The Effect of Teaching Intercultural Competence on Cultural Awareness of Iranian's EFL Learners

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ABSTRACT

Language and Culture are not separately of each other's. Over than 10 decades in the EFL classroom in many countries have been taught Cross-Cultural and also it is emphasis on familiar to culture. Therefore this study reports the effect of teaching Intercultural Competence on Cultural Awareness of EFL learners in English classroom. The data were collected from advance level based on standard Cultural awareness questionnaire to homogenized learners who are selected in both Female and Male. The range of learners who are examined 83 that taught reading text about the different and similarities of both languages in addition in their classroom to improve their cultural awareness, the resulting of this research by Cronchbach shows that it is effecting when familiarize the learners to both Persian and English language. It makes aware to some aspect of mother tongue and target language differs. The SPSS shows that the correlation coefficient between Intercultural and Cultural awareness is positive.

Introduction

The emphasize on language and culture as goal of language learning, being promote as way to develop cultural awareness and also ability to use target language. The acquisition of intercultural competence has become a major goal in all national and international curricula. Risager (2000) points out The last decades of the 19th century did not an interest develop for the content of language teaching the beyond literary education, from the 1960s onwards the cultural dimension in broader sense began to crystalize out as a more or less independent discipline called cultural teaching or cultural pedagogy.

Teaching intercultural competence (intercultural communicative competence) or ICC or IC , helps to learner acquire not just grammatical competence also knowledge and awareness of what appropriate language that learner can use, the learner know how they use the target language and become familiar to the attitude and literature and other discipline of foreign language (Risager,2000).

Byram et.al wrote in the book "Developing the Intercultural Dimension in Language Teaching" has been prepared for the teachers who often have face with problem. It answers those questions in both practical and principled ways that make in teaching processing so that this publication does not just provide simple tips but allows teachers to think through the implications for their own classrooms of a substantial new dimension and aim in language teaching which is now firmly established (cited in Byram et.al). According to Byram (1997) define that the role of teaching ICC is for develop skills , attitude and awareness of values of particular culture and country, also he defined that the intercultural competence consist of the knowledge about social group, skills of interpretation and relation skills of interaction, attitude toward people of different culture. Language teaching with an intercultural can help to learners to acquire the linguistically competence that they need to communicate in their skills. Enhance of awareness of learners make the situation that they know about language that the want to learning, aware of target language related to their culture. ICC is language learning which develops an inside perspective on l2 culture, skills in contextual knowledge of the l2 culture and view of cultures as embedded in language, reflective critical understanding of one's primary language and culture (Byram,1997; cite from Sercu, 2002).

However, a language involves not only grammar, lexical or phonology but also related to the culture. When someone wants to communicate internationally as well, for understanding not involves only knowledge of grammar, phonology but also feature of culture. Intercultural communication in which probably leads to encounter the factors of cultural variation such as tone of voice, topic conversation and expression. Culture Pedagogy in the 1990s In the 1990s the interest in intercultural learning and culture pedagogy really took off, as many (but by no means all) foreign language teachers and researchers all over the world began to see intercultural learning as an integral part of language learning. Among the still very influential works one can mention Kramsch (1993) on language, culture and context in a postmodern perspective, and Byram (1997) on intercultural communicative competence.

Risager(2006) shows that he 1990s were very much characterized by internationalization. There was a marked increase in study travel, especially within the Common Market/EU as a result of the major exchange programs, and this benefited language teaching. The explosion within Information and Communication Technology, including the Internet, also came at this time. These developments led to far greater access to transnational personal contacts than before: some language learners – potentially at least – gained greater opportunities of meeting learners from other countries, either physically via student exchanges and school trips (especially in Europe) or via e-mail (see Byram/Risager 1999). This meant that the teaching of culture tended to become more oriented towards experienced culture and personal cultural encounters, i.e. a much more individualized orientation emerged. According to theories of

