UNIVERSITY OF ECONOMICS IN BRATISLAVA

FACULTY OF APPLIED LANGUAGES

INTERCULTURAL COMMUNICATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Bachelor Thesis

2019   **Simona Boleková**

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Study Programme: Foreign Languages and Intercultural Communication

Field of Study: Foreign Languages and Cultures

Consultation Centre: Department of Linguistics and Translations

Supervisor: Mgr. Dominika Vargová, PhD.

2019   **Simona Boleková**

Declaration

I hereby declare that I have elaborated the final thesis independently and I have listed all the literature used.

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Date   (Student's Signature)

Acknowledgement

I hereby would like to thank my supervisor Mgr. Dominika Vargová PhD. for her professional assistance in the researching and writing of this thesis, as well as for her guidance and support.

ABSTRAKT

BOLEKOVÁ, Simona: Interkultúrna komunikácia v podmienkach výučby anglického jazyka ako cudzieho jazyka. – Ekonomická univerzita v Bratislave. Fakulta aplikovaných jazykov; Katedra jazykovedy a translatológie. – Vedúci záverečnej práce: Mgr. Dominika Vargová, PhD. Bratislava: FAJ, 2019, s. 57.

Hlavným cieľom tejto bakalárskej práce je priblížiť čitateľovi dôležitosť znalosti interkultúrnej komunikácie počas používania anglického jazyka. Anglický jazyk sa stal globálnym jazykom a spája rozličné kultúry. Preto je veľmi dôležité, aby sa človek, ktorý tento jazyk používa, naučil, ako rešpektovať, tolerovať a oceňovať ľudí iných kultúrnych zázemí a ako s nimi komunikovať. Práca je rozdelená na tri kapitoly, pričom každá je tvorená ďalšími podkapitolami. Prvá kapitola je teoretická a venuje sa anglickému jazyku a jeho histórii, ktorá napokon viedla k tomu, že sa stal globálnym jazykom. Ďalšie podkapitoly sú zamerané na krajiny, v ktorých sa tento jazyk využíva. Druhá kapitola teoreticky podáva čitateľovi informácie ohľadom dôležitosti interkultúrnej komunikácie, ako aj metódy výučby a učenia sa tohto druhu komunikácie. Zároveň ponúka učiteľom cudzích jazykov tipy lepšieho zakomponovania interkultúrnej komunikácie do hodín anglického jazyka. Tretia a zároveň posledná kapitola charakterizuje Fakultu aplikovaných jazykov a predmety, ktorých zámerom nie je len naučiť študentov cudzí jazyk, ale taktiež im ukázať, ako sa stať interkultúrne kompetentnými. Na teoretickú časť nadväzuje praktická časť. Hlavným cieľom je zistiť, či študenti, ktorí tieto predmety absolvovali, majú znalosť interkultúrnej komunikácie a či ju vedia uplatniť v praxi.

Kľúčové slová: anglický jazyk, britská a americká angličtina, výučba cudzieho jazyka, interkultúrna komunikácia, interkultúrna kompetencie, interkultúrne povedomie

ABSTRACT

BOLEKOVÁ, Simona: Intercultural communication in teaching English as a foreign language. – University of Economics in Bratislava. Faculty of Applied Languages; Department of Linguistics and Translation. – Supervisor: Mgr. Dominika Vargová, PhD. Bratislava: FAJ, 2019, p. 57.

The main aim of this bachelor thesis is to familiarize the reader with the importance of intercultural communication in the English use. The English language has become a global language and connects different cultures. Therefore, a person using this language must learn how to respect, tolerate and appreciate people with different cultural backgrounds and how to communicate with them. The thesis is divided into three chapters, each of them consists of further subchapters. The first chapter is theoretical and deals with the English language and its history, which ultimately led to becoming a global language. Other sub-chapters focus on the countries in which this language is used. The second chapter theoretically gives the reader a wide range of information about the importance of intercultural communication, as well as methods of teaching and learning this type of communication. It also offers the foreign language teachers tips on how to better integrate intercultural communication into English lessons. The third and the last chapter at the same time characterizes the Faculty of Applied Languages and the courses, whose intention is not only to teach the students a foreign language, but also to show them how to become interculturally competent. The theoretical part is followed by a practical part. The main goal is to find out whether the students who have passed these subjects have the knowledge of intercultural communication and if they can apply it in practice.

Key words: English language, British and American English, foreign language teaching, intercultural communication, intercultural competence, intercultural awareness

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INTRODUCTION

Since the internationalization and globalization of the world started to connect many nations by leaps and bounds, people cannot hide the fact that they live in times of great change. Nowadays, the world became a place where an immense number of diverse cultures come into a contact more than ever before. Business, industry and politics are not the only fields which demonstrate the importance of intercultural competence. Education is a way, which shows the children how to accept, appreciate and celebrate the differences for the first time. Moreover, forasmuch as the English language became a global language, it enabled people from different parts of the world to communicate with each other. Therefore, the knowledge of the language is not enough. In order to overcome the misunderstandings which can occur while talking to a person with a different cultural background, intercultural communication should be a part of English lesson.

The main aim of this bachelor thesis is to point out the importance of intercultural communication during the teaching of English as a foreign language. It is divided into a theoretical part, in the form of the analysis, and a practical part, in which the questionnaire was a research instrument. The first part of the theory is aimed at characterizing the English language. It will briefly describe its development and a current status. The next chapters will be addressed to intercultural communication itself, as well as at the Faculty of Applied Languages. Following practical part will focus on finding out the knowledge of intercultural communication of the students of the mentioned Faculty.

This bachelor thesis consists of three chapters. In the first chapter, the relationship between culture, language and its history will be described. Its intention is to acquire the reader with one of the most spoken languages in the world and the three periods which contributed to the present form of the English language. It will describe the role of the English language as a global language in the context of intercultural communication. Furthermore, the thesis will mention the reasons of being interculturally competent while speaking English. Since there are many English-speaking countries in the world, the first chapter will also give a picture of their varieties of the English language. It will compare Britain and America regarding their traditions, customs and etiquette. Additionally, it will explain the reason why two different varieties of the English language exist. Subsequently, the examples of these differences regarding grammar, pronunciation and spelling will be given.

The second chapter is devoted to the role of intercultural communication. It is aimed at defining why intercultural communication is essential in the world, as well as in education. The thesis will characterize the terms intercultural education, communication, competence and awareness. Moreover, it will describe three methods how a person is learning intercultural communication and competence not only at school but also during the whole life. Last but not least, its goal is to mention some tips for the teachers, how they can integrate intercultural communication into English lesson.

The third and the last chapter therewithal focuses on the teaching of intercultural communication at the Faculty of Applied Languages which is one of seven faculties of the University of Economics in Bratislava. Furthermore, it will familiarize the reader with the study program Foreign Languages and Intercultural Communication which is taught at this Faculty. Additionally, the chapter is aimed at mentioning the courses which, besides the language, deal with intercultural communication explicitly as well as implicitly. The third chapter is also formed by the practical part. Its goal is to find out if the students have a knowledge of intercultural communication and if they can use it in practice at the same time.

1. Current state of the issue

"Without language, one cannot talk to people and understand them, one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs"

Nelson Mandela

The efforts to understand the language reach deeply into the history. People in the past understood that to be able to speak the language did not necessarily mean to have grammar, vocabulary or pronunciation at their fingertips only. Language on its own consists of an immense number of other elements, such as culture, traditions and history, which a person wanting to speak that language has to know. Without them, the knowledge of the language is just the tip of an iceberg.

Human being is a social creature. Trying to find a way how to communicate with each other was one of the hardest challenges in the past. People knew that the communication was not connected with the language only. They needed the language if they wanted to inform each other that they had found some new, better place to live or that another tribe suddenly appeared on the island. It meant to leave as fast as possible. Furthermore, the language was used to express the culture. It meant to teach the littles how to cook the special food, which ingredients to use and not to use, to show them the ritual dance they were practicing when someone died. Moreover, it meant to explain the difference between singing a song when they were happy and, on the other hand, when they had no reason for happiness. Another key point that helped to develop the language was associated with coming into contact of two different tribes. They tried to find the way not only how to express their emotions, feelings and thoughts, but also how to change the cultural information which these two tribes had.

Finally, it all resulted in the way how the language is defined. Kramsch (1998) claims that *"language is a system of signs that is seen as having itself a cultural value"* (p. 3). Némethová (n.d.) believes that *"culture is a learned system of meaning transmitted through a natural language and other symbols. Through the systems of meaning, groups of people adapt to their environment and structure interpersonal activities"*. To other specialists, who tried to emphasize the importance of the relationship between language and culture, belonged Wilhelm von Humboldt (1767 – 1835), Franz Boas (1858 – 1942), Edward Sapis

(1884 – 1939) and Benjamin Whorf (1897 – 1941) (comp. Sharifian, Jamarani, 2013, p. 1). *"Humboldt viewed language as expressing the spirit of a nation"* (Sharifian, Jamarani, 2013, p.1). He also argues that *"diversity of languages reflects diversity of thought patterns"* (Sharifian, Jamarani, 2013, p. 1). On the other hand, regarding language and culture, Kirkebæk, Du and Jensen (2013) believe that there exist many cultures and languages that differ from each other (p.4). They continue, "*cultures co-exist like islands in the sea or pearls on a string, but each of them are clearly defined, relatively homogeneous, and change very slowly*" (Kirkebæk, Du and Jensen, 2013, p. 4).

The international communication that connects different languages and various cultures started to play a big role in the middle of the 20th century. Edward T. Hall with his book *The Silent Language* is regarded as the founder of the field of intercultural communication (comp. Sharifian, Jamarani, 2013, p. 2).

History of the particular language is very important, because it also affects its future. Something that we use on the daily basis has its roots in the past. "*To understand how things are, it is often helpful and sometimes essential to know how they got to be that way. If we are psychologists who want to understand a person's behavior, we must know something about that person's origins and development. The same is true of a language*" (Algeo, 2009, p. 17). Knowledge of history of the particular language helps us not only better to translate sentences or to avoid grammatical mistakes but also to understand why one language has become so widespread. Algeo (2009) also states that while studying the language we struggle with some grammatical anomalies that we do not understand but they have their reasoning in the past. This fact brings another reason why studying the history of the language is so fundamental (p. 17).

1.1 History of the English language

Speaking about the English language, it is worth mentioning that its history has lasted for many years. English as a language started to play a big role in the fifth century, when it arrived in England from northern Europe, the next steps led to the British Isles (comp. Crystal, 2003, p. 30).

The English language has its origin with German. English, as well as German, is a West Germanic language. The West Germanic languages are divided into two groups: Anglo-

Frisian and Netherlandic-German. English left its long-time friend, which it stood side by side for many years with and started its own history (comp. Potter, Crystal, 2018).

Talking about language development, it should be taken into account that the language has passed through different stages. Regarding the English language, there are three periods that contributed to the language that we know today. At each stage, the language was improved and renewed, and it differed from other languages. Periods that helped to see and know the language as it is today are the Old English, Middle English and Modern English.

1.1.1 Old English (449 – 1100)

The term Old English refers to the period, when the English language separated itself from its Germanic cousins and started to write its own history (comp. Algeo, 2009, p. 78). The history of the English language begins with an arrival of three tribes in England that started to take part in a creation such a wide-spread language. To those tribes belonged Jutes, Saxons and Angles (comp. Baugh, Cable, 2002, p. 42). At this time, the majority of people spoke Celtic language. "*Today Celtic languages are found only in the far corners of France and the British Isles*" (Baugh, Cable, 2002. p. 30). As years passed, English as a language was also influenced by Latin, by the language that changed a lot in the world. Latin became a dominant language, that was known as "*a language of a higher civilization, a civilization from which the Anglo-Saxons had much to learn*" (Baugh, Cable, n.d.). However, the question is why did Anglo-Saxons come into a contact with the Romans? In this century, there were constant fights with other tribes. People wanted to own the majority of the territory, even at the cost of war. The first reasons of the influences of Latin were therefore military, later commercial, religious and intellectual (comp. Baugh, Cable, n.d.).

