



Modalidad Abierta y a Distancia

Teaching Culture in the EFL Classroom

Guía didáctica

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Teaching Culture in the EFL Classroom

Guía didáctica

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VII

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Teaching Culture in the EFL Classroom

Guía didáctica

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1. Informative data

1.1. Course Presentation



1.2. UTPL Generic Competences

- Written and Oral Communication.
- Critical and Reflexive Thinking

1.3. Program Specific Competences

Applies the linguistic knowledge of the English language in accordance with international standards at a level that allows effective communication to perform professionally in teaching English to children and young people.

Organizes the curricular models and the management of English learning focused on the experience of the learner, in the interaction with institutional, communal and familial contexts, through practice, connecting with the community, research and production as well as innovation, to promote interculturality, inclusion, democracy, methodological flexibility in training processes, personalized learning and virtual, face-to-face and / or tutorial interactions.

1.4. Issues Addressed in the Course

Limited knowledge about the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and integration of personalized learning experiences.

Limited methodological and didactic knowledge, just as it is the development of critical and reflexive thinking.



2. Learning methodology

UTPL adopted student-centered approach as the main focus of teaching-learning process which is characterized by Self-Learning methodology, with the main purpose to help students become autonomous in their learning process by providing them the necessary strategies to overcome possible difficulties and challenges that at a distance study modality implies. In addition, Self-Learning methodology is intended to awake the self-awareness of students regarding their role in the learning process and help them become independent learners but with a close guidance on the part of the tutor, whose role is to facilitate the learning process through the permanent guidelines and reinforcement of knowledge by means of the continuous communication and interaction during the tutorials. This integrated work between students and tutor provides the opportunity to achieve all learning outcomes established for this subject. Students may always contact tutor through weekly tutorial chat or zoom sessions, e-mail, and all the communication means provided by the university.

The activities proposed through the Self-Learning methodology provide students with a variety of options to reinforce the knowledge of the course topics to allow students to reach the proposed learning goals through the most suitable and flexible time management adapting learning process to the individual needs. In addition, Self-Learning methodology allows students to pace themselves in their learning accordingly and look for more information on their own since it also helps to awaken and foster natural learners' curiosity and take advantage of acquired knowledge.

Dear student,

You are about to start this new course that is loaded with important for your professional training contents. I wish you lots of success, and I advise you to trust yourself always and to give your best in everything you do. At the end you will realize that nothing is impossible if you really want it and are constant in the wish of achieving your goal. Good luck! Much inspiration and success in this new endeavor!



3. Academic guidelines per learning outcome

Learning outcome 1 and

2

- Applies the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive EFL learning environments for students
- Uses different resources to learn about Ecuadorian cultures and also the cultures of English speaking and non-English speaking countries.



First term

Through the study of this unit students will learn the meaning of the terms language, culture, become familiarized with the elements of culture, get acquainted with the relationships between language and culture, and learn the roles of cultural dimensions for effective cross cultural communication.

To reach the learning outcomes students have to attentively read the offered contents in the virtual guide, reflect on the present material, do all the recommended activities and solve self- test that will help understand the concepts addressed in this unit.

Contents, resources and learning activities



Week 1

Unit 1. Language and culture

Dear student,

Welcome to the important and exciting course of teaching culture in EFL classroom. In our modern globalized world, the success of communication implies not only the knowledge of English language but many more nuances involved in interaction between speakers of different languages. As you know, in the world now there are more non-native speakers of English than native ones. So English is used by many speakers as *lingua franca* (means of communication between the speakers who have different native languages but use English as a tool for interaction). For this reason, being aware of cultural differences is a very important and necessary issue, and teachers of English as a foreign language have a great responsibility to enable the students to achieve the basics of cross cultural communication expertise. It is us, teachers of English as Foreign language, have to transmit the respect and appreciation of not only our students native culture but also help learners develop comprehension of cultural differences of other nations.

Bieger (1995, as quoted in Bucellato, 2020, p. 10) stated that "*Students who are taught to appreciate and comprehend their own heritage eventually learn to understand the heritage of others in the process*".



Note. el.kalinicheva151621|vecteezy.com

Source: el.kalinicheva151621 / vecteezy.com

Language is a powerful tool of **communication**, a vehicle to transmit information, but the way HOW we do it depends to a great extent on our native **culture**, customs, shared values of our society and other related issues. When we speak about culture, we have to speak about language as well. **Language is the outmost manifestation of any culture.**

To prove this, just try to recall your communication contacts (if you had) with people from other countries, for example, from Colombia, Peru or any other Spanish speaking country. I am sure you could easily identify their way of speaking as "alien", or not "yours", that is to say, slightly different

from your language, expressions, words and even intonation. It happens because every country has its own culture and as it was already stated above, language is a clear representation of culture.

To establish the relationship between language and culture, and see how one influences another and vice versa, we need to define the term **LANGUAGE** first.

The next subsection is focused on description of language, why it is considered a system, and in what way it is connected with culture of its speakers.

1.1. Definition of language



Note. The image shows varieties of languages

Source: rawpixel.com | freepik.es

implies something more important and requires a certain knowledge of communication rules?

When we say the word *language*, what associations do come to your mind? Are they words, pronunciation, spelling, grammar, melody of intonation, or something else? What exactly is **LANGUAGE**? Is it simply a muscular activity or physical effort that all humans are able to perform? Or it

In addition, since our course deals with culture in EFL class, we need to know what relationships bonds, tie language and culture. So far, it has been recognized by sociologists that language is the outmost manifestation of any culture, it is a clearly cultural phenomenon. In the next subsection it will be explained in a more detailed way why it is considered so. To understand better these relationships, it is necessary to have it very clear, what language is.



Well, my dear students, I dare to remind you that in the Introduction to Linguistics course it was explained that any **language is first of all a mental phenomenon, it is a knowledge of a system of sounds and their articulation, of words and their meanings, of the way to correctly combine the words into sentences known as system of rules, and supra segmental elements such as intonation** (you already know that **each language has its own system of intonation patterns, or its melody, rhythm, pitch, etc.**).

