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Ministry of Higher Education and Scientific Research
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Faculty of Letters and Languages
Department of English Language and Letters



Teaching Culture in the EFL Classroom

“Module Handout”

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Level: Master2

Branch: Literature and Civilization

Module Description

Nature	Biannual
Level	Master 2
Abbreviation	TCEFLC
VHS	45 hours (15 weeks)
Weekly allotted time	1h 30
Evaluation Mode	TD 50% Lecture 50%
Coefficient	2
Credit	2
Pre-requisites	TEFL, Language and culture

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Course Description

This course scope is rooted in the widely recognized relationship between language and culture, affirming the fact that the full mastery of a second language necessitates immersion into its associated cultural milieu. It serves language students in understanding the interwoven relationship between linguistic constructs and cultural meanings, to foster a deeper understanding of their interconnectedness that shapes human communication. Furthermore, it presents the critical role of cultural competence for both second language learners and educators. Students will engage in a critical examination of the impact of culture on the processes of teaching and learning, and develop insights into the complex components and dynamics that shape successful language acquisition.

Beyond theoretical knowledge, the course provides a practical framework for integrating cultural awareness and intercultural competence in the EFL classroom. Students will acquire a comprehensive knowledge which serves them in designing and implementing engaging pedagogical practices that promote both learners' linguistic proficiency and their cultural understanding and sensitivity.

1. Course Objectives

Upon successful completion of the Culture in the EFL Classroom course, students enrolled in master2 of literature and civilization program will be able to:

- ✓ develop a broad theoretical framework related to cultural dimension of EFL learning and teaching
- ✓ identify the principles and the practice of teaching culture in the EFL classroom
- ✓ develop practical skills in selecting and implementing culturally appropriate activities and resources.

- ✓ develop skills to select and organize cultural contents for learning
- ✓ evaluate cultural contents in textbooks and teaching materials
- ✓ explore and evaluate the use of appropriate ICTs to teach culture in the EFL classroom
- ✓ explore and discuss common challenges and executive solutions to address them

2. Students Pre-requisites

To succeed in this course students should:

- ✓ Have a foundational proficiency in the target language of the course. This ensures that they can actively engage with course materials, discussions, and activities related to language and culture.
- ✓ Have a basic understanding of cultural studies to grasp the theoretical concepts and frameworks discussed in the course. This familiarity helps students appreciate the profound relationship between language and culture and prepares them for critical examination of cultural influences on language learning and teaching.
- ✓ Have a basic knowledge in English language learning and teaching principles and methods. This interest will motivate students to actively participate in discussions, critically reflect on course contents, and apply theoretical knowledge to practical teaching situations.

3. Course Duration

The contact time is 45 hours spread over 15 weeks. Sessions weekly time is 3 hours (1 Cours+ 1TD) per week. The total 30 sessions, devoted for the third semester of master 2

in literature and civilization, include a 2 sessions dedicated for a quiz and examination administered at the end of the academic semester.

4. Teaching Methodology

The course is taught mainly through lectures, group discussions, individual and group presentations and take home assignments. The following is a presentation of the teaching activity of the module:

- **Interactive Lectures (55%):** the theoretical background including the principals, the theoretical foundations, current trends and approaches and the pedagogical implications is presented through engaging lectures with opportunities for class discussions.
- **Hands-on assignments (15%):** Participants will be actively engaged in writing essays, designing culturally-integrated activities, analyzing English language textbooks and lessons (in their context), and reflecting on their own practice (if they are teaching)
- **Individual/group Projects (30%):** Each student/group will develop a culturally-integrated lesson plan tailored to their specific teaching context, or present an aspect related to teaching culture in the EFL classroom including, teaching culture objectives, methods, techniques, tools and challenges.

5. Course Contents

This course is mainly divided into nine lectures. The first lecture is devoted to explain the basic concepts of the whole course and to prepare the students for the contents through engaging them in interactive activities and discussions of the main concepts, theoretical frameworks and approaches. The second lecture is devoted to understanding language, culture and their complex relationship. This is due to the assumption that in

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order for a language teacher to effectively teach culture, he/she needs to develop a clear understanding of the nature of both language and culture and their relationship. The third and the fourth lectures are the second and the third parts of the second lecture.

The fifth lecture focuses on the examination of the place of culture in language education in general by explaining the concepts of communicative and intercultural communicative competences, highlighting the views with and against teaching culture, and presenting the views about the type of culture to teach in the EFL classroom. Furthermore, this lecture highlights culture relationship with learning motivation.

Lecture 06 main focus is the teaching of culture in the EFL classroom. It digs deeper in the famous language teaching methods and approaches to detect the place of culture in the old and new methods of teaching English language. Besides it presents the principles, the objectives, the methods and techniques of teaching culture in addition to the possible challenges of the integration of culture in the language classroom. The seventh lecture is devoted to the second part of lecture 06.

Lecture 08 focus is on the integration of culture through language skills, literature and ICTs. Chapter 09 focuses on assessment being one of the pillars of the teaching learning process. This chapter explains the process of assessing cultural learning and the main tools of assessment including both the traditional and the alternative approaches to assessment.

6. Evaluation

- Final semester testing theoretical knowledge (50%)
- Course work (TD) (50%)

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The TD grades are determined as the sum of the total points assigned throughout the course duration, based on the following scale for earned points. The following are the criteria selected to generate the TD grades:

- Subject knowledge quizzes (15%)
- Class attendance (5%)
- Participation in class discussions and activities (5%)
- Individual/group presentation (15%)
- HW assignments (10%)

The following table represents the percentages relevant scores:

Class Participation	HW Activities 4pts		Individual/Group presentations 6pts			Attendance 2pts	Quizzes (6pts)		Total
	HW1	HW2	CONT	PPT	Mstr		Quiz1	Quiz2	
0-02pts	0-2	0-2	0-2	0-2	0-2	0-2pts	0-3	0-3	20/20

7. Students' presentations topics

The presentation topics are inspired from the lectures contents. The students can select their topic during the first introductory sessions. They are encouraged to suggest more topics if they feel that the teacher's list of topics is not interesting to them. The teacher provides students with the outlines and the references needed. The following list includes the suggested research topics.

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1. Cultural elements: taboos and stereotypes and their role in language teaching and learning
2. Cultural elements: Assumptions, beliefs, rituals and superstitions and their pedagogical implications
3. Communicative Competence and Intercultural Communicative Competence
4. Culture and Language Teaching
5. Culture teaching Methods and Techniques
6. Integrating Culture through the Four Skills: methods and strategies
7. Integrating Culture through Grammar and Vocabulary Lessons
8. Integrating Culture through Literature
9. Problems and Challenges Facing the teaching of culture in the EFL classroom
10. Integrating Culture Through ICTs
11. How to Evaluate Cultural Learning
12. The place of Culture in the Algerian Text book(Primary, middle, secondary)

The contents of the presentations are practical since most of the theoretical contents are presented during the lectures. Students are requested to provide practical lesson plans, sample lessons or materials to be integrated in the EFL classroom to facilitate the teaching of culture along with language teaching. The students evaluate and discuss the effectiveness of the presented contents based on the basic concepts and theories acquired during theoretical lectures.

Lecture 01: Introduction to Teaching Culture

Teaching Culture in the English as a Foreign Language (EFL) classroom enriches EFL learners' language learning experience by providing them with contextualized and real-world applications. Thus, consideration of cultural elements and conventions into the language classroom ensures a deeper understanding of appropriate language use and promotes the development intercultural competence. Through this introductory lecture students will develop an understanding of the importance of integrating culture in the EFL classroom.

1. 1 Example of communication failure

The following are Examples of unsuccessful cross-cultural communication (cross cultural pragmatic failure). Examine the following situations and answer the following questions:

1. What was the problem?
2. Do you think fluency and language mastery saved those people?
3. Is language enough to communicate?
4. According to you how important is the knowledge of culture in language learning?

Scene1: West Indian bus driver: exact change please... exact change... (pause) please.

English passenger: why do these people have to be so rude and threatening about it?
(Muttering, angrily)

Scene 2: Boss: where is pee wee?

Mexican: he sick

Boss; u mean he is sick, I'm sick, we are sick

Mexican: It must be an epidemic!

Scene3: A busy train station platform.

[John, a Foreigner, approaches a ticket counter where Emily, a Native English speaker, is working.]

John: Excuse me, one ticket to Birmingham, please.

Emily: [Smiling] Sure thing! Would you like a return ticket or just one way?

John: [Confused] I am sorry, what do you mean by "return ticket"?

Emily: [Patiently] A return ticket is for a round trip. You travel to your destination and then come back on the same ticket.

John: [Nods, still unsure] Ah, I understand. No, thank you. Just one ticket to Birmingham, please.

Emily: [Pauses, then realizes] Oh, I see. So, one-way ticket then?

John: [Surprised] No, no! Just one ticket to Birmingham!

Emily: [Trying to clarify] Right, but do you intend to come back?

John: [Growing frustrated] Of course not! Why would I come back? I'm going to Birmingham!

Emily: [Realizing the misunderstanding, tries to salvage the situation] I apologize for the confusion. Let me get you a single ticket to Birmingham.

John: [Sighs in relief] Thank you.

[Emily prints the ticket and hands it to John, who walks away slightly flustered, while Emily shakes her head, amused by the encounter.]

Situation4: A foreign lady admired my new bracelet, and following Egyptian Etiquette, I told her “etfaddali” which means in Arabic, please take it, so the lady actually took it. Anyone else would have started to build a negative stereotype of that foreigner’s country and citizens. The misunderstanding was twofold: on the one hand, I did not know that an offer in other foreign cultures is taken literally, and on the other hand, the foreign lady did

not know that such offers in Egyptian culture are just a way for showing hospitality. In other words, the conflict did not take place because of a language misunderstanding but because of a cultural one.

Situation 5: When President George Bush went to Japan with Lee Iacocca and other American business magnates, and directly made explicit and direct demands on Japanese leaders, they violated Japanese etiquette. To the Japanese (who use high context language) it is considered rude and a sign of ignorance or desperation to lower oneself to make direct demands. Some analysts believe it severely damaged the negotiations and confirmed to the Japanese that Americans are barbarians.

Situation 6: A soft drink was introduced into Arab countries with an attractive label that had stars on it--six-pointed stars. The Arabs interpreted this as pro-Israeli and refused to buy it. Another label was printed in ten languages, one of which was Hebrew--again the Arabs did not buy it.

Situation 7: U.S. and British negotiators found themselves at a standstill when the American company proposed that they "table" particular key points. In the U.S. "Tabling a motion" means to not discuss it, while the same phrase in Great Britain means to "bring it to the table for discussion."

1.2 Discussion and Explanation

There are innumerable examples of similar cross-cultural encounters, and what they clearly illustrate is that the knowledge of the small-c culture of a given community is of great importance for successful cross-cultural communication. Even if the participants in the above-described situations spoke English fluently and were well informed about

cultural facts such as famous works of art and religious celebrations this knowledge would be of little help to avoid the misunderstanding.

In reality, conflicts like these happen globally, leading to misunderstandings and occasionally damaging intercultural relationships. This highlights the significance of communicative competence, which involves knowing how to use language effectively, over linguistic competence, which pertains to unconscious knowledge of language structure

In summary, the lack cross-cultural awareness can lead to various outcomes, ranging from significant to humorous. In today's world, it is essential to view cross-cultural awareness as a crucial investment to prevent the types of mistakes highlighted earlier in many strands of dealings. Pragmatic failures in cross-cultural communication primarily stem from the inappropriate use of language by individuals from different cultural backgrounds during communication.

1.3 The Fluent FOOL

Many EFL classrooms around the world are filled with what Bennett calls fluent fools. In Bennett's terms "A fluent fool is someone who speaks a foreign language well but doesn't understand the social or philosophical content of that language" (Bennett, 1993, p.9). The word fluent describes the learner's ability to speak a language accurately and easily and hold a conversation with without major linguistic problems. Meanwhile, the word fool refers to the act of saying something ambiguous or meaningless (in some cases stupid), for instance; the wrong word in the wrong sentence or the right word in the wrong time and situation. Within these situations exactly, the role of knowing the culture of the target language becomes significant.

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Each language possesses its own unique expressions, idioms, common phrases, and sayings that are deeply shaped by the culture of its respective country. The manner in which individuals interpret and respond is heavily influenced by their cultural background. Consequently, the overlooked importance of a country's culture can lead to embarrassing situations. Ignorance of word use, such as when and why to use certain expressions increases the likelihood of unwittingly making foolish remarks.

Some language learners are often very fluent in the English language, yet they struggle with even basic tasks outside of the context of the classroom. The language that the students use often appears overly formal and strange to the ears of native speakers. Within the context of teaching EFL, the learners develop literacy in the arena of classroom English, but not in the area of less formal English interactions, leading to a wide variety of problems when they have to interact within these new domains especially in the native environments. The academic domain of English has certain features that are at odds with other more conversational domains.

It is important to highlight that the communicative language teaching approach prioritizes the integration of culture into the teaching process. Therefore, teaching a foreign language empty of its corresponding culture means teaching empty symbols with no significance. This approach recognizes that language is deeply intertwined with culture, and understanding both is essential for meaningful communication and proficiency in the language. Without the cultural context, language learning lacks depth and real-world applicability.

If you reflect on your own experience as a student, despite believing that you are being impressive with your fluency, you may unknowingly provoke laughter due to your lack of cultural understanding, ultimately rendering yourself a fluent yet unwitting fool.

Are you a fluent fool?

In light of your experience as a language student, discuss the effectiveness of integrating culture in the EFL classroom.

1.4 Culture as a Fifth skill

Following the conventions in the field of foreign language (FL) teaching, where language skills are categorized into four different skills, namely listening, speaking, reading, and writing, culture is often considered as the "fifth skill". Yet, there exists least agreement on how culture should be taught, let alone what it encompasses. Unlike vocabulary and grammar, which have tangible content, culture is inherently fluid and shapeless, making it challenging to define and teach.

In general, culture as the fifth skill emphasizes the learner's ability to perceive, to understand, and ultimately, to accept cultural relativity. Culture as a fifth skill refers to a set of abilities:

- The ability to perceive and recognize cultural differences. ("Oh, so that is how you are supposed to give flowers in Russia!")
- The ability to accept cultural differences. ("From now on, I must remember to give an odd number of flowers.")
- The ability to appreciate and value cultural differences. ("Isn't it interesting that the number of flowers holds significance!")

1.5 The Importance of Culture for the Foreign Language Class

Nowadays, mobility is becoming an integral part in a student's careers. Unlike the past few years, students have a chance to visit other countries for educational purposes.

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Therefore, learning a FL has become an important requirement in today's globalized world. Students who move to study in English universities, for instance, for postgraduate studies would definitely recognize that accuracy of their speech with the natives is not always appropriate and then realize that successful communication is highly complex and involves much more than good grammar mastery and good vocabulary that they were taught during their graduate studies in their countries. Accordingly, to survive in new cultures and educational contexts, students need a certain level of intercultural competence.

When using a language, the process of meaning making requires both the linguistic and the sociocultural aspects of a language. This confirms that languages are shaped by their communities' culture, values, norms and beliefs. A language is an aspect of a culture and a culture is an aspect of a language, confirmed by brown (1994) "A language is a part of a culture and a culture is a part of a language; the two are interwoven so that one cannot separate the two without losing the significance of either language or culture" (p.145). It can be assumed that communication would be very restricted without language, and there would be no communication at all without culture.

