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**ВИКЛАДАННЯ ТА ОЦІНЮВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАТИВНОЇ  
КОМПЕТЕНТНОСТІ З ІНОЗЕМНОЇ МОВИ**

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**Department of Philology**

**TEACHING AND ASSESSING INTERCULTURAL COMMUNICATIVE  
COMPETENCE AT ENGLISH LESSONS**

**Bachelor's Thesis**

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## INTRODUCTION

Communication is very important in our life. Every day we need to communicate with people in our surroundings. It is the way of expressing our thoughts. All living beings communicate with each other in different ways. But when we travel abroad, we need to communicate with someone from another culture. Communicating in intercultural environments can be complicated. If we do not want to gall a person, we must know something about the culture, about the mode of communication. However, it can be hard, since cultures actually have very different ways of communicating. Due to globalization the interaction between cultures is inevitable. Travelling has become more affordable and easier for the inhabitants of Transcarpathia too. Children can meet people from different cultures, so they must learn how to behave in such situations. No-one is born interculturally competent. It is a skill that one can master. In the globalized context, it is vital to master the intercultural communicative competence. It gives opportunities for the learners to communicate and work with people from different cultural backgrounds. English is a global language, learned and spoken internationally. Intercultural communicative competence helps to establish contacts among people of multicultural backgrounds in the 21st century.

Children need to know facts about the culture of speaking partners in order to understand them. Therefore, it is important to teach not only the foreign language in schools, but also the culture of the speakers of the relevant foreign language. Thus, the thesis aims at studying the problem of intercultural communicative competence, approaches to its teaching and assessing. Developing intercultural communicative competence means conveying to students facts about the culture of the target language country, as well as the formation of skills and development of the ability to use the language according to norms of intercultural communication.

The object of the study is the process of teaching English as a foreign language and the target language culture in the instructional settings.

The subject of the present thesis is teaching and assessing intercultural communicative competence at English lessons.

The tasks of the present thesis are analyzing the process of teaching and assessing intercultural communicative competence in the instructional process, and describing effective approaches to teaching and assessing intercultural communicative competence in the lessons of English.



The first part of this study deals with the problem of communicative competence with special attention to the historical overview and development of the notion of communicative competence, which include its establishment, stages of its development, and its components. The second part deals with the concept, elements, components, and methods of teaching intercultural communicative competence. The third part of the thesis discusses the concept of intercultural communicative competence as an important language component and the importance of teachers and teaching methods in language acquisition. This part also includes other perspectives of teaching intercultural communicative competence. The fourth part is an empirical research, which presents an analysis of language teachers' viewpoints in the development of intercultural communicative competence in teaching English as foreign language in Transcarpathia. Finally, general conclusions are drawn. The paper also includes a reference list and a Ukrainian summary.

The theoretical value of the study consists in presenting the theoretical foundations of the notion of communicative competence and intercultural communicative competence; it summarizes the main theories, concepts, typology, and the role of intercultural competence in communication, language learning and teaching.

The practical value of the paper consists in showing language teachers' beliefs regarding the intercultural communicative competence development.

## **PART I. THEORETICAL UNDERPINNINGS OF THE PROBLEM OF INTERCULTURAL COMMUNICATIVE COMPETENCE**

### **1.1. Communicative competence in the context of foreign language teaching**

*This part of the thesis deals with the study of communicative competence in the English language teaching. It presents the historical overview and development of the notion of communicative competence, which include its establishment, stages of its development, and its components.*

Communicative competence globally becomes the goal of English language teaching and learning. The term «communicative competence» is embraced of two words, the combination of which means «competence to communicate» [15, p. 94]. It refers to the ability of understanding, producing, and interpreting the different communicative events taking into account not only their explicit sense (what it seems to be more immediate for us), but also its implications; that is to say, what the speaker wants to say, what the listener wants to understand, their relationship, the social context, etc. Therefore, Communicative Competence has to do with the social, cultural, and psychological rules that determine the use of a particular language in a particular situation.

Communicative competence goes around many areas of social life. It brings up understanding and coexistence amongst people of different language backgrounds. It achieves individual's interpersonal relations and also strengthens social adjustment [11, p. 16].

The notion of communicative competence reflects its purpose in an individual's capability to communicate successfully in terms of both effectiveness (goal achievement) and appropriateness (acceptability in relation to context). The concept of communicative competence perceives language primarily as a means of communication, intertwined with other communicative media, coupled with and based upon other cognitive and social abilities, related to performance, and comprising all aspects of language including illocutionary and sociolinguistic knowledge, in contrast to being confined to grammar (in terms of syntactic, phonological, and semantic rules). The notion has also been developed in different spheres including second-language teaching and interpersonal communication research. Specific focus of the research has identified several constitutive components. It represents a gradual concept, along with communicative competence underlying

performance and being built up with practice and experience. At the same time it may, depending on the communicative purpose, also be a function of more basic traits, states, and abilities (such as social relaxation, mind-reading abilities, and relevant kinds of knowledge). Communicative competence as a theme/topic for the research concern and took hold a lot of scientist, thus communicative competence can be represented in majority of researches, including its implications for personal life; its components and measurement depending on setting and specific communicative function; the development of communicative competence, methods of improvement, and the processes involved in competent communicative behaviors [13, p. 294-301].

There are some theories of communicative competence. The communicative competence model we know and use today gives people the ability to operate with the language correctly in order to communicate appropriately and effectively in a majority of social situations. The structure of communicative competence model includes four competence areas: linguistic, sociolinguistic, discourse, and strategic. Two of them focus on the functional aspects of communication, and other two reflect the use of the linguistic system.

Identification of four main components of communicative competence by Michael Canale and Merrill Swain:

- *Grammatical competence* includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.
- *Sociolinguistic competence* includes knowledge of sociocultural rules of use and deals with the learners' ability to handle communicative functions in different sociolinguistic contexts and situations. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.
- *Discourse competence* is related to the learners' mastery of understanding and producing texts in the modes of four language skills. It is concerned with cohesion and coherence in different types of texts.
- *Strategic competence* refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the

nuisance of background noise or using gap fillers [11, p. 8-14].

## 1.2. Proposed model of communicative competence

The Figure 1 represents the model of communicative competence proposed by Canale and Swain. They used a pyramid to present their model of communicative competence. This figure encloses a circle surrounded by another circle. The circle is discourse competence, and the three points of the triangle mean sociocultural competence, linguistic competence, and actional competence. This latter competence, an addition to the Canale and Swain model, is conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets. The discourse component is in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the sociocultural context come together and shape the discourse, which, in turn, also shapes each of the other three components. The circle surrounding the pyramid shows strategic competence, an ever-present, potentially usable inventory of skills that allows a strategically competent speaker to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies [12; p. 9].



Figure 1. Schematic Representation of Communicative Competence

Bachman and Palmer used different models of communicative language abilities, as an elaboration of the Canale and Swain's model, the conclusion of which was based on results in language testing research. According to the Bachman and Palmer model language knowledge can be divided into two main categories, both broken down into subcategories:

- **Organizational knowledge**— the knowledge of the "components involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences and for ordering these to form texts"
  - *Grammatical knowledge* — similar to Canale and Swain's grammatical competence.
  - *Textual knowledge*—similar to but more elaborate than Canale and Swain's discourse competence.
- **Pragmatic knowledge**—the knowledge of the "components that enable us to relate words and utterances to their meanings, to the intentions of language users and to relevant characteristics of the language use contexts"
  - *Lexical knowledge*—the knowledge of the meanings of words and the ability to use figurative language.
  - *Functional knowledge*—the knowledge of the "relationships between utterances and the intentions, or communicative purposes of language users"
  - *Sociolinguistic knowledge*—similar to Canale and Swain's sociolinguistic competence [12, p. 8-9].

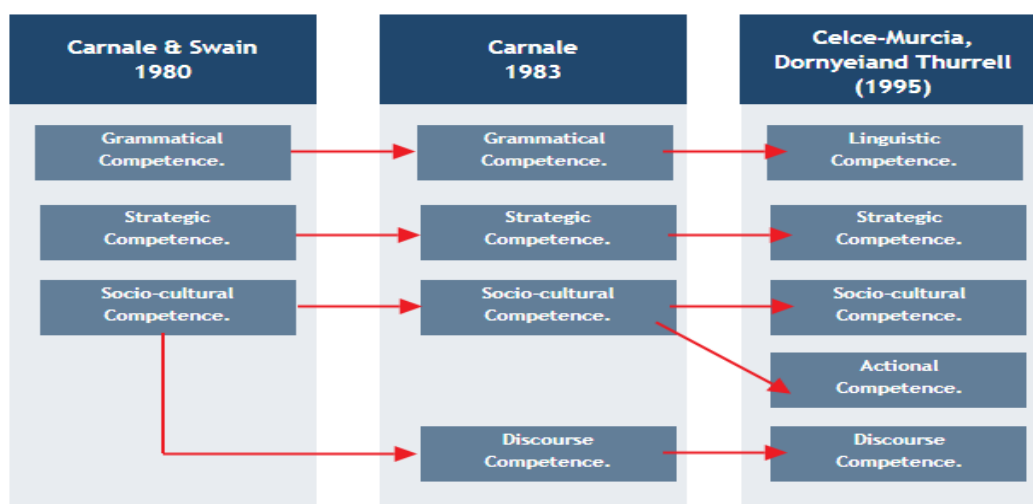


Figure 2. The chronological evolution of communicative competence [12]

### 1.3. Origin and development of communicative competence

In one of the first discussions in the literature about competence, Noah Chomsky distinguishes between “competence (the speaker-hearer’s knowledge of his language) and performance (the actual use of language in concrete situations) [emphasis in original]” According to Noah Chomsky, deviations from the ideal in actual performance do not reflect competence: “A grammar of a language purports to be a description of the ideal speaker-hearer’s intrinsic competence” [13, p. 4]. Noah Chomsky’s view is that any errors in production may therefore be related one of many elements, including competence, that affect performance.

However, much of the applied linguistics research refers to Hymes’ work as being seminal to communicative competence. Dell Hymes disagree with Chomsky’s definition, because he states that Chomsky “omits almost everything of sociocultural significance” [23, p. 280]. Communicative competence does not lay its essence in the ability to form grammatically sentences. Instead, Dell Hymes advances, “the goal of a broad theory of competence can be said to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior [emphasis in original]” [24, p. 286]. When an L2 speaker does not understand how a native language (L1) speaker will take up a message, the intent of the encoded message and the impact of the decoded message will not be the same.

Dell Hymes’ theory has been constructed of scientific research that concentrated on communicative competence. According to Dell Hymes the main place in his theory is occupied by four lenses which are necessary for CC: possibility, feasibility, appropriateness, and occurrence.

1) Possibility the purpose of which is identify whether a locution is grammatically possible. Does the language, for example English, have an acceptable lexico-syntax to achieve the locution?

2) Feasibility refers to whether the interlocutors can make use of the locution, due to psycholinguistic factors such as memory limitations or inability to process multiple nested clauses. Even if a locution is grammatically possible, is it so long or complex that interlocutors are incapable of processing the language?

3) Appropriateness describes whether the locution meets the cultural expectations for the desired interaction in that context.

4) Occurrence deals with the case whether the locution is made or not.

As Dell Hymes writes, “Something may be possible, feasible, and appropriate and not occur” [24, p. 286].