Let us summarize the explanation of the concept of **LANGUAGE**:

- **Language is KNOWLEDGE about sounds, meaning, and grammar.**
- **For a communication system to be called language, it must have a lexicon and a grammar.**
- **Language plays an essential role in humans' life as it is a necessary tool for communication.**
- **Language is best described in terms of grammar, a system of rules.**

According to Hall, (2019), language is the tool by which humans communicate and interact with each other through the use of oral- auditory arbitrary symbols.

Indeed, language is used for many aspects of life, as shown below.



Uses of Language

- communication
- transmission of knowledge
- conveying information and facts
- ceremonial purposes
- influencing people (through orders, commands, body language, prosody)
- self-expression
- expression of emotions and feelings
- thoughts formation

Note: these are some of the language uses, such as transmission of knowledge and conveying information and facts

This is just a far not complete list of areas and aspects of life where language is indispensable.

I invite you to learn more about the definition of language

When defining language, it is also necessary to add that it refers to a **system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings.** However, language is not only spoken utterances or written symbols. We can also "speak" by means of representations of nonverbal communication such as body language, facial expression, gestures (body language and facial expressions, prosodic elements such as intonation, loudness, pitch and tone, known as Paralanguage). In addition, signs like traffic lights and symbology are also part of our communication and thus, constitute a universal language easily understood worldwide by all people regardless a speaker's native language. All these elements vary cross culturally as a part of language as a system.



Language can be also defined as a special set of symbols, letters, numerals, rules, grammar sets, etc., used for the transmission of information: the written representation of such system (alphabet).

As it was already stated above, **LANGUAGE** is a deeply **mental phenomenon.** It is **NOT INSTINCTIVE.** Humans are not born already knowing a language. It means that a child needs to make an effort to learn a language regardless if it is a native or second, foreign one. Consequently, **language is LEARNED phenomenon,** all humans need some degree of effort to learn and master it, even if it is a native language.

Consequently, language has several **characteristics and functions**, such as:

Interchangeability: exclusively human ability to be a speaker and a hearer at the same time.

Displacement: Ability to speak about things that are not present at the time and place of the utterance. (possibility of talking about future and past events; possible and not possible events, things, etc. (including the capacity to lie)).

Cultural Transmission: It is used to transmit cultural aspects of life and language. Not all of the aspects of language are innate. For ex. a child reared in Japan will learn Japanese; and if the same child is reared in France, he /she would have learned French. (It proves non- instinctive

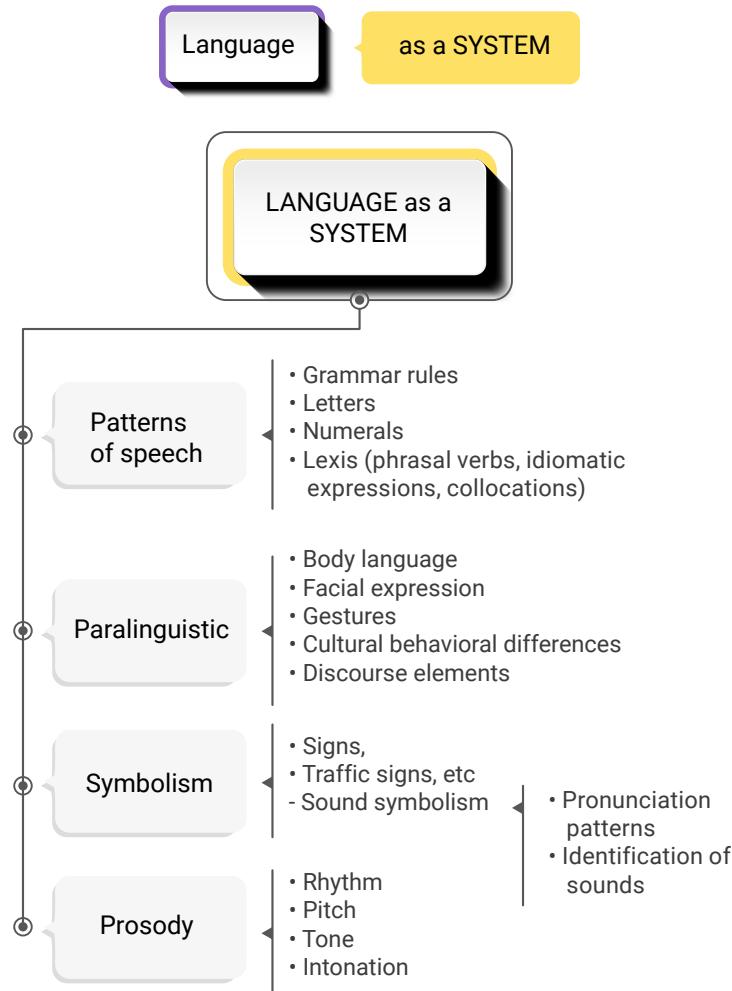
feature of language, it must be learned, with its grammar, vocabulary and other sociolinguistics cultural norms and rules).

Specialization: Exclusive human language property. You can perform a speech while doing another activity, such as, for example, driving a car, or washing the dishes.

These are just some out of many other characteristics and definitions of language. The most important and complete definition would be the statement that language is a **SYSTEM**, as shown on the Figure 1 below:

Figure 1.

Language as a System



Note: This is the graphic representation of components that belong to systematic organization of language

However, let us continue.

All people speak in patterns. A language is not just a collection of words found in dictionaries; it also refers to rules of patterns that relate our words to one another. Consequently, the notion of Language is better defined as a system, because it consists of many elements, or components, and all of them work together as parts of one complex mechanism that represents numerous tools necessary for communication. Below the concept of language is summarized.

Language can be defined as follows:

- *Human speech;*
- *A special set of symbols, letters, numerals, rules, grammar sets, etc., used for the transmission of information;*
- *All the vocal sounds, words, and ways of combining them common to a particular nation, tribe, or other speech community;*
- *The particular form or manner of selecting and combining words characteristic of a person, group, or profession;*
- *Form or style of expression in words;*
- *A **system** of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings;*
- *Any means of expressing or communicating, as gestures, signs (traffic symbology), or nonverbal communication (body language).*

To consolidate the definitions of LANGUAGE stated above, it is necessary to add some **facts about language**:

- **It is systematic**: each world language consists of its own system of grammar, articulation, lexis, intonation, symbology, signs, etc.).
- **it is a means of communication;**
- **it operates in a speech community and represents a part of culture;**
- **it is essentially human ability** (in some cases possibly not limited to humans);
- **it is learned** (it should be acquired, it is not inborn faculty of humans)

- **it is non- instinctive** (it is not inborn ability or knowledge of humans)
- *language and language learning both have universal characteristics.*
(Brown, 2000)

Language is also regarded as the product of culture, as Muir (2007) stated.

