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Cultural Content in Foreign Language Learning and Teaching

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الخلاصة:

تعليم وتعلم أي لغة يتطلب معرفة ثقافتها، إذ يعتبر المحتوى الثقافي عاملا أساسيا في تعليم وتعلم أي لغة. الدراسة الحالية تستعرض تعريفات مختلفة لمصطلح الثقافة، تشرح بعض خصائصها ومدى ارتباطها باللغة. المحور الأساسي لهذا البحث هو المحتوى الثقافي وكيفية دمجه وتقديمه ومدى أهميته في فصل اللغة الأجنبية. بعد قراءة وعرض الشروح المختلفة لعلماء اللغة وعرض بعض الدراسات المقامة حول تأثير الثقافة على تعليم وتعلم اللغة الأجنبية، وُجِد أن تعليم وتعلم اللغة الأجنبية من خلال الثقافة يعتبر أكثر فاعلية ومنفعة من الطرق التقليدية. يعتبر فهم وتطور واستعمال اللغة بمهارة وملاءمة وزيادة التحفيز من أهم النتائج لتعليم وتعلم اللغة من خلال المحتوى الثقافي.

Abstract

Teaching and learning any language involves the knowledge of its culture. Cultural content is an effective element in teaching and learning a language. The present study reviews different definitions to the term *culture*, explains some of its characteristics and how language and culture are closely related. The main concern of this research is cultural content, its importance and how it is introduced and incorporated into the foreign language classroom. This study views how cultural content affects learning and teaching the foreign language, it found that learning and teaching any language through its culture is more effective and beneficial than the traditional ways of learning and teaching. Understanding, improving and using language skillfully and appropriately in order to perform better and increasing motivation are the main goals and benefits of learning and teaching the foreign language through the cultural content.

Key words: Culture, Cultural Content, Cultural Competence, English as a Foreign Language (EFL)

1. Introduction

In language learning and teaching, the term *culture* includes many different definitions and considerations that deal with forms of speech acts, rhetorical structure of text, sociocultural behaviours and ways in which knowledge is transmitted and obtained. Rivers (1981, p. 316) defines culture as "it refers to all aspects of shared life in community", for culture has to do with all aspects of life and how to deal with people on different occasions, what to say and what not and even how to react against actions made by others.

Teaching any language involves the teaching of its culture. Foreign language learners need to understand the purpose of communication, developing an awareness of the foreign language's culture and being communicatively competent. Linguistic competence, the knowledge of forms and their meanings, is just one part of communicative competence. Another aspect of communicative content is the knowledge of the functions language is used for, i.e. cultural communicative competence.

2. Literature Review
2.1. Culture
The term *culture* has been expanded in its meaning over the years to include many aspects and concepts. Brown (1988) defines culture as a way of life. He believes that culture is the context within which we exist, think, feel, and relate to others and it is our continent, and our collective identity. Chastain (1988) also defines culture as a way of life that characterizes a group of people in a given period of time according to their ideas, custom, skills, arts, and tools. In addition, Kramasch (1988, p.10) describes culture as 'a membership in a discourse community that shares a common social space and history and common imaginings'.

According to Peck (1981),

culture is all the accepted and patterned ways of behaviour of given people. It is that facets of human life learned by people as a result of belonging to some particular group, it is that part of learned behaviour shared with others. Not only does this concept include a group's way of thinking, feeling, and acting, but also the internalized patterns for doing certain things in certain ways… not just the doing of them. Culture is our social legacy as contrasted with our organic heredity. It regulates our lives at every turn.

Culture is the patterns of behaviours and thinking that people living in social groups learn, create and share. Culture distinguishes humans from other animals. A people's culture includes their beliefs, rules of behaviour, language, rituals, art, styles of dress, ways of producing and cooking food, religion, and political and economic systems. Culture is the most important concept in anthropology (the study of all aspects of human life, past and present). Anthropologists commonly use the term culture to refer to a society or group in which many or all people live and think in the same ways. Likewise, any group of people who share common culture and in particular, common rules of behaviour and a basic form of social organization constitutes a society.

More specifically, culture means the beliefs of a particular social group living in a particular geographical area, usually linked by a common language and often sharing a common religion. Sometimes, however, a culture becomes spread over several geographical areas because of historical events; for example, British culture is seen in parts of Africa, in India and in Australia and New Zealand. Spread culture may be happening in Europe. People are beginning to talk about a European culture, even though the countries of Europe speak different languages and do not all share the same religion. Thus, culture is a cumulative experience, which includes knowledge, beliefs, morals, arts, traditions, and any habits acquired by a group of people in a society. Culture is everyday life.

2.1.1. Characteristics of Culture
According to Hall (1959, 1976), culture has several distinguishing characteristics: (1) Culture is acquired unconsciously. Culture influences humans since they are born but without being conscious of many of cultural messages they are receiving. (2) Culture is shared. People in the same society share common behaviours and ways of thinking through culture.

(3) Culture is learned. While people biologically inherit many physical traits and behavioural instincts, culture is socially inherited. A person must learn culture from other people in society. (4) Culture is adaptive. People use culture to flexibly and quickly adjust to changes in the world around them.

