

TARTU UNIVERSITY OF NARVA COLLEGE

DIVISION of FOREIGN LANGUAGES

Dinara Alijeva

THE USE OF VIDEOS FOR DEVELOPMENT OF PUPILS'
INTERCULTURAL COMPETENCE IN FORMS 6-9

Bachelor`s Thesis

Supervisor: Anna Golubeva, MA

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PREFACE

Globalization has resulted not only in mixing of nationalities and languages, it has also brought along such a phenomenon as multiculturalism. Cultural awareness is a very important aspect of any modern system of education, where the aim is to develop the intercultural competence of students. The topic of the present Bachelor's thesis is the use of videos for development of pupils' Intercultural Competence in forms 6-9. The thesis aims at providing explanations of intercultural competence and studying how this competence can be developed in foreign language classroom by dint of using informative videos.

The Bachelor's paper consists of four parts: the Introduction, two core chapters and the Conclusion. The Introduction describes the globalization of English language, discusses new ways of language teaching and the use of videos as a teaching element of culture. Chapter I provides definitions of intercultural competence. Chapter II is focused on the analysis of using informative videos in developing of the intercultural competence in Forms 6-9. The Conclusion sums up the results of the analysis and comments for the hypothesis.

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INTRODUCTION

Out of all artificial languages (also sometimes referred to as constructed languages) that humankind has ever developed none of them has become a worldwide language in the modern world. Natural languages, in turn, are actively used by people for communication at international level. English language was established as working language at the United Nations. English language has secured itself an important place among other languages which leads to a question as to what rationale behind this choice is.

The English language is native for more than 365 000000 people living in 12 countries of the world (List of languages by number of native speaker 2010: table 2), which include the USA, Canada, England, Australia, New Zealand, etc. (English language 2013: para.1) In more than 30 countries across the world, as for example, in India, Singapore or in Philippines and in many others, English is widely used on a state level together with national languages. The English language holds the first place in the world of foreign languages that are studied in secondary schools and higher educational institutions as well as in various educational courses for adult learners. Russia as an example of a country where approximately 70% of the students of secondary and higher educational institutions study the English language. Moreover, in Germany 45% of the interviewed participants of the survey on a public opinion claimed that they have a good command of the English language. Furthermore, in Italy fluency in English is regarded as a mandatory condition for occupying the majority of posts related to maintenance of modern equipment. (The role of English in the modern world: 2013)

English language skills are becoming a standard among the scientific-technological elite in the majority of developed countries. It is also the principal communication tool for making contact between foreign tourists and staff on all continents. It is said that currently there are nearly 1 billion people, that is 1/5 of the total population on Earth, who possess English language skills to some degree (The role of English in the modern world: 2013).

Over the last years the question regarding the application of new information technologies in secondary school has been raised more and more often. New technologies do not include only new technical devices but also new forms and methods of teaching and new approach towards learning. The primary goal of learning a foreign language constitutes formation and development of the culture of communication and learning the practical approach to language acquisition. (Bim 2002:31)

It is an important teacher's task to create the situations involving communication, whether real or imaginary, in the foreign language lesson using various methods and techniques, such as role play, discussions, creative projects, in order to do so. The task of introducing students to cultural values of the native speaker's nation is no less significant. In pursuing these goals the use of authentic materials (drawings, texts, audio and video recordings) are crucial.

One might advise to provide the learners with the visual image of life, traditions, and language realities of English-speaking countries. Use of educational video programmes might contribute to achieving this goal since the use of programmes enables the development of the intercultural competence. Due to the fact that the present work is focused on development of the intercultural competence it is necessary to analyse the impact the use of the video and exercised based on this video might have on the learning process in the English language lesson. The hypothesis of the present paper is the use of culturally-informative videos supported by specially developed tasks helps students develop their intercultural competence through introducing them realia of the English-speaking culture and society. With the help of cultural-informative videos and exercises on the basis of these videos students acquire factual knowledge about the culture and society, video clips and exercises allow students to compare different English-speaking cultures and see differences and similarities between them. Furthermore, the video clips and exercises help students develop positive attitude to English speaking cultures through broadening their horizons.

The choice of the topic of the present thesis was influenced by the development tendency of education and a modern society which currently stands at a postindustrial informational level of its evolution and is characterized as a society with interaction of various cultures.

I do believe in significance of fostering in young people the respect for other nationalities and tolerance towards cultural difference, therefore, preparing them for a life in a multicultural and multilingual society. In the future my students will behave at equal level with language speakers and will be able to relate native culture to the one that is studied.

Modern world is a visually directed world. Students of a new age belong to generation that has been raised under the influence of information technologies. It is what demands the necessity of widening the forms, methods and tools of education. I believe that computer equipment, communication devices and video produce should be actively used during the formation of the intercultural competence. This will enable to increase the efficiency in the use of video methods and inform the learners regarding the studied matter more fully and accurately, thus adding to the formation of the intercultural competence which is indeed the basis of the culture of international communication.

CHAPTER I. THE INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE TEACHING

Contact with other language and culture provides an excellent opportunity in development of intercultural competence. Once intercultural contact has begun, intercultural competence development generally evolves as an on-going and lengthy process, occasionally with periods of regression or stagnation, but more commonly with positive results and no end point. Different people have different aims and motivations in achieving intercultural competence. Some individuals want to obtain native-like behavior in the host culture, others just want to feel acceptance and for still others simple survival may be ample for them. (Fantini 2005: 1)

The term “Intercultural Competence” is in wide use today. But what exactly is intercultural competence? Hundreds of definitions of intercultural competence have been given by researches worldwide. This chapter presents definitions of intercultural competence, based on a survey of literature.

1.1 The notion of the Intercultural Competence

The intercultural competence has been defined by numerous scholars. Alvino Fantini defined it as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini 2006 : 12). More explicitly, it expresses

“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” (Sercu et al 2005 : 2).

