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DEVELOPING INTERCULTURAL COMPETENCE OF PUPILS USING AUTHENTIC MATERIALS

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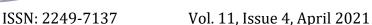UZBEKISTAN
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ABSTRACT

This article discusses the importance of computer in teaching pupils, materials and methods of intercultural communicative competence and also teaching aids for the development of ICC. Consequently, foreign language teachers are often confused and do not know which aspects of culture to teach, what materials to use and what teaching techniques to use with the aim of developing intercultural communicative competences of their learners. They vary from culture to culture and can cause great misunderstandings if perceived or performed inappropriately. There are a lot of materials that could be used in teaching culture. Several English language textbooks offer materials developing ICC in separate parts called cultural pages. Furthermore, English language teachers can develop their creativity when designing and adapting material to promote more learning of the target language and its use.

KEYWORDS: *CEFR, ICC, Computer Science, Global Economy, Technology.*

INTRODUCTION

Authentic materials are believed to be the best types of materials for developing intercultural communicative competences of foreign language learners. Authentic materials bridge the gap between the classroom and the outside world and they bring reality to the classroom. Authentic materials are those which were not created or edited for language learners, consequently most everyday objects in the target language qualify as authentic materials. Exposure to the authentic materials allows language learners to make contact with the real-life language, customs and way of life of the target culture. Using authentic materials in teaching culture is a great motivational factor and it helps learners to recognize that there is a community of users who live their lives in this other language. Authentic materials include audio, visual and printed materials. This paper discusses and gives examples of activities how to use authentic materials in developing socio-cultural knowledge, sociolinguistic competences, pragmatic competences and non-verbal communication. The CEFR, which serves as the base document for developing national curricula, also emphasizes development of ICC. However, the CEFR does not elaborate on the development of ICC for each level of proficiency. The CEFR only describes the competences in general, and the aspects of ICC are only included in individual competences and therefore the connection with ICC is not immediately obvious. Consequently, foreign language teachers are often confused and do not know which aspects of culture to teach, what materials to use and what teaching techniques to use with the aim of developing intercultural communicative competences of their learners. Based on CEFR, general and communicative competences connected to culture have been excerpted and summarized and put into clear diagrams, which can serve as a basis for cultural teaching. In the component of socio cultural knowledge the empirical knowledge relating to day-to-day living, shared values, beliefs, history and taboos of social groups is considered to be essential to intercultural communication. Existential competence is considered to be culture related as it includes the sum of personal characteristics, personality traits, attitudes, self-image and one's view of others. Skills of cultural awareness, to see contrast between own and target culture and ability to overcome stereotypes are important components of ICC. Sociolinguistic competences refer to linguistic markers of social conventions use and choice of greetings, address forms, turn taking, rules of politeness, register differences. Pragmatic competences are concerned with the functional use of the language. The cultural component is very important here, as it includes suggestions, requests, introductions, invitations, correct use of please and thank you, etc. Non-verbal communication is an important part of intercultural communication. Paralinguistic features, such as gestures, facial expressions, eye contact, body contact, proxemics; extra-linguistic speech sounds for expressing silence, happiness, disgust, approval, disapproval, and prosodic features such as loudness, pitch of the voice are very delicate features in intercultural communication. They vary from culture to culture and can cause great misunderstandings if perceived or performed inappropriately. There are a lot of materials that could be used in teaching culture. Several English language textbooks offer materials developing ICC in separate parts called cultural pages. However, it is often difficult to convince English teachers that the teaching of culture is not a secondary goal. Culture is an inseparable part of foreign language teaching, because language without culture is a set of symbols which can be misinterpreted, if they are not understood in the right cultural context. Nowadays, authors of English language textbooks are aware of the necessity to develop ICC of learners and are trying to make more effort to create culturally relevant texts, recordings and

