how language is perceived and understood.

2.2. The Main Approaches to Teach Culture

Many approaches and techniques have been used to teach foreign languages throughout history. According to Richards and Rodgers (1986) an approach is a collection of general

assumptions about what language is and how it is learned. Nonetheless, foreign language teachers employ most frequently the approaches listed below:

2.2.1 Mono- Cultural Approach

This approach dates back to the 1970s. It was first known as "the foreign cultural approach", however Murphy (1988) renamed it the "mono-cultural approach" since it is largely based on the notion of a single culture linked to particular people, a particular language, and typically a precise territory .It simply discusses the country's culture where a specific language is spoken. (Risager,1998)

2.2.2. Intercultural Approach

Since 1980, language instruction has been affected by intercultural perspectives. As a result, the intercultural approach was settled. This approach relies on the idea that culture is learned well when compared to another, and easily grasped through comparison. Besides, it aims to develop learners' communication abilities effectively and appropriately. Therefore, training students to be intercultural speakers who are capable of engaging with the complexity and identities'numerosity ignoring the stereotyping that results from viewing people via a single identity. (Byram et al., 2002, p.9).

2.2.3 Multi- Cultural Approach

Within the 1980s, the teaching process began to focus on the different ethnic identities in their own right. Thus, the multi-cultural approach's fundamental premise is that cultures are not monolithic but rather multicultural, in which all sub-cultures of any country constitute one culture; several cultures may co-exist within the confines of the same society and state. In addition, this approach highlights the ethnic and linguistic diversity of the target country or

countries, such as the Bretons, Moroccans, and indigenous French in France. (Risager, 1998).

2.2.4 Trans-cultural Approach

The given approach emerges from the fact that cultures are intertwined; it emphasizes the principle that cultures are interlacing due to the globalization process, mass media spread, and immigration. Although transcultural approaches concentrate on individuals and groups' lives in contexts with variant degrees of cultural and linguistic complexity, the teaching of this process also deals with other countries, areas, or cultural contexts in relation to the target traditional countries. Moreover, based on that approach, the instruction process stresses complex identities, particularly third-culture identities, a type of identity that comes from spending a lot of time travelling or residing abroad (Risager, 1998).

2.2.5 Communicative Language Teaching Approach

The communicative approach is a popular method for teaching languages worldwide. Its primary objective is to develop communicative competence, which teaches fluent communication and appropriate behavior in various communicative situations. Both teachers and learners play significant roles in the CLT approach. The teachers facilitate the communication process between all participants and activities, while learners are independent participants in the teaching and learning group. To promote communicative approaches to language teaching, various materials are used, such as text-based materials (reading passages, gap fills, recording), task-based materials (game boards, role play, cards), and realia (things from the outside world communication).

3. History of Teaching Culture

Teaching culture is believed to be as important as teaching one of the language skills (reading, writing, speaking, and listening). To effectively understand a language, one must dig into the nuances of its culture, as language and culture are one body and each depends on the other (Chen, 2017). Due to the importance of culture in language instruction, some scholars tend to consider it a fifth skill. However, even if teaching culture was viewed as an important discipline, culture was not formally recognized in language teaching until 1960.

Actionally, culture has always been presented in the content of language teaching. But it was not developed as a discipline of cultural pedagogy until 1960 (Risager, 2007). In all aspects of life, culture permeates without even being noticed. Its presence in everything- from how people celebrate special occasions to how they carry out their daily routines to the simple act of taking and cooking. One cannot forget that language and culture are intertwined and inextricably linked. Attempting to teach one without imparting the other is almost impossible, even if not done intentionally so language is taught; culture is inevitably passed along with it whether explicitly or implicitly. In the 1960s, culture was not introduced to everyone who wanted to learn it; it was only directed to advanced learners. (Lafayette, 1997).

At that time, the process of teaching culture was referred to as "culture pedagogy," often described as the act of teaching culture or the pedagogy adopted by the teachers (actions, teaching strategies, understanding learners' needs, etc.). In this attempt, Risager has divided culture pedagogy into earlier culture pedagogy (1880) and more recent culture pedagogy (1960). The former was about teaching politeness in foreign-language conversations. Hence, it was predominated within the concept "realia," which is traced back to the 17th century. Whereas the latter is concerned with the most recent amendments to officially include culture into foreign language teaching curricula officially. Within the emergence of audio-lingualism in the 1960s, many efforts were made to incorporate culture into language curricula. Additionally, the appearance of the term "authentic texts" leads to the development of

cultural teaching. The authenticity of materials applied in teaching reflects the development of culture; people's behaviors, attitudes, feelings, etc. are explored in authentic texts. The 1980s witnessed new developments through which teachers had at their disposal the needed instruments to include culture as an integral part of SL learning. In the 1990s, greater importance was given to culture's integration into the FLT curriculum, and as a result, the domain of teaching culture flourished due to the technological pieces of equipment teachers were provided with. Another perspective to examine the development of culture teaching through is the language teaching methods; grammar translation, audio-lingual, direct methods…

First, GTM was the dominant method in the 19th century. Its major focus was learning grammar rules, lexis, and translation from and into the target language. But culture was marginalized as they did not give much importance to it. According to this method, culture was a collection of literature and fine arts (Freeman, 2000, as cited in Atamna, 2008). Interest in teaching culture has risen in the direct method, which focuses on the spoken language rather than the written one; topics investigated are much more related to TC (geography of the country, history, customs, etc.). After that, the audio-lingual method appeared to aid students in communicating proficiently within the target language, as it emphasizes the teaching of the small c culture (ways of thinking, customs, beliefs, etc.). On the whole, culture teaching is a fundamental element of language pedagogy. As a result, the most important objective of language teaching is to develop the learner's ability to communicate appropriately across linguistic and cultural borders.

4. Intercultural Communicative Competence

One of the truths that cannot be disputed nowadays is that people are living in a totally dynamic environment as a result of rapid technological improvements. In a

completely globalised society, technology plays an important role in enhancing both communication and interaction among residents who are culturally diverse, and in order to handle communication with such people, the capacity to comprehend others must be improved. To conceptualize intercultural communication skills, a wide range of research projects have been established.

4.1. Definitions

Before explaining what ICC is, one should first clarify the term "interculturality," which is perceived as an active process of communication besides interaction and corporation between several cultures, underlining the similarities without neglecting the diversities that are viewed as enriching elements (Souryana, 2006). From the word's origin, it is noticeable that interculturality occurs between two sides. Since the prefix "inter" means in between, that is to say within two different cultures. Hence, a number of definitions are set in order to interpret the notion. To start with, ICC is viewed as an umbrella term that comprises several competencies which are viewed as components, mainly: linguistic, sociolinguistic, and discourse competencies.(Byram,1997) In order to realize intercultural communicative competence a person should accomplish not only the ability to use language and reacting to it appropriately in certain communicative settings , but as well the knowledge and skills relevant to the production and interpretation of texts from a variety of discourse's genres , without ignoring the overall understanding of the language's rules and forms. Consequently, the knowledge of the aspects mentioned above necessitates ICC. In simple words, intercultural communicative competence is made up of several competences. In addition to that, Byram (1997) reported ICC as a collection of features that an individual has to have in order to connect effectively with members from diverse cultures. Thus, these characteristics represent the basis of an effective communication a person relies on. The fundamental elements include: further knowledge

about the other, enough skills to communicate with surroundings and different attitudes which are reflected in others behaviors.

Furthermore, intercultural communication is considered the ability to communicate effectively in interculturalsituations, in addition to the potential to connect a variety of cultural contexts in an appropriate way (Bennett, 2004), a way that prevents particular cultural aspects from being smashed. Thus, intercultural communication mainly serves the purpose of communicating effectively in various cultural situations as well as relating segments of speech appropriately in a variety of cultural contexts. To reinforce this idea, Fantini (2007) postulates that ICC is a complex of abilities demanded to effectively and appropriately engage in the interaction with others who are unlike one's self precisely in both linguistic and cultural portions; likewise, this definition emphasizes two important angles of intercultural communication: effective and appropriate. The former is related to the recognition of one's intercultural contacts. While the latter is tied to the manner in which someone's behavior is interpreted by the host (generally someone who has an external position). To conclude, ICC is a vital to effective communication with individuals who are different from each other.

4.2. Barriers to Intercultural Communicative Competence

To achieve effective intercultural communication and due to the chronic understanding that occurs when culturally different people interact. A number of elements that seek to prohibit communication have been raised. These constituents are known as "barriers." According to Merriam-Webster dictionary, barriers are "elements or materials that prevent progression and movement" (n.d). In other words, barriers are components that obstruct growth and development. In this context, Barna (1994) compiled a list that focuses mainly on four major components: language, stereotypes, and prejudices, in addition to ethnocentrism.

4.2.1. Ethnocentrism

One of the main impediments to intercultural communication is the negative arbitration of a particular culture's aspects by the criteria of the individual's culture. Jandt (2017) confirms "negatively judging aspects of another culture by the standards of one's own" (p. 86). Thus, to be ethnocentric is to believe in the superiority of one's own culture. In the same vein, Sumner's view (2014) claims that his group is always the centre of everything and superior to anything else. Whereas others are scaled and assessed as a performance.

4.2.2. Stereotypes and Prejudices

Both prejudices and stereotypes are used interchangeably to represent another category of intercultural communication barriers. Similarly, the two expressions generally refer to judging individuals based on their group's membership. To start with, the word stereotypes was first used by the journalist "Walter Lippmann" in 1922 in order to express judgments made by others based on ethnic group membership; "stereotypes" is a broader term commonly used to point out a negative or positive judgment about certain members on the basis of an observed or believed group membership (Jandt, 2018). As for prejudice, another outstanding barrier that stands for unreasonable feelings of suspicion or hatred towards particular group based on race, religion, or sexual orientation (Jandt, 2017), it is an emotion that causes a person to avoid interaction with members of the same group for no apparent reason. Overall, these two terms are interrelated in the sense that both notions are about making judgments about individuals based on group membership.

4.2.3. Language

When it comes to intercultural understanding, language plays a crucial role in attaining the goal of effective communication. A way through which language may be considered a barrier

to efficient intercultural communication is through the diversities in vocabulary, idiomatic expressions, grammar, and syntax. These aspects are likely to enhance misunderstandings and prevent communication flow. Furthermore, another problem that leads to this incident is the fact that when language speakers speak a language that belongs to different cultures, they hold on to literal meanings without accounting for the connotations and contexts in which they are and should be used. (Barna, 1994)

4.3. Models of Intercultural Communicative Competence

A plethora of studies and research are carried out in order to address the matter of modeling intercultural competency. (Belinger, 2004) demonstrates that model as a simplified representation of a system at a certain point in time or location that is premeditated to enhance the real system's understanding. Nevertheless, a variety of intercultural competence models have been developed through the years to provide an agenda for scholars. On the same matter, several scholars provided a taxonomy that accounts for the major types of ICC models. As they argued, models of intercultural communicative competence can be divided into five categories. These types share the same aim for conceptualizing the notion. However, the manners of doing so differ. The information listed below provides a brief overview of each model.

4.3.1. Compositional Models

This kind of model seeks to distinguish the motifs of competence without revealing the relationship between them. (Spitzberg&Changon, 2009). As it provides a list of available traits, skills, and characteristics that are useful to enhance individuals' interaction and competence in intercultural contexts. Thus, compositional models are beneficial for identifying the critical aspects of intercultural competency phenomena. Overall, the term

implies that these models are made of subcomponents. The table below outlines a variety of models that belong to the discussed category.

Table2.1:

The Compositional Models of ICC

Model	Scholar(s)	The year
IC components model	Hamilton, Richardson and Shuford	1998
Facework-based model of intercultural competence	Ting-Toomi and Kurogi	1998
Deardorff pyramid model of intercultural competence	Deardroff	2006
Global competence model	Hunter, White and Godbey	2006

4.3.2. Co-oriental Models

The co-oriental model of intercultural competence is concerned with the outcomes of interactional processes. It is clear that this model summarizes several cognitive concepts relevant to intercultural process outcomes: understanding, overlapping, perspectives, accuracy, directness, etc. The latter traits are certainly more in the domain of skills. The following are some of the models under what is referred to as the "co-oriental model.

Table2.2:

The co-oriental Models of ICC

Model	Scholar(s)	The year
Intercultural interlocutor competence model	Fantini	1995
Worldviews convergence model	Fantini	1995
Intercultural competence model	Byram	1997

Intercultural competence model for strategic human resource management	Kupla	2008
Coherence-cohesion model of intercultural competence	Rathje	2007

4.3.3. Developmental Models

The developmental model, which is clearly drawn from its appellation, emphasizes the enhancement of conceptualizing ICC. It focuses on the stages of competency development. In fact, the supreme concern of these models is the time factor of intercultural competence; in other words, the model's focus is on achieving the developmental process of competence within the expected duration. This model stresses the central role of time in intercultural interaction with a focus on the progression of stages of individual IC. The following table represents some examples illustrated as subcomponents of the model.

Table2.3:

The developmental Models of ICC

Model	Scholar	The year
Intercultural maturity model	King and Magolda	2005
Developmental intercultural competence model	Bennett	1986
U-Curve model of intercultural adjustment	Gullahorn and gullahorn	1962

4.3.4. Adaptational Models

It highlights the fact that several individuals are involved in the communication process. Consequently, this relationship is emphasized through modeling the process of communication. These models offer an important requirement of IC: the ability to adapt to

other cultures. However, one of the significant weaknesses is the inability to identify the type

of adaptation necessary at each stage of the process. Some models' arrivals are adaptive in

nature.

Table2.4:

Adaptational Models of ICC

Model	Scholar	The year
Intercultural communicative competence model	Kim	1988
Intercultural communicative accommodation model	Gallois, Franklyn-Stokes, Gills and Coupland	1988
Attitude acculturation model	Berry, Kim, Power, Young and Bujaki	1989
Relative acculturation extended model	Navas, Rojas, García and Pumares	2005

4.3.5. Causal path Models

The models attempt to present IC as a theoretical linear system that is empirically tested by

means of standards cross-sectional multivariable techniques.(Spitzberg&Changon,2009).

Causal path models of communicative competence visualize communicative competence as a

component in network of intercultural constructs, which are collectively evaluated in their

competence by the criteria of interrelationship.

Table2.5:

Causal path Models of ICC

Model	Scolar	The year
Model of intercultural communication competence	Arasaratnam	2008
Intercultural communication model of relationship quality Ting-	Griffith Harvey	2000

Toomy		
Multilevel process change model of intercultural competence	Ting-Toomy	1999
anxiety/uncertainty management model of intercultural competence	Hammer, Wiseman, Rasmussen and Bruschke	1998
Deardorff process model of intercultural competence	Deardroff	2006
Relational model of intercultural competence	Imahori and Lanigan	1989

In short, this category's models encourage adaptation to achieve research requirements and purposes easily. Additionally; relations of causality are the dominant relations among ICC components.

Due to the variety of models listed above, explaining the notion of intercultural communicative competence seems critical in the field of intercultural communication. All in all, these ways aim to conceptualize the notion of ICC. However, one cannot neglect a vital model that represents the notion of ICC in details: the famous model of "Michael Byram".

4.3.6. Byram Model

One of the most effective intercultural communicative competence models which heavily affects the teaching process of both SL and FL. Byram's model draws attention to integrating culture into language. Thus, this latter is based on Hymes' notion of CC. Moreover, the model is unrelated to a particular language or culture, since it is intertwined with the notion of CC; its main focus is on the individual's ability to communicate effectively and appropriately in a variety of settings.

In his book entitled "Assessing and teaching ICC", Byram (1997) stated that there is a difference between people who exchange ideas in intercultural setting and individuals who do so in their native countries. Besides that, he avoids using the term "speakers" to describe individuals who participate in a dialogue. Instead, according to the book author, ICC refers to

what speakers need to know in order to be able to use language in appropriate settings. Consequently, in order to be a competent intercultural communicator, one needs to enhance the vital components of ICC; as Byram labeled them the "05 savoirs": knowledge (savoirs), skills of interpreting and relating (savoir etre), skills of discovery and interaction (savoir comprendre), attitudes (savoir apprendre/ faire) and critical cultural awareness (savoir s'engager).

5. Methods to Teach ICC in EFL Classrooms

In this paper, presents different methods of imparting cultural knowledge along with practical activities that can motivate educators in their cultural teachings. Byram (1997) asserts that learning intercultural communication competence (ICC) is a complicated process that goes beyond traditional language instruction. In line with Brooks' (2001) principle, ICC is best acquired through real-life practice, similar to how learners attain proficiency in phonetics, syntax, or morphology.

One way to maintain a stimulating conversation is by focusing on daily routines that reflect identity, similarities, and differences within cultural norms. Studies show that educators tend to emphasize socio-cultural elements such as customs, cuisine, housing, and factual information while neglecting essential skills in sociolinguistics, non-verbal communication, and pragmatics (Reid, 2014); (Zerzová & Kostková, 2012).