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"the component of intercultural and knowledge skill and attitude complements by the values one hold because of ones belonging to number of social groups values which are part of ones belonging to given society(Byram,Nichols,Sterens,2001). To improve the cultural awareness that helps learners to ability to communicate of other people who are in several contexts. In addition, it would be aware of attitude and believes or values of other language distinguish to self-language. As Guiherm(2004) believes that The term of intercultural competence that is knowledge of another language and culture enables a learner to interact effectively with people from that culture and his or her own (Guiherm, 2004). Therefore, teaching intercultural competence within the task that refers to the cultural for more aware of learners in a target language. Fantini (2006) "the complexity of abilities needed to perform effectively and appropriately when interacting with others who are linguistically different from oneself" (Fantini, 2006, p.12,). Relation language and culture in foreign language classroom has been focus on scholarly inquiry (Kramsch, 1993; Byram, 1989; liddicoate, 2002; Liddicoate & Scarino,2013; cited in Moeller & Nugent). Over the last ten year it has been considerable to language education research, reflection of an expanding global focus on language learning Intercultural language learning fundamentally class for the learning of another culture's language to be an experience of personal growth and change a transformation of the self (Asia education foundation, 2004, p.7; Moran, 2001), rather than as an isolated academic study (Monoly,2007)

Finally, This research attempts the way of teaching intercultural competence on cultural awareness, this chapter will briefly explain what the meaning of the teaching intercultural competence is meant in this study, then definite the key elements and the problem of the study. teaching intercultural competence taught in different ways in different countries, for instant, Larsen in 1996 studied on Chinese learners and teacher who taught in both EFL leaning. Derin & Atay in 2009 investigated the attitude of Turkish teachers of English on intercultural competence. HO in 2009 studied on Vietnam learners who were learning English in Vietnam that taught the both culture for develop their language.

Statement of problem

There are different perspective and method for teaching intercultural competence, It will be more difficult that performance all the way of teaching for promote of cultural awareness, in fact some methods not appropriate for some context especially those countries has not multi culturally and also other limitation such as textbook, task in the classroom, native teacher, cost of tools, etc. in this studied attempt to find the best close way teaching intercultural competence for improvement cultural awareness. In developing cultural awareness in the classroom it is so important that teacher help learners that distinguish between the cultural norms believes habits, within speech community that many countries for immigrant has many opportunities that makes learners possible to connect foreigner friend. Hence it can be issues for both learner and also teacher in Iran's institution or student of Applied linguistic whose are learning English as foreign language only theoretical view there is no opportunities that practical for communicating native until transformation the cultural aspect for providing learning in real experimental world.

Significant of study

This study assumption that teaching intercultural competence (IC) that providing situation to learners awareness of both culture dimension , target language and second language, the differences and similarities of two languages English and Persian in the EFL classroom. Study reveal to how learners to improve their knowledge about differ culturally between both of language by some task and how the teacher could enhance their aware of language of learner. The main goal of this research is that familiar learner's first and second language. As according to affirmed that the exchange between self and the other can be enhanced by task that allow learners to become more aware of learners cultural and other language. The task should be provided for enhancing aware of learners, tasks refers to reflection of real world activities, traditional, believes or attitude. This paper supposed to teaching the personal and collective attitude towards English culture and providing situation that learners to familiar to similarities or difference between Iran culture and English culture.it reveals to does advance learners aware of that knowledge, It will be help to enhance aware of their knowledge of both culture, it make to develop their proficiency and also communicate competence. On the other hands, while developing awareness of cultural and linguistic differences and similarities the learner's first and second language, this awareness helps to explains unintended pragmatic failure or breakdown or positive transfer that can be in both language sociocultural in communication; therefore, to solve the communication learners need to learn the target cultural within the first language that will be help learners to make reduce error of producing in learning. This research according to two book of Intercultural teaching wrote by Byram & Brown that aim to teacher help the learners in the EFL classroom.

Research Question

This research proposed the question that;

✓ Is there any significant effect of teaching intercultural competence on Cultural Awareness of Iranian learners?

1.5 Hypothesis of research:

✓ There is no significant effective of teaching intercultural competence on Cultural awareness of Iranian EFL learners.