For Meyer (1991: 137) the intercultural competence identifies “the ability to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representatives of foreign cultures”. According to Michael Byram, the intercultural competence is “an individual`s ability to communicate and interact across cultural boundaries” (Byram 1997 : 7). Byram has defined five components of intercultural competence. In the book “Teaching and assessing intercultural communicative competence, 1997” Byram describes a five-factor model of intercultural competence implicating the following:

1. The *attitude* factor aims to the “ability to relativize one`s self and value others. It includes curiosity and openness, readiness to suspend disbelief about other cultures and belief about one`s own”. (ibid : 91)
2. The *knowledge* factor refers to the “knowledge of social groups and their products and practices in one`s own and in one`s interlocutor`s country, and of the general processes of societal and individual interaction”. (ibid : 51)
3. The skills of interpreting and relating implies “the ability to interpret a document or event from another culture, to explain it and relate it to documents from one`s own”. (ibid : 52)
4. The skills of discovery and interaction implicate “the 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.”(ibid: 99)
5. The last factor is critical cultural awareness. It comprises “the ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one`s own and other cultures and countries”. (ibid: 101)

As distinct from Michael Byram (who distinguishes five basic elements of intercultural competence), Brent D. Ruben distinguishes seven basic elements of intercultural competence. They are: display of respect, interaction posture, orientation to knowledge, empathy, role behaviors, interaction management, and tolerance of ambiguity. Display of respect refers to the “ability to express respect and positive regard for another person” (Ruben 1976: 339). Interaction posture relate to “the ability to respond to others in a descriptive, non-evaluating, and nonjudgmental way” (ibid: 340). Orientation to knowledge refers to the ability to recognize “the extent to which knowledge is individual in nature” (ibid: 340). Empathy is the ability to "put oneself in another's shoes" (ibid: 340). Role behaviors express an individual`s ability to be flexible in different group situations (ibid: 340). Interaction management refers to the ability to take “turns in discussion and initiating and terminating interaction based on a reasonable accurate assessment of the needs and desires of others” (ibid: 341). Finally,

tolerance of ambiguity refers to the ability “to react to new and ambiguous situations with little visible discomfort” (ibid: 341).

Taylor (1994: 154) indicated that intercultural competence is “an adaptive capacity based on an inclusive and integrative world view which allow participants to effectively accommodate the demands of living in a host culture”

As can be seen from definitions above, nevertheless authors use different words and phrases, the meaning of intercultural competence is alike. More distinctly and in a short form the notion of intercultural competence defines Bennet - “the ability to think and act in interculturally appropriate ways”. (Comparative study of Chinese and Indonesian Intercultural Sensitivity 2011: para.1)

1.2 The Intercultural Competence Development in Education

Education in a global community implies that students need to develop their knowledge of different cultures and languages, and an understanding of the relationships between cultures and languages. Intercultural teaching implicates that language teaching is not only teaching about another culture, it is also teaching language learners about their native culture by contrasting it to the target culture. Intercultural teaching helps to expand the traditional boundaries positioning language learning. It positions language learning as a dual endeavor thereby learners not only learn the invisible cultural features of a foreign language, but they also learn how to distance themselves from their native culture environment. This distance helps learners to see their native culture for the first time as what it really is and that it is just one possible world view and not the only world view. (Crozet 1999:123).

According to Tomalin & Stempleski (1993:7-8), the teaching of culture has the following seven goals:

- “- To help students to develop an understanding of the fact that all people exhibit culturally –conditioned behaviors.
- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave.
- To help students to become more aware of conventional behavior in common situations in the target language.

- To help students to increase their awareness of cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate student`s intellectual curiosity about the target culture, and to encourage empathy towards its people.”

As we know from the previous subchapter, Michael Byram distinguishes five elements of the intercultural competence - attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness. In addition to this, he points out three categories of location for acquiring intercultural competence. From Byram`s (1997: 65) perspective, there are three categories of location for acquiring intercultural competence: the classroom, the pedagogically structured experience outside the classroom, the independent experience.

The Classroom

It has been traditionally acknowledged that the emphasis in cultural learning in the classroom is placed on the acquisition of knowledge about other countries and cultures. The classroom provides both teachers and students with the space needed for presentation of knowledge in a systematic and structured manner thus contributing to the better traditions of language teaching. Added to that, when acquisition of skills take place in the classroom the whole process of learning can be performed under the guidance of a teacher. Finally, reflection on and analysis of the skills and knowledge acquired does not solely relate to those received in the classroom walls but extends beyond them, therefore, giving students a chance for the acquisition of attitudes and opinions regarding their experiences outside of the classroom. (Byram 1997:65)

It has also been suggested that the understanding of the process of intercultural communication can be gained in the classroom. Taking into account that the basis of international relationships is knowledge about mutual perceptions, the link between different countries and cultures becomes apparent. Once the learners become aware of the features of the national memory of another country, the image their nation have in another country`s dominant culture as well as other general perceptions (both of foreign and home societies) they also get familiar

with the common made assumptions which have strong impact on communication. In order for this process to develop, knowledge about other aspects or dimensions of communications has to be involved with dysfunctions as a possible side-effect. One might draw as an example non-verbal processes the acquaintance with which took place through the observation of examples of communication breakdown. Another example would be taboos on topics of communication or on proxemics behaviour. (ibid : 66)

The classroom also allows teaching the learners the skills of interpreting and relating documents and events. Knowledge and skills are inter-related ('know that' and 'know how') and the classroom provides teachers and learners with the opportunity to practice and reflect upon the skills of 'reading' a document – or an event in a document such as a video-recording – in a time dimension without the pressures of interaction. Given the fact that source of the skills of interpreting and relating is knowledge, it can be suggested that certain methods combining the two in pedagogically accepted ways need to be established. The idea is also supported by some textbooks ('Typisch Deutch?'). (ibid :67)

