⊙ **Research Article**

FORMULATING INTERCULTURAL COMPETENCE ON EFL LEARNERS

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ABSTRACT

This article discusses the methods of formulating intercultural communication on EFL students. And also describes contents of linguacultural competence, through different sources including audio, texts, media, etc. Besides these possible methods and techniques which are helpful in teaching cultural communication to the students have been analysed.

KEYWORDS

Intercultural competence, media content, formulation, ESL, EFL, sociolinguistics, techniques.

INTRODUCTION

Knowing foreign languages does not mean that the person can communicate in that or this language. Being aware of Linguistic competence does not always guarantee the successfulness of communication other competences are needed also. Taking into consideration until the 50th the last century the language was taken only in written texts and works written by the writers. Language was implied as a structural and isolated. Intercultural communication as a field of study began after World War II. Several centuries ago the world seemed small, and most people only communicated with others much like themselves. Being interculturally aware of the usage of language can help to communicate successfully

through the people who are belong to different cultures.

Before diving deep into the crux point of the issue I want to differentiate ESL and EFL. So as it is known in our country we learn English as a Foreign language, which means English is not considered as a second language in our educational facilities. It is taught in India, some African republics and European countries as a second language. So the question arises which is easier to teach intercultural communication to ESL classes or EFL? This is not easy question to reply. To answer this firstly we have to define the culture and how it is connected to language.

As it is known culture consists of the shared beliefs, values, and assumptions of a group of people who learn from one another and teach to others that their behaviours, attitudes, and perspectives are the correct ways to think, act, and feel.

We think of intercultural communication as interaction between two people from different countries. While two distinct national passports communicate a key part of our identity non-verbally, what happens when two people from two different parts of the same country communicate? Indeed, intercultural communication happens between subgroups of the same country.

Culture is part of the very texture of our thought, and we cannot separate ourselves from it, even as we leave home and begin to define ourselves in new ways through work and achievements. Every business or organization has a culture, and within what may be considered a global culture, there are many subcultures or co-cultures. . For example, taking into consider the difference between the blue and white collar workers in a corporation. We can quickly see two

distinct groups with their own symbols, vocabulary, and values.

One of the main problems in teaching intercultural communication is that teachers who teach on this subject mainly focus on culture itself. I several times observed the classes and concluded. Students and teachers always discuss on the cultural differences for example, the compare Japanese and Mexican cultures etc.

But the main core is omitted, formulating interculturally competent to my mind is closely connected thought, what to say and what words should be chosen in different situations while communicating through individuals from different culture backgrounds. Consider that in our culture we have several addresses to whom the individual whom we don't know about. It is natural to call amaki, aka, hola etc. But if is it possible to translate the words into other language and use them to people culturally different. Do they accept the concept as Uzbek people do? Of course it is impossible because language and our mental thought is closely connected to each other. Our culture operates the usage of words situationally. In order to culturally being aware individuals need to know psycholinguistics, sociolinguistics. In addition to the above samples we can illustrate other examples. It is commonly used in Uzbek "I'll be back in five minutes". The notion time is received differently in different cultures. The amount of time elapsed before being considered late for an appointment varies widely from culture to culture. The Japanese are extremely prompt in meeting with someone at an appointed time. It is considered very rude to keep someone waiting even for several minutes. Many Japanese students have never been late for a class. In contrast, individuals in the Middle East are extremely relaxed about punctuality.

Thus there are lots of techniques teaching culture. For instance, Hughes" (1994: 167-168) list of techniques for teaching cultural awareness includes eight "vehicles" which he considers the most practical. Chastain (1988: 308-315) entitles the chapter where he describes methods of teaching culture.

There are list of techniques and activities is compiled from various sources and are mostly meant to be used in class.

Creating an authentic environment. Displays, posters, bulletin boards, maps and realia can create a visual and tangible presence of the other culture, especially in real life situation where language and culture are taught in foreign country.

The cultural aside. Its helps to create a cultural content for language items as well as helps learners to make mental associations similar to those that as native speakers.

The slice-of-life technique. This is a technique that the teacher explains or describes a partial situation from other culture life in the beginning of the lesson. This may include a music or short video from other culture.

The culture capsule. This technique leads the students making oral presentations about another culture both in class and at home. One of the pros of this technique close-packed and practicality.

The culture cluster. By clustering culture the students feel confident in this or that culture preparing different activities including role-plays.

The self-awareness technique. This technique helps the learners to compare cultures from their backgrounds.

To sum up, a great variety of techniques, ranging from short activities to more time- consuming student research and internet-based activities, allow teachers to bring some element of culture into almost every language class. Using different media sources also can help students being culturally aware of the usage of language. Media sources tech students not how to think, but what to think about.

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