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Second International Scientific Conference

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FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

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INTERCULTURAL COMMUNICATION IN ELT

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Abstract: English language teaching has inevitably developed towards intercultural communication especially in countries where English language is not a native language. The globalization of the world, the immigration of people in Europe and overseas and the diverse nature of many societies have caused the ICC to become a trend not only in the field of ELT but also in other disciplines such as: business and economy, communication, art, marketing etc. The idea of intercultural communication is to break down the barriers among people of different cultures by learning and appreciating each culture, avoid stereotypes and accept every culture as it is. Intercultural communication cognition of English language teachers is necessary in the English classroom because it is about the ability of teachers to incorporate intercultural communication knowledge, attitudes and awareness towards other cultures. Intercultural communication is becoming essential part of the education system nowadays because of globalization, immigration and the multicultural work environments. The need for training, knowledge and research in this field is increasing because of the recent trends in education.

Key words: *ELT, Intercultural Communication, culture, knowledge.*

Introduction

A very famous proverb in English says “When in Rome, do as the Romans do”. Some English teachers use this proverb to explain why students have to be aware of other people’s culture. According to the Cambridge Advanced Dictionary this proverb means “something that you say that means that when you are visiting another country, you should behave like the people in that country”. In this case the Roman behavior is the intercultural communication gap. The origin of this proverb goes back in history when St. Augustine arrived in Milan to assume his role as a Professor of Rhetoric for the Imperial Court where he noticed that the Church did not fast on Saturdays as it did in Rome. He became very confused and consulted another wiser man Ambrose who was the Bishop of Milan. He exclaimed: “When I am at Rome, I fast on Saturday; when I am at Milan I do not. Follow the custom of the Church where you are.” So, in 1621, the British author Robert Burton, in his classic writing *Anatomy of Melancholy*, edited St. Ambrose’s remark to read: “When they are at Rome, they do there as they see done.” When people travel in different

surroundings, they can face some challenges as it was the case with St. Augustine. If one is not aware of the culture, traditions, art in the country they travel, they can either face the culture shock or have problems with the locals. That is the reason why learning about other cultures is important. Not only for travelling or entertainment, but for other reasons such as education or business.

Culture is something that cannot simple be observed. It is something that consists of many levels. If you visit a community for a short time, you only see the surface i.e. the social etiquette but its deepest layers are not visible to the eye. In order to understand culture one needs to realize that cultures have different conducts, values, beliefs specific of that particular community. Many of the aspects that constitute a person are often shaped by his/her culture. According to Kohler's study (2015):

"Culture is a human phenomenon; it is the way we are, both physically and mentally. It is both a state in which each of us exists and a process which changes constantly according to the individual, the time, and the place. This combined state and process called culture affects us all as we respond to others, to events, and to the environment." (p. 14)

This means that individuals are able to see and observe the conduct of others through their own perception and perception is very often shaped by culture. It actually influences how individuals interpret things. If an individual accepts and values different cultures without having certain prejudice about them it does not mean that they are happy with that. Nobody is obliged to share their habits and norms. What is needed is appreciation and showing respect to other people's languages and cultures (Bennett, 1993). If an individual is aware only about their own culture this gives them certain limitations of accepting different cultures. Edward Hall points out that "We should never denigrate any other culture but rather help people understand the relationship between their own culture and the dominant culture. When you understand another culture or language, it does not mean that you have to lose your own culture." (Sorrells, 1998, p. 70) In connection to this, the intercultural element of teaching English as a foreign language should require teachers to pay attention and respect the home culture and language. The learning materials should implement aspects of the home culture and non-native teachers should possess the ability to move between the home culture and the target culture.

Cultural awareness is very important when it comes to communication with people from different cultures. The reason is that people observe, assess and interpret things in another manner. Sometimes, cultural misunderstandings make the business harder to expand, develop or even make it impossible. It is by every mean essential to increase cultural awareness and knowledge of intercultural communication because of the different aspects of people's lives and this can help people further increase the awareness of their own culture.

Intercultural communication

The idea of intercultural communication is to break down the barriers among people of different cultures by learning and appreciating each culture, avoid stereotypes and accept every culture as it is. Nowadays, people live in a digital era and contact more and more as a result of the emergence of the Internet. The Internet enabled people to communicate with other people from different linguistic and cultural backgrounds. Communication is achieved because of different reasons: business, cooperation, science, education, mass media, entertainment, tourism but also because immigration brought about by labor shortage or political conflicts.

Intercultural communication has been an important issue since 1959, when Edward T. Hall introduced this term in his book *The Silent Language*. This book is sometimes called "the field's founding document". He was one of the first researchers to differentiate cultures on the basis of how communications are sent and received and managed to define intercultural communication as communication between persons of different cultures. Within the books of this field, intercultural communication competence is almost synonymous with communicative competence but gives emphasis of the cultural context (Chen & Starosta, 1996).

