Intercultural Awareness and Writing through the Use of WebQuest: Iraqi Students at Al Furat Al-Awsat Technical University as a Case Study

Shahad Saleh Al Asadi
Al Furat Al Awsat Technical University,Technical Institute of Karbala
Holy Karbala, Iraq

Abstract
E-Learning platforms offer plenty of opportunities, pedagogies, and challenges in English Language Teaching (ELT). It is already being applied partially in most parts of the world, and certificates are issued from well-known universities. The cultural dimension in ELT has gained in importance. As long as English is a lingua franca, the needs of English foreign learners (EFL) are far from obtaining the skills or accent of the language. This study is significant because it tries to check to what extent can the intercultural awareness and writing through the use of WebQuest help the Iraqi learners to better up their writing skills. They need to understand the similarities and differences between their own culture and the targeted language culture, English. Iraqi learners are part of the EFL students, and it is time to start getting the intercultural awareness. This study is aimed to pay the Iraqi learners' attention to the intercultural awareness issues in order to improve their writing skills. Accordingly, an experimental research is conducted on forty-three first-year participants of Al-Furat Al-Awsat Technical University. The data of both the Pre-test and Post-test were analyzed by using the SPSS) statistical editor. Results have shown the following: First, the progress of more than $(0.05 \leq)$ has been detected as far as students' understanding and using some intercultural concepts in their writings. Second, students show unique enthusiasm in surfing the net for assigning their homework about intercultural awareness's props.
Keywords: Intercultural awareness, WebQuest, writing, Iraqi students, e-learning, classroom pedagogy, inter-cultural teaching

Introduction

In Iraq, English language learners suffer from many issues that prevent them from getting a better performance in learning English such as traditional classroom pedagogy, traditional or ineffective methods that lack active learning clues, demotivation, or research skills. The importance of this study is emerged from its intention to provide up-to-date methods which depend on cultural awareness issues. These cultural awareness issues can provide the Iraqi learners with punctual details of both their own and the target language culture. These details of differences and similarities can improve the writing skills of Iraqi learners. The main question that included in this research is to what extent the intercultural awareness and writing through the use WebQuest can improve the Iraqi learners' writing skills. This study points to the extent of the positive impact that cultural awareness has on improving the writing skills of Iraqi EFL learners. Intercultural awareness concentrates on the cultural dimension of a language. It is impossible to teach language separately of its culture, as Risager (2007) mentions that the cultural aspects are always present in its pedagogy. Knowing the cultural context is essential in language teaching because culture is a component of our understanding of communicative competence. Byram (1997) highlights the role of culture as an effective way to prepare language learners for intercultural communication.

E-learning is the second targeted point in this study. Co-vid-19 promotes the importance of using the internet in every life aspect as a choice of direct managing or working. Gupta (2017) finds that e-Learning has wholly transformed the environment in which learning is directed. It makes learning more straightforward, more comfortable, and more productive. Rajput (2019) praises the technological revolution that helps in improving the e-learning situation. He finds that through the unceasing development of technology, the field of education has experienced massive variations in itself. The internet has moved the whole process of learning and development to the virtual world. The youth has encouraged it to the beam, and e-learning has a bright future ahead.

However, English is considered a lingua franca in the world nowadays, and the necessity of knowing its cultural contexts is growing. Both of them, cultural awareness and e-learning through WebQuest, are the main issues to enhance the Iraqi learners' writing skills. This research argues that while intercultural awareness is necessary, it needs to be represented for foreign learners through a remote interactive way to improve crucial English language skills. Intercultural Awareness (ICA) proposes more relevant concept for these dynamic contexts of English use.

This study aims at testing how intercultural awareness and WebQuest learning can enhance the Iraqi L2 learners' writing skills. These learners have been studying English for more than 12 years. They do not have prior experience of e-learning, nor they do any task in intercultural awareness.

Literature Review

Intercultural awareness is occurring between or involving two or more cultures. Culture conflict is defined as the conflict of behavior, patterns, and values that results when different cultures

are incompletely assimilated (Merriam-Webster). "Intercultural communication competence (ICC) is the ability to communicate effectively and appropriately in various cultural contexts. There are numerous components of ICC. Some key components include motivation, knowledge, and tolerance for uncertainty" (Allen, 2011).

