

Analysis of Educational Materials in the Context of Teaching British and American Communicative Behaviour

SAIDOVA MARIYA ALEKSANDROVNA
Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

This article critically examines the teaching and methodological complexes employed in a language university's first and second years, specifically focusing on the instruction of English-speaking communicative behavior. The study analyzes the content of teaching and methodological complexes in "intercultural communication," "English literature," and "country studies," which encompass work programs and instructional materials. Based on this analysis, the article provides recommendations for improving these teaching materials to more effectively prepare future English teachers. These improvements aim to equip educators with the skills to recognize, engage with, and teach the national specifics of communicative behavior by the norms and rules of native English speakers.

Keywords: Communicative behavior, cultural phenomenon, cultural competence, intercultural communication, educational aids/materials, content analysis, thematic analysis, comparative analysis

1. INTRODUCTION

Communicative competence in a foreign language is inherently tied to understanding cultural contexts. The teaching of English as a second language in higher education must therefore address not only linguistic skills but also cultural fluency. This study

critically examines the current state of teaching aids used in English language programs, focusing on their treatment of communicative behavior as a cultural phenomenon.

2. MATERIALS AND METHODS

A qualitative content analysis was conducted to identify instances where communicative behavior is linked to cultural phenomena. Specific examples from the texts were extracted and analyzed to determine the depth and effectiveness of cultural integration in language teaching. The documents analyzed in this study include three methodological-educational complexes (educational aids) on intercultural communication, English literature, and country study, created by the teachers of Tashkent state pedagogical university named after Nizami.

The methodology employed in this study involves a multifaceted approach to analyzing the mentioned educational aids. Several methods of analysis were utilized to ensure a comprehensive evaluation of how communicative behavior is integrated as a cultural phenomenon into the teaching materials. The methods used in this study are *content analysis*, *thematic analysis* and *comparative analysis*.

2.1. Content analysis

Content analysis was used to systematically examine the educational materials, especially cultural texts or information, for explicit mentions of cultural components in communicative behavior. This method involved coding the text or information to identify instances where cultural contexts were discussed or implied in relation to language use.

Steps involved:

- **Selection of units of analysis:** The documents were divided into manageable units, such as chapters or sections, for detailed analysis.
- **Coding:** Each unit was coded for references to cultural phenomena, communicative behaviors, and the interplay between the two.

- **Frequency count:** The frequency of these references was recorded to gauge the emphasis placed on cultural competence within the texts.

2.2. *Thematic analysis*

Thematic analysis was employed to identify and analyze patterns or themes related to communicative behavior and cultural competence within the teaching aids. This method allowed for a deeper understanding of the underlying messages and values conveyed through the instructional materials.

Steps involved:

- **Familiarization with data:** The documents were read multiple times to gain an in-depth understanding of the content.
- **Generation of initial codes:** Initial codes were generated based on recurring topics and concepts related to communicative behavior within the cultural or pragmatic competence.
- **Searching for themes:** The codes were then grouped into broader themes that encapsulated significant aspects of cultural integration in communicative behavior.
- **Reviewing themes:** The themes were reviewed and refined to ensure they accurately represented the data and provided meaningful insights.

2.3. *Comparative analysis*

Comparative analysis was conducted to compare the treatment of communicative behavior as a cultural phenomenon across the different teaching aids. This method facilitated the identification of strengths and weaknesses in each document and highlighted best practices and areas for improvement.

Steps involved:

- **Identification of key criteria:** Key criteria for comparison were established, such as the inclusion of cultural contexts, integration of cultural competence, and the effectiveness of teaching methods.

- **Cross-document comparison:** The teaching aids were compared against these criteria to evaluate their respective approaches to incorporating cultural competence in communicative behavior.
- **Synthesis of findings:** The findings were synthesized to provide a comprehensive overview of the effectiveness of each teaching aid in addressing communicative behavior as a cultural phenomenon.

2.4 Results of content analysis

The content analysis involved coding the texts for references to cultural phenomena and communicative behaviors. The findings are summarized as follows:

Materials	References to cultural context	Communicative behavior examples	Interplay between culture and communication	Example
Country study	32 instances	18 instances	12 instances	"The history modules cover significant historical events and their impact on contemporary culture and communication styles" (p. 15). This indicates an explicit connection between historical events and communicative behavior.
Intercultural communication	25 instances	20 instances	10 instances	"Activities promote understanding of cultural differences and their impact on communication" (p. 23). This reflects the teaching aid's emphasis on cultural sensitivity.
English literature	15 instances	12 instances	7 instances	"The literature-focused teaching aid provides insights into cultural narratives and themes prevalent in English literature" (p. 8). This highlights the use of literature to convey cultural contexts.