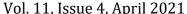activities. However, materials in English language textbooks are adapted materials, which have great advantages, but also disadvantages. One of the greatest advantages is that they are designed according to the pedagogical and psychological characteristics of the learners. They are created for a particular age group, language proficiency and suitable topic, and they are easier to use for foreign language teachers. The greatest disadvantage of adapted materials is that information can be quickly out of date, e.g. when teaching popular arts, which are popular and motivational topics for young learners. Textbooks often use fabricated texts travel stories or visits by families to foreign countries and these have a tendency to feel forced and irrelevant. Another disadvantage is that adapted materials do not always use real everyday language, nor portray real picture of foreign cultures. Adapted materials are limited to texts, pictures, audio and video recordings authentic materials offer more resources. The Intercultural Communicative Competence allows individuals to relate with the world around them, by being aware of their own cultural identity, appreciating other people's cultural differences and being able to express themselves accurately in another language. Unfortunately, this capacity is overlooked in our English teaching settings. This project aimed to foster the Intercultural communicative competence through the implementation and adaptation of materials for cultural awareness with eleventh graders at a public school. In this qualitative action research three instruments were used to collect the data during the implementation of the worksheets with cultural content, a survey, artifacts and teacher's journal. The results of the intervention showed that the inclusion of cultural topics as well as the variety of activities made the materials appealing for students, which led to an innovation in the classroom that fostered learning in a meaningful way.
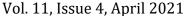
In today's digital world, computer science is a critical field of study that offers a limitless amount of opportunities for both academic and technological growth. Since the invention of the internet, the development of new computing technologies has steadily increased, leading to fundamental change in the way we live and work. It is hard to imagine a life without computers, laptops, mobiles and tablets, but without computer science, that is exactly what we would have. As computing technologies continue to rapidly expand and evolve, why are many schools still reluctant to harness the countless benefits of teaching computer science? Taking basic knowledge as well as skills to operate computers to perform better jobs. Computer education is all about extending to its various branches of study in different sectors. Computer, along with internet facility is the most powerful device that children can use to learn new abilities in education. Computer plays a significant role in each n every field of life. They help us in several ways. For example, they find applications in medicine, industrial process, aviation industry, making bills in various big shops, creating presentation slides in application software for making delivering lectures in colleges, universities and a lot more. In short, not only in just one, but the Computer plays an all-rounder role in the field of education of students. Innovation in computer technology has a profound impact on education. It forms a part of the school curriculum as it is an essential part of every individual today. Computer education in schools plays a major noteworthy role in the career development of young children. Being actively used in various educational institutes like schools, college's big universities, computers are used to aid the learning process of students. Professors in college's teachers in schools take help of audio visual techniques to prepare lesson plans for children[1]. For this, they use Microsoft power point to prepare electronic presentations about their lectures. These electronic presentations can be shown on multimedia and sound projectors in classrooms. It is an interesting and simple method to learn

