

Culture in Second Language Teaching

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The National Center for Cultural Competence defines culture as an "integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations" (Goodle, Sockalingam, Booren, & Jones, 2000). This means that language is not only part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes.

Through initiatives such as the national standards for foreign language learning, language educators in the United States have made it a priority to incorporate the study of culture into their classroom curricula. Cultural knowledge is one of the five goal areas of the national standards:

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. (National Standards in Foreign Language Education Project, 1996, p. 27)

This Digest disc uses the importance of incorporating culture into second language teaching and recommends strategies for infusing cultural issues in classroom instruction.

The Importance of Culture in Language Teaching

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior.

In many regards, culture is taught implicitly, imbedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied. For example, when teaching subject pronouns and verbal inflections in French, a teacher could help students understand when in French it is appropriate to use an informal form of address (*tu*) rather than a formal form of address (*vous*)—a distinction that English does not have. An English as a second language teacher could help students understand socially appropriate communication, such as making requests that show respect; for example, "Hey you, come here" may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms.

Teaching Culture Without Preconceptions

Cultural information should be presented in a nonjudgmental fashion, in a way that does not place value or judgment on distinctions between the students' native culture and the culture explored in the classroom. Kramsch (1993) describes the "third culture" of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language.

Some teachers and researchers have found it effective to present students with objects or ideas that are specific to the culture of study but are unfamiliar to the students. The students are given clues or background information about the objects and ideas so that they can incorporate the new information into their own worldview. An example might be a cooking utensil. Students would be told that the object is somehow used for cooking, then they would either research or be informed about how the utensil is used. This could lead into related discussion about foods eaten in the target culture, the geography, growing seasons, and so forth. The students act as anthropologists, exploring and understanding the target culture in relation to their own. In this manner, students achieve a level of empathy, appreciating that the way people do things in their culture has its own coherence.

It is also important to help students understand that cultures are not monolithic. A variety of successful behaviors are possible for any type of interaction in any particular culture. Teachers must allow students to observe and explore cultural interactions from their own perspectives to enable them to find their own voices in the second language speech community.

Instructional Strategies for Teaching Language and Culture

Cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content. Some useful ideas for presenting culture in the classroom are described in this section.

Authentic Materials

Using authentic sources from the native speech community helps to engage students in authentic cultural experiences. Sources can include films, news broadcasts, and television shows; Web sites; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students. For example, even beginning language students can watch and listen to video clips taken from a television show in the target language and focus on such cultural conventions as greetings. The teacher might supply students with a detailed translation or give them a chart, diagram, or outline to complete while they listen to a dialogue or watch a video. After the class has viewed the relevant segments, the teacher can engage the students in discussion of the cultural norms represented in the segments and what these norms might say about the values of the culture. Discussion topics might include nonverbal behaviors (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviors they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language.

Culture In Second Language Teaching And Learning

Steven Brown, Jodi Eisterhold



Culture In Second Language Teaching And Learning:

Culture in Second Language Teaching and Learning Eli Hinkel, 1999-03-13 This book identifies the many facets of culture that influence second language learners and teachers The paperback edition identifies the many facets of culture that influence second language learners and teachers It addresses the impact of culture on learning to interact speak construct meaning and write in a second language while staying within the sociocultural paradigms specific to a particular language and its speakers By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture this volume offers an important contribution to the field of second language acquisition

Aspects of Culture in Second Language Acquisition and Foreign Language Learning Janusz Arabski, Adam Wojtaszek, 2011-08-27 In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social psychological process in which the role of a wider sociocultural context should not be marginalized This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence the role of English as a lingua franca in intercultural communication and the place of cultural factors in SLA theorizing research second foreign language teaching and teacher training The volume also contains contributions which share the linguistic interest in the culture related concepts and constructs such as time modesty politeness and respect discussing the culture dependent differences in conceptualization and their reflection in particular language forms and linguistic devices

Culture and Foreign Language Education Wai Meng Chan, Sunil Kumar Bhatt, Masanori Nagami, Izumi Walker, 2015-07-31 The teaching of culture and interculturality is today viewed as an integral part of foreign language education This book presents insights from recent research on the role of culture in second foreign and heritage language education It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research The chapters following the introduction are organised in four parts focusing on 1 the teacher's role in integrated language and culture learning 2 the interrelationship between culture identity and language learning and use 3 the effect of culture on learner characteristics which impact language learning processes and outcomes and 4 curriculum development aimed at fostering language and culture learning The chapters in Parts 1 to 3 present contributions from current research either in the form of the authors original studies or comprehensive reviews of relevant essential research which bears important implications for curricular practice in foreign language and language teacher education This close link between research theory and practice is also maintained in the two chapters in Part 4 which present developmental projects based on well grounded theoretical frameworks

Teaching of Culture in English as an International Language Shen Chen, Thi Thuy Le, 2018-08-06 The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized

However how to teach English as an International Language EIL and cultures in an integrative way in non native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands Developing students intercultural competence is one of the key missions of teaching cultures This book examines a range of well established models and paradigms from both English speaking and non English speaking countries Exploring questions of why what and how to best teach cultures the authors propose an integrated model to suit non native English contexts in the Asia Pacific The chapters deal with other critical issues such as the relationship between language and power the importance of power relations in communication the relationship between teaching cultures and national interests and balancing tradition and change in the era of globalisation The book will be valuable to academics and students of foreign language education particularly those teaching English as an international language in non native English countries

Culture in Second Language Teaching and Learning, 1999 **Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers *Culture in second language teaching and learning*, 2001

Teaching-and-learning Language-and-culture Michael Byram, 1994-01-01 Offers some theoretical innovations in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at the upper secondary and college levels Approaches language learning as comprising several dimensions including grammatical competence change in attitudes learning about another culture and reflecting on one s own Annotation copyright by Book News Inc Portland OR Intercultural Language Teaching and Learning Anthony J. Liddicoat, Angela Scarino, 2013-04-22 This wide ranging survey of issues in intercultural language teaching and learning covers everything from core concepts to program evaluation and advocates a fluid responsive approach to teaching language that reflects its central role in fostering intercultural understanding Includes coverage of theoretical issues defining language culture and communication as well as practice driven issues such as classroom interactions technologies programs and language assessment Examines

systematically the components of language teaching language itself meaning culture learning communicating and assessments and puts them in social and cultural context Features numerous examples throughout drawn from various languages international contexts and frameworks Incorporates a decade of in depth research and detailed documentation from the authors collaborative work with practicing teachers Provides a much needed addition to the sparse literature on intercultural aspects of language education Culture as the Core Dale L. Lange,2000-09-05 This volume addresses integrating culture into second language classrooms featuring chapters from symposia and conferences at the University of Minnesota It combines theoretical discussions with practical applications aiming to refine and translate cultural learning theories into classroom practice **The Intercultural Dimension of Foreign Language Teaching, Learning and Assessment: Theory and Practice** Aydan IRGATOĞLU,Gülsev PAKKAN,Özkan KIRMIZI,Muhammed KÖK,Burcu KOÇ,Derya TUZCU EKEN,Gülümser EFEOĞLU,Hayriye AVARA,Naile CANLI,Çağla ATMACA,Ömer ÖZER,Cihan TEKİN,Peri ASLAN,Sevcan Aslıhan İLERİ,Şerife DURNA,Zamzagul SULEIMENOVA,2024-03-22 When foreign language teaching learning and evaluation are viewed through an intercultural lens it becomes clear that language has evolved into a process that includes intercultural interaction and understanding rather than simply teaching words and grammatical rules In this context culture which is an inherent part of language is an important factor that enriches and adds meaning to language learning The intercultural dimension of foreign language teaching aims to provide students with context and communication skills that extend beyond language Understanding that language is more than just words and grammatical rules allow students to better understand the societies and cultures in which the language is used The intercultural dimension in language teaching informs students about the social norms traditions behavioural patterns and values of the societies in which the language is spoken This allows the language learner to interact more effectively with his or her contacts while also developing culturally sensitive communication skills Furthermore the intercultural dimension of language learning provides an opportunity to understand how the language is used in real life Language is more than just the act of putting words together it also includes the ability to understand how to interact within a community using those words For example teaching students cultural elements such as everyday expressions traditional rituals expressions and slang enriches their practical language use The intercultural dimension in assessment processes takes into account students language proficiency not only through grammar and vocabulary but also how they communicate in a cultural context Exams and performance assessments can be tailored to evaluate students cultural sensitivity expressiveness and language skills in a cultural setting The current curriculum and the design of new curricula are critical in language learning Curriculum design is a planning and organizing process that guides educational processes Curriculum design and intercultural competence play an important role in enriching educational programs and providing students with a global perspective When intercultural competence is integrated into this design students have the opportunity to learn about elements of different cultures such as art literature history and language This

broadens students perspectives and helps them understand cultural diversity Integrating intercultural competence into curriculum design aims to help students develop intercultural communication skills Aside from grammar and vocabulary communication skills include intercultural sensitivity empathy and effective communication techniques Intercultural communication skills are developed by giving students opportunities to interact with people from various cultures Improving intercultural communication skills has become a key learning objective in today s globalized world In the classroom students can learn intercultural communication skills through a variety of effective practices Intercultural discussions in the classroom cultural exchange programs culturally themed project studies participation in cultural events intercultural communication simulations and intercultural sensitivity training are all effective studies that promote learning through experience while also strengthening cultural interaction in language teaching These classroom practices are designed to provide students with the skills and awareness required for successful intercultural communication This allows students to acquire not only language knowledge but also the social skills required for successful intercultural interaction This book examines teaching learning and the intercultural dimension in language education both theoretically and practically The book which includes original research offers new perspectives for teachers by addressing developmental methods We would like to thank the authors and experts who contributed to the present book We d like to thank the entire publishing house team for their contributions to publish this book

