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INTERCULTURAL COMMUNICATION CONGITION OF ENGLISH LANGUAGE TEACHERS IN OUR COUNTRY AND ABROAD

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Abstract

Developing the intercultural dimension of students and English language teachers revolves around the following aims: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience (Byram, 2002). Thus, English language teaching should focus on improving the intercultural communication competence as a needed component. Many studies and projects conducted in our country are mainly oriented towards improving the intercultural communication competence of students. In this paper, English language teachers are chosen as a focus of a research due to the opportunities of discussing cultural topics during the English language lessons. However, integrating culture in other lessons is also very important. The reason for that are the multicultural classrooms and today's overseas exchange opportunities in different fields (not only in English language as a subjects at school) and European projects which require intercultural competence in order to be able to participate and knowledge in English language too. My prediction is that the teachers in our country lack training in intercultural communication competence and this competence is crucial especially when teaching students from different ethnic backgrounds and can help them achieve better results in English language and other schools subjects as well. The situation in our country and abroad will be discussed in details within this paper.

Keywords: *intercultural communication, cognition, language, teaching, research*

Introduction

Teacher cognition focuses on the unobservable dimension of teaching i.e. "understanding what teachers think, know and believe" (Borg, 2009, p.1) i.e. the teacher's mental life. During the 1960s and 1970s, research on teacher cognition was focused on effective teaching behaviors i.e. behaviors that would result in greater learning. Afterwards this view of teaching was being questioned because the developments of cognitive psychology found other relationships between what people do and what they know and believe. Finally it was concluded that teachers were those who made decisions and these decisions became a new focus for educational researchers (Han & Song, 2011, p.176). The intercultural communication competence is crucial for accomplishing the main goal of the foreign language learning. Research on intercultural competence underlines the need for students to prepare for the global society by

finding appropriate ways to interact with people from other cultures (Sinecrope, Norris, & Watanabe, 2012). If teachers want to prepare their students, they should have developed intercultural communication competence. When intercultural communication competence is an integral part of the language classroom, learners experience how to appropriately use language in order to build understandings and relationships with members from other cultures (Moeller, Nugent, 2014,p.14).

Intercultural communication competence cognition around the world

A research project was conducted in 2001 by the Centre for Modern Languages (ECML) on the usage of culture-related activities in the English language classroom in four European countries. "English teachers from Estonia, Hungary, Iceland and Poland participated in this project and the results revealed that activities that may lead to a better knowledge of the target cultures' civilization were only 'sometimes' or 'rarely' done by the great majority of the participants" (Lazar, 2011, p.116). According to this study (2011),only 15.6% and 17.9% of the teachers said they always discussed differences in nonverbal communication and personal space with their groups. The same lack of attention was found for discussing negative stereotypes and culture shock, basic obstacles in the process of communication across cultures. This research project suggests that there is a need for more intercultural communication training courses, more helpful teaching materials and perhaps some more guided practice to implement the cultural content in language lessons without having the feeling that it is artificially imposed in the curricula. "The benefit of this would be to train the trainers so they do not work against these changes in teacher education but instead could help overcome the obstacles in the way of intercultural competence development" (Lazar, 2011, p.125).

Chinese scholars concluded that intercultural communication is needed in the system of foreign language teaching (Li,2006;Zhang,2007). However, the concept of ICC in the Chinese education is present but one study of university teachers confirms that the conceptualization of ICC and ELT is still vague even though that teachers have strong desire to develop students' ICC (Xiaohui & Li, 2011). The study investigated teacher's perceptions of ICC, their understanding of its connection with ELT through a questionnaire which contained different sections involving the intercultural aspect of teaching and learning. Most of the teachers who were part of this study stated that the intercultural approach and the communicative approach have no differences. This shows a clear lack of understanding the relationship between the two concepts. Among other things, this study also revealed that there is still a long way for the Chinese university English teachers to become well informed about what exactly is ICC. The teachers are looking forward to more opportunities and teaching material resources in this field and it is hoped that more research in the field will help in successful interculturalization of ELT in China.

The multicultural education aims at education equality and was a triggered trend in the USA with the increased ethnic diversity. Along with this, teachers in U.S. universities face greater need in maintaining appropriate classroom atmosphere. A lot of programs of multicultural teacher education were developed in order to prepare teachers for the diverse student classrooms. A study conducted by Rachel Kim (2004) aims at assessing instructors' communication with diverse student populations as means of identifying successful teaching practice. According to this study the instruc-

tors who have had some type of formal training relevant to multicultural teaching and those who have not is quite different. The students' perceptions of their instructor's intercultural competence show that those who have had formal training achieve more effective communication. Hence, intercultural communication competence may be the key to successful classroom practice taking into account the level of ICC among instructors who have had formal training in that field. This study concludes that the assessment of instructors' communications with diverse students will allow researchers to identify the current classroom practices which are successful.