The reason why culture is something that one should be aware of it is that people need something to rely on. Everyone needs some moral and legal rules to follow and obey in order to know whether what is being done is right or wrong. Culture is what makes people feel part of something, and this is an inevitable desire of every human being. People want to know that they are a part of something and that there are other people who share their views, opinions and experiences. Culture and intercultural communication are inevitably connected. Culture gives essential information to communication. This brings understanding through a common background of mutual experiences, histories and geographical location. Shared experiences over the years and centuries create culture which is essential for understanding and communication. As Helen Spencer Oatey points out "the shared assumptions of a group of people help to interpret the behavior and words of those in and outside the group" (2012). She explores the interactive accepts of cross-cultural communication. Cross-cultural communication is not the same as intercultural communication. From one hand, cross-cultural communication is not about the communication of people from different cultures but the comparison of their differences across culture. This means that cross-cultural communication is comparative in nature and deals with the communication patterns of different cultures. On the other hand intercultural communication examines how the specific cultural differences affect the interactions of the people involved in that communication. (Gudykunst, 2002).

A bad intercultural training will be focused on stereotypes. "Good training avoids stereotyping, and encourages trainees to change their view in the light of what they observe" (Gibson, 2002). The prime aim of intercultural

communication is to break the barriers of communication by acquiring knowledge of the different cultures, accepting them as they are make the communication possible even if there is a big cultural difference between the two interlocutors. Thus, developing the intercultural dimension in language teaching involves recognizing that the aims are: 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, et al., 2002).

Intercultural Communication - a needed component in ELT

Foreign language teaching and learning has gone through major changes over the past years. Replacing the old grammar-translation approach with the communicative and audio-lingual method and the practices of real-life situations, most of the educators have moved from pedagogy to language acquisition and learning. According to the theory of Stephen Crashen (1958), the unconscious development of the target language system happens because of the usage of the language for real communication (p.1). From here, learning would be related to the conscious representation of grammatical knowledge and non-spontaneous processes. Thus, students who read literature books can acquire better communicative and linguistic competence. Speaking about English language teaching, students become aware of certain culture very often through literature texts. Using literature texts are not so useful if only taken as tools to improve students' knowledge in the language. As Corbett (2003) posits, the primary aim of the foreign language teacher is to help students understand texts in a foreign language and to cope with, mediate between or even enter into 'cultural texts' (if seen as social practices).

Culture is a human phenomenon i.e. it tells us who we are on a physical and mental level. It is the way people live in the community. Humans learn the traditions, beliefs and values in the community and all these change throughout their life and experience. Byram's Multidimensional Model of Intercultural Competence (1997) puts emphasis on the attitude i.e. "he uses words such as openness and curiosity to explain his conviction that an individual must remain open to learning about new beliefs, values and worldviews in order to participate in relationships of equality" (Moeller and Nugent, 2014). Because culture is who we are and how we live and this process is changeable, those changes bring new challenges in the society. Globalization, migration and the mingling of cultures in one place or community has made this world highly multicultural. Globalization brings the need to interact and have different kinds of relationships with people from different cultures. It creates a new challenge for people who are to cross the borders of the countries altogether with their cultural boundaries. English language is studied in primary schools starting from the first grade today.

This was not the case ten or twenty years ago. Students had studied from their fifth, then from their fourth, some classes were experimental and now, even children who do not go to school start learning it. According to Byram there are different viewpoints of studying languages: “Employers see language learning as one of the essential skills in international trade – and almost all trade is now international – and parents see the acquisition of languages, particularly English, as an important way of investing in their children and giving them the social and cultural capital they will carry forward into future generations” (Byram, 77).

Conclusion

However if students enter an intercultural classroom, the teachers must guide their students and describe the environment and when this happens than the learning is learner-centered, engaging, interactive, participatory and cooperative. It is very important to point out that nowadays teachers are not expected to do the drilling and transmit information to students but they have to turn the learners into researchers, analyzers learn them to think critically and express their opinions through authentic texts, multimedia materials and in this way the environment is going to be a learning environment where knowledge, opinions and new values are to be shared. If teachers become aware that language skills and knowledge need to be connected to the intercultural competence, students will feel that energy also and will show much better results. That is the reason why the intercultural competence is essential in achieving goals on an international level and more precisely by implementing intercultural competence in education a bigger cultural awareness can be attained.

The ultimate goal of an IC approach is not so much ‘native speaker competence’ but rather intercultural communicative competence and this includes the ability to understand the language and behavior of the target community and explain it to members of the ‘home’ community. The Intercultural approach trains learners to be diplomats i.e. able to view different cultures from a perspective of informed understanding and this aim displaces the long-standing objective of ELT – to attain ‘native speaker proficiency’. Finally, culture means the characteristics and knowledge of a particular group of people, defined by their language, religion, cuisine, social habits, music and arts. In addition, Intercultural communication means the communication between people from different cultures. Intercultural communication is needed because improving the language one does not need to acquire the native speaker proficiency but rather to improve the reading, writing, speaking and listening skill and of course the cultural skill.

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