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## PRINCIPLES OF INTERCULTURAL APPROACH IN THE CLASSROOM

### Класса маданият аралык ыкмалардын негиздерин колдонуу Принципы межкультурных подходов в классе

**Annotation:** This article presents that now intercultural learning is beginning to impact on English Language Teaching. Intercultural approach is important because it is a way of understanding each other and to learn how to respect one's individuality and promote peace in the society. The intercultural approach aims to enhance positive community life between individuals from various cultures and religions by focusing on individuals as a central element and holders of rights. Intercultural approach to language teaching and learning are considered that it takes the development of cultural understanding and the ability to use cultural knowledge to facilitate communication as primary goals for language learning. Some of main principles that teachers use to develop an intercultural approach in their classroom to enhance their learners' experiences of language and culture

**Аннотация:** Бул макалада англис тилин окутууда маданият аралык ыкмаларды колдонуу таасиринин чоң жөнү көрсөтүлөт. Маданият аралык ыкмалар окуучулар бири- бирин сыйлоого жана башка тилдин маданиятын мүмкүн болушунча жакшы түшүнүүгө мүмкүнчүлүк берет. Маданият аралык ыкмалар ар түрдүү элдердин маданияттары жана диний ишенимдери инсандардын арасында коомдук турмушта өзүн алып жүрүүнү жакшыртууга багытталган. Башка тилде сүйлөшүүдө, алардын тилин жана аны колдонуу эрежелерин гана билбестен, социалдык жүрүштүрүштөрү, улуттук- маданий салттарын жана ошол элдерге таандык адаттарын да эске алуу зарыл. Окуучулардын билим жана маданий деңгээлин жогорулатуу үчүн окутуучулар маданият аралык ыкмалардын өзөктүү негиздерин колдонушат.

**Аннотация:** Статья представляет, что межкультурное обучение начинает влиять на преподавание английского языка. Межкультурный подход это установление взаимопонимания друг друга и даёт возможность обучающимся как можно лучше понять иноязычную культуру. Межкультурный подход направлен на улучшение позитивной общественной жизни между личностями из разных культур и религий. В иноязычном общении важно знать не только язык и правила его использования, но и учитывать нормы социального поведения, национально-культурные традиции и привычки присущие другому народу. Некоторые из основных принципов, которые преподаватели используют для развития межкультурного подхода в классе, повышают уровень знаний культуры своих учащихся

**Key words:** Intercultural dialogue, a globalized world, socioeconomic status, behaviors, dynamic and variable, context-specific information and support, being adaptable, flexible and responsive to evidence, teaching across culture, principles of intercultural approach, mutual respect,

**Урунттуу сөздөр:** Маданий аралык сүйлөшүүлөр, дүйнөлүк глобализация, социоэкономикалык абал: жүрүштүрүш, контексттик- өзгөчө маалымат жана колдоо, ачык-айкындыкка ийилчээк болуу, өз ара сый, эл аралык маданият аркылуу чет тилин үйрөтүү, маданияттар аралык мамиленин ар түрдүүлүгүнүн негиздери.

**Ключевые слова:** Межкультурный диалог, глобализация мира, социоэкономический статус, поведение, динамический и переменный, контекстно- специфическая информация и поддержка, быть адаптируемым, гибким и ответственным к доказательствам, обучение через культуру, взаимоуважение, принципы межкультурного подхода.

Experts stated that the Good Practice Principles in Teaching Across Cultures have been developed to guide and inform practice. They are designed to help program leaders and teachers to design, implement and evaluate curricula and teaching practices. Those who provide learning support services may also find the guides useful in the evaluation of their contributions to effective teaching and learning across cultures.

Good teaching across cultures will: Focus on students as learners; Respect and adjust for diversity; Provide context-specific information and support; Facilitate meaningful intercultural

dialogue and engagement; Be adaptable, flexible and responsive to evidence; Prepare students for life in a globalized world. [1: 1999].