Upon closer examination of the issue in question the evident link can also be found between skills of interpreting and relating documents or events and the skill of discovery. Although the latter includes objectives of 'eliciting from an interlocutor the concepts and values of documents and events' and, in fact, presumes personal contact - that contact does not necessarily have to take place outside the classroom. Owing to the advanced development of telecommunications, the immediate communication is now possible in the classroom by means of electronic mail, facsimile or video-conferencing as well as 'offline' exchange of information through international mail can bring both textual data and other artefacts to the learners in the classroom. The obvious advantage of the classroom learning in all scenarios is that learners can acquire, and do so under the supervision of their teacher, skills of eliciting meanings of unknown words and notions and analyse the efficacy of their attempts at doing so. (ibid: 67)

Fieldwork

The idea of fieldwork, with the latter being often designed in collaboration with learners, lies within the combination of a pedagogical structure and educational objectives outlined by the teacher. Fieldworks may be of a different nature: from a short-term visits of a group of learners under the guidance of their current teacher to long-term period of independent residence of a learner with limited or no contact at all with her/his fellow classmates or the teacher. Notwithstanding the type of fieldwork learners are engaged in, it still has both prospective and retrospective relationship with the classroom. In a fieldwork embarked upon an individual the classroom learning is likely to be separated from it in time and space as opposed to the group fieldwork where the teacher and learners are together in one time and place. This, in turn, allows participants to work equally in the field and in the classroom and undoubtedly strengthens relationship between the two worksites. (ibid: 68)

Although fieldwork helps learners to develop all skills it is perhaps the skill of interaction that benefits the most from it. Fieldwork gives learners a chance to apply their understanding of relationships to specific situations and subsequently discover and interpret new data. Learners' knowledge base can be enlarged by adding to it the new data leading to a generalizable system of explanation. Moreover, participation in interactions allows the learners to experience communication under time pressures and to realise the importance of non-verbal behaviour. However in order for this to work the effort on the part of the teacher should be done and the responsibilities taken to ensure a pedagogical structure and systematic experience are provided to the learners. The latter constitute the main difference between the fieldwork and independent experience. The focus during the fieldwork is set neither on the methodology that is involved in the process nor on the evident need for teacher training and education although these matters have been treated elsewhere. (ibid: 69)

In attempt to outline the most significant advantage of the fieldwork one might suggest that it can be found in the context of attitude objectives. Despite the benefits of the classroom learning it, as opposed to the fieldwork, still cannot always imitate the challenging effect which a totally foreign environment has on a person by affecting all five senses. Thus students who engage in the fieldwork that is involves long-term separation from their family and friends, teachers and fellow

students are more likely to develop attitudes such as ability to cope and overcome different stages of adaptation, engagement with unfamiliar conventions of behavior and interaction as well as finding an interest in other cultures which differs from the one of tourists or business people. It has to be noted this experience leads to learning only if it is related to the reflection on and analysis of it in the classroom. An important condition for attitude development such as unconscious responses to otherness can be made more apparent and isolated for reflection in the classroom. This again demands teacher training. (ibid: 69)

Independent learning

Independent learning can be defined as a factor in lifelong learning that can be both subsequent to and simultaneous with classroom and fieldwork. The necessary condition for its development is the capacity of learners for continuous reflection upon as well as development of their knowledge, skills and attitudes following the previous training. Otherwise, experience of otherness in one's own environment or in another country remains mere experience. The process of evolution of experience to learning required learners to become autonomous in their ability to refine and increase their knowledge, skills and attitudes. (ibid: 60)

That being said, a requirement for a classroom methodology becomes more apparent since it allows learners to acquire explicitly the underlining principles of the skills and knowledge they are taught as well as the means of generalizing them to new experience. Only if these conditions are met it could be said that a learning biography exists and expectations that cultural learning will develop and happen rather outside of the classroom than inside, both consecutively and simultaneously, are justified. Should the aforementioned scenario take place, the assessment has to be adjusted too by including all learning done whether inside of beyond the classroom walls. The primary question would be what learning has, in fact, taken place rather than about whether acquisition the content of the material taught in the classroom or on fieldwork happened or not. (ibid: 70)

1.2.1 Teacher's Awareness of the Target Culture

Language teachers are thus expected to help to develop in their learners' intercultural competence. In order to make intercultural learning process more

effective, teachers should obtain an additional knowledge, attitudes, competencies and skills to the ones hitherto thought of as necessary and sufficient for teaching intercultural competence in a foreign language. So as to develop learners' intercultural skills, attitudes and knowledge teachers need to revise their professionalism in foreign language teaching. Teachers need a suitable sociocultural knowledge of the target language community, frequent and various contacts with it and a thorough command of the pragmatic rules of use of the foreign language in context that may be considered to belong to their professional sphere (for example staying with a foreign colleague to organize class exchanges). (Sercu 2005: 5)

Table 1.1 (see Appendix 1) shows how familiar with the different cultural topics teachers deem themselves to be.