All the above will help you understand WHY language is the outmost manifestation of CULTURE and HOW these two notions are related.

To understand better the concept of language, its functions and characteristics, please do the recommended activity.



Recommended learning activity

Dear student, to get a clearer knowledge of what LANGUAGE is and to learn more about its functions and characteristics, please read the information in the following link [characteristics-of-language](#) and watch the video [What is Language? Definition and characteristics of language/Characteristics of language](#)

After watching the videos and being explained the characteristics and functions of language, provide its definition and describe language according to its main characteristics:

Note: Please complete the activity in your notebook or Word document

Well done! I am sure that you defined *language* as a *mental activity* that contains *grammar and vocabulary*, and it is considered as a system because it is composed of such elements as *phonology, prosody, lexis*, etc. etc. that represent *systematic organization* of any human language. Congratulations! You could successfully accomplish this activity defining language functions and characteristics. Good job !.

In the next subsection the relationships between language and culture will be explained. Go ahead!

1.2. The relationship between language and culture



Note: the image refers to relationships between language and culture

Source: Microone | freepik.es

I would like to start this unit section with the words of an Afghan-born American novelist, *Khaled Hosseini* who referred to the links between language and culture in this way: "If culture was a house, then language was the key to the front door, to all the rooms inside". (n-d).

In the previous subsection, it has been explained that language is the way by which people communicate with one another, build relationships, and create a sense of belonging to a community. Language represents a tool for communication not only through spoken utterances or written symbols. People can also "speak" by means of representations of nonverbal communication such as body language, facial expression, gestures. In addition, signs like traffic lights and symbology also constitute a part of our communication and thus, they belong to a universal language easily understood worldwide by all people regardless a speaker's native language.

There is a close and deeply rooted relationship between language we use and our culture. Indeed, **learning a language** has in fact been considered as **inseparable from learning the culture**. Language cannot be separated from the culture of its speakers and culture from language both concepts are closely intertwined, because they represent some of the most important parts of any society. **Culture guides behavior of the speakers and it is reflected in the language they use.**

Language is communication. No society can live without this important component of interaction. One of the **functions of language** is **Cultural transmission**: *we all become part of a society we live in; we learn patterns of acceptable behavior from our surroundings and adopt appropriate ways how to communicate with the rest of members through the language that is considered a native in our speech community.*

Culture is transmitted among members of society by means of common language: it is reflected in the way we use expressions, collocations, words,

names of food, and it even can be reflected in the names of traditional celebrations, etc.

At the beginning of this unit it was already mentioned that language is the most significant representation of culture of the society we belong to, that is why we can easily identify whether a person we talk to belongs or not to our speech community, or in other words, our culture. Language is like a vehicle of culture, or bridge between people of the same speech community.

A mankind has a long history. People live not only now, they also lived in past and will live in future. What we know now, we learned from our ancestors; our accumulated knowledge, experience and wisdom will be transmitted to the future generations by means of language.

A specialized set of language patterns serves as a common link between the members of a particular group who share the same culture.

Although culture can be transmitted in many different ways, language remains one of the most important means for strengthening, maintaining and conveying our cultural patterns and bonds. It can be affirmed that there is a mutual importance of language and culture. Each language is shaped by the culture of a society that uses it. You already know that language is not an only means of communication. However, it represents a very powerful and most representative component of a culture that makes it unique.

Defining **language as a system** is especially meaningful when establishing **links between language and culture**. Every society (or say, culture) uses its own set of rules of language, including all those systematic components such as prosody, symbols, verbal and nonverbal expression, etc., that make it unique and distinctively different from other speech community (in other words, culture).

The concept of culture will be explained in detail in the next subsection. But before we continue, please, consolidate your knowledge regarding the relationship between language and culture by doing the recommended activity.



Recommended learning activity

Dear student, please, explain the relationship between language and culture by watching the video available at: [Language is culture](#)

After watching the video, answer the following questions:

1. Why Ayanna said that language is Culture and Culture is Language?
2. Why is it completely impossible for an individual to connect to his/her society without knowing its culture or language?

Note: Please complete the activity in your notebook or Word document

Great job! I am sure you could find the answers to the questions above. Indeed, each *culture manifests itself through the language people use* in their speech communities or societies. When we start speaking about culture the conversation always centers around language and *how people interpret the concepts through the prism of understanding of their language and culture*. Well done!

My dear student, so far we have defined the concept of language and established the links between it and culture. Now it is time to focus more on the concept of **CULTURE**.

Next subsection sheds light on this notion. Go ahead!



1.3. Defining Culture and its elements



Note: The image represents the concept of culture
nationalities and who lived in different periods of history.

Word '*culture*' comes from the Latin word '*cultura*' which is related to *cult* or *worship*. Culture has been defined in a number of ways. To better understand this concept, please, read the definitions of CULTURE provided by intellectuals and famous people of varied

Donne (1624) wrote about culture in his poem "*No Man is an Island*":

"No man is an island, entire of itself; every man is a piece of the continent, a part of the main; ...any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee " (IsoladellaPoesia.com, available at: [The poetry Island](#))

Tylor (1871) defined culture as the *whole complex which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society*.