The desire to understand the fact why one of the most important and spoken languages in the world is called English leads back to the history. "*The word English is derived from the name of the Angles, but is used without distinction for the language of all the invading tribes*" (Baugh, Cable, 2002, p. 45).

The following example of the first period of English is the Old Testament by Ælfric who lived from 955 to 1010.

"*1. Eornostlīce ðā wǣron fullfremode heofonas and eorðe and eall heora frætewung. 2. And God ðā gefylde on ðone seofoðan dæg fram eallum ðām weorcum ðe hē gefremode. 3. And*

God geblētsode ðone seofoðan dæg and hine gehālgode, for ðan ðe hē on ðone dæg geswāc his weorces, ðe hē gescēop tō wyrcenne.

1. Indeed then were completed heavens and earth and all their ornaments. 2. And God then finished on the seventh day from all the works that he made. 3. And God blessed the seventh day and it hallowed, because he on that day ceased from his work, that he made to be done" (Algeo, 2009, p. 108).

1.1.2 Middle English (1100 – 1500)

The evolution of the English language did not end in the Old English period. It was a process which took a longer time to create the language that became globally used. Algeo (2009) says that the term middle refers to the era between the Old English period and the Modern English period that lasted more than 400 years (p. 10).

According to Nordquist (2018), the main significant feature of this epoch is a downfall of an old grammar system that came with the Old English period. Another point is that English vocabulary started to use a lot of words not only from the largest language at that time - Latin but also from French. The most important event that brought the French language to British Islands was Norman Conquest in the 11th century, with William the Conqueror, Duke of Normandy at the head. However, the Normans did not use a clear variety of French, their dialect was quite influenced by the Germans and was called Anglo-Norman or Norman French. Anglo-Norman French was used among the aristocracy and kings and brought into English more than 10,000 words and many of them remained in use till today, such as suffixes (-age, -ance/-ence, -ant/-ent, -ment, -tion) or prefixes (con-, de-, ex-, pre-). Even if some words from the Old English period were just slightly changed, most of them were sometimes completely replaced by French ones, such as *firen* by *crime, leod* by *people* or *eam* by *uncle* (comp. Mastin, 2011). Mastin (2011) also states that "*while Anglo-Norman was the verbal language of the court, administration and culture, though, Latin was mostly used for written language, especially by the Church and in official records*".

1.1.3 Modern English (1500 – present)

Although people may think that the English language completed its development in the Modern English period, it is not true. The language needed a lot of years to reach such an impeccable form and it is still not the end.

The Modern English period started in the 15th century and was called the Early Modern English. This stage came to its conclusion in the late 17th century (comp. Chamonikolasová, 2014, p. 62). As the beginning of the Early Modern English period can be recognized the advent of printing itself in 1476 by William Caxton in Westminster (comp. Crystal, 1995, p. 56). To the most important milestones that helped to add to the perfection of the English language were the Renaissance, The Protestant Reformation, the rise of nationalism, the economic changes, exploration and colonization, the Industrial Revolution, and the American Revolution (comp. Millward, Hayes, 2012, p. 219). "*All textbooks on the history of English agree that the two most important influences on the development of the language during the final decades of the Renaissance are the works of William Shakespeare (1564 - 1616) and the King James Bible of 1611*" (Crystal, 1995, p. 62).

As an example, how did English looked like in 17th century a snippet of Luke from King James Bible will be given and translated.

"*And he answering said to [his] father, Lo, these many years do I serve thee, neither transgressed I at any time thy commandment: and yet thou never gavest me a kid, that I might make merry with my friends. (15:30) But as soon as this thy son was come, which hath devoured thy living with harlots, thou hast killed for him the fatted calf. (15:31) And he said unto him, Son, thou art ever with me, and all that I have is thine. (15:32) It was meet that we should make merry, and be glad: for this thy brother was dead, and is alive again; and was lost, and is found*" (Crystal, 1995, p. 65).

"*But he answered his father, 'Look! All these years I've been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. (15:30) But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!' "'My son,' the father said, 'you are always with me, and everything I have is yours. (15:32) But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found'*" (The Parable of the Lost Son, n.d.).

1.1.4 English language and its role as a global language in the context of intercultural communication

"*English is one of the most important languages of the world*" (Baugh, Cable, 2002, p. 3). It is regarded as lingua franca at the same time. According to Kvapil (2014), the term

lingua franca is a Latin expression that is not translated into the particular languages but is used internationally (p. 15). But the question remains, why is English considered as a global language that is used among many cultures?

The most important reasons are rooted in the past. It all started with the British Empire. The Britons had a lot of colonies in the world. To the first colonies belonged Asia or Africa, where the English language was used on a daily basis. People were forced to speak the English even if they did not want to. That is one of the reasons, why English spread around the globe (comp. Buchanan, 2017).

The League of Nations was also the first of many cooperation nowadays, where the English language, together with French, belonged to the most used. Not only spoken but also written language was used every day. Many documents were printed in English, as well as in French (comp. Crystal, 2003, p. 87). Crystal (2003) continues, "*the League was replaced in 1945 by the United Nations, where the role of the lingua franca became even more critical*" (p. 87).

Buchanan (2017) also states, "*at the same time that the USA was becoming the world's business superpower, the internet was also invented in the USA. This created an entire lexicon for computers and technology that was invented in English*". Many people use the English language daily while getting in touch with their remote friends. If they can speak the language, which both parties can easily understand, it enables them to communicate with each other.

The English language also became so widespread with the help of the press. "*The nineteenth century was the period of greatest progress, thanks to the introduction of new printing technology and new methods of mass production and transportation*" (Crystal, 2003, p. 91). Crystal (2003) claims that since in Continental Europe, there were many restrictions and censorship of the press, the English language was progressing faster. That is another reason why English became a dominant language in media (p. 91).

Since people started to use English as a global language, it became a connection between many cultures. It means that if people want to use the English language in a proper way, they also need to learn how to communicate among other cultures. That is the reason why intercultural communication is so essential while learning English. English as a language is not only used in Britain or in the USA. There are many countries that have accepted English after their mother tongue to be the most frequent. There are many places where the

importance of intercultural competence while using English can be seen, for instance, in business, industry, technology, politics or mass media.

People often call the English language as the language of business. Many multinational companies prefer using English to other languages. They want to hire employers, who are good at English and sometimes they organize several courses, where the employees can improve their language skills. If people want to get a good job, speaking the English language is a big advantage for them.

Travelling is another field where the English language is used among many people. There are thousands of languages in the world and it is impossible to be skilled in all of them. If people want to success in the communication, they need one common language, which everyone will understand. And they have chosen English to be one of the most important and used languages. Since many countries have accepted English to be their official language, the English language became used among many cultures. And that is the reason why intercultural communication while speaking English also regarding travelling is so important.

The English language is also the language of technology. Many fields such as science or medicine can pride themselves with an enormous vocabulary from English. Most journals and research reports are published in English, so if people want to know about the latest developments in technology, the knowledge of the English language is therefore needed. Furthermore, if specialists want to make a lot of contacts in this field around the world, they have to speak the same language (comp. Wil, n.d.). Forasmuch as English became in technology globally used, people meet a lot of people from different cultural backgrounds. That is another point, why they should be intercultural competent and know how to behave towards each other.

1.2 Britain, America and other English-speaking countries

"*England and America are two countries divided by a common language*"

George Bernard Shaw

England and America are two countries that are very remote from each other. The distance between them is about 3780 mi. Although it was very hard to come into contact in the past, nowadays internet makes a life easier. But the question is, "*why, when we have*

global communication on the Internet and we are all watching the same television shows, do we still have difficulty understanding one another?" (Davies, 2005, p. 1).

To find the answers to this question, it is needed to travel through time, to get back to the point, where it all started. England as one of the most powerful countries at that time had its colonies in America. It all began on the May 13th, 1607, "*at the spot to which the name of Jamestown was given was chosen, on the bank of a navigable river (the James river), as the site of the new settlement, and the continuous life of the English people across the seas was begun*" (Woodward, 1902, p. 86). So, in this way, the English language got far away from the British Isles. Although people started to talk in English, it was impossible for the Americans to meet their British friends or to learn their language. Subsequently the differences between these two types of the English language have started. After many years, something significant that changed history happened. The Independence of the United Stated was declared on 4th July 1776 (comp. Coakley, Conn, 2010, p. 35). Even if a new nation had been created and "*English remained the dominant language in America, German was widely spoken in the 1800s*" (Davies, 2005, p. 2).

The English language was enriched not only by the German language but also Spanish or French, because there was also a huge amount of French or Spanish settlements. Moreover, the original name for New York was New Amsterdam, because it was a Dutch colony. The English language in America was marked by each language that the speakers of that particular language brought there (comp. Davies, 2005. p. 2).

Davies (2005) also states that another reason for the distinction of the English language came with the Industrial Revolution. As new machines and devices had been invented, the languages needed to extend also its vocabulary. People needed words to name those new inventions and they differed from one country to another. Typical examples of disparities in the terminology are *railroad*, *windshield* and *grade crossing* in the American English, while the British use instead of them *railway*, *windscreen* and *level crossing* (p. 3).

The reason why American and British English differ from each other can be seen not only after the Industrial Revolution but also nowadays. There is a mass of words that are spoken and written in those two countries differently, such as *cell phone* in the US, whereas in the UK *mobile phone*. Another example is *flex* in the UK, while across the sea is used a term *electrical cord* (comp. Davies, 2005, p. 4).

Since the British and the American English started to move apart each other during many years, there are many differences between them which can confuse all English-speaking people. It means that these differences also create a barrier in the intercultural communication. Many people ask a question "When am I supposed to write *generalise* instead of *generalize,* or is there some difference between them?" Others very often do not understand why people in Britain offer them tea with milk even if they want a coke only. Therefore, since the language is connected to the culture, for the purpose of speaking the English language in a proper way, the English language learners have to be aware of these differences regarding grammar, pronunciation and spelling as well as British and American culture and understand them.

1.2.1 Differences between British and American English regarding pronunciation, grammar and spelling

"An Englishman's way of speaking absolutely clarifies him"

Henry Higgins

Many British people love drinking a strong black tea with milk. It is like a tradition that was passed from one generation to another. On the other hand, some people in America reject the offer of their friends to try it. They turn up the nose, even if they just think about it, because their favourite image of drinking a tea is without milk. But where is the difference? With or without milk, tea is tea. It is the same with the English language. Both the Americans and the British speak the language which even if it is different, it is still the English which they can understand (comp. Allen, 2016).

The language, which people in the UK use varies also from that in the US in the terms of pronunciation, grammar and spelling. The main feature, they differ from each other through, is the accent. Although both, the Americans and also the British have a lot of accents or dialects, it is not the same (comp. Davies, 2005, p. 73). Davies (2005) also mentions, "*the linguistic term accent refers to a variety of speech distinguished by pronunciation differences, whereas the term dialect includes varieties differing in grammar and vocabulary as well as pronunciation*" (p. 73).