Although Noah Chomsky and Dell Hymes begin to address the concepts of competence and performance and Hymes specifically provides four guiding questions as a framework for understanding communicative competence, neither of these sources directly address acquiring CC of a second language. Chomsky’s and Hymes’ theories were affected by the following research, making them to develop in a more detailed way in the second language acquisition contexts. Thus following the subsequent development of the concept of CC by various researchers, a comprehensive definition of communicative competence may be more fully synthesized.

Moreover, framework was provided for developing second language course syllabi and the reason of it was giving special place of communicative competence in Second Language Acquisition contexts. CC’s definition and development was mentioned and emphasized in Canale’s and Swain’s article focused on second language teaching. They use communicative competence “to refer to the relationship and interaction between grammatical competence and sociolinguistic competence” [10, p. 6]. This paradigm led to the development of notional-functional syllabi. In notional-functional syllabi curricula are developed specifically based on students' needs for the ability to communicate rather than on a stratified sequence of grammatical structures that grow increasingly more difficult. Gradually Dell Hymes’ reaction to Noah Chomsky’s theories became the focus of the developments in the United States. Making steps and progress in development of her own definition and application of communicative competence, Savignon states that Dell Hymes uses communicative competence “to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness” and maintains that “Hymes’ focus was not language learning but language as social behavior [emphasis in original]”. According to her hypothesis, the term CC “characterizes the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge” [32, p. 2-3]. Therefore, Savignon’s paradigm focuses on what a second language learner can do with the language in authentic settings, not just on the ability to memorize chunks of language for artificial, planned experiences.

#### **1.4. Synthesized definition of the communicative competence**

Taking into consideration all information that was mentioned above, communicative competence can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. The following characteristics are inherent in this definition. First, L2 speakers must be able to use language itself, including the ability to form grammatically correct sentences and feasible idioms [24, p. 269-293]. Second, L2 speakers should maintain awareness of cultural component and use it wisely [11, p. 1-47]. Third, L2 speakers must be able to make him/herself clear in conversation and get the message from the conversation correctly, not merely reproduce memorized phrases or answer correctly on discrete grammar point tests [33, p. 2-4]. Fourth, L2 speakers must use language in ways that are effective in accomplishing their desired tasks in a facile, almost unconscious manner [47, p. 159-190]. Finally, L2 speakers must be able to achieve these communicative tasks in social, extended interactions wherein they have the skills and understanding to decode and encode messages with appropriate socio-cultural intent [21, p. 1-18]. Through understanding these components, second-language instructors can more clearly understand the intended goal or outcome of their courses.

#### **1.5. The role of pragmatics in Communicative Language Teaching**

The ability to understand denotative words, meanings and construct grammatically correct sentences is insufficient for achieving communicative competence. Sociocultural contexts play significant role for L2 speakers, because it takes special skills to be able to understand these contexts and within them L2 speakers must actually use the language. For example, if a child who forget to bring bread to the table, a parent, as an authority, might remark, “Where’s the bread? Who set the table? I don’t see the bread”[33, p. 19]. The child is to understand that even without pointing on her indirect command is being given, meaning using a grammatically imperative sentence. This understanding of nuance, of knowing the meaning intended by the speaker within the specific context, goes much deeper than explanations provided by dictionary definitions or grammar textbooks. Pragmatics creates a lens in which to understand communicative competence in real life situations where intentions and expectations of linguistic and behavioral interactions are



often left implicit. Research in SLA often does not match practice in the classroom.

“Although pragmatic ability (the ability to use language effectively to achieve a specific purpose and understand language in context) has been recognized as an essential component of communicative competence, pragmatics has not been fully incorporated into today’s second/foreign language (L2) teaching and teacher education [emphasis in original]” [25, p. 21].

Curriculum and lesson plans are usually categorized into units/topic, which include words, phrases, idioms that are appropriate in specific situations, including greetings, introducing you, thanking or apologizing, which help students to understand cultural appropriateness better. One of the greatest professions is journaling, which allows students to compare their own cultural, traditions and simply life position with cultures of other people and country experiences, thus creating a metapragmatic awareness in students that allows them to process “the cultural ideologies underlying the L2 use” [25, p. 32]. While students may be overwhelmed by the amount of information developed through a lesson based on pragmatics, an explicit approach in which students are taught to use noticing techniques may “[provide] an insider perspective of the target culture” [25, p. 32] often lacking in formal language instruction. On the one hand Vásquez and Fioramente emphasize the importance of teaching pragmatics and on the other hand they are concerned about the lack of pragmatics instruction within ESL master’s degree programs in the United States. In their words, “to be a competent language user, an individual must have the ability to produce utterances which are grammatical as well as appropriate to the context in which they are made, considering the participants, their relationships, as well as the (often unstated but assumed) social rules for interaction” [37, p. 1]. The specific areas that are referred to pragmatics within ESL instruction are speech acts, language functions, and linguistic politeness, with explicit instruction needed in each area. While ESL teachers may be prepared to help ELLs form language structures (Hymes’ possibility and feasibility criteria), these teachers might not be prepared to address Hymes’ appropriateness criterion in their curricula. There is possibility that teachers do not consider indirect language as obligatory for appropriate interactions in the L2, taking this understanding for granted. Assignments and tests connected with real-world applications can help teachers and their students to understand the implications of pragmatics and thus their importance [37, p.1-21].

The negative side of the situation is that teachers are not willing to expand their professional knowledge focused on pragmatics, even though the research clearly calls for it

as part of CC and shows instruction in pragmatics to be effective [38, p. 1-27]. Teachers prefer teaching linguistic features to pragmatics and they feel that there is no time in language courses to integrate pragmatics. In H. Vellenga's study, teachers are encouraged to use contrastive analysis with their students to compare L1 and L2 approaches to speech acts such as greetings, requests, and refusals. There are teachers, who use methodologies directed specifically on the English language. Teachers state that situations in which they ask students how these speech acts occur in the L1 make them feel confused; however they value this approach when they receive appropriate training. One participant in H. Vellenga's study specifically recognizes the need for awareness building of American pragmatics for ESL teachers, as these teachers might take for granted American routines or expectations and not know what items to help their students notice [38, p. 1-27].

### **1.6. The role of teachers in the Communicative Language Teaching**

With the emergence and spread of CLT (Communicative Language Teaching) the role of teachers has changed significantly. Going through structural syllabi is no longer the main objective. Especially if we take into consideration all the self-study materials, e-learning software and easily accessible language information, we must reach the conclusion that presenting mere linguistic data is unnecessary. The teacher's aim is teaching communication. The students' goal then is the ability to communicate in English language fluently, naturally, effectively [1, p. 23].

The teacher has two main roles:

- The first role is to promote the communication process between all members in the classroom, and between these members and the various activities and texts (teacher as a promoter).
- The second role is to behave as an independent participant within the learning teaching group. This role is closely closed to the objectives of the first role and occurs from it. These roles mean a set of secondary roles for the teacher; first, as a coordinator of resources and as a resource himself, second as a guide within the classroom procedures and activities.
- The third role for the teacher is that of researcher and learner, with much to contribute in terms of proper knowledge and abilities, certain and checked experience of the nature of learning and organizational capacities [5, p. 99].

The three key pedagogical principles on which communicative language teaching rests are

as follows:

1. the presentation of language forms in context;
2. the importance of genuine communication;
3. the need for learner-centered teaching.

The wide acknowledgement of three key pedagogical principals made them open to interpretation, resulting in what A. Howatt described as weak and strong versions of CLT [23, p. 24]. The former includes pre-communicative tasks (such as drills, close exercises, and controlled dialogue practice) along with communicative activities, for example, described pre-communicative activities as a necessary stage between controlled and uncontrolled language use [26, p. 79]. PPP lesson (for presentation, practice and production) serves as an example of such approach to CLT. The sequence of language forms are: presentation under the guidance of the teacher then practiced in a series of exercises, again under the teacher supervision. Learners produce by themselves the context of communicative activities with the chosen forms in advance with the relation to the learners' real lives and interests. According to this plan of a lesson a teacher has to play definite roles at different stages of learning process.

At the presentation stage the teacher's main task is to act as a kind of informant. The tasks of the teacher are selecting and teaching new material with the help of teaching aids, such as a textbook supplementing and modifying it as required, and presenting it in such a way that the meaning of the new language is as clear and memorable as possible. During this process students try to consume as much information as possible. Although their speaking skills are not fully developed meaning that on this stage they practically do not speak, except when invited to join in.

At the practice stage students practice their speaking skills, while the teacher's main task is to devise and provide the maximum amount of practice, which must at the same time be both meaningful and memorable. The role of a teacher, then, differs completely from that at the presentation stage. The teacher does the minimum amount of talking, being «like a skillful conductor of an orchestra, giving each of the performers a chance to participate and monitoring their performance to see that it is satisfactory» [28, p. 2].

It should be mentioned that during this process teacher's roles are more dynamic than static, and are subject to changes from lesson to lesson, interacting with the participants' psychological factors. Also the dynamics of group activity within the classroom can bring changes in teacher's roles. In a key text on roles in language learning,

Wright identifies two groups of factors that are likely to affect roles. The first of these relates to interpersonal aspects, the second to task-related aspects:

- Social and psychological factors. These include views about status and position, attitudes and values held by individuals and group and individuals' personalities (Interpersonal aspects).

- Teachers' and learners' expectations about the nature of learning tasks and the way in which individuals and groups deal with learning tasks (Task related aspects of role) [39, p. 12].

The first set of aspects takes its roots from the personality and previous learning experiences of the teacher and students. These factors also mean that both the teacher and students have specific expectations about appropriate behavior for teachers and learners in the classroom. Behavior problems are possible if the perceptions held by teachers and learners about their respective roles differ from their expectant roles. In other words if learners expect their role to be passive within the learning process and their main purpose is to broaden their knowledge by given material, while teacher sees situation vice versus, meaning that learners should participate actively during the lesson. Such misunderstanding can lead to confusion, tension, and even conflict. If these are not resolved (or even acknowledged) through discussion and negotiation, the effectiveness of the classroom will almost certainly be affected and may even be destroyed.

The second set of aspects identified by Wright refers to the role of relationships inherent in classroom tasks. He states that each and every classroom task, whether it is a role play, simulation, drill, test, etc., is some sort of learning strategy that should be interpreted in learning process, which positively lead to memorization, classifying, brainstorming, and personalizing. Inherent in each strategy is a role for the learner. Appropriate role should be identified and acted upon in the beginning of the given task; otherwise the effectiveness of the task will be reduced.

In the last three decades of the twentieth century applied linguists were concerned with finding a new methodology of teaching foreign languages that focuses on the effect of learners' interactions with each other, which is the goal of communicative language teaching. Foreign languages acquisition started to be understood as a creation of meaning through interactions among foreign languages learners. Communicative competence consists of phonology, grammar (morphology and syntax), lexis, pragmatics, and discourse and communication strategies [18, p. 75].

### 1.7. Future of the Communicative Language Teaching

Along with CLT language pedagogy approaches are still being created and at the same time CLT considered to be a natural outgrowth of communicative competence research. Further development of CLT methodologies have taken place, consequently different CLT technologies have been developed, for example: Task-Based Language Teaching, Focus on Form, Cooperative Language Learning, and Content-Based Instruction [30, p. 179-191].

Some researchers find that neither extreme of the CLT spectrum — a shallow end where grammar was explicitly taught, a deep end where grammar was completely avoided so as not to impede communication — has been capable of leading students to communicative competence [30, p. 179-191]. As a result, the shallow end enables students with the explicit knowledge of grammar, but ability to communicate is not developed, while the deep end teaches student to communicate in an inaccurate way. “Communicative competence has given way to a broader view in which socio-cultural, pragmatic and discourse issues are combined with a notion of language based on computational analysis” [30, p. 182].

