Use of teaching materials to teach intercultural communication

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Abstract: This article describes the opinion of the author that the teaching materials come in good apperiance,it refers to the shape and sizes,but they all have in common the ability to support learning intercultural communication.Majority of experts,especially teachers often utilize various style and language tools and techniques to make learning captivating and impart quality of education.To make learning more effective,teachers can take the assistance of teaching-learning materials.
Key words: Taching materials,style,tools,techniques,intercultural communication,teaching.

Introduction: We know that so many types of teaching materials for teaching and also learning methods or cultures of intercultucal communication. For instance, films,movies,tunes,videos,books and etc.Nowadays every student go the school for the practice.Practice is useful for every graduating students,because we may improve our knowledge and also taking to an experience.I have learnt some kind of methods from our teacher.She always help me for learning the teaching methods.The teacher use various tools,techniques,worksheets and workcards. Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. Learning materials act as a guide for both the teacher and the learner. They can provide a valuable routine in the teaching and learning process. For example, by providing a summarizing poster or video after each topic. Teacher compare to foreign countries of culture,values,traditions and education standarts. Some strategies and tools that can be used for teaching intercultural communication include film, cooperative learning, improvisation, inquiry-based instruction, task-based instruction, production, interaction, negotiation, mediation and role play.

Intercultural communication is characterized by the fact that its participants` different use of special language variants and discursive strategies that are different from those they use when communicating within the same culture.Frequently,used term “Cross-cultural communication”usually depends on the study of a particular phenomenon in two or more cultures and has the added value of comparing the communicative competence of communicating representatives of different cultures.

An aim of higher education,the teaching of a foreign language is perceived precisely as a means of every day communication with carries of another culture.The task of higher education is a formation of a widely educated person who has fundamental training in his arsenal not only in narrow specializations,but also in a broad sense,for example,like learning a foreign language without reference to the choosen profession,that is,technical specialists must own not only technical English or another foreign language,but also to be able to apply it,first of all,with similar specialists who only speak another foreign language.

The main answer to the question of solving the actual issue of teaching foreign languages as a means of communication between representatives of different nations and cultures is that language should be studied in inseparable unity with the world and the culture of people who speak these languages.

The following elements can be attributed to the main components of such a foreign culture,bearing nationally-specific coloring:
-Traditions;
-Culture;
-National pictures of the world,which reflect the specifics of the perception of the surrounding world;
-Creating culture,which can also be attributed to the elements of ethnography and ethnology.
Teaching culture is considered important by most teachers but it has remained insubstantial and sporadic in most language classroom.It is clear that cultural background knowledge is necessary in language teaching.Teachers should use different methods to help students to overcome the difficulties in language learning as well as culture learning. However,it is not easy to teach culture knowledge.Teachers must be acquinted with the differences between linguistic cultures.So teachers show the foreign countries traditions and costumes on film,movie or videos.These are motivational and useful for pupils.
Creating an authentic environment.Although listed under techniques by **Chastain (1988:313) and Stern (1992:224),**this might rather be called a setting for more memorable learning.Displays,posters,bulletin boards,maps and realia can create a visual and tangible presence of the other culture,especially in the situation where language and culture are taught far away from the target country.Students can also make culture wallcharts.
The quiz (Cullen 2000) can be used to test materials that the teacher has previously taught,but it is also useful in learning new information.**Cullen** stresses that it is not important whether students get the right answer or not but,by predicting,they will become more interested in finding it out.The right answers can be given by the teacher,through reading,listening or a video after which extra information can be provided.Quizzes are a high-interest activity that keeps students involved.

*The drama (dramatization)(***Stern 1992:227,241,Fleming 1998)** has been widely used in teaching culture and is considered useful for clarifying cross-cultural misunderstandings**.Byram** and **Fleming** claim that when drama is taught properly it is “an ideal context for exploration of cultural values,both one`s own and other people”.Drama involves learners in a role-play and simulation as well as encourages them to position themselves in the role of a member of the other culture.
According to **Fleming**,one important ingredient for successful drama is the tension.Therefore,he suggests that for dramatization such situations should be choosen where the tension derives from the different interpretations of the situations.

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-Chastain (1988:313);
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-Cullen (2000)Quiz;
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