One important difference, where the fact how the pronunciations in these two kinds of the English language distinguish from each other can be understood, can be seen while pronouncing the consonant *r.* The attention to this silent *r* was probably brought to Britain

in the 17th century. At first, the way of pronouncing this *r* consonant was not standardized but it all changed within the 19th century (comp. Davies, 2005, p. 73). The examples of the words with the silent *r* are for instance *fork, bird* or *where*, which are pronounced as [fɔːk], [bɜːd] and [weə(r)] (comp. Hudson, 2018).

But the American English is not in arrears with the differences. Equally important is the fact that the American *t* is pronounced as *d*, what makes the American English to be in some way special. That is the answer for the question, why do people hear the pronunciation of the words *dirty, fruity* and *thirty* as *dirdy, fruidy* and *thirdy* (comp. Davies, 2005, p. 75).

Furthermore, the grammar in these two varieties of the English language is different. The typical examples can be seen in the forming of the past participles. Although the past participles of the verbs *to dive, to fit* and *to got*, change into *dived, fitted* and *got* are in quite normal in Britain, the American English-speaking person could find it a little bit strange. They rather use *dove, fit* and *gotten* instead. The past tense of the verb *to plead* can have in the US-English two different varieties, as *pleaded* or *pled,* in the UK can be used only one form- *pleaded* (comp. Davies, 2005, p. 77).

As well as with grammar, the difference between these two varieties of the English language are almost minuscule. The differences cannot be heard while speaking but they can confuse some of the English language learners. Bauer (2002) has collected and summarized the most often cases in which the British and American English can be different.

1. The two varieties spell a word in different ways: honor/honour.

2. American English allows either of two spellings for a word, British English allows only one: ax/axe.

3. British English allows either of two spellings for a word, American English allows only one: generalise/generalize.

4. Both varieties allow variation in spelling for a word (though possibly not in the same proportions): judgment/judgement (p. 61).

1.2.2 Differences between British and American school system

Although the differences between those two countries, as well as their varieties of English are just negligible, they are noticeable in everyday life. People may meet with two different opinions. Some consider it as an advantage and as something that makes that kind

of English special, according to others, it has devastating implications for the future development of the language. Although "*the most obvious difference between British and American is in the "tune" of the language*" (Algeo, 2006, p. 2), the differences between those two countries are not to be found in grammar or pronunciation only. There are many other areas in which these two countries differ from each other, such as a school system, traditions, or etiquette. It means that even if people in Britain and America speak the same language, their cultures are not the same. Therefore, it is very essential to learn about the differences regarding British and American culture, while learning the English language itself.

The education of a child studying in Britain starts in kindergarten that is also called a nursery school (comp. Davies, 2005, p. 40). The children are at this point of their study four or five. Davies (2005) also notes that the next step to their dream profession is a junior school where they study till 11 or 12 (p. 40). At this stage, they learn basic subjects such as maths, biology, or geography. They need 7 more years to get into university and while they wait, they attend high schools where it is distinguished between a grammar school, a comprehensive school, or a grant-maintained school. Speaking about the grammar schools, they started in the 16th century. To world-wide known people who attended grammar schools belongs also Shakespeare. "*Comprehensive schools (often just called secondary schools) divide pupils of differing abilities into sets. Grant-maintained schools are fairly uncommon and are funded by private grants and by the Department for Education*" (Davies, 2005, p. 40). The British educational system distinguishes between the two terms, state schools and private schools. The state schools are for free in Britain and are funded by the government. On the other hand, public schools are very expensive and if a student wants to study in this kind of school, they have to pay for it a lot. The public schools in Britain are though very popular, for instance Eton or Harrow. The students, who are very hard-working and want to expand their knowledge, go to the universities or furthermore become postgraduates (comp. Davies, 2005, p. 40).

Otherwise, pupils in the United States start to attend kindergarten (a so-called pre-school) at three or four and finish at the age of five or six (comp. Davies, 2005, p. 41). This type of education opens the door to their future development of knowledge. Their school day starts at eight and is filled with games and other activities, where they can expand their knowledge and learn new skills or information. Usually, they continue to study at the first grade (school-proper) at five or six. Their parents or they on their own decide between elementary,

grammar, or grade school (comp. Davies, 2005, p. 41). The students start to think about the subjects they prefer, or they are good at. Davies (2005) also states, "*many children take advantage of the free school buses*" (p. 41). These yellow buses, that everybody knows, belong to the features, by which the US educational system is characterized. Supposing the students were successful in their previous years of study, they continue to either middle school or junior high school. The school system in America is divided into grades, a six grade is the beginning of the middle schools. The attendance of junior high schools starts at the following, seventh grade and high schools two grades later (comp. Davies, 2005, p. 42). The most essential factor in which college and university vary from each other, is that universities are multiple schools that also offer master's programs that colleges very often do not (comp. Wellman, 2017).

In the following table, a comparison of vocabulary which is used while speaking about the university will be typified.

US	UK
assistant professor	lecturer
commencement	graduation
dormitory	hall of residence
freshman	fresher
major in (a subject)	read a (subject)
review	revise
president	vice-chancellor

Table 1 University Terms (Davies, 2005, p. 43)

1.2.3 Differences between British and American traditions, customs and etiquette

The differences between the United Kingdom and the United States can be seen not only regarding the language but also in their traditions, customs, and etiquette, which are very often understood in another way. It means that there are some cultural differences between those two countries, even if they have the same official language. Comparatively, talking about drinking a tea, it is not only about pouring milk into a cup of tea in England, what at the same time some Americans hate. The tradition of drinking a tea at five has started in England in the early 1800s with Anna Maria Russell at the head (comp. Whitehead, 2005). People in the past could sit for many hours on the terrace with their friends while talking and

laughing together. They could gossip about the most beautiful men in the town whilst having a cup of tea in the hand and finger sandwiches and chocolate cakes on the table. That all was happening with all the formality. In spite of the British having afternoon tea, people in the United States do not have this kind of tradition. In other words, they prefer informal meetings, such as drinking a coke in the bar.

The nationality the British people belong to, might be seen as very formal. In the communication, the Americans are more okay with starting a conversation with a stranger. It can be for the British a little bit unusual. "*They often terminate even a brief chat with "Well, it was nice talking to (with) you!" or "Have a nice day now!"*" (Davies, 2005, p. 48). Otherwise, it is quite normal to pick a phone while saying just "Hello" or "Hi" in America, whereas the British prefer mentioning their names at the first place (comp. Davies, 2005, p. 48). Equally important is the fact that also a verbal written communication in the UK differs from that in the States. The phrases, which the British English-speaking person starts an e-mail correspondence with, are most commonly the same as those in the e-mails by the Americans. "Dear Mr. Stuart,", "Dear Katy," are only two examples of a wide range of the opening greetings in both countries. The term "mail" instead of "e-mail" in the opening sentence "Thank you for your mail…" is in the USA normal, while for the British is it taken as informal (comp. Case, n.d.).

Christmas is the most favourite holiday all over the world. Sparks in the eyes of children unpacking their gifts make all parents happy. Christmas brings families together, grandmas are making punch with their grandchildren, mothers are preparing everything for dinner and fathers with grandpas are decorating homes. The question if it is better to use more decorations or less, bears in our minds every Christmas time. But the British or Americans are quite clear about this point. The houses in the USA are being decorated with Christmas lights, wreaths, or glass figures. It can be considered as a competition - the one, whose house has the most festive ornaments, becomes the winner. On the contrary, in the suburbs of London, only two or three houses have Christmas lights in average (comp. London, 2014).

When comparing English and American customs, it would be remiss not to bring to mind Halloween. This custom belongs to the most celebrated ones in America. For some people it is a rarity, whereas for others an irreplaceable part of their life. Considering Halloween and how much do people celebrate it, there is the differences between the UK and the US. Since the pumpkins started to be used in Britain in the late 20th century, the streets in America

are overcrowded with them. More than 500 hundred pumpkins are grown and sold in the state of Illinois (comp. Brown, 2013).

The St. Patrick's Day started to play a big role in the customs of the British Isles on March 17, in the 17th century and can be characterized as the day, which is all in the green. Lucky charms, Irish flag, long beards, big hats, or green beer - that all has contributed to how this custom is celebrated (comp. Ross, 2018). On the other hand, the Americans have another day, which is related to the history of the United States and is for them the most precious. "*The Fourth of July, also called Independence Day, commemorates the adoption of the Declaration of Independence in 1776. It is celebrated with picnics and later, after sunset, with fireworks*" (Davies, 2005, p. 52).

When travelling to North America, the tourist can buy the figures of Bigfoot in the shops or in the fabulous street markets. This legend has survived for many years and still attracts new people, who want to experience an adventure. The tourists are attracted to Britain by a myth about the Loch Ness Monster. Every year, a lot of people claim that they have an evidence that the Loch Ness Monster really exists (comp. Davies, 2005, p. 50).

1.2.4 Other varieties of English

Speaking about the varieties of English, it is needed to consider the fact that there exist many other varieties of English, although they slightly differ from the Standard English. The varieties of the English language in Canada, Australia, New Zealand, South Africa and South Asia can be regarded as an example. Canada has two official languages and that is French and English. Davies (2005) states, "*the English spoken in Canada strongly resembles American English, although the spelling conforms in large part to British English*" (p. 228).

Although Australian English is in the written form quite the same as in Britain and America, there are many disparities in the pronunciation (comp. Davies, 2005, p. 230). Davies (2005) gives an example, "*where other varieties of English have the long a vowel [à], broader Australian accents may have a sound like long / [ï]. The broad Australian pronunciation of word hate may thus sound like the word height to Americans and Britons*" (p. 230).

Regarding New Zealand, English is considered as a predominant language. But as in other countries, people in New Zealand also came with their own words that a Briton can consider as a foreign.

NEW ZEALAND TERM	MEANING
batch	weekend cottage
blue	mistake
chook	chicken
smoko	coffee break

Table 2 New Zealand Terms (Davies, 2005, p. 234-235)

South Africa is another region where the knowledge of the English language is so essential. The English language was brought to this continent at the time of the Napoleonic Wars. It became the official language in 1822, when people tried to anglicize the African population (comp. Crystal, 2003, p. 43). Crystal claims that "*English is important as a means of international communication, and 'upwardly mobile' Afrikaners have become increasingly bilingual, with fluent command of an English that often resembles the British-based variety*" (Crystal, 2003, p. 45).

Crystal (2003) notes, "*the origins of South Asian English lie in Britain. The first regular British contact with the subcontinent came in 1600 with the formation of the British East India Company – a group of London merchants who were granted a trading monopoly in the area by Queen Elizabeth I.*" (p. 47). English remained to be used in many areas of Indian society, such "*within the legal system, government administration, secondary and higher education, the armed forces, the media, business, and tourism*" (Crystal, 2003, p. 49).

2. Aim, methodology of the thesis and methods of the research

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

Nelson Mandela

The main aim of this bachelor thesis is to point out the importance of intercultural communication during the teaching of English as a foreign language. At the same time, it describes, in the form of the analysis, the importance and reasons for knowledge of intercultural communication in the use of English, as well as methods and tips for deeper involvement of this type of communication into teaching. The theoretical part is followed by a practical part, whose main aim is to describe the Faculty of Applied Languages and to find out, in the form of a questionnaire, the knowledge of intercultural communication of the students of the mentioned Faculty.

There is no doubt that people live in the world that is changing by leaps and bounds. The beginning of internationalization and globalization of the world might be associated with the Industrial Revolution. Others claim that it all started in the 20th century, with the invention of the internet and other technologies, which made it easier to communicate with people all around the world. Also, the invention of cars and other vehicles helped people to migrate from one place to another. This huge human mobility attributed to the fact that nowadays people get into a contact with another of diverse nationality, culture and language more than ever before. The result can be seen in everyday life. To be able to cooperate with other companies in the world, the employers want to hire people that are interculturally competent and know, how to behave towards people who do not speak the same language or were raised differently (comp. Sercu, 2005, p. 1).