2.1.1.1. Culture is acquired unconsciously

Hall (1959, p. 48) claims that 'culture controls behaviour in deep and persisting ways, many of which are out of awareness and therefore beyond conscious control of the individual'.

2.1.1.2. Culture is learned

Hall (1976) states that people are not born with culture they have to learn. For instance, people must learn and understand a language and abide by the rules of a society. In many societies, all people must learn to produce and prepare food and to construct shelters. In other societies, people must learn a skill to earn money, which they use to provide themselves. In all human societies people learn culture from adults. Anthropologists call this process cultural transmission. People also continue to learn culture throughout their lifetimes.

2.1.1.3. Culture is shared

Hall (1959) points out that people living together in a society share culture; for example, most people living in the United States share the English language, dress in similar styles, eat many of the same foods, and celebrate the same holidays. All the people collectively create and maintain culture. Societies preserve culture for much longer than the life of any person. They preserve it in the form of knowledge, such as scientific discoveries, objects, such as works of art, traditions, such as the observance of holidays.

2.1.1.4. Culture is Adaptive

Hall (1976) explains that culture helps human societies survive in changing natural environments. Through history, major developments on technology, medicine, and nutrition have allowed people to organize their life and survive.

2.2. Language and Culture

Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways. Foreign language learning and teaching does not incorporate just the grammatical, linguistics and communicative competencies but it also includes cultural competence of the foreign language.

Many researchers highlight the role of incorporating culture into the foreign language classroom. Valdes (1986), Dellit (2005) and House (2007) state that teaching any foreign language is impossible without teaching its culture. Creswell and Clark (2011) claim that language is an important element in human culture. The culture in which a person lives greatly influences the attitudes, values, ideas, and beliefs of the person; hence there is a need to understand every aspect of one's culture for evaluative, preservative and global purpose. "Language is a system of signs that is seen as having itself a cultural value. Speakers use language to identify themselves and others, they view their language as a symbol of their social identity" (Kramsch, 1988, p. 3).

Brooks (1964) states that…

every societal group has a culture uniquely its own, just as it has a language that is completely individual and self-sufficient. Just as there are often many

dialects of a given language, so there are many subcultures of a given culture.

So, language is the keystone in the structure of a culture. (p. 85 & 86)

From the definitions cited above, it is clear that students must know how to understand the culture related to the language they learn. At any rate, foreign language learning is foreign culture learning. Learning language is more than knowing its forms, it also involves a greater understanding of the cultural values of a society. To sum up, language cannot be properly learned without familiarity with its cultural features. Language and culture are not separable.

2.3. Cultural Competence

Cultural competence is the ability react properly and effectively towards different issues in their society and to have their own attitudes It is the integration and transformation of knowledge about individuals and groups of people into specific standards, practices and attitudes used in appropriate cultural setting to increase the understanding of the others' target knowledge.

To define cultural competence, students have to define its elements first, culture and competence. The term *culture* is used because it implies the integrated patterns of human behaviour that includes thoughts, communications, actions, customs, beliefs, values, institutions, art and literature of a group or community. The word *competence* is used because it implies having the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behaviour defined by a group.

Being culturally competent means learning new patterns of behaviour and effectively applying them in the appropriate settings through communication. Lavery (2001, p. 105) thinks that "cultural competence involves accepting that there are many different ways of living, thinking, worshipping and behaving". Kara (1992, p. 19) points to cultural competence as

> … the ability to understand and create correct utterances to describe the cultural and social situation in which they are suitable. It is the enlightened understanding of the foreign people and their culture achieved through the study of systematic description of the foreign culture and through the study of literature and arts.

In other words, cultural competence means learning to understand a foreign culture which should help learners of another language to use words and expressions more skillfully and authentically to understand levels of language and situationally appropriate language and to act naturally with people of the other culture.

2.4. Cultural Content

It is well known that without the study of culture, teaching foreign language is inaccurate and incomplete for foreign language students. Language study seems senseless if they know nothing about the people who speak the target language or the country in which the target language is spoken. Acquiring a new language means a lot more than manipulation of syntax and lexicon. McKay (2003) believes that:

> The ultimate goal of cultural learning is not to convey information about a culture, not to promote the acquisition of culturally influenced ways of behaving, but rather to help learners see their culture in relation to others so as to promote cultural understanding.

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

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competence is not enough for learners of a language to be competent in that language. Language learners need to be aware of the culturally appropriate ways to deal with the different interactions and situations. They have to understand that language use must be associated with other culturally appropriate behaviour. Understanding the cultural context of day-to-day conversational convention such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom and in what situations, and it means understanding the beliefs and values represented by the various forms and usages of a language.

Culture influences language in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology affect the communicative approach for the learners.

Hence, culture must be fully incorporated as a vital component of language learning. Foreign language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking a foreign language only if cultural issues are an inherent part of the curriculum.

2.4.1. Cultural Materials

The textbook in the foreign language program is considered a vital element. It has a major role in determining the teaching activities and the students' learning. For Kara (1992, p. 147), "the contents of the textbook specify what the students will learn, the method or technique to be used and what items have to be emphasized".