This fact is confirmed and adopted in modern approaches to language teaching. Considering the Standards for Foreign Language Learning in the 21st Century document, the accurate content of the foreign language course must not be the grammar and vocabulary of the language, but the cultural aspects underpinning that language.

Since language and culture are inseparable, language teaching and culture teaching are inseparable. A language learners' mastery of the linguistic elements does not guarantee them the ability to properly communicate through a language. Thus, the mastery of the cultural element is a must and the integration of culture into the teaching of foreign language is a responsibility of language educators.

1.6 Reflect and Consider

1. Reflect on your own EFL learning experience and say whether you are a fluent fool.
2. How is culture considered in the different levels of language learning (middle, secondary, university)
3. Based on your experience, was culture taught as a separate aspect or integrated in the language classroom?

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Lecture 2: Language and Culture -1-

This lecture provides a brief overview about language and culture and the relationship between them. It also explains the importance of understanding this relationship in informing effective teaching languages practices. This lecture is divided into three parts. The first part is a presentation about language, including its nature, its definitions, its key components, and various approaches to understanding its complexities. This lecture is important to the students who are language teachers to be. This is due to the fact that understanding the nature of language, culture and the relationships between them, assists language teachers in guiding their learners in acquiring linguistic and cultural competence. The understanding of language's structural elements, such as phonetics, morphology, and syntax, enables educator to tailor instruction to address learners' specific linguistic needs.

2.1 Definitions of Language

Human language is the most defining feature of human beings. It serves as a fundamental survival tool they use to communicate, express themselves, fulfill various needs and understand the world around them. There had been various attempts to define language. These attempts to grasp the nature of language can be summarized in the three well-known perspectives.

- From a linguistic standpoint, language can be defined as a system of communication using sounds or gestures that convey meaning. It involves a set of rules for combining words and symbols to create meaningful expressions. In other words “ language as code”

- From a Psychologist view, language as a cognitive process which involves the acquisition, processing, and production of symbolic representations to convey thoughts, ideas, and emotions. In other word “language as mental faculty”

- Sociologists emphasize the social and cultural aspects of language, highlighting its role in identity formation, social interaction, and cultural transmission. In other words “language as a social practice”

In light of the three perspectives, language can be defined as a multifaceted system that serves social, cognitive, and creative purposes. It is a system of codes mentally organized and processed. It is a tool of communication and a product of our social interactions. This definition leads us to consider the three dimensions of language.

2.2 Approaches to Language Research

In order to understand the nature of language and its use, linguists approached its study from different perspectives. The structuralism approach focuses on the analysis of the formal structure of a language, highlighting the relationships between the linguistic structures and the underlying rules governing their organization. The generative perspective emphasizes the innate human capacity for language acquisition and suggests the concept of universal grammar shared by all languages. The cognitive approach focuses on the cognitive processes involved in language comprehension, production, and acquisition. Finally, the sociocultural approach focuses on the social and cultural dimensions of language, highlighting the role of context, social interaction, and cultural norms in shaping linguistic behavior.

2.3. Dimensions of Language

2.3.1 Form

Form refers to the structural elements (including phonology, morphology, and syntax) and grammatical rules that govern language use (including verb conjugation, noun agreement, and word order). The accurate production of language requires a good understanding of form. Furthermore, different languages exhibit various grammatical structures, reflecting cultural and linguistic norms.

2.3.2. Meaning

Meaning refers to the semantic dimensions and relations. It refers to the interpretation of linguistic symbols (including words, phrases, and sentences) and the exploration of how words and expressions convey concepts, referents, and relationships. Meaning is not only determined by dictionary definitions but also influenced by context, pragmatics, and cultural associations. On the other hand, semantic relations expressed in a language (including synonymy, antonymy, hyponymy, and polysemy) play an important role in understanding word meanings and how words relate to each other within a semantic network. Developing the semantic competence requires the acquisition of vocabulary and the understanding of the use of this vocabulary in different contexts.

2.3.3. Use

Use refers to the pragmatic functions and the communicative competence. Pragmatic function of a language entails how language is used in social interactions to achieve communicative purposes. Pragmatics examines the contextual aspects of language use, including speech acts, conversational implicature, and politeness strategies. To develop the

pragmatic competence, language learners have to adapt their language use to different communicative contexts. The communicative competence refers to the ability to effectively use language in real-life situations to convey intended meanings. This function requires more than linguistic knowledge. It includes understanding of sociocultural norms, discourse strategies, and intercultural communication skills.

To conclude, language teachers' understanding of the dimensions of form, meaning, and use in language provides insights for effective teaching of the structural, semantic, and pragmatic aspects of the language. Furthermore, form, meaning and language use are significantly shaped by culture. This is due to that fact that our social norms, cultural values, beliefs, and social practices impact our ways of thinking and the corresponding linguistic structures we use to create meaning and, thus, to communicate what we are thinking. All the mentioned social and cultural aspects are embedded in language and reflected in the use of vocabulary, structures and communication. Language teachers have to integrate cultural content to their instruction to contextualize language learning. Providing language learners with language learning experience serves in developing their understanding of how language functions within its cultural context. Such practices boost intercultural competence.

2.4 The Components of a Language

Knowing a language implies the knowledge of five identified language components.

- ✓ The sounds and sound patterns used in language and the organization of these sounds into meaningful units.
- ✓ knowing the structure of words and the rules governing word formation.
- ✓ knowing the rules for combining words into phrases and sentences to convey meaning.

- ✓ knowing the meaning of words, phrases, and sentences within a specific context.
- ✓ knowing the norms of using the language in its social contexts, including conversational implicature, politeness strategies, and speech acts.

Students' Task: Label each of the above explanations with one of the branches of linguistics: **syntax, phonology, morphology, pragmatics, semantics and phonetics**

2.5 Language Education

Language education, being a branch of applied linguistics, refers to the study of the practice of language teaching. The field of language education focuses on many areas related to language learning and teaching, among them are;

- language acquisition Vs language learning
- communicative competence
- Inter-cultural communication and competence
- language proficiency
- approaches to language teaching
- language classroom dynamics and management

Language education aims to develop practices that would promote linguistic proficiency, communicative competence, and cultural awareness among language learners. Language education plays a crucial role in promoting intercultural communication and understanding by equipping learners with linguistic skills, cultural knowledge, and communicative strategies. Through language learning, individuals develop intercultural competence, empathy, and respect for cultural differences, fostering mutual understanding and collaboration in a globalized world.

It also serves teachers by providing them with effective teaching approaches and methods. To achieve this mission, it integrates findings from different research areas of language teaching and learning and addresses relevant issues and trends.

2.6 Language, Communication and Society

The relationship between language, communication and society is unquestionable, with the fact that language serves both as a medium of communication and a key factor in social interaction and cultural expression. Understanding this relationship is important for language learners and users alike to understand different social contexts and communication norms and to promote meaningful communication.

Language and society are closely related. Language is the voice of the society through which it expresses its thoughts, value, beliefs, traditions, and norms. Language creates the sense of belonging among societies' members and serves in the creation of social divisions. Within a society, language contributes in shaping social structures and norms because through language individuals negotiate social identities, roles, and relationships. In turn, society has an impact on language since language use, from slang to different accents, reflects cultural values power dynamics and social systems.

Interest in studying language and society relationships (sociolinguistics) covers a number of areas including;

- language variation
- cultural identity (this refers to the intimate relationship between varied linguistic and cultural practices and cultural identity)

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- cultural perceptions (this implies that language use reflects broader cultural values and social hierarchies and has an impact on social and cultural perceptions and ideologies)
- language policy and cultural heritage (this involves language use policies in education, government, media, and other domains, decisions about language standardization, bilingual education, and the promotion of minority languages for cultural preservation and cultural heritage)
- the importance of multilingualism and cultural exchange (this includes the new globalized trends and tendencies toward the global community and the resulting needs, including intercultural exchange and communication, in order to effectively communicate in different linguistic and cultural contexts)

Societies communicate through social interactions in order to survive. Communication serves in building and fostering social bonds and connections between members of the society. Language serves as the main means of communication among individuals and societies. Furthermore, cultural norms and practices influence communication patterns within different societies. This is reflected in individuals' ways of expressing themselves, interpreting messages, and managing social interactions. It is important to highlight that digital communication technologies nowadays, such as social media, messengers and online platforms, have drastically changed the common patterns of social communication not just by enabling instant globally extended connectivity, but also by creating new ways and languages of expression among global societies.

2.7 Reflect and Consider

- How can understanding the basics of applied linguistics help language teachers?
- How can understanding the relationships between language, communication and society help language teachers and learners?
- How does linguistic research inform language teaching practices?

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Lecture 3: Language and Culture -2-

The second part of the second lecture is devoted to the understanding of culture. Thus it explores various aspects of culture including its definitions, its characteristics, its elements, and its implications on society, identity, and communication.

3.1 Definitions of Culture

Brooks (1968) definition to culture is an interesting conceptualization through which he represents culture through differentiating it from commonly close fields; like geography, history, folklore, sociology, literature and civilization. According to Brooks (1986):

- Culture is not ‘geography’
- Culture is not ‘history’
- Culture is not ‘folklore’
- Culture is not ‘sociology’
- Culture is not ‘literature’
- Culture is not ‘civilization’.

Brooks (1968) managed to differentiate culture from the above and confirm that it involves all of them.

Culture can be defined “as the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving” (Samovar and Porter, 1994).

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Tylor (1871, as cited in Damen, 1978) provides a foundational definition: "Culture or civilization, taken in its broad, ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society".

Kingsley Davis's (1949) definition of culture is one of the most comprehensive. He considers culture as "a body of knowledge or the sum total of ways and attitudes of a given group of people". The definition integrates material and non-material culture, and it is open-ended as knowledge keeps adding on.

Ultimately, culture has been defined in many ways by scholars, anthropologists and sociologists. The following classification is a comprehensive summary of the possible perspectives through which culture can be defined. Thus, culture can be understood from three main perspectives: behavioral, functional, and symbolic. Each perspective offers a unique angle on how culture shapes human experience and interaction.

- **The cognitive perspective:** also known also as the ideational approach, views culture as a system of ideas, a mental construct, a computer program/software. The cognitivists view culture not as knowledge, or as an inner system for thinking, interpreting and behaving
- **The behavioral perspective:** culture refers to the observable patterns of behavior, customs, rituals, and traditions within a particular group or society. These behaviors can include greetings, gestures, social norms, and everyday practices. Understanding cultural behaviors is essential for effective communication and interaction within a community.
- **The functional perspective:** focuses on the purpose or function that cultural elements serve within a society. It examines how cultural practices and institutions fulfill

specific needs or objectives, such as social cohesion, identity formation, or problem-solving. Cultural functions can vary widely across different groups and may evolve over time in response to changing circumstances.

- **The symbolic perspective:** emphasizes the meanings, values, beliefs, and symbols that are shared and transmitted within a society. Symbolic aspects of culture include language, art, religion, myths, rituals, and other forms of expressive behavior. These symbols carry deep significance and help to define the collective identity and worldview of a community.

If we want to establish logical links with the above perspectives and language teaching the relationship between these conceptualizations of culture and language teaching:

- **Behavioral Perspective:** In language teaching, understanding cultural behaviors is crucial for teaching learners how to appropriately manage social interactions and communicate effectively in real-life situations. Language teachers can integrate cultural behavior lessons into their curriculum, teaching students about greetings, body language, and other social norms to enhance their communicative competence.
- **Functional Perspective:** involves helping learners understand the underlying reasons behind cultural practices and behaviors. If language teachers understand the functional aspects of culture, they can provide context for language use and help students develop a deeper appreciation for the cultural meanings embedded in language structures.
- **Symbolic Perspective:** Language is deeply intertwined with the symbolic aspects of culture, as it serves as a primary vehicle for expressing cultural meanings and

values. Language teachers can integrate the symbolic perspective of culture into their lessons by teaching vocabulary and grammar in addition to the cultural connotations and dimensions of language use. This may involve exploring idiomatic expressions, cultural references, and the historical context of language usage.

To conclude, the integration of the three perspectives into language teaching is crucial for teachers because it guides them to develop effective lessons and material which aiming to develop language learners' cultural competence along with their linguistic proficiency enabling them to communicate effectively with cultural awareness.

3.2. Characteristics of Culture

Human culture is a complex construct and is often varied between societies due to the following characteristics.

- **Culture is learned:** it is not inherited; we may be born with the physical traits such as the color of your skin or the shape of your eyes, but culture is not inherited in the same way. We are not born with culture, you learn it from the society that you are raised in.
- **Culture is shared:** Culture is shared among the members of a community, society, or group. It is the property of all members of a group or society. This means that every society is sharing its culture with its people, and the people are sharing their culture with the society.
- **Culture is transmitted:** Culture is transmitted from one generation to the other.

- **Culture is symbolic:** Culture is based on the use of symbols, such as language, to convey meanings, values, and traditions.
- **Culture is dynamic:** Culture is subject to change and evolves over time, responding to internal and external influences.
- **Culture is integrative:** Culture helps individuals function collectively, providing guidelines and norms for behavior.

3.3. Elements of Culture

Another means to understand culture is through understanding its components. Obviously, culture includes both material and non-material aspects. Non-material culture contains feelings like values and attitudes. Material culture is the result of production work (the production of goods, food, and technology) and is thus made of materials. There exist many classifications of the elements of culture.

Among the famous classifications is Hall's (1970) model called "The Iceberg Model of Culture". Hall's model serves as a compelling framework for understanding the layers of cultural elements. It highlights both visible and hidden aspects of culture. The tip of the iceberg represents observable elements like language, customs, and behaviors. However, the submerged portion holds the implicit elements including, beliefs, values, norms, and unspoken communication patterns that operate beneath the surface. This model emphasizes that while certain aspects of culture are readily apparent, a significant influence stems from the concealed, often subconscious layers. Figure 1 summarizes the Iceberg Model.