Linton (1953) wrote: *A culture is a configuration of learned behaviors and results of behavior whose component elements are shared and transmitted by the members of a particular society.*

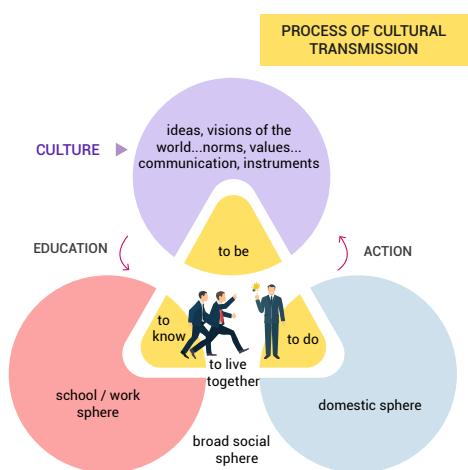
According to **Mazumdar** (1966), *Culture is the sum of total of human achievements, material as well as non-material, capable of transmission, sociologically, i.e., by tradition and communication, vertically as well as horizontally.*

Lederach (1995), referred to culture as *the shared knowledge and schemes created by people for perceiving, interpreting, expressing, and responding to the social realities around them.*

Phatak et al (2008), said that **culture is a concept that has been used in several social science disciplines to explain variations in human thought processes in different parts of the world.**

And, finally, **Hofstede**, an outstanding Dutch sociologist who contributed a lot to the culture-related issues, referred to *Culture as the collective programming of the mind which distinguishes the members of one category of people from another.*

If you attentively read the definitions, you can probably realize that culture refers to many aspects of our life. Culture has been defined in a significant number of different ways. It is not possible to provide one single definition of this concept. Basically, culture refers to the sum of people life styles, behaviors (according to each culture, the last ones can be considered as appropriate or not and judged correspondingly), beliefs, traditions. But it is just a part of what we define as *culture*.



Note: The image refers to the process of cultural transmission

It is meaningful and relevant to mention that **culture of any society refers to the way of thinking and living in a society in which each member learns and adopts a set of attitudes, values, norms and beliefs that are taught and reinforced by other members in the group.** This set of basic **shared values, understandings, assumptions, and goals** that are learned from earlier generations and imposed by present members of society, are **transmitted from generation to generation.**

Actually, culture can also be defined as the shared patterns of behaviors and interactions, cognitive constructs, and effective understanding that are learned through a process of socialization by means of common language. These shared patterns of behavior and way of thinking (known as Linguistic Relativism, that will be discussed in Unit 2, section 2.3), identify the members of a certain culture group while also help distinguish those people who belong to another culturally marked society.

NOTE: The notion of **Culture** is analyzed and studied within the fields of **anthropology** and **sociology**.

Continuing with the definition of culture, it can be said that *Culture refers to the sum of human beings' lifeways, set of behavioral rules, beliefs, feelings, thought, values, traditions; it also refers to everything that is acquired by people as social beings within a society during a certain period of time.*

Any culture is result of human interaction, and this interaction is done through the use of **language**.

To sum up, consider the information below that summarizes the concept of **Culture**:

Description of culture

- Culture guides the behavior of people in a community and is incubated in family life
- Culture governs our behavior in groups, makes us sensitive to matters of status
- Culture helps us to know how far we can go as individuals and what our responsibility is to the group
- Culture is defined as the **ideas, customs, skills, arts, that characterize a given group of people in a given period of time.**



Note: This is the summarized description of culture as collective identity of people that guides their behavior

As you can see, it is impossible to define culture with just one sentence due to its complexity and because it is an inseparable part of practically all aspects of our life within the society.

In addition, culture has several characteristics. Let us outline some of the **characteristics of culture**.

Characteristics of Culture



Nota. Image shows the relationships between language and culture

Source: freepik.es

In the same way as it is impossible to define culture with one sentence, the same is true when characterizing Culture. From various definitions that you already were provided, it can be deduced the following **characteristics of culture** as shown below.

Characteristics of Culture

- Culture is a **Learned Behavior**. We all learn our culture through the interaction with the members of our society. It describes the nature of expectations which impinge on the members' behavior. Behavioral norms determine how the members will behave, interact and relate with each other.
- Culture includes **Attitudes, Values, and Knowledge**. It is transmitted from generation to generation.
- Culture also Includes **Material Objects**. This refers to arts, architecture, clothing, food, music, stories, rituals, material symbols, and language including stories, myths, and legends
- Culture is **Shared by the Members of Society**. We all identify ourselves as a part of a certain group who share the same characteristics.
- Culture is a **Way of Life**. Kluckhohn (1949) defined it in his sense: " A culture is a historically derived system of explicit and implicit designs for living, which tends to be shared by all or specially designed members of a group".
- Culture is **Idealistic**. It means that Culture consists of the intellectual, artistic and social ideals and institutions which the members of the society profess and to which they strive to confirm.



- Culture is **Transmissive**. It is transmitted by members of Society from one generation to another. It is shared experience.
- Culture is Continually Changing. It is not static, it is **Dynamic**. This means that cultures constantly interact and change.
- Culture is **Pervasive**: it touches every aspect of life. The pervasiveness of culture is manifest in two ways. First, culture provides an unquestioned context within which individual action and response take place. Second, culture pervades social activities and institutions.
- **Language is the Chief Vehicle of Culture.**
- Culture is **Integrated**. It is shared by all members of the same cultural community.
- Culture **Varies from Society to Society**.
- Culture is **Gratifying**: it provides proper opportunities for the satisfaction of our needs and desires.

Note: the chart provides basic characteristics of culture .The definitions and functions of CULTURE are taken and adapted form EduNote, and are retrieved from: IEduNote.

Now it is time to practice! Please, do the following recommended activity to verify your comprehension of the topic.



Recommended learning activity

Please think of all the characteristics of culture explained above and try to explain them all. Can you provide examples that prove each characteristic?

To help you with this task, please watch the videos

[What is Culture?\(What is Culture?\)](#) and [What is Culture? introduction to culture](#)

After watching the videos, please, answer the questions:

1. What is culture?
2. Why culture is considered to be a system of shared beliefs, values, arts, customs, behaviors and artifacts that are transmitted from generation to generation?
3. Is culture learned or acquired behavior? Why is it shared? How is it transmitted?

Note: Please complete the activity in your notebook or Word document

Excellent job, my diligent student!

