

FROM CLASSROOM TO GLOBAL CITIZEN: ASSESSING THE EFFICACY OF INTERCULTURAL COMPETENCE TRAINING

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Relevance of the Study is to navigate diverse cultural contexts effectively among 6-7th graders. This study is relevant as it addresses the need for educational institutions to equip students with the skills necessary for global citizenship. By assessing the efficacy of intercultural competence training it can contribute to enhancing teaching strategies that foster mutual understanding, tolerance, and effective cross-cultural communication.

Aim of the Project is to evaluate the effectiveness of intercultural competence training in improving students' ability to engage in meaningful cross-cultural interactions.

It is widely accepted that the target culture should be acquired with the target language accumulatively. Every student is taught EFL in order to learn how to communicate in it and communication is not culture-free process. Thus, Intercultural Communicative Competence (ICC) plays vital role in developing cultural awareness and promotion of intercultural competence in learners. The term "communicative competence" was brought via the American anthropologist D. Hymes, who speculated that this statement is characterized by its personal standards, that are subject to the guidelines of grammar and the knowledge of which provides the skill to use the language within the manner of communication. [1] The term "competence" itself appeared in the scientific global due to the American linguist, author of the speculation of generative grammar, N. Chomsky, he designated competence as "linguistic", presenting it as a "system of intellectual skills", "a system of understanding and beliefs that develops in early childhood and during interplay with many other factors that decide the styles of behavior".

S.S. Kunanbayeva emphasizes the term "intercultural competence" is also implemented in a broad sense - as the capability to control intercultural communication within the area of cultural studies or intercultural communication, which refers to verbal exchange among members of various cultures. Intercultural and communicative competence is found out via a set of subcompetences: cognitive, communicative, linguocultural, social, sociocultural, conceptual and personality-centered. [2]

- *Linguo-culturological sub-competence*, which forms the primary "conceptual picture of the world" in a linguistic personality on the basis of its culture, as a linguo-cultural reflection of the national linguistic consciousness and mentality;
- *Social and socio-culturological* forms a "secondary cognitive consciousness" in a linguistic personality as a concept and image of the world of another linguo-society and the formation in its cognitive system of "secondary knowledge constructions" that correlate with knowledge about the world and the language of the "foreign language". This type of sub-competence is formed as "new" on the basis of "given" - culture and "linguistic consciousness" on the basis of one's own culture and language;
- *The conceptual sub-competence* that, through language learning, provides a reflection of the conceptually organized representation of the "picture of the world" of another society as a result of a single integrated natural language processing mechanism in the human mind.
- *Cognitive sub-competence* that ensures the formation of language as an integral part of the process of cognition and the formation of thinking. The formation of cognitive sub-competence is manifested in cognitive structures as mental formations, through which a person perceives the world around him and interacts with it as a generalized native speaker,

reflecting the collective consciousness due to the social mentality of the social categories of society;

- *Personality-centered sub-competence* that ensures the use of common cognitive mechanisms in the language, more precisely, regulates the mechanism of language processing in the mind in parallel at all levels - semantic, syntactic, pragmatic. In other words, the personality-centered sub-competence predetermines the reflection by the linguistic personality of such a structure as the concept of the world through the anthropocentric paradigm.
- *Communicative sub-competence*. [3]

The intercultural competence to act (or intercultural communication competence) consists of the traditional language and communication skills, learner-related characteristics, sensitivity, empathy, respect, interactive attitude, ambiguity tolerance, tolerance towards diversity, ability to change perspective on each of the foreign and the own. However that is not enough. To try this, the learner needs metacognitive strategies, e.g. gaining knowledge of and interaction techniques, and the potential to evaluate cognitive in addition to emotional and social behavior. That is a major challenge for foreign language teaching, which should make the learner capable of discussion when meeting a huge variety of human beings. The capacity to engage in talk should enable learners to communicate constructively with people from different cultures, both linguistically and non-lingually.

Language, we know, is a communicative process in its purest form in every society". Culture is transmitted through language, the ability to which distinguishes man from all other beings.

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The experience of intercultural activities and communication between students representing different cultures, in the course of which personal qualities are brought up, knowledge is acquired and skills are developed, is the basis for the formation of intercultural competence. Therefore, for the successful formation of intercultural competence, it is necessary to organize communication and joint activities of Kazakh and foreign students for the mutual study of each other's cultures. Such activities can be implemented in the course of the implementation of an international project and the implementation of the project method of teaching. The most accessible way of distance communication between students from different countries is through telecommunications, e-mail, discussion groups, teleconferences, etc., i.e. in the process of computer-mediated communication (CMC).

In this case, authenticity plays an important role. After all, it is very vital to prepare for actual communication with a native speaker in order to quickly adapt in certain situations. Authenticity in Kazakhstani education has the idea of using various materials, inviting native speakers to foreign language lessons as teachers. In line with Byram and Esarte-Sarries, these materials should contain not only the lifestyle of the language being studied, but additionally the contrast among them, native and studied.

