Exploring EFL Teachers' and Learners' Perceptions of Challenges Faced While Developing Cultural Awareness

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Abstract:
Alongside social and cultural linguists, pragmatics and cross-cultural studies have evolved. To properly teach foreign languages, it is vital to include not just language but also culture. For both teachers and linguists, the importance of cultural context cannot be overstated. According to Kramsch, we cannot be proficient in a language "unless we are aware of that culture and how that culture connects to our own first language/first culture." (ibid.). This argues that effective language usage requires both cultural knowledge and awareness. Henceforth, establishing cultural awareness and comprehension of various cultures requires a great deal of language planning authentic resources. However, for a variety of reasons, teachers, and instructors of EFL courses face several challenges when it comes to extending their students' exposure to other cultures. Accordingly, this study aims at exploring the attitudes of EFL teachers and students toward the process of cultural awareness enhancement. A qualitative study approach was used to administer an online questionnaire to a representative sample of teachers and students in a variety of English departments at Algerian universities to ascertain their experiences with cultural integration and to make recommendations for future constructive solutions. The study's findings established the importance of cultural awareness in EFL courses and the critical necessity to remove current impediments to building up language proficiency.

Keywords:

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1. Introduction

A thorough awareness of cultural aspects and characteristics is essential to learning a new language. It's largely accepted that language is the major mechanism of conveying culture. In addition to syntax, phonetics, and lexicon, learning a new language involves a grasp of cultural aspects and characteristics. Language is often regarded as the major mechanism for conveying cultural information. Connecting interculturally demands dealing with cultural variations to communicate internationally. Tones, silence locations, themes of conversation, and words employed as speech actions all vary from language to language.

Though the link between language and culture has been hotly contested, it is still widely accepted that language has a considerable impact on cultural identity. "Source information" is useful but does not necessarily add to students' understanding of other cultures, while cultural awareness improves critical thinking and communication skills. Raising students' understanding of the critical role that culture implementation plays in supporting successful second/foreign language learning and teaching in general and in EFL classes in particular. In other words, intercultural speakers must be critical of their own and other people's views, as well. Including cultural content in language, classes help students better comprehend how language and culture are intertwined and help them progress in their language acquisition. However, most EFL instructors and teachers have difficulties in increasing their students' understanding of other cultures for several reasons. The present research aims at exploring the varied perspectives of EFL teachers and students whether on the process of cultural integration and strategies for increasing cultural awareness in Algerian institutions, or the inconvenient obstacles they face.

2. Review of Literature

A common belief is that the importance of both language and culture can't be compromised if they're not kept near one another (Brown 1994:164). Culture permeates every facet of our existence. All people on the earth must have access to it at some point in their life. Because culture is founded on individuals' views and is composed of rules and values that are implemented in social circumstances. Thus, culture is seen as a collection of ideas, customs, values, and social norms. (Lustig and Koester 2010:25) define culture as "a taught collection of shared interpretations about concepts, values, traditions, and social practices that impact the behavior of a relatively large group of people". A smooth and elegant presentation of an argument may be seen as clunky and circular by members of another culture, according to Smith (1985:2). While language is considered a social and cultural phenomenon, this is because language usage, in general, is linked to social and cultural norms. Various cultural standards for discussion exist in each community, and some of these standards may contradict the cultural norms of other civilizations. For speakers from diverse cultural origins to have difficulty conveying their ideas, this isn't an unusual occurrence.

Foreign language instruction and learning are being more influenced by cultural factors. There is no better place to raise cultural awareness than in the classroom; nevertheless, many teachers fail to include culture in their lessons. Learners and instructors in English as a Second Language (ESL) classrooms must understand the target culture to avoid losing interest in learning the language. According to Solano (2009:384), there are several reasons why teachers and educators fail to incorporate cultural components into their education because of several factors, including 1) the belief that language alone is sufficient for good communication; 2) a lack of resources that address culturally relevant and suitable topics; 3) a lack of opportunities for language teaching

professionals to acquire field training and build cultural awareness, and 4) an apparent lack of necessity to study cultural aspects.