A misleading image of the target culture is often conveyed to learners by only highlighting its positive features. Therefore, to avoid a misleading image of the target culture, it is important to provide learners with up-to-date, accurate, and factual information about the culture (Huhn, 1978).

5.1. Cognitive Methods

The application of cognitive approaches harnesses the mental capacities of learners in order to gather vast amounts of information on important concepts like cultural customs, history, and faiths. In addition, Lectures and seminars are commonly utilized to convey insights and awareness regarding diverse cultures, thereby playing an integral role in establishing a solid foundation for learners to improve their intercultural competence.

5.2. Self-Insight Methods

By utilizing various self-exploration techniques (reflecting personal likes and dislikes, an individual's achievements in life, etc.), individuals can delve into distinct character elements in relation to adapting to diverse cultures. These practices are advantageous as they enable learners to improve their unfavorable outlooks, particularly in informal educational settings.

5.3. Behavioral Methods

Behavioral methods primarily focus on transforming the behavior of learners. The procedure aims to eliminate inappropriate behaviors and foster efficient and respectful ones. The use of behavioral methods facilitates the practical application of theoretical knowledge obtained from cognitive methods.

5.4. Experimental Methods

The act of experimentation allows learners to gain a concrete understanding of how their behavior can possibly affect their surroundings. By creating numerous scenarios where they use a foreign language, learners are challenged to adhere to the customs and norms of a different culture.

5.5. Attribution Methods

This group of techniques relies on deducing interpretations from factual information. In other words, students are given the opportunity to study the various aspects of a particular society by analyzing the observable behaviors exhibited by its members.

6. Intercultural Awareness

6.1. Definitions

A myriad of cultures is merging due to technological advancements, causing the world to expand. This creates a sense of unity among individuals from vastly different backgrounds, as they all reside in the same physical space. Therefore, Communication among individuals from varied cultural backgrounds is a highly emphasized. To effectively communicate with such people, one must embrace a sense of acceptance, acknowledging that despite differences that delineate groups from one another, there are also similarities that unite all human beings. Hence, the acceptance's process is referred to as "Intercultural awareness". IA is an important procedure that paves the way for effective intercultural communication. According to "Banda Aceh" -Indonesian University English lecturer-, intercultural awareness refers to how people from different cultural backgrounds and countries endeavor to communicate with each other". Therefore, intercultural awareness encompasses the procedures applied in intercultural society to promote efficient communication. Since intercultural community is made up of people from various cultural backgrounds, ways of developing this issue will undoubtedly differ. In the same line, it is argued that being culturally aware entails an awareness of patterns of knowledge, skills, attitudes; beliefs…Besides the materials and artifacts generated by the humans and passed down from one generation to another (Williams, 2014). In other words, this definition presupposes that IA requires an awareness of the main constituents of

culture. Moreover,Baker (2011) reviews intercultural awareness as a conscious understanding of the cultural forms, practices and frames that develop intercultural communication understanding and tends to put these elements into practice in a context that is specific and close to real-life situations. Thus, IA represents the capacity to undertake behaviors in dynamic contexts of real communication. It was largely expounded by a multifariousness of scholars; from Zhu's perspective IA is the individual's ability to be objective as well as to confess both his own culture and culture of the other side .Similarly, Baker(2011) claimed that IA promotes the absence of subjectivity ; in the sense that , someone who is aware interculturally of the existing differences and similarities should not develop any signs that do not reflect his personal opinion ; he must be neutral towards any cultural aspects.

 Pushing further, Korziluis et al. (2007) postulates intercultural awareness as:

> The ability to empathize and decanter. More specifically in communicative situation, as it is the ability to take on the perspective of a conversational pattern from another culture with another nationality, and for their cultural background and thus to be able to understand and take into consideration interlocutors different perspectives simultaneously.

 Intercultural awareness promotes the ability to take a conversational perspective from another culture and apply it to others, taking into account both the distinctive and non-distinctive features. IA is defined as a conscious knowledge of the distinctive and common characteristics of a certain culture that adheres to a specific cultural background.

6.2. Levels of Intercultural Awareness:

 Intercultural awareness is considered as one of the vital focuses of modern language teaching. Being interculturally aware individual requires an awareness of one's cultural

behavior. Besides, an awareness of others cultural behaviors. Without forgetting the ability to explain one's cultural standpoint. (Tomalin & Stempleski, 1993). Intercultural awareness is developed partially through a series of phases. In this line, it is claimed by Ifelou S. AVE Leadership skills Development that intercultural awareness progression depends on four stages:

6.2.1. Unconscious Incompetence:

It is known as "Blissful ignorance". People are unaware of cultural differences and they unconsciously commit cultural blunders or misinterpret much of what is going on around them. As a result, individuals fall into cultural breakdowns because they are completely yet innocently unaware of the aspects of the culture and society around them.

6.2.2. Conscious Incompetence

At this stage, individuals are able to recognize the differences between local and people's behaviors. Through this distinction, they will understand a bit about what these disparities are.

6.2.3. Conscious Competence:

At this level, people are aware of the existing cultural differences. As well as, they know what these differences are and try to adjust their behaviors accordingly; they spent a conscious effort to behave in a culturally appropriate way. In other words, this level is the level of preeminence in the mastery of a culture.

6.2.4. Unconscious Competence

At this stage, individuals do not need to think about what they are doing. So that, they achieve the right thing. Culturally proper behavior is recognized as a second nature to them.

Hence, being interculturally aware person requires efforts on the individual's part; learners should have enough practice in that way; they aim to successes.

6.3. Methods to Develop Intercultural Awareness

Intercultural awareness is essential to promote effective communication between individuals of different origins. For that, a number of researchers provided tools and methods to improve it. Hughes (1986) presented a set of tools that contributes to developing intercultural awareness, namely: comparison methods, culture capsules, cultural islands, drama, newspaper…

6.3.1. Comparison Methods

The technique of comparison begins with introducing several artifacts from the target culture that are different from the students' culture. Then, discussing these elements focuses on the discrepancies that may cause problems.

6.3.2 Culture Assimilator

It is a modern technique designed by social psychologists to help people acclimatize to the foreign culture. The culture assimilator generally is a brief explanation of a significant occurrence of a critical incident in cross-cultural interaction that students may misinterpret. Learners are exposed to a variety of explanations, from which they are asked to choose the proper ones. If wrong choices are made, students must look for further information, in order to come up with the right conclusions.

6.3.3. Culture Capsule

Culture capsule is "a short representation of five to ten minutes presentation that focuses on one minimal difference between the target culture and the native culture of the students." (Taylor& Sorenson, 1961); this technique is quiet similar to the above mentioned one.

Culture capsule is performed as a silent reading task; the teacher gives a small presentation about a certain topic, in which a difference between American and foreign customs is raised. Then, the teacher asks some questions in order to enrich the discussion.

6.3.4. Drama

Its main purpose is to incorporate students in cross-cultural misunderstanding situations. This is achieved by acting different scenes which includes events students may encounter in the target culture.

6.3.5. Newspaper

Newspaper is one way of enhancing both student's intercultural awareness and intercultural communicative competence. This can be accomplished simply through comparing a foreign newspaper to its counterpart in the target one.

6.3.6. Project Media

This approach focuses on improving learners' cultural backgrounds using various methods and technology such as films, filmstrips, projected media …

6.3.7. Cultural Island

Within this technique, teachers are supposed to create an educational atmosphere; that aims to acknowledge learners about different cultures. The teacher is supposed to prepare an environment that reflects the culture that tends to be taught through using photos, gestures, posters … to attract learners' attention, towards learning that culture.

Conclusion:

The present chapter was totally devoted to explain the modern phenomena of intercultural awareness. Therefore, the section is initiated with an overview about of culture and

intercultural communicative competence. Then, the chapter delves deeper into the literature of intercultural sensitivity. Before digging into IA details, interculturality was discussed. Next, the term intercultural awareness is explained through a number of definitions. IA is essential means for dealing with intercultural groups. Moreover, Promoting IA is advantageous; in the sense that, it fosters a feeling of equality between members of the society, regardless of their origins. It is also important in the teaching area since it boosts learners' self-confidence, creates a sense of equality among members, and expands their cultural knowledge.

It is concluded that intercultural awareness is extremely valuable and must not be overlooked. On one hand, teaching IA improves students' performance and, encourages students to develop and enhance their abilities as well as their level. While on the other hand, intercultural awareness tends to acknowledge teachers on better ways to treat learners from various backgrounds.

Section three: Intercultural Awareness in Teaching Reading Skill

Introduction

Intercultural awareness has been favorably encouraged in the educational process in the sense that it increases the learners' background knowledge of other ethnic groups. It also improves communication among members.

This section is geared at researching the relationship between IA and reading ability. In other words, the influence of instructors' intercultural awareness on the process of teaching reading; if teachers' intercultural awareness has an impact on the teaching process, and if so, how does it affect students. First and foremost, it sheds light on the role of culture in language instruction. This section will next go through methods for improving IA in reading. It is critical to understand who the intercultural aware instructors are in order to have a better understanding of the true meaning of IA. We studied this viewpoint for this purpose. Finally, past research are cited as proof of IA efficacy in the FL teaching process.

 1. The Influence of Culture on Language Teaching

It has long been held that language and culture are inseparable matches; teaching language necessitates teaching its culture, and understanding its language. Hence, language and culture are like two sides of the same coin. Since we demonstrated in earlier sections that language and culture are inextricably linked, the effect of culture on linguistic processes is therefore clear.If a foreigner is placed in a country that is not his own in order for him to learn

a new language. It will be noted that he learns the language; he picks up on parts of the country's traditions, habits, and behaviors. For example, what do they do on significant occasions? What is the country's most popular dish? ; The collective values, beliefs, and norms that a certain community acquires through learning are what constitute culture (Greey, 1994). Ethnicity, nationality, gender, disability, race, sexual orientation, and religion are all aspects encompassed by culture's expansive definition. Culture has the power to shape people's values, customs, and mannerisms, while also impacting their language and conduct. It is imperative to have a solid understanding of a society's culture when striving to attain linguistic proficiency. Furthermore, the language used can potentially alter a society's culture. Cultural factors and norms are reflected in language, including both explicit and subtle expressions. For instance, a language may incorporate idiomatic expressions that reflect cultural norms, employ slang vocabulary that reflects current cultural trends, or even feature syntax quirks that reflect cultural beliefs. In North America, the Algonquin languages differ from the majority of the world's languages by not adhering to the Subject-Verb-Object or Subject-Object-Verb order. Instead, Algonquin sentences prioritize verbs, reflecting the tribe's culture that values process rather than a static state of being. Algonquin speakers view the physical world not as a collection of interacting objects, but rather as a series of continuous transformations that incorporate objects, so an Algonquin speaker may express the act of singing by saying "Singing is happening" instead of "She sings to him". How individuals communicate is deeply intertwined with their cultural background, affecting their cultural norms and beliefs; language and culture are constantly evolving together (Briggs, 2022).So as mentioned before, cultural changes often result in the emergence of new words, while some old words remain unused. Pop languages of different eras are also likely to differ, with slang terms used by ancestors differing from those commonly used today. TV shows, political events, and music impact certain languages, gradually shaping the cultural trends

associated with them. This has been exemplified by the Beatles and more recently through Hop Pop music. Overall, language is inherently linked with culture and should be regarded as an integral component of any given society. Gaining familiarity with other's party's culture is a crucial factor in achieving effective and accurate communication, completely avoiding misinterpretation, and one example to illustrate this matter is the case of Bill Gates. During his trip to South Korea in 2013, Gates had an opportunity to meet the President.However, he made a cultural blunder by not adhering to the country's formal dress code and greeting etiquette by keeping his jacket unbuttoned and greeting the president with one hand in his pocket .Local newspapers criticized his casual approach, stating that it was disrespectful to the Korean culture. This incident had a negative impact on his public relations during the visit. Gates'lack of cultural awareness was the root cause of his faux pas. By simply being mindful, he had the potential to leave a remarkable impact on others and elevate his standing. Again, the situation Bill Gates have found himself in would've been definitely avoided if he had enough knowledge about the culture he was dealing with which shows how important it is to be aware culturally.

Additionally, cultural understanding is required when teaching a certain language because specific terms cannot be understood without referencing their cultural background. In this regard, the national standards for the FL education project stated in 1996 that students cannot genuinely understand a specific language unless they also master the cultural environment in which it occurs. Therefore, what is relevant to native language accomplishments also applies to foreign and second language (SL or FL). As a result, SL learning necessitates developing several characteristics, including grammatical and communicative competence, language competency, and cultural knowledge (Thanasoulas, 2001).

To summarize, learning a language is heavily reliant on cultural awareness.Furthermore, gaining a culture is dependent on language acquisition, in the sense that attempting to acquire a language inherently results in acquiring the culture, and vice versa. Culture substantially impacts the teaching and learning processes; everyone who wants to learn about a certain culture will acquire its language. And the person learning a new language will absorb some of its culture.

2.Ways of Promoting Intercultural Awareness in Reading:

Both instructors and students now come from diverse backgrounds with varying cultural, political, and social expertise's levels. In the sense that a particular society includes people from many nations, regions, and locations. Variety is an intrinsic feature of human communities. As a result, such situations necessitate instructor attentiveness to enhance his learners' knowledge. In order to handle courses that suit different learners, intercultural awareness ,that is ,being aware of both their mother tongue culture and others culture, should be fostered.

Furthermore, implementing intercultural awareness by FL instructors entails incorporating it into the teaching process of a specific language, which comprises the four fundamentals--listening, speaking, writing, and reading. Reading comprehension is an essential tool to develop that competence;"The process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p.11). It necessitates understanding different meanings through interacting with the written language.

Instructors who are in charge of multicultural courses should choose appropriate materials for all of them. To develop IA via reading comprehension, teachers should build their reading activities that address all learners' demands; these reading tasks are meant to

facilitate and make reading comprehension engaging. Additionally, picking text's themes that learners enjoy helps to improve their understanding. This activity can only be performed by a teacher who is aware of his students' cultural interests and backgrounds.

Teachers can transfer their sense of intercultural awareness to their learners by making them read situations in which there exist "a cultural bump"; Archer (1991) described this notion as: "A phenomenon that occurs when an individual has expectations about another person's behavior within a particular situation, but encounters a different behavior in that situation when interacting with an individual from a different culture. Culture bump theory is concerned with how cultural knowledge is acquired and its effect on intercultural relationships". In that sense, cultural bump occurs when a person's behavior crosses its path within others expectations about him; this situation causes people to become uncomfortable or strange as it gives particular cultural beliefs and attitudes. Consequently, reading texts containing cultural bumps contributes to enhancing students' awareness about the diversities which in a given society; it teaches them how to interact and cope with people from different origins. To enhance IA in an EFL classroom through reading skill, instructors must be aware of the differences in a given community. Utilizing up to date sources that are relevant to students' interests raises their awareness. Cultural differences can play a role in achieving IA.

Intercultural awareness is necessary for effectively teaching learners from diverse cultural groups. Reading ability improves learners' cultural awareness through the texts that promote reading comprehension.

3. Characteristics of Intercultural Aware Teachers

Intercultural awareness is an essential discipline in establishing a successful teaching approach. In general, instructors are in charge of classes that include individuals from a number of ethnic groups. To sustain an intercultural class, the teacher should be someone

who considers differences and turns them into strengths. As a result, teachers should be intercultural aware of differences; in other words, it is beneficial to know the characteristics of culturally sensitive teachers for the sake of improving the learners' level and creating a sense of relaxation towards the process, as people feel at ease with someone who knows them very well.

Cultural sensitivity is a critical criterion that should be promoted in a teaching atmosphere to enhance learners' levels and competencies. From her part Cantu (2008) has stated some qualities which characterize intercultural aware teachers.

➢ A sensitive teacher should respond to the culturally and ethnically diverse requirements of his students in the classroom; in the sense that , the teacher must take into consideration that his learners are unlike each other(they have different

Levels, different competencies, different ways of interpreting things …)

➢ They should value their learners 'differences, aiming to convince them that no culture is superior that the other; hence, spreading a sense of equality among the learners prevents the teachers from falling into misunderstandings.

➢ Teachers have to reinforce positive students –teachers' relationship which relies on four bases: competence, autonomy, relatedness and involvement (Davis, 2003). Thus, once teachers sustain a strong relationship with their students; it will afford a feeling of safety towards the other side. As a result, students will feel comfortable and speak in detail with their teachers, so sensitivity about the small details is raised.

➢ A culturally sensitive teacher is a person who possess an excellent communicative skills; through which they communicate attentively with their students. Consequently, others awareness of their cultural, political and even social aspects will be sustained; in other words, awareness of the cultural aspects is improved.

➢ They have to be aware of their expectations and how they influence their students (Bloom, 2007); teachers should account that they are a source of knowledge for their learners so, they must be conscious of the promoted influence in that case.

Culturally sensitive teachers or intercultural aware educators are knowledgeable persons who know how to deal with their learners' diversities.