Regarding foreign language books used in our schooling system, they, in most cases, have the character of one-sidedness, since they include data about the culture only about the language being studied, not including the culture of the native language. However in recent years, the Ministry of education of Kazakhstan has taken this hassle under consideration and started working with international publications like Macmillan and Cambridge. At this time, they also continue to work hard to introduce Kazakh culture into the curriculum.

But this is not enough for intercultural communicative competence. Therefore, we came to the conclusion that it would be great if English teachers themselves brought changes to the means

of teaching a foreign language, because a teacher is a person who builds bridges between two cultures.

Since the main aspect in the formation of intercultural competence is linguoculturological, it is necessary to focus on linguocultural tasks when selecting material, while distinguishing the following genres and functional types of texts:

- information and reference texts (announcements, inscriptions, instructions; encyclopedic and reference materials, including electronic, etc.);
- authentic information and advertising texts (newspaper, magazine and educational advertising, responses and reviews of books, films, exhibitions, etc.);
- advertising of films, music, youth magazines, partially adapted and original literary texts corresponding to the level of language training of schoolchildren (fairy tales, fables, excerpts from plays, stories, novels),
- culturally-colored authentic samples of speech acts of a dialogic and monologue nature, taken from works of art, films, in which the embodiment of cultural values in the actions and thoughts of the characters is most clearly demonstrated, poetic texts (poems, songs), youth media materials (news, interviews, blogs), materials of interpersonal interaction (postcards, e-mail).

Students study the traditions of their native and foreign cultures and identify stereotypes of behavior in co-studied cultures, solving cultural studies cognitive and search tasks; take notes: study notes, "cause and effect", ask questions based on the results of active reading, make contrasting notes, Cornell and Venn notes, maps of events, solve "fact versus opinion" problems, synthesize key categories, fill in cultural circles and vocabulary squares, analyze metaphors, act as generators of questions.

In order to include linguistic and cultural information in situational and communicative activities, students are offered:

- search and game tasks aimed at: developing the sharpness of socio-cultural observation; identifying similarities and differences in social and cultural characteristics of foreign and native cultures;
- culturally-oriented discussions;
- culturally-oriented projects aimed at: obtaining information about a foreign culture, developing teamwork skills; development of cultural creativity; comparison of native and foreign cultures;
- culturally-oriented role-playing games / problem-communicative foreign language tasks are aimed at: identifying behavioral features in co-studied cultures; identifying the features of speech behavior in a foreign language culture;
- debates: "for and against", debates based on the text, book, mini-debates (debate with a list).

According to the 4 levels of national level system of teaching English language in the Concept for the Development of Foreign Language Education of the Republic of Kazakhstan by Kunanbaeva S.S. grades 5-10 are determined to reach A2 level.

Level of basic sufficiency - (corresponding to level A2 on the European scale of competencies)

The formed composition of competencies at the stage of level formation basic sufficiency are: linguo-culturological, socio-cultural, cognitive, communicative competencies.

The simulated forms of speech and types of speech of communications at the stage of formation of the level of basic sufficiency are: dialogue - questioning; dialogue-exchange of views; dialogue-conversation.

Types of oral and written communication: description, narration, reasoning, communication with elements of reasoning, explanation, definition, evaluation.

Types of written speech works: personal email, text, message, exposition, autobiography, SU.

The basic sufficiency level descriptors are:

- mastery of the language system and ways of its use in intercultural and communicative activities;
- mastery of the system of speech and communication as the readiness and ability to carry out the following communicative acts:

- express, convince, convincingly communicate information within the framework of the studied functions and express their point of view on the problems of art and culture (theaters, films, books, music, etc.);

- to express their point of view on the educational topic with discussion and refraction through their own experience of perception, a system of assessments (social, social and cultural spheres);

- maintain a conversation or discussion (take part, without preparation, in a conversation on a familiar topic in a specific situation, follow the conversation and understand clearly spoken speech addressed to him, if necessary, ask again, express his own emotions and respond to them (annoyance, sadness, interest, indifference, etc.).

-In the field of oral and written forms of communication: - willingness and ability to convey information, to inform the interlocutor; to be interested, to ask for information, to interrogate, to question; advise, recommend; to convince, to warn; characterize with the help of value judgments; express sympathy-antipathy, interest-indifference, hope, sympathy.