Thus integration of corpus linguistics takes place and these post-CLT methodologies still are informed by Hallidayan ideas of function, should include an attention to grammar. Teachers seem more willing to integrate grammar and communication of meaning, recognizing that “conscious knowledge can become unconscious or automatized and, alternately, unconscious knowledge can be analyzed” [30, p. 183]. Achievement of communicative competence takes both a meta-awareness of language development and opportunities for authentic language use must exist, together, in the second-language classroom.

Additionally CLT is concerned about multimodal competence. While a shift from more traditional grammar/structure-based pedagogy to communicative/function-based pedagogy is in process, currently CLT focuses only on verbal meaning. There are a lot of informational resources: these are the Internet, books, informational platforms which enable students with extensive access to both verbal and visual meaning representations. [31, p. 374].

*In conclusion, it should be noted that the studies conducted to define the concept of communicative competence have shown that at the present moment communicative competence is considered an important and key component in*

*the teaching and learning of foreign languages. Nowadays it is difficult to imagine foreign language acquisition without becoming communicatively competent.*

### **1.8. Theoretical foundations of intercultural communicative competence**

*In this part, the concept, elements, components, and methods of teaching intercultural communicative competence will be discussed.*

Intercultural communicative competence is defined as the ability of the individual to successfully and adequately communicate in a foreign language in situations of intercultural communication of different types taking into account the main external socio-cultural and internal situational factors. Intercultural communication is regarded as the process of verbal and non-verbal communication between communicators, carriers of different cultures and languages. In conditions of intercultural communication, its participants, on the one hand, use their linguistic and cultural experience and their national-cultural traditions and habits, and on the other hand, they try to take into ICC (intercultural communication competence).

Intercultural communication is a discipline that studies different aspects of communication, such as culture, different social groups, and how culture makes an effect on communication. It is used to describe the deep rank of communication processes and problems that can become within an organization. Another definition that can be given is cross-cultural communication. As the world is developing, different companies have to communicate with each other to achieve good collaboration. In addition to language, intercultural communication focuses on social attributes, thought patterns, and the cultures of different groups of people. Intercultural competence is learned in order to understand the different cultures, languages and customs of people from other countries. During the communication the main role plays a message that one of the speaker is trying to send to other speaker, thus if the speaker do not know something about the culture of our interlocutor, the message may be different from what the speaker intended. It also works vice versus, sometimes it is difficult or impossible to understand the message that our interlocutor is trying to send. In communication between people from the same culture, people understand the message, based on values, beliefs, and expectations. Intercultural communication competence is not the process of sending and receiving a message with people from other cultures. It is socialization. It means selling our goods, services, ideas. It

may be influencing them to change their behaviors in our favor. Effective communication happens, when we understand the other person [14, p. 25].

Intercultural communication skills are taught to communicate with people from other countries or social groups. Intercultural communication includes such aspects as language skills, however it is not enough. It should be stated that in order to develop the intercultural competence one needs to understand that different cultures have different customs, social norms, standards, etc. Good intercultural communication skills require a willingness to accept these differences and adapt to them. A desire for intercultural communication starts from the point of view that communication is better if it is constructive, and does not suffer from misunderstanding and breakdowns. Knowledge and skills are very important tools of intercultural communication. Empathy and understanding is necessary for this skill. Effective intercultural communication is a vital skill for anyone working across countries or continents, including those working for multinational companies either in their home country or abroad. Even limited knowledge of culture guarantees you success in dialogue and respect from your interlocutor, for example, organization and institutions, history and general way of living of different communities and nations. Moreover it affects also behavioral norms. For example, there is considerable 'history' between the Greeks and Turks, and therefore it may be considered potentially a problem to serve Turkish food to a Greek person [44].

Intercultural communication is characterized as a skill of a person. It can be described as communicative relationship between people of different cultures. In this context culture means more than only people's traits, it affects human behavior in social life including both specific national and local contexts, e.g. political, linguistic, economic, institutional, and professional. Knowledge about the culture of your interlocutor paves for the speaker the way for successful communication [36, p. 208-226].

Byram's model of Intercultural communicative competence helps teachers to guide interculturality in the classroom between children. This model was developed in 1997. Byram's model of intercultural communication competence contains three components:

1. Attitudes and skills, which are expanded into five elements:
  - attitudes: curiosity and openness, readiness to suspend disbelief;
  - knowledge of social groups and their products and practices in processes of societal and individual interaction;
  - skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents

from one's own;

- skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction;
- critical cultural awareness/ political education: an ability to evaluate critically and on the basis of explicit perspectives, countries [6, p. 16-17].

“...we need to be educated to become better global participants-able to emphasize with and understand other persons on their own terms which also depends on appreciation of our own heritages” [16, p. 32].

Competence development brings the awareness of another culture and proficiency in its language to one's own native world view [14, p. 25]. When teachers teach a foreign language their goal is to form competence in students in order to develop the aspects of linguistic personality that helps to communicate beyond the limits of personal culture and to become a mediator of cultures without losing personal cultural identity. Interaction of two or more cultures includes verbal and nonverbal interaction between people who have different cultural backgrounds. It can be drawn as a communication between two cultures. Moreover, positive and productive interaction includes powerful intercultural communicational skills. If teachers want to form secondary linguistic personality, accordingly, the need to form students' competence requires the simultaneous learning of a foreign language and the corresponding culture [3, p. 67-82].

The notion of “Alien” culture should be included in the student's real life process by covering the borders of his/her individual intercultural experience. The intercultural component is an important part of the modern theory of learning foreign languages, which determines the need for new psychological and pedagogical and methodological decisions to create real intercultural communication. The intercultural component is an integral part of the modern theory of teaching a foreign language, which necessitates the search for new psychological-pedagogical and methodological decisions for creating real intercultural communication. The teaching should be focused on the student's personality, interests as a subject of this system, and the learning process should become a process of personal development of a student, attendant in intercultural communication. The aim of teaching intercultural communicative competence in secondary schools is the formation of a foreign language communicative competence, one of its components being linguistic and



sociocultural competence.

If the teacher wants to teach efficiently a foreign language and culture in secondary school, he/she needs to know about the methods of teaching foreign languages and cultures in general educational institutions. The main approaches to teaching foreign languages and cultures include the following:

1. To show the main components of the theory of teaching foreign languages and cultures in schools and on this basis to teach students to use theoretical knowledge to solve practical problems.
2. To acquaint students with modern tendencies in teaching foreign languages and cultures both in our country and abroad.
3. To reveal the essence of the constituent parts and means of modern language teaching methodology as a science.
4. To develop in students during the practical classes the vocational and methodical skills necessary for fruitful work in the field of teaching foreign language and culture
5. To involve future teachers in the development of special scientific and methodical literature, which should become a source of permanent work on oneself in order to improve professional competence.

Intercultural competence includes 3 themes (or domains of ability):

1. Relationships
2. Effective communication
3. Compliance and cooperation

Interculturalists often overlook the task of developing language competence, just as language teachers neglect the task of developing intercultural abilities [16, p. 27].

Construct of ICC is described across five dimensions as a developmental process.

#### 1. Traits

Intercultural abilities are often evidenced through behavioral manifestations or traits, such as:

- respect or empathy
- flexibility
- patience or tolerance for ambiguity
- interest, curiosity, among others.

2. Dimensions. It includes awareness, attitudes, skills, knowledge. Awareness leads to deeper cognition, skills and attitudes just as it is also enhanced by their development.

Learning to perceive, conceptualize, and express ourselves in FL (foreign language) is essential for intercultural competence.

### 3. Developmental process

ICC (intercultural communicative competence) development is an on-going and lengthy, often a lifelong process. How far one progresses and how much one adapts to a second culture, ultimately resides in the choices one makes [8, p. 16-25].

## **1.9. Intercultural communicative competence in foreign language education**

Some characteristics and competencies have been identified in order to cope with the intercultural experiences as the willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others' eyes, the ability to cope with uncertainty, the ability to act as a cultural mediator, the ability to evaluate others' points of view, the ability to consciously use culture learning skills and to read the cultural context, and the understanding that individuals cannot be reduced to their collective identities [19, p. 155-178].

The intercultural experience includes appropriate characteristics, such as requiring the revision of beliefs, attitudes and concepts. In everyday communication it can be labeled as inconvenient way of communication, because it includes changes in attitudes, beliefs, identity and values [4, p. 185–206]. In the context of foreign language education, link between the intercultural competence and communicative competence can be tracked. The use of new approaches and methods in learning a foreign language has shifted the aims of language learning from communicative competence to intercultural competence. As W. Baker stated, intercultural competence has been identified as “one approach to systematically conceptualizing and investigating the knowledge, attitudes and behavior associated with successful intercultural communication” [1, p. 62-70]. In other words to achieve success in intercultural communication, students need to develop their intercultural competence. It brings new requirements for foreign language courses (teaching and learning). Intercultural competence requires learners to develop relevant knowledge and skills regarding target language and culture and their cultural awareness, and to be reflective and transferable among different languages and cultures.

According to Sercu, there are two dimensions of intercultural competence, that can be characterized by recent models:

- culture-specific knowledge and skills about target culture;

- culture-general knowledge and skills.

Culture-general knowledge includes, for example, “the nature of cultural adjustment and learning”, “the impact of culture on communication and interaction between individuals or groups”, and ‘the role of emotions in cross-cultural, cross-linguistic interactions. Culture-general skills refer to, attributes such as “the capacity to display respect for an interest in the culture”, “tolerance and patience in cross-cultural situations”, “control of emotions and emotional resilience”. Intercultural competence teaches the development of vision of two or more cultures, and how to find the right balance between them [34, p. 135].

Byram’s model of intercultural communicative competence states that foreign language teachers’ purpose is to guide learners through the process of acquiring competencies in such categories as attitudes and knowledge which has direct connection with intercultural competence. This has to be done in order to bring the students’ awareness to all aspects of intercultural competencies while using a foreign language. Teachers must lead students through activities in which attitudes about the “other” are considered, and ideally transform the learner. The students’ aim is to prepare himself/herself mentally and physically by composing in advance specific questions and ideas, then starting a conversation with the person of another culture with the intent of becoming more willing to seek out and engage with otherness.

It is necessary for the foreign language educator to expand knowledge about the target culture in relation to history, geography, and social institutions. Once learners have taken time to discover the similarities and differences between their culture and that of the target culture, the teacher must craft activities that will prepare students to build relationships with people of diverse backgrounds and languages. It takes a lot of time and effort to develop skills in interpreting and relating. When students begin to identify and understand differences and misunderstandings that can occur in cross-cultural situations, they become able to understand and then explain the origins of conflict and mediate situations appropriately in order to avoid misinterpretations [7, p. 65-75]. Identification of similarities and differences of two cultures are usually spotted with the help of skills in discovery and interaction, consequently it helps to achieve successful communication and meaningful relationships. A successful intercultural speaker seeks out opportunities to meet individuals from diverse cultures in order to share information through communication in a foreign language.

Based on the information provided in Byram’s model of intercultural

communicative competence, foreign language teachers must reconsider methods for teaching language and culture in the classroom if the goal is to create true interculturally competent speakers of the language. Traditional methods for teaching foreign languages emphasized the importance of students practicing language structures, pronunciation and vocabulary in order to become native like speakers.