Business and industry are not the only fields that are affected. Another place which shows how important it is to be interculturally competent is politics. As the World War II. ended and the first international cooperation were created, people had to learn how to treat others equally if they wanted to establish good and strong relationships that would be stable and would last for many years. Moreover, they needed to learn how to respect others and how to understand that each person, each language, each culture, and each nationality is unique.

Today, a person knowing a foreign language has more possibilities than ever before. People can travel from one place to another without a problem to understand each other. During the

summer, while travelling to remote destinations some people do not need anybody to communicate instead of them. Many of them can do it on their own. Additionally, learning foreign languages also brings another advantage. The internet and other technologies helped people to stay in contact with their friends living abroad. But to be able to communicate with them, all of them need to speak the same language, which is very often needed to be learnt. While using the foreign language, people have the opportunity to use the intercultural skills at the same time. *"Intercultural communication is therefore a very important part of foreign language education"* (Reid, 2014, p. 30).

Nowadays, people are more than ever living in times of great change. They can experience on a daily basis what it is like to come into close contact with various cultures and nationalities. There is a need of learning how to understand, respect and appreciate them, even if they seem to be different. Moreover, people as human beings have various opinions on things and need someone to show them that even if some things are seen in another light, there are a lot of similarities between them. A religion can be used as an example. Although there are more than 4,000 different religions in the world, many of them have one thing in common. If people want to do good in the world, it does not matter if their authority is God (The Trinity), Allah or Buddha. It means that it is more important to look at something that connects people as at diversities. And this intercultural competence is something that definitely must be learned.

2.1 Intercultural education, communication, competence and awareness

"We should never denigrate any other culture but rather help people to understand the relationship between their own culture and the dominant culture. When you understand another culture or language, it does not mean that you have to lose your own culture."

Edward T. Hall

Intercultural education is defined by the National Council for Curriculum and Assessment (NCCA) as *"…education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us"* (p. 3). The main aim of intercultural education in English lesson is to familiarize the learner with intercultural communication and competence. It helps the students better understand not only the foreign language or

culture but also their own. The best way how to teach intercultural competence is to experience it abroad but there are also many other ways how it can be taught. The first thing to realize is that a school should be an example. There should not be any kind of limitations for the students from different cultural backgrounds, such as refugees, the students with different race or body color.

When people from different cultures want to talk to each other, they need to understand that the communication through which they want to achieve their goals is not only about speaking to a person and using the language. If they want the communication to be successful, they also need to see themselves and their partners as human beings who have the social identities. But this ability and many others, such as how to respect the others, how to get rid of fear of the unknown or how to accept or tolerate the other cultures must be learnt at school. The knowledge of the foreign language still does not mean that a person knows how to behave towards the other cultures in a proper way. Therefore, intercultural communication should be a part of English lesson.

If the teachers want to teach intercultural communication so that for their students it will be easy in the future to show themselves as the mature, educated people who know how to act politely, they need to possess and show many various intercultural competencies. Sercu (2005) says, that to the major competencies and characteristics belong "*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*" (p. 2).

Education is a place, where it is necessary to develop international competence of the students. Even if the classes are composed only of one nationality, the English language as a foreign language has started to be taught in the 20th century. "*Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own*" (Sercu, 2005, p. 1).

Today, people are also the witnesses of the reality in which hunger, riots and poverty force people to migrate, even though they do not want to. They have to find another place to live, which could be safer not only for them but also for their children. Thus, in this way it happens

very often that also English classes consist of many various nationalities, where the teachers have to pay attention to teaching intercultural communication and competence to avoid racism, disrespect or making jokes.

Many English classes compose of different nationalities and therefore the students are being raised in various cultures. The teaching of intercultural communication in English lesson shows the students how to behave in a tolerate, respectful way and how to treat others as they would like to be treated. At first, they may feel strange with talking to someone from different cultural circles. Later, if intercultural communication is taught in a proper way, step by step they find out that they have a lot of things in common. Intercultural communication at schools can also help to prevent the problems which result from the lack of knowledge in this field, such as misunderstanding, racism, intolerance, dispraise, prejudice, stereotype, or discrimination. *"Stereotypes are oversimplified ideas about groups of people. Prejudice refers to thoughts and feelings, while discrimination refers to actions. Racism refers to the belief that one race is inherently superior or inferior to other races"* (Stereotypes, Prejudice, and Discrimination, n.d.).

To be interculturally competent also prepares the students for their future development and helps them to form their personal character. The study of intercultural communication does not end with a diploma in the hand. It is a process that is learnt for the whole life. The companies, institutions, or organizations, the students work for are consisted of the persons from various cultures, customs, traditions, and religions, and what you learn in your youth, how to respect them and treat equally, in old age, it is as if you found it. *"Therefore, all foreign language educators are now expected to exploit this potential and promote the acquisition of intercultural competence in their learners"* (Sercu, 2005, p. 1).

2.1.1 Intercultural communication

Intercultural communication can be described as the communication between two different kinds of cultures (comp. Chen, G. M., Starosta, W. J., 1998, p. 28). Because of the fact that the communication between different cultures demands different behaviors, intercultural communication is a fortiori more complex than the communication between the same cultures. The main aim of intercultural communication in classes of the English language is to acquaint the learner with many various cultures which can look similar at first glance but are much more different than the students thought. The teachers should explain that even if it is unknown, there is nothing to be afraid of. Equally important is that the

students should be equipped not with the knowledge of the sentences, expressions or phrases only. In order to success in this world composed of many nations, the students should be informed about the nonverbal communication phenomenon. The experts point out the fact that more than two–thirds of all communication are nonverbal (comp. Novinger, 2001, p. 4).

"*Emma Dush had been invited to the businness conference in India. As she was sitting in the airplane, she felt a little bit nervous, because of the country she did not know yet. She had read many articles about the rules how to behave in India but still did not know everything. As she got off the plane, she saw the people from their affiliated branch, who were holding a sign with her name. She fought down the stressing feeling and made her way toward them. They welcomed each other, shook their hand, but at the moment, when she wanted to air – kiss one of the partners on the cheeks, he shifted away and looked at her in a strange way. But how could she only know that air – kisses are in India frowned upon?*"

Another key point is that intercultural communication in English lesson should be taught not only in theory but also practically. The teachers should talk about the cultural differences between cultures, which can be many students surprised by. Each culture has its set of norms, rules and etiquette, which make it unique. To avoid cultural shock, which can be defined as "*a condition of confusion and anxiety affecting a person suddenly exposed to an alien culture or milieu*" (YourDictionary, n.d.) and has five stages, it is needed to give the students also practical examples, regarding verbal, as well as non-verbal communication in the particular countries.

2.1.2 Intercultural competence

But intercultural communication is not one and only ability that is needed to be learnt while learning English as a foreign language. Communicative competence refers to the knowledge of the language, as well as how to use it. It has three components: linguistic competence, sociolinguistic competence and pragmatic competence, which all are equally essential (Council of Europe, 2001, p. 13). "*Intercultural communicative competence, then, builds on communicative competence and enlarges it to incorporate intercultural competence*" (Sercu, 2005, p. 3). Byram (1997) described five *saviors,* which together make up intercultural communicative competence.

1. Knowledge of self and other, of how interaction occurs, of the relationship of the individual to society

30

2. Knowing how to interpret and relate information

3. Knowing how to engage with the political consequences of education, being critically aware of cultural behaviors

4. Knowing how to discover cultural information

5. Knowing how to be: how to relativize oneself and value the attitudes and beliefs of the other (p. 34).

2.1.3 Intercultural awareness

The teaching of intercultural communication in English lessons also develops in the students their cultural and intercultural awareness, which help them better see that their own culture as well cultures of other people is special. It means that the students understand that the cultures are different and that something what is in one culture considered as an appropriate behavior is inappropriate in another one. Developing cultural awareness is an important and sometimes difficult part in intercultural communication teaching, therefore the teachers should pay a big attention to it. It is needed to know the culture the students live in and to be concerned with the rules, values and beliefs that create it. The students can be familiar with other cultures only when they got to know their own culture at first. Many of them know only the customs, traditions and habits that are used in the region they live. But they should take a deeper look at the ones in other parts of the country. Only then they can continue and explore other cultures all around the world. According to Tomlinson and Masuhara (2004), intercultural awareness means "*a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ*" (p. 7). If the students succeed in being internationally aware, they understand that people, although if they speak the same language, along with the cultures are not the same but should be respected. Similarities, as well as differences should be appreciated.

2.2 Methods of learning and teaching intercultural communication

The Council of Europe (2014) defines three types of intercultural education - informal education, non-formal education and formal education.

2.2.1 Informal education

Informal education is according to the Council of Europe (2014), "*the lifelong process whereby every individual acquires attitudes, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience and conversation*" (p. 27). It means that the informal education begins at a young age but must be learned during the whole life. People are beings, who can be easily influenced by others. For instance, even if they like blue color at most, when they hear someone, who is a strong influencer and has good arguments, talking about red as a superior color, they start to think about possible changes in their own preferences. But it is natural. No matter if in a positive or in a negative way, people are affected by others, by parents, teachers, friends or colleagues. Informal education also means to visit another country and try to understand its culture. In other words, when speaking about religions, a Christian visiting India, in order to understand and respect Hinduism also learns how to be interculturally competent even if they do not notice it. Those new experiences help the people widen their own horizon.

2.2.2 Non-formal education

As non-formal education can be any kind of program understood, which is aimed at improving intercultural communication and competence outside the formal education setting (comp. Council of Europe, 2014, p. 27). "*For example, a football club may organise events for their supporters in preparation for a game in another country; an employer may offer meetings or a formal course when there are new employees from other cultural affiliations – for example, from other countries or other religions – as a consequence of a merger; and a school might offer preparation for parents whose children are to be involved in an exchange visit with children from another country*" (Council of Europe, 2014, p. 27). Non-formal education is the best way how to avoid a culture shock. Culture shock occurs, when a person travelling in another country is not aware of the foreign culture. They do not know what to expect or how to behave. In this case, a magazine or a booklet explaining the other culture's customs, beliefs and traditions can be a good means of a non-formal education.

2.2.3 Formal education

Formal education "*means the structured education and training system that runs from pre-primary and primary through secondary school and on to higher education. It takes place, as a rule, at general or vocational educational institutions and usually leads to certification*" (Council of Europe, 2014, p. 28). While above mentioned informal and non-

formal education was taught by parents, friends, colleges, politicians or journalists, the teachers play the most significant role in the formal education. When speaking about the subjects and courses, there are many those dealing with intercultural communication only. The aim is to teach a student how to understand, respect and tolerate other cultures. But also other courses should be responsible for developing intercultural competence in the students, such as history, civics, foreign languages or translating. Teaching English as a foreign language should be also aimed at teaching intercultural communication and competence. The students not only develop their language skills but also broaden their horizon and know how to behave towards other students from different countries, who speak the same language.

2.3 Tips for deeper involvement of intercultural communication in the English lesson

Intercultural communication should not be taught in theory only but also in practice. Whereas learning about cultural similarities and diversities can be easy at school, it can cause problems while implementing into everyday life. Therefore, a school should offer a student a wide scale of options how to enhance their intercultural competence.