*Principle 1: Focus on students as learner* Students who enter tertiary education have been learning for years, within differently organized systems and using a range of teaching and learning methods. All students, not just some students, need to adjust to the disciplinary and academic cultures of their universities. It is important to make expectations of learners clear and transparent. Even with help, transition can be difficult and may take some students longer than others. Effective intercultural teaching assumes everyone benefits from expanding their repertoire of learning behaviors. Some students will prefer to absorb information by listening carefully, taking notes and reviewing lecture content online. Others will prefer to ask questions, challenge the 'facts' that are presented and engage you and other students in argument and debate. Transition into a new academic culture will usually require students to acquire different skills and adopt locally valued behaviors in order to be effective learners [2: 2000].

In line with this principle you can teach effectively across cultures by, for example:

- providing prompt feedback to students on their performance, including their use of language for academic and professional purposes;
- not making assumptions about students' learning preferences based on their cultural background or their appearance;
- providing a variety of learning and assessment activities;
- providing examples, models and suggestions of ways of approaching learning in the discipline;
- facilitating the development of self-assessment and reflection on learning;
- embedding the development of academic and information literacy skills into your course;
- supporting the development of communities of learners through, for example, peer mentoring and peer assisted study programs[3: 2003].

*Principle 2: Respect and adjust for diversity*

Terms such as 'international students', 'domestic students' and 'indigenous students' are frequently used, and with good reason, but they can mask the diversity within these groups. Indigenous, international and domestic students differ markedly, for example in terms of ethnicity, socio-economic status and age as well as in their prior experience of education, work and life. There are also variations in English language capability within each group. Diversity can be a resource that enriches all students' learning if teachers are able to create an inclusive learning environment. Teaching and learning within a culturally inclusive learning environment requires effort from teachers and students. For teachers, the aim is to create a learning culture that exposes all students to multiple perspectives, challenges them and connects with them with alternative views of the world. Inclusive teaching treats different ways of knowing as a valuable resource for learning. Students are unlikely to respect and value their diverse peers' knowledge unless encouraged to do so. Respecting and adjusting for diversity requires judgment and reflective practice on the part of the teacher and reflection on the effectiveness of any attempt to create a more inclusive teaching environment for all students. You can teach effectively across cultures, adjusting for diversity, by, for example:

- finding out about incoming students' linguistic, cultural and educational backgrounds. Student groups will differ, one from another and individuals will differ within those groups;
- recognizing diversity in the cultural, socio-cultural, academic and linguistic backgrounds of the local student population;
- adjusting teaching, learning and assessment activities to take into account and utilize your students' diverse cultural, socio-cultural, academic and linguistic backgrounds, work and life experiences;
- asking students about their preferred modes of learning and encouraging them to try new approaches to learning;
- seeking out examples, suggestions and guidance on effective ways in which others have made adjustments to cater for student diversity.

*Principle 3: Provide context-specific information and support* People will bring different expectations and attribute different meanings to their surroundings, settings and circumstances. The context will shape their own behavior and how they expect others

to behave but most remain unaware of what they expect or assume in a familiar setting or situation. It is easy to assume that others understand context in the same way that we do. Teaching and learning is an interaction where individual teachers and students may have very different expectations of each other. Context-specific information and support makes expectations transparent. Clarity is especially important in relation to assessment expectations including the criteria by which success will be measured. A second aspect requiring explicit context-specific information is tertiary academic skills, such as academic writing, information literacy, numeracy and computer literacy. You can teach effectively across cultures, adjusting information for context, by, for example:

- conducting a needs analysis at the beginning of a course and using findings to shape provision;
- referring students where necessary to specialist services, preferably tailored to the needs of your course/subject;
- encouraging students in lectures and tutorials and/or online to ask questions about expectations in relation to assessment criteria (including the weighting of components such as grammar, vocabulary, content and structure);
- explaining what different task requirements mean ('evaluate', 'justify', 'analyze') and creating opportunities for students to use and critique exemplars of efforts to meet task requirements;
- clarifying what good performance is by providing marking rubrics which explain each criterion; clarifying expected standards or performance for specific assessment tasks;
- waiting after asking a question to give less confident English speakers time to formulate an answer.

