



**THE 30 KOREAL TESOL INTERNATIONAL CONFERENCE**

**ADVANCING COLLABORATION: EXCHANGES AMONG SCHOLARS, INSTRUCTORS AND STUDENTS**

# **ENHANCING CULTURAL EXPERIENCES IN TEACHING AND LEARNING ENGLISH IN THE EFL CLASSROOM**



ID: 3488

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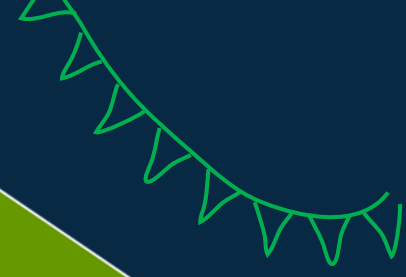
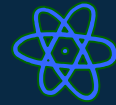
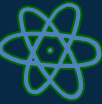
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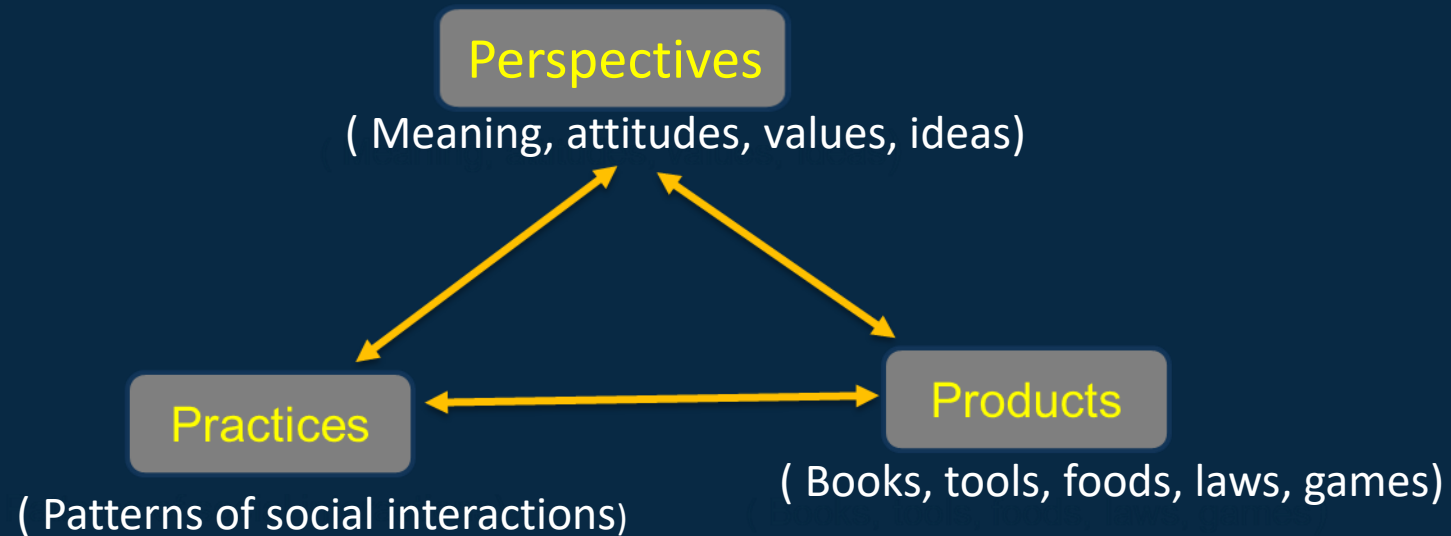




# I. Introduction

## What constitutes culture?

( The National Standard for Foreign Language Learning, 1996, p43)