4. **The impact of Implementing Intercultural Awareness in Teaching**

The present-day concerns in foreign or second language teaching encompass the impact of intercultural awareness on language learning and the degree to which learners comprehend the culture. Apart from individual considerations, discussions focused on culture also address the development and design of educational materials. To start with, Beresova's (2015) assertion that integrating authentic materials into English language learning can positively contributes to learners' intercultural understanding. Such materials, based on the principles of the Common European Framework of Reference (CEFR), can promote cultural awareness by connecting learners to the culture associated with the language they are studying, and to global cultures. Similarly, Beresova (2015) carry on that educators can actively participate in material preparation and student monitoring when incorporating these materials into their classrooms. Furthermore, Intercultural communication can be improved with the help of communicative language teaching activities. In this line, Agudelo (2007) confirmed that this kind of communication is an excellent tool to gain awareness of national and international values. In order to study the benefits of communicative language teaching in this context; he had aspired language teachers to observe language classes together, interview people, and create lesson plans that integrated cultural elements. Integrating intercultural aspects into classroom content enables students to gain insight into their cultural background, and foreign cultures.

The pre-existing viewpoints of students can impact their approach to learning a new language. Nevertheless, these viewpoints are subject to transformation under the guidance of teachers or educational resources. From Prodromou's (1992) perspective, research on the cultural sensitivity of language educators in Greece shows that students believe that EFL instructors must possess bicultural knowledge. The importance of competence in both the native and target languages and cultures was stressed by students. In order to develop intercultural awareness and alleviate feelings of inferiority compared to the culture of the target language. It is imperative to acknowledge and appreciate one's own culture as well as demonstrating empathy towards other cultures (Byram et al., 2013). To ensure effective cultural education, teachers must periodically incorporate their students' cultures into their teaching. This helps in building trust and encouraging active participation. Therefore, teachers should undergo proper training and development to improve their cultural awareness, before and during their service as educators. According to Prodromou (1992), in order to enhance cultural understanding, educators must adopt a method of teaching that is focused on the learner's needs and interests and employ dynamic activities. Murray and Bollinger (2001) found that fostering intercultural awareness among students can be achieved through various activities, interacting with native speakers of the target language through e-mail, conducting interviews with individuals from different cultural backgrounds, engaging in video projects, and conducting internet research are some effective means. By engaging in these activities, a student gains insight into the values and traditions of the target culture and are better equipped to make meaningful comparisons with their own culture. Furthermore, McConachy (2008) highlights the significance of developing culturally enriched language course materials. It is crucial for educators to raise their consciousness and encourage interactive exercises to surpass the contents of the textbooks. The materials' format and characteristics also hold great importance. "In this case, the aim is

not to elicit some kind of predetermined 'correct' answer but rather to develop meta-awareness concerning the fact that socio-cultural context is important in language use." (McConachy, 2008, p.124) Lo Bianco et al. (1999) suggest that teachers of language may encourage their students to engage in discourse that delves into the context and language of both written and spoken content in their desired language, there by considering both cultural and personal variables. By incorporating authentic materials and using targeted questioning, teachers can expand the boundaries of course book design and simplify the task of promoting cultural understanding (Pulverness &Tomlinson, 2013). It is one of the responsibilities of the language instructor to enhance the classroom materials which are presented. Cultural awareness becomes an inevitable part of the English teaching process(Byram, 1997a Byram, 2012; Kramsch, 2011). Many studies emphasize the importance of cultural awareness in EFL / ESL classrooms (Altay, 2005; Agudelo, 2007; İşcan et al., 2017) and offer classroom applications for teachers (McConachy, 2008; Prodromou, 1992; Pulverness & Tomlinson, 2013).

Conclusion

The ultimate purpose of creating this section is to demonstrate the relationship between IA and reading ability; being an intercultural aware teacher or student has an impact on the teaching process in general. Additionally, rather than other language abilities, we seek to study the influence of the reading competence specifically. Reading is undervalued in relation to its significant impact. As a result, studying this subject from this angle is advantageous.

Reviewing the related literature: the influence of culture in language teaching , ways of promoting IA in reading and previous studies which tackle the effectiveness of IA in the teaching field… has proven that teachers IA is a positive, effective and useful criteria .

CHAPTER TWO: The Field Work

Introduction:

It is known that every research paper consists of a theoretical chapter that evaluates the literature related to the topic under investigation. This theoretical chapter must be followed by a practical part that contains the fieldwork investigation; the latter is devoted to testing the hypothesis under study, answering the research questions, and conducting an analysis to reach the aims of the study.

Therefore, our practical chapter aims to investigate the effectiveness of teachers' intercultural awareness in teaching reading. It accounts for the description, analysis, and administration of the students' questionnaire. As well as the analysis of the teachers 'interview. On the basis of the research tools' results, recommendations and limitations of the study are presented.

1. Aims of the Research:

Theproposed study, which is cultural in nature, investigates the impact of teachers IA in teaching reading. It is set to examine whether teachers 'intercultural awareness affects the process of teaching, particularly teaching reading. From diverse points of view, this study examines the impact of IA on enhancing students' levels of performance.

2. Sample:

This research is carried out with the students of Mila University Center, Institute of Letters and Languages, Department of Foreign Languages. The current study focuses on first-

year English students in the academic year 2022–2023. Besides, EFL teachers The reason behind selecting freshman students is that this year is viewed as a turning point in their education, when they are introduced to new people, personalities, and cultural features other than their own; at this stage, teachers are supposed to deal with these aspects. The total population includes 197 students, who are divided into six groups. Among them, 60 students were chosen to constitute the sample for the research. As for teachers, all of them are from Mila University.

3. Data Collection Tools:

The study under investigation aims to find the effectiveness of teachers' intercultural awareness on the students' performance when it comes to teaching reading. The topic was investigated through the use of a questionnaire addressed to students and an interview addressed to EFL teachers.

4. The Students' Questionnaire

4.1. Description of the Students' Questionnaire:

The students 'questionnaire was created to investigate the value of intercultural awareness in terms of reading proficiency among EFL students. As a result, the questionnaire was distributed to 60 first-year students at Mila University Center. We have selected freshman students for a variety of reasons. The most important of which is that they are constantly exposed to new ideas and perspectives. Furthermore, because it is their first year at university, they are studying with completely different systems than they were before. Aside from that, the first year notices significant changes with the introduction of new modules. Through which learners may encounter some disparities among their classmates. As they may discover some common similarities.

This questionnaire consists of twenty-three questions, which are a mixture of multiple choice, open-ended, and closed-ended questions, distributed in four sections. The first section, entitled "Background Knowledge," contains three questions with the aim of discovering some knowledge about the informants, such as the time spent learning English, whether they are motivated to learn about other cultures, and if they have a desire to make relations with foreigners.

Furthermore, the second section, "Intercultural Awareness," consists of eight questions designed to assess students' knowledge of IA. The first two questions attempt to elicit students' perceptions of the term culture" as well as how freshmen perceive it. Starting with the third question and continuing through the eighth, they are designed to collect data about intercultural awareness, investigate students' comprehension of the term, and check the characteristics of teachers' intercultural awareness and its contributions to the teaching process (whether it is a negative or positive contribution).

The third section is made up of five questions. Primarily investigate the incorporation of reading skills in EFL classrooms and its effectiveness in enhancing learners' knowledge of different subjects. The first question aims to elicit learners' perspectives about the effect of reading on other skills such as speaking and writing. Concerning the second question, it is mandated to investigate the frequency with which teachers provide reading tasks in order to encourage students to read. The third question focuses on the most effective reading strategies used by teachers. The fourth question is about the main reason for teaching reading, and the fifth question is about the importance of teaching reading in EFL classes.

The last section, "Teachers' Intercultural Awareness in Teaching Reading," is considered the major section in the whole questionnaire since it sheds light on the fundamental issues of the topic under study. This section comprises seven questions to

examine the impact of teachers' intercultural awareness in teaching reading on the students' learning process. To start with, students are asked whether the teachers' intercultural awareness affects their learning process. Furthermore, it seeks to determine the nature of this impact (whether positive or negative). The next question looks at what kind of activities teachers ask for when students are reading. The third question explores the difficulties students have encountered or may encounter once they read a text that belongs to a different culture. Moreover, the fourth question examines the ideas developed within intercultural awareness. While the fifth question explores the benefits of teaching reading on cross-cultural communicative skills, the sixth and seventh questions study deeply the influence of teachers' intercultural awareness on the students' acquisition, particularly when it comes to reading.

4.2. Administration of the Students' Questionnaire:

Half of the questionnaires were handed out to the students inside the classroom and in the presence of their teachers (1ˢᵗyear teachers of different modules). While the rest were posted online owing to many causes, including the absence of students due to Ramadan and Eid's vacation, so, in order to save time, we have posted an electronic version , and after Eid, we have administered the rest at the university. The entire procedure of gathering data from students took roughly five days to complete.

4.3. Analysis of the Students' Questionnaire

4.3.1. Background Knowledge

Q1: How long have you been learning English?

In order to discover some aspects of the students' background knowledge, we have opted for the first section of questions. The first question will offer insights into the duration

students have dedicated to learning English. The attached figure shows that forty students (67%) have been learning English for seven years. This entails that they have been learning English since the first year of middle school. While the remaining twenty students (33%) affirmed that they have learned it for more than ten years. Suggesting that they have either repeated a grade or started learning it at an earlier age.

Figure2.1:

Freshmen students Experience with Learning English.
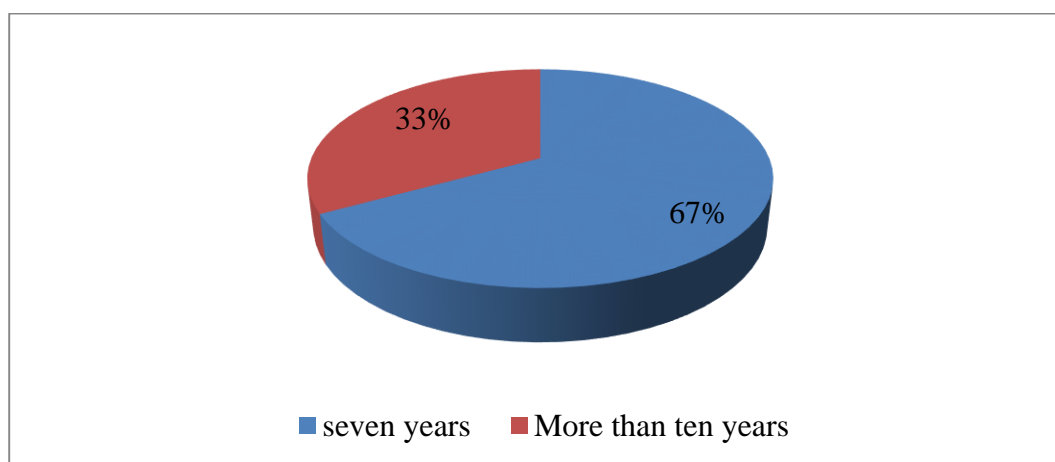
Q2: Are you motivated to know about other cultures rather than your own?

The aim behind raising this question is to understand EFL students' levels of openness to learning about other cultures and embracing diversity. According to the presented data in the second figure, fifty-six (93%) of the informants said "yes". It may be claimed that freshmen students have a tremendous desire to learn about different cultures 'customs and traditions. As the world is made up of diverse ethnic groups, learners of the twenty-first century must be prepared to meet the most recent demands; they must be knowledgeable enough to interact with people from different cultures. Besides, only four students (7%) answered "No"; this claim is mainly because they are self- contained (individuals who are not sociable). Generally speaking, being curious to know about other cultures can be a positive

trait, as it broadens one's perspective and increases understanding and empathy towards people from diverse backgrounds. Perhaps because they tend to be ethnocentric (a lack of interest in socializing with individuals from diverse cultures)

Figure2.2:

Students' Motivation to Learn about other Cultures.
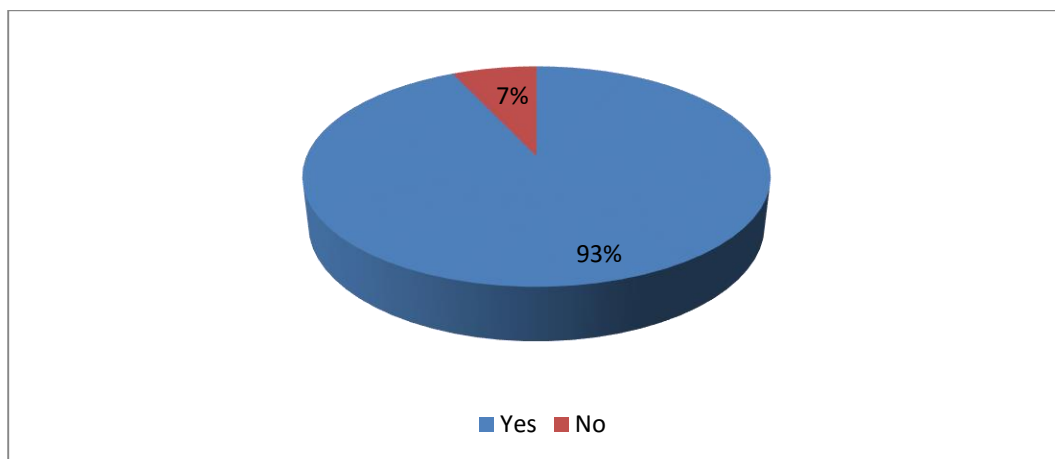
Q3: Do you like to make relations with foreigners whose culture is different from yours?

The purpose behind this question is to investigate freshmen students' willingness to construct relations with foreigners. The obtained results show that fifty respondents (83%) are interested in making relations with people who belong to different cultures; this could be due to their openness towards diversities. In contrast, the remaining ten students (17%) were not interested, maybe due to a lack of cultural understanding of the existing diversities between individuals. It is concluded that students 'motivation to create relationships with foreigners who have different cultural values is boosted as a result of their cultural understanding and embrace of diversity. However, their hesitance to build such relationships stems from a lack of knowledge of the existing differences and commonalities.

Figure2.3:

EFL Students Desire to Construct Relationships with Foreigners.
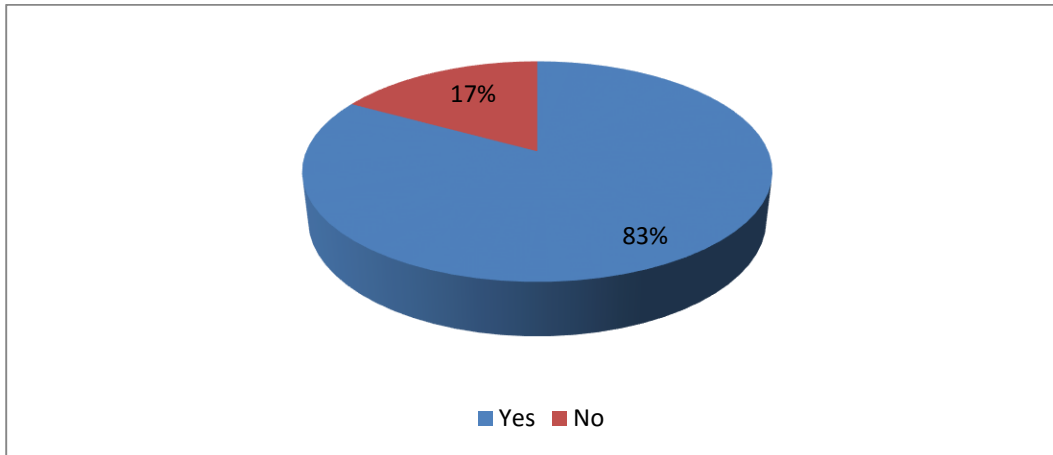
4.3.2. Intercultural Awareness

Q4: According to you, the term culture refers to:

a) Literature and civilization of a given country

b) Way of life of certain social groups, including their customs and traditions.

c) Both of them.

By asking this question, we are aiming to find the appropriate meaning of the word "culture". Based on the results, eleven students (18%) claimed that culture encompasses the literature and civilization of a given country. Eight (13%) affirmed that the term culture signifies the way of life of a given group, including their customs and traditions. However, fourty-one students (69%) believed that the appropriate definition of the notion of "culture" comprised both of the already mentioned definitions, since traditions, ways of life, and civilization lay under the culture's umbrella. Consequently, it is assumed that determining culture's meaning is not an easy task. Because it is defined from different perspectives and according to a number of researchers.