1.6 Definition of key term:

Teaching intercultural

One challenge for teachers is that what the approach to take in the EFL classroom. As Byram (2002) state that many EFL teachers have had no formal training in cultural elements, and there is no universally accepted set of criteria that instructors can use as guide (Byram, 2008; cited in Frank, 2013, p.2). Teachers teach English as foreign language according to Byram(1997) explains that they can help learners to connect them with target language, promoting their awareness of cultural and also improve their intercultural communicative competence. This study refers to teach intercultural competence as way to raising cultural awareness of EFL learners by providing differences and similarities of both languages. Risager(2006) Categorized in five knowledges; Realia; knowledge of facts about the country, Landeskunde: knowledge of the country's geography, history and society, Kulturkunde: knowledge of national culture (literature, arts, etc.), and Wesenskunde: knowledge of national mentality or psychology. Germanness – according to the statement "Alle Kulturkunde ist Deutschkunde "(it is related to all knowledge of culture is knowledge of Germanness) (Apelt 1967; cited in Risager 2007).

Risager (2007) points that the different methods to study what are needed for the students to undergo an intercultural learning process according to Eva Burwitz-Melzer (2003), has worked on a project on the use of fictional texts with children of ages 10-17 in schools in Germany. It is an investigation focusing on literature pedagogy as culture pedagogy, in young students.

The task typology of literature pedagogy are five phases based on Melzer(2003):

1. The student and the foreign cultures: Preparation, warm-up, with the aid of such activities as talking about objects, visual stimuli, and book covers, etc.

2. The student and the original text: Reading, conversations and tasks such as text puzzles, characterizations, etc.

3. The student and the student text: The students produce various types of plays, parodies, poems, etc. on the basis of the original text (perspective taking)

4. The student, student texts and the other students: Class conversations about various possible perspectives, e.g. from inside and outside

5. Reflection: Class conversation about the teaching content and about intercultural learning.

Intercultural competence(IC)

Deardof (2006) conducted a survey of an academic definition of intercultural competence which identified specific component skills; also Deardoff found that skills identified included analysis and interpretation, and cognitive skills that included comparative thinking skills cognitive flexibility. Three principle characteristic of intercultural competence:

A. Being a purposeful interactive user of language with correct contextual use.

B. Being knowledge about target culture being reflective about the relationship between learner's culture having ability to notice and reflect on difference interaction with culture and developing a sense of an intermediate ' third place' identity

C. Having metalinguistic skill and linguistic transfer skills (Cite in deardof,2006)

It is complex that definite the intercultural competence. Sinecope et al., (2012) defined that the intercultural competence is providing of individual to interact and effectively from other cultural backgrounds (Sinecope, 2012; cited in Moeller, p.3). Intercultural dimension continues to help learner acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say/write in correct and appropriate ways. But it also develops their intercultural competence i.e. their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people a complex human being with multiple identities and their own individuality.

Intercultural competence or IC is defined the situated communication between individuals or group of different linguistic and cultural origin. Communication is active relationship between people through language; in this study the teaching intercultural refers to situate the learners understand the similarities and differences between both cultures, for developing their aware of knowledge.

According to Ruben (1976) Classified seven dimensions of intercultural competence:

1. Display of respect describes an individual's ability to "express respect and positive regard" for other individuals.

2. Interaction posture refers to an individual's ability to "respond to others in a descriptive, no evaluative and non-judgmental way."

3. Orientation to knowledge describes an individual's ability to "recognize the extent to which knowledge is individual in nature." In other words, orientation to knowledge describes an individual's ability to recognize and acknowledge that people explain the world around them in different ways with differing views of what is "right" and "true."

4. Empathy is an individual's ability to "put[himself] in another's shoes.

5. Self-oriented role behavior expresses an individual's ability to "be flexible and to function in [initiating and harmonizing] roles." In this context, initiating refers to requesting information and clarification and evaluating ideas for problem solving. Harmonizing, on the other hand, refers to regulating the group status quo through mediation.

6. Interaction management is an individual's ability to take turns in discussion and initiate and terminate interaction based on a reasonably accurate assessment of the needs and desires of others.