“The topics have been ranked from least familiar to most familiar on the basis of the mean scores obtained for each topic. Scores between 0.01 and 1.00 show that teachers consider themselves ‘not familiar at all’, Scores between 1.01 and 2.00 that teachers consider themselves ‘not sufficiently familiar’, scores between 2.01 and 3.00 that teachers consider themselves ‘sufficiently familiar’, and scores between 3.01 and 4.00 indicate that they consider themselves ‘very familiar’. According to table 1.1 we see that teachers in the different countries replied very similarly. Teachers in all countries say that they are most familiar with aspects of ‘daily life and routines, living conditions, food and drink, etc.’, and least familiar, yet still sufficiently familiar, with international relations. They consider themselves very familiar with ‘daily life and routines’, ‘literature’, ‘history, geography, political system’ and ‘traditions, folklore, tourist attractions’ and sufficiently familiar with ‘education, professional life’, ‘values and beliefs’, ‘different ethnic and social groups’, ‘youth culture’, ‘other cultural expressions (music, drama, art)’, and ‘international relations (political, economic and cultural)’. These findings suggest that teachers feel sufficiently well equipped for culture teaching in the traditional sense of passing on knowledge about the target culture.”(Ryan: 2005:42)

1.3 The Intercultural Competence in FLT

Culture and language are tightly connected with each other and have a profound influence on non-verbal and verbal communication. A person needs to possess a number of intercultural competencies and characteristics for to be able to cope with intercultural experiences. These competencies and characteristics imply that a person is able to look upon oneself from the outside, to see the world thorough the others' eyes, to appreciate others' points of view, to use culture learning skills, to read the cultural context, and the main goal is the understanding that people cannot be reduced to their collective identities. This process includes changes in attitudes, beliefs, identity and values. (Sercu et al 2005: 2).

Foreign language learning has always involved acquiring elements of the target language culture. Setting priorities for teaching or learning a foreign language involves choosing the most suitable model of communicative competence to follow. Acknowledging that the intercultural competence is an inseparable element of the intercultural communicative competence, as in Byram's model (1997), seems to be a natural approach in most European educational contexts.

So as to clarify the concept of the intercultural competence in teaching and learning English language as foreign language, Michael Byram uses five basic *savoirs*.

	Explanation	How can this aspect / competence be developed in the foreign language classroom?
<i>Savoirs (Knowledge)</i>	<ul style="list-style-type: none"> - not primarily knowledge about a specific culture but rather knowledge of how social groups and identities function (own and others) - knowledge of social processes, + knowledge of illustrations of those processes and their products -Knowledge about how people see oneself as well as knowledge about other people -knowledge about self and other -knowledge of interaction (individual and societal) 	<ul style="list-style-type: none"> -guest speakers -facts (films, texts, authentic material) - working with stereotypes in class

	<p>- positive and negative stereotypes a person has about his/her culture</p> <p>-hetero-stereotypes (positive and negative stereotypes a person has about other cultures)</p> <p>-knowledge about social interaction</p>	
<p><i>Savoir comprendre (skills of interpreting and relating)</i></p>	<p>Ability to interpret a document/event from another culture, to explain and relate it to documents/ events from one's own culture, learners relate oral and written texts to each other and try to interpret each in the light of the other, involves the skill of mediation.</p>	<p>Tasks that allow careful reading, analysis, interpretation of texts – in order to achieve a change of perspective. Creative tasks working with literary texts (writing new scenes, new ending), look at action in literary text from the point of view of minor characters, Projects and simulations - learners experience a situation from different cultural point of view (how does the American school work – what is a typical day like at such a school), role plays and certain games.</p>

<p><i>Savoir – être</i> (Attitudes)</p>	<ul style="list-style-type: none"> - attitudes, values (one holds because of belonging to social groups or to a given society) - attitudes of the intercultural speaker and mediator - foundation of intercultural communication - Curiosity, openness, readiness to suspend disbelief about other cultures and belief about one's own , willingness to relativise one's own values, beliefs, behaviors, willingness not to assume own beliefs etc. are the only possible and correct attitudes. - ability to 'decentre' – ability to see how own values, beliefs, behaviors might look from the perspective of an outsider who has a different set of values, 	<ul style="list-style-type: none"> - using brainstorming - visual aids when working with texts to create curiosity and interest - using texts written by or about learners from other cultures telling about their lives - children's and young adult literature (opportunity of identification) - authentic texts brought by learners (songs, interviews) - virtual and face-to-face encounter projects (e-mail, exchange): getting-to-know phase important, cultural similarities in forefront)
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	beliefs, behaviors	
<i>Savoir – apprendre</i> <i>(skills of discovery and interaction)</i>	<ul style="list-style-type: none"> - ability to acquire new knowledge of a culture/cultural practices and to operate knowledge, attitudes, skills in real-time communication and interaction 	<ul style="list-style-type: none"> - comparing e-mails - face-to-face and virtual encounter projects (web cam) - chat rooms - student exchange - study visits – ethnographic observation tasks (sounds, images, smells ...) - negotiation of cultural misunderstandings - role plays, critical incidents
<i>Savoir s’engage</i> <i>(critical cultural awareness)</i>	<ul style="list-style-type: none"> - ability to evaluate critically on basis of explicit criteria, perspectives, practices, products in one’s own culture / other cultures, countries - closely connected with cultural studies - dealing with speakers from another culture always involves the evaluation of a culture this often leads to an exchange of stereotypes (aim- 	<ul style="list-style-type: none"> - critical comparison

	deconstruction of stereotypes) - aiming for a critical evaluation of another culture; development of all the other 4 levels / competences necessary, including a critical perspective on one's own culture.	
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(Hartmann: 2007)