*Principle 4: Enable meaningful intercultural dialogue and engagement* Creating environments conducive to interaction is an important foundation for meaningful intercultural dialogue and engagement. Recent research highlights the importance of teacher intervention focused on enabling meaningful intercultural dialogue and engagement such as:

- creating opportunities for all students to learn and "practice" intercultural communication skills;
- planning and managing formal group work across programs so that early experiences of intercultural learning which are not sufficient on their own, are followed up at different stages of the program and skills are consolidated. Creating opportunities for domestic and international students to interact outside of the classroom is particularly useful. You can teach effectively across cultures and enable dialogue and engagement by, for example: designing cross-cultural tasks which use and link with students' knowledge and experience; providing specific preparation and support for all students to develop their cross-cultural communication skills prior to and during group tasks; ensuring appropriate support is available to develop all students' academic and social language skills; assessing the development of intercultural skills and individual students' participation in intercultural group work at regular intervals; assessing the process as well as the outcome of cross-cultural group assignments; encouraging self-reflection and self-assessment by students as they engage in cross-cultural group assignments.

*Principle 5: Be adaptable, flexible and responsive to evidence* [4: 2002]

Good teaching requires the ability to adapt methods and approaches, including those for assessment, to different contexts and student groups. Culturally inclusive teaching requires a certain amount of flexibility in planning and delivery and it assumes teachers respond to evidence showing a need for change. Teachers who wish to check their effectiveness in working with students from diverse cultural backgrounds can consult evaluation data and can access the extensive literature available. Analysis of data by cultural group can provide insights. For example, it may show if students are unfairly disadvantaged because of their cultural background. This is especially important in relation to assessment. You can teach effectively across cultures, remaining flexible and adaptable, by, for example:

- designing assignments that allow all students, regardless of their cultural background, to draw on their life experiences as they learn;
- seeking regular feedback from colleagues on your effectiveness in upholding each of these Good Practice.

*Teaching Across Cultures* [6:1995]

- engaging with literature on teaching and learning across cultures; - experimenting with a variety of different approaches to teaching and monitoring their effectiveness with different groups of learners; - collecting evidence and advice on your effectiveness as a teacher of diverse cultural groups from a variety of sources

- seeking out colleagues from diverse backgrounds and discussing approaches to teaching with them

*Principle 6: Prepare students for life in a globalized world* Globalization is an ongoing process. It has created a world that is both more connected and more divided, in which power and resources are not shared equally. Ethical action and social responsibility underpinned by understanding of and respect for other ways of knowing and ways of being are increasingly important. As graduates, today's students will take on roles as citizens and professionals in this interconnected world. Many will become leaders in their field. Most universities have statements of graduate qualities or attributes related to global citizenship which connect with other graduate attribute statements. Using these to inform course and program design and review focusses attention on the development of the knowledge, skills and attitudes to thrive in the globalized world of the future. If the curriculum is essentially ethnocentric in focus it is unlikely to challenge stereotypes, contribute to greater equality, enhance understanding and appreciation of other cultures and prepare students for the international, intercultural and global context of their future lives. You can teach effectively across cultures and prepare students for life in a globalized world by, for example:

- developing your students' understanding of the requirements of professional practice and citizenship in a globalized world

- discussing the progressive development of the skills, knowledge and attitudes required of global citizens and professionals across the program informally with colleagues and as part of formal periodic course and program reviews

Finally, experts state that when language teaching has focused only on learning the language code, students have few opportunities to develop such understanding. Moreover, when cultural input is limited to isolated snippets of information about the target culture, this too provides little opportunity for deep cultural learning. Thus, cultural analyses are always aimed at a moving target.

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