Communication with people from other cultures demands the need to know more about their culture. There is a great debate among scholars about the question raised by Damen (1987) "Which is first language or culture? (p. 65). This question has not a clear answer, but it affirms that language and culture have strong connections.

Intercultural Competence can deliver a strong support for intercultural communicative competence, but the two should not be considered equivalent. Qualified individuals with ICC are able to achieve interactions of a greater diversity and complexity as a result of self-study, foreign language proficiency, and analysis of one's own culture and that of those who speak the target language (Wilberschied, 2015).

Tomlinson and Masuhara (2004) clutch that intercultural awareness implicates a gradually developing internal sense of the equality of cultures, an increased understanding of your own and others' cultures, and a real concern in how cultures connect and differ. They claim that increased intercultural awareness helps learners broaden their minds, increasing their tolerance, and achieving cultural empathy and sensitivity. According to Tomalin and Stempleski (1993), there are three domains in which intercultural awareness encompasses in:
1- Knowledge of one's culturally-induced behavior
2- Recognition of the culturally-induced behavior of others
3- The ability to explain cultural standpoint (p.5)

The importance of culture in the EFL context
Teaching culture is very essential and should become a more important part of foreign language instruction. In this mode, boundaries will not be locked and nations come closer to one another to evade cultural disintegration and boost empathy and understanding. In case language learners have confident attitudes about the target languages, this will inspire and stir their interest to learn at best (Tran, 2019).

In (2006), Knutson refers that the development of learners' intercultural awareness begins by boosting them to recognize their own cultural identity with other cultures. He proposes that teachers should analyze students' real-world and academic needs in terms of cultural knowledge, awareness, or ability to function in inappropriate ways. Knutson agrees with Tannen (1990) who finds that cultural identity is likely to diverge based not only on learners' national and linguistic background but also on their ethnic heritage, religious beliefs, class, age, gender, and sexual orientation.

Shemshadsara (2012) finds that a shift from a traditional to intercultural stance in EFL classrooms enhances students' intercultural awareness of the complicated and interdependent relationship between language, culture, and teaching culture. Culture is an essential component of language teaching. Teachers' cross-cultural awareness perspectives have a real impact on their language teaching methodology and syllabus design. This shift is a challenge that EFL teachers and learners have to be aware of the importance of intercultural awareness to meet the goals of foreign language education in our modern world.

Daifi (2017) mentions that developing the students' ability to communicate successfully and appropriately with native speakers of English is a primary goal of teaching intercultural awareness in (EFL) classrooms. Intercultural awareness helps students to develop the needed skills for adequate communication, and it raises their attention to all differences to make them flexible and tolerate of doing things that are different in their culture.

Wahyudi (2012) assumes that integrating intercultural aspects of the targeted language in teaching is salient because it would benefit both communicative competence and minimizing the possible misunderstanding between second language learners and the target language speakers. The inter-cultural aspects are considered as the democratic view of learning the language. They look closely and compare the learner's culture and the target's language culture, similar to the concept of *ethnographic conversations* to enhance inter-cultural learning (Heuser, 2012). The expansion of the language concepts, culture, intercultural awareness, and teacher's intra-cultural profile in relation to classroom pedagogy is essential. This would provide insightful knowledge for language teacher's and add professional development for the learning process of second language learner (Wahyudi, 2012).

Havran (2015) provides examples of cultural activities that should be carefully organized and implemented into the EFL syllabus to enrich and inform the teaching content. These are Havran's beneficial ideas for presenting culture in the classroom:
- Students read articles or extracts from **books, newspapers, magazines or websites** written by travel writers or people who have visited the students' town, country or region. Discussion topics can include the norms and values of the culture, nonverbal behaviours (e.g. the physical distance between speakers, eye contact, gestures, societal roles).
- Students discuss **funny stories and experience** they once had related to cultural issues, or misunderstandings. They can role play a situation based on cultural differences (e.g. a situation in which an inappropriate greeting is used).
- Using **photos** in class to explore various cultures and lifestyles and answering questions together can be interesting for your students; these activities enable lessons to take the form of collaborative discovery.

- Students are usually curious about the different foods, art and songs that have value in different cultures, and you can teach that by incorporating important elements of **cultural celebrations** into English language classroom.
- Using **proverbs** in class as a way to explore culture, its values, and analyze the stereotypes of the culture. Discussions can focus on how the proverbs are different from or similar to the proverbs in the students' native language.
- Students create **a brochure, guidebook, poster or webpage** for visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors some useful tips about what they may find strange or unusual about their own culture.