# I. Introduction

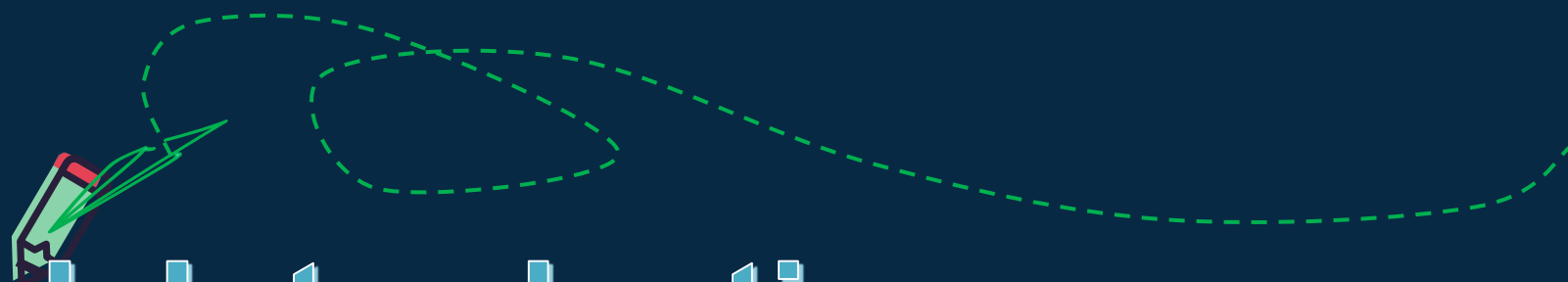
## 1. The relationship between language and culture

Authors	Views
Shaul and Furbee (1998)	Languages and cultures are systematic to a large degree, and are thus observable and describable. These authors added that whereas the systematic description of language is called linguistics, the description of cultures is called ethnography .
ArdilaRey (2008)	Language and culture are inextricably linked with each other.
Brown (2007)	Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

# I. Introduction

## 2. The importance of culture in language teaching

Authors	Views
Wei (2005:56),	Language has a dual character: both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture.
Brown (1994:165)	A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.
Gao	Foreign language teachers should be aware of the place of cultural studies in foreign language classroom attempt to enhance students' cultural awareness and improve their communication competence.



# I. Introduction

## **Research questions:**

- 1. What are the students' perspectives on cultural experiences in EFL class?**
- 2. What are the benefits of participating in cultural experiences?**
- 3. How to integrate cultural experiences in English lessons?**

# II. Literature review

## Techniques and strategies for teaching culture experiences in class

### 1. Techniques

Techniques should make lessons motivating and pleasing for students. As Tomasz Royk(2004) suggest:” teaching culture does not have to lead only to studying pure facts from books but it can be enjoyable as well”.

- ✓ The role of literature and humanities: watching film, literary reading
- ✓ Creating an authentic classroom environment : display and exhibitions of realia, photos, printed materials....
- ✓ Behavioural and affective aspects :drama and mini- drama
- ✓ Real- life exposure to the target culture: native speaker visits the class

### 2. Strategies

Cullen, 2002 shows some strategies which can be implemented in the classroom. Teachers should make use of a combination of materials in order to help learners choose the right learning style that would suit them best

Video, CDs, TV, the Internet, stories, songs, realia, guest speakers, surveys, anecdotes, photographs, illustrations, literature