*In conclusion, socio-cultural and internal situational factors play a vital role in successfully acquiring a foreign language. Different cultures and languages have a common intercultural key, which are verbal and non-verbal communication skills. Based on the study of Byram, knowledge, attitudes and skills are all important factors in intercultural communication. The intercultural communication has become a relevant part of modern language teaching and it opened a need for new psychological-pedagogical and methodological decisions. Further on linguists highlight the importance of obtaining basic knowledge of other cultures and with the help of it we can be able to understand more efficiently the behavior of different people from different cultures.*

## **PART II. APPROACHES TO DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE**

*Nowadays, IC is a component of language learning. It should not be treated separately from other language skills. It is a complex combination of knowledge, skills and attributes which are reflected in learner's behavior and are infrequently taught and evaluated holistically.*

Teaching foreign language and culture – is a branch of methodology of FLT (foreign language teaching) that studies the goals, content, methods and means of learning, as well as ways of teaching and upbringing on the material of the corresponding foreign language and culture [11, p. 33].

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Language teaching methods bring the awareness of how to use a foreign spoken language to communicate across cultures. The content of language education by and large remained heavily based on written forms, referring mainly to grammar, and culture which was never taught as an inherent part of language. Language teaching methods are dependent on and influenced by different theories of language and language learning. In language teaching and research on language, the term "culture" includes many different definitions and considerations that deal with forms of speech acts, socio-cultural behaviors, the rhetorical structure of text, and the ways in which knowledge is transmitted and obtained [26, p. 79].

### **2.1. Intercultural language teaching**

Culture is emerging as one of the central concerns for language teaching at the moment. However, there is a wide range of approaches to culture and to the teaching of culture as a part of language learning.

Intercultural Language Teaching (ILT) aims at supporting the development of intercultural competence through the learning of foreign languages and by extension through the learning of connection between language and culture in first and target language of a speaker. Interrelation needs to be established between the foreign language and mother tongue. The ultimate goal of intercultural language teaching is to help learners

transcend their singular world view through the learning of a foreign lingua culture, a term which recognizes the intimate links between language and culture leading them progressively towards intercultural competence. Intercultural Language Teaching addresses the two main shortcomings of Communicative Language Teaching.

Intercultural Language Teaching has three fundamental aspects. They include:

- The teaching of a lingua culture.
- The comparison between learners' first language/culture and target language/culture.
- Intercultural exploration [9, p. 18-121].

Culture may find its manifestations in body language, gestures, and concepts of time, hospitality customs, and even expressions of friendliness. Language is influenced by culture in variety of ways, aspect, norms, rules, etc. In addition aspects mentioned above certainly reflect the cultural norms accepted in a particular society, nevertheless influence of culture on language use and concepts of how language can be taught and learned is both broader and deeper. To a great extent, an individual's vision of his or her place in society is defined by the culture into which one is socialized. Yet another far more complex meaning of culture refers to sociocultural norms, world-views, beliefs, assumptions, and value systems that find their way into practically all facets of language use including the classroom, and language teaching and learning. All of culture is related to language and conversely language provides access to most aspects of culture. The aim is to represent the full social and cultural context for language behavior, and the complete range of materials covered in each of the social sciences and humanities should be included in foreign language classes [9, p. 67].

## **2.2. Interrelation of teaching a foreign language and culture**

Teaching a foreign language and culture acts simultaneously as a goal and means of learning. The system of teaching foreign languages and cultures in secondary schools is divided into three levels. These are:

- at the first level, the system of study is considered from the general position as a system that creates an interactive theology as a science and the whole object-oriented domain. At this level, in the process of interaction of the two subsystems of the methodology of science and its objectively-subject field, there is an increase in theoretical knowledge of the methodology of teaching a foreign language and

culture and strengthening the management of the practice of teaching by the theory.

- at the second level, the education system correlates with the field of studying a specific foreign language and culture. At this level, learning is seen as a complex hierarchical system filled with specific content aimed at learning a specific foreign language and culture.
- at the third level, the system of studying foreign language and culture is considered as a real educational process, the main components / subsystems of which are the teacher, students and material training facilities.

Education process is usually defined by its basic components: the system of teaching foreign languages and cultures. The basic components find its accomplishment in the determination of the selection of foreign language and cultural studies for the classes, forms of its presentation, methods and methods of learning, as well as the ways of its organization [26, p. 38-48, 80-84].

Non-cognate languages set a task for the teacher to teach the learner the different role of language in the society as well as the specific features of the language itself. When people begin to communicate messages in another language, they not only begin to exploit language functions, they also begin to function within a cultural context. As such, learners require cultural knowledge as much as they require grammar and vocabulary. Quite often native speakers can be tolerant of problems of grammar or vocabulary, but problems of cultural mismatch often create significant problems for communication and for social relationships, largely because people are much less aware of their cultural rules for interaction than they are of other aspects of language. There is little guidance currently available on what cultural knowledge is essential to foreign language learning. If the priority of the teacher in teaching language instruction is the creation of intercultural competence, then language teaching must attend to the creation of a set of attitudes and skills as well as cultural content [9, p. 89].

Language teaching should implement focusing on the insolvable connections between a culture and its language uses. Thus, these components should be a key characteristic of effective instruction in all language skills. At the present time, the ultimate goal of all cultural and cross-cultural education is to make learners prosperous and enable them to become successful in an international community, a global economy, across and beyond national boundaries. Inability of learners to make the essential choices needed to optimize their communicative competence is the consequence of unawareness of instruction in and an understanding of L2 cultural and socio-pragmatic norms. The

complexity of teaching culture lies in the fact that most people engaged in cross cultural interactions are not aware of the indelible impact of the invisible culture - their own and that of other participants -- on practically all social uses of language. In language learning, culture does not have the ability to represent a separate domain of L2 skills, such as speaking or writing; instead, the learning of the L2 culture and its many manifestations in, for example, speech and writing leads to the development of better communicational [9, p. 66].

In language teaching and learning, crucial socio-cultural principles determine the norms of appropriate language use and behavior within the frameworks of the society. Usually they are likely to remain invisible, they come up to the surface if they are taught and learned in conjunction with other language skills. Most importantly, the key to productive teaching of culture is to provide learners with the tools to enable them to become aware of the sociolinguistic norms reflected in the ways of speaking in the target community. The teaching of interaction in the L2 has to include developing learners' heightened awareness of the socio-pragmatic features of interaction so as to provide them with appropriate choices. Purpose of the selection of materials is the preparation of the learner to be able to use the language as a foreigner coping in a wide variety of contexts. In contrast to this general purpose language instruction, language teaching for more specialized, particularly vocational use is of increasing importance. In more and more countries, the frontier in foreign language instruction has moved from general language instruction to what is called language for special purposes [9, p. 76-79].

The culture of any community has many facets and manifestations, it would be practically impossible to deal with all of them in the classroom and prepare students for the many situations that they may encounter in the course of their functioning in ESL/EFL (English as a second language/ English foreign language) environments. However, many important aspects of teaching the second culture can be brought forth and addressed via classroom instruction, and some of these are exemplified below. Even though language learning and culture learning are interdependent and mutually reinforcing, the processes are different from each other in the first as well as in subsequent acquisitions, and language teachers must understand the nature of all of these differences. Therefore, it may be sufficient to suggest that if second or foreign language teachers are not aware of culture in the language classroom, they may run the risk of being ill prepared to help their learners to learn to use the target language in a culturally appropriate manner. As a result, learners may not be able know sufficient cultural knowledge of the target language, which may



potentially lead them to regrettably experience miscommunication or misunderstanding. The most important long-term benefits of culture teaching may be to provide learners with the awareness and the tools that would allow them an opportunity to achieve their academic, professional, social, and personal goals and become successful in their daily functioning in L2-second language (or EFL) environments [9, p. 17].

There are no generally accepted levels of intercultural competence. It is difficult to identify the cultural contents and skills that should be included in the different forms and levels of foreign language training. According to Byram, attitudes, knowledge and skills development are supported by the following objectives in a curriculum.

1. attitude includes: curiosity, openness, ability to suspend our disbelief for unknown culture and our unconditional faith in our own;
2. knowledge includes: knowledge of social groups, their products, habits, and general communication methods in the speaker's own culture and target culture;
3. skills: interpretation and comparison, discovery and interaction, cultural awareness [9, p. 66].

It is important to assess intercultural communication competence of learners. Scientists, many scholars and practitioners put a lot of effort to implement methods for assessing intercultural competences in their teaching. First of all, there are standard cultural tests which consist of multiple-choice questions that are easy to administer and correct, but which cannot provide information or evidence on somebody's intercultural competence because they only test factual knowledge, which is sometimes generalized and stereotypical – especially when it refers to anthropological culture. Given the fact that the ICC is one of the key competences in the twenty-first century, so it is agreed that one of the ultimate goals in language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations [49].

### **2.3 Techniques of teaching and learning intercultural communicative competence**

Nowadays teachers do not focus particularly on the intercultural competence. There are numerous reasons why teachers encounter problems of including the intercultural competence in the process of foreign language teaching. Moreover there are three

stationary reasons which present the problem of teaching the intercultural competence.

These are:

- overcrowded curriculum that leads to inability to cover the subject and lack of the time to spend on teaching culture;
- teachers' limited knowledge of the target culture and, therefore, they are afraid to teach it;
- teachers are often confused about what cultural aspects to cover.

In an attempt to help language teachers tackle cultural aspects in the language classroom, the purpose of this section is that of representing a cultural possible solution for building learners' communicative competence in the target language. Three main stages are represented:

1. explanation,
2. collection,
3. implementation.

First of all, at the *explanation stage*, teacher need to explain to learners the concept of intercultural competence in order to make them aware of the importance of paying attention to the culture of the target language. Once the concept has been introduced, learners are told they are to explore the culture of the target language and they are presented with a list of key areas that offer the possibility for developing intercultural competence, including Family, Education, Law and Order or Power and Politics among others.

Content of each topic is the essential part of teaching and learning it and a successful step in engaging learners with the new topic/unit. To familiarize learners with the content of the topics, the five-word technique developed by Cain could be of help [41]. The essence of the technique is that the learners are requested to note down the first five words they think of in relation to each topic presented by the teacher and then learners' individual lists are discussed at length. It is a good way to get learners to activate their cultural background knowledge on the topics to be covered. After explanation, teacher can use collection game. On the second stage, i.e. *collection*, learners are given the task to gather material outside the classroom in relation with the cultural topics they have agreed to work with in the first stage. Learners are recommended to collect material from a variety of sources including photocopied information from different printed materials, photo-documentaries, pictures, video or DVD scenes, recorded material like interviews to native speakers, excerpts from the internet and the like. The good thing of this activity is that

learners' cultural awareness is further increased through having to question themselves what is cultural representative of the given topic. Once learners have collected all the material, they are required to hand it in to the teacher at appointed office hours in order to allow him devise activities in the four language skills that are to be implemented in the next stage.

The third stage of teaching intercultural communicative competence is *implementation*. It means that learners work with a variety of activities that require their use of the four skills (i.e., listening, speaking, reading and writing) in order to develop their overall communicative competence, and promote their cross-cultural awareness and understanding.

After these stages, teachers can use many interesting activities to develop language skills (listening, writing, speaking and reading) activities such as video-taped cultural dialogues, audio- or video-taped cultural misunderstandings and taped-recorded interviews with native speakers, among many others, could promote listening skills with a special emphasis on the intercultural competence. Activity formats such as face-to-face tandem learning, making up questions to a native speaker or role-playing, among others, may develop speaking skills with a particular emphasis on the intercultural component. A variety of activities may be used in the language class to develop reading skills with a focus on the intercultural component. For example, critical reading, cultural bump activities, and activities that focuses on written genres or cultural extensive reading, among others. Activities such as tandem e-mail learning, designing stories and story continuation, among others, may develop writing skills with a particular emphasis on the intercultural component. Material should be organized into different thematic packets and accompanied with worksheets of structured exercises prepared by the teacher in order to develop all components of intercultural communicative competence. Activities can help learners see language learning not merely as language practice but as a communicative activity.