The intercultural communicative competence applies to both EFL and ESL contexts in Canada. In such a multicultural society, the learners in Canada will likely interact with people from different ethnic backgrounds and the findings of a study conducted there reveal that even though it is a well-developed concept, more needs to be done in the sense of materials development, instructor education, and classroom-based research in order to promote the incorporation of intercultural communicative competence into ESL learning and teaching (C. Bickley, 2014).

Implementation of Intercultural Communication in Education in the Republic of Macedonia

In order to expose the present situation of intercultural communication competence in our country, I will provide couple of lesson observations that consist of cultural competence tasks which can develop students' intercultural competence to some extent. Also, a research conducted among teachers and students considering Intercultural Communication Competence will be mentioned to confirm the present situation in our country. According to (Shing, 2007), lesson observations based on action research is a systematic inquiry with the goal of informing practice in a particular situation. It is a way for teachers to discover what works best in their own classroom situation, occupying a midpoint on a continuum from teacher reflection on one end to traditional appraisal lesson observation on the other. Observations are used in this case in order to explain in details the cultural component of teaching English as a foreign language in our country. A classroom observation protocol was used during the observations. The lessons had duration of 45 minutes and were observed in the state municipal schools in Strumica in 2019.

Lesson observation 1 - Family ties: reading comprehension (Close-up, student's book for I year)

The aim of this lesson is to read a text and explore the vocabulary connected to family, recognizing information in paragraphs and finally to draw a family tree and encourage the students to talk about family and family ties through given statements. The intended outcomes are to provoke discussions among students and to acquire new vocabulary. During this observation at the state municipal school "Nikola Karev" in Strumica which consisted of 30 students at their first year of their secondary school, I had the chance to observe and learn about the student's culture through the topic of family ties. This lesson was at the beginning of the year and at this period of time students are still shy, not so eager to speak because they are in a new surroundings. The lesson was a good chance to provoke the students to speak, discuss and show their knowledge using this simple topic of family ties. As a usual reading comprehension

lesson, in the pre-reading phase the teacher provoked the students to predict what the text is going to be about by discussing the pictures and giving them a task to write as many words as they can for family members. The students were divided into groups of six and the duration of this task was around 5 minutes interacting within the group. Finally, each group had to present their final thoughts and here the students showed a competitive attitude and this was a great task to engage them and make them feel relaxed and eager to speak and this lasted for 15 minutes. What followed was silence reading and multiple-choice questions in about 10 minutes. While the students were reading the text, the teacher was writing the possible unknown words. For the lesson, materials from the student's book were used and for homework students were about to design their own family tree whereas the teacher will use formative and summative way of assessment.

Finally in the third phase of the lesson, the cultural aims were discussed i.e. the relationships between the people and the members of the family. These aims were successfully achieved with the final task where students were supposed to comment on the following statements with a partner and this task had a duration of 10 minutes:

- Families are like chocolates - mostly sweet, with a few nuts.
- You can choose your friends but you can't choose your family.
- There's no place like home.

These proverbs provoked some very interesting stories through which students have shown their real family ties. Some students openly spoke about members from the family that are not so lovable and are "nuts" having in mind the double meaning of this word which made them laugh a little bit. The second proverb made them think about who is part of their family and that they should cherish the moments with their families because that's the place where they can feel loved. The final sentence provoked interesting stories about travelling, the fact that most of them enjoy travelling but at the end of the journey they still feel happy when they get home. Finally, the teacher set the task for the homework and the ringing of the bell was heard.

The students during the lesson were dedicated to the tasks, and they interacted with each other especially in the final exercise. The communicative method was used hence communication was achieved successfully. The students were interested in speaking and discussing family ties and proverbs connected to the topic. As Yellin (2012) states, using proverbs in English lessons is a door opener for students from different ethnic buckhounds to interact with their classmates from a prior knowledge-based heritage rich with generational discourse. In addition, proverbs serve for edification, teaching, warnings, admonishments, as well as maintenance for the survival of the family, community and culture. In this lesson, the proverbs were used as a tool to promote culture whereas students shared their stories about their families. Students coming from different ethnic communities shared interesting stories in relation to some popular proverbs typical for their culture which made the lesson very interesting.