# III. Methodology

## Experimental methods



6 research steps

## Participants:

- ❖ 25 students
- ❖ Beginning level

## Instruments:

- ❖ Pre-test
- ❖ Post-test
- ❖ Survey



# IV. Finding and discussion

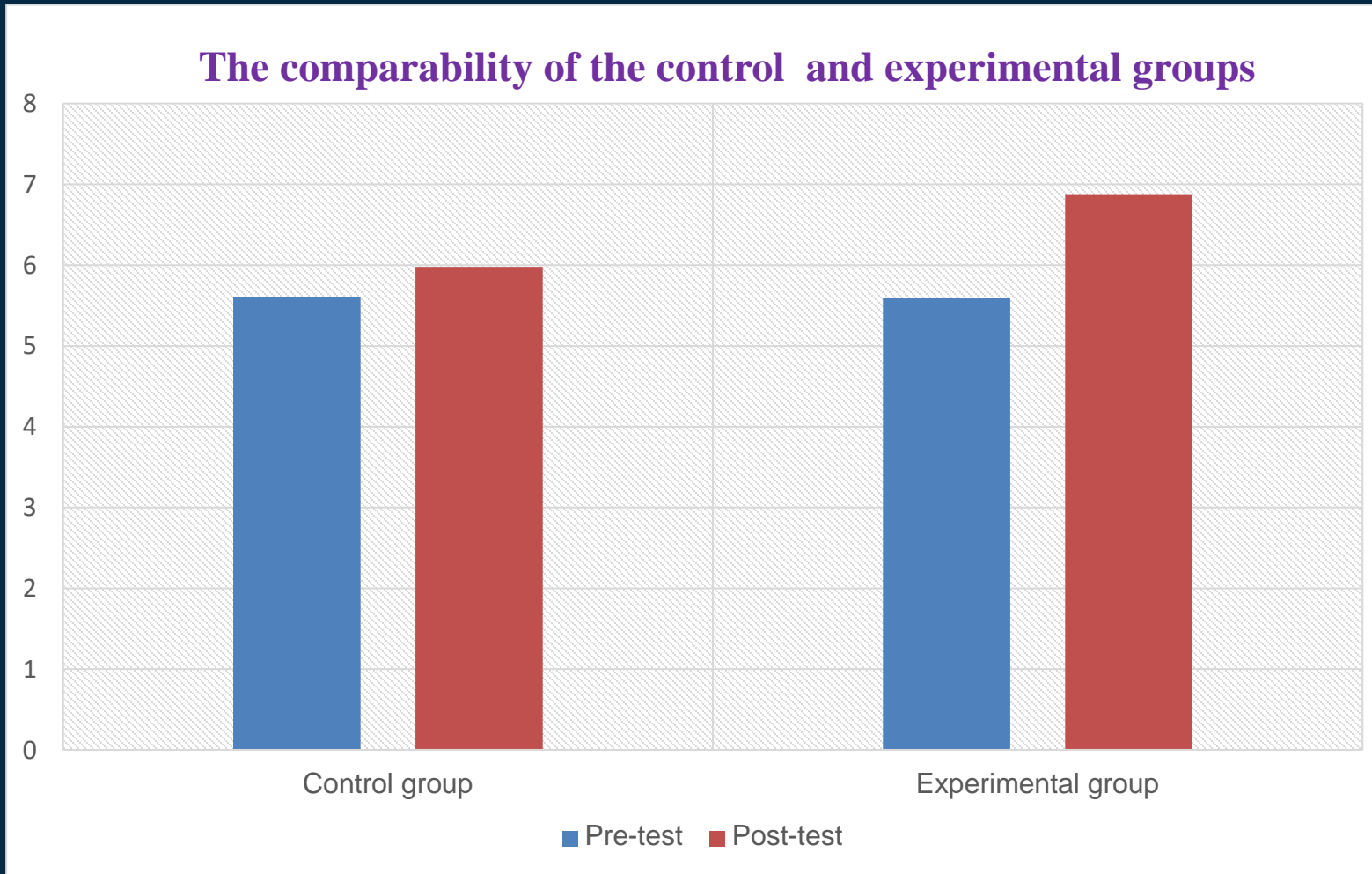


Figure 1: The comparability of the control and experimental groups