for students. Multimedia presentations are easy to deliver for teachers also as these presentations spare a great deal of time and effort. Computers can be used for online education research. With the help of the internet, students can find useful information about their projects, assignments and also can take useful help from other researchers as they organize their research materials in computers. In computer based training, various educational programs are prepared or set up with the assistance of expert educators and audio-visual media help. These educational programs are generally set up in the shape of lectures on a specific topic are given on CDs. Students can learn when they wish at their homes. Immense storage is yet another main great characteristic of a computer. Students and teachers can download and store a lot of educational materials, books, presentations, address notes, question papers, and so on in computers. Students can find many different ways to solve a certain problem given to them. Through computer, they can interact with people having same decisions. Speed is the fundamental attributes of a computer. We can easily find information with just a single touch of a button. One of the primary uses of computers in education is the access to the internet for information search about any topic. Appealing and better introduction presentation of data through applications programming software like microsoft PowerPoint to introductions for creating splendid presentations for notes. Another main advantage of using computers in the education field is the improvement in the quality of teaching-learning process and communication between students and teachers. For this, they use microsoft powerpoint to prepare electronic presentations about their lectures. Computer revolutionizes the way of study while making education smoother and quicker. It also connects us to different sources, which show us different ways to understand a particular topic or idea. In general, a computer has helped the education world and also has changed the way we learn. The kids of today they tap, swipe and pinch their way through the world. But unless we give them tools to build with computers, we are raising only consumers instead of creators. Through her book, children learn technology through play, and understand the curriculum of coding through the eyes of a six year old. Her goal in working with children, encouraging them to dream and imagine the possibilities of what they could create using computers, comes with the moment when a kid realizes the world is definitely not ready yet. A really awesome way of making the world more ready is by building technology, and that each one of us can be a part of that change. In front of the monitor, moments become hours, appearing often reproaches from parents, like why to play in place to learn. Software manufacturers have tried to combine this two sides and so was both computer aided. Whether for websites or the products distributed on CD, as example this work. Students who use computer for learning at home, achieved higher scores than other children, is because lessons at the computer completes teacher explanations with multimedia elements and virtual experiments. In this case students understand and retain easier difficult topics from books. The role of computer in teaching activities is becoming more important because world is in a continuous and rapid modernization. The computer plays an important role in teaching and learning process. We live in a world where changes are made with high steps, and we must keep up with then[2]. The computer can be used in teaching-learning of play form, drawing the children. Computer use in school has and will have a great role in the presentations of lessons, and for communication and information. A test conducted by electronic means has various advantages among direct monitoring by the teacher in a virtual class, the results can be stored in databases is different draw conclusions on the evolution of each particular student and his performances can be available to test different data can be accessed repeatedly, leading to an adaptable and flexible learning and assessment, as part of a complex mechanism of the
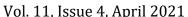
educational process. Computer training is the way in which the interaction of teaching and learning, between teacher and students, is the means of this computer. Integrating computers in teaching refers to how information and tasks contained in software work is articulated with other sequences of training and responding to objectives pursued by the teacher. Proper handling of the computer itself can be done by teachers or by students, depending on the task of learning content and specific situation in which the learning. If we know how to weave the traditional with the modern lesson, if we managed to make students to participate in their training, if they educate students who will know how to find certain truths, proves that the methods used by us in the educational process were most suitable, we chose the best way. Using the computer as a tool in teaching school subjects lead to the development of critical thinking, allowing students to demonstrate spontaneous. Satisfaction of the highlights is the talent to make their own creation.
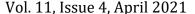
There are a lot of materials that could be used in teaching culture. Several English language textbooks offer materials developing language. However, it is often difficult to convince English teachers that the teaching of culture is not a secondary goal. Culture is an inseparable part of foreign language, because language without culture is a set of symbols which can be misinterpreted, if they are not understood in the right cultural context. Nowadays, authors of English language textbooks are aware of the necessity to develop of learners and are trying to make more effort to create culturally relevant texts, recordings and activities. However, materials in English language textbooks are adapted materials, which have great advantages, but also disadvantages. One of the greatest advantages is that they are designed according to the pedagogical and psychological characteristics of the learners. They are created for a particular age group, language proficiency and suitable topic, and they are easier to use for foreign language teachers. The greatest disadvantage of adapted materials is that information can be quickly out of date. when teaching popular arts, which are popular and motivational topics for young learners. Textbooks often use fabricated and these have a tendency to feel forced and irrelevant. Another disadvantage is that adapted materials do not always use real everyday language, nor portray real picture of foreign cultures.[3] Adapted materials are limited to texts, pictures, audio and video recordings. Authentic materials are with no doubt the best materials for teaching cultural aspects, as they bridge the gap between the classroom and the outside world and they bring reality to the classroom. The use of authentic materials in EFL classrooms may be useful for teachers and students to develop not only grammatical skills but also to reinforce students' ability to understand and contextualize the language used in the classroom and the language people use in other social contexts. Furthermore, English language teachers can develop their creativity when designing and adapting material to promote more learning of the target language and its use. For the development of this project, authentic materials are taken as the material that is not designed for teaching purposes, it means that the material utilized is not commercially produced to teach a target language itself, which can include EFL textbooks, audiotapes, workbooks, worksheets. Furthermore, the students participating in the study had the opportunity to share what they had learnt from those tasks with their classmates. These students designed and used posters, brochures, and videos for sharing what they had learnt from the tasks developed. There are several differences between authentic materials and no authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Also, hesitations are often missing, and sentences are very well-

formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in other social contexts. In one of the semi-structured interviews, for instance, the participating students claimed feeling nervous when speaking in English due to feeling afraid of making mistakes or misusing the grammar rules. In many cases, the language heard in EFL classrooms is a stilted use of spoken English; the real objective of teaching this language is lost because of a need to teach specific language points in a method that some teachers may feel would be more understandable for learners. Authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching practices, he encourages students to bring into the classroom their own samples of authentic language data from real world contexts outside of the classroom. In this sense, the use of authentic materials to address cultural topics in an EFL classroom allows students to practice real language, to listen to different accents, understand their classmates, and make themselves understood. Authentic materials focus mainly on contents and meaning and not on linguistic forms and structures. Authentic materials do not replace textbooks, but could be very beneficial additional materials or a substitution for certain texts that might not be well suited for the specific classroom. Most everyday objects in the target language qualify as authentic materials. Authentic materials are those which were not created or edited for language learners. Exposure to the authentic materials allows language learners to make contact with the real-life language, which can be a great motivational factor and it helps them to recognize that there is a community of users who live their lives in this other language. Authentic materials include audio, visual and printed materials. There is a great choice of authentic materials, which could be used in teaching culture in foreign language lessons, but teachers need to pay a lot of attention in choosing appropriate materials. Teachers should set up criteria for selecting materials, which would suit the specific groups of learners. The materials should fulfill the requirements of the curriculum topics, interest of learners, usefulness, language level, age and background knowledge of learners. The authentic materials need to be culturally appropriate, but at the same time comprehensible for learners of English as a foreign language. It needs to be kept in mind, that authentic materials are based on native speakers' culture, which might appear alien or inappropriate to language learners. There are several steps in using authentic materials in teaching English. The first step is to identify learners' needs and goals for learning target language and culture. Learners should be invited to participate in the process of choosing authentic materials, for example they are asked to bring recipes, newspapers, labels and other non-school materials to the classroom[4]. Learners might consider these materials inappropriate for school, based on their earlier academic experiences. Teachers should discuss with learners the aim and rationale for using authentic and their connection with target culture. Teachers and learners could become partners in collecting materials. Authentic materials are easily and inexpensively obtainable. Especially the internet is a rich source of all kinds of materials. The authentic materials should be suitable in content interesting and relevant, exploitability the way authentic materials could be used and comprehensibility appropriate level of language. Benefits of authentic materials in developing intercultural communicative competences are immense. They remind learners that there is a real world community that functions exclusively through the use of the target language. Authentic materials help learners to use language in real life like situations. Learners are exposed to the real use of language and they are immersed into the real world of the target culture while they are in the classroom. Authentic materials, especially texts, videos, songs need to be actual, as they are
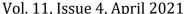
culturally sensitive and can become quickly out of date. They can be used for all language levels, from basic to advanced, but need to be carefully chosen. Finally, they have a positive effect on learner motivation as they provide real cultural information and exposure to real language. For example, it is more beneficial to use a current newspaper to search for relevant and up to date weather forecast, than to use an out dated text for searching nouns or verbs which is a typical school based approach. Authentic materials are exciting to use, but it is inevitable that we might face some problems. Certainly, there are disadvantages with authentic materials. First of all they are very difficult and time consuming to choose culturally appropriate, up to date and comprehensible materials. Real life language is often difficult to understand, as it uses dialect words, idioms, complex language structures. Language can be culturally biased for certain groups of people and learners might have problems decoding the language. Unsympathetically used can cause frustration with the language learners. Listening to authentic language can also cause problems, as there are many different dialects and accents. Although, there are some disadvantages with using authentic materials, but there are still many more advantages, especially with developing intercultural communicative competences of learners. In fact, it is hardly possible to develop ICC without using authentic materials, particularly the sociolinguistic, pragmatic and non verbal competences.

To be more practical and specific, several activities using authentic materials with the aim of developing intercultural communicative competences are listed here. A controversial view of authentic tasks by noting that there is probably no such thing as real task authenticity since classrooms are, by nature artificial. However, it is the relationship between the learner and the input text, and the learner's response to it, that should be characterized as authentic, rather than the input text itself. Thus in foreign language learning contexts, where exposure to the language being learned is scarce, English language teachers should creates paces within the classrooms with the objective of making students have access to authentic tasks that permit them to study the language structure and to focus on more than one skill at the same time.

It was common to assign pedagogical tasks to students to grade them about a single grammatical structure and almost always by using only one skill per task, as a result, students came to believe that the English language was something they learned by pieces and not being able to use it to know or talk about their own culture and others. Thus, there was an imperative need to implement tasks which would facilitate learners to meaningfully and purposefully use English within varied contexts and contents, valuing these rather than merely grammar structures.
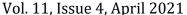
Teachers should develop materials because it is like embarking upon a fascinating task that allows your imagination to fly and go far beyond your capabilities. It could also be living an enjoyable and rewarding experience that implies careful thought, fondness, inspiration, originality and the occasion for you and your students to develop both personally and professionally. This is basically an invitation for us, teachers to rely on our own capacities to be innovators in the classroom, to love our labor, and to find inspiration on everything we see to transform our labor into a tool to boost learning as well as to develop ourselves as people and professionals. Being able to design materials is an aspect that leads us teachers to reflect upon our own teaching practices, finding ways to adjust them in order to innovate as well as influence our contexts.[5] Moreover, materials development guides us teachers to select proper materials that meet the objectives of our classes and gives us self-confidence in the processes we carry out in