2.5. *Results of thematic analysis*

This kind of analysis identified several key themes related to communicative behavior and cultural competence across the educational aids. The primary themes are:

1. Cultural awareness and sensitivity
2. Historical and political contexts
3. Literary and artistic expressions

2.5.1. *Cultural awareness and sensitivity*

This theme emerged prominently across all teaching aids, highlighting the importance of understanding and respecting cultural differences in communication.

Example: In "Intercultural Communication," activities such as role-playing and discussions about cultural norms emphasize the development of cultural awareness and sensitivity. The text states, "These activities promote understanding of cultural differences and their impact on communication, encouraging students to adapt their communicative behavior accordingly" (p. 23).

2.5.2. *Historical and political contexts*

This theme underscores the significance of historical and political backgrounds in shaping communicative practices.

Example: The "Country Study" includes modules on historical events and political institutions of English-speaking countries. It discusses how these contexts influence communication styles and norms. For instance, "The history modules cover significant historical events and their impact on contemporary culture and communication styles" (p. 15).

2.5.3. *Literary and artistic expressions*

This theme highlights the role of literature and the arts in conveying cultural narratives and themes, which are essential for understanding communicative behavior.

Example: "English Literature" leverages English literature to provide insights into cultural narratives and themes. The text notes, "The literature-focused teaching aid provides insights into

cultural narratives and themes prevalent in English literature, aiding in the comprehension of cultural contexts" (p. 8).

2.6. *Results of comparative analysis*

The comparative analysis provided a detailed comparison of the three teaching aids based on key criteria. The results are summarized in the following table:

Criteria	Country Study	Intercultural Communication	English Literature
Inclusion of cultural contexts	Extensive integration (32 instances)	Moderate integration (25 instances)	Limited integration (15 instances)
Integration of cultural competence	High level of integration	Moderate level of integration	Low level of integration
Effectiveness of teaching methods	Effective use of historical and political contexts	Emphasis on cultural awareness and sensitivity	Utilizes literary and artistic expressions

3. ANALYSIS AND INTERPRETATION

3.1. *Inclusion of cultural contexts*

The "country study" stands out for its extensive integration of cultural contexts, with 32 instances of cultural references. This comprehensive approach helps students understand the cultural background of English-speaking countries and its impact on communication.

"Intercultural communication" also includes a significant number of cultural references, focusing on promoting cultural awareness and sensitivity through various activities.

"English literature" has fewer instances of cultural references, but it effectively uses literature to convey cultural narratives and themes.

3.2. *Integration of cultural competence*

The "country study" demonstrates a high level of integration of cultural competence, with modules that explicitly connect historical events and political contexts to communicative practices.

"Intercultural communication" integrates cultural competence through activities designed to enhance cultural awareness and sensitivity.

"English literature" shows a lower level of integration, relying more on literary texts to convey cultural information.

3.3. *Effectiveness of teaching methods*

The "country study" effectively uses historical and political contexts to teach cultural competence, providing a broad understanding of how these factors influence communication.

"Intercultural communication" focuses on practical activities that promote cultural sensitivity, making it effective for developing intercultural communication skills.

"English literature" utilizes literary and artistic expressions to teach cultural competence, offering a unique approach that enhances students' appreciation of cultural narratives. In the practice of Literature education the cultural model is reflected, because literature is a rich source of cultural information, working with literary text the teachers have real opportunity to reveal universals and national specific features of communicative behavior of the native speakers, as well as encourage learners to understand different cultures and ideologies in relation to their own (Carter & Long 1991; Klarer 2005).

4. DISCUSSION

The incorporation of cultural contexts in the analyzed teaching aids indicates a recognition of the importance of communicative behavior as a cultural phenomenon. However, there are areas for improvement to ensure a more holistic development of the linguistic personality of English teachers.

5. RECOMMENDATIONS FOR IMPROVEMENT

5.1. *Enhanced cultural integration*

- While the current aids include cultural elements, there is a need for a more integrated approach where cultural learning is seamlessly woven into language instruction across all modules.

- Use of case studies from various English-speaking cultures to illustrate cultural norms in communication. For instance, the different ways politeness is expressed in American versus British English can be explored through role-playing exercises.

