INTEGRATING CRITICAL DISCOURSE ANALYSIS SKILLS INTO FORMATION OF CROSS CULTURAL COMMUNICATIVE COMPETENCE

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Abstract—This paper examined the process for developing students' critical thinking and analytical skills in their ESL classrooms in formation of cross cultural communicative competence by presenting a method organized around the concept of critical consciousness for conducting a critical discourse analysis of ESL texts. The analytical framework of the research was based on Three-Dimensional Model of Discourse (Fairclough 1989, 1995). This model for Critical Discourse Analysis (CDA) skills on the basis of three elements – description, interpretation and explanation, described the linguistic characteristics of texts, the relationship between the productive and interpretative processes of discursive practice and the relationship between discursive practice and social practice is maintained. It tried to introduce the pedagogical model and techniques to develop CDA in ESL classrooms at Kazakh Ablai Khan University of international relations and world languages.
Findings show that the students' critical thinking and analytical skills development has seen after the proposed techniques to develop CDA which help students to focus on the real world around them to examine, judge it carefully and even change.
This paper did not focus on the historical background and developments of critical perceptions in the study of ESL, discourse and communication.

Keywords— Critical discourse analysis, critical thinking and analytical skills, didactic model and techniques, English as a second language, cross cultural communicative competence.

INTRODUCTION

The rapid entry of Kazakhstan into the world community and its social, cultural and economic situation provided a huge demand for a professional personal with a critical eye for what is really going on in the world, able to recognize cultural identities and their interactions; go beyond his own culture without losing his cultural identity. Critical Discourse Analysis (CDA) can be a valuable addition to the ESL teacher's skill set of critical thinking and analytical skills to develop with the Area Studies students.

Area studies specialists' professional activity is related to the implementation of foreign policy activities, handling foreign policy and international relations information, elaborating relevant action-oriented recommendations on government agencies' activities involved in conducting foreign policy and international relations, as well as diplomatic, economic, trade, scientific, educational, information cultural and other current bilateral and multilateral relations. In this regard, Area studies specialist acts as a professional mediator to provide conflict resolution, which, in its turn, is an essential factor in gaining mutual understanding of different cultural communities' representatives by making a sober estimate of the situation.

The concept "mediation" (from the Latin «mediare» - «mediation") is the attempt to help parties in a disagreement to hear one another, to minimise the harm that can come from disagreement, to maximize any area of agreement, and to find a way of preventing the areas of disagreement from interfering with the process of seeking a compromise or mutually agreed outcome (Fisher, R & Ury, W (1991) Getting to yes: negotiating agreement without giving in, Random Century Business Books, London). Mediators carefully research all circumstances. He/she does everything possible to make positions, feelings, desires, interests, and needs of the parties were "laid on the table of mediation" at first, then be heard and understood by all, and finally, to develop a common solution - a way out of the conflicting situation that satisfies all parties.

Critical Discourse Analysis (CDA) is focused on the written and spoken texts study and analysis to reveal the discursive sources of power, dominance, inequality and bias. It examines how these discursive sources are maintained and reproduced within specific social, political and historical contexts (van Dijk (1998a). Sharing this outlook Fairclough (1992b) developed the understanding of the CDA stating that it refers to the use of an ensemble of techniques for the study of discursive practices, events and texts, and wider social and cultural structures, relations and processes. It aimed to how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore investigate how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. (p. 135)

Critical Discourse Analysis in EFL Teaching

This part of paper attempts to demonstrate how CDA can be implemented in foreign language teaching to develop students' critical thinking and analytical

skills. It tried to introduce the didactic model and techniques to develop CDA in LSP classrooms at Ablai Khan University of international relations and world languages.

The proposed model is a practical implementation of the stepwise didactic procedures to develop students' cross-cultural communicative competence based on authentic pragmatic text with multicultural content.

Assigning the authentic text of the pragmatic nature as the basis of LSP teaching because it is considered to be fundamental communication unit, which organize the process of formation the vocational communication skills.

The authentic text of the pragmatic nature with multicultural content serves as the basis of background, metalinguistic, metacommunicative, sociocultural and metacognitive knowledge; as the context for intercultural communication and contributes to better understanding of different culture and language.

The proposed model presented here is based on the Three-Dimensional Model of Discourse (Fairclough 1989, 1995). This model for CDA on the basis of three elements – description, interpretation and explanation, described the linguistic characteristics of texts, the relationship between the productive and interpretative processes of discursive practice and the relationship between discursive practice and social practice is maintained. These three interrelated forms of analysis are then superimposed over each other (See Figure 1 following).