# IV. Finding and discussion

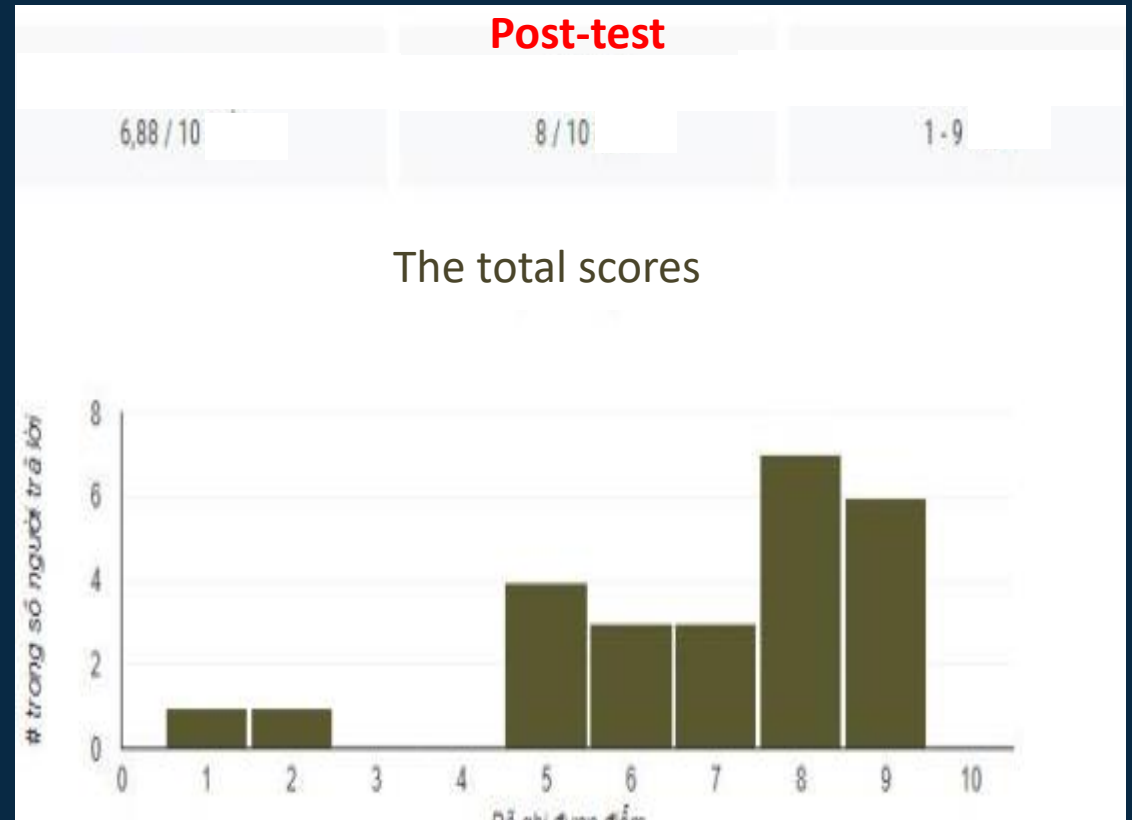
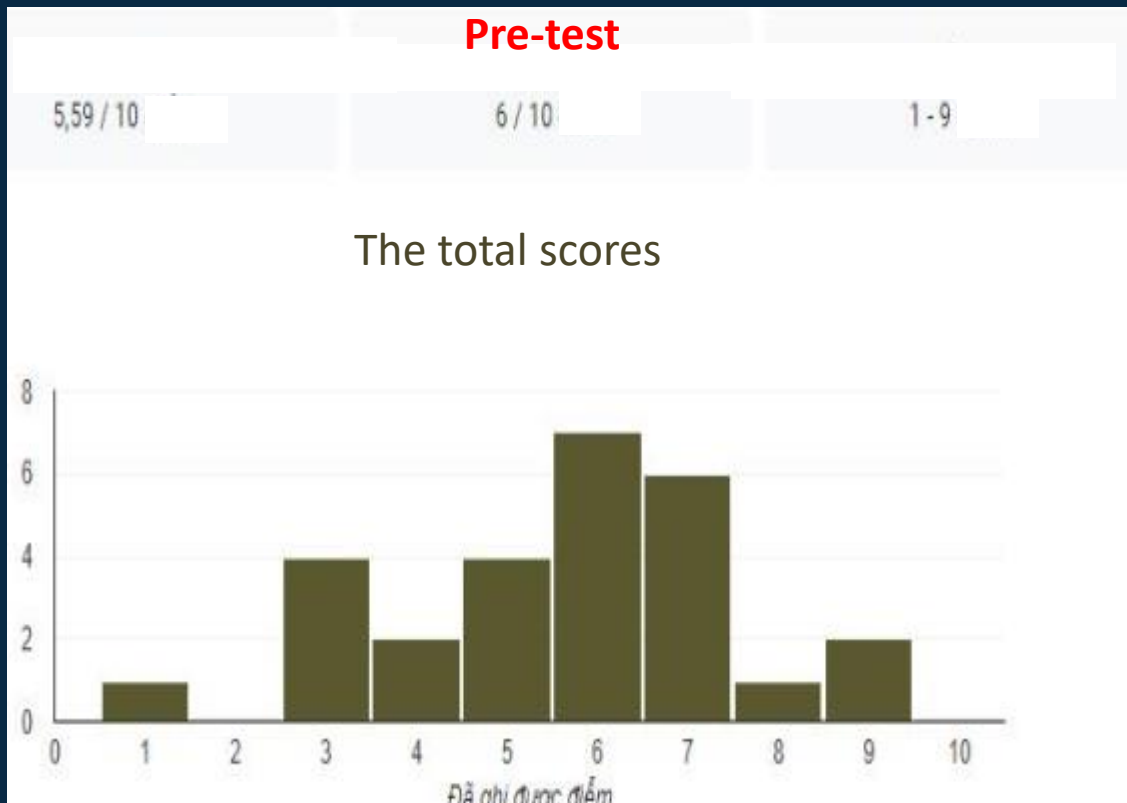
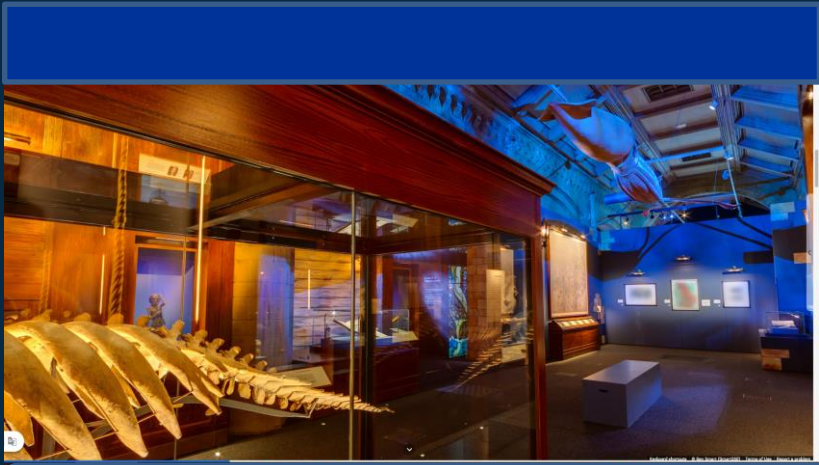