2.3.1 Student exchange programs

Teaching English as a foreign language is a difficult task. Although teachers try to use various books, movies or materials to teach not the foreign language only but also the culture, the students still may consider it as distant. Sercu (2005) also says, "*what is more, outside the classroom pupils have next to no opportunity to use the foreign language they are learning in real communication*" (p. 110). Therefore, there is no doubt that the best way how to become an interculturally competent person is to experience it beside the class. Nowadays, there are many ways how to get to know other cultures and nationalities, such as student exchange programs. The students have a chance to spend a period of time studying abroad. They can improve their language skills and learn how to use the language not only at school. They can hear people talking in a foreign language at the university, in the shop or on the street and are able to express themselves in foreign languages. Moreover, "*students can live like local people of the place and will not feel as tourists. In fact, gaining the inter-cultural first-hand experience is one of the best assets of foreign exchange programs*" (Benefits of Student Exchange Program: Maximizing the Growth of Students, 2017).

But foreign languages are not the only one field that can be improved. Meeting people from different cultural backgrounds can be at the beginning difficult, and the students can experience a first phase of the mentioned culture shock. They do not know how to behave, how to lead a conversation, which non-verbal gestures they should use and should not use. Additionally, they may feel depressed or simply have a strange feeling. After this phase, which may last for a couple of days, they find out that there is nothing to be afraid of. Equally important is the fact that foreign universities organize several events, where the students can develop their knowledge of intercultural communication. The students explain between each other their own cultures, show their traditional food, clothes or other customs. And it helps them broaden their intercultural competence for sure. Furthermore, many grammar schools organize short-term exchange projects, where also foreign students are invited to the host countries.

2.3.2 School trips

Schools can also organize several short-term trips, where the students can be shown various cultures that can differ from their own. Sercu (2005) states that "*pupils can really experience the relationship between language and culture and engage in the foreign culture in a way they cannot when remaining physically inside the classroom*" (p. 111). A disadvantage of school trips is that they tend to last only for a couple of days and the students experience other culture as the tourists. (comp. Sercu, 2005, p. 111).

Speaking about student exchange programs and school trips, it must be taken into account that sometimes it is very hard to finance them. In this case, the schools have to find other activities to acquaint their students with intercultural studies.

2.3.3 Activities emphasizing multiple perspectives

The Council of Europe (2014) also demonstrates the need of activities, where the students can see the world through different eyes. Comparatively, as the artists create different kinds of portraits of the same person, also the cultures can be seen and understood through various perspectives. Those activities "*will develop learners' skills of observation, interpretation and decentring as well as their openness and non-judgmental thinking*" (Council of Europe, 2014, p. 39). For instance, the students in the English lesson can watch a movie together, where the problems between two different cultures can be captured. They are supposed to write their own solution. Afterwards, teachers should discuss with them,

why people tend to see the problem differently and how they should avoid the misjudgment (comp. Council of Europe, 2014, p. 39). The learners realize why it is so essential to communicate with each other while solving a problem.

Another example of such activities that help to develop not only English language skills but also student's intercultural competence can be role plays. The students can be given different roles, in which they have to act differently as they are used to. They are supposed to act regarding the new, given identity. They learn how it is like to be different or strange. "*They can also discover that, although people may show differences in every aspect from eye contact through language use to basic norms, beliefs and values, these differences do not make them less valuable as human beings*" (Council of Europe, 2014, p. 41).

2.3.4 Literature

Literature is another way how to develop in the students their intercultural competence. Reading books enables people to see the world through a different perspective. There are many reasons and advantages of reading. Books are the best way how to get informed or how to gain a knowledge in a particular field. It can improve an imagination, brain or memory. Moreover, it is essential for the students, because reading books is a means how to get rid of stress or a good way to relax. But the books have another important function – to develop in a reader their intercultural competence. While reading poetry, prose or drama, for example, in English language, people learn about other cultures even if they do not notice it. So that is the biggest reason why reading of books should be in the English lesson compulsory.

2.3.5 Social media

Although the internet can sometimes do more harm than good, it connects people and is a way how to communicate despite the distance. This invention has enabled people to stay in a contact with their friends or families living abroad. If the students use social media for educational purposes, it definitely helps them better to develop their intercultural competence. They can stay in touch with those, they have met abroad, for example through the student exchange program and learn something about their cultures a little bit more. "*Willingness to engage with "otherness" and to experience intercultural encounters may be encouraged through the use of these media*" (Council of Europe, 2014, p. 46).

3. Results and discussion

This chapter is aimed at describing the Faculty of Applied Languages as well as the courses which deal not only with the foreign language, but also with intercultural communication. Another goal is to find out the knowledge of intercultural communication of the students of the mentioned Faculty.

The Faculty of Applied Languages is one of seven faculties at the University of Economics in Bratislava. All information about the study program can be found on the website of the Faculty of Applied Languages.

The main goal is to develop in the students their skills in the field of economics, politics, socio-cultural studies, as well as in foreign languages. To the languages that are taught at the Faculty belong English, French, German and Spanish. The study program Foreign Languages and Intercultural Communication at the Faculty of Applied languages is aimed not only at teaching the foreign language itself but also other parts that are closely related to the language. The previous chapters described that the language composes of an immense number of elements that fit into each other and participate in a creation of the language. Therefore, the students need to learn those other parts without which a language cannot exist, in order to use the language correctly.

"*The Faculty offers a bachelor's degree and a master's degree in Foreign Languages and Intercultural Communication.*" The students need three years (six semesters) to complete the bachelor study. "*The bachelor's programme offers courses in the following fields: linguistics, literature, intercultural communication, area studies, economics, marketing, management, law and political studies. All students must choose a third foreign language to study during their bachelor's degree studies.*" After the students succeeded in completion of the bachelor study, they gain a Bachelor of Arts degree (Faculty of Applied Languages, n.d.).

The standard duration of a master's degree is two years (four semesters). After two years, the students are awarded a Master of Arts degree. "*The master's programme in Foreign Languages and Intercultural Communication is designed to offer students an opportunity to obtain proficiency in economic and socio-scientific disciplines, as this programme provides a unique combination of academic rigor and practical application*" (ibid.).

The study program Foreign Languages and Intercultural Communication opens the door to many future career opportunities. "*A degree in foreign languages and intercultural*

communication can lead to exciting careers in state and local governments, law, business, international organizations, non-profit associations and organisations, journalism, education, and electoral politics" (ibid.).

3.1 Courses dealing explicitly with intercultural communication

Courses dealing explicitly with intercultural communication have a fundamental aim, to acquaint the students with intercultural studies, to bring into attention intercultural communication, intercultural competence and intercultural awareness and to show them that for the purpose of respecting other cultures, at first it is needed to understand them. And inasmuch as passing the courses means to become a person that has a knowledge in the intercultural field, the students know how to behave towards other people in respectful, understandable and tolerant way. All information about the courses at the Faculty of Applied Languages are located on the website of Academic Information System.

3.1.1 Area and Intercultural Studies in English and German

The students at the Faculty of Applied languages are supposed to choose two foreign languages, in which the courses are taught. Therefore, they acquire intercultural knowledge and skills not only in English but also in German, French, or Spanish, according to which language they have chosen.

The course Area and Intercultural studies in English is taught in the second year of bachelor study. The course language is English. Its aims are "*to gain both practical and theoretical knowledge on intercultural communication, to learn the basic concepts of intercultural communication, and gain awareness of specific aspects of national cultures, to develop intercultural communication competence and learn how to utilize the acquired knowledge in an international environment, and to acquire adequate knowledge of the social, political, cultural and economic history of Great Britain from the twentieth century to the present*" (Academic Information System, n.d.).

The course Area and Intercultural studies in German is also held in the second year of bachelor study but the course language is German. A seminar that lasts for one semester is aimed at "*acquisition of knowledge and skills in intercultural communication focused on intercultural competence, expansion of specialized vocabulary and phraseology in international intercultural dialogues, development and mastering intercultural*

competencies with emphasis on asking questions, presenting arguments, finding alternatives and presenting own ideas and solutions in difficult situations, development of forms of monologues and dialogues within given topics in German language. After completion of the course the student exhibits: communicative competence - is capable of clear, fluent and comprehensible expression of his/her attitudes towards general and professional topics; is able to prepare and present a structured presentation of a topic within the area of intercultural communication, demonstrate the topic by examples and answer spontaneously the quires from the audience; professional competence - is able to solve difficult situations in intercultural encounters based on simulations using creative techniques of problem solving; exhibits theoretical and practical knowledge of intercultural competence" (ibid.).

3.2 Courses dealing implicitly with intercultural communication

Talking about courses which deal with intercultural communication implicitly, it is essential to realize that intercultural studies are not the only one goal. Mostly, the courses are aimed at something else, such as translation or business negotiation but thereto they emphasize the importance of intercultural communication. In other words, if the students want to succeed in passing them, they must be aware of intercultural communication and competence that are important while translating or negotiating.

3.2.1 Introduction into Translation Studies

The lecture is held in the first semester of the second year and is aimed at teaching translation in theory. The students are to be familiar with "*the problem of translating, to understand what translation is and to distinguish between translator and recipient.*" They come into contact with various genres and styles of texts and learn how they should be translated and what mistakes they should not make. But that is not all. It is needed to understand the importance of intercultural communication in translation. Many cultures have different traditions, habits and customs and if a translator wants to translate a text in a proper way, they have to be aware of this knowledge. Something that seems to be normal in one culture, does not necessarily mean that is used and known in another. Therefore, a translation requires a good command of many cultural disparities (ibid.).

3.2.2 Translation Seminar in the English and German language

The students practice in the seminar, what they have learned in the lecture. They are given different genres and styles of texts and have to translate them. Moreover, they are supposed *"to learn to identify various text styles in practice, to stress the role of context in translation, to acquire skills in translating customs, proper and geographical names, and the names of institutions, to acquire skills in analyzing the text from the editor's point of view and proofreading and to learn the technique of translating business operation documents, to acquire skills in translating promotional and advertising materials, and legal texts."* In addition to translation, they practice they intercultural communication and have to identify the problems that may occur. It means that if a translator wants to translate a text written in English into Slovak that consists of many idioms, they must have a good knowledge of intercultural communication. For instance, an expression *"Indian summer"* is not to be translated as *"indiánske leto"* but as *"babie leto"* (ibid.).

The main goals of the course Translation Seminar in the German language are the same as in English. The difference is that a student has to distinguish between Slovak and German culture and must be able to use this knowledge while translating. Many Slovak idioms have their origins in the German language but were partly or completely changed. The examples are *"Tomaten auf den Augen haben"*, *"Ich verstehe nur Bahnhof "* or „*Die Katze im Sack kaufen*". Their Slovak equivalents are *"pozerať sa na svet cez ružové okuliare"*, *"je to pre mňa španielska dedina"* and *"kúpiť mačku vo vreci"*.

3.2.3 Business Negotiations in English and German

The students are intended *"to gain theoretical knowledge about preparation and chairing a negotiation, to learn chairing negotiations with different business partners, to negotiate adequately in business situations and to manage application of theoretical knowledge in practical situations."* Furthermore, if people want to success in communication with each other in this global world, it is needed to gain a knowledge in the intercultural field. Nowadays, there are many multinational companies that want to hire employees, who do not only speak the foreign language but also know how to behave towards other people with different cultural backgrounds. Therefore, the course Business negotiations in English and German is also aimed at bringing intercultural communication into attention (ibid.).

3.3 Practical part

3.3.1 Aim and reasons of the research

The main aim of the research was to find out, if the students at the Faculty of Applied Languages have the knowledge of intercultural communication and competence while learning the English language. Moreover, it wanted to get a line on how sufficient this knowledge is.

Since the world is changing by leaps and bounds and connects many various cultures, intercultural communication and competence should be an inseparable part of the foreign language learning. The reason of this research was also to analyze the student's opinion on the including of intercultural communication into learning the foreign language.