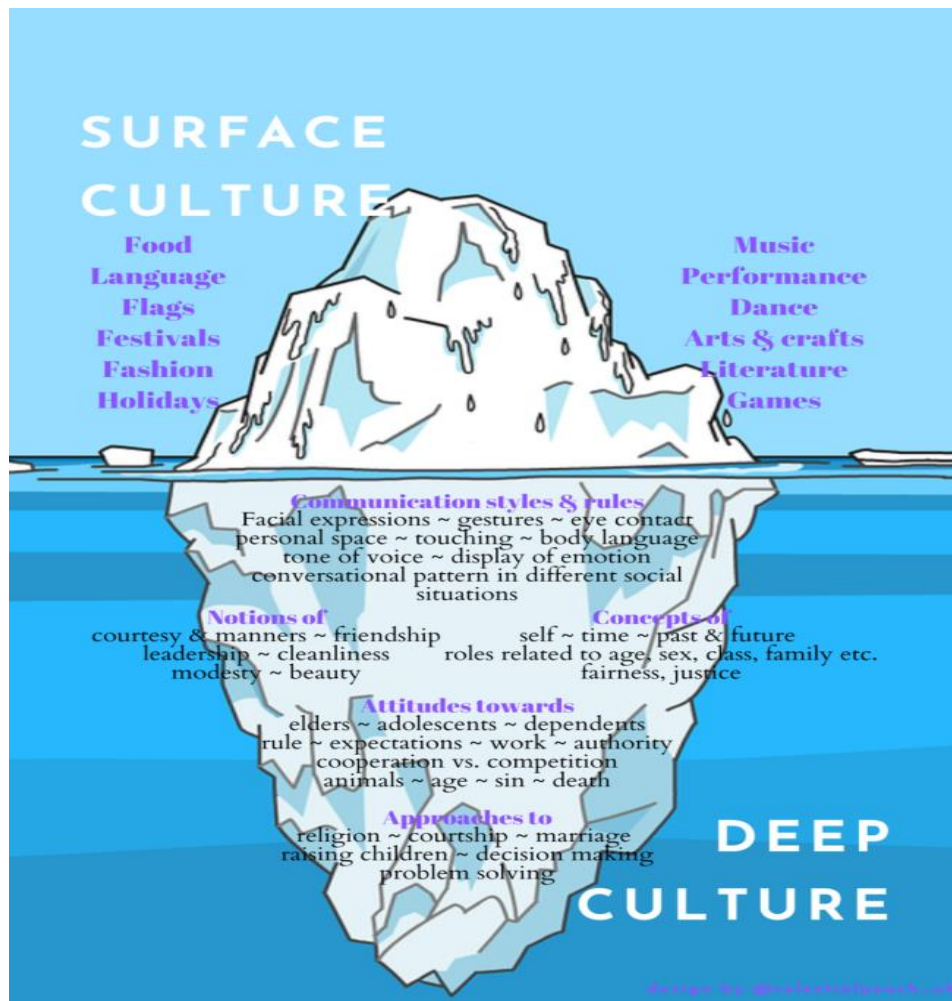


Figure 01 : the culture Iceberg

One common way to classify cultural elements is by using the uppercase "C" (Big C) and lowercase "c" (Little c) distinction. Big C culture refers to the widely recognized aspects of a society, like the Mona Lisa or Shakespeare's plays – the famous works of art, literature, and music that get highlighted in history books. Little c culture, on the other hand, encompasses the everyday practices, beliefs, and values that shape how people live. This could be anything from greetings like handshakes to the importance of family meals in a particular community. It is the underlying dynamics of a group's day-to-day life.

The concepts of Big C and Little c culture may seem separate, but they are deeply connected. These two aspects feed into each other. For example, a famous painting or a

classic piece of literature (Big C) often draws its inspiration from the daily lives, experiences, and traditions (Little c) of the culture it comes from. In other words, what people do, believe, and value in their everyday lives shapes the iconic cultural creations. Therefore, while they may appear distinct, Big C and Little c culture are tangled, influencing and enriching one another.

3.4. Interaction of Cultures

The term "interaction of cultures" here is used to refer to the encounters between different human groups with identifiable differences in lifestyles and cultural systems. Cultures meet thanks to the globalized world of today which facilitated all means of communication and interaction.

In the modern world, the idea of global networks connecting distant societies to one another is widely common. The cultural components of a given society can be spread to another society easily because of the rapid development of information technology. Among the results of this meeting, "cultural change" is a prominent aspect in modern societies. Anthropologists observed such a wide variety of cultural responses to globalizing forces trying to understand the ways in which cultures interact with one another and the resulting effects which can include:

- **Culture shock** which refers to the feelings of confusion and uncertainty that arise from being in a new or unfamiliar cultural environment. It is characterized by various stages, from initial excitement to eventual adjustment.
- **Cultural Misunderstanding** which occurs when individuals from different cultural backgrounds fail to correctly interpret each other's behaviors or communications. These are often rooted in different cultural norms and communication styles

- **Cultural awareness** which refers to the understanding and appreciation of the various customs, beliefs, values, and behaviors of different cultures. It's like having a lens that allows you to see the world through another person's eyes. This awareness is crucial for effective interactions between people from different backgrounds and plays a significant role in how cultures evolve and change.

3.5. Culture and Society

Culture and society are interconnected; culture contributes to the identity of the society, while society shapes the cultural patterns that are passed down through generations. The relationship is dynamic and cyclical, influencing the structural and social dimensions of each community.

Society and culture are constantly interacting shaping each other in a dynamic and cyclical way. Culture acts as the blood of a society, providing a shared set of beliefs, values, customs, and practices that create a sense of identity and belonging. Culture defines who a society is, giving its members a common ground and a framework for understanding the world around them.

Just as culture shapes societal identity, society itself plays a crucial role in molding cultural patterns. The social structures, institutions, and power dynamics within a community all influence how cultural practices are formed, practiced, and passed down through generations. The society plays a significant role in transmitting cultural traditions through celebrations, stories, and everyday interactions. Educational systems, being social institutions, can also reinforce or challenge existing cultural norms. Social change can also lead to cultural evolution, as new ideas and practices are adopted and integrated into the existing cultural framework.

This dynamic interplay between culture and society extends beyond simply shaping identity and practices. It has a profound impact on the structural and social dimensions of every community. Cultural values can influence legal systems, economic structures, and even how people interact in public spaces. For instance, a culture that emphasizes collectivism might have social welfare programs that prioritize the needs of the entire group. Conversely, a society with a focus on individualism might have a strong emphasis on private property and competition. Understanding this complex relationship between society and culture is the key to understanding the complexities of human communities and their evolution throughout history.

3.6. Culture and Identity

Our sense of self is not developed in a vacuum. Culture is a fundamental component of self-identity, influencing individuals' perceptions of themselves and their relationship to the world. Identity is formed through language, practices, and shared experiences that are culturally defined.

Language is a core element of culture that plays a crucial role in this identity formation. The way people express themselves are all shaped by the cultural context they exist in. A person raised in a community that emphasizes direct communication develops a different perception of him/herself from someone raised in a culture that prioritizes indirect communication. Cultural practices further solidify this sense of self. The shared social experiences for instance, participating in religious ceremonies, celebrating cultural holidays, or engaging in traditional crafts, do not just serve connecting people and developing their sense of belonging, but also in shaping their understanding of who we are and where we fit within the broader cultural landscape.

If applying the aforementioned facts, language learning can significantly influence the identity formation of language learners as it intertwines with cultural immersion. Through language acquisition, individuals besides internalize cultural dimensions within language use such as idioms, expressions, and social norms, perception of time and space besides learning vocabulary and grammar. As language learners experience linguistic and cultural challenges, they engage in a process of self-discovery, negotiating their identity within the context of the target language's culture. This interaction fosters an appreciation for various perspectives, shaping the learners' identities by broadening their cultural horizons and potentially leading to the adoption of new cultural practices, beliefs, and values. Thus, learning a new language is, in a way, a door gate through which the learner can embrace different cultural identities, enriching the individual's sense of self and interconnectedness with the broader community.

3.7. Culture and Communication

Evidently, effective communication relies on a clear understanding the cultural context in which it occurs. Cultural barriers can hinder communication processes but, when understood, can enrich the interaction. Communication styles, interpretations, non-verbal messages, and perceptions are all influenced by culture.

Culture acts as a filter, influencing communication from delivering messages to their interpretation. An example can be of two colleagues from different cultures discussing a project deadline where one of them is from a culture that values directness and the other is from a culture that prioritizes indirect communication. The first might deliver a clear and concise message about the need to pick up the pace and the second might express concern about the workload in a more subtle way. This cultural difference can create a

barrier to clear understanding. However, these cultural barriers, when approached with awareness and empathy, can also be opportunities for richer interactions.

The understanding of the influence of culture on communication styles, interpretations, and even non-verbal cues like gestures and facial expressions, serves in fostering a more meaningful communication and ideas exchange. For instance, understanding that silence might indicate thoughtful consideration in one culture, while signifying a lack of understanding in another, allows us to tailor our communication accordingly. Eventually, appreciating the role of culture in communication helps language learners to overcome the potential challenges and to develop a more inclusive and effective communication skills.

3.8. Reflect and consider

- Write your own definition of culture.
- It commonly recognized that culture has two facets, explain.
- Explain how Big C is influenced by little c provide examples.
- How can teaching another language impact a learner identity?

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Lecture4: Language and Culture -3-

After dealing with language and culture as distinct entities in the first two parts of the second lecture, this third part examines their symbiotic relationship, emphasizing their inseparable interdependence. It represents various theoretical frameworks that attempt to approach the relationship between language and culture. It highlights the relationships of language and culture with communication and identity, the relationship between linguistic and pragmatic competence. This lecture represents the theories of speech acts and linguistic relativity to illustrating the profound interconnectedness of language, though and culture.

4.1 The relationship between language and culture

Language and culture are deeply interconnected and interdependent, with each influencing and shaping the other. Language is not merely a tool for communication but also a reflection of cultural values, beliefs, and traditions. Through language, individuals express their cultural identities, convey societal norms, and perpetuate collective heritage.

Conversely, culture plays a pivotal role in shaping language by influencing vocabulary, syntax, and discourse patterns. For instance, certain languages contain words or expressions that are unique to specific cultural concepts or practices, highlighting the close intertwining of language and culture. Furthermore, language serves as a medium through which cultural knowledge and worldview are transmitted across generations. In many societies, oral traditions, folklore, and literature are integral components of cultural identity, preserved and passed down through language. Similarly, cultural dimensions of language, such as politeness conventions or forms of address, reflect societal norms and

hierarchical structures. Understanding these linguistic-cultural connections is essential for effective communication and intercultural competence, as language use is inherently tied to cultural context and social dynamics.

In summary, the relationship between language and culture is multifaceted and dynamic, encompassing aspects of communication, identity, cognition, and social organization. Language serves as a vehicle for cultural expression, transmission, and preservation, while culture influences linguistic structures, meanings, and usage. Understanding this relationship is crucial for successful communication within various cultural contexts and across linguistic and cultural boundaries.

The following points are a summarized list of the relationship between language and culture:

- ✓ Language and culture influence each other reciprocally, with language reflecting and shaping cultural norms, values, and traditions.
- ✓ Language is a key component of cultural identity, with individuals expressing their cultural belonging through linguistic means.
- ✓ Language serves as a medium for transmitting cultural knowledge, folklore, and traditions across generations.
- ✓ Language shapes thought patterns and perception, influencing how speakers categorize and interpret the world.
- ✓ Language use is embedded within cultural contexts and social dynamics, with linguistic conventions reflecting societal norms and hierarchical structures.

All in all, understanding the relationship between language and culture is essential for effective communication and intercultural competence because it enables individuals to successfully communicate with different cultural contexts.

4.2 Culture, Language and Communication

In understanding the relationship between language and culture one needs to speak about communication. Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. Communication, as the process of exchanging information and meaning, is influenced by both culture and language.

Effective communication requires linguistic proficiency in addition to an understanding of cultural context and social dynamics. The role of culture in communication is pivotal, as it determines the frameworks through which languages are structured, understood, and employed. Cultural norms and values dictate the appropriateness of communication styles, influencing everything from word choice to gestures and contextual usage. Culture influence communication styles, nonverbal cues, and interpretation of messages. For instance, concepts of politeness, hierarchy, and directness vary across cultures and can impact communication patterns.

Furthermore, language is not just a tool for conveying information but also a vehicle for expressing cultural identity and solidarity. Different languages encode distinct cultural concepts, values, and worldviews. Translating between languages involves more than just linguistic equivalence; it requires understanding the cultural connotations and implications embedded in words and expressions.

Basically, in order to understand the relationship between language and culture, one must acknowledge communication as the bridges between them. Language carries the values, beliefs, and customs of a culture, making it more than just a tool for exchanging information, it is rather a reflection of how people see and interpret the world around them. Thus, understanding the cultural context enriches linguistic competence and promotes meaningful communication.

4.3. Language, Culture, and Identity

The relationship between language, culture, and identity is complex and multifaceted. Identity formation is a key area where language and culture converge. Language acts as a marker of cultural identity, signifying an individual's belonging to a particular cultural group. Moreover, through language, individuals perform and negotiate identities in various social contexts, adapting their linguistic behavior to align with cultural expectations and group norms. Through language, individuals express their cultural heritage, affiliations, and sense of belonging. Conversely, culture provides the framework within which language is learned, used, and interpreted. Cultural norms and values influence linguistic conventions, vocabulary choices, and communication patterns.

Understanding the relationship between language and culture requires recognizing their deep interconnection with identity. Language plays a central role in shaping individual and collective identities, as it reflects cultural affiliations in addition to personal experiences and social relationships. Language choice and proficiency can influence how individuals perceive themselves and are perceived by others within society. For example, bilingual individuals may experience multiple cultural identities depending on the language they use and the context in which they communicate.

Similarly, cultural identity encompasses more than just language; it encompasses shared experiences, traditions, and values that shape individuals' sense of self and belonging. Language acts as a conduit through which cultural identity is expressed and negotiated. Differences in language use can signal distinctions in cultural identity, leading to both inclusion and exclusion within social groups.

In summary, the relationship between language, culture, and identity is reciprocal, with each informing and reinforcing the others. Understanding this relationship requires recognizing the ways in which language reflects and shapes cultural identity, as well as the ways in which cultural identity influences language use and interpretation.

4.4. Culture and Pragmatic Competence

Pragmatic competence involves the ability to use language effectively in a social context, understanding how meaning is constructed and interpreted in cultural interactions. Cultural knowledge is essential for developing pragmatic competence, as it provides the necessary context for interpreting and responding to communicative acts appropriately within a specific cultural setting.

Pragmatic competence in language learning is crucial as it enables learners to use language appropriately in various social contexts. It involves understanding the literal meaning of words in addition to their implied meanings, intentions, and implications within a given cultural context. For example, knowing when and how to use honorifics or expressions of politeness varies across cultures and can significantly impact interactions.

Furthermore, pragmatic competence is closely linked to linguistic competence, which encompasses knowledge of vocabulary, grammar, and syntax. While linguistic competence

focuses on the form and structure of language, pragmatic competence addresses how language is used in real-world communication. Both aspects are essential for effective language learning and communication, as they complement each other in achieving communicative goals.

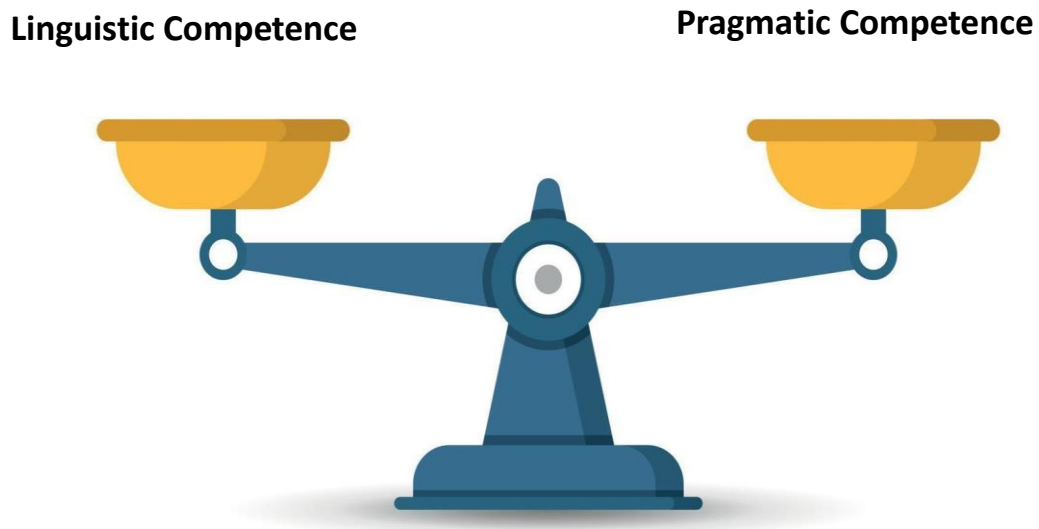


Figure 01: the balance between linguistic and pragmatic competence

In the context of language learning and intercultural communication, pragmatic competence is particularly important. When acquiring a new language, understanding its cultural and socio-pragmatic conventions is as important as mastering its grammatical structure. This involves learning appropriate speech registers, idiomatic expressions, and conversational strategies that vary across cultures.