Since recent events have taken place both locally and internationally, a strong commitment to teaching students about cultural differences is essential. It is argued by Strasheim (1981) that a country's security, defense, and economic well-being depend on its citizens' ability to speak and understand a variety of languages and cultures and that these abilities and sensibilities should be made a part of every student's education at the elementary level (Stratiem 1981, cited in Hadley, 1993). According to Stern (1992), "one of the most basic purposes of cultural education is to aid the learner in obtaining a sense of the original speaker's viewpoint."(p. 216) The L2 learner must be "alert to the condition of thinking of persons and groups within the target language community" (p. 217). Ignores deep-seated injustices, which makes Wieto (2010) drift away from memory. The term "arrogance reduction" refers to addressing educators' personal beliefs, attitudes, and actions, as well as the resulting school rules and procedures, in multicultural education, as she describes it.

According to Levine and Adelman (1982), cultural conflicts are caused by misconceptions, ethnocentrism, stereotypes, and prejudices. To prevent these conflicts, we need to be more self-aware and sensitive to how cultures vary. Developing cultural sensitivity does not mean surrendering our cultural identity, but rather acknowledging the effect of other cultures. Kramsch (1993) says, "when it comes to culture, instructors should help pupils come to grips with other cultures instead of just imparting cultural data". There should be an emphasis on the role of cultural factors such as age, gender, and social class in a multicultural society because the former typically lack systematic knowledge about their membership in each society and culture, and they do not have sufficient knowledge of the target culture to interpret and synthesize cultural phenomena presented (Kramsch, 1988). Consequently, this

point of view sees cultural teaching as a means of development for the individual.

2.1.What is Cultural Awareness?

According to Collin's dictionary, cultural awareness is the ability to recognize disparities between oneself and persons from diverse nationalities or origins, and notable differences in attitudes and beliefs. Stephanie and Cantatore (1991) define cultural awareness as "the cornerstone of communication since it necessitates the ability to stand back from oneself and become aware of one's cultural values, beliefs, and perception". Tomlinson (2001) holds that cultural awareness entails a steadily increasing inner feeling of cultural equality, a greater comprehension of your own and other people's cultures, and a positive curiosity about how cultures link and vary (cited in Tomlinson & Masuhara, 2004, p. 3). For, Tolinson and Masuhara (2004), enhanced cultural understanding helps learners extend their minds, improve tolerance, and attain cultural empathy and sensitivity. Cultural awareness, according to Tomalin and Stempleski (1993), has three characteristics:

- awareness of one's own culturally induced behavior
- awareness of the culturally induced behavior of others
- ability to explain one's cultural standpoint (p.5).

According to Knutson (2006), the first stage in creating cultural awareness is educating students to recognize their cultural identity about other cultures. As a result, Knuston (2006) advises teachers to assess students' real-world and academic expectations in terms of cultural knowledge, awareness, or the ability to operate properly (Houston, 2006, referenced in Beaudrie et al (2009), p. 167-169). Tannen (1992) claims that in the United States, cultural identity is likely to differ not just depending on learners' national and linguistic origins, but also on their ethnic ancestry, religious beliefs, class, age, gender,

and sexual orientation (Tannen, 1992, cited in Kumaravadivelu, 2003).

2.2. The Importance of Cultural Awareness in EFL Classroom

Tolerance and acceptance across cultures need cultural understanding. Cultural knowledge may aid us in comprehending both our own and others' cultures. By establishing cross-cultural awareness, we may begin to comprehend various points of view, alter our behavior, and defer judgment on what is normal or better. Hymes (1964) underlines the importance of language and cultural harmonization in Abushihab (2016: 52). This will provide an essential understanding of how cultures function and how to develop the pragmatic skills of foreign language learners. Cultural awareness is the ability to understand culturally based norms, attitudes, and behaviors both inside and beyond one's own culture. Kramsch continues, "We cannot be fluent in a language unless we have here the text of second subtitle, enter here the text of second subtitle, enter here the text of second subtitle, enter here the text of second subtitle, enter here the text of second subtitle, enter here the text of second subtitle, enter here the text of second subtitle.

an understanding of that culture and its relationship to our first language/the first culture." (ibid.). That is, she argues that cultural and intercultural knowledge are both necessary for efficient language use.