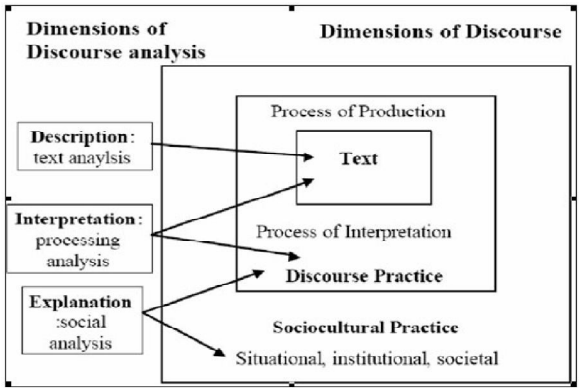


Figure 1. Fairclough's three dimensional framework for studying critical discourse analysis. Retrieved from http://luhmann.uni-trier.de/index.php?title=Datei:1_Dimensionen_des_Diskurses_und_der_Diskursanalyse.jpg)

Fairclough's dimensional framework for studying critical discourse analysis includes three phases of analysis:

- the text analysis (description) as object of analysis (including spoken or written texts),
- the processes analysis (interpretation) - the discursive practice involving the production and interpretation of texts, and the sociocultural practice,
- the social analysis (explanation) - consists of an investigation of what is happening in a particular socio-cultural framework.

Mastering subject content is planned on **Description phase** (text analysis) to develop information accumulating skills to ensure the intellectual and analytical system for obtaining information from authentic texts. Transformation of information received to the communicative level, which requires the knowledge of large amount of information on the socio-cultural and vocational situations. This knowledge is needed to be discussed on polemical and communicative interactions taking into account the values of the interacting cultures.

Description phase texts are to perform the function of accumulating information and contextual learning. At this phase, the task used for the accumulation of knowledge, concepts, forming a picture of the second language world.

The main objective of **Interpretation phase (processing analysis)** of intercultural communicative competence formation is to develop students' abilities to represent their point of view, to interpret the facts and events, to carry out an adequate and reasoned presentation with a view to influencing belief system source, establish their own polemics-argumentation discourses representatives other linguistic culture.

Texts selected for this phase of the assimilation of subject content, called upon to perform the function of representing the context of learning. Communicative tasks at professionally oriented phase aimed at developing skills and providing dialogical forms vocational speech and direct communication, including advice, suggestions, denials, claims, dialogues, questions, and other forms of written and oral professional communication.

Social analysis (explanation) phase is aimed at the formation of the ability to exercise free communication in standard and non-standard situations through free use of the mechanisms of activity - the ability to adjust communication strategies based on flexible speech strategies and tactics; demonstrate sustainable human motives and needs of communication and their projections on intercultural communication in the professional sphere; create a holistic discourse-polemical argumentation.

Texts selected for this phase of the assimilation of subject content, called upon to perform a professional orientation of the communicative function of contextual training. On professional-communicative phase using complex communication tasks that support the activities of students in the communication mode, based on the lessons of intercultural and professionally-oriented knowledge and skills in a sequence of receptive-reproductive level to productivity and further to the creative-creative level, which corresponds to the formation of speech skills and abilities of professional dialogue on intercultural-communicative level.

To generate the required competence adequate educational technologies are required. The notion of technology is treated as "strictly defined system of

regulations" guaranteed leading to a goal (Kounanbayeva, 2013); semantic method of planning, implementation and evaluation of teaching and learning by the human and technical resources and the interaction between them to achieve a more effective form of education (Selevko, 1998], the system design and practical application of the adequacy of the technology of pedagogical regularities, objectives, principles, contents, forms, methods and means of training and education to ensure a sufficiently high level of efficiency, including the subsequent reproduction and replication.

Another interpretation of the concept of "technology" is given by Russian scholar G.K.Selevko. he defines it as a meaningful synthesis, including the meaning of the definitions of various sources and which has three aspects: scientific, procedural descriptive, procedural efficiency. This definition is consistent with previous, but specifies it deeper.

Considering the above theoretical research achievements, we interpret concept of "**technology**" as a system of planning, implementation and evaluation of teaching and learning of pedagogical regularities, objectives, principles, contents, forms, methods and means of training and education to achieve a more effective form of education.

Organization of the process of formation of intercultural communicative competence requires the use of didactic techniques that contribute to the formation of a future vocational activity to understand the value of national-specific features of other cultures and their manifestations in professional situations of intercultural communication. In this regard, we believe that the proposed techniques to form intercultural communicative competence, namely: analysis of key informants, the analysis of cultural and labeled second language resources of professional sphere; analysis of incidents ability to provide adequate professional work in an intercultural environment. The following represent the interpretation of these teaching techniques.