WebQuest

"A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web" (Dodge, 1997). The content of education completely originates from internet resources. March (2004) refers to the power of WebQuest in education "a real WebQuest is a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of an open-ended question, development of individual expertise, and participation in a group process that transforms newly acquired information into a more sophisticated understanding" (p.42).

Baker (2012) assures that e-learning is an effective medium for teaching intercultural communication and awareness. He applies an experiment in which both students and teachers receive and discuss many changes in their understanding of intercultural communication that have occurred as a result of the experiment. During this investigation, participants show a very positive attitude that can add more value to e-learning.

Now, learners want relevant, mobile, self-paced, and personalized content. This need is satisfied with the on-line mode of learning; students can learn at comfortable condition (Gupta, 2017). Gupta identifies nine benefits of e-learning; first, the on-line method of learning suits most of learners' conditions. Second, it is unlike classroom teaching; with on-line learning, you can access the content at any time. Third, learners are in a synchronization mode with each other, and this enables them to access updated content whenever they want it. Forth, e-Learning is a way to provide quick delivery of lessons and save time. Fifth, e-Learning helps in creating and communicating new training, policies, concepts, and ideas. Sixth, the scalability of e-learning enables educators to get a higher degree of coverage to convey the message   in a consistently for their target audience. It also ensures that all learners receive the same type of training with this mode of learning. Seventh, e-learning reduces the cost of the learning process for everyone. It is cost-effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training costs are reduced

with respect to trainers, travel, course materials, and accommodation. Eighth, e-Learning has a positive influence on an organization's productivity. It makes it easy to grip the content and digest it. Finally, it has less impact on the environment because it is a paperless way of learning; it protects the environment to a lot of extents (Gupta, 2017).

Rajput (2019) discusses and supports the e-Learning mode because he finds that it has fixed roots on the surface of education. Since the speed of the internet is increasing, the opportunities for multimedia training have arisen. For example, social media has left a significant impact on education and is evolving constantly. Learning and educating can be very expensive, time-consuming, and does not guarantee results, while e-Learning has the baggage of solutions to every possible problem. Saving time and money is a fundamental human wish and need. With the e-Learning model, physical presence is not necessary. Everything is available in the portable virtual world.

Warnock (2009) indicates that teaching writing through on-line modes offers new ways to apply theoretical and pedagogical concepts about writing. It can provide different means of disseminating, sharing, reviewing, and responding to student texts.

Moodle distance learning system adds more positivity to the process of teaching English. It is effective only with students of non-linguistic specialties personally-oriented, communicative and professional-oriented. The researchers note some advantages of Moodle distance learning system:

> - improving the educational process and ensuring effective independent work of students learning English;
> - the optimal implementation of the content in training English in connection with the creation of a fairly extensive resource base. The Moodle system allowed teachers to solve the problem of providing students with educational and methodological materials, to present a training manual in a more accessible and convenient electronic format directly in the learning environment;
> - flexibility and mobility of learning, achieved due to the fact that EEMC is available at any time and outside the university, thus students could plan their curricula and course time, perform tasks at a convenient time;
> - taking into account the specificities of students. The Moodle system gives students with different levels of learning and unequal abilities the opportunity to study at an individual pace. It creates a learning and educational environment that is conducive for a student and gives the prerequisites for more effective learning;
> - active introduction of new information technologies in the training process using interactive tasks, computer and multimedia technologies, that helps to improve the process of forming students' foreign language skills, increase the level of such

professional personal qualities as independence, creative activity and communication skills (Butova, et.al 2019).

In Iraq, the United Nations implement a remote educational project which focuses on the transitional grades of 6, 9, and 12. Through the distance education modalities such as educational TV and radio programming. The radio section is annulled early because of its high costs and limitations; therefore, It is replaced with advanced curriculum-focused website which will eventually contain electronic copies of all pedagogies and supplemental such as textbooks, TV lessons, interactive lessons, educational games, and other tools (Djelid, 2011).

Also in Iraq, Aajami (2019) attempts to expand the vocabulary repertoire of Iraqi students through using the theory of domains. The fact that increasing the vocabulary leads to perceptible development in writing performance. Aajami's study reveals that the theory of domains propositions more emphasis on the lexical concepts and its relations with relative domains. Occasionally, finding the relations between lexical concepts needs more time and analysis. Certainly, the learners engross a new strategy, and they can open more paths for vocabulary learning during their analysis, investigation or quest about vocabularies, their background, and relations. Naturally, participants comprehend the semantic networks of the lexical concepts through using the domains theory.