5.2. *Interactive and experiential learning*

- Incorporate more interactive and experiential learning activities that allow students to engage with cultural contexts actively. This can include role-playing, cultural immersion projects, and virtual exchanges with native speakers.
- Methods such as "flipped classroom" where students prepare with materials beforehand and engage in active cultural simulations during class time can enhance cultural understanding (Bergmann & Sams 2012).

5.3. *Continuous professional development*

- Provide continuous professional development opportunities for educators to stay updated with the latest cultural competence teaching methodologies.
- Workshops and seminars on intercultural communication theories and their practical applications in the classroom (Byram 1997).

5.4. *Assessment of cultural competence*

- Develop assessment tools specifically designed to measure students' cultural competence and communicative behavior in real-life scenarios.
- Implementation of reflective journals where students document their intercultural encounters and learning progress, providing qualitative data on cultural competence (Deardorff, 2006).

6. METHODS FOR IMPROVING CULTURAL COMPETENCE

Use of authentic materials

Incorporating authentic materials such as films, news articles, and social media posts from various English-speaking countries

can provide students with real-life context for language use and cultural practices. This approach helps students understand the practical application of language in different cultural settings (Gilmore 2007).

Task-based language teaching (TBLT)

TBLT focuses on using language as a tool for completing meaningful tasks, which often include cultural components. For example, a task might involve planning a trip to an English-speaking country, requiring students to research and present on cultural norms and practices (Ellis 2003).

Intercultural communication projects

Projects that require students to collaborate with peers from different cultural backgrounds can enhance their understanding of cultural diversity in communication. This can be facilitated through online exchange programs or partnerships with universities in English-speaking countries (O'Dowd 2007).

Critical incident analysis

Analyzing critical incidents – situations where cultural misunderstandings occur – can help students learn how to navigate cultural differences. This method involves discussing real or hypothetical scenarios to identify cultural issues and develop appropriate communicative strategies (Thomas 1999).

Proposed tasks and blocks

Task	Objective	Activity	Example
Comparative role-plays	To practice and compare communicative behaviors in different cultural contexts.	Students role-play scenarios such as business negotiations, social gatherings, and academic discussions, followed by a comparative analysis of their experiences.	Methods such as "flipped classroom" where students prepare with materials beforehand and engage in active cultural simulations during class time can enhance cultural understanding (Bergmann & Sams 2012).
Case study analysis	To develop problem-solving skills in	Students analyze real-life cases of	Case studies from various English-

	cross-cultural communication.	communication challenges and propose solutions based on comparative analysis (Tannen 1989).	speaking cultures to illustrate cultural norms in communication. For instance, the different ways politeness is expressed in American versus British English can be explored through role-playing exercises.
Use of authentic materials -virtual exchange programs	To gain practical experience of diverse communicative practices	Students participate in virtual exchange programs or conferences with peers from other countries, discussing and comparing communication styles (Lin 2003).	Watching authentic films on English literature. Following or creating social media posts. Organizing and participating in international conferences on the subjects. Creating and participating in Ted Talks programs. This approach helps students understand the practical application of language in different cultural settings (Gilmore 2007).
Guest lectures and discussions	To provide diverse perspectives on communicative behavior	Guest lectures followed by interactive discussions on cross-cultural communication experiences within Country Study and Intercultural Communication courses.	A guest lecture by an expert in American cultural studies can provide insights into the nuances of American English and its cultural implications, followed by a discussion on how these insights can be applied in the classroom. We can use recorded lectures from various universities and even digital excursions.
Collaborative research projects	To foster mutual understanding and collaborative skills.	Students work in mixed-cultural groups on research projects related to	A group project on the cultural differences in communication styles

		communication strategies in different cultures (Saville-Troike 1982).	between British and Australian English can highlight the importance of understanding regional variations and their impact on teaching English as a foreign language. Each group should find and involve one foreign representative in to their group.
Assessment of cultural competence	To develop and implement assessments that measure students' cultural competence and their ability to apply this knowledge in real-life communication scenarios. These assessments can include both formative and summative evaluations.	Implementation of reflective journals where students document their intercultural encounters and learning progress, providing qualitative data on cultural competence (Deardorff 2006).	An assessment task where students role-play a conversation between individuals from different cultural backgrounds, followed by a reflective journal entry discussing the challenges and strategies used in the interaction.