The development of the pragmatic competence encompasses understanding the dimensions of language use, such as tone, register, and cultural norms, allowing learners to effectively convey their intended meanings successfully during social interactions.

Understanding culture is integral to developing pragmatic competence. Culture shapes the norms, values, and conventions that govern language use, including politeness conventions, speech acts, and conversational norms. Therefore, understanding cultural context is crucial for interpreting and producing language in ways that are socially and contextually appropriate.

In summary, understanding culture is fundamental to develop pragmatic competence, which is essential for effective communication in language learning and intercultural contexts. Pragmatic competence, in conjunction with linguistic competence, enables learners to use language appropriately in different social settings and fosters successful intercultural communication. Thus, the integration of cultural awareness and pragmatic skills into language learning is vital to achieve communicative proficiency and cultural competence.

4.5. Speech Acts

Speech acts theory, as developed by Austin (1962) and further elaborated by Searle (1969), explores how utterances operate as actions rather than merely convey information. Cultural context plays a crucial role in defining how speech acts are performed and understood. The interpretation of speech acts—whether an utterance is intended as a promise, an apology, or a command—varies significantly across different cultural backgrounds.

Austin introduced the concept of performative utterances, which are sentences that do not just 'say' something, but rather 'do' something—these are actions in themselves. For instance, when someone says "I apologize," they are not just stating that they are

apologizing, but they are actually performing the act of apologies. John Searle further developed this concept by categorizing speech acts into five main types:

- ✓ **Assertives:** Commit the speaker to something's truth, e.g., stating, concluding.
- ✓ **Directives:** Attempt to get the listener to do something, e.g., requests, commands.
- ✓ **Commissives:** Commit the speaker to some future action, e.g., promises, vows.
- ✓ **Expressives:** Express the speaker's attitudes and emotions towards the proposition, e.g., congratulations, apologies.
- ✓ **Declarations:** Bring about changes in the external situation via their utterance, e.g., resignations, christenings.

The cultural context significantly affects how these speech acts are performed and interpreted. What constitutes a polite request in one culture may be seen as overly direct or even rude in another. Similarly, the way apologies, promises, or thanks are expressed can vary widely, influenced by cultural norms about politeness, respect, and the appropriate expression of emotions. Cultural impact in speech acts also extend to non-verbal cues, which accompany verbal communication. These cues, such as gestures, facial expressions, and eye contact, can significantly alter the meaning of speech acts. For instance, the sincerity of an apology might be gauged differently based on non-verbal expressions, which can vary from one culture to another.

To grasp the cultural underpinnings of speech acts is essential for effective cross-cultural communication. Misunderstandings often arise not just from linguistic barriers but from different cultural expectations about how speech acts are structured and delivered.

Therefore, cross-cultural competence involves learning another language in addition to understanding the cultural contexts in which that language operates.

4.6. The Linguistic Relativity Hypothesis

The relationship between language and culture extends beyond mere communication to influence cognitive processes and perception. Research in linguistic anthropology and cognitive linguistics has demonstrated how language shapes thought patterns, categorization, and worldview. Different languages encode reality in distinct ways, leading speakers to perceive and interpret the world through culturally mediated linguistic frameworks.

The linguistic relativity hypothesis, often associated with the work of Benjamin Lee Whorf, suggests that language reflects and shapes our understanding of reality. It emphasizes the inseparable link between language and culture. **Linguistic determinism**, a stronger form of this hypothesis, proposes that language influences and determines thought, limiting individuals' conceptualization of reality to the linguistic categories available in their language. While **linguistic relativity**, a weaker version of the hypothesis, acknowledges the influence of language on thought, linguistic determinism argues that language wholly determines thought, constraining individuals' cognitive abilities within the linguistic framework of their native language. These theories have sparked debates among linguists and cognitive scientists about the extent to which language shapes human cognition and perception of the world.

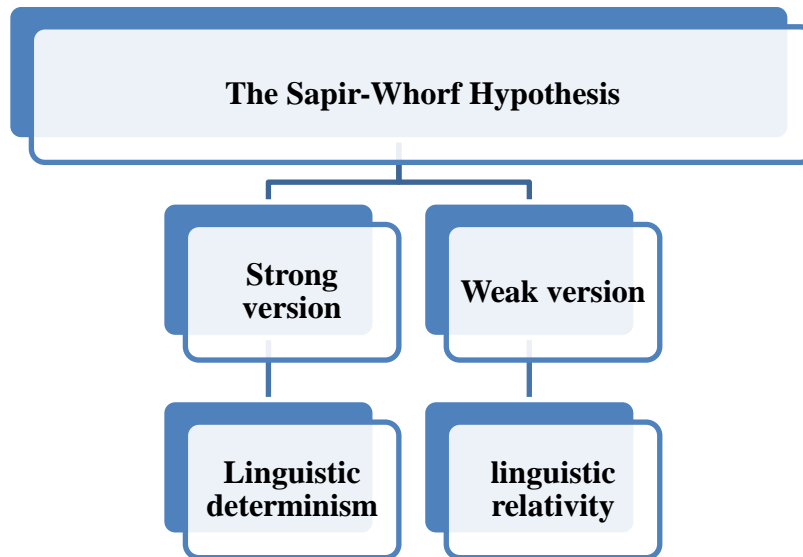


Figure02: an illustration of the Sapir-Whorf hypothesis versions

The Linguistic Relativity Hypothesis posits that the structure of a language influences the ways in which its speakers conceptualize their world. This idea suggests a strong link between language and thought, asserting that language is not just a tool for expressing thoughts but actually shapes thought itself. Whorf's research, particularly with the Hopi language and its speakers, suggested that the way the Hopi conceive of time—as a continuous flow rather than a series of discrete events—was reflected in their language's lack of tenses. His observations led him to argue that our perception of reality is not only communicated through language but is actually constructed by it. This notion contrasts sharply with the view that all humans share the same underlying cognitive structures regardless of language.

Following Whorf, scholars have explored various domains where linguistic relativity might manifest. One area is spatial cognition—different languages handle spatial relationships in distinct ways. For example, whereas English tends to use left/right distinctions, other languages like Tzeltal (a Mayan language) use absolute directions such

as north/east/south/west. Research has shown that speakers of languages with absolute direction terms are typically faster and more accurate in spatial orientation tasks, demonstrating a clear link between linguistic and perceptual skills.

Another domain is color perception. Different languages categorize colors differently; for instance, Russian has separate terms for light blue ("голубой" [goluboy]) and dark blue ("синий" [siniy]), while English simply uses "blue" for both. Studies suggest that Russian speakers are quicker to distinguish shades of blue because of this linguistic distinction, providing support for the hypothesis that language influences sensory perception.

While the Linguistic Relativity Hypothesis has garnered substantial attention and support, it has also faced significant critiques. One major criticism is that it overstates the influence of language on thought, failing to account for the universality of many cognitive processes across linguistic boundaries. Modern linguists and cognitive scientists often adopt a more moderate stance, proposing that while language influences thought, it does not strictly determine it. This viewpoint acknowledges that human cognition is flexible and capable of adapting to new linguistic environments.

Moreover, recent interdisciplinary research involving cognitive science, linguistics, and anthropology continues to explore how language and cognition interact, focusing on practical applications in AI, machine learning, and cross-cultural communication, among other fields.

4.7 Reflect and Consider

- How can understanding culture and language relationships serve the language teachers?
- How can language teachers develop pragmatic competence and communicative proficiency?
- In language teaching, what strategies can instructors employ to help students understand and appropriately use speech acts, such as requests, apologies, and compliments, in different cultural contexts?

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Lecture 5: Culture and Foreign Language Teaching and Learning

The integration of culture into foreign language teaching and learning is a crucial aspect of effective language education. This lecture represents the multifaceted relationship between culture and foreign language teaching, examining key topics such as communicative competence, intercultural communicative competence, and the role of culture in language classrooms. The focus is on understanding how culture can be effectively integrated into language teaching to enhance students' communicative and intercultural skills.

5.1. Culture and Language Teaching

In foreign language teaching, the integration of cultural elements can facilitate intercultural communication competence, allowing learners to understand and appreciate the target culture. Teaching culture alongside language helps students grasp the contextual meaning behind linguistic expressions, leading to more effective communication. For example, understanding the cultural significance of certain phrases or customs can prevent miscommunication and foster deeper connections between learners and native speakers.

Foreign language teachers play a crucial role in this process. They become cultural ambassadors, bridging the gap between the student's native culture and the target culture. They can integrate real-world examples like movies, songs, or news articles into their lessons, demonstrating how language functions within a cultural context. This allows students to see the language come alive and understand its practical applications in everyday life. Furthermore, the use of open discussions about cultural practices creates an

environment of mutual respect and understanding, through which teachers can ensure students approach the target culture with empathy and awareness.

5.2. Communicative Competence

Communicative competence involves using language appropriately in different communication situations. It encompasses various aspects, such as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. It is a term coined by Dell Hymes in the 1960s, revolutionized the field of linguistics by emphasizing the importance of understanding language in its social and cultural context. Hymes argued that communication involves more than just grammatical rules and vocabulary; it also requires an understanding of the cultural norms, social conventions, and situational appropriateness within which language is used. This perspective broadened the scope of language study beyond mere linguistic competence.

In language teaching, communicative competence is of paramount importance as it shifts the focus from rote memorization of grammar rules and vocabulary to meaningful interaction and real-world communication. Language instructors can help students develop the skills necessary to successfully act in various communicative situations successfully through integrating communicative activities such as role-plays, discussions, and problem-solving tasks. Moreover, teaching culture alongside language is integral to developing communicative competence, as culture shapes language use and understanding. Through cultural immersion activities and exposure to authentic materials, students can insightfully perceive the culture embedded in language, thereby enhancing their communicative competence.

The development of communicative competence relies on understanding its culture as it influences how language is used in different contexts. Teaching methods that focus on communicative competence emphasize the practical use of language in real-life situations, encouraging students to engage with the cultural aspects of language use.

5.3. Intercultural Communicative Competence

Intercultural communicative competence extends communicative competence by integrating the ability to interact effectively with individuals from different cultural backgrounds. It requires understanding one's cultural norms and those of others, enabling learners to adapt their communication styles accordingly. This competence is crucial in a globalized world where interactions often cross cultural boundaries.

The shift from linguistic competence to intercultural communicative competence reflects a broader understanding of language as a dynamic and socially situated phenomenon. While linguistic competence focuses primarily on the mastery of grammatical rules and vocabulary, intercultural communicative competence recognizes the importance of understanding and appreciating cultural differences in communication. This shift has been influenced by developments in fields such as sociolinguistics, anthropology, and intercultural communication studies, which emphasize the interconnectedness of language and culture in shaping communicative interactions.

Intercultural communicative competence encompasses several key components. Firstly, linguistic competence remains essential, as language proficiency forms the foundation for effective communication across cultures. Additionally, sociocultural competence involves understanding the cultural norms, values, and social dynamics that

influence communication behaviors. This includes awareness of nonverbal cues, politeness conventions, and power dynamics within intercultural interactions. Discourse competence refers to the ability to adapt communication strategies and language use patterns to different cultural contexts, ensuring clarity and appropriateness in communication. Finally, strategic competence involves the ability to overcome communication barriers and negotiate meaning effectively in intercultural encounters.

The Byram model, also known as the intercultural communicative competence (ICC) model, is a framework developed by Michael Byram (1990) to guide language teaching and learning with a focus on intercultural understanding. It consists of five components: attitudes, knowledge, skills, critical cultural awareness, and intercultural communicative competence. Figure 3 represents this model components.

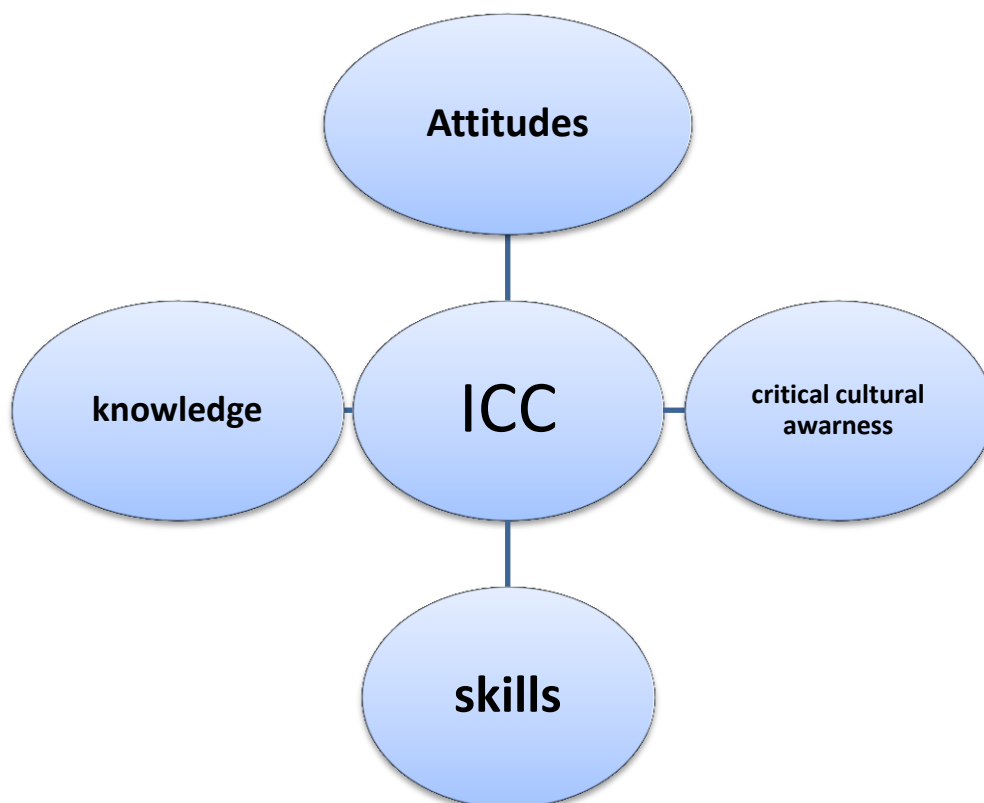


Figure 03: The Byram model of ICC

Attitudes involve openness and curiosity toward other cultures. Knowledge encompasses understanding cultural similarities and differences. Skills include the ability to interpret and relate to different cultural perspectives. Critical cultural awareness involves reflecting on one's own cultural biases and assumptions. Intercultural communicative competence is the ability to communicate effectively and appropriately across cultures. This model emphasizes linguistic proficiency as well as cultural sensitivity and awareness, aiming to prepare learners for meaningful interactions in different cultural contexts.