Additionally, Allwood, 1990; Kramsch, 2000; Genc and Bada, 2005; Turkan and Celik, 2007; and Neff and Rucynsky, 2013 (cited in Abushiihab: 2016:51) state that learners cannot be functionally competent in a foreign language unless they grasp its culture. According to Tavares and Cavalcanti (Yeganeh and Raise, 2014: 534), the purpose of cultural education is to develop students' understanding and interest in both the target and home cultures. Byram (1997, p.60) stressed the importance of cultural awareness skills. It is, according to him, the ability to reflect on one's own cultural identity while contrasting the values and beliefs of other cultures. Too much emphasis has been focused on increasing cultural knowledge at the expense of our primary

motivator: our cultural identity. Additionally, Kramsch claimed that "cultural awareness" becomes a distinct educational objective apart from language (1993, p.08). It is her firm belief that increasing one's cultural sensitivity requires one to learn about and critically analyze cultural meanings. Other than that, it strives to assist students to distinguish between the cultures of other countries and those of their own.

2.3. How to Develop Cultural Awareness?

Cross-cultural communication can develop solely with the target culture's knowledge. To achieve this, a comprehensive inventory of the target culture's linguistic and extralinguistic traits must be created. As a consequence, language may facilitate the establishment of links between cognitive processes (Seelye, 1968). The word "people's culture" encompasses all facets of community life. Context is essential to the acquisition of a language since it is the cultural meanings and functions of the language that learners must acquire to speak to it fluently like a native speaker. Teachers in English as a Second Language (ESL) schools should take advantage of every chance to educate and explain cultural knowledge. While imparting linguistic knowledge to students, teachers must spread the target language's culture. Thus, instructors should ideally be well-versed in the target culture. Additionally, they should try to be bicultural. They must be aware of the presence of other cultures and develop an understanding of the target culture. Also, students should use all available resources to broaden their understanding of the nation and its people, including traditions and habits, history, religion and beliefs, and social values. Furthermore, they must actively reflect and examine a variety of cultural facts to help students develop a deeper understanding of their own cultural identity.

As a teaching tool, the cross-cultural comparison may help

students better understand the culture they are learning to understand. This method has had a significant impact on cross-cultural language teaching, so, a comparison is the only way to know whether two things are different or not. Cross-cultural comparisons increase students' understanding of cultural traits. Culture and history make it unusual for individuals from various backgrounds to practice a wide range of customs. Religion and long-held beliefs have a profound effect on the way people think and feel about themselves in every culture. As a result, both students and instructors of a second language must be aware of cultural differences to admit openly that no two persons on the planet are the same. Groups and civilizations have major differences (Brown,1994:167). It is because of this that language instructors cannot help passing down their own cultural biases to students (Rivers,1981;315).

The roots of a language go deep, and it is impossible to separate them from their cultural context. Incorporating native speakers' speech, literature, and images of natural activities in the classroom can help students learn about their own culture. Aside from helping students overcome "cultural fatigue," role-playing in EFL classes may also promote cross-cultural interactions while also allowing them to communicate orally. When it comes to helping students assimilate into a new culture, language instructors have access to a wide range of resources that may be used to their advantage (Chastain:1988). To help students adjust to their new environment, teachers may play a therapeutic role in their education. Second language acquisition and second culture learning may be more likely to succeed if learners are aided in this process by caring instructors who pay attention to the second and third phases of culture learning.

