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Intercultural citizenship and english classroom language

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Abstract

This article studies Intercultural Communicative Competence in EFL (English as Foreign Language) classroom in the context of students' everyday interactions. It also focuses on the challenges the teacher meets when motivating students to practice speech skills that will enable them to achieve communication objectives and gain positive intercultural experiences. The authors' aim is to explore the developing intercultural communicative competence in students through classroom language. The last mentioned is considered in the article both through the prism of pedagogy-methodology and as a social event, which allows teachers to develop students' interpersonal language skills to be used in probable unpredictable situations connected with intercultural citizenship. We used the following relevant methods in our research: a data analysis based on surveys, questionnaires and the statistical method. The paper concludes that Tatarstan, as a multinational republic with different religions, traditions, customs and attitudes, provides good opportunities for developing the qualities that will ensure successful intercultural communication. The authors analyse classroom language, used in current EFL classroom practices, and suggest strategies intended to develop classroom communication in the circumstances of intercultural citizenship in a multinational environment.

Keywords

Classroom language, Intercultural citizenship, Intercultural communicative competence,
Multilingual classroom