I am sure that you defined culture as a *learned experience shared by the members of a group of people who transmit the acquired knowledge from one generation to another* and who identify themselves as *belonging to the same community by sharing common beliefs, customs, traditions that govern their behaviors*. Indeed, it is a *learned and acquired knowledge* because without being immersed in the life of our society a child cannot learn the values, traditions, and acceptable rules of behavior in his/her surrounding environment and thus become an efficient member of his/her community; in other words, *everything that is acquired by a child as a social being*. It is absolutely *NOT an innate knowledge*, it must be *transmitted, learned and acquired*.

Great!

However, we have to continue the description of culture. Now let us get acquainted with the elements of culture. Consider the information provided below.

CULTURE and ITS ELEMENTS



Nota. The image contains the elements of culture

Source: creatista | vecteezy.com

to transmit that knowledge to OUR generation that are learned from the ancestors and imposed by present members of society, and to pass it on to succeeding generations, to preserve our cultural identity(this concept will be explained in the next unit).

Please, observe attentively the pictures below. Can you identify the elements that compose CULTURE? How can the pictures below explain what culture is and what are its elements? Just be attentive!

Figure 2.
Cultural elements



Note: All the images show different elements of culture , such as musical instruments, architecture

Source: Krysja | shutterstock.com

What conclusions have you arrived? I am sure that it was quite easy for you to identify the elements that culture comprises! I assume you could even

Culture consists of a great number of *elements*. Now let us get acquainted with some of them.

Culture simply cannot be defined in one-two word definition due to its complexity and richness. Everything that is related to culture simply cannot be described in that limited way. Culture consists of numerous and very varied in quality elements. Since it is our shared experience and way of living, it has the goal

identify /recognize the pictures that may fit your own Ecuadorian culture! Yes, I am convinced that within ***elements of culture*** you could identify ***food, music and musical instruments, clothing, architecture, traditions, celebrations***, and many many more than that! To have a broader vision of what CULTURE is, please observe the information below that summarizes the ***elements of culture***:

Elements of Culture

- **LANGUAGE, Jargons, and Literature, Metaphors, Stories, Myths, and Legends,**
- **Clothes**
- **Food**
- **Music/Musical instruments**
- **Social interaction**
- **Norms and rules of behavior,**
- **Symbols,**
- **Attitude,**
- **Rituals,**
- **Ceremonies and Celebrations**
- **Customs and Traditions,**
- **Material Culture (buildings, architecture),**
- **Education,**
- **Physical Artifacts,**
- **Shared Beliefs and Values**



Note: Language, literature, norms of behavior, material objects are some of the elements of culture

This list is quite not complete! I invite you to continue it! Just think of all things in your life that according to you represent your own Ecuadorean culture!

Let me comment some of the **Elements of CULTURE**.

The first, and, probably the most powerful and descriptive representation of culture, is its **LANGUAGE**, because it constitutes one of the most important characteristics, or elements, of ANY world culture. It is definitely the most eloquent and important means used to transmit information and ideas through communication and interaction with the members of the same speech community, or ethnicity, or country.

Regarding **RELIGION**, it can be stated that it significantly influences the spirituality of every society, its beliefs, and influences the life of people within a society (or culture).

Religion beliefs may affect the working and social customs of people, but most of all, the political and business life of a society. It is quite delicate issue to discuss!

When speaking about **NORMS of BEHAVIOR**, it should be mentioned that all cultures differ widely in their norms, or standards and expectations for behaving. This is one of the most important elements of organizational culture. They describe the nature of expectations on the members' behavior. These established behavioral norms determine how the members are expected to behave, interact and relate with each other, to fit the society established scheme.

Some **standards of behavior** considered the most important in any society and are imposed by it as rules to be obeyed or important and unquestionable ways of life to follow.

Next element, **VALUES**. What is value? Basically, it stands for **society's ideas about what is good, widespread belief of acceptable, or bad, wrong or immoral action, and consequently should be denied by the rest of the community**. Values determine how individuals will probably respond in any given circumstances and are inculcated in a family life from the very early age of a society member.

Next element of culture to mention is **RITUALS**. These basically refer to processes or sets of actions that are repeated in specific circumstances and with specific meaning. It is another very eloquent element of culture that demonstrates the essence of nation that makes it quite unique and distinguishes one culture from another.

Let us continue. Next element of culture is **CUSTOMS and MANNERS**. Customs are common and established practices of behavior. These are a kind of rules to be followed due to their acceptance and because they are regarded as appropriate in a particular society. With this regard there should be mentioned the rules of behavior which enforce ideas of right and wrong. These are also inculcated in family life.

When we speak about **MATERIAL CULTURE**, we refer to another element that deals with the artifacts, or material objects, that constitute a

society's material culture. It consists of objects that people make. Like transportation, communication, social infrastructure (Health, housing, and education systems), and financial infrastructure, such as banking, insurance and financial services.

But above all, we can state that LANGUAGE is the outmost representation and manifestation of culture because it plays an important role in identifying a society's culture.

Besides of its definition, characteristics, and elements, it is necessary to mention the **Functions of Culture** for human beings.

FUNCTIONS of CULTURE



Note: Functions of culture

Source: fotodrobik/ shutterstock.com

All human societies work as a system.

Culture is a part of that system that binds its members as a whole. It is due to the specific functions that it has in society as outlined below. Please, familiarize yourself with them, as they are outlined below:

Functions of Culture

- Culture creates distinctions between one organization and another (In other words, one society or another).
- It conveys a sense of identity for organization members. (Cultural identity)
- will be discussed in Unit 2)
- Culture facilitates the generation of commitment to something larger than one's individual self-interest.
- It enhances the stability of the social system. Culture is the social glue that
- binds its members as a part of one community together by providing
- appropriate standards of behavior (what is appropriate and what is not, that
- is to say, norms of behavior)
- It serves as a sense-making and control mechanism that guides and shapes
- the attitudes and behavior of its members.



Note: various functions of culture explain how behavior of society members is shaped and guided by it , based on and adapted from EduNote, retrieved from: [Culture: Definition, Functions, Characteristics, Elements of Culture](#)

Now it is time to practice! Please, do the following recommended activity to verify your comprehension of the topic.



Recommended learning activity

Please, watch the recommended video [Symbols, values & Norms](#) that explains *symbols, values, norms, elements, characteristics, functions of Culture*, available at:

After watching the video, please ,provide definition of language with the focus on its elements, characteristics and functions.