To achieve a higher level of cultural awareness, the following factors must be considered, according to Bisk:

Communication

Subtle changes in the way people communicate vocally and nonverbally might be what makes or breaks a business deal. Speaking the language of your host country is a distinct advantage.

However, it is possible to be an excellent communicator in any country.

Observation and sensitivity

Sensitivity, capability, and observation may be the most reliable indicators. Observe how the locals conduct themselves and their enterprises when you are in a foreign country. Spend more time listening than speaking, and you'll most likely learn more rapidly.

Flexibility

If you find yourself in a situation where you lack control or are forced to cope with uncertainty, exercise patience with both yourself and your business partners or prospective customers.

Maintain a broader perspective.

Self–awareness

There is a lot to take in and process in cross-cultural business contexts. Use your self-awareness skills in these situations. You could wonder, "Why am I thinking this? "Ask yourself, "And why do I feel so strongly?" and then adjust your responses or behaviors if necessary.

He also suggested that we may undertake the following to develop cultural awareness:

1. Appreciate difference; A culture encompasses more than food, music, art, and dress.

It is founded on legends, traditions, and beliefs that have been handed down through centuries.

Acknowledge the contributions of culture to the greater human story.

2. When in doubt, ask; Inquiring minds aren't afraid to share information, so don't be shy about bringing up topics you're not familiar

with.

Acceptance in a new culture may be easier if you're humble and confess that you're still learning.

3. Smile; "A smile is universal," you may have heard. A smile may work wonders as an icebreaker and stress reliever. When presented with unexpected difficulties and on the lookout for humor in a scenario, maintain a smile on your face.

Verbova (2006) claims that based on her research, role-playing and theatre may be used to increase cultural awareness in language teaching. Students assume the persona of another person and perform creatively in a role-play.

2.4. Research Problem

Even though cultural awareness is best raised in the language classroom, many English language teachers do not or do not integrate cultural teaching tactics in their courses. A lack of familiarity with the culture of the target audience makes it difficult for students in Algerian English programs to fully understand the language's norms and

conventions.

2.5. Aim of the Study

The purpose of this research is to examine the function of cultural integration and its impact on students' cultural awareness, as well as the necessity to educate students about intercultural encounters. To understand the role of EFL teachers in cultural education. Current issues that inhibit students' growth as culturally conscious individuals are investigated. EFL teachers' and students' differing views on the future of teaching culture are also examined in this study.

Research questions

The following research questions are asked:

How does culture teaching help learners develop their cultural awareness?

What are the challenges facing EFL learners while developing cultural awareness?

How do EFL instructors and learners perceive cultural integration and how do they assess the efficacy of instructional materials in fostering cultural awareness?

In what ways may future reforms of teaching culture contribute to the development of constructive cultural awareness in Algerian English departments?

3. Research Methodology

Because the purpose of this research is to explore the role of instructors and the usage of genuine tactics in successfully teaching English culture to foster learners' cultural awareness. In addition to other elements that may obstruct or facilitate the process of cultural awareness development. The study employs a mix of descriptive quantitative and qualitative methods. To collect data, an online questionnaire was created and delivered to several English professors and students at different Algerian universities using internet tools such as email and Facebook, in addition to classroom observation. The online questionnaire (cf appendix a) was accessible from March 13th to March 20th, 2022, due to the conference deadline's time limitation and the country's pandemic situation. Following that, data gathering, and analysis are conducted to provide a concise explanation and objective responses to the research questions.

3.1 Description of questionnaire

The Questionnaire (see appendix A) is a design adapted from (Bensafa, 2015, p. 88). The Google Form questionnaire consists of both open and close-ended questions which are advantageous since it implies that both quantitative and qualitative data may be acquired. It consists of twelve items that are grouped according to rubrics depending on the study's questions. The first kind of question is closed-ended, requiring

participants to pick from a preset set of replies; the second type is mixed, requiring participants to choose from a variety of options. Then, for defending their responses, as well as open-ended questions that allow participants to express their diverse viewpoints. Additionally, a Likert scale ranges from strongly agree to agree, agree to disagree, and disagree to strongly disagree.