This study is trying to improve the writing skill of Iraqi learners through intercultural awareness, and WebQuest. These two points, intercultural awareness and WebQuest, can enlarge the students' quantum information and give them the flexibility to catch up with this experiment.

Methodology

The present study focuses on the problems of writing skills of Iraqi English language learners who cannot improve their writing skills in a better way although they spend more than ten years in studying English as a foreign language. To answer the question presented in the present study why Iraqi university students cannot write well-formed paragraphs with well-used intercultural clues. Their received answers in both the Pre-test and Post-test are the data for this study in order to improve the writing skills. Depending on the intercultural awareness topics, the researcher aims at implementing the WebQuest strategy among Iraqi English learners.

The participants were forty-three first-year students who are mostly of pre-intermediate level in the English language. Some of the students do not know anything about intercultural awareness or WebQuest before they participate in this experiment, while others know headnotes about the subject of this study. The procedures are implemented as shown below:

- The researcher displays slides in PowerPoint in the dashboard that define and explain intercultural awareness and WebQuest; in addition to some hints about how this study and its feedback would take place;
- Then, simple homework is set for the participants to start surfing the net to delve more in – depth with the subject of this study. They have to pick up the accurate meanings of *gender identity, transgender*, *asexual*, and *bisexual*, to be aware while using them;
- Students work in groups in the Pre-test to elicit intercultural similarities and differences between British and Iraqi cultures. In order to achieve a high level of participation, every available on-line path such as dashboard, google forms, and WhatsApp groups are used. The researcher sings a set of words about intercultural awareness for students to practice in getting the multi-meanings of each word in the targeted language culture. They are also required to locate the dimensions and configurations of these cultural words;
- The researcher asks the students to identify the cultural concepts of any given intercultural aspect. They have to explain interrelated meanings and usage of these cultural words and mention the context in which they are used; then, the Post-test is arranged according to the steps in the procedures.

The Experiment

    This study aims at enhancing Iraqi students' intercultural awareness and writing through using the WebQuest. Internet is a possible means of bringing an intercultural awareness dimension into the classroom in a manner that reflects the complexity of English use in global contexts. The potentiality of technology lies to aid in the process of language learning, mainly through offering learners access to a wide range of resources. It is an experimental study that is designed in the Pre-test and the Post-test. Forty- three students contribute to this research as an experimental group. The researcher highlights the lack of cultural competence and assures it can lead to miscommunications and has a detrimental impact in some cases. Sometimes, cultural differences can cause difficulties in understanding one another. The researcher uses the on-line learning method to help all of the participants to contribute to this experiment easily. To achieve the aim in question, the researcher prepares an investigation of three phases:

- In the first phase, it is an introduction to the main points of this study. It contains definitions of intercultural awareness, WebQuest, and e-learning. The researcher also mentions the importance of cross-cultural awareness and WebQuest in servicing the improvement of writing skills in the English language for EFL learners. During this phase, the researcher asks the students to look up the following words: *gender identity, transgender*, *asexual*, and *bisexual*, by using the WebQuest. The participants can work individually or in groups to make this experiment more active and exciting;
- After the introductory phase, the Pre-test phase, it is time to sink deep to elicit intercultural similarities and differences between the Iraqi Arab culture and British English culture. The

participants are divided into two groups. Each group has to make a deep WebQuest about custom and rituals of English people and their Iraqi counterpart. Students are requested to write specific paragraphs about a wedding, funeral, congratulations, faith, fast, prayer, and hospitality. They can do their WebQuest search to get the needed information to do the task. After they send their responsibilities, the researcher has to check, correct, and discuss every paragraph alone. An on-line meeting is determined to make a scale-up for the participants' performance.

- In the third phase, the Post-test, it is designed to test the participants' intercultural competence through analyzing the intended meanings in some pictures related to both the participants' native culture and the targeted language culture.

Target Topics

The topics that are selected by the researcher and the participants' suggestions have to contain intercultural specificity. Each issue has to have a definite hint of intercultural awareness. Starting with simple practices during the search of some essential words in the gender identity topic can help the students to understand the basis of this research. Then, they have to freely think in other examples to elicit and explain the intercultural differences or similarities.