The development of intercultural communicative competence reflects a broader recognition of the complexities inherent in cross-cultural communication. The effective integration of cultural content and experiential learning activities into language education curricula fosters the development of meaningful efficient communication in an increasingly interconnected world.

5.4. Opinions about the Role of Culture Teaching

There are varied perspectives on the role of culture in language teaching. Some educators argue that language teaching should focus solely on linguistic aspects, while others believe that culture is essential for providing context and enhancing communicative competence.

Educators in favor of integrating culture into language teaching emphasize the importance of providing students with a holistic understanding of language that encompasses its cultural context. They argue that culture and language are inseparable and that learning a language in isolation from its cultural roots limits learners' ability to communicate effectively in real-world contexts. The consideration of cultural content into

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language instruction enables students to develop intercultural competence and sensitivity they need to successfully communicate and interact with people from different cultural backgrounds.

Furthermore, proponents of cultural integration in language teaching argue that exposure to authentic cultural materials and experiences enhance language learners' motivation and engagement with the language. Moreover, the use of cultural artifacts, literature, music, films, and other authentic resources, creates a meaningful learning experiences that resonate with students and deepen their understanding of the language and its culture. Additionally, integrating culture into language instruction fosters critical thinking skills as students analyze and reflect on cultural practices, beliefs, and values, promoting a deeper understanding of the world around them.

On the other hand, some educators express concerns about the integration of culture into language teaching, citing potential challenges and drawbacks. One common argument against cultural integration is the risk of stereotyping cultures, perpetuating cultural biases, and reinforcing dominant cultural norms. Critics argue that presenting culture in the language classroom may oversimplify complex cultural phenomena or present a monolithic view of various cultural groups, undermining efforts to promote diversity and inclusion. Moreover, some educators worry that focusing too much on cultural content may detract from the primary goal of language instruction, which is to develop linguistic proficiency and communicative competence.

Another concern raised by opponents of cultural integration is the potential for cultural content to overshadow language learning objectives, leading to a loss of focus on grammar, vocabulary, and language skills development. They argue that while cultural

content can enhance language learning experiences, it should be integrated strategically and purposefully to support language acquisition rather than detract from it. Critics suggest that language educators should strike a balance between cultural and linguistic objectives, ensuring that cultural content complements language learning goals rather than overshadowing them.

In summary, the integration of culture into the language classroom is a complex issue that elicits different opinions among language educators. While proponents emphasize the benefits of providing students with a deeper understanding of language and culture, opponents raise concerns about potential challenges and drawbacks. However, the consensus is shifting towards recognizing the importance of culture in language teaching, as it provides students with a deeper understanding of the socio-cultural context in which language is used. Ultimately, the successful integration of culture into language teaching requires careful consideration of pedagogical approaches, cultural sensitivity, and alignment with language learning objectives.

5.5. Culture or Cultures in the Foreign Language Classroom?

The question of whether to teach a single culture or multiple cultures in the foreign language classroom is complex. Teaching only one culture associated with a language can limit students' understanding of the diversity within linguistic communities. Exposing students to multiple cultures helps them appreciate the diversity of language use and encourages them to be open-minded and adaptable. This approach aligns with the goals of intercultural communicative competence, as it prepares students to effectively communicate within multiple cultural contexts.

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Advocates for teaching only one culture argue that focusing on a single cultural context allows for a more in-depth exploration and understanding of that particular culture's language, customs, and traditions. They argue that this approach provides students with a solid foundation in the cultural context most closely associated with the language they are learning, facilitating deeper linguistic and cultural proficiency. Additionally, proponents of teaching a single culture argue that it can prevent confusion and cognitive overload for students, allowing them to concentrate on mastering one cultural framework before exploring others.

However, teaching only one culture associated with a language can also present limitations. It risks presenting a narrow and homogenized view of the language and its speakers, overlooking the rich diversity that exists within linguistic communities. In fact, Language is deeply intertwined with culture, and exposing students to multiple cultural perspectives allows them to develop a more informed understanding of language use and cultural practices. Moreover, in an increasingly interconnected and multicultural world, students benefit from exposure to various cultural experiences that reflect the reality of global communication.

Furthermore, teaching multiple cultures aligns with the goals of intercultural communicative competence, a key objective in language education. Intercultural communicative competence emphasizes effective communication across different cultural contexts. The exposure of students to multiple cultures prepares them to engage with people from different backgrounds, fostering open-mindedness, adaptability, and respect for cultural differences. This approach enhances students' language skills and equips them with the intercultural competencies necessary for success in an increasingly globalized world.

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Another layer to consider in the discussion of cultural integration in language teaching is the distinction between "Big C" and "little c" culture. Teaching Big C culture provides students with a broad understanding of the cultural heritage associated with the target language and the collective identity of the speakers of that language. On the other hand, "little c" culture encompasses everyday customs, behaviors, and practices of specific social groups or communities within a culture. This includes regional dialects, subcultures, family dynamics, and social norms. While Big C culture offers a macro-level perspective, little c culture provides a micro-level understanding of cultural diversity and variation.

Deciding whether to prioritize Big C or little c culture in language teaching depends on various factors, including educational goals, student interests, and the context of language learning. Some educators advocate for a balanced approach that integrates both Big C and little c culture to provide students with a comprehensive understanding of the target language and its cultural context. This approach allows students to explore both the broader cultural heritage associated with the language and the everyday practices and customs of various cultural groups. The use of elements of both Big C and little c culture ensures that educators meet the various interests and needs of students while fostering a deeper appreciation for cultural diversity and complexity.

However, others argue that the emphasis on Big C culture may overshadow the significance of little c culture, which plays a crucial role in shaping everyday communication and social interactions. Advocates for prioritizing little c culture argue that it provides significant information on the lived experiences of language speakers and promotes a more authentic understanding of language use in real-world contexts. Through the use of little c culture, educators can highlight the diversity and richness of cultural

expression within the target language community, enhancing students' intercultural communicative competence and cultural awareness.

Ultimately, whether to teach Big C or little c culture, or a combination of both, depends on the specific goals and objectives of language instruction, as well as the needs and interests of students. Striking a balance between Big C and little c culture allows educators to provide students with a holistic and multifaceted understanding of language and culture, equipping them with the knowledge and skills necessary for effective communication and intercultural interaction.

5.6. Culture and Learning Motivation

Culture significantly influences students' motivation to learn a foreign language. Cultural elements that resonate with students' interests or backgrounds can enhance their engagement and motivation. The use of culturally relevant materials and activities into language teaching makes learning more enjoyable and meaningful. Additionally, understanding the target culture can give students a sense of purpose, as they can see practical applications for their language skills.

Culture plays a pivotal role in shaping students' motivation to learn a foreign language. When language instruction considers cultural elements that resonate with students' interests, identities, or backgrounds, it creates a more immersive and engaging learning environment. The integration of cultural materials such as literature, music, films, and cuisine can be a good technique to captivate students' interest and make language learning more enjoyable and meaningful. Moreover, providing opportunities for students to explore their own cultural heritage or interests within the context of language learning

fosters a sense of pride and ownership in their linguistic journey. As students develop a deeper understanding of the target culture, they are more likely to perceive language learning as a valuable and personally meaningful endeavor, thus enhancing their motivation and commitment to mastering the language.

5.7. Culture as Content / Culture as Communication / Culture as Learning / What Culture to Consider?

Culture serves as both content and context in language teaching and learning, manifesting in three distinct yet interconnected dimensions: culture as content, culture as communication, and culture as learning.

In consideration of culture as content, language educators integrate cultural topics, traditions, customs, and artifacts into their curriculum to provide students with a deeper understanding of the target language community's cultural context. This approach enriches students' cultural knowledge and enhances their linguistic proficiency by contextualizing language use within real-world cultural scenarios. Through the exploration of cultural content, students develop a full understanding of the values, beliefs, and societal norms that shape language use, thus fostering intercultural competence and empathy.

In addition culture also functions as communication, influencing the way language is used and understood in interpersonal interactions. Language learners must develop knowledge about cultural dimensions, etiquette, and communication styles to effectively engage with speakers of the target language. Culture as communication emphasizes the importance of understanding cultural context in interpreting verbal and nonverbal cues, idiomatic expressions, and pragmatic conventions. Communicative activities and role-plays that simulate real-world cultural interactions help students develop the intercultural

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communicative competence necessary to interact in different cultural contexts and communicate effectively across linguistic and cultural boundaries.

Furthermore, culture plays a crucial role in the learning process itself, shaping students' attitudes, motivations, and identities as language learners. Culture as learning acknowledges that language acquisition is inherently intertwined with cultural learning, as language and culture are inseparable components of communicative competence. Language learners are not merely acquiring linguistic skills but also immersing themselves in a new cultural worldview, which influences their perceptions, behaviors, and identities. The inclusive and culturally responsive learning environments that validate students' various cultural backgrounds and experiences can foster a sense of belonging and motivation among learners, thus facilitating language acquisition and cultural understanding.

When considering what culture to integrate into language teaching, educators must strike a balance between exposing students to both "Big C" and "little c" culture. "Big C" culture encompasses widely recognized cultural elements such as literature, art, history, and national customs, providing students with a broad understanding of the cultural heritage associated with the target language. On the other hand, "little c" culture encompasses everyday customs, behaviors, and practices of specific social groups or communities within a culture, offering insights into the lived experiences of language speakers.

In conclusion, integrating culture into foreign language teaching and learning is essential for developing communicative and intercultural competence. The integration of cultural elements into language education serves in fostering students' understanding of the

socio-cultural context of language use, enhance their motivation, and prepare them for effective communication in different cultural settings.

5.8 Reflect and Consider

- What culture to consider in teaching culture in foreign language classes?
- Briefly, explain the different views about teaching culture in FL classes.
- Discuss how Byram's model can be applied in English language teaching curriculum.

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Lecture 6: Culture in the EFL Classroom -1-

The integration of culture in the EFL classroom informs a language learner's understanding of proper language use and effective intercultural communication norms. The fourth lecture is devoted to present and explain the place of culture in the EFL classroom. It starts first with the place of culture in the famous approaches and methods of teaching language. It sheds light on the objectives, principles, approaches and methods of teaching culture and tools and techniques. It closes with the challenges facing EFL teachers in teaching culture in the in language classes.

6.1 Culture in the Most Common English Language Teaching Approaches/Methods

Language teaching approaches and methods have evolved over time, reflecting changes in educational theories, pedagogical trends, and societal needs. Each approach conceptualizes cultural elements differently, shaping learners' understanding of the target language and its cultural context. In this section, we examine how culture is integrated into some of the most common language teaching approaches/methods.

6.1.1. Grammar-Translation Method

The Grammar-Translation Method, rooted in traditional language instruction, focuses on teaching grammar rules and vocabulary through translation exercises and rote memorization. In terms of culture, the Grammar Translation Method tends to emphasize the literary and historical aspects of the target language's culture, as learners often study classical texts and literature from the language they are learning. However, it may not prioritize the development of cultural competence or practical language skills for real-life communication in cultural contexts.

While cultural elements are often neglected in this method, cultural context is considered through the use of authentic texts, such as literature or historical documents, for translation practice. For example, translating a poem by a famous poet from the target language culture provides insights into the cultural themes and literary traditions of that society.

6.1.2. Direct Method

The Direct Method emphasizes oral communication and immersion in the target language environment. In terms of culture, the Direct Method tends to prioritize the everyday spoken language and cultural practices of the target language's native speakers. Learners are exposed to authentic materials such as real-life conversations, videos, and interactive activities that reflect the cultural norms, customs, and behaviors of the target language community. This method aims to develop both linguistic proficiency and cultural competence, enabling learners to communicate effectively in real-life situations within the cultural context of the target language.

Cultural elements are integrated naturally into this approach through real-life language use and contextualized learning. For instance, educators can integrate authentic cultural materials, such as songs, videos, and photographs, to facilitate language learning and cultural understanding. Role-plays and simulations that reflect everyday cultural scenarios also help learners promote effective social interactions in the target language culture.

6.1.3. Audio-Lingual Method

The Audio-Lingual Method emphasizes repetition, mimicry, and pattern drills to develop language proficiency. In terms of culture, the Audio-Lingual Method tends to

focus on teaching language structures and patterns that are immediately applicable to real-life situations, often emphasizing practical communication skills over cultural understanding. While cultural elements may be integrated into language drills and dialogues, they are usually secondary to the primary goal of language proficiency. Consequently, the cultural aspects taught through this method are often limited to those directly related to the language skills being practiced

While cultural content may be limited in this method, educators can still integrate cultural elements through audio materials, dialogues, and situational contexts. For example, using recordings of native speakers engaged in everyday conversations exposes learners to authentic language use and cultural dimensions, such as intonation, gestures, and social conventions.

6.1.4. Communicative Language Teaching

Communicative Language Teaching (CLT) focuses on developing learners' communicative competence through meaningful interaction and task-based activities. Culture is an integral part of CLT, as language is seen as a tool for expressing cultural meanings and negotiating social identities. Learners are exposed to authentic materials that reflect the cultural contexts in which the language is used, allowing them to develop both linguistic and cultural competences. Through CLT, learners acquire language skills and develop the ability to effectively communicate and interact with speakers of the target language in a variety of cultural settings.

In CLT, language learners are encouraged to engage in communicative activities such as role-plays, discussions, problem-solving tasks, and collaborative projects that require negotiation of meaning and active participation. Teachers act as facilitators,

guiding and supporting learners as they communicate in the target language. Error correction is seen as a natural part of the learning process, and learners are encouraged to take risks and learn from their mistakes.

6.1.5. Task-Based Language Teaching

Task-Based Language Teaching (TBLT) emphasizes learning through the completion of meaningful tasks. Cultural understanding is important in TBT, as tasks are often designed to reflect real-life situations and cultural contexts in which the target language is used. Meaningful tasks and activities enable learners can develop their language skills and grasp the cultural practices, values, and norms associated with the target language community. Overall, Task-Based Teaching provides an engaging and effective way for learners to develop their language proficiency while developing real-world skills.

Cultural elements are integrated into TBLT by designing tasks that require learners to engage with authentic cultural materials and contexts. For instance, a task asking students to create a travel itinerary for visiting a country where the target language is spoken encourages them to research cultural landmarks, customs, and etiquette, fostering cultural awareness and language proficiency.

6.1.6. Competency-based Approach

The Competency-based Approach focuses on developing learners' overall language proficiency, including linguistic, sociolinguistic, and strategic competencies. Culture is embedded in this approach as learners are expected to understand cultural norms and conventions in real-life communication. For example, developing intercultural

communicative competence involves learners acquiring the skills to interpret cultural cues, adapt their language use accordingly, and negotiate meaning effectively across cultural boundaries. This might include competencies related to cultural awareness, communication skills, and the ability to work collaboratively with people from different backgrounds. Through the focus on the mastery of competencies rather than the completion of curriculum, CBE provides a flexible and adaptable approach to education that prepares learners for successful communication in a rapidly changing world.