Due to the wide range of participants' levels, backgrounds, and genders from various Algerian institutions, it was decided to exclude any background information from the survey sections and keep them uniform for university professors and students in general. The purpose of this questionnaire is to elicit information regarding present and future techniques for increasing students' cultural awareness in EFL courses. The first three questions use a Likert scale to elicit information on the target culture from diverse angles. The two questions that follow are designed to illustrate why cultural awareness is important as well as its primary objectives. Additionally, it tries to ascertain teachers' and students' impressions of CA and its enhancement (questions 6, 7), as well as their assessment of the difficulties they encountered (questions 8, 9, 10, 11). Finally, they give recommendations to curriculum designers and policymakers for future improvements to the teaching culture (question 12).

3.2 Statistical analysis

Following the collection of online data, the attitudes of EFL teachers/students towards this teaching cultural approach (CA) were assessed using statistical software. descriptive statistics are used such as frequencies, percentages, bar graphs, and pie charts. A qualitative descriptive assessment in which participants recommend ways to improve the activation of cultural awareness of future changes.
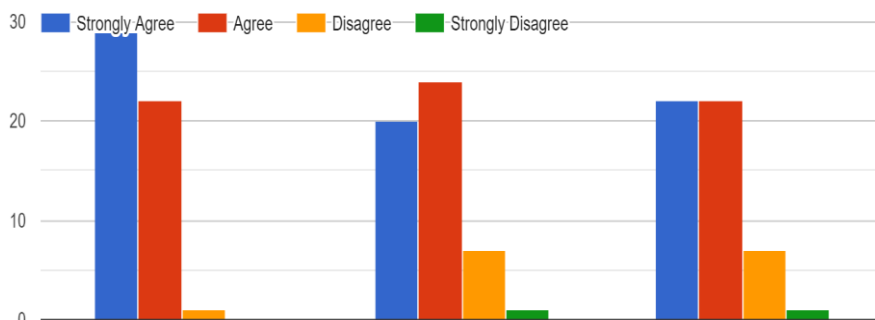
4. Discussion of Results

Figure1: Identifying the Level of Participants' Dis/ Agreement

The above-fluctuated bar charts identify the level of dis/agreement of the following questions:

Do you think that aspects of the target culture facilitate your capability to communicate with English native speakers?

It is highly evident the range in participants' dis/agreement on the importance of cultural factors on the development of communicative abilities, with the maximum score indicating 30% SA, 20% A, and the lowest score indicating about 3% DA.

Do you think that cultural differences affect our interaction with people of different cultures?

Whereas the level of scores decreased somewhat in terms of the degree to which cultural differences affect people's interaction between cultures; the highest level is around 25% A, reducing to 20% SA, dramatically dropping to 12% DS, and the lowest level is 3% SA.

Do you think that the incorporation of culture makes the understanding of cultural differences easier for EFL students?

The level of participants' agreement on culture implementation is equally marked in about 24% SA/A, then falling to DS with 12% DS and lower to 3%. According to this, we can infer that the majority of participants support the inclusion of cultural teaching since it enhances cultural awareness, which leads to better communication skills.
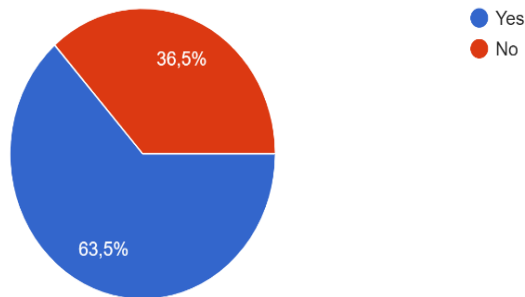

Figure2: Pie Char Indicates Participant's Attitudes towards Culture Teaching Challenges