3.3.2 Methodology

As an instrument of the research was used questionnaire. Since the students have different school timetables and are not based at school every day, the questionnaire was sent to students via e-mail. It was anonymous, and the students could give their answers without being afraid of discovering their identities. The questionnaire was filled by 70 students from the Faculty of Applied Languages.

Forasmuch as the main aim was to query the students, who have passed the courses of intercultural communication yet, the questionnaire was sent to students of the third grade of bachelor studies and the first and the second grade of master studies. 45 (64%) represented the students of bachelor studies, the rest part was formed by 25 (36%) students of master studies.

There were all kinds of questions in the questionnaire, such as open, closed and multiple-choices questions.

3.3.3 Analysis of the research results

1. How would you define intercultural communication?

Graph 1 Definition of intercultural communication

- communication only across similar cultures
- communication across different cultures
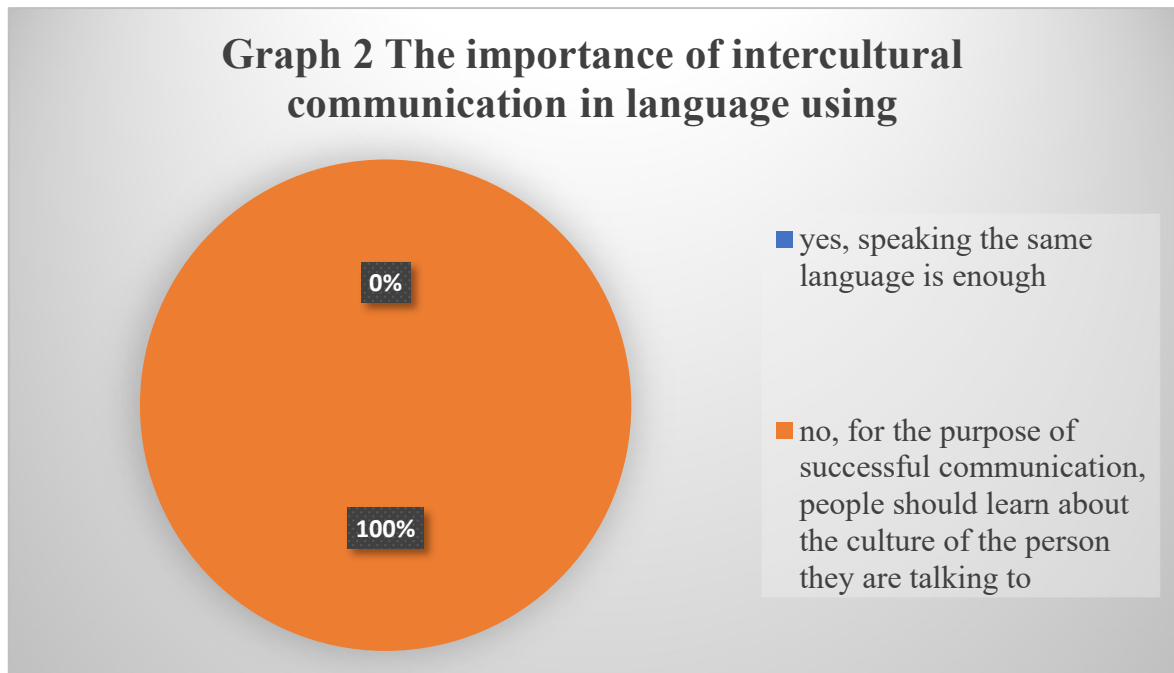- communication which helps us better to understand only our own culture
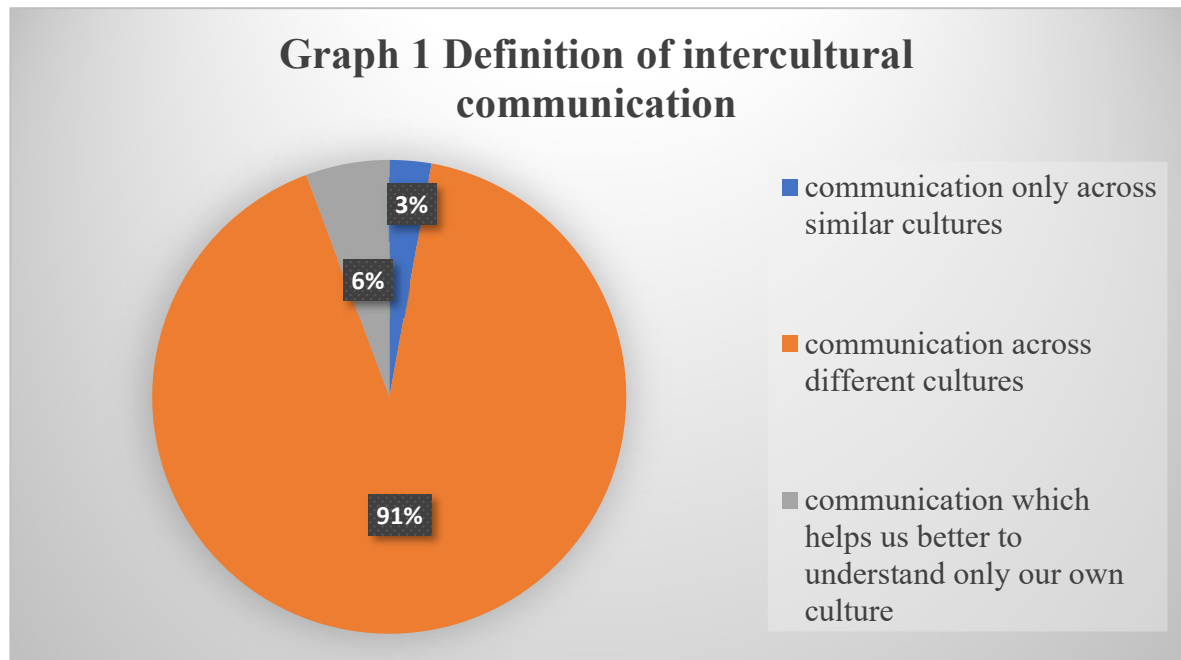
Since the students have heard a lot of definitions of intercultural communication during the courses of intercultural communication, the main goal of this first question was to find out, how the students according to their own opinion would define it.

91% (64 out of 70) of students answered this question correctly. It means that intercultural communication is communication across different cultures. 6%, what was 4 out of 70, think that intercultural communication helps us better to understand only our own culture. The main problem can be caused by not reading the question properly, because the most important word in this question is *own*. Finally, 3% (2 out of 70) of students are of the opinion that intercultural communication is understood communication across similar cultures, what is wrong.

2. Do you think that speaking the same language only can overcome the problems such as misunderstanding, disrespect or racism between nations?

Graph 2 The importance of intercultural communication in language using

- yes, speaking the same language is enough
- no, for the purpose of successful communication, people should learn about the culture of the person they are talking to

0%

100%

According to this graph, all of the requested students claim that if the communication is to be successful, people must be interculturally competent while talking to a person with different cultural background.

3. Name some courses at the Faculty of Applied Languages which deal with intercultural communication

Graph 3 Courses at the Faculty of Applied Languages
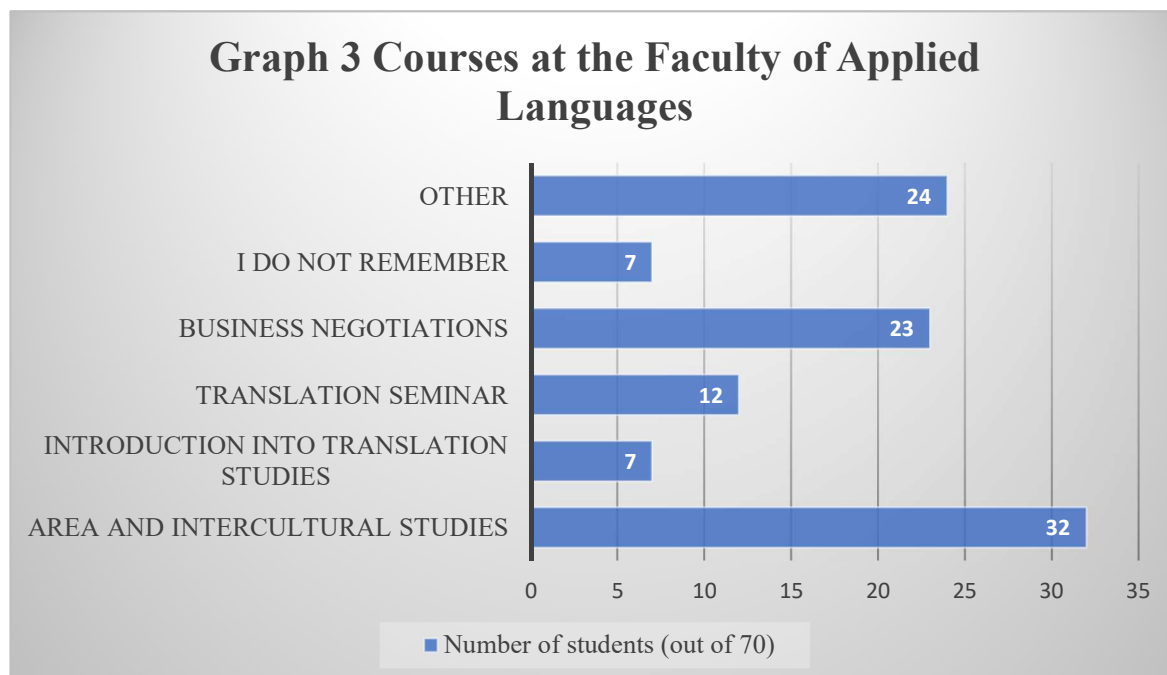
The main aim of this question was to find out if the students are aware of learning intercultural communication while learning a foreign language. There are many courses at the Faculty of Applied Languages which deal with intercultural communication. The majority of the answers was formed by the Area and Intercultural Studies course. 32 students, what is 47,71% think that they have learned about intercultural communication at this course at the most.

Other 24 students (34,28%) mentioned other courses, such as Intercultural Communication, Introduction to the Study of English, German, French and Spanish, International Marketing, Corporate Social Responsibility, International Economic Relations, Business Ethics or Commercial Negotiations. Some of them claim that they have learned how to be interculturally competent through programs such as Erasmus, Erasmus + or Prominence.
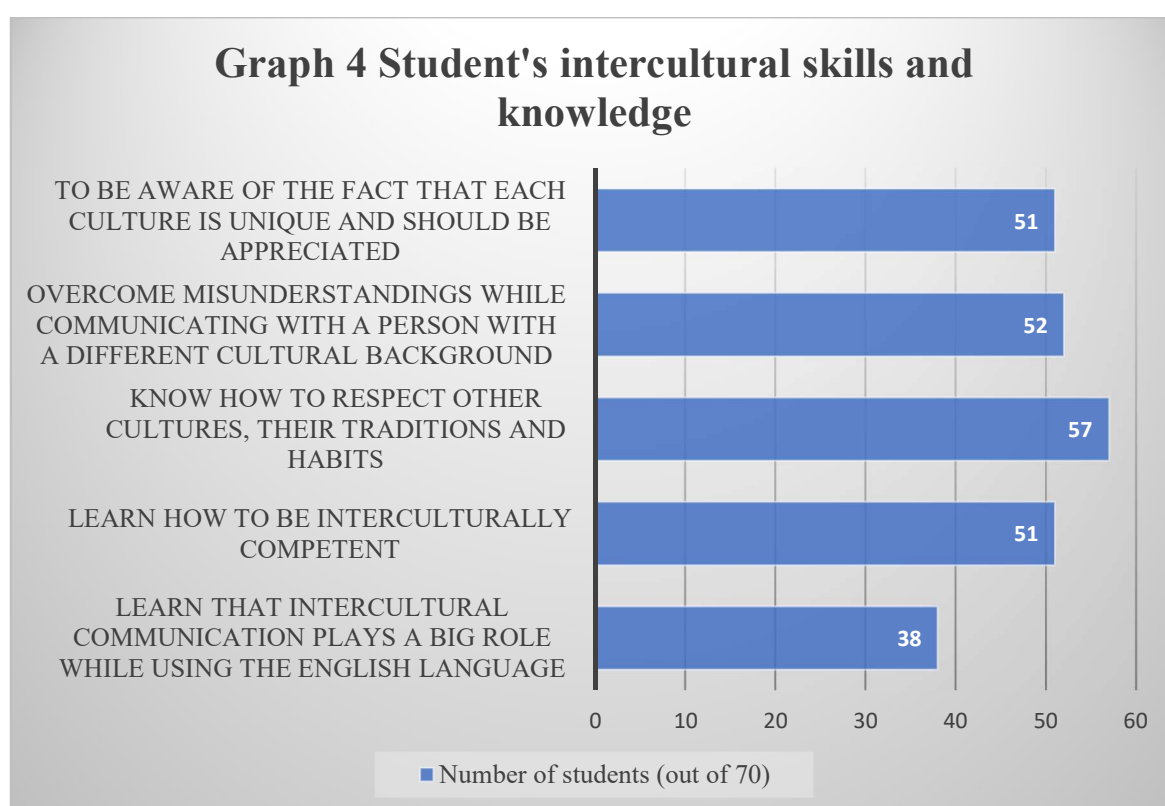
23 students, who represent 32,89%, think that the Course Business Negotiations include besides the foreign language teaching also intercultural communication.