Note: Please complete the activity in your notebook or Word document

Well done, my dear student!

I am sure in your answer you included the following: culture refers to *customs, ideas, traditions, symbols (iconic monuments), heritage, way we understand and receive non material objects*. You also differentiated *material vs non material culture*.

Good job! Congratulations!

NOTE: In addition to the explanations provided in these subsections, please consider the following academic learning resource :

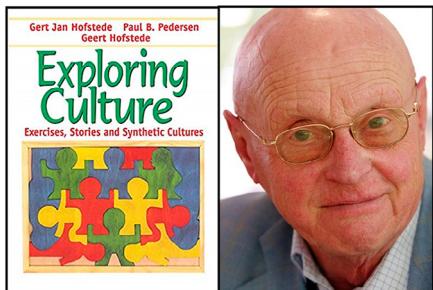
[POWER POINT #1: LANGUAGE and Culture](#) where are provided definitions of language as a system, culture and its elements .I recommend you to consider this learning resource since I presented the relevant information

In the next unit subsection, we are going to focus on very important aspects of cross cultural communication, known as **CULTURAL DIMENSIONS**. The knowledge of these dimensions, or parameters, is absolutely necessary to achieve a success during inter - cultural encounters, because as you know,

each culture consists of its own set of behavioral rules, norms, beliefs, etc. that influence the communication of the speakers who belong to different cultures (societies). The knowledge of these parameters helps achieve good communication with the representatives of other cultures.

Go ahead!

1.4. Cultural dimensions



Geert Hofstede

Note: The image include the photograph of Geert Hofstede communication.

The term **CULTURAL DIMENSIONS** was coined by Dutch Psychologist Dr. **Geert Hofstede** who published his cultural dimension's model at the end of the 1970s, based on a decade of his research in the field of cultural differences. Since then, it has become an internationally recognized standard for understanding cultural differences that influence the cross cultural

Hofstede studied people who worked for IBM in more than 50 countries. He identified **five dimensions that could distinguish one culture from another**. These are:

- 1. **Individualism versus Collectivism.**
- 2. **Power Distance (High versus Low).**
- 3. **Masculinity versus Femininity.**
- 4. **Uncertainty Avoidance (High versus Low).**
- 5. **Long- versus Short-Term Orientation.**

To achieve success in intercultural communication speakers of different cultures should be aware of these dimensions or parameters because they regulate relationships between people of other cultures and the success or failure of the cross cultural communication is highly dependent on them.

Let us analyze each of them. To do this, I recommend you the following activity:



Recommended learning activity

Please, watch the recommended videos that explain each Cultural Dimension, available at:

1. [Individualism vs collectivism](#)
2. [Power distance](#)
3. [masculinity vs femininity](#)
4. [Uncertainty avoidance](#)
5. [Long term vs short term orientation](#)

After watching these videos, outline main points of each dimension:

Individualism vs Collectivism

Power Distance

Masculinity vs Femininity

Uncertainty Avoidance:

Long Term vs Short Term Orientation:

Note: Please complete the activity in your notebook or Word document

Congratulations! I bet it was quite challenging task! When describing *Individualism and Collectivism*, you had to write that in *Individualistic culture people are less dependent on the rest of society members*, whereas in *Collectivistic one, people work for intrinsic rewards*. In cultures where there is a *high power distance*, employees never question decisions of their employers; *Masculine culture is made up of male gender roles* that focus on values such as money, success, achievement and competition, in contrast with feminine societies where gender roles are more flexible. Both men and women are expected to be caring and focused on people and quality of life. With regard to societies that score high for *Uncertainty Avoidance*, *people attempt to make life as predictable and controllable as possible*. In cultures with Long- Term Orientation, main focus is placed on the future, in contrast with Short- Term Oriented cultures where people more focused on the present or past and consider them more important than the future, and there is a high respect for traditions related to the past and present, the current social hierarchy.

If it was still difficult to complete this task, please watch the videos again, review the information offered in PDF and Power Point learning resources.

NOTE: For your deeper understanding of this topic please consider the following academic learning resources:

[PDF #1: CULTURAL DIMENSIONS](#) and [POWER POINT #2: CULTURAL DIMENSIONS and PARAMETERS](#)

I recommend you to consider both learning sources since they may be helpful in your studies due to the relevance of the information.

IMPORTANT:

To learn more about Cultural dimensions, its characteristics and their role for cross cultural communication, visit and study web source [Hofstede's dimensions of culture](#). Please, focus on the explanations of each cultural dimension

Well, dear student, we come to an end of the first unit. Now it is time to practice. To consolidate your knowledge and check your progress, please solve first self – test. Go ahead and good luck!



Self- assessment 1

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

1. Language is the outmost manifestation of culture

- a. True.
- b. False.

2. Culture is innate human property

- a. False.
- b. True.

3. Language is a mental phenomenon.

- a. False.
- b. True.

4. Taking risks to have success is accepted in Low Uncertainty Avoidance cultures

- a. False.
- b. True.

5. Respect for traditions related to the past and present, together with high consideration for social hierarchy are features of LONG-TERM Oriented cultures.

- a. False.
- b. True.

6. Culture is the result of:

- a. Creativity of people.
- b. Laws of nature.
- c. Human interaction.

- 7. In High Power Distance cultures people:**
- a. Are expected to show only positive emotions to other with high status.
 - b. Are allowed to question authorities and expect to participate in decisions that affect them.
 - c. Tend to distribute power equally.
- 8. Legends, myths, behavioral rules, traditions are some of the elements of culture.**
- a. False.
 - b. True.
- 9. Write your own definition of the term LANGUAGE:**
-
-
-
-

10. Match each characteristic of culture according to its description:

A. Material Objects	1. Intellectual, artistic and social ideals and institutions which the members of the society profess and to which they strive to confirm.
B. Idealistic	2. We all learn our culture through the interaction with the members of our society.
C. Learned Behavior	3. Arts, architecture, clothing, food, music, stories, rituals, material symbols, and language including stories, myths, and legends. 4. Cultures constantly interact and change.

You may check the correct answers at the end of this guide.