7. Tolerance for ambiguity describes an individual's ability to "react to new and ambiguous situations with little visible discomfort" (Ruben, 1976, cited in Norris, 2007).

Byram(1997) proposed a five-factor model of intercultural competence ,1)The attitude factor which refers to the ability to see oneself in relation to others, 2) knowledge about one's own and other cultures, and in addition knowledge about the process of social interaction, 3) the skills of interpreting and relating, 4) the skills of discovery and interaction, and 5) cultural awareness which describes the ability to use perspectives, practices, and products in one's own culture and in other cultures to make evaluations(Ho,2009). The most common research areas in the field of intercultural communication are: analysis of the definition and traditional aspects of culture, cultural identity and differences, the significance of the context; communication competence accompanied by the culture learning process and teaching intercultural communication (Meyer, 2008 ; cited in Kriauciunien).

Cultural awareness

Tomilson (2001) believes that the cultural awareness involves enhancing inner sense of the both cultures and increase understanding of own and others culture, totally connects and could differ(Tomilson& Masuhara, cited in Z.Ghorbani,2011, p.95). According to Tomalin and Stempleski (1993), cultural awareness encompasses three qualities:

A. Awareness of one's own culturally-induced behavior

B. Awareness of the culturally induced behavior of others

C. Ability to explain one's own cultural standpoint. (Cited in Ghorbani, p.96).

Knutson (2006) points out that development of student's cultural awareness starts encouraging them on recognize their cultural identity in relation to other cultures.

There are two view of cultural awareness as Liddicoat (2002) mentions the static versus and dynamic. This study attempt to refer dynamic view that learners engage in learning getting information of target culture in the passive way, also knowledge of own culture and understanding target culturally behavior. Also the cultural awareness refers to the increase the background and knowledge of the both counties that toward to develop of their learning.

According to Cakir (2006) the culture has taken an important place in foreign language teaching and learning studies. The development of people's cultural awareness leads them to more critical thinking. Most frequently confronted that students to a great extend know the rules of language, but are not always able to use the language adequately as it requires since they are not knowledgeable enough about the target culture. Bearing all this in mind, the aim of this article has been to provide necessary information for the foreign language teachers and learners so that they can establish a good connection with the target language and its culture. Communication is seen as the application of grammatical rules in oral and written practice. In some case, learning about the target culture is taken as a threat to the native values, and the importance of linguistically relevant

information is neglected. The reasons for familiarizing learners with the cultural components should be to;
● develop the communicative skills,
● understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,
● develop intercultural and international understanding, ☐adopt a wider perspective in the perception of the reality,
● Make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

Cultural Approch in EFL classroom
Culture& language
● Culture and language are not separately elements to each other's. Cakir (2006) points that culture has taken an important place in foreign language teaching and learning studies, it has been widely recognized that culture and language is used as main medium through which culture is expressed. Brown (1994) believes that culture is deeply ingrained part of the very fiber of our being, but language the means for communication among members of a culture. Also he believes that culture is way of life (Brown, 1994, p.163; cited in Cakir, p.155). Tang (1999) propounds the view that culture is language and language is culture. He suggests that to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and people who speak it. (Cakir, 2006) there is a close relationship between the language and culture.
● According to Risager's article concept of languaculture(Kultur in der sparche) in three interconnect dimension: the semantic-pragmatic, the poetic, and the identity. The languaculture concept is used as an umbrella term for the multiple cultural dimension of language, including the personal aspect of language use developed as an integral part of the life history of the individual.
● Risager(2007) notes that last decades of 19th century did an interest develop for parts of contents of language teaching go beyond literary education as such, and from the 1960s onwards the cultural dimension in this broader sense began to crystallize out as a more or less in depend discipline, called teaching or culture pedagogy, language pedagogy and culture pedagogy that not do with each other until the 1990s, when it was possible to see sign of a burgeoning awareness of each other's work and perspective in some respects also a rapprochement, especially under the banner 'intercultural learning'(cited in Risager, 2006).
● Moran (2001) describes the optimal four types of knowing involved in culture learning: know about / know how / know why / know oneself (Monoly, 2007). The traditional models of culture teaching are strong in allowing students to know about practices, but weak in helping them develop other areas. The new methods of culture teaching firstly related to Lankshear (1997) highlight the notion that the language acts as a medium for culture and, secondly, related to kramsch(2007); Sercu(2002) state that help students' understanding of relationships between the cultures and their political effects(Kramsch, 2007; Sercu, 2002).
● For language learning to be meaningful in a cultural setting it must be seen by teachers to be immediately relevant to the language skill and the whole learner. Kramsch(1993) mentioned that Intercultural language learning theory situates all language as a cultural act (Monoly, 2007). Also Language, culture and learning are linked so the learner has to use all these when learning a new language.