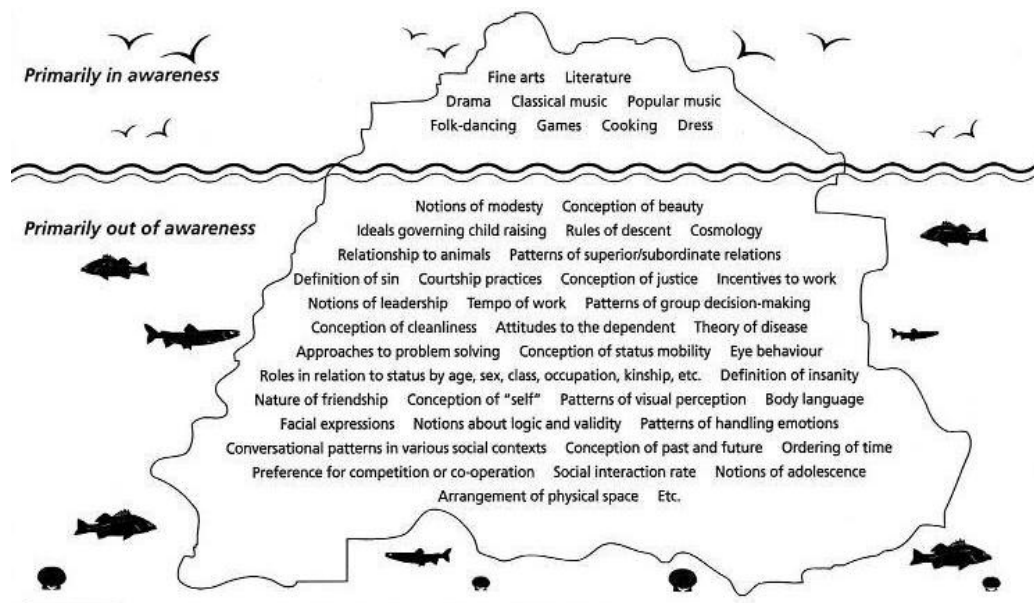
According to this table we can see that Michael Byram distinguishes five basic elements in developing of the Intercultural Competence. These elements have also been given labels in French: savoir-être - attitudes, savoirs - knowledge, savoir comprendre - skills of interpreting and relating , savoir-apprendre - skills of discovery and interaction , savoir s' engage - critical cultural awareness. These are the elements of communicative and intercultural competence defined as an aim for foreign language teaching and learning. First element is knowledge (savoirs). It requires knowledge about social groups, stereotypes, understanding the ways in which culture affects language and communication. To develop this element, foreign language teachers can invite foreign guests to give an opportunity to students to listen the real speech, to know about general beliefs or stereotypes. Second element is savoir- comprendre (interpreting and relating). It requires the ability to interpret something in the light of the other and the ability to relate and interpret cultures. To develop this element, teachers should use creative approach, for instance, working with literary texts where students can use their imagination and write their own endings or tasks that allow careful reading, analysis, interpretation of texts in order to achieve a change of perspective. Next element is savoir-apprendre (skills of discovery and interaction. Savoir-apprendre refers to the ability to learn cultures and assign meaning to cultural phenomena in an independent way. (Foreign language teachers and intercultural competence, 2005, page 4). To develop this element, students can do role plays or if a school can afford student exchange, it will be a good way to develop skills of discovery and

interaction. Next element is *savoir-etre* (attitudes). It refers to the capacity to not to assume own beliefs as it is the only possible and correct or the ability to see how own values, beliefs, behaviors might look from the perspective of an outsider who has a different set of values, beliefs, behaviors. To develop this element students can use texts written by or about learners from other cultures telling about their lives or authentic texts brought by learners (songs, interviews). And the last element is *Savoir s'engager* (critical cultural awareness). *Savoir s'engager* closely connected with cultural studies. The notion of *savoir s'engager* is that each language expresses and organizes the world differently resulting in different perspectives and systems, which foreign language learners should seek to be able to understand. This element involves exchanging and deconstructing of stereotypes.

1.4 The Cultural Iceberg

Culture is "an integrated system of learned behavior patterns that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes -- its systems of attitudes and feelings. Culture is learned and transmitted from generation to generation." (Kohls1996: 25)

One of the most recognizable models for teaching cultural awareness is cultural iceberg. Cultural iceberg is corresponded to a typical iceberg. Like an iceberg, cultural iceberg has two parts- visible, which is easy to identify and know and invisible - this part of culture has been termed as 'deep culture'(Hanley 1999: para.7). Visible elements at the tip of the iceberg represent behaviors or aspects of a society which are apparent when we first get into a new culture. This part includes surface culture and elements of folk culture - the arts, folk dancing, dress, cooking, language, law etc. Invisible part includes such elements as the definition of sin, concept of justice, work ethic, eye behavior, definition of insanity, approaches to problem solving, facial expression, and approach to interpersonal relationships. By dint of using this concept of culture, students will understand that culture includes visible and invisible features, they will identify features that all cultures have in common. The visible part of an iceberg is one-ninth of it and hence students will understand that the true mass that forms a culture is below the surface and not visible. In addition, students can analyze how the invisible aspects of culture influence the visible ones.



(Hanley: 1999)

There are various approaches to studying the intercultural competence in the world – both in education and everyday life. In order for the intercultural competence to be developed in the classroom, the learners have to possess certain skills like ability to acquire new knowledge, desire to discover, ability to relate their own culture to another one, ability to interpret and cooperate as well as skills of assessing their own and foreign cultures. These skills are outlined by Michael Byram, who sees the intercultural competence as a combination of five elements - knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness. Therefore, Byram's concept lies in the basis of the present analysis while the second chapter is focused on developing exercises which contribute to developing of such elements in the classroom.

CHAPTER II.

THE USE OF VIDEO MATERIALS IN THE CLASSROOM FOR DEVELOPMENT OF PUPILS' INTERCULTURAL COMPETENCE

Foreign language mastery goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. One of the challenges in learning foreign language is the lack of communication with native speakers and the use of foreign language outside school walls. Therefore, the teacher's main goal is to try to create real situations of communication in foreign language lessons and to familiarize students with culture of the target language. Students lacking motivation to learn a language need variety and excitement. In order to form positive relation to a language, lessons must be entertainment and saturated. In view of the fact, that I will be a teacher of English language, my objective is to inform my students about the English-speaking culture and lifestyle. To form strong and positive motivation to learning a foreign language, teachers use different ways of teaching, including new methods. The approach, I would like to research is using short, cultural- informative videos. They are: Homes in Britain, Food in Britain, Schools in Britain, The Statue of Liberty, Independence Day, Australian Culture, Australian Aborigines.