Figure2.4:

The Appropriate Meaning of the Term "Culture".
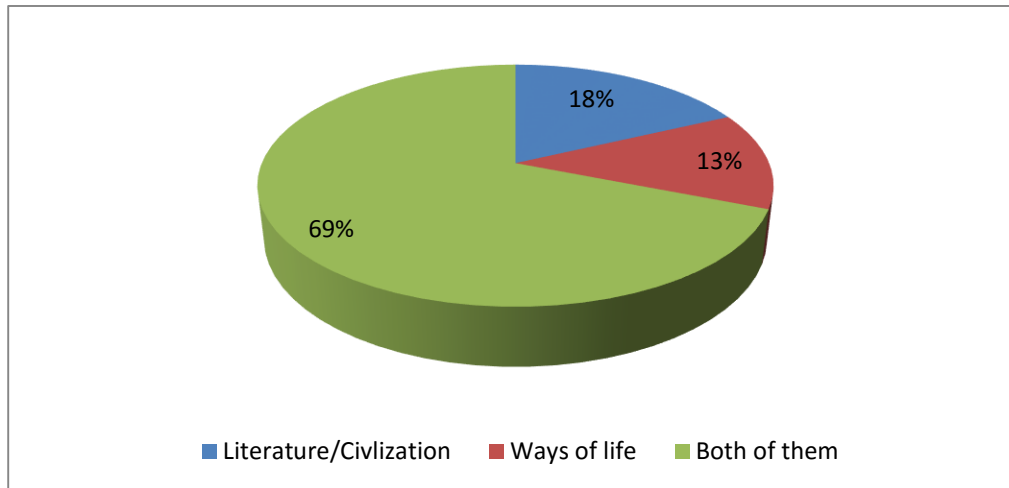
Q5: Does the module of culture and civilization contribute in the development of your enculturation process?

The fifth question seeks to investigate the utility of culture and civilization's module on the students' enculturation process. The results showed that Forty-two students (70%) declare that this module raises their cultural knowledge. Once this knowledge is promoted by the teachers, students 'intercultural communicative competence and intercultural awareness are developed in return. Whereas the left eighteen students (30%) revealed that the culture module does not contribute to the development of their cultural background. Mainly because the lack of teachers' intercultural awareness affects the students' enculturation process negatively, Therefore, learners 'enculturation process is highly improved through the teaching of the culture and civilization module, which is considered a worthy source of cultural knowledge. This module contributes positively to enhancing students' cultural backgrounds. Since it aims to improve both ICC and IA.

Figure2.5:

The contributions of the "Culture and Civilization" Module on the Students' Enculturation Process.
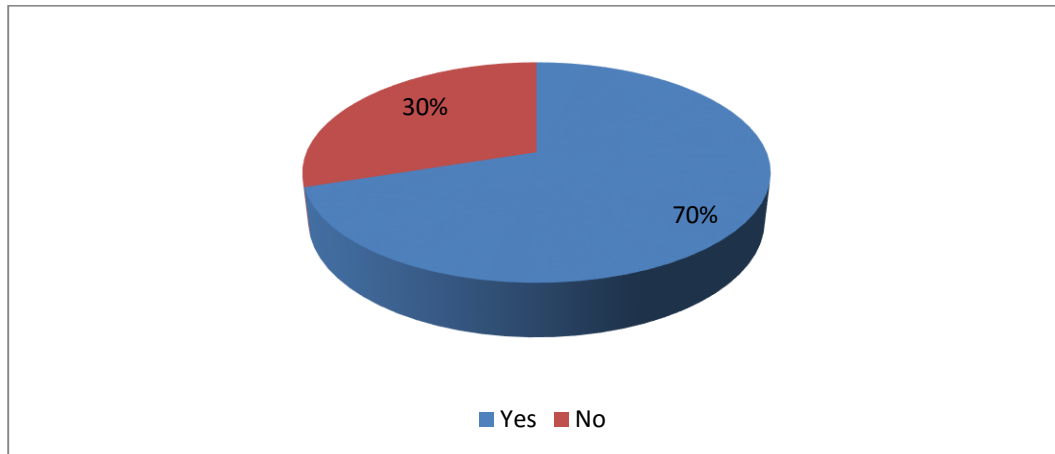
Q6: What do you think of the following statement?

"Intercultural awareness is about giving up your own cultural habits and adapt to new ones when moving to new country".

One possible aim of asking a question related to this statement could be to explore the value of intercultural awareness and cultural habits' adaptation when moving to another country. As shown in the designed diagram, forty-four students (73%) answered approvingly that IA is about adopting new habits when they are required. While sixteen students (27%) disagreed on it. On the basis of the students 'answers, it is assumed that our informants are knowledgeable enough about the nature of IA; furthermore, it is proved through the different answers students have proposed in the second part of the same question. It is believed that EFL students have prior knowledge of the existence of IA, as they are aware of the diversities

that exist in a certain society. Overall, intercultural awareness is a vital key element in appropriately treating individuals from different cultural origins.

- Depending on your point of view, how could you define IA?

Asking this question aims to encourage students 'critical thinking and discussion on the subject." We have asked the first-year students to define the term IA from their own perspectives. Students have answered differently, claiming that IA has to do with other cultures: mainly differences and similarities between variant cultural groups, respecting the existence of different cultures rather than people's own. Others consider it a way of living with people who hold different cultural values than them. Therefore, it is assumed that intercultural awareness is something that has a constructive effect in the sense that it facilitates constructive dialogue and collaboration across cultures.

Figure2.6:

Freshmen Students'Attitudes towards the Value of IA.
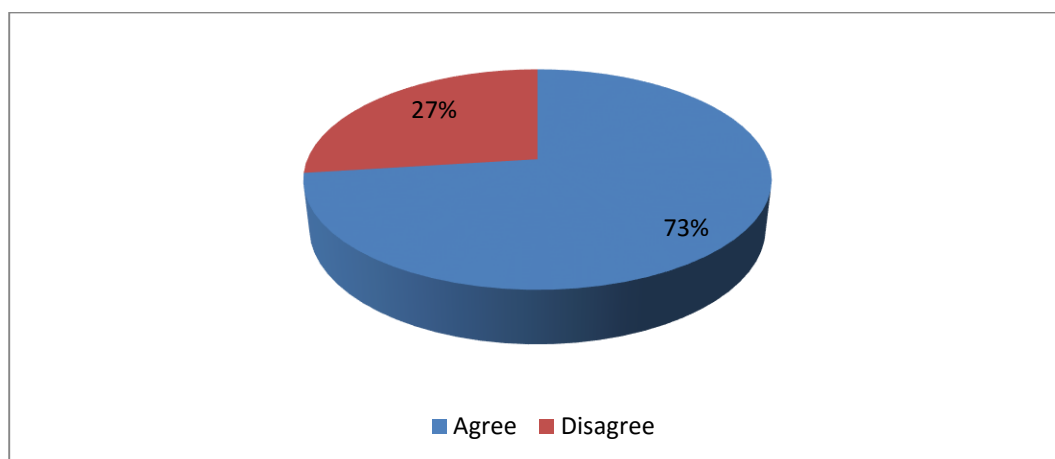
Q7: In your opinion, why is it important to understand the cultural context of a message when communicating with others from different cultures?

Asking a question that delves into the significance of comprehending cultural context during interaction with individuals from variant cultures serves the purpose of initiating communication about the challenges and opportunities of intercultural communication. In this regard, seventeen students (28%) affirmed that it is crucial to do so in order to reduce the amount of miscommunication. Thirty students (50%), that is to say, the other half of the sample, affirmed that grasping the cultural context of a given piece of writing tends to develop appropriate communication with people on the basis of their cultural origins. In other words, understanding the cultural context of a given piece of language aims to facilitate the comprehension of language items in the process of intercultural communication. Only five students (8%) stated that getting the cultural context prevents the communicators from falling into identity confusion situations. If we get a primer idea about which culture a certain linguistic item belongs to, learners are going to easily identify the cultural origins. Last but not least, eight students (14%) believe that grasping the cultural meanings tends to decrease the anxiety raised due to remarkable cultural differences, as does any person who falls into situations where they cannot deliver understandable ideas. To conclude, in order to communicate effectively with individuals from various cultural backgrounds, it is critical to grasp the cultural context of a certain message.

Figure2.7:

The Importance of Understanding the Cultural Context of a Message in Communication.
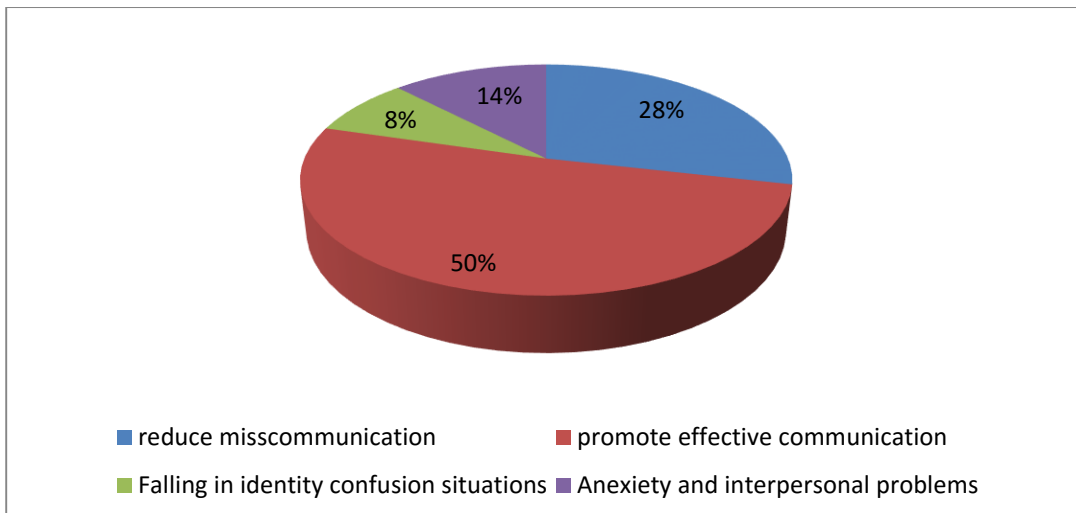
Q8: a) "When a black woman enters an Asian-owned beauty supply store, the Asian owner does not automatically think the black customer would steal an item. So, she goes back to stocking the shelves and doesn't even attempt to follow the customer around the store."

b) "Girls are seen to be better at languages, arts and literature, whereas boys are thought to be better at mathematics and science. This is due to their analytical skills while girls are emotive and creative"

The two situations are:

a) Stereotypes

b) beliefs

c) critical thinking

In an attempt to explore the influential barriers to intercultural communication, we have asked the informants to identify the nature of two different situations. These situations seek to figure out the cultural implicit factors that push individuals to react in a certain way. Therefore, these actions can be considered cultural practices that look for reactions to a number of experiences with people from different cultures. The attached figure showed that eighteen respondents (30%) view them as a matter of judgment due to their lack of

background knowledge about others. Twenty-two students (37%) believed that such situations were only a set of unreal beliefs that existed only in humans' minds. As for the rest of the twenty learners (33%), they perceived these statements as critical matters. It is assumed from the nature of these situations that human claims, judgments of others, and wrong perceptions prevent the process of building bridges between different countries and cultures, which in turn impacts the developing mechanism of intercultural awareness. As a result, the whole process of intercultural sensitivity cannot rise in this atmosphere where critical and analytical processes (critical thinking, discussions, debates, etc.) are not promoted

Figure2.8:

Students' Claims about the Origin of Different Cultural Practices
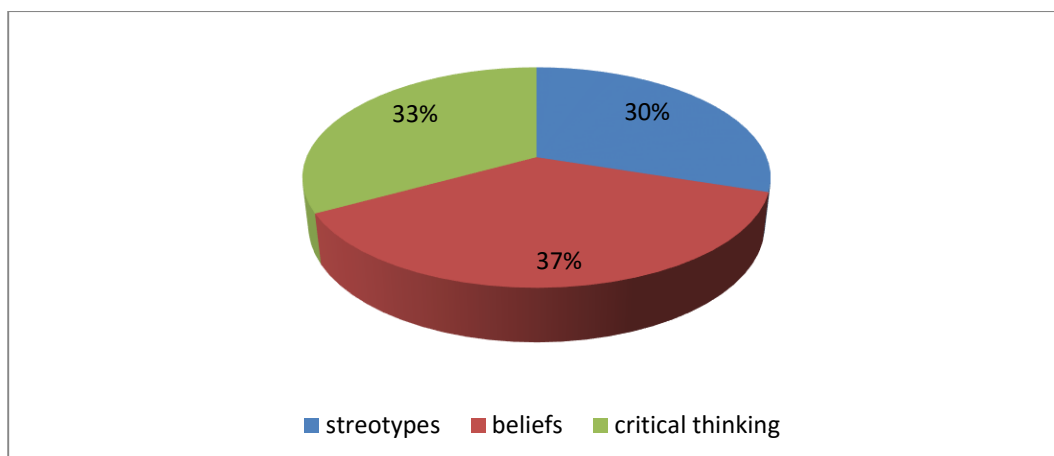
Q9: Being intercultural aware person relies on:

1/Being intercultural competent communicator. 2/ Mastering your own culture besides to the other cultures. 3/Being able to discuss similarities and differences between other cultures.

This question is raised to highlight the importance of continuous learning and adaptation in intercultural contexts, as being interculturally aware requires ongoing efforts to understand and adapt to different cultural norms and practices. Seventeen respondents (28%) confirmed that interculturally aware people are those who master ICC; in other words, it

signifies being competent intercultural communicators. Twenty-two students (37%) believed that intercultural awareness relies on mastering the target culture in addition to others' cultures. whereas twenty students (33%) confirmed that IA relies on discussing the similarities and differences of a particular culture. Furthermore, it is assumed that almost all learners relate IA to culture, besides the similarities and differences between particular cultures.

Figure2.9:

The Characteristics of Interculturally Aware Persons.
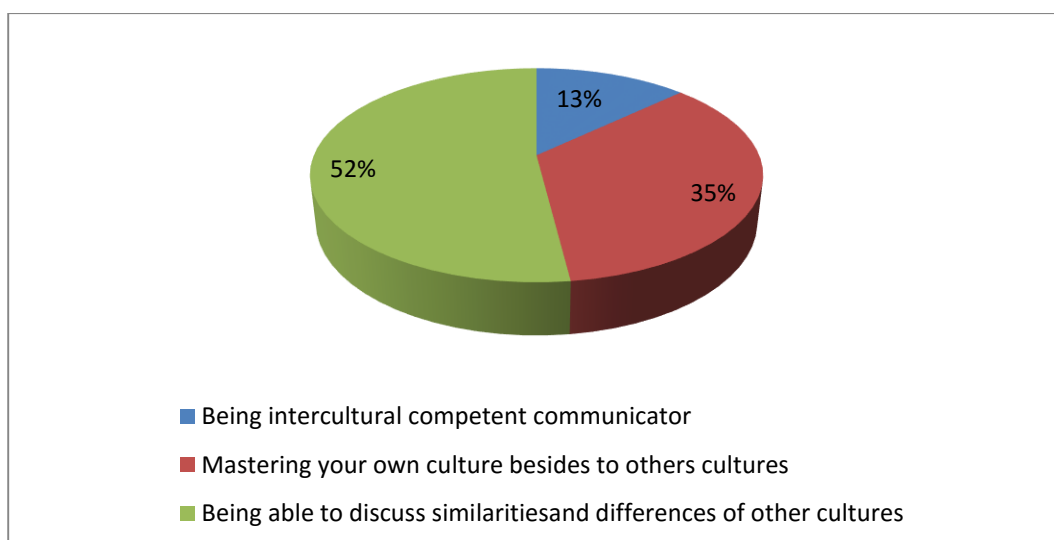
Q10: From your personal perspective, what are the characteristics of intercultural aware teachers?

1/Teachers who take into consideration their learners varieties. 2/ Teachers who treat their learners equally, regardless to their cultural origins. 3/ Teachers who convince their learners that diversity is something good not bad.

Asking about traits of interculturally aware teachers serves as a means to call forth individuals to consider the skills and attributes that are necessary for effective teaching in

diverse cultural contexts. Only eight students (13%) claimed that interculturally aware teachers take into consideration their learners' varieties; they vary their teaching materials according to their students 'needs (particularly their cultural requirements). Twenty-one students (35%) declared that teachers who hold awareness of the cultural discrepancies and similarities treat their students equally regarding their cultural origins; they do not take into account their diverse cultural norms and values. The rest thirty-one respondents (52%) deemed interculturally aware teachers as instructors who tolerate positive assumptions about diversity towards their learners, which leads in return students to embrace and accept others from different cultures.

Figure2.10:

The Characteristics of Interculturally Aware Teachers.