Answer Key

If there were some mistakes in your answer, take it easy and simply re read the contents again, be attentive! You can do it! Good luck!



Week 3

Through the study of this unit, students will be familiarized with the concepts of cultural identity, its links with language, culture and how this relationship is reflected in linguistics identity. The theory known as Linguistics Relativism is explained, too.

To reach the learning outcomes students have to attentively read the offered contents, study the corresponding chapters of the textbook, reflect on the present material and do the recommended activities.

Unit 2. Cultural identity and language



Note: The image refers to language, culture and identity relationships person.

In the previous unit you became acquainted with the concepts of language and culture. You already know that culture is somewhat different from what we may consider as simply good table manners, polite behavior in public places, soft voice while speaking or other characteristics of a "cultured person". Culture, from this point of view, would basically refer to some characteristics of a person.

You all heard about "cultural events" such as dramas, shows, concerts or other entertainment activities. etc. However, in this case culture could be seen as a part of aesthetic aspects of our life.

From the already provided definitions of culture you know that this term in the sense how we analyze it from its social perspective, is so vast and broad! This concept covers many sides of our life as mentioned in Unit 1.

Sociologists and anthropologists define culture in a number of ways. To remind you, culture is a set of several elements, such us rules of behavior, common values, arts, music, food, architecture, traditions, customs,

celebrations, clothes, beliefs, feelings, myths, legends, shared knowledge, etc. and, most importantly, COMMON LANGUAGE.

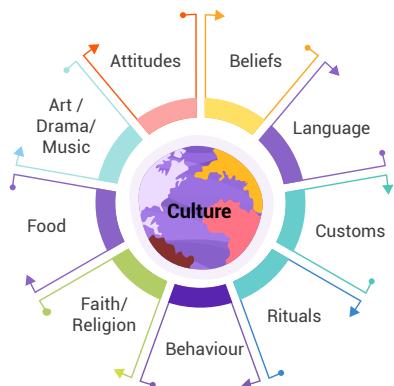
Indeed, language represents a very significant expression of behavior, a phase of human activity. Actually, language is one of the most eloquent expressions of culture of the community to which we belong, the bonds and links that unite all its members.

Culture is constantly changing, and transmitted from one generation to another or shared between the members of a society by means of its outmost manifestation- through the language. Thus, language represents one of the most important vehicles between its users (people) and the cultural patterns of a determined society.

With this regard, it is necessary to point out culture may also be defined as our **collective identity**. Let us learn more about this concept. The next unit subsection sheds light on this concept definition.

Go ahead!

2.1. Culture and language as collective identity



Note: The image includes the elements of culture that are defined as collective identity

Source: alexdndz / vecteezy.com

From the socio-cultural point of view, **culture is our collective identity**. How do you understand this? Let me explain it.

First of all, we need to define the concept of **IDENTITY**.

It has been stated in the first unit that language is a primary means used to transmit information and ideas. It is used for communication between its members. You also know that language is a system. So when we speak about a specific culture, we cannot separate it from the language used by its members in all its complexity, that includes grammar, vocabulary, discourse rules, etc. etc.

There is another way to define culture.

From the socio-cultural point of view, **culture is our collective identity**. How do you understand this? Let me explain it.

The notion of **identity** was first conceptualized in the 1560s from the French term "identité," which stemmed from the fifth century Latin "*identitatem*," meaning "sameness."

"Identity" is also related to the Latin "*idem*," meaning "*the same*," which was abstracted from "*identidem*," meaning "*over and over*." In other words, identity refers to the condition of being oneself and not another; it is a sense of Inclusiveness (the state or fact of remaining the same one or ones, as under varying aspects or conditions), as a part, or member of the same social group or community.

We can distinguish the following **types of identity**:

- **Social** – as belongingness to the same gender, class, community that shares the same cultural norms that may signal in-group membership.
- **Personal** – the way people behave and talk to each other, shared language
- **National** – it basically includes common language and its elements as a whole system, culture, music, history, traditions, customs, beliefs, national symbols (anthem, hymn, flag, etc.)

You know, that culture also refers to the way of thinking and living in a society in which each member learns and adopts a set of attitudes, values, norms and beliefs that are taught and reinforced by other members in the group. This set of basic assumptions is a shared system that is transmitted from generation to generation. This function of culture is known as *Cultural Transmission*.

A culture also consists of principles and laws that shape how an individual should interact with the outside world. Consequently, members of any culture identify themselves by the fact that they share some similarity, that is to say, they can identify themselves as a PART of a concrete cultural group or society. The observable aspects of culture are food, clothing, celebrations, religion and language (just a part of cultural heritage).



Thus, CULTURE definitely is our **collective identity**, something that characterizes us and makes us identify ourselves in a given period of time as part of concrete group of people who share the same ideas, customs, traditions, food, celebrations, music, dress code, skills, arts, values, architecture, LANGUAGE and literature, rules of behavior imposed and accepted by all the members of OUR group to which we belong.

Now let us define the culture as a collective identity. Go ahead!

2.1.1. Cultural Identity



Note. the image refers to uniqueness as an important element of cultural identity

The sense of belongingness to a concrete cultural group is known as **cultural identity**.

This feeling of being part of a big common group, or identity, guides the behavior of people in a community and is formed by our family life and it also includes the common language people use in their speech communities.

I invite you to learn more about cultural identity.

To better understand what collective identity means, just have a look at these pictures to identify Ecuadorean culture which most of you possibly represent... or which pictures are alien to you, and do not reflect " your" identity?

Please, observe attentively the offered pictures, to have a clearer idea of cultural identity notion.

Figure 3.
Several cultural identities



Note: Pictures present elements of cultural identity such as clothes , dance , physical appearance

I am sure it was quite easy to identify yourself as a part of a certain group just by looking at the pictures above! So we can now define what cultural identity means. It is our feeling as belonging to a certain group of people who share the same, or very similar, characteristics. The way we dress, behave, celebrate, etc. refers to our social and **cultural identity**.

A person's understanding of their own and others' cultural identity develops from birth and is shaped by the values and attitudes learned at home and in the surrounding community.