One might not argue that fieldwork or other methods of teaching are indeed exiting and emotional experience which appeals to many learners. However the classroom work learning does not need to be boring and textbook based. Provided the activities during the lessons are properly designed and developed by the teacher taken into the account the need and interest of a target audience, the classroom learning can be both entertaining and effective. The exercises given below demonstrate the balance between entertainment and learning that can be achieved in the classroom.

2.1 Activities on the Basis of Informative Videos (Schools in Britain, Homes in Britain, Food in Britain, The history of the Statue of Liberty, Independence Day in USA, Australian culture, Australian Aborigines)

SCHOOLS IN BRITAIN

First video is 'Schools in Britain'. Before watching this video, teacher offers children to discuss advantages and disadvantages of their schools. Then, a teacher gives one minute to have a look at exercise they are going to do during watching the video.

Exercise 1

Choose the right answer:

1. Most children start primary school at the age of:
a. 5 b. 7 c. 4
2. Children go to secondary school at the age of....
a. 10 b. 11 c. 12
3. All children stay at Secondary school to the age of....
a. 16 b.17 c.15
4. At the age ofchildren take GCSE examinations.
a. 17 b. 15 c.16
5. In John Mason school, students go to school from....
a. Monday to Friday b. Tuesday to Friday c. Monday to Saturday
6. School starts at....
a. 8 o'clock b. 9 o'clock c. 10 o'clock
7. Many British children only learn a foreign language from the age of....
a. 11 b.12 c. 10
8. A break for lunch is....
a. one hour b. two hours c. 30 min.
9. School day finishes about....
a. 4 o'clock b. 2 o'clock c. 3 o'clock

Exercise 2

Watch again and cross out the incorrect answer in the sentence below:

1. After GCSE examinations about **30/50** percent of students leave school.
2. The others usually study **3/2** subjects for two more years
3. On average there are about **22/33** students in a secondary school class and about **27/32** are in primary school class
4. **Most/some** students bring sandwiches for lunch.
5. Students also play **rugby/ chess**.

Exercise 3.

Role-play. Pair-work.

Partner A.

Imagine that you are a presenter of British school magazine. You are going to interview a student about his/her school life. You want to find out how much he/she enjoys school. Prepare your questions. (Look at the box for help)

What time do you finish..?

What time do you start..?

How many days a week..?

What subjects are you good/bad at?

What do you think about..?

What is your favorite subject?

Do you eat in canteen?

Partner B.

British school magazine presenter is going to interview you about your school life. Prepare your answers. (Look at the box for help).

Think about:

Start and finish times

Homework

Favorite subjects

Canteen

School days

Teachers

Best friend

HOMES IN BRITAIN

The second video is 'Homes in Britain'. Before you watch this video, think about what do you know about homes in Britain?

1. Where do most British people live?

- a. Flats b. Houses

2. What do British people prefer most?

- a. Bathroom b. Shower

3. The living room is also called the..

- a. hall b. sitting room

4. How many cups of tea does the average British person drink a day?

- a. over 8 b. 3-5 c. 1-3

After discussing this, a teacher gives one minute to have a look at exercises children are going to do during watching the video.

Exercise 1

Answer the questions:

1. What do the Robinsons do in their living room?
2. How many cups of tea does the average British person drink a day?
3. Where do the Robinsons usually eat?
4. When do the Robinsons eat in their dining- room?

Exercise 2

Try to complete sentences with words from the box.

a fridge, a cooker, pets, gardening, computer, flats, houses, living-room, special meals, writer, an oven, a microwave, a sink, a kettle

1. Some people live in _____.
2. Most people live in_____.
3. The Robinsons relax in the_____.
4. A typical British kitchen has a _____, _____, _____, _____, _____, and _____.
5. The dining-room is a room for_____.
6. Mrs. Robinson is a _____.
7. Over a quarter of British homes have a _____.
8. A lot of British people really like _____.
9. The British are very keen on _____.
10. The most famous home in Britain is _____.

Exercise 3

Watch the video without sound and make notes.

What can you see in the rooms and in the garden?

The living-room	Julie`s room	Their parent`s room	The study	Tom`s room	The bathroom	The garden

Compare Robinsons` house with your own. What can you see in your rooms?

The living room	Kitchen	Your room	Bathroom

Exercise 4

Work in pairs and discuss:

Is the Robinson`s home very different from your home. Make a list of the differences. The pair with the most differences is the winner.

Exercise 5

Make a group of three or four. Imagine that you are architect-designer. You are going to build your dream home. Plan it:

- Where the house is? (town or city)
- Location (suburbs or centre)
- Type of material (wood, brick house, bearing-wall house)
- Type of house (Condo, Detached house, Semi-detached, Terrace house)
- What is near your house?
- The number of rooms
- Upstairs and downstairs
- The furniture
- The colors
- The garden
- Any pets
- The number of floors
- Neighbours
- Any game areas (courts or golf course)

FOOD IN BRITAIN

The third video is 'Food in Britain'. Before watching this video, discuss the following questions:

- Describe a traditional meal from your country
- What do you usually eat for breakfast/lunch/ dinner?
- What is your favorite drink?
- What is your favorite snack?
- Do you like fast food?

Exercise 1

Try to complete the sentences with number from the box.

42	300 000 000,	12 or 13,	6 or 7
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1. Lunch is about _____ o'clock.

2. Dinner is usually about _____ o'clock.
3. London has restaurants from over _____ different countries.
4. British people eat _____ servings of fish and chips a year.

Exercise 2

Fill in the gaps.