For effective learning, materials on popular hobbies, science, realia, music, poetry, geography, history, literature, etc., can all introduce cultural contexts for learners with the help of illustrations which create a favourable atmosphere for practice in reading and spelling by depicting realism and action. These contexts help learners for effective linguistic and communicative approach. in addition, comparisons and contrast between home culture and target culture must be included as a content in the textbook which gives learners the scope to see the difference between cultures and raise their cross-cultural awareness.

Fortunately, there has been a number of English language textbooks prepared and published by the educational authorities for all the stages in Libyan schools starting from primary five. The content of these textbooks or materials presents a variety of English culture, social customs and traditions, modes of behaviour and general knowledge from different parts of the world. These textbooks are prepared by experts in English language, which give teachers confidence, satisfaction and not being worried about which material should be taught and concentrate on what should be taught.

2.5. How Cultural Content Can Be Introduced; sources, techniques and activities

There is a variety of sources, activities and techniques which various scholars suggested to introduce the cultural content in the foreign language textbook. Jordan (1997) provides a list of cultural information which includes newspapers, videos, talks and discussions, role-plays and dramatization and cultural quizzes. Dai (2011) lists some possible sources of information which can be used as materials for teaching culture. These sources are: extracts from literary, internet, films and TV, encyclopedias, literature, background information, illustrations, newspapers, magazines, photographs, plays and songs, and multimedia software. Rivers (1981) lists techniques and activities of cultural content. Some of these techniques and activities are:

1. Describing and explaining the culture: textbooks have to introduce a great length about the geographical environment, the history of people, their literary and artistic and scientific achievements, the institutions of their everyday life.
2. A cultural series: textbooks discuss the daily life of the other language community-their families, their living conditions, their schools, their relations with their friends, their leisure-time activities, the festivals they celebrate, the ceremonies they go through, dating and marriage customs.
3. Dialogues, skits, and mini-dramas: students have the ability to experience the feel and react as a foreign language speaker.
4. Experiencing the culture through language use: Through language use, students become conscious of correct discourse and behavior; formula of politeness and their relation to the temperament and social attitudes of the people; appropriateness of the response in specific situations.
5. Role playing: Students are encouraged- after having learned and acted out dialogues from their early reading, to try to practice what they have learned freely in communication.
6. Pictures: suitable pictures in authentic material help students to understand how speakers of the target language live.
7. Reading about the culture: much of the cultural content in authentic materials comes from the different kinds of reading passages.

The following list of techniques and activities which suggested and referred to by various scholars help to introduce the cultural content to the foreign language classroom. Some of these techniques are:

1. Creating an authentic environment: Chastain (1988) and Stern (1992) explain that displays, posters, bulletin boards, maps and realia can create a visual and tangible presence of the target language.
2. The cultural aside: Chastain (1988) and Stern (1992) define the cultural aside as an item of cultural information offer by the teacher when it arises in the text.
3. The culture assimilation: it is a technique suggested by Chastain (1988), Stern (1992) and Seelye (1993). It is a brief of a critical incident of cross-cultural interaction that may be misinterpreted by students.
4. The cultural capsule is referred to by Taylor and Sorensen (1961), Chastain (1988), Stern (1992) and Seelye (1993). It is a brief of the other culture followed by a discussion of the contrasts between the students' and the target cultures.
5. The drama is suggested by Stern (1992). This technique is commonly used in teaching culture and used to clarify cross-cultural misunderstanding.

Therefore, all the given lists above of sources, techniques and activities and help to introduce the cultural content to the foreign language classroom and enables students to understand the target language's culture and consequently can be engaged in the communication process successfully.

2.6. Why Cultural Content Should Be Used

Learning a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know the culture of the foreign language they learn in order to understand how to use language efficiently. Cultural content in the classroom can foster learner motivation. Shanhan (1997) states that cultural content provides exposure to living language which a foreign language student lacks. Bedir (1992) conducted a study to define the relationship between

culture and language. His experimental group was trained through television, role-play, pictures, simulation games and a native speaker while the control group received their regular curriculum. The participants who were trained with cultural aspects were more successful than the others who were traditionally trained. Rashidi and Soureshjani (2011) carried out a study to investigate whether teaching the culturally-loaded texts to Persian EFL learners bear any influence on their performance on reading comprehension tests. They found that culture elements of target language can have a remarkable impact on the performance of language learners on reading comprehension. The study also showed that culture teaching has a great role in improving the motivation level of language learners.

Thus, it is realized that teaching and learning foreign language cannot be completed without teaching culture through it.

3. Conclusion

To sum up, language and culture are interconnected and their relationship is essential to language learning. Teaching cultural content helps students achieve better understanding and increase their motivation in order to perform better in learning the foreign language. Learning through the culture of the foreign language help students to use words and expressions more skilfully and authentically, understand and deal with the different situations appropriately and be more familiar and accept the others' cultures. Besides that, culture learning is interesting which enables students to experience pleasure while learning. Thus, cultural content is the key to effective teaching and learning a language.

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