the classroom. Teachers become innovation leaders in our own classrooms by means of teacher developed materials that are the result of teachers' reflection on the learning process and the appreciation of the EFL setting. This helps us to realize that students are integral human beings that have different learning styles and rhythms, abilities, interests, experiences and knowledge of their own. Thus, we are able to make decisions to readjust our practice to meet students' needs and make them feel motivated and engaged in their own learning process and not frustrated in their language acquisition. Furthermore, teachers have to consider our learners needs, expectations, contexts, learning styles and multiple intelligences. Moreover, the way the input is presented has to be catchy and easily understood by the students; the activities have to be designed in a way that students find them challenging but not frustrating, and also meaningful and relevant to their lives. In other words, teacher developed materials are the best way in which we can put our creativity, commitment and knowledge in-action at the service of our learners since we understand that it is our responsibility to create proper learning environments that can benefit them. Consequently, our practice can address all of our students' dimensions as human beings because we have the option to put different strategies into practice to reach realistic goals in our courses within specific contexts. One way to define realistic goals that we need to consider at the moment of applying teacher developed materials is through syllabus design. Firstly, language focus in which the author gives many syllabi possibilities depending on how language teaching is perceived Structural, Situational, Theme based, Functional, Competency based, Task based, Content based and Skill based. Secondly, learning and the learner focus that implies the perspectives of the students in terms of learning strategies that are known as the steps to guide them, the interpersonal skills that rely on interactions as a learning booster, and finally, the affective goals that imply students' attitudes towards learning and the target language and its culture. Thirdly, social context that deals with aspects such as socio linguistic proper use of language depending on the situations, socio political critical thinking and effective participation in the society and socio cultural cultural understanding in terms of identity, customs and behavior. The experience of learning another language is more than simply the acquisition of an alternative means of expression. It involves a process of acculturation, akin to the effort required of the traveler, striving to come to terms with different social structures, different assumptions and different expectations. In this sense, learning another language entails being sensitive to a different culture which means understanding other perspectives, customs and world visions; and finally, adapting oneself to them. Therefore, all the theory that has been addressed so far made me aware of the necessity of designing materials as a way to innovate in the classroom. One way to reach these innovations isby using materials that give students opportunities to acquire that sensitiveness to cultural differences. Based on the aforementioned assumptions, I will describe what materials for cultural awareness, as one of my main constructs, entails. The experience of learning another language is more than simply the acquisition of an alternative means of expression. It involves a process of acculturation, akin to the effort required of the traveler, striving to come to terms with different social structures, different assumptions and different expectations. In this sense, learning another language entails being sensitive to a different culture which means understanding other perspectives, customs and world visions, and finally, adapting oneself to them. Therefore, all the theory that has been addressed so far made me aware of the necessity of designing materials as a way to innovate in the classroom. One way to reach these innovations is by using materials that give students opportunities to acquire that sensitiveness to culturaldifferences[6]. Based on the aforementioned assumptions, I will describe what materials for

cultural awareness, as one of my main constructs, entails. As a starting point, it is important to define Materials as anything used by teachers or learners to facilitate the learning of a language. Materials could obviously include cassettes, videos, CD Roms, DVD's, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, Internet sources, and so on. This spectrum of teaching resources has indeed opened up to other types of materials contrasting with the old idea that language teaching materials were just the course books. Materials as the center of instruction and one of the most important influences on what goes on in the classroom. Undoubtedly, this definition represents a great responsibility on the part of the teachers who must seriously consider what materials to use in their classrooms. Another basic and very essential concept that calls out for definition is materials development. As anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake, in other words the supplying of information about or experience of the language in ways designed to promote language learning. To the previous definition I would add that materials development encompasses any kind of activity or exercise games, role plays, readings, problem solving situations, group discussion. totally developed from raw texts, with or without pedagogical purposes, for the students' level and created to address a section of the course content, that seems to be weak or lack further development or practice. materials development ranges from creating a short grammar exercise to writing a complete textbook. Some teachers may question the need to develop or adapt teaching materials if everything they need is already in a textbook elaborated by people who really know. Being this a very valid opinion, it is necessary to analyze the positive and negative aspects of using a textbook, and from there, discuss the need to develop and adapt materials. Books provide a grammatical and functional framework from within we could work. It is a nonsense to argue that this framework is never the same from one group to another even though the ultimate, specific uses two groups may make of language may differ. The framework is as much a result of the language itself as it is of the learner's needs. Almost always a textbook can be found which will provide the core language which is necessary and useful for a group whose needs may at first seem unique.