17,14% (12 out of 70 respondents) points out to the fact that while working at the Translation Seminar, they had a chance to learn something more about intercultural communication.

Next 10% (7 out of 70 students) claims that they could use the knowledge of intercultural communication at the course Introduction into Translation Studies.

Furthermore, some students (7, what represents other 10%) could not remember the names of the courses, where they were practicing intercultural communication. Some of them also mentioned that they did not understand the question properly.

4. Learning about intercultural communication at seminars conducted in English helped me: (cross more options if needed)

Graph 4 Student's intercultural skills and knowledge

- TO BE AWARE OF THE FACT THAT EACH CULTURE IS UNIQUE AND SHOULD BE APPRECIATED — 51
- OVERCOME MISUNDERSTANDINGS WHILE COMMUNICATING WITH A PERSON WITH A DIFFERENT CULTURAL BACKGROUND — 52
- KNOW HOW TO RESPECT OTHER CULTURES, THEIR TRADITIONS AND HABITS — 57
- LEARN HOW TO BE INTERCULTURALLY COMPETENT — 51
- LEARN THAT INTERCULTURAL COMMUNICATION PLAYS A BIG ROLE WHILE USING THE ENGLISH LANGUAGE — 38

■ Number of students (out of 70)

The fourth question wanted to identify what the mentioned courses the students taught. 57 respondents, what represents 81,43%, claim that they have learned to know how to respect other cultures, their traditions and habits. 52 of them (74,29%) see the biggest advantage of passing these courses in learning how to overcome misunderstandings while communicating with a person with a different cultural background. 72,86% (51 out of 70) is the opinion that they have learned how to be interculturally competent, following 51 students (72,86%) think that they became aware of the fact that each culture is unique and should be appreciated. The last 38 students, what is 54,29% claim that they have learned that intercultural communication plays a big role while using the English language.

5. Cross the situations in which the command of intercultural communication competence is important: (cross more options if needed)

Graph 5 The use of the knowledge of the intercultural communication
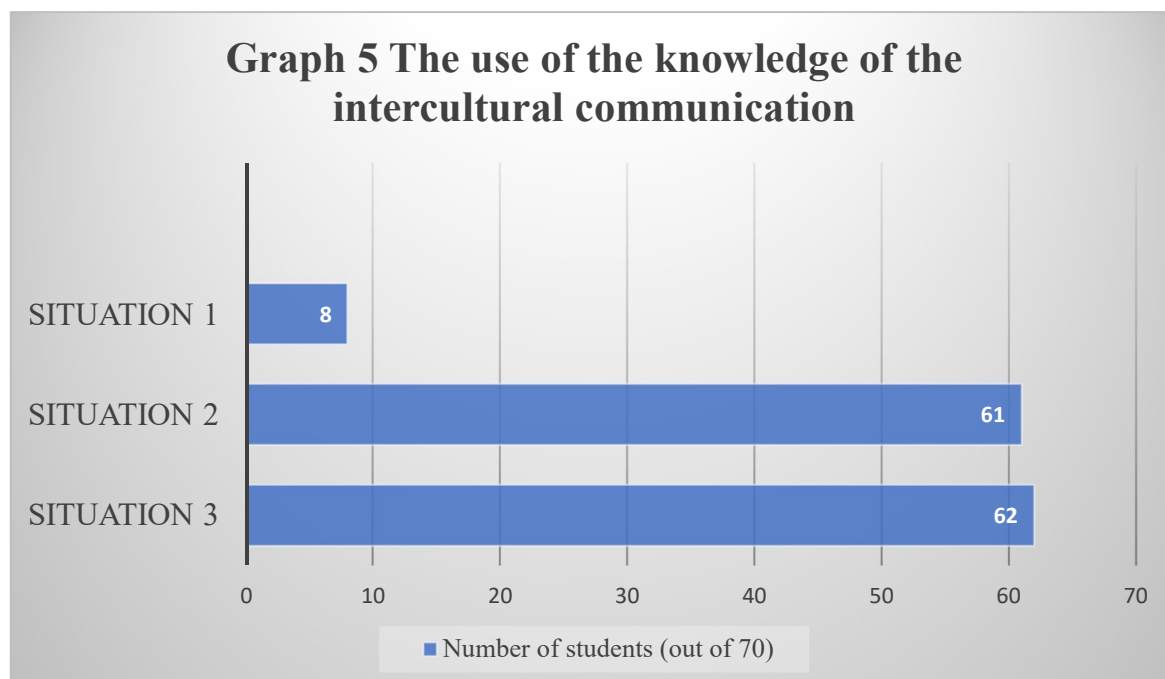
The last question was aimed at finding out, if the requested students, who have passed the mentioned courses, know where the knowledge of intercultural communication can be in a real life used. The students could cross more options.

Situation 1: Mária Dlhá works in a Slovak company. She has been invited to the company's party, but she is nervous a little bit, because she is a newcomer. There will be many people from Slovakia there who she does not know yet. She is just not the kind of a person who arranges contacts easily.

Situation 2: a Catholic girl found a Muslim boyfriend. They love each other, even if they belong to different religions. Now, it is time for her to introduce him to her family. Her parents are quite worried about this relationship, because they want only the best for their daughter. Moreover, they do not know how to behave towards him.

Situation 3: a student, studying abroad through the Erasmus exchange programme, has several friends with different cultural backgrounds. They have different opinions on things regarding culture, its traditions, values and habits. Despite the differences, they still want to be friends who respect, tolerate and understand each other.

The majority of the respondents (62, what represents 88,57%) consider the option about the student studying abroad as the one, where the command of intercultural communication is

needed. In the situation about the Catholic girl who found a Muslim boyfriend should according to next 61 persons (87,14%) be intercultural communication the way out of the problem. Only 8 students, who represent 11,43%, crossed the incorrect option.

3.3.4 Summary and conclusions

This research, in the form of a questionnaire, was aimed at analyzing the knowledge about intercultural communication, as well as intercultural competence of the requested students. Moreover, it wanted to find out if the students are capable of using this knowledge in practice.

The majority of respondents gave a correct answer to the first question. They understand that intercultural communication is a way how to communicate with different cultures. Only a low number of students answered this question incorrectly. In means that the knowledge of the requested students in general in the field of intercultural communication is really good. The research showed that they are able distinguish between the terms communication and intercultural communication. They know that the communication has many different forms. Additionally, all of them concurred that for the purpose of a successful communication, people talking to a person from a different culture should also know something about their culture at the same time.

Also, a major part of the students could name the courses which did not only give them the foreign language knowledge but also taught them how to be interculturally competent. The research was concentrated mainly on courses that are taught in the second and third year of the bachelor studies, although, some students mentioned also those which are to be held during the master studies. The research found out that the students have a good command of the courses, which deal with intercultural communication. However, the biggest problem was that some of them could not remember the names of the passed courses. They knew that they were not only learning the language itself but also intercultural communication but were not able to describe these courses namely.

The respondents could write their opinion what the courses taught them in the fourth question. Since the majority answered that they have learned how to respect other cultures, their traditions and habits, the research can presume that the students became the persons who know how to tolerate, respect and appreciate the unknown after passing the courses. Furthermore, many of them mentioned other advantages which passing these courses brings.

Additionally, some of them wrote that they were able to overcome the misunderstandings, while talking to a person with a different cultural background. A big part of them claimed that they have learned that intercultural communication plays a big role while learning the foreign language. Therefore, the research can presume that they are aware of the reason why for the purpose of a proper foreign language learning intercultural communication is so important.

Last but not least, the research brought other positive results. Forasmuch as the majority of all asked students answered the fifth question correctly, the research can affirm that they know how to use intercultural communication in practice and that they are able to distinguish between intercultural communication and communication among similar cultures. The reason why some of them answered this question incorrectly can result from the fact that they did not read the whole text and did not understand that the knowledge of intercultural communication in the situation about Mária Dlhá was not necessary.

CONCLUSION

This bachelor thesis was mainly aimed at bringing the importance of intercultural communication in teaching and learning English to reader's attention. It wanted to show them that even if a person has a good command of the particular language, there is something more what is needed to be learned. It described that the language consists of many other elements such as culture, history, etc. The thesis found out that for the purpose of a successful communication while speaking the same language, people must be aware of the fact that each person, as well as culture is unique and has a different set of rules and norms. Therefore, it proved that in order to be interculturally competent person who respects, tolerates and appreciates other cultures, intercultural communication should be definitely involved in English lesson.

The main aim of the theoretical part was to point out the relationship between culture, language and its history. It offered the reader a wide range of information about the fact how these components are connected to each other. Moreover, the thesis chose to describe the English language because of its role in this global world. It went through the history of this language and characterized the periods such as Old English, Middle English and Modern English step by step. Consequently, the thesis showed the specific examples how these forms of the English language looked like. Furthermore, another goal of this part was to describe the varieties of the English language, such as in Britain, America, Canada, Australia, New Zealand, South Africa or South Asia. Since even if these countries speak the same language, each country has its own culture and therefore, the thesis demonstrated the need for the knowledge of intercultural communication while coming into contact with each other. It also mentioned the differences between Britain and America, as well as those between their varieties of the English language.

The theoretical part also took a better look at the importance of intercultural communication not only in general but also applied to education. Also, the terms relating to intercultural communication were explained so that the reader could understand them in a proper way. Additionally, it was devoted to the methods of learning and teaching intercultural communication, such as informal education, non-formal education and formal education. Another point was to provide the teachers with the tips and tricks of involvement of intercultural communication in their teaching.

The third chapter dealt with the Faculty of Applied Languages and the courses that are taught at this Faculty. It described that even if some of them are not aimed at teaching intercultural communication only, they acquaint the students with the knowledge in this field. For example, the intention of the Translation Seminar is not only to teach how to translate different text types, but also to show the students what they should put attention to. They must consider the fact that some things are translated among many cultures differently. As the examples of this problem the expressions such as *babie leto* and *Indian summer* were mentioned. Moreover, the third chapter was consisted of a practical part. The questionnaire found out that the students of the Faculty of Applied Languages not only have a good command of the English language, but also know what role intercultural communication in the foreign language using plays. It also came to conclusion that the students know where to implement this knowledge in practice.