Results of the Pre-test

Forty-three marks were collected by the researcher in the preliminary examination of students' abilities to get and analyze the meanings of *1. Gender identity, 2.Social customs (wedding, dead consolation), 3. Ritual differences.* It was noticed that the participants have limited aptitude in writing. They show an accurate knowledge about intercultural specificity throughout surfing the WebQuest, but they have a clear deficiency in sentence structure. Most of the participants write long sentences; thus neither the meaning nor the grammar is free from errors. Their sentences lack the logical sequences sometimes, especially the topic sentence. Most of the topic sentences are loose and do not have a clear statement. Their limitations appear drastically in developing the ideas and closing the paragraph. Besides, they use general sentences and show an inability to go deeper into describing the targeted topic details.

The results of the Pre-test showed that all students have a developing but not developed level in both writing or cultural awareness specificity. It was evident that students depended on their knowledge in representing their ideas of intercultural awareness in writing.

Treatment

The treatment phase started after the declaration of the Pre-test's results. The targeted issues were distributed in pictures. A number of pictures were assigned to the same topic.
The participants were asked to write captions about the presented topics in pictures. Participants wrote these captions after being advised to make WebQuest. The Web was the primary source of

information that learners work on. After writing a short description, the participants started working on setting a topic sentence. As long as the topic sentence worked as the backbone of any paragraph, participants had to practice writing it in various. In the next step, participants were asked to write the first supporting sentence that supports the main idea in the topic sentence. They could write more than one supporting sentence. Then, they had to explain the details in the paragraph. The transition sentence also had its importance in the paragraph because it linked one paragraph to another in the essay. In terms of grammar, participants had to pay attention to subject-verb agreement, punctuations and capitalization, sentence structure, and avoiding sentence fragments, and run-on sentences.

Participants had to use the intercultural information to be aware of intercultural specificity between Iraqi and British cultures. These intercultural awareness clues were the main task that the students had to look for through the WebQuest, explain their actual meaning and hints, and compare them to the participants' culture. WebQuest was the medium in which the researcher and the participants share, discuss, and evaluate both intercultural awareness hints and writing. Participants involved in activities and games, in which they were asked to select the best answer to complete some pieces of writings drawings depending on given intimations. After three months of the treatment period, the students were allowed to sit for the post-test.

Post-Test

After three months of working on intercultural awareness and writing through WebQuest, the participants sat for the Post-test. The participants felt free in choosing the time to work. They had to submit their tasks at the pre-defined deadlines. They were asked to write two essays each one should be of three paragraphs: the first essay was about sending a message to your remote British boss asking him to decrease your work hours during Ramadan, the fasting month in Islam; the second essay was directed to their Iraqi friends in which they had to explain to them a wedding party's customs in England.

Lowe model analysis is used to represent the domains of the lexical concepts in diagrams. The results of the post-test showed a remarkable improvement in the learners' performance in both writing style and intercultural awareness issues. They achieved a notable awareness in determining the intercultural specificity. They were further able to grasp the surface and profound meanings of the distributed images. Their ability appeared in writing clear topic sentences, linking sentences, and details. They could avoid about 80% of sentence structure errors. They were also capable of selecting the best topic sentences or arranging a group of sentences to be a meaningful paragraph.

Data Analysis

The obtained results from both the Pre-test and Post-test were analyzed to two SPSS statistical editor tests. Each test compared the performance of all students when treating their writing and

intercultural awareness. Table one displays the basic descriptive statistics of the Pre-test scores of the students. In this Table, the number of students and the mean of their scores along with the other statistical variables is described.

T-Test

Table1.. *Paired samples statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	13.1667	43	5.35037	.97684
	Posttest	17.4333	43	3.99727	.72980

Paired samples correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	43	.825	.000

Table1. shows the number of the participants, which is 43, and their average in the Pre-test, which is 13.1667, and the post-test, which is 17.4333. The participants showed the improvement of 4.2666 marks. Since the difference between the two means of both tests showed a growth that was more than $(0, 05)^*$. This means that the intercultural awareness and WebQuest can make a remarkable positive change within the participants' writing skills.

