Formation of Intercultural Competence in the Process of Learning a Foreign Language Through Authentic Video

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Abstract. The scientific work is dedicated to the study of the process of learning a foreign language as a term of intercultural communication. In the modern world, interaction between people from different linguistic and cultural backgrounds occurs constantly. With the development of technology and transport, and the growth of immigration, more and more people are traveling around the world, and society is becoming more diverse. The modern methodology of teaching foreign languages aims to use a number of technological means to fulfill the educational goal. One of these learning tools is video.

Video is one of the most popular ways to bring information to students, which can be a useful source of knowledge for both students and teachers. This is especially true for foreign language teachers who aim to develop students’ language skills of speaking, listening, reading and writing. Foreign language teachers can find a number of learning opportunities that can be used to great advantage in the classroom.

1 Introduction

The use of language plays an important role in cross-cultural communication. It is closely connected with our and foreign-language identity, as well as connected with the groups to which we belong, and with our social position in society. In a multilingual world, we sometimes think that successful communication is just a matter of whether people speak the same language. However, communication is much more than language.

Today we communicate beyond national borders through conversations and emails, chatting, blogging, search engines. Language helps to shape culture and vice versa, and learning another language offers us the opportunity to understand someone else's culture.
2 Research methodology

The problems of acquiring intercultural competence when learning a foreign language have attracted the attention of many scientists. Such scientists as F. S. Batsevich, V. M. Manakin, B. Müller-Jacquier, K. Thomas and others made a significant contribution to the study of the problem [1, 2, 3, 4].

The relevance of this work is due to the fact that modern global socio-political and economic changes arouse considerable interest in the culture of other peoples as determining the conditions for learning a foreign language, and require clarification of a number of issues related to the phenomenon of acquiring intercultural competence.

The object of the research is the study of a foreign language.

The subject of the research is the study of a foreign language as a condition for intercultural communication.

The research material is authentic video related to British culture, stories and poems by O. Henry.

The goal of the study is to identify the essence of the concept of intercultural communication and to determine the specifics of the emergence of intercultural communication within the framework of the process of learning a foreign language.

Research objectives:
- to analyze the existing definitions of the concept of intercultural communication;
- to identify the principles and conditions of the existence of this phenomenon;
- to establish the role of language in the conditions of intercultural communication;
- to explore effective ways of using materials of cultural heritage, traditions and customs.

To solve the tasks, the following research methods were used: the method of component analysis, comparison, modeling, descriptive and comparable method.

3 Results and Discussions

Cultural competence is the key to development in the modern world. The study of language inevitably involves the study of different cultures [5, p. 189]. Students learn about culture both in language classes and through meaningful experiences.

Learning a foreign language involves mastering not only language forms, but also ways of thinking and behavior. With the help of a teacher, students can study stereotypes of different cultures related to national food, appearance and speech styles.

Therefore, in order to communicate effectively with other cultures, people should be ready to adapt to new situations, respect other ways of perceiving the world. When language skills and intercultural competence are combined during language learning, students prepare for active participation in the functioning of the global world.

The modern methodology of teaching foreign languages aims to use a number of technological means to fulfill the educational goal [6, p. 314]. One of these learning tools is video.

Video is one of the most popular ways to bring information to students, which can be a useful source of knowledge for both students and teachers. This is especially true for foreign language teachers who aim to develop students’ language skills of speaking, listening, reading and writing [7]. Foreign language teachers can find a number of learning opportunities that can be used to great advantage in the classroom.

Thus, the video will develop the critical thinking of students and motivate them to express their opinions in a foreign language [8]. It is important that every foreign language
teacher has the opportunity to integrate video technologies into the classroom and into the language learning process.

As we noted earlier, the object of the phenomenon of intercultural communication when learning a foreign language are stereotypes, norms of behavior, socially normalized habits, traditions, rituals, etc. That is why authentic videos on the topic "Traditions, customs and holidays of Britain" serve as the material of our research.

In order to study effective ways of using video when learning a foreign language, it is necessary to define the concept of video. Video is a short film or a recording of an event made with the help of digital technologies, which is viewed on a computer, especially through the Internet [9].

The benefits of using video in a learning environment are numerous. Among them:

- better sensory experience than when using printed materials;
- a resource that can be viewed from anywhere on the planet;
- improved memorization;
- help in studying all subjects;
- improving the level of digital literacy and communication;
- facilitating distance learning opportunities;
- strengthening the involvement of students in the learning process [10].