1. The traditional English breakfast is _____, _____, _____, _____ and _____.
2. At lunch time people usually have a break of _____.
3. Most people buy their food from _____.
4. Most people have their _____ in the evening.
5. Britain has a lot of _____ restaurants.
6. The British also go out to eat traditional food like _____ and _____.

Exercise 3

Read the statements and tick whether the statement is true or false.

1. Milkmen usually bring milk after breakfast.
2. British people often eat traditional breakfast.
3. The Robinsons usually prepare their own food.
4. Pizza and Pasta are not popular in Britain.
5. Chinese and Indian restaurants are very popular in Britain.
6. Fish and chips are very expensive.

THE HISTORY OF THE STATUE OF LIBERTY

The forth video is 'The history of The Statue of Liberty'.

Before watching this video, teacher offers children to discuss the following questions:

- Do you have any statues or monuments in your country?
- What do you know about it?
- Have you ever heard about The Statue of Liberty?
- Where is it situated?

Exercise one

Fill in the gaps.

1. The statue of liberty stands on an island in _____.
2. A _____ named Frederic Auguste Bartholdi visited America in _____.
3. The Statue of Liberty was to be a present from the people of _____ to the people of _____.
4. In her left hand she would hold a tablet with the date _____, _____, written on it.
5. The arm holding the torch was sent to _____ for America`s 100th birthday celebration in _____.
6. Afterward, it stood in Madison Square in New York City for a number of years.
7. In _____, Liberty was completed.

Exercise 2.

Tick the true sentence or correct it.

- Frederic Auguste Bartholdi had created many statues and monuments.
- The Statue of Liberty was no a special one for Frederic Auguste Bartholdi.
- The Statue of Liberty was as a remembrance between two countries Britain and America.
- The date July4, 1776 is the date when the Declaration of Independence was signed.
- The America`s 100th birthday was in 1874
- Liberty`s head was shown at the World`s Fair in London.

Exercise 3

Watch again and answer the questions

1. What do The Statue of Liberty symbolizes?

2. How many steps a person need do climb to reach the crown?
3. Why did Frederic Auguste Bartholdi decide to make The Statue of Liberty very large and very strong?

INDEPENDENCE DAY (UNITED STATES)

The fifth video is ‘Independence Day’. Before watching the video think about national holidays in Estonia?

What is your favorite one and why?

Exercise 1

Fill in the gaps.

Independence day is an American national holiday that celebrates the adoption of the formal declaration of independence on _____, _____. This landmark document decreed that the thirteen colonies were no longer part of the _____ and had become independent states. The declaration came about thanks to Richard Henry Lee of Virginia who proposed its` creation. Founding father _____ advanced the idea of the manuscript and the committee of five led by chief Alfred Thomas Jefferson composed the written draft. The final added a version of the declaration of independence was approved on _____. In it was one of the most famous sentences in the English languages which outlined the belief system of this new country and became a cornerstone of American society –‘We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness’. In _____-a celebration of Independence Day became a paid federal holiday. All traditions continue as well for example at military bases a fifty gun salute is fired to commemorate the each of the fifty states. Today, Independent Day is a promenade summer time event.

Exercise 2

Write five questions about Independence Day in the table. Do this in pairs/groups. Each student must write the questions on his / her own paper.

Without your partner, interview other students. Write down their answers.

QUESTIONS	STUDENT 1	STUDENT 2	STUDENT 3
1.			
2.			
3.			
4.			
5.			

Return to your original partner(s) and share and talk about what you found out. Make mini-presentations to other groups on your findings.

AUSTRALIAN CULTURE

The sixth video is 'Australia culture'. Before watching this video, think about cultural features in your country?

Exercise one

Choose the right answer.

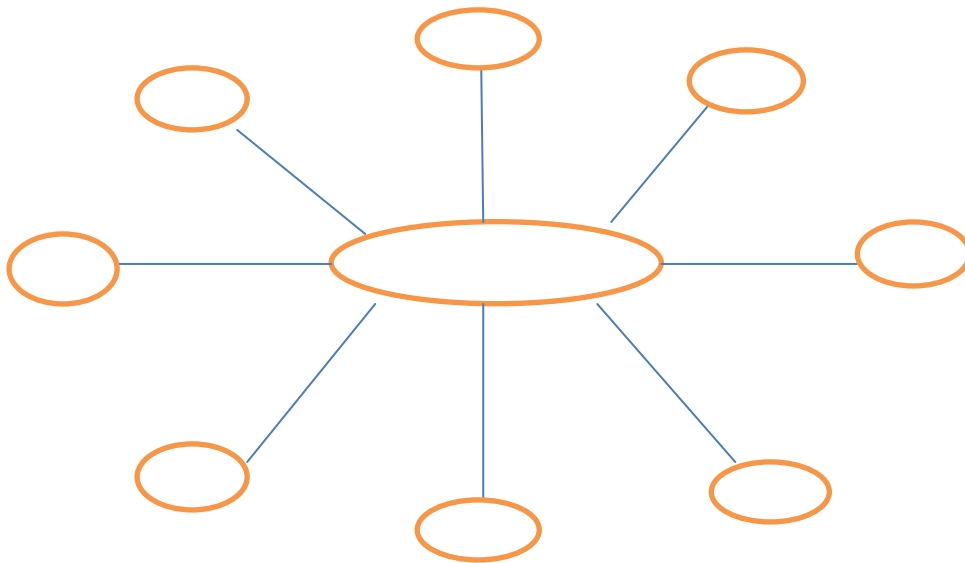
1. The main language is _____.
 - a. English
 - b. French
2. The dominant religion is _____.
 - a. Christianity
 - b. Buddhism
3. The British colonized Australia in _____.
 - a. 1745
 - b. 1798
4. The British used It as a _____ colony.
 - a. penal
 - b. strict regime

5. Aboriginal people had been in Australia for _____ years.
- a. fifty thousand b. thirty thousand
6. Australia declared Federation in _____.
- a.1904 b.1901
7. After the _____ World War Australia opened its doors to the immigrants
- a. Second b. First

AUSTRALIN ABORIGINES

Before watching a video about aborigines, teacher gives a small piece of paper to each student with such questions:

Which associations do you have with the word *aborigine*?