● Crozet and Liddicoat (2000) and Liddicoat (2002) propose a core set of principles for learning language and culture which involve:
● • Acquisition about cultures
● • Comparing cultures
● • Exploring cultures
● • Finding one's own 'third place' between cultures.
● Ho (2009) stated that Intercultural Communication Language Learning (ICLL) involves learners on the influence of their own culture on their language use when interacting with people from other cultures, therefore developing their cultural awareness. Cultural awareness involves "a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ" (Tomlinson, 2001, cited in Tomlinson & Masuhara, 2004, p. 3).Tomilson(2001) believed that an increased cultural awareness helps learners broaden the mind, increase tolerance (Ho, 2009) . to Engage learners in the process of exploring their own and the target culture. Liddicoat (2002) proposes a pathway for developing this as a model for learning, and involves learners to interpret and make their own model through exploration of culture to help them in learning about culture and language. Encourages learners to look for cultural similarities and differences between their own culture and the one they are learning about so that they have a better understanding and acceptance which improves overall communication.
● Abbaspour(2012) notes that there is a discussion on whether to teach culture as a separate subject to language. Many believe that these two should not be separated. Brown (2007) believes culture should be included when teaching a foreign language. Kumaravadivelu (2003) agrees that raising cultural consciousness we can understand the process of learning a language in the classroom.
● In the table shows that the three major model of Intercultural competence that developed by in order Bennet,Byram,Deardorff.
● Monoly show that there are some acitivities for teachers act for making opportunities for learners;
● Cultura online blog exchange: refer to internet to create an environment in which meaningful interactions between two learners whose come from different countries, for instance in his research learners are American and French, in Cultura program (Furstenberg, 2010) those learners American students studying French engage in online discussions with French learners learning English by comparing and analyzing texts of a similar nature derived from both cultures. This type of classroom environment creates possibilities for attitude transformation, as well as the acquisition of knowledge of other cultural norms, institutions, and beliefs. Students obtain real-life skills in interacting with others via the online forum.
● OSEE tool: (Deardorff, 2000) refers to learner's consideration for their preconceived ideas and attitudes before entering into the intercultural competence process. To help learners analyze their attitudes toward others at the beginning of the intercultural process, for instance teacher locates a video clip representing firstly sound off the video so that students are solely engaged by the images, actions, and interactions thereby providing an opportunity for students to focus completely on what they see during the observation, then interactions seen on screen. After listing the observable actions without describing the situation as desirable or undesirable. The next step begins guides classmates to work in small groups explanations embedded in the actions and interactions of the target culture.

Table 1. Summary of the four major theories and factors that contribute to the development of intercultural competence

Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS)	Byram's (1997) Multidimensional Model of Intercultural Competence	Deardorff's (2006) Process Model of Intercultural Competence
Charts internal evolution from ethnocentrism to ethnorelativism	Addresses the attitudes, knowledge, and skills needed to interact successfully in intercultural situations	Creates a continuous process of working on attitudes, knowledge, internal outcomes, and external outcomes related to intercultural competence

Finally students require to have sufficient background knowledge of the culture in question, or more specifically the cultural situation being observed .According to Deard off the OSEE stands of observation, standing, exploring, evaluating. Monoley (2007) investigated that with the heightened profile of language learning in a global community, language education is exploring a new model of intercultural language learning. The goal of intercultural language learning is to produce language users equipped with explicit skills in understanding connections and differences between their own culture and the culture of the target language. The research literature suggests that language learners' resulting intercultural competence will encompass a range of characteristics. There have been few empirical studies, however, to provide illustration of intercultural competence, in order to assist teachers' understanding of desired outcomes and student development.