Its convenience and versatility make video useful for students, teachers and educational institutions. During the training, shorter video (5-10 min.) help students to assimilate information without overloading it. Longer videos are also effective, but their total duration should generally be limited to no more than 30 minutes.

Video provides detailed information about interesting and sometimes strange British traditions, which are still adhered to. The video material provides a number of such traditions, each of which has a separate title. We set the following tasks for viewing:

1) discussion of the presented topic, the answer to the teacher's question;
2) watching the video;
3) highlighting the main thing during viewing;
4) understanding the main idea;
5) confirming or refuting the teacher's statements after watching the video.

After watching it, the students and teachers should do several exercises to control the understanding of what they listened to. They discuss its main idea, do exercises to confirm or refute the statements that are formed according to the content of the video.

In order to form the intercultural competence of students, it is also necessary to study the national holidays of the country whose language they are studying. That is why the next task related to the cultural identity of the UK is a video on the topic “British Holidays - New Year's Day". In this video, the speaker provides a detailed overview of the famous holiday - the New Year, telling how it is celebrated in Britain, from clothes to decorating houses and Christmas trees. After watching it, students have to retell the content of the video in English and translate new words and phrases that are displayed on the projector in the form of a list. Among the tasks to view the video material are:

1) formulation of the main idea of the listener;
2) retelling of the content in English;
3) translation of lexical units.

Listening to authentic texts and live speech contributes significantly to the development of students' speech abilities. The next video material that should be brought to work in the audience is a video with a survey of Englishmen on the streets of London. Each person who participates in the survey answered the journalist's questions about Christmas, its
celebration and expectations. Residents of London told about the gifts they expect and the dishes they will cook. Teacher set the following tasks for viewing:

1) identifying and writing out unfamiliar words and phrases;
2) determining the main idea
3) control of the understanding of the text by performing a test to restore the released elements of the sentence.

In order to understand the culture of the country whose language the students are studying, it is necessary to know its national food as well. We advise to choose a video with a full overview of the main British dishes called “British Food”. In addition to an accurate understanding of the text, the tasks for this video should be:

1) drawing up a list of national dishes;
2) writing down a brief description of each of them.

After viewing, the students complete exercises in which it was necessary to decide whether the submitted proposals are correct or not.

It should be noted that when studying linguistic and cultural topics about the foreign country, it is sometimes very difficult for them to imagine the overall picture of the foreign-speaking world. How do the British behave? What time do they get up in the morning? What do they eat for breakfast? Do they really like to work in kindergarten so much? Students and teachers find the answer to these and many other questions thanks to an interesting video featuring famous actors – Emily Blunt and James McEvoy. Before the screening, the students answer the question of whether they are familiar with the submitted actors, which films they have seen with their participation. In addition, students have the opportunity to demonstrate their imagination – they offer their own versions of the content, events of the video, based only on its name. The tasks that we set to work with this video during our classes were:

1) development of students' imagination;
2) writing a short retelling of the listened in Russian;
3) interpretation of the text;
4) expressing students' own opinion.

As for us we watched the video twice, after which the students took turns translating the text of the video. Besides, students had the opportunity to express their thoughts about a typical day of an Englishman. The homework was to write a short retelling of the video in Russian.

Therefore, the use of video materials in foreign language classes for the formation of speech skills and the acquisition of intercultural competence is extremely effective. There are many opportunities for the implementation of this type of educational activity.

Effective ways to use authentic texts in the process of learning a foreign language. Modern methods of teaching foreign languages offer extensive use of original, that is, authentic texts.

The authentic text presents a number of useful vocabulary and the correct grammatical design of the utterance, as well as the content, which plays an important role and contains information about the culture of the country [9]. Such texts reproduce the national specifics of the country whose language is being studied, and the information that is interesting and meaningful for students corresponds to their needs and interests [11, p. 124]. Such a text causes a certain reaction, stimulates the mental activity of students while learning a foreign language.

Among the many authentic literary texts, we chose the story by O. Henry. The first story was "After Twenty Years" (1906). Our students read a famous article about a man who wants to keep his promise to meet his best friend in the same place where they met
twenty years ago before going to an event. To orient students to a purposeful and conscious understanding of information, we provided the main information from the biography of the writer by demonstrating a web page on a projector board [12]. After reading the text, we completed the tasks:

1) learning with new vocabulary;
2) semantics (definition of concepts) of new lexical units;
3) writing a short retelling in English;
4) making a table with a description of the main characters of the story;
5) monitoring the understanding of the content of the story by performing test tasks.