To ascertain EFL participants' perspectives on the obstacles that hinder their cultural understanding and awareness, an evaluative analysis of their responses according to the following question is conducted: "Do you believe culture teaching and learning are difficult? As can be seen from the preceding data, the majority of students (63,5%) believe that teaching culture is a difficult endeavor for a variety of reasons. their justifications were mostly focused on learners' lack of interest and undervaluation of acquiring the language's cultural components because they seldom engage with speakers of the target culture. In addition, teaching culture may be difficult due to a lack of cultural expertise among educators. They feel their role is confined to conveying information. Because of their own biases, some language teachers have a limited understanding and unfavorable attitude toward incorporating culture into language teaching. According to several participants, teaching culture requires careful lesson planning and

designing and the use of relevant authentic resources and materials. Whereas others argue that learning about the target culture is detrimental to native values, especially when mistaken. The premise is that learners may lose their national identity and acculturate negatively to the target culture, especially in terms of values and beliefs, particularly at the level of religion. However, the rest of the participants (36,5%) answered no and claim that it is so interesting and enjoyable process. It provides new information about otherworld's cultures and enlarges individual's backgrounds.
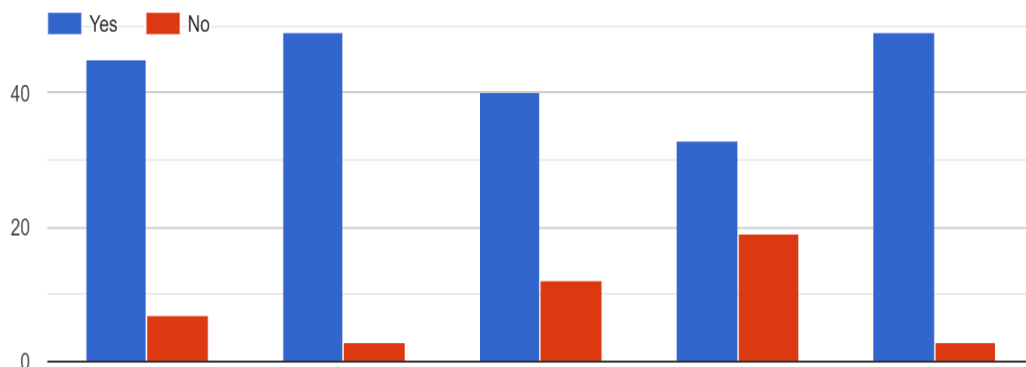

Figure3: The Major Goals of Teaching Culture

This question is primarily intended to ascertain participants' familiarity with the teaching culture's objectives. Almost everyone seems to acknowledge that culture teaching develops and fosters learners' intellectual curiosity and empathy for the target culture, with (45%) and a few disagreeing (5%). Also, it allows individuals to better handle social settings increases support for this idea (48%), which is a major benefit. Votes for "yes" in favor of claims that culture training helps students understand their cultural identity have decreased dramatically too (40%) and started to increase gradually in voting "No" by (12%). Many of them, on the other hand (33 percent), embrace and

value cultural differences, which puts them on par with those who reject them (19%). Finally, the majority of participants (with the highest proportion) endorse the claim of assisting students in raising learners' cultural awareness (49%).
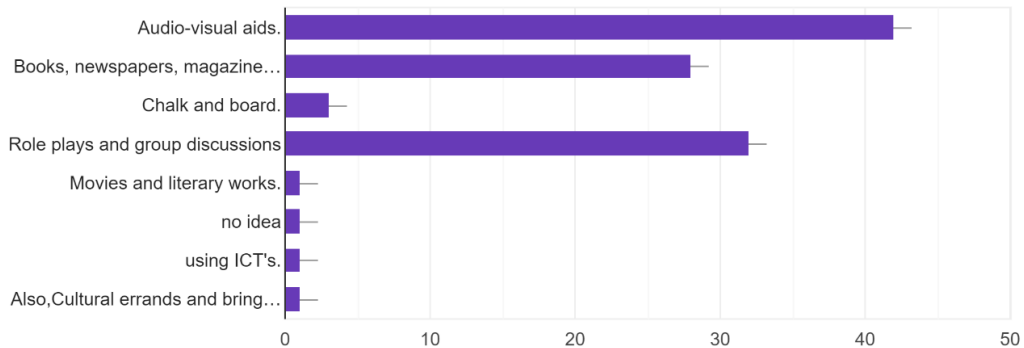