• Ho(2009) state that intercultural language learning has become an important focus of modern language education, a shift that reflects greater awareness of the inseparability of language and culture, and the need to prepare language learners for intercultural communication in an increasingly multicultural world. This paper reports on an on- going study into the presence and status of cultural content in tertiary EFL teaching in Vietnam and the effect of intercultural language learning on learners' EFL learning. In the paper, I will critically analyses the under- lying assumptions about culture in two traditional EFL textbook units currently used in a Vietnamese university. The cultural components of the units will then be proposed using a set of standards for intercultural language learning drawn from the literature. The proposed cultural components aim at raising learners' cultural awareness and engaging them cognitively, behaviorally and affectively in culture learning. The approach may be implemented in any language courses and is appropriate for the study of any target culture.

• However, the research related to the teaching intercultural competence are in the foreign Countries that they context will be at least two cultural context, it will be difficult that Performance in the country with just one cultural context such as Iran, this research will be Purposed that according to Byram materials teaching intercultural competence and ho methodology, that both of them make the situation that learners aware of the both cultures Similarities and differences between them.

Methodology
Participants
• In this study, participants who are learners are in the upper intermediate level of institute in Tehran, that they are learning English as foreign language. Learners are aged in 25-35 year in addition, there are not significant on the gender. Learners are selected accidentally by cultural awareness questionnaire.

Instruments
• This research assume that aim the literature as discussed, in 1989 Candlin affirmed that learners personal identity versus his or her social identity and cultural identity within process language learning. Therefore, it will be use the tasks that can help to learners that make situation to learners interact in the class, and they can express the similarities and differences between the Farsi and English and its culture, such as the family and food, daily activities, such as diary. Make a conversation about the traditional of both countries. At first of study with questioner give the pre-test for homogenized learner based on the cultural awareness then treatment of learning by teaching intercultural competence and the last of period give the post-test from two both group.

Procedure
• This study was examined by cultural awareness questionnaire for homogenized learner, and then divided two class, experimental and control group by selecting accidentally. The main goal of this method was learning some noticeable point of cultural that make similar and differences between target language and second language. For both class teacher was same, and the method was taught as usual, in the latest of English class teacher give to student comprehension text related difference culture, but was thought to experimental group for purposing developed the learners awareness about the culture, the treatment was taken three sessions. After that at the end of the period learners of two classes experimental and control group examined by post-test, the intercultural competence questionnaire from site of Proprofs that is the leading provider of comprehensive online tools.

Data analysis
• Data analysis in this study will be analyzed by SPSS with the t-test statistic that shown how effect the teaching intercultural competence on the learner's awareness of cultural of Iranian EFL learners.

Design
• In this study will design by Qusi-experimental study.

Data Analysis
• Row data are no more than insignificant numbers and figures, however, statistics makes them worthwhile to be used for materialization of research efforts. Analysis of data as part of scientific research process is one of the main constituents of every study which leads and controls all research achievements to arrive at a targeted result. In this section, the researcher uses different methods to solve problems or take decisions for rejecting or combining one or more hypotheses determined for the analysis in consideration Therefore, it is necessary to mention that data analyzing is not solely enough to find out responses to the research questions, so interpretation of the data is also necessary. To this purpose, data have primarily to be analyzed and the result yielded be interpreted. The present data have been collected from the questionnaires, credibility of which has been ascertained by examining. The data collected were analyzed by the program of SPSS imposing appropriate statistical testings based on research hypotheses. In this chapter, the studies, the result in hand as well as appropriate analyses are elucidated in order to reject or confirm the hypotheses used in the research process. The chapter also tries to describe characteristics of the sample. Therefore, at the first stage, the data produced will be summarized and categorized on the basis of descriptive statistics, and the inferential statistics will be used to reject or confirm the hypotheses in consideration.