This bachelor thesis contributed to understanding how important is intercultural communication on campus. The foreign language teachers can take advantage of this knowledge and apply it to their English class. The thesis can also inspire other faculties which teach a foreign language. They can think about the involvement of intercultural communication in their courses and teach the students how to become a person who respects, tolerates and understands other cultures.

The thesis wants to mention a couple of very essential words by Jasmine Guinness at the end and thereby let the reader think about it: "*Be kind, don't judge, and have respect for others. If we can all do this, the world would be a better place. The point is to teach this to the next generation*".

RESUMÉ

Dnešná doba je charakterizovaná novým trendom a to zvýšenou mierou internacionalizácie a globalizácie. Svet sa začal spájať, a tým sa obrovskou rýchlosťou mení z dňa na deň. Mení sa na miesto, kde sa stretávajú ľudia z rôznych krajín, ktorí sú veľmi často nositeľmi iných, rozličných kultúr. Tieto kultúry sa od seba líšia svojimi tradíciami, zvyklosťami a normami. A práve na toto sa často zabúda. Ak chcú jednotlivci medzi sebou komunikovať, nestačí, aby používali ten istý jazyk. Musia sa naučiť, ako rešpektovať, tolerovať a oceňovať iných, bez toho, aby v dôsledku nepoznania danej kultúry vznikali zbytočné predsudky, stereotypy alebo xenofóbia. A preto by mal byť interkultúrnej komunikácii pripisovaný oveľa väčší význam.

Existuje veľa oblastí, ktoré nám ukazujú, ako veľmi je znalosť interkultúrnej komunikácie dôležitá. K týmto sféram patrí napríklad obchod a podnikanie, priemysel alebo politika. Technológie, internet a televízia sú toho ďalšími príkladmi. Otázkou avšak zostáva, kedy sa ľudia naučia to, ako majú komunikovať s ľuďmi iných kultúrnych zázemí? Odpoveďou je jednoznačne školstvo. Práve tu sa deti stretávajú s kultúrnou diverzitou po prvýkrát. V dôsledku chudoby, hladu alebo nepokojov čoraz väčšie množstvo ľudí migruje z jednej krajiny do druhej. Preto sa stáva, že sú triedy tvorené žiakmi iných národností. Na tomto mieste sa naučia, že sa nemajú čoho obávať. Že aj keď ich spolužiak alebo spolužiačka vyzerá, rozpráva alebo cíti inak, stále sa môže stať ich najlepším priateľom.

Anglický jazyk sa stal globálnym jazykom, inak nazývaným lingua franca. Znalosť tohto jazyka je v dnešnej dobe nevyhnutná. Umožňuje komunikáciu medzi jednotlivcami iných krajín a kultúr. Na svete je mnoho krajín, ktoré prijali angličtinu za svoj oficiálny jazyk. Avšak každá krajina má svoj vlastný súbor mravov, noriem a pravidiel. Preto znalosť anglického jazyka nie je jediná vec, ktorú sa človek musí naučiť. Musí sa naučiť, ako má so svojím partnerom komunikovať bez toho, aby ho nevedomky urazil. A práve preto by mala byť interkultúrna komunikácia súčasťou výučby anglického jazyka.

Cieľom tejto bakalárskej práce, ktorá má názov interkultúrna komunikácia v podmienkach výučby anglického jazyka ako cudzieho jazyka, je poukázať na dôležitosť interkultúrnej komunikácie pri výučbe anglického jazyka. Práca sa člení na 3 kapitoly, pričom každá z nich pozostáva z ďalších podkapitol, v ktorých sa bližšie rieši daná problematika.

Prvá kapitola je zameraná na to, aby priblížila čitateľovi spojitosť medzi kultúrou, jazykom a jeho históriou. Snaží sa objasniť, že jazyk pozostáva z rôznych častí, ktoré sú medzi sebou navzájom poprepájané. To znamená, že k tomu, aby sa človek naučil používať daný jazyk nestačí, že pozná jeho gramatiku alebo slovnú zásobu. Musí si uvedomiť, že kultúra, jazyk a jeho história sa navzájom vo veľkej miere ovplyvňujú a dopĺňajú.

Osobitné miesto v tejto kapitole patrí práve anglickému jazyku. Za účelom lepšieho porozumenia tomuto jazyku by sa čitateľ mal prelúskať cez jeho dejiny. Táto kapitola opisuje jeho vznik a zachytáva jeho najdôležitejšie míľniky. Je v nej stručne vyrozprávaný príbeh anglického jazyka. Poukazuje na blízkosť anglického a nemeckého jazyka, keďže majú rovnaké základy. Charakterizuje tri obdobia, ktoré prispeli k tomu, ako dnes súčasný anglický jazyk vyzerá a to starú angličtinu, strednú angličtinu a modernú angličtinu. Ako príklad toho, ako stará forma angličtiny skutočne vyzerala je uvedený Starý zákon od Ælfrica, anglického mnícha, ktorý žil od roku 955 do 1010. Táto ukážka je následne preložená do súčasnej podoby anglického jazyka. Kapitola opisuje ďalšie obdobia vývoja a následne podáva ďalší príklad a jeho preklad. Dôležitou súčasťou je opis anglického jazyka ako globálneho jazyka v kontexte interkultúrnej komunikácie. To znamená, že práca podáva odpovede na otázku, prečo sa anglický jazyk stal jazykom lingua franca a aký to má vplyv na potrebu znalosti interkultúrnej komunikácie pri jeho používaní.

Ďalšia časť sa venuje krajinám, v ktorých je angličtina úradným jazykom. Práca sa zaoberá varietami anglického jazyka v Británii, Amerike, Kanade, Austrálii, na Novom Zélande, v Južnej Afrike a napokon Južnej Ázii. Bližšie približuje čitateľovi dôvody, prečo sa britská a americká angličtina od seba začali odlišovať. Nielenže predkladá príklady odlišností týkajúce sa gramatiky, výslovnosti a pravopisu jazyka, ale taktiež tie, týkajúce sa tradícií, zvykov a etikety v oboch krajinách. Keďže tieto rozdiely sa týkajú aj kultúry, môže to vytvárať prekážku v interkultúrnej komunikácii. Niektorí Američania napríklad nerozumejú, prečo im v Británii ponúkajú čaj s mliekom, pričom oni chcú iba kolu a naopak. Tieto odlišnosti môžu zmiasť aj cudzinca a spôsobiť problémy v interkultúrnej komunikácii. Preto im táto kapitola pripisuje veľký význam.

Hlavným cieľom druhej kapitoly je oboznámiť čitateľa s rolou interkultúrnej komunikácie vo svete, ako i v školstve. Ponúka širokú škálu oblastí, kde je znalosť interkultúrnej komunikácie nutná, ako napríklad zamestnanie, obchod a podnikanie, priemysel, politika alebo cestovanie. Prináša reálne príklady v praxi. V dnešnej dobe čoraz viac firiem hľadá

zamestnancov, ktorí majú nielen dobrú znalosť anglického jazyka, ale sú aj interkultúrne kompetentní. A to môže byť pre záujemcov o danú pozíciu skutočne veľkou výhodou. Práca taktiež poukazuje na to, že by sa ľudia nemali pozerať na niečo, čo ich rozdeľuje, ale naopak, sústrediť svoju pozornosť na veci, ktoré ich spájajú.

Ďalšia časť bližšie definuje pojmy ako sú interkultúrne vzdelávanie, komunikácia, kompetencia a povedomie. Taktiež zdôvodňuje, že školstvo by malo byť príkladom toho, ako rešpektovať ľudí z iných kultúr. To znamená, že by nemalo zavádzať žiadne obmedzenia pre utečencov, študentov inej rasy alebo inej farby pleti. Interkultúrna komunikácia na pôde školy taktiež zabraňuje tomu, aby vznikali rôzne problémy z dôsledku nepoznania iných kultúr. Typickými príkladmi, s ktorými sa stretávajú mnohé školy, sú rôzne nedorozumenia, rasizmus, intolerancia, predsudky, stereotypy alebo diskriminácia. Ďalšou výhodou výučby interkultúrnej komunikácie na hodinách anglického jazyka je fakt, že to pripraví žiakov na ich budúcnosť. A ako staré dobré príslovie hovorí, čo sa v mladosti naučíš, v starobe akoby si našiel.

Druhá kapitola sa zároveň venuje metódam výučby a učenia sa interkultúrnej komunikácie. Vysvetľuje, že človek sa s interkultúrnou komunikáciou nemusí stretnúť na pôde školy po prvýkrát. Poukazuje na fakt, že interkultúrna komunikácia môže hrať dôležitú rolu v živote človeka už v ranom detstve. To znamená že každý jednotlivec je počas svojho života ovplyvňovaný inými ľuďmi, ako napríklad rodičmi, učiteľmi, spolužiakmi alebo kamarátmi, ktorí mu môžu ukázať, ako tolerovať, rešpektovať a oceňovať druhých.

Najlepším spôsobom, ako sa naučiť, ako byť interkultúrne kompetentným, je zažiť to na vlastnej koži. V dnešnej dobe existuje veľa možností, ako stráviť nejaký ten čas v zahraničí, kde si študenti nielenže zlepšia cudzí jazyk, ale taktiež sa spriatelia s inými ľuďmi, ktorí pochádzajú z iných krajín a tým pádom zastávajú inú kultúru. A práve toto priateľstvo ich môže poznačiť do konca života, pretože im ukáže, že nemajú mať strach z neznámeho. Táto kapitola taktiež ponúka učiteľom cudzích jazykov ďalšie tipy, ako by mohli interkultúrnu komunikáciu lepšie začleniť do výučby anglického jazyka.

Cieľom tretej a zároveň poslednej kapitoly je zdôrazniť význam interkultúrnej komunikácie na Fakulte aplikovaných jazykov, ktorá je jednou zo siedmych fakúlt Ekonomickej univerzity v Bratislave. Študijný odbor Cudzie jazyky a interkultúrna komunikácia je jedným z mála programov, ktoré sa okrem výučby cudzieho jazyka, zameriavajú aj na to, aby naučili svojich študentov, ako byť interkultúrne kompetentnými.

Prvá časť tretej kapitoly je teoretická a opisuje danú Fakultu. Fakulta nielenže ponúka predmety v oblasti ekonómie, práva a spoločenskovedných disciplín, ale hlavne sa zameriava na výučbu cudzích jazykov, kde veľkú rolu zohráva práve spomínaná interkultúrna komunikácia. Táto kapitola taktiež venuje pozornosť predmetom, ktoré sa učia na danej Fakulte a týkajú sa jednak cudzieho jazyka, ako i interkultúrnej komunikácie. Príkladmi sú napríklad Oblastné a interkultúrne štúdie, Úvod do translatológie alebo Obchodné rokovania.

Druhá časť je praktická a ako výskumný nástroj slúži dotazník. Jeho cieľom je zistiť, aké vedomosti o interkultúrnej komunikácii majú absolventi daných predmetov a či ich vedia uplatniť v praxi. Dotazník tvorí päť otázok. Počet respondentov, ktorí si našli čas na jeho vyplnenie, je sedemdesiat. Táto časť sa krok po kroku venuje každej otázke a analyzuje odpovede študentov. Dotazník dospieva k záveru, že väčšina opýtaných odpovedala na dané otázky správne. Tým môže konštatovať, že študenti majú dobrú znalosť interkultúrnej komunikácie a vedia ju aj uplatniť v reálnom živote.

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