Structured system of intercultural competence-oriented English language education would not suffice unless it was backed up by a broader research-driven educational philosophy and a multidisciplinary policy embracing openness to other cultures within the framework of a keen appreciation of the importance of intercultural communication in our globalizing world [19, p. 162-164].

Development of ICC paves the way to enriching learners' knowledge. The most fundamental components necessary for development of ICC are:

- socio-cultural knowledge (everyday living, living conditions, interpersonal relations, history, values, beliefs, taboos, social conventions, ritual behavior),
- sociolinguistic competences (greetings, addressing, dialect, accent, register, positive and negative politeness, idioms, etc.),
- pragmatic competences (advising, persuading, urging, socializing, interaction patterns)
- non-verbal communication (body language, gestures, eye contact, proxemics, etc.)

It is important to include cultural activities right from the beginning of foreign language education for all age groups, the purpose of which is to enrich the learners' awareness, attitudes, knowledge and skills concerning not only the target culture, but also their own culture and other cultures. Various techniques for teaching cultural aspects were discussed and represented. Scientists with the development of time represent new paths for teaching cultural aspect. Byram claims that acquiring ICC is a complex matter involving more than traditional language lessons. Research findings indicate, that teachers mainly teach socio-cultural aspects (factual information, holidays, traditions, food, housing, etc.) and pay little attention to sociolinguistic, pragmatic competences and non-verbal communication [19, p. 162-164].

The comparison method is one of the most used techniques for teaching cultures. The native and target cultures differentiate in variety of ways and the comparison method is the technique that concentrates on the discussion of this issue. Not only features of different cultures, but also those within a single culture should be compared, because cultures never remain static, they are constantly changing and different generations interpret things differently. Similarity of the foreign culture with the native culture, makes it easier for children to acquire the language. With the technique of cultural assimilation the learners are presented with a critical incident, which would probably be misunderstood. Learners are given several possibilities, from which they choose the one which they think is correct.

On the way of learning foreign language two different cultures encounter and this is the spot where misunderstanding takes place. For example, non-verbal greetings, which are probably the most common examples of misunderstanding. Cheek kissing is a common greeting, which people think is universal. However, cheek kissing varies from one to four kisses, depending on culture. The following activity practices non-verbal communication. A teacher can demonstrate on somebody different types of cheek kiss greetings: one kiss, two kisses, three and four kisses. Learners should decide which type of kiss greeting is

correct. Based on their own experience, they would choose the type of greeting typical for their own culture. Teacher should explain that all types of cheek kiss greetings are correct, but vary across different cultures. The teacher should acknowledge for the learners that there are differences even within one culture. Social kissing in the UK is rare and there is usually only one kiss. Slovakia, Croatia, Austria, Spain use two kisses, but it can vary from region to region and also with the gender of the people who kiss. Three kisses are used in the Netherlands, Switzerland and Belgium. France can vary from region to region and correspondingly the numbers of kisses used between two to four.

The technique of cultural capsule demonstrates, for example a custom, which is different in two cultures. It can be accompanied by visual aids to show differences and a set of questions for class discussion. The following activity practices socio-cultural knowledge, sociolinguistic and pragmatic competences. For example, the issue of the main meal of the day could be discussed. For example, the main meal of the day in Slovakia is a hot lunch consisting of soup followed by a main course, and in the UK it is generally the evening meal with a main course and a pudding. Pictures of different typical meals can be presented. Learners should discuss the pros and cons of the eating habits of each culture. Sociolinguistic and pragmatic phrases connected to eating habits should be also compared. Cultural island is a very simple but effective technique, as it is always subconsciously effecting the learners. Contemporary posters and pictures of actors, singers, films, writers, books, and famous places should be put on the walls in the classrooms. Their aim is to attract the learners' attention, evoke comments and maintain the cultural atmosphere. Cultural Island focuses on socio-cultural knowledge. Role play is a very effective technique practicing sociolinguistic and pragmatic phrases, socio-cultural knowledge, but also non-verbal communication. For example, learners can practice situations in a restaurant, shop, bus station, etc. The role plays are the closest possible opportunities for learners to practice real life situations, which are necessary for intercultural communication. Role plays are suitable for all levels of language proficiency and age groups [33, p. 940-943].

Developing learners' communicative competence has long been among the major goals of L2 instructional programs. Target position that crucial to that development is an understanding of discourse as the key competence with the rest of the competencies (i.e. linguistic, pragmatic, intercultural and strategic) shaping it.

*In conclusion, language learning and intercultural communication cannot be separated from each other. When it comes to learning a language we also learn the*

*behavior and cultural background of the language learnt. Therefore it is a complex combination of knowledge, skills and attributes, but we cannot go past by not mentioning one important factor and that factor is the role of the teacher. The teacher plays a significant role in language learning. The teacher carries out educational activities, motivates the learners, organizes the activities and gives the learners material.*

*Acquiring a language and its culture allows students to get acquainted with the language system. Further on it is also important to recognize the stages of teaching a foreign language and culture in secondary schools. We distinguish between three levels and all of these levels have their unique characteristics.*

*Teaching ICC has always been and will always be an interesting topic for applied linguists. Many theories have been discussed. These theories try to highlight the term cultural awareness from different perspectives.*

## **PART III. TEACHING INTERCULTURAL COMMUNICATIVE COMPETENCE IN THE BILINGUAL CONTEXT**

An empirical research was used to gain further knowledge on the topic of research. It included an interview as a search instrument, which was used while questioning participants to provide the required data. The aim of this study is to analyse methods and effective techniques of teaching intercultural communicative competence at English lessons. The present study is a piece of qualitative research which collected data through an interview.

Intercultural communicative competence is considered an important and key component in the teaching and learning foreign languages. Some of the research questions were as follows: What should students learn about culture to improve their intercultural communicative competence? In what way can learners effectively improve their intercultural communicative competence? These questions are answered based on the following research below.

### **3.1. Participants**

The research was conducted in the form of an interview in one of the Transcarpathian schools. The participants in this study were teachers. One was a Teacher of an urban Transcarpathian Ukrainian primary school and a language studio. She works in two schools: in the morning in an urban secondary school and in the afternoon in her own language studio. She has been teaching for 5 years as a language teacher. She has been working in a secondary school for 4 years and last year she opened a language studio. The participant holds a Specialist degree. Another participant is a male teacher. He works in a vocational school; he holds a Master's degree. The participant has been teaching for 5 years. A female teacher works in a Ukrainian school, and she teaches English language for children whose mother tongue is Ukrainian. The male teacher teaches Hungarian children. Some children are bilingual in their schools. The female teacher has taken courses in classroom assessment, since the beginning of her teaching experience; the male participant has not taken yet. She took service training and assessment by Lyle Bachman, Barbara Dambock three years ago. The other participant also attended the same courses.

I chose these 2 persons, because they are English teachers, and they have sufficient experience to provide the necessary information for our study. The male participant was my teacher 2 years ago. I chose the female participant, because I learnt from the internet resources that she has a language school. She is an experienced teacher. I chose two persons from different places, because I wanted to know the difference between teaching methods in the Ukrainian and Hungarian schools.

### **3.2. Research instrument**

An interview has been used to collect data on the intercultural communicative competence. Interview was considered an appropriate research instrument. Interviews are one way to gather data for research. As the famous professor of educational psychology Steinar Kvale said the qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.

It is important to choose a useful type of an interview, before conducting it. I chose standardized, open-ended interview. It was convenient for me to use this type, because I used the same open-ended questions with all interviewees. Open format questions are useful, because the participant is free in his/her answers. Open-ended questions require more than one word answers. They require an answer with more depth and a lengthier response. Open-ended questions are also helpful in finding out more about a topic, data during an interview. 15 open questions were prepared. They are unambiguous, understandable and accurate. Questions focus on the participant's thoughts, feelings, experiences, knowledge, skills, ideas and preferences. Before an interview I prepared questions and through our conversation I used some other questions spontaneously based on the response of participants. For example: why is it hard to show the difference between cultures? I asked understandable, not embarrassing questions to omit needless answers, inhibitions. I dismissed personal questions, focusing on the main topic of research.

### **3.3. Procedure of research**

The research was conducted in different places. I had an interview with a male participant in a vocational school, where he is a teacher. Before an interview I had an opportunity to attend his lessons. I sat in the backside of the classroom and watched them. Later, I had an interview with the female participant in her language school at the



weekend. She invited me to visit her language school where the interview was conducted. Classes were colorful with many different books and illustrations on the walls. I saw many flashcards on her table.

The interview was conducted in a quiet classroom so the participant could focus on my answers. Nothing troubled them. The research was carried out personally with teachers; the length of each was hour and a half long. The interview included 15 questions; they were constructed in a way as to give interviewee possibility of giving open answers. Before the interview I explained my purpose, some data about my topic. The method for recording answers was explained to the participants. Taking notes and using recorder was chosen as a tool of recording information. Questions were asked in order of their importance in the given topic. Some questions were asked more than one time because they were long. The interviewees answered the questions fluently basing answers on their teaching experience. When I asked about audio, text and visual aids for the teaching of culture, the female interviewee took her notebook and showed me some useful websites.

### **3.4. Findings and discussion of the research**

The research was conducted with two teachers in different schools. I conducted it in an interview format. A female teacher participated in the first interview who currently teaches in a Ukrainian secondary school in Nagyszőlős. The second interview was conducted in Vocational school in Beregszász.

The research was conducted in a way as to define the role of cultural awareness in learning a foreign language. The results of interviews helped to understand the ICC, its importance in communication. In the First part of an interview I asked some questions about teaching experience of teachers. I asked about their work place, degrees and their experiences through their teaching time. They were confident, and answered to my questions very fast. They spoke very fluently. In Question number 6 I asked about their students' knowledge, barriers. They told me what they encountered at English lessons. The female teacher told me, that she encounters personality differences, listening barriers, perception barriers, oral barriers, cultural barriers. She works with children from age 5 to 13 and sometimes she discovers that they are frivolous. They learn English because their parents insist, but it is not important for them. She added that they don't want to speak English, but she always tries to motivate her students. The male teacher from Vocational school told me that the biggest barriers which he had encountered is that students do not

have basic knowledge of English and they are not used to using the language for oral communication in the classroom.

Next we discussed how learners can improve their intercultural communicative competence. The male participant focused his answer on a step-by-step method. It means that for children it is hard to concentrate for a long time. The teacher needs to start with basic features of a culture, such as geographical characteristics and then build on their knowledge by adding some new materials. The female interviewee gave some recommendations. For example: “ 1) Be honest; 2) Be flexible; 3) Listen actively; 4) Respect differences; 5) Ask questions; 6) Avoid stereotyping; 7) Do good research in advance; 8) Be sure to try new things particularly foods in another country; 9) Be patient with yourself and others.”

The respondents declared that teachers need to teach about culture, when learners already have a basic command of teaching foreign language. It is more effective. It has also been stated that it is hard for children to learn about culture if they do not speak the foreign language.