Nowadays the world experiences significant changes. Global economy has influenced the way countries establish and maintain relationships. Advances in technology have enabled people to be in touch and communicate in real time despite the geographical distances. Furthermore, in the last two decades people have been able to mobilize more easily around the world. All these changes have encouraged socio-cultural encounters between individuals of different cultural backgrounds. This is the picture of societies today. There are no boundaries for intercultural encounters. Today, societies are multicultural entities where individuals display and share multiple identities. These identities bind them to particular social groups and their cultural practices. It is clear that in multicultural societies language becomes not only the means of reference but also the instrument that carries cultural meanings that help to maintain a speaker's sense of belonging to particular social groups. To understand clearly what ICC means, it is necessary to think of a communicative situation in which people from different cultures or backgrounds- interact and bring to the situation their knowledge, their awareness of similarities and differences, their beliefs, their attitudes, their behaviours, their skills and their languages to negotiate meanings and establish effective interpersonal relationship[7]. It is clear that in this process none of the interlocutors are tabula rasas. Materials could serve as the auxiliary means to
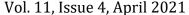
promote mutual understandings between people and cultures as well as powerful tools to deal with cultural diversity. In a like manner, materials might contribute to broaden students' perceptions about cultures and empower them to develop social behaviours such as tolerance and respect towards diversity. Through materials students are aware of how other people do things differently. How people live and behave in different ways. Also they can develop positive social attitudes towards difference. These are fundamental behaviours individuals require for the development of ICC.

It is true that materials are culturally loaded and are influenced by social context. Of interest here is to mention that despite innovative ideas of how to bring cultural explanations to the classroom, course books stay with the idea of language training. In some ELT course books iconic, tourist brochure images of material that is more representative of the multicultural diversity of contemporary. The idea of language training remains but the new texts and visuals are just contextual backdrops to language tasks.[8] Additionally, the majority of course books are designed to function in as diverse a market as possible, materials design is rarely capable of encompassing the learner's cultural identity as part of the learning process. At most, learners may be called upon to comment on superficial differences at the level of observable behaviours. Clearly, cultural information in course books is still treated incidentally or even worse it is treated as additional information. Students are not required to compare cultural similarities and differences, or integrate new information to their scheme of thought, or to relate their experiences with the experiences of others. In conclusion, the subculture of the language learner and the small culture of the classroom tend not to be addressed. Although it is mentioned some foundation principles of ICC, we need to know which specific principles are linked to the purpose of developing materials for ICC. These can be grouped in three main categories which are related to whether materials allow learners to have intercultural experiences. Materials for ICC should promote among other things:

- An experiential learning
- A structured approach to intercultural learning
- An intercultural learning linked to a language learning

Intercultural learning implies experiential learning. It is not sufficient to read books or to listen to lectures about other cultures. It is necessary to be confronted with new unknown situations, to experience insecurity, fear, rejection as well as security, trust and sympathy, and to deal with the subject of culture on an emotional level. In fact, this is one of the main characteristics of the text driven approach for materials development learners experience texts emotionally. Generally texts, in this approach, are characterised as cultural artifacts, a piece of literature, an article, a song etc, which enable learners to acquire a language. The approach of learning experientially is linked to the left and right hemispheres of our brains. The left hemisphere is concerned with learning that is analytical, rational, intellectual and numerical, whereas the right hemisphere deals with the experiential, the visual, the imaginative, the intuitive, the spatial. Since culture is reflected in both parts of our personality, materials should address both parts to guarantee an intercultural learning experience.

A triangular didactic involves a three point relationship you, me and a common theme or project that is pursued jointly. Working together on a specific project makes cultural differences and

cultural conflicts visible. Intercultural learning means how to deal with these differences and conflicts when doing a common task. We can have a list of projects but, of course, they change according to the curriculum and the school. It could be something of general concern, like environmental issues, nuclear energy, European integration, etc. Or, It could be related to politics, economy, society or the culture of the countries, such as comparisons of the educational systems, political decision-making processes, lifestyles, etc. It could also be related to specific subjects like history, science, business. The idea of the projects is that pupils will be learning together and learning from each other. Finally, we have to say that language learning is an essential element of intercultural learning. In bicultural or multicultural classroom situations, a major emphasis is put on the minority cultural language groups to learn the teaching language, which is normally the language of the majority culture or language group. Ideally, teaching would be done bilingually.

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