Discussion

Iraqi English language learners face some difficulties in acquiring English writing skills. These difficulties make them low performances. These difficulties such as traditional classroom pedagogy, traditional or ineffective methods that lack active learning clues, demotivation, or research skills. The major findings meet and treat the above mentioned problems. It is clear that the experiment is a remote learning environment which means there is no traditional classroom pedagogies such as books or other materials. The activities are done individually and in groups in a remote positive environment. Active learning clues make this experiment exciting through discussing some points, sharing notes, and assigning some related topics. As for motivation, most of the participants are motivated and give their agreement to participate via a google form survey. This experiment strengthen the learners' research skills since it mostly depend on research activities. The findings are important because the results of the study reveal that Iraqi learners boost their ability on improving their writing skills; Intercultural awareness can help in avoiding misunderstanding in communication; This process of research and analysis can certainly expand learners' vocabulary and fortify the intricacy of meaning interrelations in their minds; and using

WebQuest is an effective method of learning because it is extremely flexible. Its flexibility permits the participants to choose any time or place to catch up. It saves time, money, and create a positive remote environment among both the researcher and participants. Expectedly, the participants fascinate a new strategy and flexible perspective in reaching both native and targeted language cultures through the WebQuest. Consequently, they can open more windows for vocabulary learning during their analysis or search for vocabularies and enrich their intercultural background information. It is really that the learners get an in-depth understanding of similarities and differences in their own culture and the targeted language culture. The current study's findings are in accordance with UNESCO's distance educational modalities (2011) in terms of remote education, but this study is characterized by its online communication and assessment through WebQuest tasks, emails, and google forms tasks. Its results are also in agreement with Aajami (2019) in terms of expanding vocabulary, but this study is hitting a farther objective which is the writing skills not only vocabulary. This study is limited to first-year students of pre-intermediate level in Karbala Technical Institute/ Al-Furat Al-Awsat Technical University during the academic year 2019/2020. Forty-three students were selected through a google forms' survey to be the participants of this study.

Conclusion

Intercultural awareness, WebQuest, and e-learning can offer a considerable method of teaching English in Iraq. 70% percent of the aims is achieved while the other 30% percent is not due to technical problems such internet availability, and there are some problems related to some participants who need training sessions in how to get research skills and cite the references. This study achieves most of its aims as improving the writing skills, identifying cultural and intercultural specificities, developing the research skills, supporting the use of active learning strategy, and keeping the participants motivated. Concerning the number of participants and the number of discussed examples, this study is very limited. The aspiring results of the participants can inspire further research studies, and to use intercultural awareness to improve business, email, and conversation skills for Arab learners. Treating this research problem can be done through self-study booklet, and a website under the patronage of the Ministry of Education to help learners study and evaluate their progress.

Recommendation

According to the results of this study, the following points are recommended:
Using the e-learning method and intercultural awareness can better up the students' performance and expand their writing skills.
Training sessions for both teachers and researchers on intercultural awareness and e-learning can improve EFL classroom sessions.

About the author:
Shahad Saleh Al Asadi Assist instructor at Al Furat Al Awsat Technical University/ Technical Institute of Karbala her major research interests include all language skills in EFL.
ORCiD ID https://orcid.org/0000-0002-2391-7909

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Appendix

The researcher uses different topics in this study as habits, religion, and communication style.

Write a suitable caption to describe the images below.

These pictures are taken from google images

Rearrange the following sentences to be a complete paragraph.

1. The 'laying-out' of the body — or 'rendering the last offices' was in the past a job traditionally done by women, often the local midwife.

2. In Britain, funerary practices begin with the lay or official declaration of death, and consist of small attentions to the body itself, such as closing the eyes and covering the face.

3. However, in cases of death at home undertakers are now generally swiftly called to remove the body, and the process of laying-out is done by available staff — male or female — away from the location of death or mourning.

4. Today the female tradition is continued to some extent inasmuch as most hospital, hospice, and district nurses who do the job are women.

5. It involved undressing and washing the body, plugging its orifices, if necessary placing coins (traditionally pennies) on the eyelids, and a bandage under the chin, to hold these parts closed, dressing the body in its grave clothes, and holding limbs straight (with bandages or ribbons around the body at the elbows, wrists, and ankles, and sometimes a thread around the big toes) ready for placing in the coffin.

Write two essays:

- The first is directed to your remote British boss asking him to decrease your work hours during Ramadan, the fasting month in Islam.
- The second is directed to your Iraqi friends explaining to them a wedding party that you attend in England.