Question number 9 and 10 investigated effective techniques and methods in improving intercultural communicative competence. First of all, the teacher needs to be interested and aware of the material that he/she teaches. Repetition is also important, because children can forget the material quickly. One participant recommends using some online resources, which she regularly uses. Some of them are World Stories, Great Websites for Kids, Time for Kids, Scholastic.com. These sites have a special section that deals with different countries and interesting facts about them. There are pictures that students can view on their own to go on a trip around the world, all while sitting in the classroom. These resources show the “big picture” and feature the multiplicity of cultures and perspectives that exist.

The teachers were asked about methods they use to assess intercultural competence. The female participant comments that she uses online resources. The other interviewee says that he always tries to help his learners by explaining how to complete the task.

The next questions dealt with audio, visual, a text aids for teaching culture. The female teacher asserts that she uses YouTube materials, flashcards and textbooks. Another participant said that the audio tapes created by native speakers are the best, because by listening to native British speakers students can get closer to the new culture. He also added that texts about culture should not be too difficult. Moreover, the female interviewee highly recommended a website which she uses. She advises using them to make my future

English lessons more effective and fun. However, she added that lessons are designed with purpose of studying and not with the purpose of having fun.

The next questions related to the difficulties of acquiring a target language culture at English lessons. According to one participant, it is important to recognize that people from different cultures are different. Sometimes it is hard to explain differences, but necessary if we want to avoid misunderstandings. The male teacher emphasized that if the two cultures do not show any similarities it can be difficult at first but with the years and the proper effort students may acquire the culture more easily. Next I asked the same question in relation to bilingual learners. The teacher of the Ukrainian school reported that children raised bilingual are more likely to show tolerance for other cultures at a young age. They play more easily with children who do not speak their language or who come from different socioeconomic backgrounds. They are more tolerant and well-behaved. Another teacher doesn't focus on bilingualism. He just concentrated on basic knowledge. His answer was that learners with sufficient knowledge start thinking in that language and are more likely to acquire it.

Finally, a conclusion can be drawn that interviews were successful. The interviews proved that without intercultural communicative competence it is hard to acquire a foreign language. It is an important component in the learning process. On the basis of the teachers' comments I concluded that there are many different methods, which can help learners to get acquainted with the culture of the target language.

## **PART IV. LANGUAGE TEACHERS' BELIEFS REGARDING THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE**

### **4.1. Objectives of the Study**

Due to globalization, English/ foreign language teaching inevitably develops toward the direction of intercultural education, especially in non-English speaking countries. The ultimate aim of English language teaching is to develop learners' intercultural communicative competence. Intercultural communicative competence is a part of the teaching process. It is a great challenge for teachers to bond the culture and language, but it can make the process of teaching most productive. Nowadays English is becoming lingua franca. Many people want to learn it because it is necessary to know a foreign language in our society. It means that teachers play an important role. They help people to improve their knowledge. Using a new language, people have more opportunities in the world. It is important to emphasize the importance of knowing the culture of the target language.

In recent years there has been a growing interest in the cultural dimension of the foreign language education. Teachers are expected to promote the acquisition of intercultural competence of their learners. This questionnaire research presents an analysis of viewpoints in the development of intercultural communicative competence in teaching English as foreign language in Transcarpathia. Intercultural competence, which is acknowledged as a key component of foreign language studies, increases the need to adapt teaching methods and materials to raise learners' intercultural awareness. I conducted a questionnaire research which helped to see and analyse how teachers plan their lessons, what they use, how they improve and assess intercultural communicative competence.

The research problem was formulated as follows : is there any relationship between teachers' efforts to develop intercultural communicative competence and enhanced acquisition of language competence in learners? The study is an inquiry into methods and techniques of teaching and assessing intercultural communicative competence. The research tool is a questionnaire, which is developed for obtaining responses from English teachers.

Language teachers need to discover the similarities and differences between home culture and target culture to make the learning process easier. A good intercultural speaker

seeks out opportunities to meet individuals from diverse cultures in order to share information through communication in a foreign language. I think foreign language teachers must regard the problem of selection of methods of teaching language and culture in the classroom. The ultimate goal of language teaching is seen in the development of interculturally competent speakers of the language. The importance of practical application of knowledge should also be considered. In this research an attempt will be made at gaining insight into teachers' implementation of principles of intercultural language teaching in the lessons of English. The following part focuses on detailed description and discussion of the questionnaire survey.

Thus, this thesis seeks to understand how teachers develop and assess intercultural communicative competence. The survey research design and, in particular, a questionnaire method was considered most suitable for answering the afore mentioned research questions.

## **4.2.Participants**

The study was conducted in the Transcarpathian Hungarian and Ukrainian schools in Ukraine. Two Hungarian and two Ukrainian teachers participated in this study. There were female teachers, two of whom work in their own language schools and two teachers work in secondary schools. They have taught for an average number of 7-8 years and most teachers had foreign culture experience. They taught all types of learners aged 6-30. Their learners are Ukrainian and Hungarian native speakers, but also there are many bilingual learners. As we know it is easier to teach bilingual learners because they can see the similarities between 3 languages which can help them learn a foreign language. Two out of 4 teachers were aged from 28 to 30, and two from 38 to 40. Regarding the level of education received, all of them have obtained Master's degree. Two of them teach in Vynogradiv , and others in Beregovo.

It took about 20-30 minutes for the participants to fill out the questionnaire. Prior to this I described to them the procedure and rationale of the investigation. I also mentioned that all information is strictly confidential and it will be used for the statistical purposes in my research. They were willing to help me. I have talked with two teachers online. I met two of them personally and explained the purpose of the study. We communicated just in English. They were very helpful. Also, they gave some recommendations about English teaching. We had a discussion about their experiences in foreign language teaching. Furthermore, I saw that they like their profession. They were speaking very

enthusiastically. I chose these teachers because they are sufficiently experienced in language teaching. I decided to choose teachers from different towns because I wanted to see the difference between them.

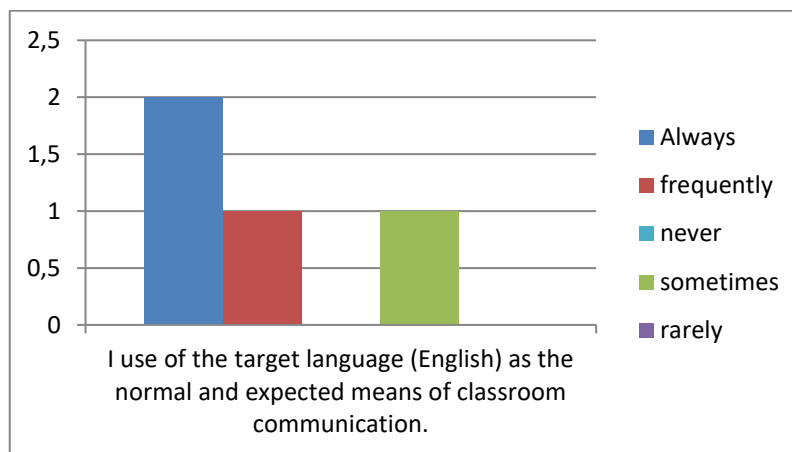
### **4.3. Research instrument**

The instrument used for this investigation is a Questionnaire titled „Teaching and assessing intercultural communicative competence” of teachers of English as a foreign language. The Questionnaire consists of 27 items that assess the instructional process, the use of materials, the use of techniques and methods and also the assessment process. The questionnaire contains some statements where the teachers had to choose how frequently they do the activities mentioned in the lessons. Teachers could choose from the following options: always, frequently, sometimes, rarely, never. The teachers put a tick or a star or a circle to show the answer.

The investigation instrument was divided into two parts. The first segment focuses on the teaching of intercultural communicative competence, and the second section is more concerned with its assessment. The first part of the questionnaire is concerned with the process of improving communication skills. Some of the statements included in the questionnaire are as follows „I focus on learners’ meaningful fluency rather than form/structure/ grammar accuracy while communicating in English” or „I use the target language (English) as the normal and expected means of classroom communication”. The second part focuses on the lesson plan development. For example: „ I balance language, culture and the subject content goals in lesson plans” or „I design classroom activities to include experience with literature or authentic sources from social life and target culture. The third segment of the investigation tool contains statements which are connected to assessment. Sample statements: „ I use summative form of assessment at English lesson (projects, final test, exams)” or „The observation is the main assessment tool in my lessons (alternative assessment). In this part I asked about the tools and ways of assessment which respondents use at English lessons. The present investigation was aimed at collecting empirical data and ideas concerning the approaches to teaching and assessing intercultural communicative competence.

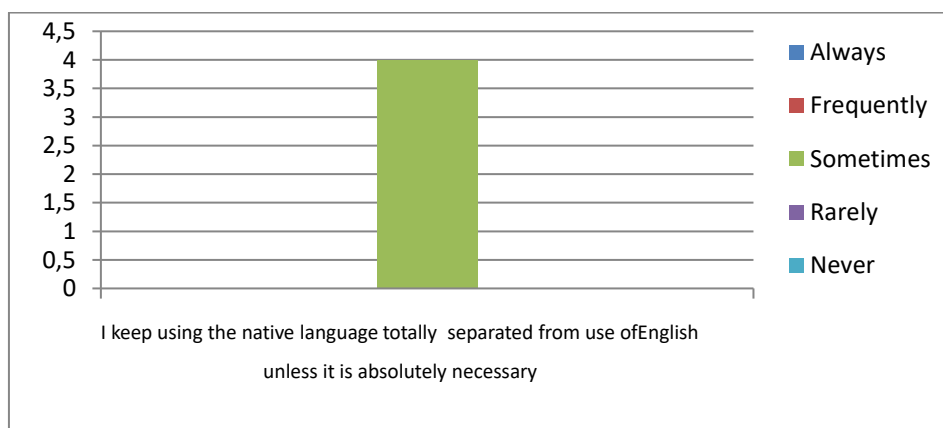
#### 4.4. The results of the questionnaire research

The first research question in this study addressed the problem of the use of the target language (English) in classroom communication. The results are shown in diagram 1.



The result shows that most teachers always use the target language (English) as the normal and expected means of classroom communication. Two of them answered that they always use English for classroom communication, one does it frequently, and only one respondent chose the “sometimes” option. I think the frequency of usage of the English language depends on the level of language acquisition of children. The results show that in Ukrainian schools teachers use the target language more often at the lessons than in Hungarian schools.

The second statement was the following: “I keep using the native language totally separated from the use of English unless it is absolutely necessary”. The result was the following:



All participants answered that sometimes they keep using the native language totally separated from the use of the English unless it is absolutely necessary. So teachers have to use sometimes the native language to explain something and to avoid misunderstanding.

The third question was the following: "I avoid dominating the talk-time and do not rely on a word-for-word translation to explain meanings". Two participants answered that they always avoid dominating the talk-time and they do not rely on a word-for-word translation. And two teachers answered that they do it only sometimes. The results show that in Vynogradiv Ukrainian school teachers try to teach pupils to think about the translation from the context of the text and not to use word-for-word translation. In Hungarian schools teachers sometimes use it. If the learners do not understand words in a sentence, teachers translate all of them, but if there are familiar words, pupils can translate them by guessing from the context.