Figure 4: Types of Teaching Materials Used for Raising Cultural Awareness

Numerous participants made declarations about their use of various typical innovative materials. The chart bar indicates the highest percentage (44%) for audiovisual aids and the lowest percentage (3%) for films, literary works, ICTs, and other recommended tools. The second-highest score (33%) is given to individuals who prefer role-playing and group discussions. Following that (27%) for written materials such as books, magazines, and so on. And chalk and board declined slightly (5%) in popularity.
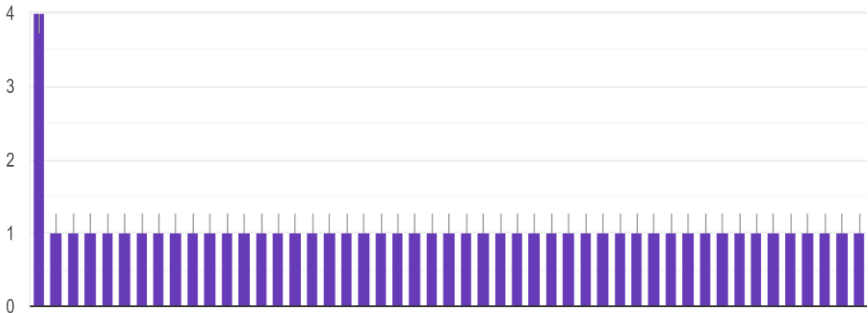
Figure 5: Perceptions of Cultural Awareness

This question is designed to elicit information on the respondent's views on Cultural Awareness. The observed findings indicate that they have the same conceptual framework. To begin, the bar indicates the highest percentage (4%), of respondents who believe that CA is required for each language's knowledge and learning. CA, for the remainder of their perspectives, is about the distinctions and similarities between their own and the target culture. Others contend that this kind of information contributes to the development of tolerance towards the target culture. Additionally, they see CA as the capacity to understand and connect to one's own culture to foster empathy and acceptance. Additionally, CA is a process of comprehension of both the mother and target cultures to develop relationships based on similarities and differences.
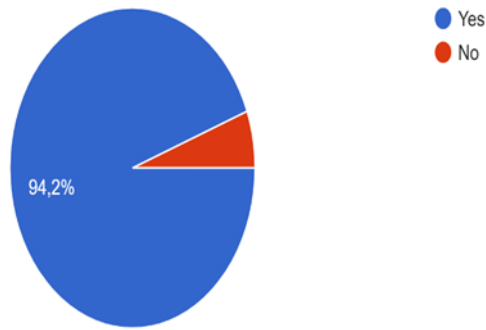
Figure 6: Cultural Awareness Enhancing

The pie chart above illustrates respondents' responses to the question: Does culture instruction increase your cultural awareness?
As can be seen in the graph, most participants (94 percent) believe that cultural education aids in the growth of their CA. As a result of culture teaching, they argue, they are more aware of their own culture and the culture of the language they are learning. While (6%) of the respondents disagree, believing it does not affect their CA developments.
Q: 11. What kind of cultural activities do you like to have during a language course?
About cultural activities, participants were questioned about their preferences. Participants came up with a variety of options, including:
Role-plays
Activities that highlight the history, customs, beliefs, folklore, stories, and mini-drama of the target culture.
Group discussions,
Reading texts, culture capsules, culture cluster
Real-life conversations
Research projects about the target culture
Teaching idioms of the target culture
Audio-visual, authentic tools, data shows …etc

Q: 12. What do you suggest as more effective materials and techniques to help learners develop their cultural awareness?