■ teachers who take into consideration their learners varieties
■ teachers who treat their learners equally regardeless to their cultural origins
■ Teachers who convince their learners that diversity is something good not bad
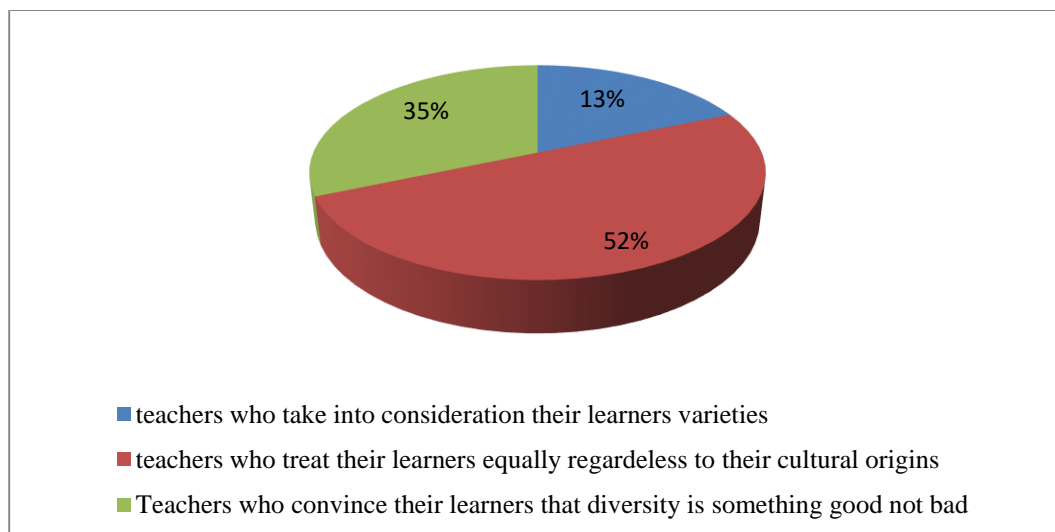
Q11: Does intercultural awareness contribute in the development of your learning process?

- If yes, how does it contribute?

    A/Improves self confidence. B/ Promotes students' ability to participate in a group discussion. C/ Enhances self motivation towards the process.

By asking this question, we are aiming to reflect on how individuals understanding and appreciation of cultural diversity can impact their learning experiences. The question's answers showed that all the students approve of this contribution in different ways. Fourteen students (23%) stated that intercultural awareness promotes their self-confidence. Therefore, more than half of the sample, encompassing thirty-three students (55%) argued that IA improves students' abilities to participate in international group discussions. Put differently, developing a sense of acceptance towards other cultures tends to facilitate the process of having conversations with individuals who are of different origins. Moreover, thirteen students (22%) said that IA has a positive impact on their development. Thus, it helps improve positive assumptions, which lead to radical transformations that are generally positive.

Figure2.11:

The Contributions of IA on the Students 'Learning Process.

- improves self confidence
- promotes students ability to participate in group discussion
- enhances self motivation
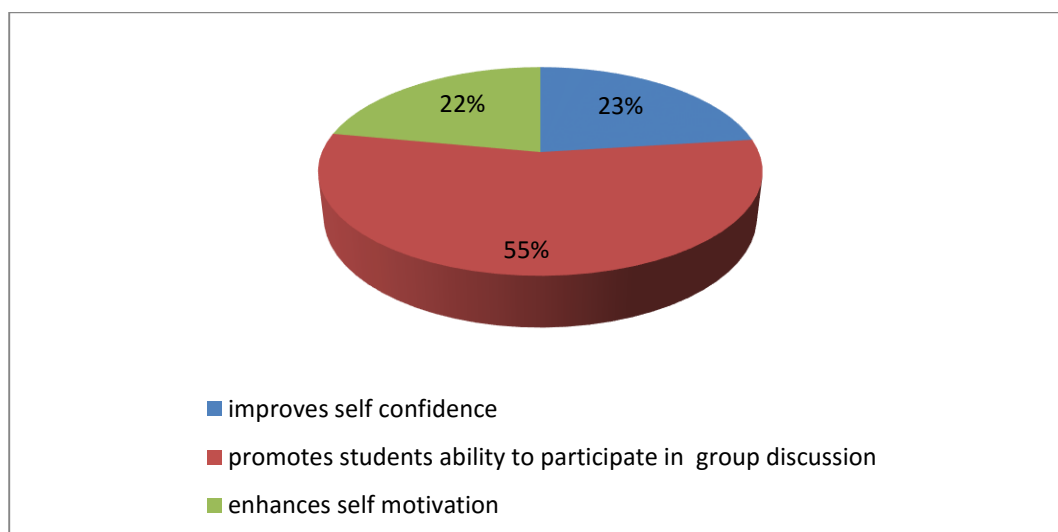
4.3.3.Reading Skill

Q12: What do you think of the following statement:"The reading skill is considered as the basis of developing other skills as speaking and writing"?

The aim of this question is to prompt individuals to reflect on the interconnection between the reading skill and language skills and how they can support each other. According to the obtained findings, twenty-nine learners (48%) strongly agreed that reading skill has a positive effect on the remaining skills such as speaking and writing. Twenty-eight respondents (47%) assumed that reading as a language skill promotes the improvement of other skills. Furthermore, it is noted by only three students (5%) that the value of reading does not influence other skills. As a matter of fact, those students do not read often if not at all. Contrarily, the overwhelming majority are good language readers who are conscious of reading's significance.

Figure2.12:

Students 'Points of View towards the Significance of Reading Skill.
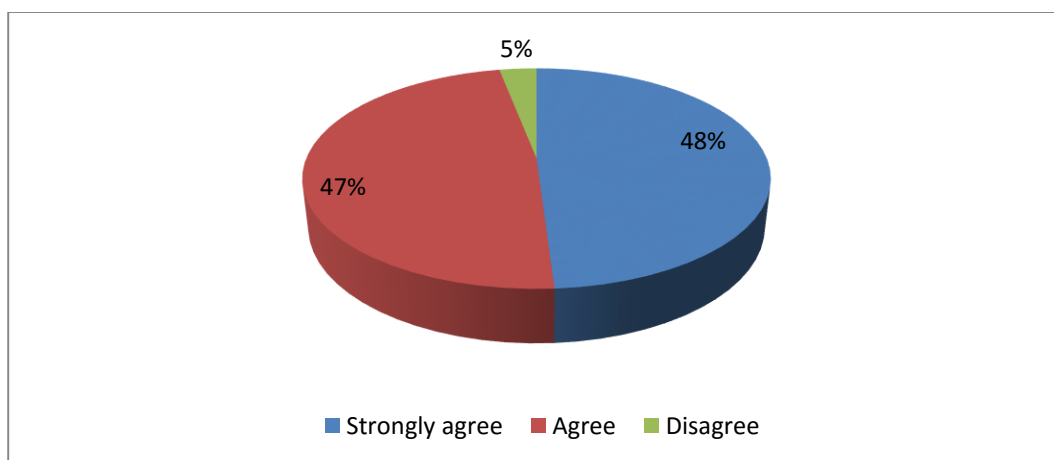
Q13: How often do your teachers include reading tasks to encourage you to read?

The question may aim to encourage individuals to consider how frequently reading tasks are integrated into their classroom instruction and how this may impact their reading skills and overall language development. The attached figure showed that fifteen students (25%) declared that their teachers include reading tasks on a regular basis. Twenty-four informants (40%) claimed that EFL teachers sometimes use the reading tasks in their classes,

as teaching reading separately is not common. Therefore, eleven participants (18%) often confirm the inclusion of reading tasks in teaching. As claimed through the results, only ten students (17%) pointed out that their educators do not include reading tasks in their teaching approaches. The student 'answers display that almost all teachers use reading tasks in their classes; in other words, EFL teachers are aware of the value of reading.

Figure2.13:

Teachers 'Integration of the Reading Tasks in the Classroom.
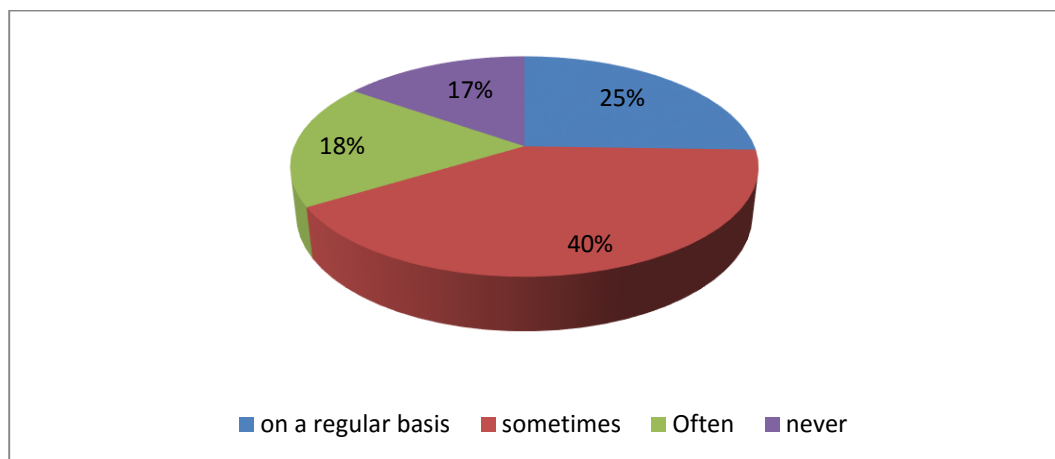
Q14: Which of the following strategies do your teachers recommend to use in the reading classes?

1/ Skimming.   2/ Summarizing. 3/ Scanning. 4/ Predicting and previewing.

This item is highlighted to examine the most useful reading strategies from students' points of view that are recommended by EFL teachers in teaching reading. The data in the figure reveals that twenty-one (35%) of the respondents claimed that their teachers went for skimming, and fourteen students (24%) said that their instructors admonished the implementation of scanning. Additionally, twelve learners (20%) stated that their teachers believed that summarizing was a preferable strategy to get effective insights from the reading

materials. It facilitates the process of getting straight to the required information rather than devoting a long period of time to reading a long passage in order to get only a small piece of information. In addition to that, eight respondents (13%) argued that their educators support the use of predicting and previewing strategies. Five students (8%) confirm that their teachers use all the strategies mentioned before; this entails that they are conscious of the students 'individual differences in the sense that they give their learners the total freedom to choose the appropriate strategy for themselves. In contrast, three students (5%) claim that their teachers do not use any of the mentioned strategies; this entails that these teachers support the traditional strategy of reading. The total results show that the majority of EFL teachers recommend the use of these innovative reading strategies for effective reading. These strategies have proven their usefulness in the sense that they serve reading for particular purposes (not the random one).

Figure2.14:

The Most Recommended Reading Strategies.
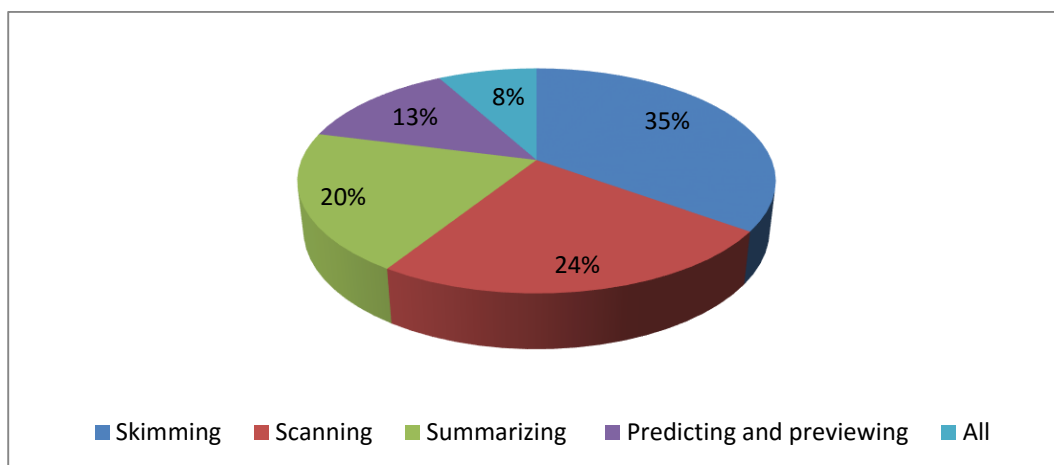
Q15: What is the major purpose behind teaching reading?

    a) Developing language competency.

    b) Allowing learners to develop their own vocabulary.

c) Improving the learners' writing styles.

d) Enhancing the background knowledge (cultural, political, social…).

The last question in the third section aims to investigate the major reason behind teaching reading. The statistics presented above reveal that twenty-one students (35%) of the respondents considered developing language competency to be the major purpose behind teaching reading. Twenty-three learners (39%) believe that teaching reading contributes to the enrichment of students 'vocabulary. Similarly, the population that has chosen the third and fourth options is likely to be equal; five students (8%) of the informants claimed that teaching reading helps improve the learners 'writing styles. As well, five (8%) students asserted that teaching reading is of great value as it enhances students' knowledge from different angles. Six students (10%) confirm that teaching reading is inserted for all the included reasons. Since the importance of reading as a language skill is already confirmed, choosing all the options reveals the fact that reading is of valuable utility, which is why it serves all the reasons mentioned before.

Figure2.15:

The Major Purpose behind Teaching Reading Skill.
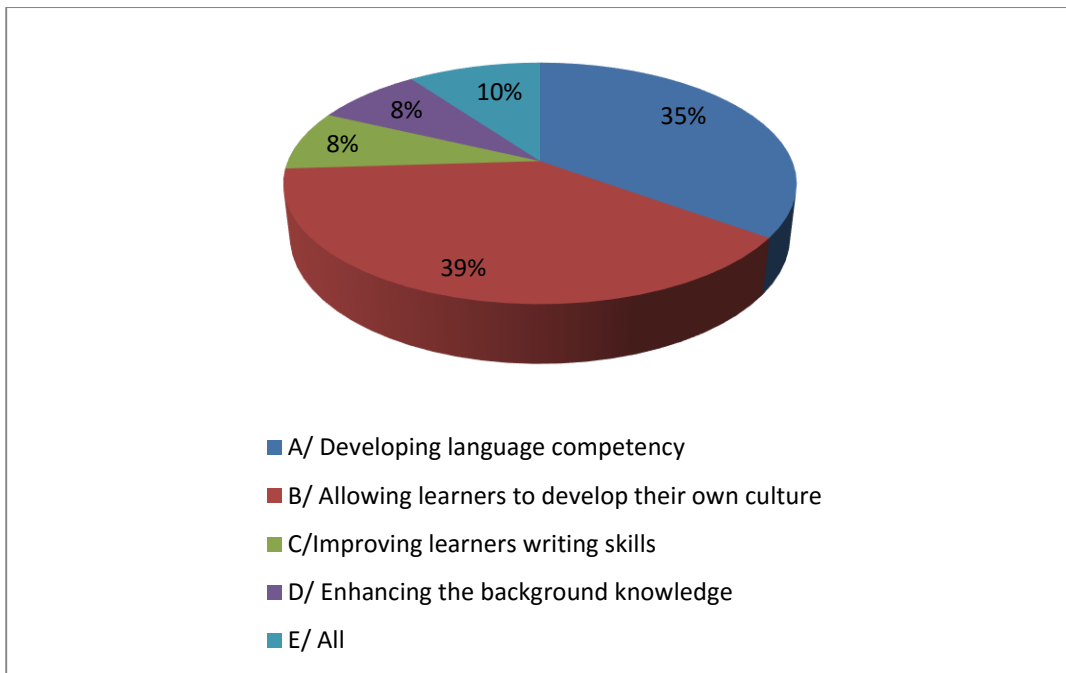
Q16: Is teaching reading in EFL classroom important?

This question is devised to check the importance of reading skills in EFL classrooms. The attached figure shows that the whole group of respondents' (60%) answered approvingly that teaching reading has great value in teaching a foreign language. Thus, it is concluded that reading skills have a valuable significance in constructing a F.L. because they contribute to the promotion of other skills; a good reader is always a good speaker and a good writer. Furthermore, reading is an effective tool to improve vocabulary as well as learners' writing styles.

Figure2.16:

The Importance of Teaching Reading in the EFL Classroom.
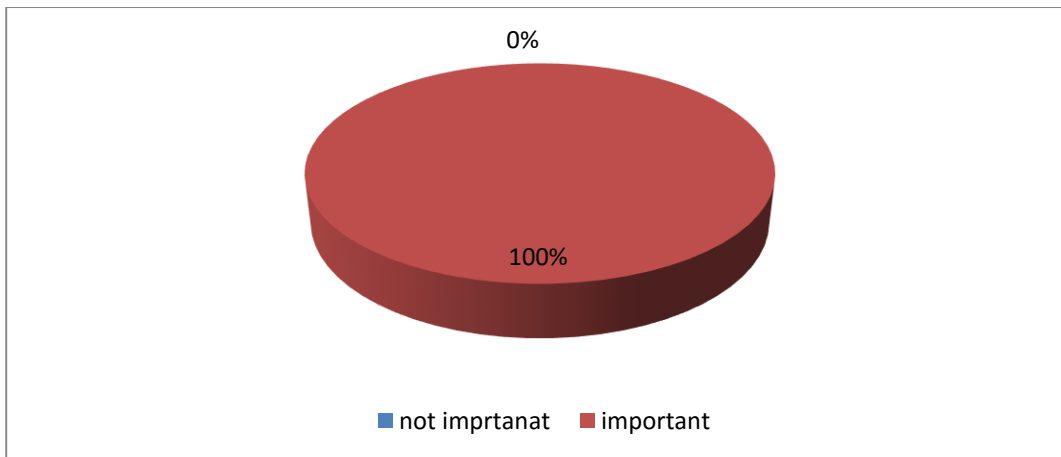
4.3.4. Teachers intercultural awareness in teaching reading

Q17: Does teachers' intercultural awareness affect your learning process?