Figure 2: The result pre-test, post- test of the experimental groups

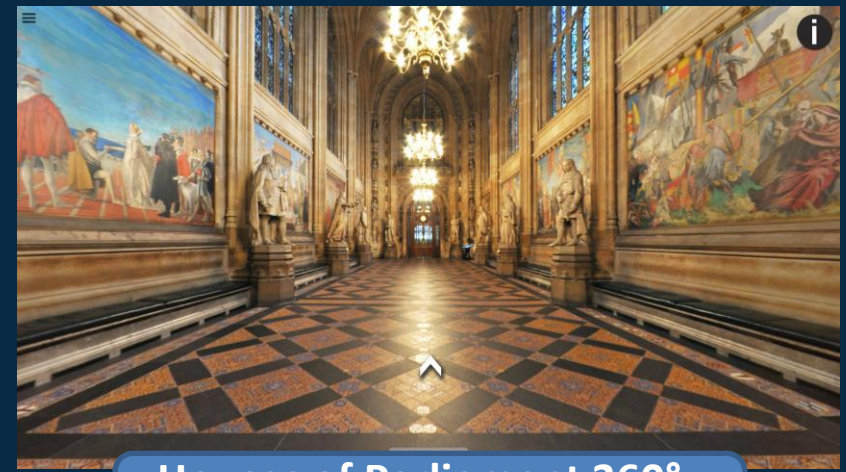
# IV. Finding and discussion

No	Items	SD	D	N	A	SA	HS	I
1	Cultural experiences in class are exciting and funny.		1	2	1	21	525	SA
2	These cultural activities help me develop soft skills.	1	2	1	2	19	475	A
3	Cultural experiences connect theory with practice.		1	2	0	22	550	SA
4	I am eager to investigate daily life, costumes and styles.		1	0	1	23	575	SA
5	I have better understanding of culture English speaking countries.	1	1	2	1	20	500	SA
	<b>Score (S)</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>105</b>		
	<b>S X Option Value</b>	<b>2</b>	<b>12</b>	<b>21</b>	<b>20</b>	<b>525</b>		
	<b>Total Score</b>					<b>580</b>		

The students' perspectives on participating cultural experience in class



**The Museum at South Kensington**



**Houses of Parliament 360° virtual tour**

**Cultural virtual tours**

QR CODE



**Virtual sightseeing tour of North America's national parks**

QR CODE



**17 Virtual tours of the UK**



Making juicy hamburgers



Project on American



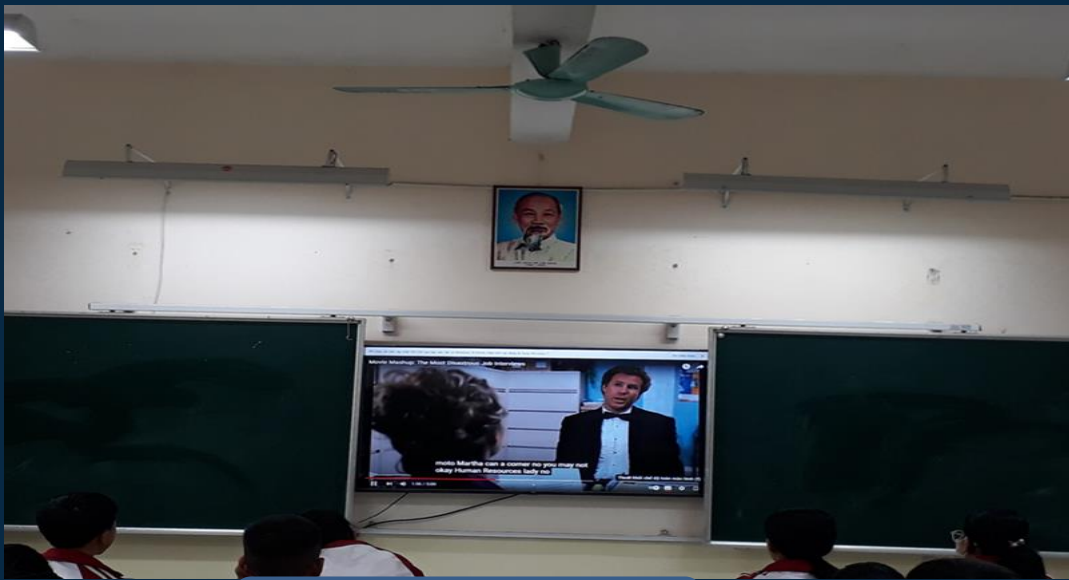
Students' presentations



Making pumpkins for Halloween



Quizzes about the culture in English speaking countries



Watching movie



Visiting an American teacher



Trying American food



British culture



# V. Conclusion

- ❖ **It is clear from the above discussion that cultural experiences are interwoven so that cannot separate the two without losing the significance of either language or culture.**
- ❖ **It is observed that most students find cultural experiences motivating, however, a few students are not easy to correspond with native teacher or in real life situations. This might be the result of learning English without proper awareness of its culture. Thus, the role of cultural experiences can't be avoided while designing lessons for EFL learners.**
- ❖ **Using techniques and strategies effectively requires that teachers should set clear objectives as well as consider what to teach to who and when. If teachers constantly monitor their classes and adjust to what they do, there is a really good chance that the methods and techniques they use will be the best( Harmer, 2001: 97)**





Thank you for attending!