6.2. Teaching Culture Objectives

Teaching culture in language education serves various objectives that extend beyond linguistic proficiency. This implies the integration of cultural content into language instruction, educators aim to foster intercultural competence, cross-cultural understanding, and critical thinking skills among learners. In this section presents the main objectives of teaching culture in language education.

6.2.1 Enhancing Language Proficiency and Communication Skills

The initial objective of teaching language and teaching culture is the development of language proficiency and communication skills. Thus, teaching culture enhances language proficiency and communication skills by providing meaningful contexts for language use. Cultural content enriches language instruction by exposing learners to authentic language use in real-life situations, enabling them to develop communicative competence in the target language.

Through the use of authentic cultural materials such as literature, films, and multimedia resources, learners expand their vocabulary, improve their listening

comprehension, and acquire idiomatic expressions and cultural differences. The interaction and engagement with culturally authentic language input, learners develop the linguistic and sociolinguistic skills necessary for effective communication in different cultural contexts.

6.2.2 Developing Intercultural Communicative Competence

One of the primary objectives of teaching culture is to develop learners' intercultural competence – the ability to communicate effectively and appropriately across cultural boundaries. Intercultural competence encompasses skills such as cultural empathy, flexibility, and intercultural communication skills. Through exposure to various cultural perspectives, learners develop a deeper understanding of their own cultural identity while appreciating and respecting the cultural backgrounds of others.

Learning activities and tasks are designed to promote interaction with speakers of the target language from different cultural backgrounds, encouraging learners to understand cultural differences and negotiate meaning effectively. Thus, authentic cultural exchanges are spaces for the development of learners' skills and attitudes necessary for successful intercultural communication in different contexts.

6.2.3 Promoting Cross-Cultural Understanding and Empathy

Teaching culture also aims to foster cross-cultural understanding and empathy among learners. In order to grasp the complexities of human experiences and perspectives, language learners need to examine and explore cultural practices, beliefs, and values of different societies. Through literature, media, and real-life interactions, learners develop

empathy for individuals from various cultural backgrounds, recognizing the similarities and differences that shape human interactions.

The implemented discussions and activities are designed to encourage learners to reflect on their own cultural biases and assumptions, fostering a sense of empathy and appreciation for cultural diversity. This leads to the promotion of open-mindedness and respect for cultural differences and thus, the promotion of learning environments where learners engage with and learn from many perspectives.

6.2.4 Promoting Cultural Awareness and Sensitivity

Another celebrated objective of teaching culture is to promote cultural awareness and sensitivity among learners. Through critical analysis and reflection, learners become more aware of the cultural dimensions that influence communication and behavior in multicultural settings. Thus, the offered opportunities for learners to explore cultural stereotypes, biases, and prejudices, challenge them to think critically about the ways in which culture shapes perceptions and interactions. The promotion of cultural awareness and sensitivity, enables language learners to become informed and respectful global citizens who can embrace cultural differences and complexities with empathy and admiration.

6.2.5 Encouraging Critical Thinking and Reflection on Cultural Issues

Teaching culture encourages learners to engage in critical thinking and reflection on cultural issues. The use of cultural texts, artifacts, and practices develops language learners' analytical skills necessary to interrogate cultural meanings and representations critically.

Through guided discussions and reflective activities, learners learn to question assumptions, challenge stereotypes, and critically analyze cultural phenomena.

The facilitated dialogue on controversial cultural issues, for instance the role of women in the different fields, encourages language learners to consider multiple perspectives and evaluate evidence critically. Through the development of critical thinking and reflection, learners become active participants in shaping intercultural discourse and understanding.

6.3 Teaching Culture Principles

Before presenting the principals of teaching culture, a clarification of the difference between principles and objectives seems to be necessary to ensure a full grasp of this section contents. Objectives outline the desired outcomes of cultural instruction while principles serve as guiding principles for designing and implementing effective cultural teaching strategies. Further, objectives of teaching culture refer to specific, measurable goals that educators aim to achieve through cultural instruction, such as developing learners' intercultural competence, enhancing their understanding of cultural practices, or fostering empathy towards cultural diversity. On the other hand, principles of teaching culture encompass the fundamental beliefs and values that guide instructional practices, including promoting authenticity by exposing learners to genuine cultural materials and experiences, encouraging critical reflection on cultural norms and perspectives,

Effective teaching of culture in language education is guided by several principles that inform instructional practices and pedagogical approaches. These principles emphasize the integration of language and culture learning, the use of authentic cultural materials, inclusivity and diversity in cultural representation, contextualization and situated learning,

and active engagement through experiential learning. In this section, we explore these principles in detail.

6.3.1 Integration of Language and Culture Learning

The integration of language and culture learning is a fundamental principle in teaching culture in language education. Language and culture are interconnected, and learners acquire language proficiency more effectively when cultural content is integrated into language instruction. The cultural contextualization of language learning enables learners to develop understanding of the sociocultural norms, practices, and perspectives of the target language community.

The designed language lessons hold cultural content such as greetings, gestures, customs, and traditions, allowing learners to understand how language reflects and shapes cultural identities and interactions. Through authentic cultural materials and activities, learners develop communicative competence and cultural awareness simultaneously, facilitating meaningful language acquisition and intercultural communication skills.

6.3.2 Authenticity and Realism in Teaching Materials

Authenticity and realism in cultural materials are essential for engaging learners and providing accurate representations of the target culture. Authentic cultural materials, such as literature, films, music, and multimedia resources, reflect the lived experiences and cultural expressions of native speakers, allowing learners to engage with language in meaningful and culturally relevant contexts.

The selected cultural authentic materials should reflect the different cultural perspectives, and genres, exposing learners to the richness and complexity of the target

culture. The use of real-life artifacts and cultural products enhances language learners' understanding of cultural practices, beliefs, and values, enhancing their cultural competence and language proficiency.

6.3.3 Inclusivity and Diversity in Cultural Representation

Inclusivity and diversity in cultural representation are essential principles that promote equity, representation, and respect for various cultural identities and experiences. Language teachers seek to enclose a range of cultural perspectives, voices, and narratives in their teaching materials and activities to ensure that learners encounter different representations of the target culture.

The selected cultural materials should represent various ethnicities, languages, genders, religions, and social backgrounds, allowing learners to explore the complexity and richness of human diversity. Inclusivity and diversity in the language classroom foster an inclusive learning environment where learners are encouraged to engage with cultural differences critically and empathetically.

However, the selection and presentation of cultural material; that represents ethnicities, languages and relevant cultural elements poses another challenges in the language classroom. For instance, Considering the age and developmental stages of learners is essential when selecting and presenting cultural materials. For younger learners, cultural materials should be age-appropriate, engaging, and accessible, allowing them to begin exploring diversity in a safe and supportive environment. This might involve using simplified language, colorful visuals, and interactive activities to introduce basic concepts of cultural diversity.

As learners progress through different developmental stages, educators can gradually introduce more complex cultural topics and perspectives, challenging them to critically analyze and reflect on issues related to identity, power dynamics, and social justice. The alignment between cultural materials and the age and developmental stages of learners, ensures that students can engage meaningfully with multiple perspectives, fostering a deeper understanding of cultural diversity and promoting tolerance, and respect for others. This approach creates an inclusive learning environment where learners are stimulated to participate in discussions about cultural differences.

6.3.4 Contextualization and Situated Learning

Contextualization and situated learning emphasize the importance of learning cultural content in authentic and meaningful contexts. Language and culture are embedded within specific social, historical, and cultural contexts, and learners acquire cultural competence more effectively when they engage with cultural content in situational and experiential contexts. The designed activities and tasks facilitate the immersion of learners in authentic cultural contexts, such as role-plays, simulations, and cultural exchanges. Therefore, to develop the skills and strategies necessary for successful intercultural communication situated language learning within real-life scenarios and cultural settings is the best strategy. An example of contextualized language learning would be illustrated in the following table.

Table1: *an example of the contextualization of language contents*

Context	A traveler planning a trip to a foreign country
Language Content	Vocabulary related to travel, such as transportation, accommodation, directions, and tourist attractions. Grammar structures related to making plans, asking for information, giving suggestions, and expressing preferences.
vocabulary	Presentation of vocabulary related to travel, such as "airport," "hotel," "taxi," "map," "sightseeing," etc. Using pictures, realia, or short videos to provide visual context and aid comprehension.
Grammar practice	Grammar structures in the context of planning a trip. For example, the future tense by discussing what the traveler "will do" on their trip. Model sentences like "I will take a plane to Paris," or "We will stay in a hotel near the beach."
Role-plays and dialogues	Role-plays or dialogues that simulate real-life travel situations. For instance, students can role-play booking a hotel room over the phone, asking for directions to a tourist attraction, or ordering food at a restaurant.
Authentic materials	Authentic materials such as travel brochures, maps, airline tickets, or hotel websites for students to explore. Learners are encouraged to extract language patterns and vocabulary from these materials and discuss their findings in class.
Project work	Projects where students plan a trip to a specific destination. They can research transportation options, accommodation, tourist attractions, and create an itinerary using the language they learned. This allows students to apply language skills in a practical and meaningful way.

From the table 01, through the contextualization of language learning within a travel scenario, learners can effectively acquire language skills and at the same time develop

cultural awareness and practical communication abilities that are directly applicable to real-life situations.

6.3.5 Active Engagement and Experiential Learning

Active engagement and experiential learning promote learner-centered, hands-on approaches that encourage active participation and reflection. Language teachers design activities that engage learners in experiential learning experiences, such as cultural field trips, community service projects, and interactive workshops. Through active engagement with cultural materials and participation in experiential learning activities, learners can develop a deeper understanding of cultural concepts, values, and practices. Through reflection and dialogue, learners make connections between their own cultural backgrounds and those of others, fostering empathy, critical thinking, and intercultural competence.

6.4 Reflect and Consider

- What are some of the primary objectives of integrating cultural components into language education curricula?
- Explain three principles and three objectives of teaching culture?
- How can teachers adapt to the changing cultural landscape and evolving societal norms?

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The second part of the culture in the EFL classroom is devoted to present and explain the most common methods and techniques used to teach culture as well as the challenges. The importance of this lecture lays in the fact that knowledge about the various methods and techniques for teaching culture in the classroom enables them create engaging and culturally immersive learning experiences, and ensure the development of their learners' cultural competence. Furthermore, being aware of the potential challenges, teachers can adapt their teaching approaches effectively and ensure an effective learning environment.

7.1. Teaching Culture Approaches and Methods

Various approaches and methods can be employed to teach culture effectively in in the EFL classroom. These approaches adopt various pedagogical strategies and instructional techniques to engage learners in meaningful cultural learning experiences. In this section, we explore some of the approaches and methods of teaching culture.

7.1.1. Content-Based Instruction

Content-Based Instruction (CBI) integrates language learning with the study of academic content, including cultural topics, themes, and concepts. In CBI, language skills are developed through the exploration of authentic cultural materials, such as textbooks, articles, and multimedia resources, related to specific content areas. Learners engage in language-rich activities, such as discussions, projects, and presentations that promote both language proficiency and cultural understanding.

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Culture in Content-Based Teaching (CBT) serves as both the context and the content for language learning. Cultural content in CBT may include cultural artifacts, texts, videos, and other materials that reflect the cultural practices, values, and perspectives related to the content area being studied. The engagement with cultural content in the context of academic subjects, enables learners to develop their language proficiency and develop knowledge about cultural dimensions of the content, fostering a deeper understanding of both language and subject matter.

7.1.2. Project-Based Learning

Project-Based Learning (PBL) involves learners in collaborative, inquiry-based projects that address real-world problems or explore cultural topics in depth. In PBL, learners work together to design and implement projects that require them to apply language and cultural knowledge in authentic contexts. Projects may include cultural research, multimedia presentations, community service initiatives, or cross-cultural exchanges, fostering creativity, critical thinking, and intercultural communication skills.

In project-based language teaching, culture contextualizes language learning within real-world scenarios, fostering a deeper understanding of cultural aspects, communication norms, and social contexts. Throughout the integration of cultural elements into projects, students will not only acquire language skills but will also develop intercultural competence, empathy, and a broader worldview. Projects centered on cultural topics enable students to engage authentically with the language by exploring cultural resources, thereby enhancing their language proficiency while promoting cultural appreciation and understanding. Thus, culture serves as an integral component, enriching the learning experience and preparing students for effective communication in different global contexts

7.1.3. Technology-Enhanced Learning

Technology-Enhanced Learning (TEL) integrates digital tools and resources into language instruction to facilitate cultural exploration and communication. TEL provides learners with access to authentic cultural materials, interactive multimedia resources, and online communication platforms that support language learning and cultural understanding. Learners engage in virtual cultural exchanges, multimedia projects, and online collaborations, expanding their cultural competence and digital literacy skills.

Technology enhances teaching and improves cultural learning by providing access to authentic cultural materials, and offering lively immersive experiences. Through digital resources such as multimedia content, online forums, and virtual reality simulations, students can engage with various cultural perspectives, artifacts, and practices in real time. Technology also enables cross-cultural communication and collaboration, connecting students with peers from different backgrounds for collaborative projects, language exchanges, and cultural exchanges. Additionally, educational platforms and applications offer interactive cultural activities, games, and simulations that provide immersive learning experiences, allowing students to explore cultural contexts firsthand.

7.1.4. Experiential Learning

Experiential Learning engages learners in immersive, hands-on experiences that go beyond the classroom traditional setting, fostering profound cultural exploration and introspection. These activities encompass a broad spectrum, ranging from cultural field trips to far-reaching study abroad programs, service-learning initiatives within local communities, or even participation in immersive language camps.

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Students active participation in these experiences and reflection upon them, enables them to learn cultural practices, beliefs, and values. For instance, enrollment in a study abroad program allows language learners to observe and engage directly with different cultures, immersing themselves in local traditions, customs, and daily life. Through this direct engagement and following reflection, learners develop a deeper appreciation for cultural diversity, nurturing their intercultural communication skills and fostering a sense of global citizenship. Furthermore, experiential learning encourages learners to step outside their comfort zones, challenging preconceived notions and biases as they explore unfamiliar cultural landscapes. Firsthand confrontation with cultural differences helps students develop empathy, adaptability, and open-mindedness which are essential qualities for effective intercultural communication in today's interconnected world.

However, culture shock is an inescapable aspect of experiential language learning. Experiential language learning immerses learners in authentic cultural contexts, often leading to intense encounters with cultural differences that can trigger culture shock. This can definitely deepen cultural understanding and enhance language acquisition by compelling learners to adapt and communicate effectively across cultural boundaries, ultimately fostering intercultural competence and resilience.

7.1.5 The Comparative Approach

The comparative approach to teaching culture involves examining and analyzing cultural similarities and differences between the learners' own culture and the target culture. This approach fosters critical thinking and cultural awareness by encouraging learners to reflect on their own cultural perspectives and understand how they may differ from those of others. Through engagement in comparisons, learners develop understanding of the cultural practices, beliefs, values, and norms, and further develop their empathy and

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respect for cultural diversity. Thus, understanding commonalities and differences, enables learners to appreciate the complexity and richness of human cultures, enhancing their ability to effective intercultural interactions.