Summary of findings

• With this study I have submitted two major results. The first result indicates that there was a strong significant correlation between IC and L2 Cultural Awareness. This study focused on the correlation between IC and overall and variable-specific L2-learning motivation. The first finding of the study demonstrates that there is a strong significant correlation between IC and L2 motivation of Iranian university students. A number of issues need to be highlighted. As mentioned before, the results indicated that there was a strong, positive significant correlation between IC and L2 CA of learners. Therefore, it can be argued that L2 learners' IC is closely associated with their L2 Cultural This finding upholds an argument made much earlier in L2 CA discussions by Chen& Starosta (1996, Pilot by Ms. A.Bashri, 2014) They suggested that learners' understanding and familiarity with other cultures and attitudes toward the L2 community is tightly associated with their Cultural Awareness and accomplishments in learning other nations' language. The results also indicated that L2 learners who instinctively have a tendency to reach out to other cultures and people are more inclined to learn foreign or second languages more practically. Speaking, L2 learners with high levels of IC demonstrate more eagerness and enthusiasm indicative of their inclination to be involved in social interaction with members of other cultures.

Conclusion

• In summary, this study sought to probe whether there was any significant correlation between IC and overall and variable-specific L2 motivation in Iranian university students. In this study according to Chen and Starosta's model all aspects of IC including cognitive, affective and behavioral dimensions were considered. These dimensions can solely be important in L2 learning and can in turn influence other factors essential to the L2 Cultural Awareness. Interestingly, L2 motivation research was originally initiated by social psychologists interested in L2 learning and the social foundation of intercultural communication (Dornier, 2005). The results showed that there was a significant direct correlation between learners'IC and L2 Cultural. If teachers want to prepare students for success in a globally interconnected world, intercultural competence must form an integral part of the foreign language curriculum. When intercultural competence is an integral part of the language classroom, learners experience how to appropriately use language to build relationships and understandings with target and second culture. As Byram found that learner can examine their own beliefs and practices through a different their own, and gain an insider's perspective of another culture.

• The material of in this paper represent effective teaching and assessing intercultural competence based on learning and make opportunity for learners that can be familiar for both language and culture not separately. Recognize in learning use pragmatic of language not just linguistically. By including such activities in the foreign language curriculum, students begin to see how their attitudes, knowledge, and language skills can affect their intercultural experiences. As a result, learners can be familiar and open their mind about the around of their life. In future could be more consider on the way of teaching intercultural competence on the learner's awareness of social consciousness.

• Teachers, course developers and text book authors face a complex problem when they have make decision in the field of cultural pedagogy and the raising of cultural awareness in the teaching of English: what is the view of language and culture and of the relationship between the two? Do we base ourselves on national paradigm presenting a homogeneous conception of culture or more transnational/transcultural and global paradigm? Referring to Byram's model of intercultural competence we might ask: do we emphasize knowledge, whether in the form of facts or deeper insight? Do we favor attitude and emotion in the encounter? Do we want to offer opportunities of personal; in cultural experience and personal cultural learning?

Suggestion for Further study

• Intercultural communication competence (or intercultural competence, ICC for short) and Cultural awareness are broad concepts of psychology, sociology and ethnology as well as linguistics, which are related to L2 learning. These two variables are connected to each other; many other variables also play important roles in this connection. Because of the dynamic nature of human beings and changeable conditions of society, these variables are subject to change and every day new variable may develop to change conditions and affect these relations. The researchers interested in and enthusiastic about this field of research can categorize learners with regard to their sex, age, occupation, ethnicity, regional, geography, nationality, economic status, and religion. Future studies may investigate the idea of relationship between intercultural competence and Cultural Awareness based on purpose of the learning English as foreign language. The future may also witness longitudinal exploration which may probably take researchers a whole decade or more to strive to uncover motivational trends of the time and Intercultural competence factors to comply with the new development. Without doubt the necessities of future will have its own hypotheses based on international evolutions.

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