

FOREIGN LANGUAGES IN INTERCULTURAL COMMUNICATION CONTEXT

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Abstract

Today we are conscious of the changes that the rounding process is bringing. The Albanian youth, who prepares for her future in high schools and universities are in front of great challenges. Side by side with the specific knowledge of the spheres that they study, they must be able to transmit them in foreign language, so that they not only have opportunities for work, for integration and success, but to be also worthy European citizens. In conclusion the integration of foreign languages is an absolute necessity. The acknowledgement of foreign language facilitates the participation of the Albanian students in other countries which at the same time would grow the possibility of scientific mobility to know the culture and traditions of hospitable of country. Supporting the idea that both teachers and students need to take responsibility for developing intercultural understandings and intercultural communication, Jin&Cortazzi (1988) suggest that the academic culture, the culture of learning and the culture of communication may help solve some of dilemmas of the intercultural classroom and “show useful directions for teachers’ own learning of the dynamics of intercultural processes” since both parties mutually benefit from this process and learn to “appreciate the other’s culture without loss of their own status, role or cultural identity as intercultural learning builds bridges of understanding”. The students must be trained to become intercultural and cross cultural mediators and negotiators between a multiplicity of cultures, hence reflecting the performance of the various processes in relation to Albanian culture, life and institutions, in the broader European context.