In practice, the comparative approach may involve various activities such as comparing cultural artifacts, traditions, customs, and social norms between different cultures. Teachers may use multimedia resources, case studies, or real-life examples to facilitate discussions and encourage learners to critically analyze cultural phenomena. Additionally, learners may engage in cross-cultural dialogues, debates, or collaborative projects to deepen their understanding of cultural similarities and differences. Eventually, the comparative approach assists learners to become informed global citizens who can communicate with different cultural contexts with sensitivity, empathy, and open-mindedness.

7.1.6 Literature-Based Approach

The literature-based approach to teaching culture involves using literature, stories, and folklore from the target culture as a primary tool for exploring and understanding cultural themes, perspectives, and traditions. This approach immerses learners in authentic cultural contexts through literary works, providing them with insights into the values, beliefs, and social practices of the target culture. Accordingly, students engagement with literary texts, contributes in the development of language skills and collect a deeper appreciation and understanding of the cultural aspects embedded within the literature. Through characters, settings, and plotlines, learners are exposed to different cultural experiences, allowing them to explore the complexities of human relationships, societal norms, and historical contexts unique to the target culture.

In practice, the literature-based approach may involve reading and analyzing a variety of literary genres, including novels, short stories, poetry, plays, and folk tales. Teachers may guide learners through discussions, close readings, and interpretive activities to uncover cultural themes and motifs within the texts. Accordingly, this approach serves in promoting linguistic proficiency and intercultural understanding, empathy, and appreciation for the richness of human experience across cultures.

7.2 Culture Teaching Techniques

Before presenting some of the culture teaching techniques, it is important to clarify some terms including approach, method and technique. In teaching, methods refer to overarching principles and theories guiding instructional practices, such as the communicative language teaching method or the task-based learning, providing a framework for organizing lessons and achieving learning objectives. Approaches encompass broader philosophical perspectives on teaching and learning, such as the humanistic approach or the sociocultural approach, shaping the overall philosophy and values underlying teaching practices. Techniques, on the other hand, are specific instructional tools or activities employed within a method or approach, such as role-playing, brainstorming, or peer-feedback.

The following is a list of common techniques used in teaching culture in the language classroom;

- **Comparison technique:** This technique involves discussing the differences and similarities between the native and target cultures to develop various competencies, including socio-cultural, pragmatic, linguistic, and non-verbal skills.

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- **Cultural Island:** this technique is based on the idea of surrounding learners with cultural stimuli, for instance by hanging visual aids such as contemporary pictures of famous figures, landmarks, and cultural artifacts displayed on a designated wall space to immerse learners in the target culture. This technique aims to attract their attention and enhance their socio-cultural knowledge in a subconscious manner, fostering engagement and interest in cultural learning.
- **Cultural Capsule:** involves presenting learners with specific cultural customs or practices through visual aids and discussion prompts. Learners engage in class discussions to explore the differences between cultures and analyze the significance of cultural practices.
- **Cultural Assimilation:** learners are presented with critical incidents or scenarios where cultural misunderstandings may occur. Learners analyze the situations and choose the correct response based on their understanding of cultural norms. Thus, addressing common misunderstandings, such as non-verbal greetings, promotes the development of cultural sensitivity and awareness.
- **Cultural Journals or Blogs:** The use of cultural journals or blogs where learners can document their reflections, observations, and experiences related to cultural learning, foster self-awareness and continuous cultural exploration
- **Cultural Interviews and Surveys:** through conducting cultural interviews or surveys with native speakers or individuals from different cultural backgrounds to gather firsthand insights into cultural perspectives, practices, and beliefs, providing authentic data for analysis and reflection.

- **Cultural Art and Creativity:** integrate artistic expressions such as painting, music, dance, or theater from the target culture into language learning activities, encouraging learners to express themselves creatively while exploring cultural themes and aesthetics.
- **Virtual Cultural Exchanges:** Establish partnerships with schools or organizations in other countries for virtual cultural exchanges, pen pal programs, or collaborative projects that promote intercultural communication and understanding among learners.
- **Cultural Mentorship Programs:** Pair learners with mentors or language friends usually named “language friends or buddies” from the target culture who can provide guidance, support, and cultural insights.

7.3 Culture Teaching Challenges

Teaching culture in language education poses various challenges, necessitating thoughtful approaches to ensure effective learning experiences for students. One challenge involves accommodating the diversity of learner backgrounds. In multicultural classrooms, students bring unique perspectives shaped by their cultural heritage and experiences. This diversity demands inclusive teaching practices that validate all cultural perspectives while fostering an environment conducive to respectful dialogue. Strategies to address this challenge include implementing culturally responsive pedagogy, facilitating open discussions on cultural differences, and integrating various cultural materials into the curriculum.

Maintaining cultural sensitivity and appropriateness is another significant challenge. Language instructors must consider the possibility of establishing a balance between

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presenting authentic cultural content and avoiding stereotypes or unintentional offense. To address this challenge, educators should provide contextual information, encourage critical thinking about cultural representations, and facilitate discussions on cultural diversity and sensitivity. Additionally, the inclusion of varied voices and perspectives in instructional materials can help students develop a deep understanding of culture

Accessing authentic cultural resources poses practical challenges for language educators, particularly in contexts where such resources are limited or inaccessible. Overcoming this challenge requires leveraging digital technologies and online resources to provide students with immersive cultural experiences. Virtual cultural exchanges, multimedia materials, and online cultural repositories can supplement traditional teaching methods, enriching students' cultural understanding and engagement.

Time constraints within language curricula present another obstacle to effective cultural teaching. With limited instructional time, educators must prioritize key cultural concepts and integrate them seamlessly into language lessons. This necessitates a holistic approach to curriculum design that integrates cultural content with all language proficiency levels and learning contexts. Integrating cultural learning outcomes into language proficiency assessments can also reinforce the importance of cultural competence in language education.

Assessing students' cultural learning poses a unique challenge due to its subjective nature. Traditional assessment methods may not adequately capture students' cultural competence, requiring educators to employ innovative assessment strategies that align with the dynamic nature of cultural learning. Performance-based assessments, cultural

portfolios, and reflective journals are examples of alternative assessment tools that can provide insights into students' cultural development.

Finally, keeping pace with evolving cultural dynamics presents ongoing challenges for language educators. Cultures are dynamic and subject to change, necessitating continuous professional development and engagement with current cultural trends. Educators can address this challenge by staying informed about cultural developments, integrating contemporary cultural content into their teaching materials, and encouraging students to critically analyze cultural change.

In conclusion, addressing the challenges of teaching culture in language education requires a comprehensive approach that encompasses informed teaching practices, cultural awareness, digital resources, curriculum integration, innovative assessment methods, and continuing professional development. Through the adoption of these strategies, educators can create enriching cultural learning experiences for their learners and assist them in the process of developing their communicative skills along with their linguistic proficiency.

7.4 Reflect and Consider

- How can EFL educators address potential challenges or barriers related to cultural differences and stereotypes that may arise in the classroom?
- What strategies can be implemented to create an inclusive and culturally responsive learning environment?
- Reflect on the use of ICTs in the modern language teaching arena, and explain the possible use of enhanced cultural materials?
- How can teachers adapt to the changing cultural landscape and evolving societal norms?
- What are teachers and learners' roles in the process of culture teaching and learning?

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Lecture 8: Integrating Culture through Language Skills

This lecture objective is to represent various ways in which culture can be seamlessly integrated into language skills development. From listening and speaking to reading and writing, grammar and vocabulary, literature, and modern media, each section provides practical strategies for students to prepare them for an informed teaching practice through which they engage in thoughtful consideration of the integration of culture in their language instruction with cultural insights.

8.1 Integrating Culture through Listening and Speaking

Listening and speaking are foundational language skills that offer unique opportunities for cultural immersion. Integrating culture through listening and speaking involves the implantation of authentic cultural materials and interactive activities that allow learners to engage with various cultural contexts while developing their language skills. The following are the principles relevant to the integration of culture through listening and speaking:

- **Authentic cultural listening materials** refer to real-life resources such as podcasts, interviews, speeches, radio broadcasts, and songs that originate from the target culture. These materials expose learners to genuine language use, of how language is used in everyday communication.
- **Cultural Contextualization:** through providing learners with the necessary context to understand the cultural significance of the materials they listen to. This may include background information about cultural practices, traditions, historical events, social norms, and cultural values relevant to the audio materials. Cultural

contextualization promotes the development of insightful perceptions of the cultural aspects embedded in the language.

- **Interactive Speaking Activities:** In addition to listening to authentic cultural materials, learners engage in interactive speaking activities that encourage them to actively participate in cultural exchanges. These activities may include role-plays, debates, discussions, cultural simulations, and language games where learners interact with each other using the target language while exploring cultural themes and scenarios. Through these interactive experiences, learners can practice their speaking skills and develop cultural awareness, empathy, and communication strategies necessary for effective intercultural communication.

To conclude, integrating culture through listening and speaking in the language classroom involves using authentic cultural materials, providing cultural context, engaging learners in interactive speaking activities, and fostering cultural competence development.

8.2 Integrating Culture through Reading and Writing

Reading and writing provide a means to exploring culture through texts. Exposing learners to authentic texts from various cultures can stimulate curiosity and critical thinking while fostering appreciation for cultural diversity. Moreover, writing tasks such as journal entries, letters and essays encourage learners to reflect on their own cultural identities and engage with unfamiliar perspectives, thereby promoting intercultural empathy and awareness.

The benefits of reading and writing in the language classroom encompass a number of fruitful implications that can be summarized in the following:

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- ✓ Reading and writing about varied cultural experiences expose learners to different ways of life, beliefs, and values, promoting cultural awareness and sensitivity.
- ✓ Exploring culturally rich texts provides opportunities for language proficiency, as learners engage with vocabulary, syntax, and expressions within specific cultural contexts.
- ✓ Analyzing cultural texts encourages critical thinking skills as learners question, interpret, and evaluate cultural practices, norms, and perspectives portrayed in the text.
- ✓ Reading and writing about one's own culture or that of others can help learners explore their own identities and understand the complexities of cultural identity.

Integrating culture through reading and writing is not easy as it seems since it requires a number of considerations and strategies to follow to ensure effective use and expected outcomes. The following sections explain some of these strategies.

8.2.1 Culture and Text

The role of culture in writing and reading is complicated. It calls for teachers roles to consider “contrastive rhetoric” and the importance of raising student awareness about cultural dimensions within texts. Contrastive rhetoric highlights how cultural backgrounds influence writing conventions, emphasizing differences in rhetorical strategies, organizational patterns, and linguistic expressions across cultures. The acknowledgement of these differences enables students to understand how culture shapes writing norms and will learn how to consider cultural variations when writing texts for native speakers.

Moreover, raising student awareness about culture and texts is essential for developing intercultural competence and effective communication skills. This is due to the

fact that deep examination of how cultural context influences the production and interpretation of texts assists students in recognizing implicit cultural cues, such as language choices, metaphors, and rhetorical devices, enhancing their ability to decode meaning and interpret texts accurately. Furthermore, exploring cultural dimensions of texts promotes cultural sensitivity and empathy, encouraging students to consider multiple viewpoints and engage respectfully with various voices. Ultimately, integrating cultural awareness into writing instruction enriches students' understanding of texts and equips them with the skills needed to communicate effectively in multicultural contexts.

8.2.2 Selection of the Culturally Relevant Text

The selection of culturally rich and pedagogically effective texts, which definitely contribute in promoting students' language proficiency and fostering their intercultural competence, involves several key criteria, including:

- ✓ **Relevance:** Texts should be relevant to the students' interests, needs, and language proficiency level. Culturally relevant texts resonate more with students, facilitating engagement and comprehension.
- ✓ **Authenticity:** Authentic texts reflect real-life language use in its natural context. They can include newspapers, magazines, advertisements, blogs, social media posts, songs, movies, and literature.
- ✓ **Cultural Representation:** Texts should represent different cultural perspectives, experiences, and identities. They should avoid stereotypes and present a balanced view of the culture(s) being studied. The use of authentic texts from various regions and social groups enriches students' understanding of cultural diversity.

- ✓ **Developing language proficiency:** Texts should align with language learning objectives and involve target language functions (e.g., describing, narrating, persuading) and structures appropriate for the students' proficiency level. Cultural content should support language learning goals while providing cultural insights.
- ✓ **Multimodality:** Texts can involve various modes of communication, such as visual, auditory, and interactive elements, to meet various learning styles and enhance comprehension. Multimedia texts like videos, images, and audio recordings offer rich cultural context and stimulate multiple senses.
- ✓ **Up to date content:** texts can include both current and timeless cultural content. While current texts reflect contemporary cultural trends and events, timeless texts provide enduring cultural insights and serve as cultural artifacts transcending time periods.
- ✓ **Critical Thinking:** Texts should encourage critical thinking and reflection on cultural themes, allowing students to analyze, question, and discuss cultural practices, beliefs, and perspectives.

8.3 Integrating Culture through Grammar and Vocabulary

Traditionally, perceptions about the grammar and vocabulary lessons are limited to a narrow focus on language structures and forms. However, they can offer rich opportunities to present cultural aspects of language. The contextualization of grammar rules and vocabulary within cultural contexts facilitates the understanding of how language structures reflect cultural values, social norms, and communication styles. Activities such as exploring idiomatic expressions, cultural metaphors, and language usage in different

cultural settings enable learners to develop cultural competence alongside linguistic proficiency.

The use of cultural references in the grammar lessons involves selecting examples that reflect cultural norms, customs, and practices. For instance, when teaching about greetings, educators can explore how different cultures have unique customs for greeting others, such as bowing in Japanese culture or cheek kissing in European cultures. Thus, through discussing these customs, learners learn the grammar of greetings and develop an appreciation for cultural diversity.

Similarly, vocabulary lessons can be enriched by using words and expressions that are deeply rooted in cultural contexts. Educators can introduce idiomatic expressions, proverbs, and slang terms that reveal cultural values, beliefs, and traditions. For example, teaching idioms like "break a leg" in English can help language learner promote vocabulary and develop understanding of the cultural mindset of the respective language speakers.

Furthermore, educators can use authentic cultural materials, such as songs, advertisements, and literature, to teach grammar and vocabulary in context. The analysis of these contents and materials provides opportunity for learners to understand how language is used in real-life situations and how it reflects cultural values and norms.

8.4 Integrating Culture through Literature

Literature serves as a rich reservoir of cultural insights, offering glimpses into the histories, traditions, and worldviews of different societies. In fact, the integration of literary texts, such as novels, short stories and poems, from different cultural traditions into

language curricula, raises student awareness and deepens their understanding of cultural perspectives, values, and societal dynamics. Analyzing themes, characters, and narrative techniques serve in enhancing language skills in addition to feelings of empathy and appreciation for cultural diversity.

EFL teachers can select literary texts that represent a varied range of cultural experiences and perspectives. This may include works by famous authors as well as contemporary writers who reflect the cultural realities of today. Through close reading and analysis of these texts, besides improving their language skills they develop critical thinking abilities and cultural empathy. Teachers can also use folk tales, myths, and oral narratives from the target culture. These stories often carry deep cultural significance and provide valuable insights into the values, beliefs, and traditions of the community.

Furthermore, literature can serve as a means to raise discussions on broader cultural topics such as identity, gender roles, social hierarchy, political systems and historical events. When students engage with these themes through literature, they can understand the complexity and diversity of the target culture.

