DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

The article discusses the use of authentic materials for developing students' intercultural communicative competence in English language teaching. The proposed methodology combines authentic texts, dialogues, audio-video materials, situational tasks, role-play, comparison and reflection. The learning process is organized through diagnostic, instructional, practical and reflective stages. Particular attention is given to students' ability to interpret indirect communication, politeness strategies and other culturally conditioned meanings. The approach aims to connect language knowledge with appropriate communication in intercultural situations.

Keywords: intercultural communicative competence, authentic materials, English language teaching, situational tasks, role-play, cultural awareness, reflective learning

INTRODUCTION

Successful foreign language communication requires more than grammatical ***and lexical knowledge. Learners Sentabr understand the literal meaning of an utterance*** but misunderstand the speaker's intention because communicative behavior is influenced by cultural context. Differences in politeness, indirectness, small talk, ***interpersonal distance and conversational routines Sentabr therefore create difficulties in*** intercultural communication.

Authentic materials provide learners with examples of language in meaningful communicative contexts. However, simple exposure is not sufficient. Their pedagogical value increases when students analyze the material, interpret culturally significant features, practice appropriate responses and reflect on their own

assumptions. The aim of this study is to propose a practical methodology for using authentic materials to develop students' intercultural communicative competence in English classes.

LITERATURE REVIEW

Intercultural communicative competence includes cultural knowledge, the ability to interpret culturally meaningful behavior, pragmatic awareness and communicative flexibility. Authentic materials can support these components by demonstrating natural language use, conversational routines, politeness strategies and context-dependent meanings.

A student-centered approach is especially relevant to intercultural learning. Situational analysis develops interpretation, role-play provides opportunities for communicative practice, comparison makes cultural differences explicit, and reflection helps learners reconsider simplified assumptions. Thus, intercultural competence can be developed through a sequence that moves from awareness to interpretation, practice and reflection.

In English teaching, British communicative behavior can serve as one contextual area for such activities. Indirect requests, politeness and small talk may be introduced through authentic situations. Such features should be presented as context-dependent tendencies rather than fixed characteristics of every British speaker.

METHODOLOGY

The methodology is designed as a classroom-based pedagogical intervention. It combines quantitative and qualitative procedures: questionnaires and structured tasks can provide measurable evidence, while observation, role-play and reflective responses can show how students interpret and apply intercultural knowledge. A quasi-experimental model may include an experimental group receiving systematic work with authentic intercultural materials and a control group following regular instruction. Pre-test and post-test tasks can be used to compare development.

Stage	Main activities	Purpose

Diagnostic	Questionnaire, situational tasks	Identify initial difficulties
Instructional	Authentic texts, audio/video, guided analysis	Develop cultural awareness
Practical	Role-play, communicative situations	Apply strategies
Reflective	Comparison, discussion, self-assessment	Develop critical awareness

AUTHENTIC MATERIALS AND TASKS

The materials should correspond to learners' level and lesson objectives. Useful resources include authentic dialogues, short articles, interviews, video fragments and audio recordings. They should be accompanied by tasks that guide students from observation to independent communication.

At the pre-material stage, students activate prior knowledge and predict possible cultural meanings. During the material, they identify indirect expressions, politeness markers, tone and contextual clues. After the material, students reconstruct dialogues, perform role-plays, compare communicative norms and explain their interpretations.

For example, a lesson on British politeness may begin with an authentic dialogue containing an indirect request. Students first discuss how requests are commonly expressed in their own context. They then identify linguistic markers of politeness, explain the speaker's intention and practice similar situations through role-play. Finally, they reflect on how cultural context influenced their interpretation.

DISCUSSION AND RESULTS

The methodology addresses the gap between knowing cultural information and using it in communication. Authentic materials connect language forms with communicative intention and social context. Situational analysis helps students

understand implicit meanings, while role-play provides an opportunity to apply appropriate strategies in controlled situations.

The approach is particularly relevant to culturally conditioned features such as indirect requests, politeness and small talk. Its important principle is to avoid presenting cultural patterns as rigid rules. Students should learn to interpret behavior according to context, relationship and communicative purpose.

Assessment can combine several criteria: cultural understanding, interpretation of communicative intention, pragmatic appropriateness, flexibility and reflective awareness. Using different instruments provides a broader picture of students' intercultural development than a factual culture test alone.

CONCLUSION

The study demonstrates the methodological potential of authentic materials for developing intercultural communicative competence in English language teaching. Their effectiveness is strengthened when authentic input is combined with situational analysis, role-play, comparison and reflection. The proposed sequence—diagnosis, instruction, practice and reflection—allows teachers to move from cultural awareness toward practical communicative competence.

The methodology can be adapted to different levels and classroom contexts. Its main pedagogical value lies in treating intercultural competence as a skill that develops through observation, interpretation, practice, feedback and reflection rather than as a collection of cultural facts.

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