The purpose behind raising this item is to investigate whether teachers' IA and sensitivity can have a significant impact on the learning process of their students. The attached data within Figure 16 demonstrated that intercultural awareness affects the process of teaching, as fifty students (83%) claimed approvingly. In contrast, only ten students of the informants (17%) believed that teachers' intercultural awareness does not affect the process of teaching reading. For those who confirmed the existence of such an impact, they consider the teachers 'intercultural awareness as a positively influential issue that influences the teaching process in general within the different skills and aspects it relies on.

Figure2.17:

The Impact of Teachers' Intercultural Sensitivity on the Students' Learning Process.
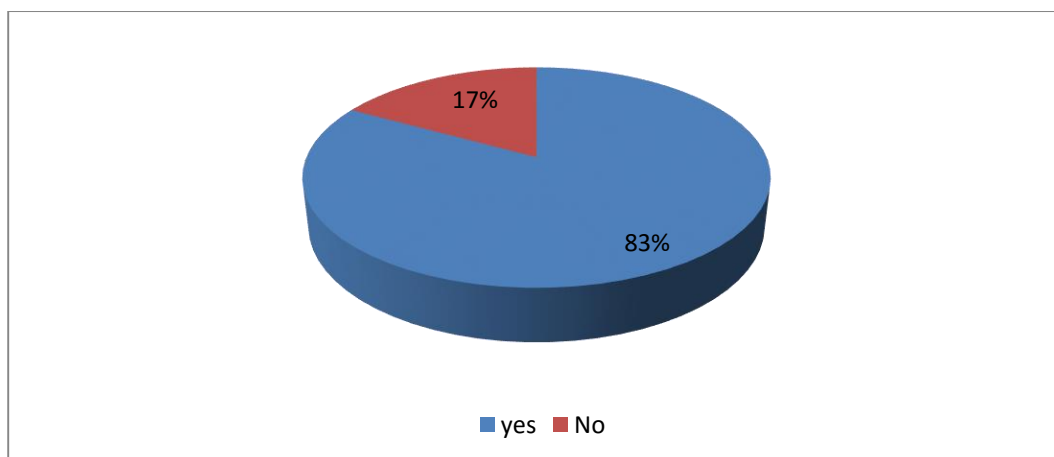
If yes, in what way does it do? Positive? Or negative?

This question is directed to respondents who argued that teachers' intercultural awareness has an effect on teaching reading for the purpose of detecting the nature of this effect. We have found that forty-eight students agreed on the positive impact of IA. Additionally, only two students from the target group considered the effect of teachers' intercultural awareness a negative one. Generally speaking, the positive claim is due to recognizing the significance of treating variant individuals according to their different characters, individual differences, and pedagogical needs. While the negative claim is raised mainly because students have been exposed to some sort of negative judgment due to their cultural origins, norms, or values.

Q18: When readingtexts, do your teachers discuss similarities and differences between your own and other cultures?

The aim behind raising this question is to examine how frequently EFL instructors engage in cross-cultural comparisons during their reading classes. The vast majority of freshmen students, comprising a total of fifty-one (85%), argue that their teachers discuss similarities and differences between variant cultures through the materials used to teach reading (books, articles, texts, etc.), either as a dependent skill on its own or implicitly with

other modules. Only nine students (15%) assumed that their teachers did not give importance to mentioning similar and different points between cultures. These findings highlight the fact that not all teachers are aware of the similarities and differences that exist among certain cultural groups, including cultural norms and values.

Figure2.18 (a):

The Discussion of Similarities and Differences between Cultures when Reading Texts.
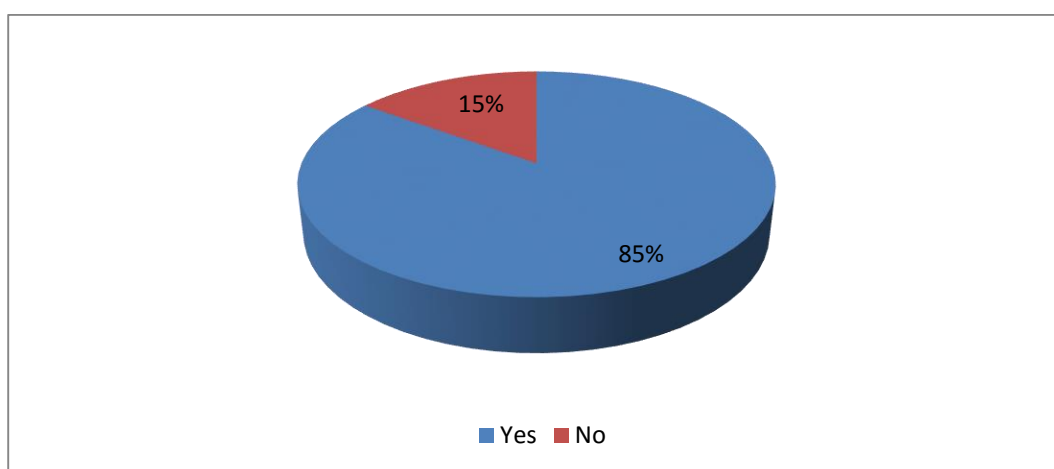
-If yes, how often?

This part of the question is designed to explore the frequency with which teachers include similarities and differences between variant cultural groups in their teaching materials. From the population that confirmed this inclusion, twelve students (23%) declare that teachers always include these similarities and discrepancies. Generally, those teachers are supposed to be instructors of culture, civilization, or literature. Thirty-one (61%) informants affirmed that their teachers sometimes highlight these similarities and varieties. whereas only three students (5%) stated that teachers never use such a comparative strategy, comparing two different cultural groups in terms of cultural norms and values. These teachers are more likely to be teachers of different modules, such as linguistics and didactics. Approximately six students (11%) claimed that EFL teachers rarely account for the cultural

varieties and similarities between people from different cultures. It is assumed that not all teachers take into account these aspects when it comes to teaching reading because intercultural awareness is not distributed to others similarly and equally.

Figure2.18 (b):

The Frequency of Discussing Similarities and Differences in Reading.
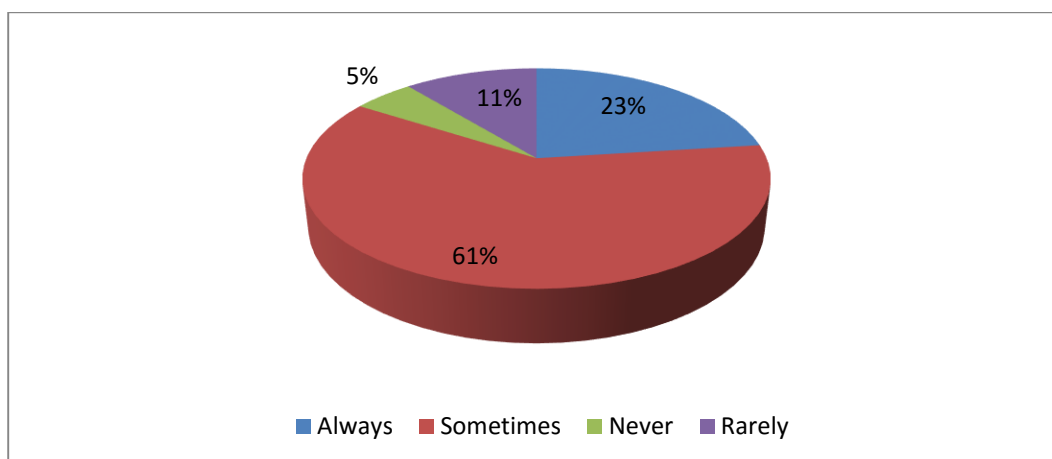
-If no, can you explain why?

In this part, even the students who answered by "No" did not provide any explanation of this, mainly because these students are not aware of the reason behind it.

Q19: What are the difficulties you face when you read a text that belongs to a different culture?

A/ Interpreting the meaning of some expressions. B/ Being unfamiliar with some idiomatic expressions. C/ The inability of grasping the overall meanings or ideas of a given pieces of writing. D/ getting a sense of superiority or inferiority among your classmates.

Aiming to investigate the difficulties encountered by freshmen students when they read materials from different cultural origins, we have decided to raise this question. According to the data presented above, thirty-one respondents (52%) claimed that

interpreting the meanings of certain expressions, mainly the idiomatic expressions, is a serious problem faced by the students once they read material that holds cultural discrepancies. Fifteen students (25%) argued that when they read pedagogical materials selected by EFL teachers, they fall into the risk of becoming unfamiliar with some idiomatic expressions that are required to be specific to a certain group. Eleven participants (18%) fall into the category of not being able to grasp the overall ideas of a given piece of writing. As for the fourth option, it is totally neglected since no one has chosen it. It is assumed that freshmen students are not aware of the cultural struggles that exist in a certain society. Furthermore, the twenty-first century's students need to cope with the universe's needs in order to be knowledgeable enough and culturally competent. In addition to that, only three students (5%) stated that they face other difficulties other than the ones mentioned; different experiences may lead to other struggles. Overall speaking, it is asserted that teachers' intercultural awareness is not enough to select teaching materials that emphasize all the existing discrepancies. Teachers' intercultural awareness did not reach its highest levels.

Figure2.19:

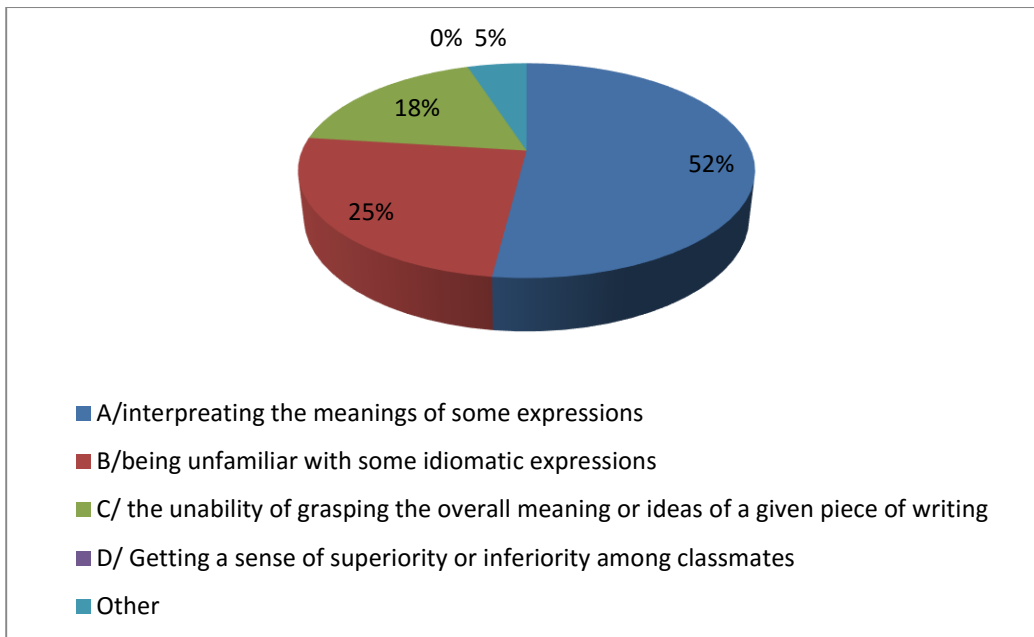*Difficulties of Reading Texts from Different Cultures.*

- A/interpreating the meanings of some expressions
- B/being unfamiliar with some idiomatic expressions
- C/ the unability of grasping the overall meaning or ideas of a given piece of writing
- D/ Getting a sense of superiority or inferiority among classmates
- Other

Q20: Which of the following attitudes does intercultural awareness develop?

      a) My culture is the best.

      b) All the world's cultures are equal to each other.

      c) My own culture is superior to any other culture.

This question is set to gather freshmen students' attitudes about intercultural awareness. Therefore, the attached diagram shows that twenty-three (38%) stated that IA conveys an idea of superiority between cultures; "My culture is the best" signifies that a particular culture is superior to the other. Half of the sample, including thirty students (50%) confirmed that all cultures around the world are similar; they hold the same norms, values, and cultural traditions. Five students (8%) stated that IA reveals how to strengthen a given culture's norms in other cultures. Overall, it may be claimed that intercultural awareness includes various attitudes, mainly the acquaintance of the existing similarities and differences between them. Two students (4%) assumed that there is no superior or inferior culture, as all cultures must be respected and tolerated. To conclude, intercultural awareness tends to investigate the similar and variant items that exist between two or more cultures.

Figure2.20:

Attitudes Developed Through Intercultural Awareness.
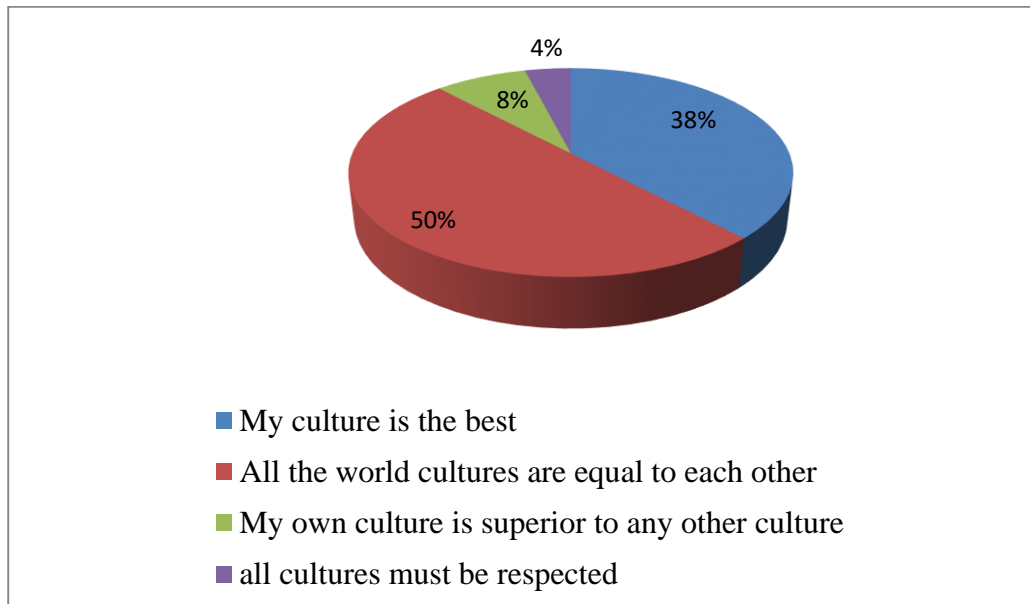
Q21: does teaching reading enhance your communicative skills across cultures?

This question is designed to explore the effectiveness of teaching reading in improving cross-cultural communicative skills. The presented data in the figure reveals that fifty-one informants (85%) reported that teaching reading fosters communicative abilities across cultures. On the contrary, nine students (15%) claimed that teaching reading does not contribute to enhancing these skills. In other words, it seems that a great part of the students are aware of the contributions of reading skills to the progression of other skills that are required in developing communication between members of different cultures. Yet, the other category of learners looks unexpected, as reading's skill importance is obvious to all learners, especially EFL students who are supposed to be aware of its "utility. This ignorance can be justified in terms of learners' lack of reading practices, their lack of willingness to learn about other cultures, and their lack of communicative skills, which can be interpreted mainly in terms of the shortage of conversation with native speakers. Finally, it would be useful to

notify that no students answered the question, which provides further knowledge of how this development is raised, because of their limited knowledge about this issue, as the latter is a modern topic that has until now been under investigation.

Figure2.21:

The Effectiveness of Teaching Reading in Improving Cross-Cultural Communication Skills.
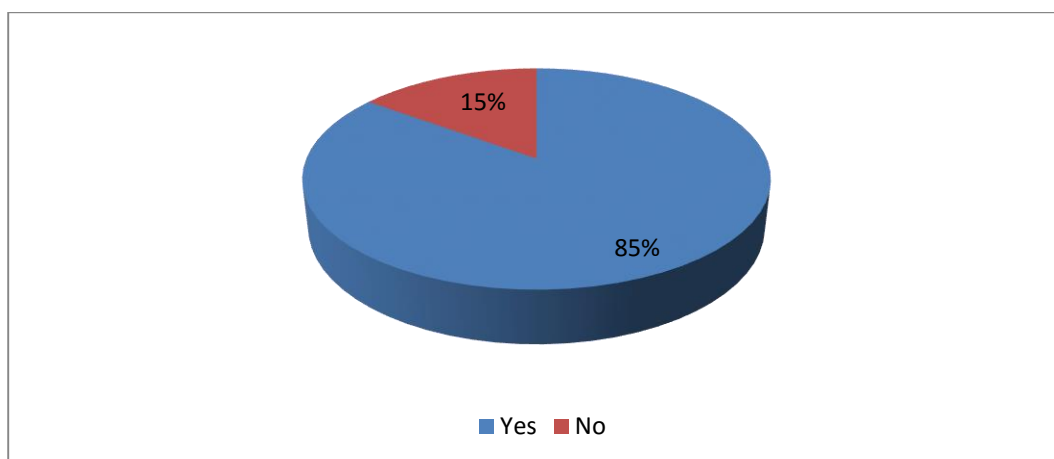
Q22: As an EFL student, how would you see intercultural awareness?