Lesson observation 2 - What's so funny - skills focusp.20,21 (New Opportunities, student's book for IV year)

This lesson was observed in the state municipal school "Dimitar Vlahov" in a small classroom made up of 20 students. The topic of the lesson itself tells that it will be focused on humor and will evoke a lot of smiles with the students. The intended

outcome of the lesson is to prepare the students to write and tell a joke in English by using the new vocabulary or "play with words" in the target language or translating jokes from the mother-tongue language into English. Charlie Chaplin's picture in the book makes the students feel relaxed and eager to learn some phrasal verbs through a comedy quiz as a task-based activity. In the quiz the phrasal verbs are used and they are supposed to find their meaning in the dictionary in the back of their book. After that followed a listening program about British humor which proceeded with some questions connected to it. Here the students compared their answers in pairs where they had the chance to communicate between themselves and compare the answers with another pair.

What followed was a very interesting task to discuss pictures and decide what is the joke about. After that followed a joke which students have listened and through it they could hear and learn how to tell jokes in English. With the task-based activity students learned the needed phrases and the task prepared them for the final outcome - telling a joke. Finally for homework they were about to prepare a joke in English language and write them on a piece of paper. The teacher told them that she will collect the jokes and they will prepare a wall-paper together next time. The used materials were the student's book and the students were assessed in a formative way during the lesson and will receive a grade for the written joke in English. As Askildson (2005) points out, "humor is not only an idyllic and engaging manner by which the language educator can teach specific elements of the language and culture at all levels of proficiency, but it is rather, given its ubiquity, an entirely authentic medium for the presentation of the language, and one which the learners may put to real communicative use in a variety of language contexts."

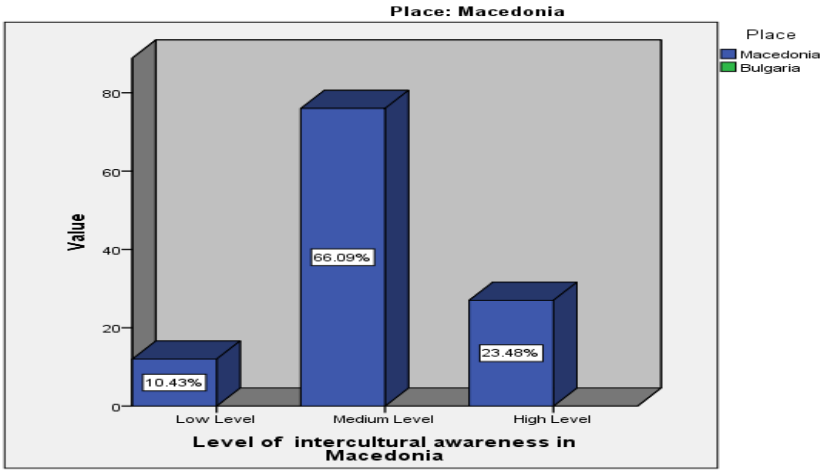
Lesson observation 3 - Stereotypes: speaking and writing p.71 (Think 3, student's book for III year)

This lesson was observed at the state municipal school "Nikola Karev" in a classroom of 28 students. The title of the lesson is "Stereotypes". The teacher raised the question if the students have ever heard of this term. Most of them were silent and were told to read the definition in their book which said "stereotype: a fixed idea about what groups of people are like". The teacher after that started presenting in details using a power point presentation with pictures and examples. This was a very helpful tool for students to get acquainted with the term. The presentation was a teacher-made material while the rest of the materials used were the student's book, the teacher's book and the method used for this lesson is the direct method. After the presentation 10 minutes passed from the lesson and the students were divided into small groups in order to brainstorm stereotypes about their own country. One group is nominated to read the list to the rest of the students, while the others cross off the items on their list and were given 10 minutes for this task. During this phase of the lesson, the students interacted between each other and the teacher monitored their work. After this warm up, students were asked to think about stereotypes about other types of stereotypes - not only about nationalities. What mainly come from all of the groups were the groups of people who live in villages usually have certain prejudice compared to those who live in the city. Another group which was mentioned were teenagers, old people, teachers etc. Students who were eager to speak showed their views about the certain prejudices and a great discussion was raised. At the end of

the lesson, the students were asked to write an article about a national stereotype with some given examples. As Kenneth Beare (2017) points out "in a perfect world national stereotypes would be used less often". But, it is also true that national stereotypes are often used during English language lessons when discussing other countries which can be taken as a positive thing which help students reconsider their own stereotypes which are not always connected to the nationality.