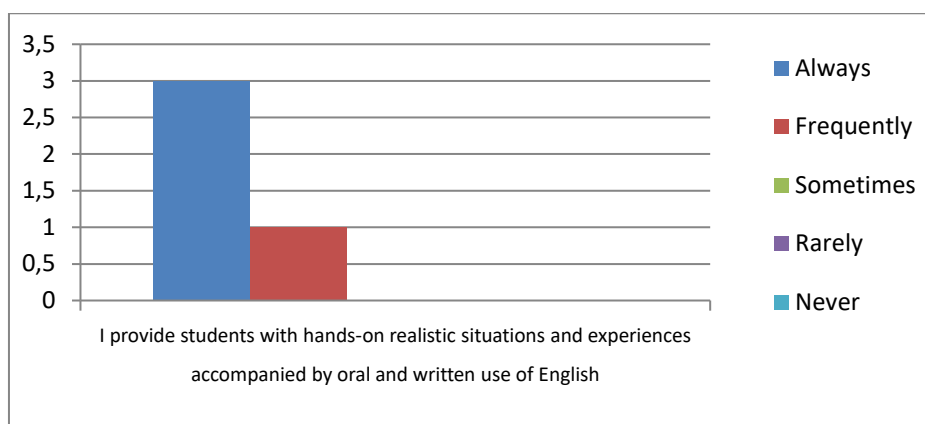
The following statement is concerned with communication in English at the lessons: "I focus on students' meaningful fluency rather than form/structure/grammar/accuracy while communicating in English. Two teachers chose sometimes column, one of them - always and one - frequently. The grammar and the structure of sentences are important. Pupils have to show they can form sentences, the order of words, but I think it is more important to use appropriate words to make the sentences meaningful. Many native speakers can speak using an appropriate tense or word order, but their sentences are understandable and I think it is most important to understand your statements.

The fifth allegation is "I use authentic and social life communication to motivate English language use". Two pedagogues answered always, one - frequently, one - rarely. Most of them try to motivate their learners with authentic and social life communication. It is very good that they try to focus on English with authentic and social life communication.

The coming statement is about assessing the knowledge of learners: "I correct errors with the primary focus on exchangeable meaning rather than structure or form". All teachers do it sometimes.

In the next statement teachers had to choose how they provide learners with hands-on realistic situations and experiences accompanied by oral and written use of English.





The results show that most of them always try to use realistic situations to improve the oral and the written use of the foreign language. I think it is important to create various communicative situations, which give learners an opportunity to use the English language as a means of communication.

The next statement runs as follows “I accelerate communication by teaching class function chunks of the English language.” Three of the participants answered that they always do it, one of them frequently.

The ninth statement is connected to lesson planning: “I use questions and activities that provide real exchange of students’ knowledge and opinions”. Two teachers always do this and two - frequently. It is important to let students express their opinion because it enhances the acquisition of the material.

The next statement:”I encourage students to ask questions as well as to answer others questions”. Teachers who participated in my investigation answered that they always encourage students to ask and answer questions. It improves the communication skills of learners. Also, most students are involved in the conversation.

The eleventh question is also related to developing communication skills - “I introduce and practice grammatical structures and vocabulary in meaningful communication contexts”. All teachers always try to develop vocabulary and teach grammar in meaningful contexts of communication. It is an effective way of teaching grammar and vocabulary. The learners can practice using them in different contexts.

The next question: “I plan lessons to emphasize English language in use. “All teachers always try to plan lessons emphasizing the use of English. Sometimes teachers can use the native language when it is impossible or difficult to explain the material in the target language.

The next question asked if teachers balance language, culture, and the subject content goals in the lesson plans. Three teachers frequently teach language and culture in a balanced way, and only one teacher does it always. The teacher has to acquaint the learners with the culture of the target language by presenting it in a balanced manner.

The fourteenth statement wanted to know if teachers present grammar through, and for, usage rather than critical analysis. All participants answered that they always present grammar through usage. It is easier to understand it than through the critical analysis. Otherwise, they improve the communication skills through it.

The next statement is connected with intercultural communicative competence: “I draw information and experience from the social life and the target culture”. Two teachers answered that they frequently resort to materials about social life to learn/teach about the target culture, one - sometimes, and one –always. It is important to show information from the target culture and the social life, because it also improves the intercultural communicative competence of learners.

The following statement’s purpose was to find out if teachers design classroom activities to include experiences with literature or authentic sources from social life and target culture. Two teachers of Ukrainian schools chose the always option, and the two Hungarian teachers – frequently. Foreign language teachers have to introduce selected works of literature as a source of information about target culture.

The seventeenth question inquired if teachers plan activities that provide learners with successful learning experiences. All participants answered that they always try to plan activities that help learners succeed.

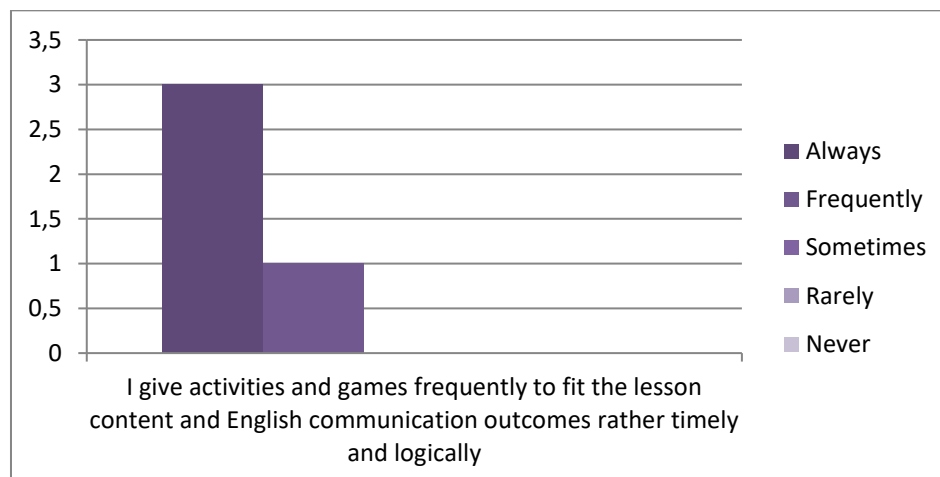
The next allegation runs as follows:” I carefully plan and follow up individual activities as important part of the overall activities”. Two teachers do it always, two - frequently. I think it is important because these activities give feedback to teachers and learners, too.

The following statement was concerned with the structure of the lesson plan: “I make sure that the lesson, content and activities are appropriate to age and developmental level of the class”. The participants always take into consideration the psychological characteristics of learners. If the task is too difficult for learners it hinders the acquisition of the material or if it is too easy, students lose interest in the topic of the lesson.

The twentieth question asked if teachers allow ample wait time after questions. It is necessary to give learners sufficient time for thinking. The learners have to focus on the

questions. Foreign language teachers who took part in this investigation always give enough time for their learners.

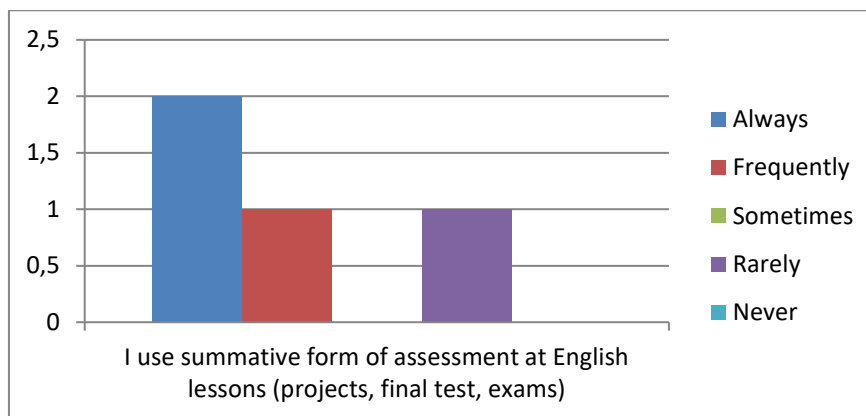
The following statement “I give activities and games frequently to fit the lesson content and English communication outcomes rather timely and logically”.



The diagram shows that three teachers always use different activities to fit the lesson content and English communication outcomes rather timely and logically. One teacher chose the frequently option. Teachers must be competent in planning lessons and know what activities are appropriate and useful.

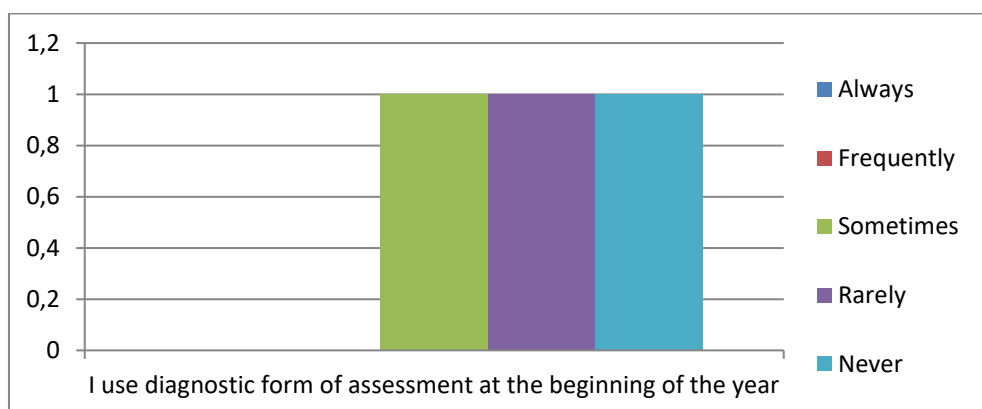
The next statement concentrates on the teachers' behavior: “I appear enthusiastic and motivated while in two-way communication of English with my class.” Three teachers always try to appear enthusiastic and motivated at English lesson. One teacher frequently does it.

The second segment of the questionnaire focuses on the assessment process. I investigated how teachers evaluate learners. They use different forms of assessment (summative, diagnostic, traditional and alternative) to analyze their knowledge.

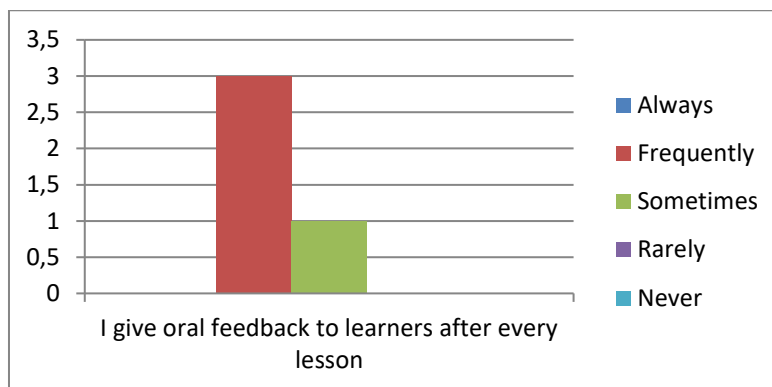


The result shows that two teachers always use summative form of assessment at English lessons. One teacher uses it frequently and the last one uses this form of assessment rarely. It means that they make final tests, exams or projects for children.

In my opinion, it is important to carry out diagnostic assessment, when the teacher has new learners or starts a new course. The main aim of this form of assessment is to become acquainted with skills and abilities of learners. As the result shows just one teacher carries out diagnostic assessment at the beginning of the year. One teacher sometimes uses this form of assessment, one – rarely, and only one teacher never uses it.