We should note that all the set tasks, except one, have been completed. Due to the lack of time and the ambiguity of many of the new lexical units, it was not possible to complete all the tasks set.

One of O. Henry's useful stories for the formation of students' intercultural competence is the work “The Last Leaf” (1907). We choose this story for individual reading at home. The events of the work, which took place in New York in 1905, vividly convey the mannerisms, preferences, beliefs of people of that time. The tasks for the lesson, which was based on the work of the famous writer O. Henry, were:

1) to understand and to be able to describe the characters and events of the story;
2) to be fluent in the glossary of the narrative;
3) to identify the main idea and moral of the work.

During the lesson, students wrote a summary of the story, describing the main events of it. In addition, the students answered our questions about the content of the work, provided definitions of new lexical units in English.

Creating the necessary cultural environment by studying authentic literary texts is an important way study the culture of the country whose language is being studied. During our teaching practice, we focused on this principle. In the classroom we got acquainted not only with the stories, but also with the poems of O. Henry. We worked on the poem "Hard to Forget" (1939). After reading the poem, the students and we discussed it, determined the main idea, the moral of the work, and discovered a vocabulary unfamiliar to students. After that, the students made sentences using lexical units from the work. The homework was a creative translation of a poem. Among the tasks I set were:

1) familiarization with the text of the poem;
2) identification of new words and phrases for students;
3) independent use of new lexical units in a sentence;
4) development of students' imagination.

One of the works written by O. Henry during his pedagogical practice was the story “A Retrieved Reformation” (1903). It describes the events that lead to the correction and re-education of the former convict. The students and I discussed the title of the work, determined its main idea. Also, the students were responsible for the questions I had prepared in advance about the content of the story. The following tasks were set before us:

1) practice correct pronunciation while reading;
2) identify and analyze the theme of the work, determine the relationship between the title and its content;
3) control of reading by performing test tasks.

Another work we study during the our pedagogical practice was O. Henry's poem "Vanity" (1895). Students had to read the work, determine its main idea and write out all the adjectives from the text. The students also chose antonyms for the received lexical units and chose the most successful equivalent for each adjective. To assimilate the compatibility of words, students formed 3 sentences using the learned vocabulary.
Their homework was writing an essay on the topic "Vanity and Poet". The tasks that appeared before me during the class were:

1) the assimilation of the form and meaning of lexical units;
2) the assimilation of the compatibility of words;
3) use of lexical units of the work in writing an essay.

We think our teaching practice was successful. However, sometimes it was not possible to complete all the tasks set by us. While watching the video, students were more active if the video had subtitles. Unfortunately, without them, it was sometimes difficult for students to understand the pronunciation of the speaker. Also, when working out the authentic works of the writer O. Henry, due to the ambiguity of the vocabulary, students had problems with determining the exact equivalent of lexical units that were presented in a separate text.

4 Conclusions

Intercultural communication is a multifaceted phenomenon and has no clear definition. Undoubtedly, it is closely connected with the process of learning foreign languages. Learning a foreign language involves considering and mastering not only language forms, but also ways of thinking and behaviors.

In accordance with the goal and objectives, the main definitions of the concept of intercultural communication were analyzed. In general, intercultural communication is defined as knowledge of the standards of perception, faith, behavior and beliefs disseminated by the pictures of the world, as well as social norms and behaviors that manifest themselves in the process of social interaction of members of various societies.

The specifics of the emergence of intercultural communication within the framework of the process of learning a foreign language are indicated. Of course, intercultural communication and language are inseparable, because teaching foreign language aims not only to transfer knowledge of the language, but also to develop students’ communicative competence and intercultural communication skills. It is a certain manifestations of national culture that certify a person's belonging to a particular people.

The effective ways of using the materials of cultural heritage, traditions and customs in the study of a foreign language as a condition for intercultural communication are investigated.

The material of our research was authentic texts of the works of the writer O. Henry and videos posted on the Youtube platform. Based on our research, we can conclude that the use of video in the educational process has numerous advantages, in particular, improve memorization, increase attention of students, improve the level of digital literacy and the development of communication skills. At the same time, the authentic text represents a whole range of useful vocabulary and the correct grammatical design of the utterance, as well as the content containing information about the culture of the country whose language is being studied. Consequently, the use of original texts and videos in foreign language classes for the formation of speech skills and the acquisition of intercultural competence is extremely effective.

References