When we asked this question, we were aiming to collect students 'perceptions of the utility of IA. The obtained results showed that thirty-nine students (65%) view intercultural awareness as a useful issue, as living in nowadays societies requires a great awareness of the cultural varieties and an embrace of a sense of acceptance towards the existing discrepancies in the world to communicate effectively with such people. Moreover, the figure also showed that only two participants (4%) considered IA a non-useful matter, mainly due to their ignorance of the present correlation. In the same perspective, eleven students (18%) affirmed that IA is not of great importance as it has to do with people who belong to different groups; it is not tested in a lot of societies, especially the Algerian society, where it is rarely found (differences between people who are from other countries). It seems that the eight respondents (13%) who picked up the last option are highly aware of the real sense of IA;

intercultural awareness proves its usefulness, especially where people from different cultural origins arrange conversations and interactions with each other. As for those who consider it a non-useful matter, it is due to a shortage of their cultural experiences.

Figure2.22:

Students' Perceptions towards the Usefulness of Intercultural Awareness.
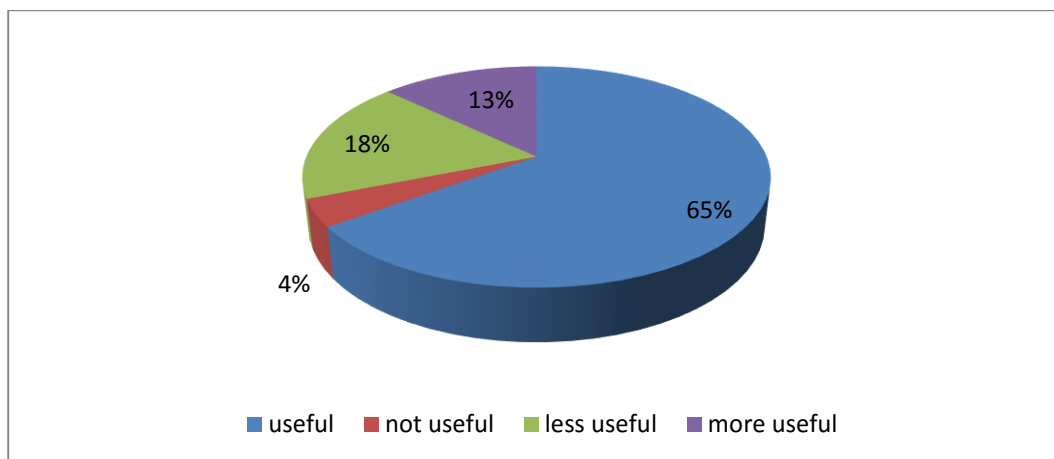
Q23: Do you notice a difference between teachers who adopt intercultural awareness in their teaching and teachers who do not?

The last question attempts to figure out whether there are differences between intercultural aware teachers and non-aware instructors. As presented in the displayed figure, all the respondents claim that there is a huge difference between the two kinds of teachers. In other words, IA shows great effectiveness in the teaching process. Teachers who are aware of intercultural discrepancies are more likely to cope with their learners 'needs, spot the light on the learners' individual differences, and deliver an effective input in order to promote a great understanding. So that, comprehension is inserted in all people regardless of their cultural origins.

Figure2.23:

Investigation of the Difference between Interculturally Aware and Non-Interculturally Aware Teachers.
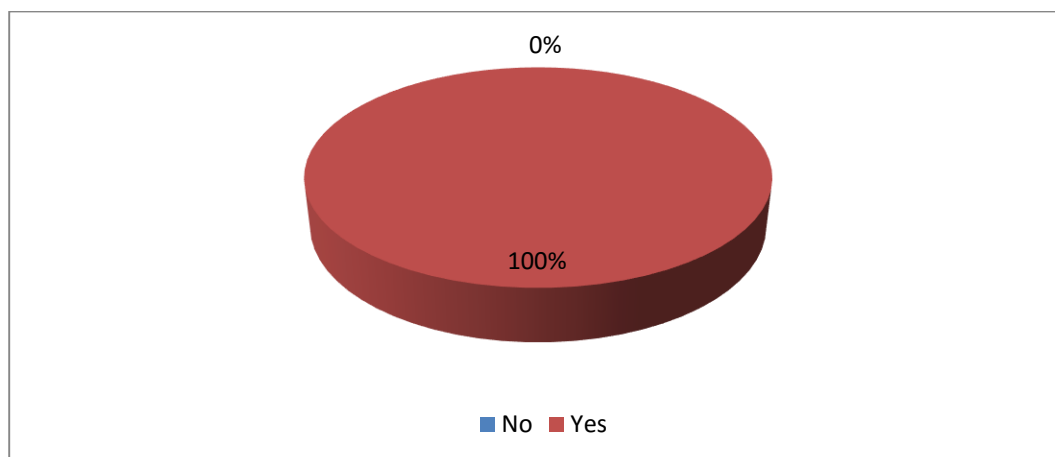
4.4. Discussion of the Main Results of the Students' Questionnaire

The results the students' questionnaire analysis allow one to conclude that teachers' intercultural awareness when it comes to teaching reading has a noticeable impact on the students' performance; in other words, the results are assumed to match the hypothesis stated above.

The first section of the questionnaire is designed to cover some prior knowledge about the sample in order to learn more about them. On one hand, the collected data demonstrates that the majority of the learners have been learning English from the first year of middle school, implying that they are studying it for academic purposes. Other students, on the other hand, are studying it for non-academic reasons; in order to master the language within all its skills. Aside from that, nearly all respondents are motivated to learn about various cultures. These findings lead to the conclusion of the next question which is about the raised desire of EFL students to build up new relations with foreigners.

The second section, entitled "intercultural awareness," is dedicated to provide a general overview of what IA is, investigating the significance of including culture in the process of communicating with native speakers and people of different origins, exploring the characteristics of teachers 'intercultural awareness, and investigating the contributions of IA on the students' performance during their teaching process . According to the findings, the majority of learners understand the appropriate meaning of intercultural awareness. Furthermore, almost all freshman students underline the need of stressing the cultural context in cross-cultural communication. Additionally, the whole group of the informants emphasizes on the characteristics of intercultural aware persons particularly the criterions of teachers 'intercultural awareness, In the process of teaching a foreign language which requires teaching the four fundamental skills. (Our research emphasizes only reading).

The third part of the questionnaire is primarily concerned with students' assessments of the critical value of teaching reading as well as the primary goals of doing so. Aside from the used strategies to teach appropriately this skill. According to the data, the majority of students value the necessity of teaching the reading skill. Furthermore, the questionnaire findings reveal that teaching reading is mostly for the purpose of improving linguistic features.

The fourth section is the most important part of the study. It tends to investigate the influence of instructors' intercultural awareness in teaching reading. All of the students agreed on such an impact, and the majority of students are aware of this issue. In other words, they demonstrate that this effect is favorable. Teachers' intercultural awareness demonstrates itself to be an effective method of reacting to students 'needs and coping with learners' unique variances, with the goal of helping learners grasp the overall information. Instructors' understanding has an influence on students' performance in reading classes.

5. The Teachers' Interview

5.1. The Description of the Teachers' Interview

The teachers' interview was designed to collect data from a number of teachers, with the aim of investigating the importance of their intercultural awareness in reading classes. We have chosen eight teachers; practically all of them are teachers of culture. The interviewees are teachers who worked with students from various cultures and instructors who have engaged in seminars with people from various cultural backgrounds. The interview consists of 10 open-ended questions designed to evaluate the influence of instructors' IA on students' performance in the reading sessions.

The first question is concerned with teachers' attitudes about encouraging students to read, as well as whether teachers understand the importance of the skill. Both the second and the third questions attempt to determine the degree of ease or difficulty in discussing different courses with students from various cultural backgrounds. Furthermore, the fourth question elucidates the impact of reading instruction on the enrichment of students' cultural prior knowledge. The fifth question is about the frequency of including different educational resources. Moreover, the sixth question is regarded as the research's beating heart, as it explores the impact of instructors' intercultural awareness. Furthermore, it tends to determine the nature of this influence; whether it is positive or negative. While, the seventh question asks teachers to share their thoughts on whether to employ reading methods or traditional reading approaches. Similarly, the eighth question stresses the instructors' suggestions of how to treat a class that includes students from diverse cultural backgrounds. The ninth question allows teachers to say whatever they want about intercultural awareness. The final question is a form of a confirmation question, because the necessity of reading has already been highlighted in previous questions.

Finally, via the ten questions, instructors are urged to relate their experiences in dealing with students from international communities, to analyze the value of IA in reading by comparing it to other abilities, and to discuss the whole process of language instruction.

5.2. The Administration of the Interview:

The instructors' interview is conducted with eight teachers, four at the institution and two via social media platforms owing to their working conditions. Also, we have interviewed two foreign instructors to get some up-to-date information: Algerians who are residing in Qatar. Furthermore, the process of interviewing teachers took a whole week, and we would like to notify you that the teachers supplied extensive, well-explained replies, which facilitated the analytical process and yielded the desired findings.

5.3. Analysis of the Teachers' Interview

The open-ended interview questions were transcribed, coded, and analyzed through the process of thematic analysis. Creswell (2014) described this procedure as "a systematic analysis in which specific statements are analyzed and categorized into themes that represent the phenomena of interest". The steps followed in this process are those stated by Braun and Clarcke (2006), beginning the analysis with an attentive listening to the recorded interviews, from which common themes are extracted and grouped according to certain elements on the basis of common items. Next, each theme is divided into codes; in other words, the subthemes or constituents of the above-mentioned items are codes in some cases. From a single theme, we may come up with a number of codes

Thus, the following outcomes are derived from the thematic analysis of the obtained data.

1/How often do you encourage your learners to read in class or in their free time?

All the interviewed teachers asserted that they always encourage students to read in their regular classes and outside of them, mainly in three different ways:

1. Socio-Psychological Ways: The collected evidence from the interview shows that teachers encourage their students to read through a variety of socio-psychological factors; these factors are a combination of social and psychological factors: the continuous insistence on the value of reading, showing how important reading is from different angles. Also, constructing students 'motivation and internal desire to read

2. Pedagogical Ways: Here, it is previewed that teachers are effectively boosting their learners' reading desire by introducing reading tasks to the materials used in teaching both language skills and other modules.

2/ Is it difficult or easy to teach interculturally different individuals who are grouped under one single class?

Teachers consider the process of teaching intercultural communication to be a difficult activity that only real competent teachers are able to achieve. As for the teachers who consider it a challenging task to accomplish, it seems that other reasons are controlling it. Among these reasons is the teachers' capacity to be selective by picking only the needed information. Some teachers (teachers 1, 3, and 6) stressed the need to select what to say in the appropriate situation; selecting only what the person needs is great understanding in itself. Furthermore, teachers who claim that the process is different are most commonly teachers of other modules rather than culture and civilization. These teachers view this process as a bit challenging because teachers of culture are supposed to be more competent in these matters than any other teachers since they have more knowledge than others, which is constructed over long periods of time and a vast number of experiences.

4/ Do you think that teaching reading contributes to the enrichment of students' cultural knowledge?

The whole sample of interviewees agreed on the utility of reading in enhancing students 'knowledge of other cultures; this contribution in itself has a positive impact. For example, one of them stated that:

Reading is that ocean which all occurs there, once you teach reading with different types of texts and different sources. Of course your students will be exposed to different cultural values, norms and cultures. So, this is going to enrich their cultural knowledge, their IA and it is going to open their minds to discover what others live in. (Teacher4)

Additionally, another teacher pointed out that:"Reading expands students' perceptions to discover other cultures." (Teacher6)

Overall, teaching reading affects positively the process of enhancing culture. As a result, the significance of teaching reading is highly stressed. In this claim, the precedent president "Barak Obama" emphasized on the value of this skill stating that: "Reading is the gateway skill that makes all other learning possible, from complex word problems and the meaning of our history to scientific discovery and technological proficiency". In other words, reading paves the way for the development of other skills and, it has a positive impact on the students' levels of proficiency.

5/ How often do you provide learners with materials that tackle similarities and differences between given countries, regions or groups?

All the interviewed instructors affirmed that they often use texts, articles and books which tackle similarities and discrepancies between certain cultures; the teacher(3) emphasizes that this inclusion is much more concerned with upper intermediate students (students of advanced learning

levels such as university students). The latter matter is accomplished due to a number of reasons that are grouped into:

- **Cultural Reasons:** According to the interview's data, levels of cultural knowledge, developing acceptance towards other cultures and Prompting students 'willingness to accept diversities are among the reasons which controls the use different texts as a reliable teaching materials.

- **Pedagogical Reasons:** It comprises mainly: The wide variety of teaching approaches, Promoting new styles and new knowledge. Besides to, the use of comparative approach in the teaching settings.

- **Psychological Reasons:** it encompasses mainly students 'motivation to learn more about other cultures. As well as, the desire to experience intercultural diverse people's life. To conclude, the 21st century demands students to cope with the existing diversities to understand others and to be understood.

6/ Do you think that your intercultural awareness will affect your students' performance (the process of teaching reading precisely)?

- What kind of effect? Positive? Or negative?

Concerning the sixth question, all the interviewees claimed that Teachers' intercultural awareness affects the students' performance. It was approved by all of them that teachers 'intercultural awareness effect is of both sides; positive and negative. Thus, the results reveal that teachers' IA impact can be classified into:

- **Linguistics Impact:** Improving reading skill

Developing higher levels of language performance.

- **Cultural Impact:** students 'intercultural awareness can be influenced by the cultural attitudes and behaviors of their teachers. Moreover, a lack of recognition and respect towards diverse cultures can also play a role.

- **Psychological Impact:** comprise students 'feelings of freedom and confidence to express different thoughts.

7/ Do you recommend the use of strategies as skimming, scanning, previewing or summarizing in the reading classes or do you prefer the traditional way of reading?

The whole interviewed group of EFL teachers recommended both reading's traditional and innovative strategies. First of all, the selection of traditional ways of reading is because of the large exposure to information. In addition to the development of knowledge and new styles. However, the adaptation of modern reading strategies is opted to gain time, to develop smart reading (reading for a purpose not for pleasure), linguistic competence enhancement and critical and creative skills development. Another option which has proved its usefulness is the combination of different reading strategies to interfere with learners' individual differences and learning process requirements. In order to foster intercultural knowledge, instructors have provided a wide range of helpful tips and methods, these tips are naturally different, since each strategy serves a particular purpose. For instance: promoting comparative approaches tend to enhance students 'critical skills; developing the capacity of figuring similar and different aspects between certain items.

8/ what ways, tips or methods do you suggest to treat multicultural classroom?

Since there is not a multicultural classes in Algeria, this question is much more specified with interculturality; in the sense that it investigates the ways of dealing with students who are incorporated together in a particular class and they are different from each other. The answers

were a mixture of different points of view. Three teachers have suggested the use of collaborative strategies as the introduction of dialogues, the use of challenges, competitions…

Others recommend the use of reading different sources, watching documentary videos in order to spread the traditions and customs of others over the world…

It is crucial to mention that the ninth and the tenth questions are a kind of repetition and unstructured questions; the ninth question asks for students experiences without imposing any limitations on their answers. Whereas, the following question is set to re-mention the value of reading.

5.4. The Common Themes in the Interview

From the above discussed and analyzed questions, the following themes are raised:

5.4.1. The Utility of Teachers' Intercultural Awareness in Improving Students' Performance inside the Classroom

It has been approved many times that teachers 'intercultural awareness has a positively influential impact on the students' performance in the classroom. In the sense that, it contributes in developing their different competencies especially the one related to cultural studies; as providing various materials : different books, articles, texts and magazines of different cultures that from one side enriches the students 'cultural knowledge and from the other side, it aims to ameliorate positive assumptions towards cultural diversities.

5.4.2. The Effect of Teachers' Intercultural Awareness on the Students' Cultural, Linguistic, Psychological, Critical and Analytical Skills.

Teachers 'Intercultural awareness has a large number of benefits from different perspectives; cultural, psychological, linguistics besides to analytical and critical skills; promotes

acceptance towards others, develops the language skills, improves learners 'levels of proficiency and accuracy in dealing with individuals from dissimilar cultural groups; as the psychological aspects of confidence and motivation influences the learners performance without specifying whether it is oral or written performance. It is assumed that language correctness and accent will be ameliorated.

5.4.3. Diversity is one of the Main Traits in Intercultural Societies.

Experiencing the life in an intercultural community entails the reality of encountering people of different personalities, origins, culture values and norms, communicative and critical skills… Consequently, the whole interview is conducted in order to provide a deep understanding of persons from different cultures. In the same vein, intercultural awareness imposes diversity as one of the main necessities to vary practices with such a kind of persons.