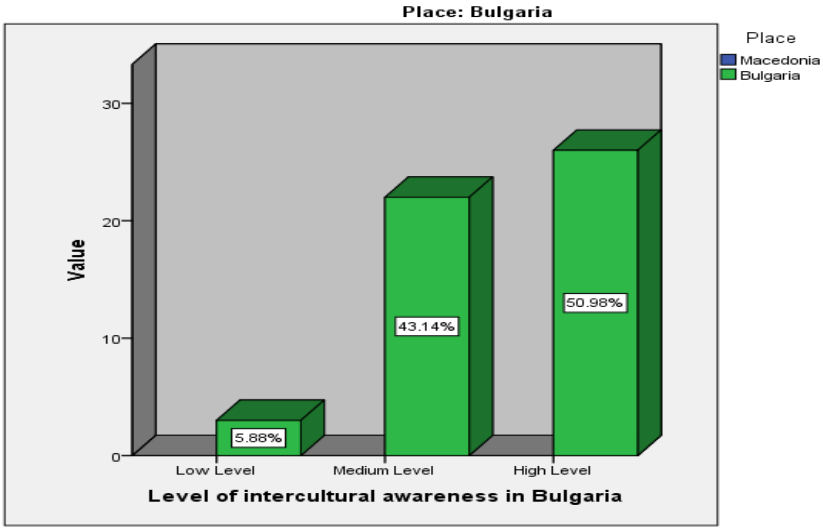
The Situation with ICC in the Republic of Macedonia

In a research[1] considering Intercultural Communication Cognition of English Language Teachers in the Republic of Macedonia and Bulgaria in which teachers and students participated, interesting results were shown and can be seen in the graphs (1 and 2) below:



Graph 1

[1] https://library.seeu.edu.mk/index.php?lvl=notice_display&id=18349



Graph 2

According to the graphs above, the intercultural level is higher in Republic of Bulgaria if compared to Republic of Macedonia in this research in which teachers and students participated and the results show that the participants from Ruse - R. Bulgaria show a higher intercultural awareness in this research. The results can be confirmed by the fact that in both countries the curricula and the number of lessons in English language is not the same. Macedonian students have 3 lessons per week where as students in Bulgaria have 8 to 11 lessons per week and the number varies in accordance to the branch of high-school but still the number is much bigger then what we have in Macedonia. In the recent reforms in the curricula for construction technician in the state vocational schools in R.Macedonia, the number of lessons in English was cut to 2 lessons per week. Another change which was made was that students were not allowed to use the students' books as the rest of the branches of high-school but the teacher had to develop their own teaching materials starting with the English alphabet. This does not correspond to the level of studying English language considering the age and what had the student learned up to that point because learning English language for specific purposes requires upper-intermediate level in order to be able to follow the curricula. To sum up, I would add that our educational system in English as a foreign language must undergo reforms but they should be in accordance to the Common European Framework of Reference for Languages and mainly towards the needs of the students in order to be more competitive within the workforce.

Conclusion

Speaking about the practical implementation of intercultural communication competence and the results from the mentioned research, it can be concluded that the intense nature of intercultural processes in today's society alters communication at

a fundamental level - both in practice and in behavior. Modern socio and psycholinguistic theories and studies call for intercultural discourse to be the key in interpreting social interactions among people in global society. At the same time, it is normal to change the requirements of individual competence, understood as a complex of knowledge, skills and attitudes, allowing the individual to deal effectively with situations that are increasingly determined by cultural differences. In this sense, linguistic competence is interpreted as part of general communicative competence, which defines the close link between the issues of linguistic diversity and the social adaptability of the individual, as well as their importance for social stability, the discovery of a path not only to others but also to oneself. Therefore, it is of the utmost importance to examine the educational aspects of these issues, interpreted in the context of intercultural communicative competence as one of the key objectives of modern education. Intercultural competence is the ability to integrate the competence of teaching in the secondary school which is actually the competence that influences the modern global economy and the multicultural society, while our state educational requirements and programs do not differentiate it clearly. The learning process should extend from the teaching of individual grammatical structures and theoretical knowledge to the promotion of communication skills and the acquisition of intercultural dialogue skills. This is the challenge of the modern world to us and the challenge of the future to our education.

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