8.5 Integrating Culture through Media and ICTs

In today's digital age, media and ICTs (Information and Communication Technologies) play significant role in exposing learners to different cultural perspectives and practices. Through multimedia resources such as films, documentaries, news broadcasts, and online platforms, educators can create immersive learning experiences. EFL teachers can leverage a variety of media sources, including films, television shows,

podcasts, and social media platforms, to expose learners to authentic language use and cultural contexts.

The following are some of the teaching strategies enabled by the use of media in the language classroom:

- ✓ **Authentic exposure:** Use movies, TV shows, music videos, and news articles from the target culture. These materials provide realistic examples of how language functions in everyday life and expose students to cultural references.
- ✓ **Interactive activities** like virtual cultural tours, social media exchanges, and multimedia projects support learners to engage with global cultures in authentic and meaningful ways.
- ✓ **Analyzing media data** provides learners with opportunities to explore contemporary issues, societal norms, and cultural trends in the target language community.
- ✓ **Virtual cultural exchanges**, online forums, and language learning apps enable learners to connect with speakers of the target language from around the world, fostering intercultural understanding and collaboration.

The implementation of these strategies enables foreign language teachers to transform their classrooms into spaces for cultural exploration and intercultural communication. The integration of culture through language skills fosters deeper understanding of the target language and allows students to develop into more competent and respectful communicators.

To conclude this lecture, the integration of culture into language learning is essential for the creation and development of global citizenship. Furthermore, the integration of cultural content across all language skills, enables educators to promote intercultural competence, empathy, and open-mindedness along with language proficiency. As language educators, it is our responsibility to create inclusive learning environments that celebrate cultural diversity and promote mutual understanding in an interconnected world.

8.6 Reflect and Consider

- In your opinion what are the challenges of integrating culture through literature?
- How can language skills such as reading, writing, speaking, and listening be effectively integrated with cultural content in the EFL classroom?
- What strategies can EFL teachers employ to ensure that cultural integration through language skills promotes intercultural competence among students?
- In what ways can technology and multimedia resources be utilized to facilitate the integration of culture with language skills in the EFL classroom?
- Create a language lesson using the literature based method.

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Lecture 9: Assessing Cultural Learning

Assessment plays a significant role in the teaching-learning process by providing valuable feedback to both educators and students, allowing for ongoing evaluation of progress and adjustment of instructional strategies. Similarly, assessing cultural learning is important in helping teachers track and control their learners' progress in developing intercultural competence. This lecture explores various methods and factors involved in assessing cultural learning. From traditional evaluation techniques to alternative approaches, educators must consider many factors that influence the assessment process to ensure comprehensive and equitable evaluations.

9.1 Assessment and Evaluation

Assessment and evaluation are both essential components of the educational process, but they serve distinct purposes. Assessment refers to the ongoing process of gathering and analyzing information about students' knowledge, skills, and understanding to inform instructional decisions and guide learning. It encompasses various methods, such as quizzes, tests, projects, and observations, aimed at measuring student progress and identifying areas for improvement. Evaluation, on the other hand, involves making judgments or decisions based on assessment data. It typically occurs at the end of a learning period and focuses on determining the extent to which students have achieved learning objectives or standards. Evaluation often results in assigning grades or determining course completion. While assessment is more formative and diagnostic, aimed at supporting learning, evaluation is more summative and judgmental, aimed at making overall judgments about student performance.

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Assessment and evaluation are integral components of language education, providing insights into learners' language proficiency and cultural competence. The use of variety of assessment tools such as tests, quizzes, projects, presentations, and portfolios, helps educators in measuring learners' cultural knowledge, attitudes, and skills. Formative assessments offer ongoing feedback to guide learners' progress, while summative assessments provide comprehensive evaluations of cultural learning outcomes.

Assessment and evaluation serve various functions. The importance of assessment and evaluation can be summarized in the following:

- ✓ they provide valuable feedback to educators about students' understanding, progress, and learning needs, to enable informed instructional decisions.
- ✓ they promote self-reflection, goal-setting, and academic growth.
- ✓ they promote continuous improvement, to ensure that teaching strategies are effective and students are meeting learning objectives.
- ✓ Feedback from assessment and evaluation should be timely, constructive, and actionable to support students' ongoing growth and development.

Effective integration of assessment and evaluation requires alignment with learning objectives, instructional strategies, and curriculum standards, the diversity of learners' abilities, preferences, and cultural backgrounds. Additionally, educators should engage students in the assessment process in order to self-assessment, peer evaluation, and reflection on learning experiences.

9.1.1 Types of assessment

There are several types of assessment that are highly recognized in the teaching and learning process. The most common types are:

- **Diagnostic Assessment:** is used to identify students' strengths, weaknesses, and prior knowledge before instruction begins. They help teachers tailor instruction to meet individual student needs. Examples include pre-tests, diagnostic interviews, and concept maps.
- **Formative Assessment:** occurs during the learning process and is aimed at providing ongoing feedback to both students and teachers. Examples include quizzes, polls, portfolios, peer assessments, and classroom discussions.
- **Summative Assessment:** is conducted at the end of a unit, course, or academic period to evaluate students' overall understanding and mastery of content. Examples include final exams, standardized tests, term papers, and projects.

Further classifications include many other types of assessment that proved to be as effective as the aforementioned types. These types include, for instance:

- **Performance based Assessment:** require students to demonstrate their knowledge, skills, and understanding through real-world tasks or activities. Examples include presentations, role-plays performances, and simulations.
- **Portfolio Assessment:** involves compiling and evaluating a collection of student work over time to demonstrate growth, achievement, and reflection. Portfolios may include samples of writing, projects, exams and other tasks done by the learners.

- **Peer Assessment:** involves students evaluating the work of their peers based on predefined criteria. It promotes collaboration, critical thinking, and self-reflection. Examples include peer reviews, group projects, and peer grading.
- **Auto/Self-Assessment:** involves students evaluating their own work, progress, and learning outcomes. It promotes metacognitive skills, self-reflection, and goal-setting. Examples include self-reflection journals, rubric-based self-assessment, and self-assessment quizzes.

9.1.2 Forms of Evaluation

Evaluation takes various forms depending on the context and purpose. There are mainly two broad forms of evaluation which are the quantitative and the qualitative evaluation. Quantitative evaluation involves numerical analysis to measure performance or outcomes, such as surveys or statistical data analysis. Qualitative evaluation involves the analysis of students' work, behaviors, and interactions to assess learning outcomes. Qualitative evaluation focuses on understanding the quality and characteristics of phenomena through non-numeric data, like interviews or observations. Quantitative evaluation utilizes numerical data to measure students' performance and achievement. This may include scores, grades, and standardized test results.

9.2 Traditional Vs Alternative Assessment

Traditional assessment methods, such as standardized tests and exams, have long been used to measure language proficiency and showed less focus on cultural learning. However, alternative assessment approaches offer innovative ways to evaluate cultural learning, including performance-based assessments, self-assessments, peer evaluations,

and reflective journals. These methods provide more holistic insights into learners' cultural competence and promote active engagement in the assessment process.

Interest shifted to alternative assessments because traditional methods were seen as limited in capturing the varied skills and knowledge of students, particularly those from non-mainstream cultural backgrounds. These new measures, such as project-based assessments or portfolios, promote cultural learning by allowing students to demonstrate their understanding through culturally relevant contexts in order to foster inclusivity and acknowledgement of different perspectives. Additionally, alternative assessments often emphasize critical thinking, creativity, and collaboration, skills that are essential for the development of intercultural understanding.

Several forms of alternative assessment were suggested in the literature. The following are among the commonly used ones in the field of language education:

- **Project-Based Assessments:** to demonstrate students understanding of a concept or topic. Examples include the creation of presentations, prototypes, or multimedia projects about other cultures.
- **Online Quizzes and Surveys:** Digital platforms such Google Forms can be used to create interactive quizzes, surveys, or polls to assess student knowledge and understanding.
- **Simulations and Virtual Labs:** Virtual environments and Interactive Simulations provide simulated experiences for students to conduct experiments and explore scientific concepts in a safe and controlled setting.

- **Online Discussion Forums and Blogs:** Platforms like WordPress enable asynchronous discussions and blogging to allow students to engage in reflective dialogue, share ideas, and receive feedback from peers and instructors.

Other types that are categorized under alternative assessment include Portfolios, Performance based Assessments, Peer and self/auto assessment are already explained in the types of assessment section (See section 6.1.1)

9.3 Methods of Assessing Cultural Learning

Various methods can be employed to assess cultural learning effectively. Performance-based assessments, such as role-plays, simulations, and cultural projects, allow learners to demonstrate their cultural knowledge and skills in authentic contexts. The process of assessing the intercultural communicative competence of EFL learners requires a combination of methods and tools that should be tailored to their language proficiency level and cultural context. Here are some tools commonly used for this purpose:

- **Intercultural Communicative Competence (ICC) Scales:** These scales assess various aspects of intercultural competence, including cultural awareness, sensitivity, adaptability, and communication skills. They often include self-assessment questionnaires, observation checklists, or rubrics to evaluate learners' attitudes, knowledge, and behaviors in intercultural interactions.
- **Language Proficiency Tests with Intercultural Components:** Standardized language proficiency tests, such as the TOEFL or IELTS, increasingly include intercultural components to assess learners' ability to communicate effectively across cultures.

- **Discourse Completion Tasks (DCTs):** DCTs present learners with incomplete conversational exchanges or scenarios which involve intercultural interactions. Learners are asked to complete the exchanges by providing appropriate responses to allow assessors to evaluate their communicative strategies and intercultural competence.
- **Role-Playing Activities:** Role-playing activities simulate real-life intercultural encounters, where learners assume different cultural roles and engage in communicative tasks. Assessors observe learners' performance and evaluate their ability to adapt their language and behavior to different cultural contexts.
- **Intercultural Sensitivity Scales:** Scales such as the Intercultural Development Inventory (IDI) or the Intercultural Sensitivity Scale (ISS) measure learners' levels of intercultural sensitivity and competence. These scales assess learners' attitudes, perceptions, and willingness to engage with cultural differences in communication.

–**Scenario-based tests** present participants with realistic situations or scenarios relevant to the domain being assessed, such as intercultural communication, professional skills, or decision-making. They present participants with cross-cultural encounters or dilemmas to evaluate their understanding of cultural differences.

The combination of these varied tools allows for a comprehensive assessment of EFL learners' intercultural communicative competence, taking into account both their language proficiency and their ability to reflect on knowledge about cultural differences in their communication.

9.4 Factors Influencing Cultural Learning Assessment

Several factors influence the assessment of cultural learning, including learners' backgrounds, experiences, motivations, and learning environments. Cultural sensitivity is essential in designing assessment tasks that are inclusive and equitable for learners from diverse cultural backgrounds. Educators must also consider the authenticity, validity, and reliability of assessment tools to ensure accurate evaluations of cultural competence.

The challenges that can be encountered by EFL teachers when testing cultural learning in the EFL classroom can be summarized in the following points:

- **The cultural context of the learners** and the target language plays a significant role. Learners from different cultural backgrounds may interpret and respond to cultural content differently. Testing should consider the cultural diversity of the classroom and avoid biases towards any specific culture.
- **Learners' language proficiency levels** can affect their understanding and expression of cultural concepts. Testing should be designed to accommodate learners' language abilities to ensure that cultural content is accessible and comprehensible at their proficiency level.
- **The teaching methods and materials** used to integrate cultural content into the EFL curriculum influence learners' exposure to and engagement with cultural learning. Testing should align with the approaches used in instruction to accurately assess learners' cultural knowledge, attitudes, and skills.
- **The selection of the assessment tools and techniques** can impact the measurement of cultural learning. Assessments should be culturally sensitive, valid,

and reliable and considers factors such as language bias, cultural relevance, and authenticity of tasks.

- **Teachers' assessment literacy of their competence** in assessing cultural learning. Teachers should be knowledgeable about cultural diversity, skilled in designing culturally relevant assessments, and able to provide constructive feedback to support learners' cultural development.
- **Learners' motivation and engagement** with cultural learning activities influence the effectiveness of assessment. Assessments should be designed to foster intrinsic motivation and active engagement with cultural content to promote meaningful learning experiences.

Assessing cultural learning is a complex process that requires careful consideration of various methods and factors. The use of both traditional and alternative assessment approaches, paves the way for effective measurement of learners' cultural knowledge, attitudes, and skills.

9.5 Reflect and Consider

- How do alternative assessment methods accommodate multiple cultural backgrounds and promote cultural learning?
- In what ways can peer assessment and self-assessment be utilized in the EFL classroom?
- How do digital tools and online platforms enhance the assessment of cultural learning?
- What are the challenges encountered by teachers when assessing cultural learning?

- Explain and distinguish between, assessment literacy, language assessment literacy and digital language assessment literacy.

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Module: Teaching Culture in the EFL Classroom

Level: Master 2 Civilization and Literature

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Practice and Exams Questions Samples

Module: Teaching Culture in the EFL Classroom

Level: Master 2 Civilization and Literature

English Language Department
Branch: Literature and Civilization

Final Semester Master II Exam 2023/2024
Module: TCEFLC / Teacher: Dr. Cheriet]

Student Full Name: Group:

Question01: Mention three potential challenges that arise when using literature to teach culture in the EFL classroom and the possible measures to address them.

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Question 02: While media has the potential to promote engagement with foreign cultures during language learning, its unsafe use may pose potential negative consequences for learners. In light of this, what considerations should second-language instructors prioritize to mitigate such risks?

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Question03: To what extent do traditional assessment techniques demonstrate limited effectiveness in evaluating cultural learning outcomes compared to the new alternative assessment methods?

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Question04: To enhance the effectiveness of English language textbooks as cultural guides for teachers and learners, in your opinion, what key criteria should be considered in selecting content for cultural integration?

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Question 05: Explain the relationship between cultural literacy, cultural sensitivity and cultural competence.

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Final Semester Master 2 Civ/Lit Exam

Student full name/_____

Group/_____

Question 1/ “Appropriateness is a central concept in teaching culture in the EFL classroom”. Explain

Question3/ How can the use of literature contribute to culture teaching in the EFL classroom? If you are to design a cultural content based lesson using literature, what considerations you need to focus on in order to ensure effective literature based instruction?

Question2/ The structural approaches to ELT put emphasis on “form-restricted teaching”, “correctness” of grammatical structures and “restricted lexis”. What are the suggested alternatives by culture based teaching approaches? Explain.

Question 3/ Since textbooks serve as a guide for language teachers, it is of vital importance that they provide a systematic and comprehensive cultural perspective for both teachers and learners. In this regards, what criteria of content selection should textbook designers take into consideration when integrating culture into the English language textbooks?

Module: Teaching Culture in the EFL Classroom

Level: Master 2 Civilization and Literature

English Language Department
Module: Teaching Culture in the EFL Classroom

Final Semester Master II Exam 2022/2023
Teacher: Cheriet Imane

Student Full Name: Group:

1. With the introduction of ICTs in the classroom, the teacher's role in teaching culture has become more and more critical. Explain

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How can literature contribute to the development of EFL learners' cultural competence?

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2. Track and compare culture teaching in three common approaches of EFL teaching.

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3. The comparative method to teaching culture requires the learner to engage in a double perspective evaluation. Explain

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4. Explain the relationship between cultural literacy, cultural sensitivity and cultural competence.

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Best of Luck