Analysis of occupational incidents - a review and discussion of conflicting professional situations of intercultural communication problems between different cultures. The analysis and the reasons why the conflict is carried out based on the differences in the rules of professional conduct and culturally specific method of speech processing, maintenance of adequate professional situations. Comments on possible options for positive verbal and nonverbal behaviors that contribute to conflict prevention.

Analysis of key informants, who gives a sample assessment of speech and behavior of students in an intercultural communicative situations, commenting on the correctness / incorrectness of their foreign-language speech and non-speech activities. Explains the meaning of professional activities, expressed opinions about the motives, the reasons make sense of active participants.

Analysis of cultural and labeled foreign language resources of professional sphere allows to understand the specifics of foreign language registration statements: language and speech means the total modality of speech, which are shown in professional contexts. It analyzes the speech and behavior of a real professional communicative situations in an intercultural environment.

Since there is currently no generally accepted criteria for evaluating CDA within cross cultural communicative competence, we based on the criteria for determining the different levels of language skills, correlated with their cross-cultural component of communication and identified the following levels of the CDA development.

Speech emergence

Student is fluent in familiar, standard situations. He makes errors in speech and language standards. Variety of communicative and speech means is limited. He understands the basic meaning of the utterance.

He is desired to communicate, but do not fully use the knowledge of cross-cultural differences in specific situations. The professional conduct of interactive speech acts are characterized by an adequate understanding in the process of intercultural interpersonal relationships, but sometimes require support from the teacher or other participants of communication. Student is not always confident in the choice of professional labeled foreign language means. He finds difficult to initiate and support conversation, not sociable enough. He makes pauses frequently but that does not block communication. His thoughts require explanations and clarifications. He has problem in understanding the meaning and the choice of appropriate foreign language resources in complex problem situations. He understands the basic meaning of the authentic texts of a professional nature. He often uses dictionaries.

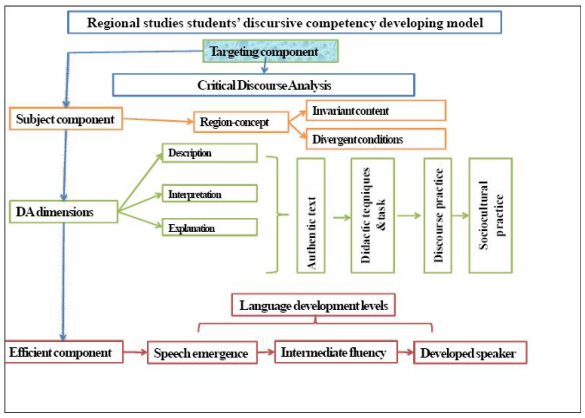
Intermediate fluency

Student communicates confidently in any professional situations, except the most complicated. Communication and understanding are effective in most cases, break easily overcome by compensating factors (clarifications, explanations). Professionally-labeled statements are constructed in accordance with the rules of non-native. In the context of problematic situations some errors are observed in the use of special statements of second language, but understanding of the meaning and the communication is not blocked. Student knows the signs of cultural differences and applies them in the process of intercultural communication, expressing ideas and correctly understood the hidden meaning of the utterance. However, he is not always free to express

an idea and understand the meaning of cultural situations arising from the inability to use the extra set of variability of language and speech resources. He knows how to maintain communication in professional situations designed using a variety of interactive activities of the cooperative style, strategies and tactics, but sometimes not short pause. Student is mostly tolerant, uses flexibly a relatively stable set of strategies and tactics. He can initiate communication. Student makes mistakes that do not block communication.

Developed speaker

Student use confidently and fluently second language in professional situations. Slight errors in the regulatory use of linguistic resources of a professional nature are done. He obtain large vocational thesaurus and knowledge of the differences of verbal and nonverbal behavior rules. He is flexible in varied communication strategies and tactics. Students uses a cooperative style of communication. In case of difficulty, easy to facilitate communication. He is able to initiate communication, motivated to establish contacts in the professional field and the expansion of professional experience. He knows how to maintain communication, taking into account the interests of the partner and their own attitude to read non-verbal behavior of another communicant.



Picture 2- model to develop CDA in EFL classes

CONCLUSION

We identified a target, substantial, procedural and effective components for mastering Area studies students' intercultural communicative competence in vocational context. These components are presented in their entire structure of the stepwise interaction - model to develop Critical Discourse Analysis Skills in EFL classes (See Figure 2).

The proposed model to develop Critical Discourse Analysis Skills is a learning system that forms the intercultural communicative competence of Area studies students, which, in its turn, provides an efficient model for professional activity in lingo-cultural society of a studied area, taking into account cultural values. This model allows student to go beyond his own culture and acquire the quality of **intercultural mediator**, without losing his own cultural identity.

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