This last question provided respondents with a chance to recommend more effective materials and approaches for making CT more advantageous to the development of the learners' CA. Their recommendations are as follows:

To begin, by introducing culture into the EFL classroom as a fifth skill. Additionally, teachers must get additional training to experience and evaluate their own and their students' native cultures. Teachers should include a variety of different CT strategies and activities in their lessons.

Teaching culture as a real-life situation by attaining the objectives of the competency-based approach, which strives to prepare students to deal with cognitively and pragmatically demanding circumstances in school and real life. avoiding congested curriculum to give culture-related courses and simulations.

They should motivate pupils to investigate why some events occur differently in various civilizations.

They should convey no message that one's own culture is superior to the target culture, or vice versa.

Additionally, they should use virtual classrooms to engage with native speakers.

They should be aware of which cultural components to include to preserve classroom sensitivity.

5.Conclusion

In EFL, shifting from a traditional to an intercultural approach raises students' awareness of the close relationship between language and culture and the need of including cultural elements in language teaching. Teaching methods and curriculum development might be affected by

teachers' multicultural ideas. When teaching a foreign language in today's environment, EFL teachers and students must adapt to this change.

In teaching English as a foreign language, the primary purpose of teaching culture is to help students interact effectively and respectfully with native English speakers. Culture teaching helps students in developing the necessary communication skills and heightens their awareness of all differences to make them more adaptable and tolerant of culturally distinct ways of doing things.

Students need to become aware of the sociocultural and sociolinguistic disparities between their language and the target language. Teachers and students alike may benefit from this kind of insight since it frequently explains why certain communication breakdowns and pragmatic failures occur. Detecting the problem is the first step toward finding a solution. Therefore, it is critical to assist students in distinguishing between the cultural norms, attitudes, and habits of the majority within the speech community and the individual or group departures from some of these standards while establishing cultural awareness in the classroom. Students should be able to share their local culture with their foreign-language peers while also receiving authentic experience materials.

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Appendix A:

EFL Teachers and Students' Perceptions online questionnaire

Dear participants,

I am carrying out a questionnaire to complete the requirements of an international conference, and I request you to answer this questionnaire.

Please, mark the proper answer (√) and make full statements if needed.

1) Do you think that aspects of the target culture facilitate your capability to communicate with English native speakers?

Strongly Agree ☐   **Agree** ☐   **Disagree** ☐   **Strongly disagree** ☐

2) Do you think that cultural differences affect our interaction with people of different cultures?

Strongly Agree ☐   **Agree** ☐   **Disagree** ☐   **Strongly disagree** ☐

3) Do you think that the incorporation of culture makes the understanding of cultural differences easier for EFL students?

Strongly Agree ☐   **Agree** ☐   **Disagree** ☐   **Strongly Agree** ☐

4) Do you think cultural teaching and learning are difficult?

Yes ☐   **No** ☐

Why ?…………………………………………………………………………
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1) What are the major goals of teaching culture?

GOAL	YES	NO
To develop and encourage learners' intellectual curiosity and empathy for the target culture.		
To be able to react appropriately in social situations.		

To encourage the learners to recognize their cultural identity.		
To accept all aspects of the target culture and appreciate them.		
To raise learners' cultural awareness		

6) How do you perceive cultural awareness?

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7) Does culture teaching enhance your cultural awareness?

Yes ☐   **No** ☐

9) What kind of cultural activities do you like to have during a language course?

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10) Which teaching materials do you prefer to use in raising cultural awareness?

Teaching materials	
Audio-visual aids.	
Books, newspapers, magazines, short stories…	
Chalk and board.	
Role plays, group discussions…..	
Others ………………………	

11) Do you think that the teaching materials used are good enough for learning culture?

Yes ☐   No ☐

12) What do you suggest as more effective materials and techniques to help learners develop their cultural awareness?

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