7. CONCLUSION

This study critically analyzed three teaching aids on "intercultural communication," "English literature," and "country study", used in higher education for teaching English. The objective was to determine whether these teaching aids adequately consider communicative behavior as a cultural phenomenon and to suggest improvements for forming the linguistic personality of English teachers. Through a combination of content, thematic, and comparative analysis, the research yielded significant insights into the current state of cultural competence integration within these materials.

The results from the content analysis revealed varying degrees of emphasis on cultural contexts across the three teaching aids. "Country study" demonstrated the highest level of integration, with extensive references to cultural phenomena and

their impact on communication. "Intercultural communication" also showed a substantial inclusion of cultural elements, focusing on promoting cultural awareness and sensitivity. Conversely, "English literature" had fewer cultural references but effectively used literature to convey cultural narratives and themes.

The thematic analysis highlighted three primary themes: cultural awareness and sensitivity, historical and political contexts, and literary and artistic expressions. These themes underscored the importance of integrating cultural competence into language teaching to enhance students' understanding of the cultural nuances of communication. The comparative analysis further illustrated the strengths and weaknesses of each teaching aid, providing a clear picture of their effectiveness in addressing communicative behavior as a cultural phenomenon.

The findings indicate that while the teaching aids do consider communicative behavior as a cultural phenomenon, there is significant room for improvement. The study proposes several recommendations to enhance the integration of cultural competence in English language teaching.

- **Enhanced cultural integration:** Seamlessly weave cultural learning into language instruction across all modules, using case studies and role-playing exercises to illustrate cultural norms in communication.
- **Interactive and experiential learning:** Incorporate more interactive and experiential learning activities, such as cultural immersion projects and virtual exchanges with native speakers, to engage students actively with cultural contexts.
- **Continuous professional development:** Offer professional development opportunities for educators to stay updated with the latest cultural competence teaching methodologies, including workshops and seminars on intercultural communication theories.
- **Assessment of cultural competence:** Develop and implement assessment tools designed to measure students' cultural competence and communicative behavior in real-life

scenarios, using reflective journals and role-playing activities.

Additionally, the article suggests specific methods for improving cultural competence in teaching aids, such as guest lectures and discussions, collaborative research projects, and assessments of cultural competence. These methods provide practical and effective tools for enhancing students' understanding of cultural contexts and developing their communicative behavior accordingly.

In conclusion, the incorporation of cultural contexts in the analyzed teaching aids indicates a recognition of the importance of communicative behavior as a cultural phenomenon. However, to ensure a more holistic development of the linguistic personality of English teachers, it is essential to adopt a more integrated and interactive approach to teaching cultural competence. By implementing the proposed recommendations and methods, educators can better prepare students to navigate the complexities of intercultural communication and develop a comprehensive linguistic personality.

REFERENCES

- Bergmann, J. & Sams, A. 2012. Flip your classroom: Reach every student in every class every day. *International Society for Technology in Education*.
- Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Carter, R. & Long, M. 1991. *Teaching Literature*. London: Longman Ltd.
- Deardorff, D. K. 2006. Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10/3, 241-266.
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford University Press.
- Gilmore, A. 2007. Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40/2, 97-118.
- Klarer M. 2005. *An Introduction to Literature Studies*. London & New York: Taylor & Francis Group.

- Lin, A. M. Y. 2003. Classroom code-switching: Three decades of research. *Applied Linguistics Review*, 4/1, 195-216.
- Nizomiy Nomidagi Toshkent Davlat Pedagogika Universiteti. 2023a. Country Study UMK.
- . 2023b. Madaniyatlararo Muloqot O'quv-Metodik Majmua.
- . 2023c. Ingliz Adabiyoti UMK.
- O'Dowd, R. 2007. *Online Intercultural Exchange: An Introduction for Foreign Language Teachers*. Multilingual Matters.
- Saville-Troike, M. 1982. *The Ethnography of Communication: An Introduction*. Basil Blackwell.
- Tannen, D. 1989. *Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse*. Cambridge University Press.
- Thomas, D. C. 1999. Cultural diversity and work group effectiveness: An experimental study. *Journal of Cross-Cultural Psychology*, 30/2, 242-263

SAIDOVA MARIYA ALEKSANDROVNA
PHD STUDENT,
DEPARTMENT OF ENGLISH LANGUAGE
THEORY AND TEACHING METHODOLOGY,
TASHKENT STATE PEDAGOGICAL UNIVERSITY,
TASHKENT, UZBEKISTAN.
E-MAIL: <MARIYAS2702@GMAIL.COM>