Exercise one

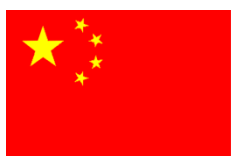
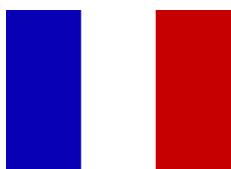
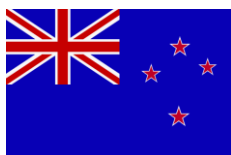
Tick the correct statement.

1. Most people believe that aborigines came to Australia from Asia 25000-130000 years ago.
2. They had settled in the deserts of Australia
3. Aborigines belonged to large tribes
4. The aborigines have always been very religious people

5. Their religion is called ‘the dreaming’ or ‘the dreamtime’.

REVISION EXERCISES

What is this country famous for? Connect pictures.



As it can be seen, this exercise includes not only British, American and Australian elements of culture, but French and Chinese. It might be useful for learners, because it encourages learners' interest towards searching new facts and information about other countries they already know something about. Therefore, it can be a promoting basis in knowledge of other cultures.

CONCLUSION

The present research was aimed at providing explanations of the intercultural competence and studying how this competence can be developed in foreign language classroom by dint of using informative videos - Schools in Britain, Homes in Britain, Food in Britain, The history of the Statue of Liberty, Independence Day in USA, Australian culture, Australian Aborigines. Chapter II provides exercises, which are focused on developing of Byram`s elements of the intercultural competence. These exercises are - choose the right answer, tick the true sentence or correct it, answer the questions, cross out the incorrect answer, put the correct information in each column, role-play, pair work or group work, complete sentences with words from the box, fill in the table, exercises for discussion, fill in the gaps, true or false statements, choose the right answer, associations. Exercises, such as choose the right answer, tick the true sentence or correct it, fill in the gaps, complete sentences with words from the box help students to develop their knowledge skill. Role play promotes the development of attitude skills. Skills of interpreting and relating develop by dint of using such exercises as exercises for discussion, fill in the table, put the correct information in each column. Skills of discovery and interaction improve by dint of using associative exercises, pair work or group work. Exercises, where students can discuss or evaluate develop critical cultural awareness. Therefore, the the use of culturally-informative videos supported by specially developed tasks helps students develop their intercultural competence. The hypothesis was proved.

The process of acquiring of the intercultural competence does not happen overnight, it can be compared with a journey, where every step brings a student closer to his/her final destination – having the cultural awareness at the same level with the native speaker.

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SUMMARY IN ESTONIAN

Globaliseerumine on viinud mitte ainult rahvuste ja keelte segamisesse, vaid ka sellise nähtusesse nagu mitmekultuurilisus. Kultuuriteadlikkus on väga tähtis aspekt tänapäevases haridussüsteemis, kus on eesmärgiks mitmekultuurilise pädevuse areng õpilastel. Käesoleva uurimuse eesmärk on kultuuridevahelise pädevuse mõiste selgitus ning õppimine, kuidas pädevust saab arendada võõrkeele tundides informatiivse video abiga.

Käesoleva diplomitöö koosneb neljast osast: sissejuhatus, kaks peatükki ja järeldused. Sissejuhatus räägib inglise keele globaliseerimisest, keele õppimise uutest meetoditest ning video kasutamisest kui kultuuri elemendist. Esimene peatükk selgitab mõistet - kultuuridevaheline kompetentsus. Teine peatükk analüüsib informatiivsete videote kasutamist - kultuuridevahelise kompetentsuse arendamisest 6-9 klassides.

Bakalaureusetöö praktilise osana käesoleva uurimuse autor töötas välja harjutused, mis esitlevad teiste riikide kultuuri ja reaalsust ja aitavad arendada kultuuridevahelist pädevust. Töö hüpotees oli edukalt tõestatud.

Appendix 1

	GRE	MEX	BUL	SPA	SWE	POL	BEL	MEAN
Index	2.98	2.97	2.97	2.94	2.91	2.90	1.97	2.95
International relations	2.70	2.76	2.53	2.43	2.91	2.90	2.49	2.65
Different ethnic and social groups	2.70	2.78	2.63	2.80	2.81	2.59	2.73	2.72
Other cultural expressions	2.79	2.93	2.76	2.63	2.70	2.55	2.72	2.73
Youth culture	2.76	3.00	2.73	3.09	2.53	2.62	2.67	2.77
Values and beliefs	2.76	3.02	2.79	2.71	2.64	2.80	2.86	2.80
Education, professional life	2.89	2.91	3.00	2.77	2.84	3.08	2.93	2.92
Traditions, folklore, tourist attractions	3.18	3.05	3.07	3.03	3.15	3.11	3.23	3.12
History, geography, political system	3.21	3.00	3.20	3.00	3.24	3.12	3.30	3.15
Literature	3.32	2.95	3.50	3.37	3.21	3.06	3.15	3.22
Daily life and	3.42	3.34	3.43	3.57	3.39	3.55	3.59	3.47

routines								
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Scores ranging between 0.00 and 4.00:

0.01– 1.00 = not familiar at all; 1.01 – 2.00 = not sufficiently familiar; 2.01– 3.00 = sufficiently familiar; 3.01– 4.00 = very familiar.

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The use of videos for development of pupils` Intercultural Competence in Forms 6-9.

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