Journal of Education Culture and Society 2016_2, 2016-09-10 International scientific journal

Counseling and Culture in Second Language Acquisition Paul G. La Forge, 1983 **Culture in Language Learning** Hanne Leth Andersen, 2006-05-01 Classical and modern foreign language studies no longer have a well defined subject area and language and culture can no longer be defined according to nations and national identities New approaches are being developed with theoretical and methodological points of departure in new areas of research for example culture studies anthropology sociology pragmatics and conversation analyses The aim of modern language studies must therefore be redefined and be more open for variation and diversity both in culture and communication The book discusses the relation between language and culture and is a direct result of the conference Culture in Language Learning organised under the auspices of the Danish Language and Culture Network which assembles researchers from language disciplines in Denmark The aim is to examine how culture comes into the actual language code into the use of language and not least into the learning and teaching of language One of the book s main problematic areas thus concerns the learning and teaching of foreign and second languages in a globalised world where languages play a new role both for the individual person by virtue of internationalisation of education and work life and for cooperation across national borders The articles elucidate these problematic points in relation to the historic development of foreign language disciplines the meeting of language and culture teaching traditions and language appropriation theories *Topics in Language and Culture for Teachers* Steven Brown, Jodi Eisterhold, 2004 Topics in Language and Culture for Teachers is an introductory language and culture text

designed for today's future teachers, anthropologists, and applied linguists. The book explores from a variety of perspectives the interrelationships between language and culture that have the most significant implications for the classroom and for the global community. Among the topics introduced are first language acquisition, dialects, sign language, non-verbal communication, and pragmatics. Each chapter is structured so that students will read about a topic, answer comprehension questions, consider relevant teaching scenarios, gather and analyze data, and pursue projects that require out-of-class research. The book also encourages the use of films to provide deeper cultural understanding and context for various issues. Three appendixes, the family tree of languages, language structure resources for further research and professional development, and a glossary are included.

Teaching-and-learning Language-and-culture Michael Byram, Carol Morgan, 1994. Increasingly, cultural learning is seen as an integral part of foreign language learning. This book offers a practical introduction to the issues by providing descriptions of classroom practice, curriculum innovation, and of experimental courses.

New Approaches to Teaching Italian Language and Culture Emanuele Occhipinti, 2008. A collection of essays that offers case studies that provide a coherent and organized overview of contemporary Italian pedagogy. It is suitable for more effective teaching techniques according to the ACTFL guidelines.

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant, Pathways to Culture Paula Rae Heusinkveld, 1997. Topics include curriculum design, teaching strategies, vocabulary acquisition, authentic reading texts, teaching culture through the senses, student values and prejudices, cultural approaches to the traditional civilization course, and testing and evaluation of cultural learning.

Detroit Journal of Education, 1920

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Table of Contents Culture In Second Language Teaching And Learning

1. Understanding the eBook Culture In Second Language Teaching And Learning
 - The Rise of Digital Reading Culture In Second Language Teaching And Learning
 - Advantages of eBooks Over Traditional Books
2. Identifying Culture In Second Language Teaching And Learning
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Culture In Second Language Teaching And Learning
 - User-Friendly Interface
4. Exploring eBook Recommendations from Culture In Second Language Teaching And Learning
 - Personalized Recommendations
 - Culture In Second Language Teaching And Learning User Reviews and Ratings
 - Culture In Second Language Teaching And Learning and Bestseller Lists
5. Accessing Culture In Second Language Teaching And Learning Free and Paid eBooks
 - Culture In Second Language Teaching And Learning Public Domain eBooks
 - Culture In Second Language Teaching And Learning eBook Subscription Services
 - Culture In Second Language Teaching And Learning Budget-Friendly Options
6. Navigating Culture In Second Language Teaching And Learning eBook Formats

- ePub, PDF, MOBI, and More
 - Culture In Second Language Teaching And Learning Compatibility with Devices
 - Culture In Second Language Teaching And Learning Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Culture In Second Language Teaching And Learning
 - Highlighting and Note-Taking Culture In Second Language Teaching And Learning
 - Interactive Elements Culture In Second Language Teaching And Learning
 8. Staying Engaged with Culture In Second Language Teaching And Learning
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Culture In Second Language Teaching And Learning
 9. Balancing eBooks and Physical Books Culture In Second Language Teaching And Learning
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Culture In Second Language Teaching And Learning
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Culture In Second Language Teaching And Learning
 - Setting Reading Goals Culture In Second Language Teaching And Learning
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Culture In Second Language Teaching And Learning
 - Fact-Checking eBook Content of Culture In Second Language Teaching And Learning
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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