- During the dialogue, the ability to hold the partner's attention; exercise interest; solve the problem of lack of words through their approximate replacement, gestures, facial expressions; carry out self-correction in case of reservations; speak clearly and slowly and, if necessary, repeat what was said; make up phrases by connecting simple groups of words with the help of unions;

- In monologue speech:

- describe situations or events in the form of a series of consistent statements within the framework of the basic topics of the social, social, cultural and educational and professional spheres of communication with refraction through one's own perception experience;

- retell the plot of the book or film and describe your reaction to it with the argumentation of your point of view;

- make a simple pre-prepared report on a given topic

During written communication:

- write simple connected texts;

-describe familiar objects/objects or real events within the framework of topics and subtopics;

- write short, simple essays on topics of interest; - write short reports, simple in form and content, with factual information of a daily nature and an explanation of the necessary actions;

During listening, the ability to understand:

- simple informational messages on the topic of professional life professional life;

- a conversation on the studied topics, subject to a clear normative pronunciation;

- follow the addressed speech of the interlocutor;

- information on the radio and TV program in a recording with a clear standard pronunciation;

- the main provisions of news bulletins on the radio and elementary texts on familiar topics in slow motion recording;

- most of the television programs on topics of interest (interviews, short lectures, reports);

While reading skill:

- view the text on electronic and paper carriers and find the necessary information;

- find and understand the necessary information in everyday material (letters, brochures, short official documents);

- establish the logic of reasoning on the topic of the text without details;

- identify the main provisions of a simple newspaper article on a familiar topic;

- read and understand simple texts with factual information on a topic of interest;

Methodology

The study involved 10 English teachers who were distributed to answer to questionnaire and the interview. In addition, an online questionnaire was distributed to students in grade 9, more specifically, 44 students of D.Konayev BINOM School-Lyceum.

Data collection Instruments that were used for this study : (a) an initial face -to-face interview (b) questionnaire for students. An interview was conducted in both Kazakh and English languages, according to the preferences of the teachers, to encourage a trusting environment that

enhanced dialogue. But the questionnaire for teachers was conducted in English language only. Questionnaire for students was conducted particularly in both languages too. Students were allowed to answer in both languages.

Findings and discussion

Data analysis showed that EFL teachers can identify the term culture in several ways, nevertheless the perception of culture in the teachers affect the way they teach the language by conducting culture-based materials. The findings made it possible to observe how deep the term culture is understood by the teachers.

By exploring the concept of Intercultural Communicative Competence among teachers, it was important for us to understand how much they remember what this term represents and how common the term Intercultural Communicative Competence is among secondary school teachers. After all, proper understanding of the integration of language and culture well and being able to successfully explain and show it to students in the English classroom directly depends on teachers. The answers made it clear that 4 of 7 teachers were not aware of what the term ICC represented. When they were asked to try to guess the meaning of ICC and its application, it was clear they had a superficial but common understanding about Intercultural Communicative Competence. Nevertheless, remaining EFL Teachers shared their thoughts about the ICC.

Teachers notice that culture, as an integral part of language, must be learned along with it. However, the books used in the primary grades generally include some information about the food and holidays of Britain, students start more extensive study of cultural values only in **secondary school**, as textbooks intended for secondary school students (grades 5-9) give more in-depth information about the various cultural characteristics of the above-mentioned nation.

The last questions of the questionnaire were devoted to the difficulties of integrating the culture of a foreign language in the English language classroom and have they ever been in need of additional materials that will help students to understand the specific cultural topic. As it turned out, most teachers would like to have a quick reference book containing basic knowledge of cultural aspects of English language.

The students' answers reveal that 34,1% of the whole group do not know meal names, 38,6% cannot determine the time (A.M. P.M. hours). 27,3% of the students cannot identify the holiday of Halloween and 29,5% is not aware of Union Jack. The last question is devoted to the parts of the UK, the most chosen variant -29,5% of the students believe it consists of Scotland, England and Wales. 20,5% have chosen England and Scotland, 15,9% - Northern Ireland, Scotland and England, and 27,3% of the whole investigation group have chosen the correct variant. The research data reflected unfavourable outcome for the raising cultural knowledge in students.

The second section of data analysis that aimed to investigate to what extent intercultural competence knowledge is carried out in English language teaching classroom, shows that every activity that is mentioned in the 2nd table take place occasionally («sometimes») as in view of the fact that this variant has been chosen most of the time. Taking into account students' top-rated topics that they find exciting to explore, we gained a lot of knowledge that been successfully used in this project's final product and methodology.

Therefore, we came to the conclusion that it would be great if English teachers themselves brought changes to the means of teaching a foreign language, because a teacher is a person who builds bridges between two cultures.

Conclusions

With regard to teaching English, this study concludes that intercultural communicative competence (ICC) is crucial, particularly among sixth and seventh graders. The results of the study show that although teachers understand the value of incorporating cultural components into language learning, there is still a lack of resources and awareness regarding how to successfully apply ICC in the classroom. Many EFL teachers are not well-versed in ICC, which affects their capacity to effectively communicate cultural knowledge to students. Additionally, students

demonstrate a poor understanding of important cultural ideas associated with the English-speaking world, which emphasizes the need for improved teaching methods. In the end, the research supports the concept that language acquisition is intrinsically linked to culture and that cultivating intercultural competency is crucial for

Ultimately, the study reinforces the idea that language learning is inherently connected to culture and that fostering intercultural competence is essential for preparing students for effective global communication. Given the increasing importance of cross-cultural interactions in today's world, equipping students with the ability to navigate different cultural contexts is more crucial than ever.

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