5.4.4. The Existence of Diversity Imposes the Adaptation of Equality

Intercultural awareness asserts the claim that a wide range of individuals are cooperated together under the same geographical borders regardless the variety of their origins from a number of aspects(cultural, historical, religious, psychological traits…) . So, the need of managing communication with diverse individuals requires teachers to show a sense of equality towards these persons. Therefore, treating them equally tends to elevate their confidence, self esteem and also build up effective strategies of how to deal with people from various cultures.

6. Implications Limitations and Recommendations

6.1. Implications.

Based on the significant results obtained from the questionnaires completed by Students and interviews with teachers, this research aims to provide some important implications for both theory and practice. The theoretical chapter of the study suggests that intercultural awareness plays

a crucial role in increasing learners' cultural knowledge and language proficiency levels. In addition, the study found that intercultural teaching strategies are the most effective methods for developing intercultural awareness and, that teaching reading can be a valuable tool in this regard. By using various sources to teach reading, students can improve their cultural and linguistic competencies, which in turn can lead to a more positive attitude towards different interculturally individuals. Overall, this research highlights the importance of intercultural awareness and the teaching of reading in promoting cultural understanding and language proficiency.

6.2. Limitations of the Study

This study as any piece of research has limitations and does not claim perfection. Among the major encountered limitations we have been exposed to some time constraints. We would have employed an experiment to figure some differences in the learning outcomes that might led to more reliable results in terms of the strategies used to transmit the teachers 'intercultural awareness to freshmen students in their reading classes.

A second difficulty could be the limited number of teachers of culture in the Department of foreign languages at the University of Mila, which renders it imperative to interview two teachers who teach other modules to collect the required data. The third faced limitation is the time spent filling out the submitted questionnaires via social media platforms; collecting answers from online respondents took much more time than the time spent in collecting answers at the university. Furthermore, the disability of finding enough sources in libraries is considered another main limitation that reinforces us to look for sources via the internet. Besides that, investigating the teachers 'opinions about teaching reading skills value was challenging because reading is not introduced to the EFL classrooms and ,it is not implemented in the LMD system.

6.3. Recommendations for Students

- Students should explore the significance of culture and the utility of understanding various civilizations.

- Students must have a positive attitude towards people who are different. Besides that, they should keep in mind that diversity is not bad.

- It is important for students to enhance their communication skills in order to effectively interact with individuals from diverse cultural backgrounds.

- Students should be skillful in reading, in order to gain knowledge of the different cultures.

- It is of utmost importance for students to overcome any feelings of superiority or inferiority

- It is essential for students to apply the knowledge gained in reading classes to enhance their understanding in various areas. Additionally, this can help to develop a positive perspective towards other cultures.

- Students should be open towards the discrepancies between different cultures

- Students must spend more time practicing reading inside and outside the classroom.

6.4. Recommendations for Teachers

- Teachers must incorporate educational materials from diverse cultural backgrounds into their instructional approach

- Presenting cultural differences positively is crucial for teachers as it helps students become more open-minded and accepting towards diversity.

- Teachers should adapt their teaching materials to their students' abilities and cultural backgrounds for better communication.

- Teachers should devote more time for practicing reading inside the classroom, due to its great importance in elevating cultural knowledge.

- Teachers should push their learners to read inside and outside the classroom.

- Teachers should include reading tasks to enrich students' cultural knowledge.

- Teachers should encourage using different approaches, strategies and methods, which tend to improve their knowledge about other cultural aspects.

- Teachers should co-operate their Intercultural awareness into their teaching materials.

6.5. Recommendations for Further Research:

This study investigates how teachers' intercultural awareness affects their students' performance in reading classes. The research uses both qualitative and quantitative methods to assess the effectiveness of intercultural sensitivity and acceptance in teaching first-year foreign language students at Mila University. The study will analyze the impact of intercultural awareness on reading courses by conducting in-depth investigations using various case studies with a significant population. Additionally, conducting experimental research will provide more informative results by evaluating the influence of intercultural awareness on skill training for both students and instructors. In this line, modern books proved its usefulness in dealing effectively with these diversities, get glimpses into other cultures and also break cultural barriers, among them: Think again by"Adam Grant" 2021, The alchemist by "Paulo Coelho"2014, The culture code by"Daniel Coyle" 2019, Three Tigers, One mountain by "Michael Booth" 2020…

Conclusion

This chapter explores the effectiveness of teachers' intercultural awareness in teaching reading. We found that teachers' IA positively influences students' performance levels by analyzing research tools such as students' questionnaires and teachers' interviews. The results highlight the benefits of teachers' IA, including enhancing cultural knowledge and reading skills, such as identifying implicit meanings in texts. Our research also showed that teaching reading as a dependent skill or integrating it within other modules equally effectively enhances students' performance and cultural knowledge. We achieved this by using teaching materials that respect learners' cultural differences and similarities. Ultimately, these factors contributed to the development of cross-cultural communicative skills.

General Conclusion

Intercultural awareness is one of the vital necessities and requirements that facilitate communication with diverse people from different cultural origins; in simple words, it aims to promote cross-cultural communication. This study explores the effectiveness of teachers 'intercultural awareness on the EFL students 'performance in the reading classroom.

The first chapter comprises two sections; each tackles a profound overview of a particular variable. The first section is about "intercultural awareness". In contrast, the second one investigates the "teaching reading" process in detail. However, studying the relation between the first and the second variable raises another section which tends to include the co-relation between the investigated items. In order to investigate the aims mentioned above in the study, a questionnaire is distributed to sixty first-year students at the Department of foreign languages, University of Mila. Furthermore, an interview is delivered to eight teachers who teach a variety of modules.

Taking into account the obtained findings through the delivery of the questionnaire and the analysis of the data, it is assumed that considerable attention is put on teachers' intercultural awareness in the reading sessions; in the sense that developing such awareness constitutes mainly of one mandatory purpose which is the intensification of the learners 'cultural knowledge. In the same perspective, explaining the fieldwork results entails exposing students to different materials of different cultural ethnicities, enlarging the learners' prior knowledge and making the promotion of both IA and ICC possible.

Finally, it is noted that the importance of intercultural awareness is proved from both teachers' and students 'points of view. On the one hand, teachers' intercultural awareness aims to promote cultures' acceptance and diversities' embracement towards different cultures. While on the other hand, the learners' sensitivity towards different ethnicities. Overall, IA

recommends that students have to be good readers so that their language proficiency levels are ameliorated, in the sense that adapting different reading sources is one of the most effective ways to enrich cultural knowledge.

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Appendix1

Dear student,

This questionnaire will serve as a tool for gathering data for the purpose of accomplishing amaster's dissertation entitled "teachers intercultural awareness in teaching reading" in Didactics at Mila University. Through this questionnaire, we are aiming to investigate the impact of implementing intercultural awareness by your teachers in the process of teaching reading. We are kindly asking you to fill inthis questionnaire. Your answers would be of great help for us to complete our research. We would like to notify you that your answers will be kept and used only for educational purposes.

Please put a tick (√) in the box which corresponds to your answers, bearingin mind that more than one answer is possible in some cases.

Section one: Background Knowledge.

1. How long have you been learning English?

…………………………………………………………………………

2. Are you motivated to know about other cultures rather than your own?

Yes. ☐   No. ☐

3. Do you like making relations with foreigners whose culture is different from yours?

Yes. ☐   No. ☐

Section Two: Intercultural Awareness

4. According to you , the term culture refers to :

a) Literature and civilization of a given country. ☐

b) Way of life of certain social groups, including their customs and traditions. ☐

c) Both of them. ☐

5. You have a module named "Culture and civilization"; does it contribute in your enculturation process?

Yes. ☐   No. ☐

- If yes, how do you find it?

Useful ☐   Useless ☐

6. What do you think about:

"Intercultural awareness is about giving up your own cultural habits and adapt to new ones when moving to a new country"

Agree ☐   Disagree ☐

- Depending on your point of view, how could you define intercultural awareness?

…………………………………………………………………………

7. In your opinion, whyis it important to understand the cultural context of a message when communicating with others from different cultures?

a) To reduce the amount of miscommunication. ☐

b) To promote appropriate and effective communication with members of different   ☐

cultural groups. ☐

c) To prevent people from falling in identity confusion situations. ☐

d) Anxiety and interpersonal problems due to cultural differences. ☐

8. a)" when a black woman enters an Asian-owned beauty supply store, the Asian owner does not automatically think the black customer would steal an item. So, she goes back to stocking the shelves and doesn't even attempt to follow the customer around the store."

b) "Girls are seen to be better at languages, arts and literature, whereas boys are thought to be better at mathematics and science. This is due to their analytical skills while girls are emotive and creative"

The two situations are:

d) Stereotypes [   ]

e) beliefs [   ]

f) critical thinking [   ]

9. Being an interculturally aware person depends on:

a) Being intercultural competent communicator. [   ]

b) Mastering your own culture besides to others cultures. [   ]

c) Being able to discuss similarities and differences of other cultures. [   ]

10. From your personal perspective, what are the characteristics of intercultural aware teachers?

a) Teachers who take into consideration their learners varieties. [   ]

b) Teachers who treat their learners equally, regardless to their cultural origins. [   ]

c) Teachers who convince their learners that diversity is something good not bad. [   ]

11 . Does intercultural awareness contribute in the development of your learning process?

Yes. ☐   No. ☐

- If yes, how does it contribute?

  a) Improves self confidence. ☐

  b) Promotes student's ability to participate in group discussions. ☐

  c) Enhances self motivation towards the class and the whole process. ☐

Section Three: Teaching Reading

12. What do you think of the following statement?

    "The Reading skill is considered as the basis of developing other skills as speaking and writing".

    a) Strongly agree ☐

    b) Agree ☐

    c) Disagree ☐

13. How often do your teachers include reading tasks in order to encourage you to read?

    a) Always ☐

    b) Sometimes ☐

    c) Often ☐

    d) Never ☐

14. Which of the following strategies, do your teachers use in the reading sessions?

    a) Skimming (Alternative reading). ☐

    b) Summarizing ☐

    c) Scanning (Passing quickly through a text to look for particular information).

    d) Predicting and ☐ ewing (a fast reading to get a general idea about the general idea of the passage). ☐

15. What is the major purpose behind teaching reading?

e) Developing language competency. ☐

f) Allowing learners to develop their own vocabulary. ☐

g) Improving the learners' writing styles. ☐

h) Enhancing the background knowledge (cultural, political, social…). ☐

i) Others……………………………………………………………………………

…………………………………………………………………………

16. Is teaching reading in an EFL classroom important?

Yes. ☐   No. ☐

-If yes, could you please explain in what way?

……………………………………………………………………………………

………………………………………………….......................................

Section Four: Teachers Intercultural Awareness in Teaching Reading

17. Does teachers 'intercultural awareness affect your learning process?

Yes. ☐   No. ☐

- If yes, in what way?

Positive way ☐   Negative way ☐

18. When reading texts, do your teachers discuss the similarities and differences between

your culture and others 'culture?

Yes. ☐   No. ☐

- If no, can you explain why?

……………………………………………………………………………………

……………………………………………….......................................

- If yes, how often?

Always ☐   Sometimes ☐   Never ☐   Rarely

19. What are the difficulties you face when you read a text that belongs to a different culture?

      a) Interpreting the meanings of some expressions. ☐

      b) Being unfamiliar with some idiomatic expressions. ☐

      c) The inability of grasping the overall meaning or ideas of a given piece of writing. ☐

      d) Getting a sense of superiority or inferiority among your classmates. ☐

20. Which of the following attitudes intercultural awareness develop?

      d) My culture is the best. ☐

      e) All the world's cultures are equal to each other. ☐

      f) My own culture is superior to any other culture. ☐

21. Does teaching reading enhance your communication skills across cultures?

    Yes. ☐   No. ☐

- If possible, could you explain how?

………………………………………………………………………………………

………………………………………………………………………………

22. As an EFL student, how would you see intercultural awareness?

      a) Useful ☐

      b) Not useful ☐

      c) Less useful ☐

      d) More useful ☐

23. Do you notice a difference between the teacher who adopts intercultural awareness in their teaching and teachers who do not?

    Yes. ☐   No. ☐

Thank you for your collaboration

Teachers 'interview:

You are kindly requested to spare some of your time to respond to this interview that attempts to gather information about the impact of EFL teachers 'intercultural awareness on the students 'performance during reading sessions.

1. How often do you often encourage your learners to readin class or in their free time?

2. Is it difficult or easy to teach interculturally different individuals who are grouped under one single class?

3. How comfortable do you feel when discussing intercultural topics with learners who are from different cultural groups?

4. Do you think that teaching reading contributes to the enrichment of students' cultural knowledge?

5. How often do you provide learners with materials that tackle similarities and differences between given countries, regions or groups?

6. Do you think that your intercultural awareness will affect your students' performance (the process of teaching reading precisely)

    -What kind of effect? Positive? Or negative?

7. Do you recommend the use of strategies as skimming, previewing or summarizing in the reading classes or do you prefer the traditional way of reading (reading carefully)?

8. What ways, tips or methods do you suggest to treat a multicultural classroom?

9. Can you share with us the knowledge you have gathered about intercultural awareness?

10. Do you consider reading as an important skill? If yes, could you tell us about this importance?

ملخص

تحاول الدراسة الحالية التحقيق في كيفية تأثير فهم المعلمين للثقافات المختلفة على قدرات طلابهم في القراءة. وتسعى إلى تحديد ما إذا كان المعلمون يعطون الأولوية للتفاهم بين الثقافات وما إذا كان يتم تطويره من خلال تدريس القراءة. ولتحقيق ذلك، أثيرت ثلاثة أسئلة بحثية:1) هل يؤكد المعلمون على الوعي الثقافي في تدريس المطالعة؟ 2) كيف يساهم الوعي بين الثقافات للمعلمين في تحسين مستويات أداء الطلاب في حصص القراءة بشكل ايجابي او سلبي؟ 3) كيف يمكن للطلاب تعزيز وعيهم متعدد الثقافات من خلال مهارة القراءة؟ للإجابة على الأسئلة، يتم استخدام طريقة وصفية. من خلال توجيه استبيان إلى ستين طالباً من طلاب اللغة الإنكليزية في قسم اللغات الأجنبية، جامعة ميلة، وإجراء مقابلة مع ثمانية معلمين ؛ ستة منهم مدرسو مقياس الثقافة ومعلمان فقط يدرسان مقاييس أخرى. تكشف النتائج الرئيسية للبحث أن وعي المعلمين متعدد الثقافات له تأثير إيجابي على تعزيز مهارات القراءة لدى الطلاب، وأن تدريس القراءة يحسن أيضًا أدائهم العام. بناءً على النتائج، تقدم الدراسة توصيات للمعلمين والطلاب والبحوث المستقبلية حول تأثير وعي المعلمين متعدد الثقافات على تدريس القراءة. باختصار، تبحث هذه الدراسة في تأثير وعي المعلمين متعدد الثقافات على تعزيز مهارات القراءة لدى الطلاب. ويهدف إلى تحديد ما إذا كان المعلمون يعطون الأولوية للتفاهم بين الثقافات وما إذا كان يتم تطويره من خلال تدريس القراءة.

الكلمات المفتاحية: الوعي بين الثقافات، تدريس القراءة، أداء الطلاب،حصص القراءة، التفاهم بين الثقافات.

Résumé

La présente étude tente d'étudier comment la compréhension des différentes cultures par les enseignants peut affecter les capacités de lecture de leurs élèves. Il cherche à déterminer si les enseignants accordent la priorité à la compréhension interculturelle et si elle est développée par l'enseignement de la lecture . Pour y parvenir, trois questions de recherche sont soulevées : 1) Les enseignants mettent-ils l'accent sur l'adaptation de la conscience interculturelle dans les classes de lecture ? 2) Comment les enseignants « la sensibilisation interculturelle contribue-t-elle à améliorer les niveaux de rendement des élèves de l'EFL dans les séances de lecture, positivement ou négativement? 3) Comment les élèves de l'EFL peuvent-ils promouvoir leur conscience interculturelle à travers la lecture ? Pour répondre aux questions, on utilise une méthode descriptive mixte. Lorsqu'un questionnaire est administré à soixante étudiants en anglais au département des langues étrangères de l'Université de Mila et qu'un entretien est mené avec huit enseignants, dont six sont des enseignants de culture et seulement deux enseignants qui enseignent d'autres modules. Les principaux résultats de la recherche révèlent que la conscience interculturelle des enseignants a un impact positif sur les performances de lecture de leurs élèves et que l'enseignement de la lecture améliore également leur performance globale. Sur la base des résultats, l'étude fournit des recommandations aux enseignants, aux étudiants et aux futures recherches sur l'effet de la sensibilisation interculturelle des enseignants sur l'enseignement de la lecture. En résumé, cette étude examine l'impact de la sensibilisation interculturelle des enseignants sur les performances de lecture de leurs élèves. Il vise à déterminer si les enseignants accordent la priorité à la compréhension interculturelle et si elle est développée par l'enseignement de la lecture.

Mots-clés : Sensibilisation interculturelle, enseignement de la lecture, performance des élèves, cours de lecture, compréhension interculturelle.