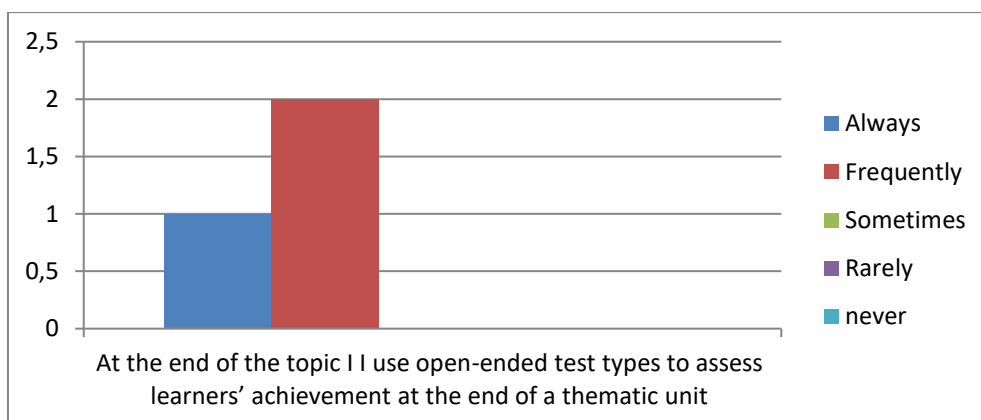


In the course of the lesson teachers have to assess their learners. Not all learners are active: some learners are unwilling to participate due to anxiety or shyness though they may know the material. Teachers have to observe learners throughout the lesson. Success of learners serves as a kind of feedback for teachers. The feedback helps to discover learning difficulties.



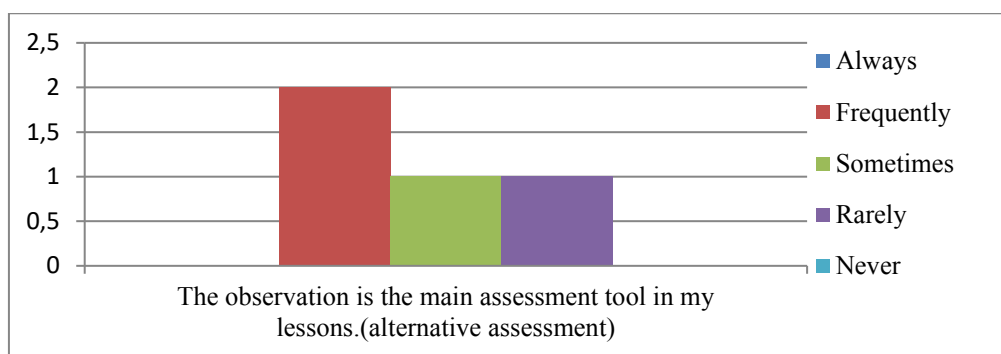
This chart shows how often teachers give oral feedback to learners at the end of lessons. Three of them frequently provide feedback and one teacher sometimes does it. By providing feedback, teachers can motivate students to learn the target language.

But the most important form of assessment is evaluating learners' skills at the end of the course. An open-ended test type is necessary because it informs about possible problem areas.



Two participants always use open-ended types of tests, while two of them frequently use such tasks. I think these are the most effective way of assessment.

The last statement of the questionnaire: "The observation is the main assessment tool in my lessons (alternative assessment)." As the following diagram shows, two teachers frequently do the observation, one - rarely, and one - sometimes. Observation is a good tool for assessment; the teacher can observe learners throughout the lessons. This kind of assessment is the most convenient for the teachers to give feedback for learners.



The aim of the present study was to investigate the effectiveness of providing intercultural information in English as a foreign language at the lessons in Transcarpathian Hungarian and Ukrainian schools. The results of this research indicated that teachers always try to develop the intercultural communicative competence of learners by using literature, showing culture of the target language and suggesting specific topics and exercises. The participants provide learners with hands-on realistic situations accompanied by oral and written use of English. They keep using the native language totally separated from the use of English. Teachers focus on students' meaningful fluency while communicating in English. They also balance language, culture and the subject content goals in lesson plans.

The findings of this investigation have useful implications for second language teachers since they raise teachers' awareness of the positive impact of intercultural communicative competence development.

Teachers use assessment to provide better and effective instruction to students. Teachers do not use diagnostic form of assessment at the beginning of the year. They give feedback to learners by using the traditional, summative and alternative forms of assessment.

It can be concluded that educational tools and materials used by teachers can influence the learning process and the development of learners' skills.

## CONCLUSION

The present study was conducted in order to examine how the problem of intercultural communicative competence is being handled and used in English language teaching.

Firstly, the historical overview and development of the notion of communicative competence was introduced. Based on the results of Part 1 it has been shown that at the present moment communicative competence is considered an important and key component in the teaching and learning foreign languages. It is vital for learners to know how to use the language in real life situations.

Secondly, the concept, elements, components, and methods of teaching intercultural communicative competence have been reviewed. Socio-cultural and internal situational factors have been named as one of the crucial elements in acquiring a foreign language. With the help of understanding other cultures people are capable of communicating with other with ease, because there are no more boundaries which can lead to misunderstandings between two people.

Thirdly, the importance of intercultural communicative competence as a component of language learning was reflected. The studies show that this is a complex combination of knowledge, skills and attributes which are reflected in learner's behavior and are infrequently taught and evaluated holistically. Further on by acquiring a language and its culture students get acquainted with the language system. Of course we cannot go past the importance and significant role of teachers when mentioning the intercultural communicative competence. Teachers serve different purposes in teaching and working with students in the classroom. The interviews proved that without intercultural communicative competence it is hard to acquire a foreign language. It is an important component in the learning process. On the basis of the teachers' comments I concluded that there are many different methods, which can help learners to get acquainted with the culture of the target language.

An empirical research was used to gain further knowledge on the topic of research. The results of this research indicated that teachers always try to develop the intercultural communicative competence of learners by using literature, showing culture of the target language and suggesting specific topics and exercises. The participants provide learners with hands-on realistic situations accompanied by oral and written use of English. They keep using the native language totally separated from the use of English. They also balance language, culture and the subject content goals in lesson plans.

Teaching intercultural communicative competence has always been and will always be an interesting topic for linguists. Many theories have been shown and discussed in the thesis. These theories try to highlight the problem from different perspectives.



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## РЕЗЮМЕ

Викладання та оцінювання міжкультурної комунікативної компетентності є надзвичайно актуальною темою в наш час, тому що спілкування є дуже важливим у нашому житті. Внаслідок глобалізації взаємодія між культурами неминуча. Подорож стала більш доступною для жителів Закарпаття. Через це міжкультурна комунікативна компетентність вважається важливою складовою в навчанні та вивченні іноземних мов. Міжкультурна комунікативна компетентність допомагає налагодити контакти між людьми в XXI столітті. Вчителі повинні навчати дітей використовувати мову в реальних життєвих ситуаціях. Міжкультурна компетентність - це майстерність, яку можна освоїти. Тож учні повинні довідатися про культуру країни, а не тільки про мову.

Метою дослідження є процес викладання мови та культури, суть якого полягає в тому, щоб передати школярам знання про мову та культуру країни, а також формування навичок та розвитку здатності використовувати іноземну мову у міжкультурному спілкуванні.

Теоретична цінність роботи полягає у розгляді понять комунікативної та міжкультурної комунікативної компетентності; їх види та роль у спілкуванні та навчанні іноземної мови.

Практична цінність роботи полягає у вивченні поглядів вчителів іноземних мов щодо розвитку міжкультурної комунікативної компетентності.

Перша частина цього дослідження присвячена вивченню питання комунікативної компетентності, приділяючи особливу увагу історичному перегляду та розвитку поняття комунікативної компетентності, яке включає в собі історію створення, етапи розвитку та складові.

Друга частина стосується елементів, компонентів та методів навчання міжкультурної комунікативної компетенції. У третій частині розглядається важливість вчителів та різних методів навчання у вивченні мови. Ця частина також включає інші аспекти навчання міжкультурної комунікативної компетентності.

Проведенні дослідження показують, що міжкультурна комунікативна компетентність – це складне поєднання знань, навичок та диспозицій, які відображені у поведінці учня. Водночас, окреслена проблема мало досліджена вітчизняними науковцями і майже не вивчається у цілісному підході. За

результатами роботи зроблено висновки та пропозиції, щодо важливості розвитку міжкультурної комунікативної компетентності.

## APPENDICES

### APPENDIX I

#### Questionnaire for Language Teachers

**Aim:** to analyze approaches to teaching intercultural communicative competence at English lessons.

*Please answer the following questions:*

1. Where do you teach?

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2. What is your highest Educational Attainment?

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3. How long have you been teaching?

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4. Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?

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5. Have you taken in-service training on assessment or classroom testing and evaluation in the past three years?

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6. What barriers have you encountered when communicating with the students in class?

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7. What should students learn about culture to improve their intercultural communicative competence?

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8. When should we introduce the teaching of culture in ELT?

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9. In what way can learners effectively improve their intercultural communicative competence?

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10. What methods are best suited for the teaching of cultures at different levels?

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11. What methods do you use for assessing intercultural communicative competence?

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12. What are the best audio, text and visual aids for the teaching of culture?

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13. Is it hard to show the difference between cultures? Why ?

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14. Is it easier for bilingual children to understand the difference between cultures of an English country and other cultures?

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15. Is it easier to explain the difference between cultures, if children have acquired a language ?

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16. When should we introduce the teaching of culture in ELT?

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Thank you very much for participating in this survey. The results of the questionnaire will be used in the research only.

## APPENDIX II

### Questionnaire

# “Teaching and assessing intercultural communicative competence”

My name is Evelin Gacs and I am an undergraduate student at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. I am currently working on my thesis entitled: „Teaching and assessing intercultural communicative competence”.

This thesis aspires to investigate how teachers teach and asses intercultural communicative competence at English lessons in schools of Transcarpathia.

I would appreciate it if you could spend a few minutes to fill in this questionnaire and send it back to me.

All information is strictly confidential and will be used for the statistical purposes in my research only.

Thank you for your assistance!

+№	Statement	Always	Frequently	Sometimes	Rarely	Never
1	I use the target language (English) as the normal and expected means of classroom communication.					
2	I keep using the native language totally separated from use of English unless it is absolutely necessary.					
3	I avoid dominating the talk-time and do not rely on a word-for-word translation to explain meanings					
4	I focus on students' meaningful fluency rather than form/ structure/ grammar accuracy while communicating in English.					
5	I use authentic and social life communication to motivate English language use.					
6	I correct errors with primary focus on exchangeable meaning rather than structure or form.					
7	I provide students with hands-on realistic situations and experiences accompanied by oral and written use of English.					
8	I accelerate communication by teaching class functional chunks of the English language.					
9	I use questions and activities that provide real exchange of students' knowledge and opinions.					
10	I encourage students to ask questions as well as to answer others' questions.					
11	I introduce and practice grammatical structures and vocabularies in meaningful communication contexts.					
12	I plan lessons to emphasize English language in use.					
13	I balance language, culture and the subject content goals in lesson plans.					
14	I present grammar through, and for, usage rather than critical analysis.					
15	I draw information and experiences from the social life and target culture(s).					

16	I design classroom activities to include experiences with literature or authentic sources from social life and target culture(s).					
17	I plan activities that provide learners with successful learning experiences.					
18	I carefully plan and follow up individual activities as important part of the overall activities.					
19	I make sure that the lesson, content and activities are appropriate to age and developmental level of the class and to the target culture(s).					
20	I allow ample wait time after questions.					
21	I give activities and games frequently to fit the lesson content and English communication outcomes rather timely and logically.					
22	I appear enthusiastic and motivated while in a two-way communication of English to my class.					
23	I use summative form of assessment at English lessons (projects, final test, exams).					
24	I use diagnostic form of assessment at the beginning of the year.					
25	At the end of the topic I use open-ended test type to assess learners' achievement at the end of a thematic unit.					
26	The observation is the main assessment tool in my lessons (alternative assessment)					
27	I give oral feedback to learners after every lesson.					