This identity becomes stronger over time as people develop sense of belonging to "their" society. For example, let us try again to identify your Ecuadorean identity:

Look at the pictures below. Even if you do not belong to any indigenous ethnic groups that inhabit Ecuador, you can easily distinguish "yours" from those who do not belong to "your" citizens.

Figure 4.
Cultural Identities



Note: the images represent different cultural manifestations

I am pretty sure that you could label Ecuadorian Indians as part of YOUR (not Peruvian or Mexican or Bolivian) culture even if you do not belong to any of that indigenous ethnicity or community.

It is necessary to emphasize that that **cultural identity is SHARED**, and it becomes **COLLECTIVE**, and therefore, it governs our behavior in groups, makes us sensitive to matters of status and helps us to know how far we can go as individuals, and teaches us what our responsibility to the group is. A person's understanding of their own and others' cultural identity develops from birth and is shaped by the values and attitudes learned at home and in the surrounding community. This identity becomes stronger over time as people develop sense of belonging to "their" society.



A shared cultural heritage creates a sense of belonging through community acceptance.

We may conclude that **cultural identity refers to the shared values, beliefs, customs and histories, legends, religion, traditions, life style, behaviors,**

and even physical appearance, clothes, food, celebrations, etc. etc. These characteristic of culture shape the way a person thinks, behaves and views the world.

To sum up, I would like to offer you the following quotation regarding cultural identity and its relationships with language:

Hilliard (1983), quoted by Robinson and Clardy (2011), referred to language not as a simply means of communication but rather as a source for expressing cultural identity.

From the psychological point of view, "*language is a prime source of cultural identity. It is also a cognitive structuring of the world which is linked to one's worldview, identity, self-concept and self-esteem*" (p.27).

To understand better the notion of cultural identity is, please, do the recommend activity below.



Recommended learning activity

Please, watch the recommended video [**What is Cultural Identity? What does cultural identity mean?? Culture identity meaning & explanation**](#) that explains the concept of Cultural Identity.

After watching the video, answer these questions:

1. What is "self- perception"?
2. How do members of society identify themselves as a part of the same cultural group?
3. What are "Cultural Identifiers"?

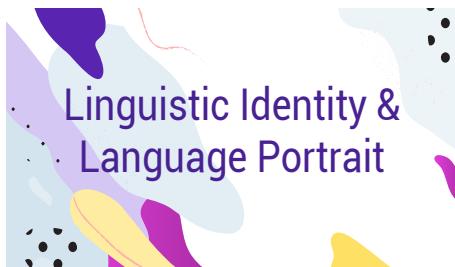
Note: Please complete the activity in your notebook or Word document

Well done! I am sure it was an easy task! Of course, when speaking about self- perception and cultural identifiers, you have mentioned the following: *location, gender, race, ethnicity, language, customs, behaviors, history, nationality, religious beliefs, food, clothes!* Good job!

Understanding how human beings feel, respond, believe and value is an exceedingly important aspect of a theory of foreign or second language

acquisition. With this regard it is necessary to introduce another concept relevant for EFL teaching and understanding of target culture, linguistic identity, since it involves language of its users. Go ahead! The next unit subsection explains this term.

2.1.2. Linguistic identity



Note: Linguistic Identity definition
fundamental to cultural identity.

All world cultures are created through communication and language is one of the principal means of universal communication. It is a primary tool used to transmit information and ideas. It is a vehicle by which culture and its traditions and shared values are transmitted and preserved. It is

It is true for people everywhere, worldwide, regarding their ethnicity, nationality, political convictions, religious credo or social status.

This definition fits the idea that language is not just mere way of communication and interacting with others. Language is always present in the cultural environment (or context), consequently, it is reflected in people's cultural identity, as it was already explained in the previous subsection.

In the previous subsection it was explained the concept of **Identity**: it basically refers to the **conception, qualities, beliefs, and expressions that make a person to self-identify as belonging to a group of people from the same community**. Within this regard it is distinguished different types of identity, such as *national identity* and *cultural identity*.

For example, the way we dress, behave, celebrate, etc. refers to our social and cultural identity. You also know that culture is known as our collective identity.

Dear student, I invite you to expand your knowledge about linguistic identity

You already know that language is the most expressive and significant manifestation of culture, and it represents an important social function since it fosters feelings of group identity and solidarity. All people base their collective identity on the language they commonly use, especially their

common native language. This common language within a community helps its members to create their own **Linguistic Identity**. Let me clarify this.

Knowledge of our native language can help because it permits a clearer understanding of the situation because it provides direct access to local people and contributes to understanding of implied meanings, interpretation of direct and indirect messages. Our common native language is transmitted from one generation to another and influences many aspects of culture and is closely linked with education. There are strong links between national language and a sense of belonging to a certain national group (part of national identity, ex: subject taught in schools- "national language"), thus, we create our linguistic identity-we identify ourselves as a part of a concrete society, or nation, because cultural Identity is closely linked with cultural aspect of communication as well. A person's sense of identity or belongingness to the same community is based on their cultural identity.



Consequently, we may define **LINGUISTIC identity** as a shared way of communication, including all those elements of language as a system such as **verbal, non-verbal (paralinguistic) ways of transmitting messages, turn- takings, idiomatic expressions, collocations, behavioral rules and norms** (for example, the rules for interrupting someone during conversation, overlapping during interaction, minimal acceptable silence, modulating voice loudness and speed while speaking among other).

By observing or listening to how a person uses language we can immediately identify or recognize him/her as a part of "our" or "alien" group of speakers. Even ACCENT (the way people pronounce words) can be considered as a part of linguistic identity, together with other prosodic elements such as intonation, pitch, tone of voice, speed of speech delivery and rhythm. Accent may indicate geographical region, social status, educational level of the speakers within linguistic community and their belongingness to a concrete linguistic group. As an example, we may recall the speech of Ecuadorean people in Cuenca, Cost Region, Highlands, or in different parts of the USA).



To sum up, **LINGUISTIC IDENTITY** is person's identification as a speaker of one or more languages, it indicates you that you consider yourself belonging to a certain group of people that speak your language.

Common language within a community helps its members to create their own Linguistic Identity and boost their sense of belongingness to the same speaking community or group.

Our linguistics identity is closely linked to the language we speak and the culture to which we belong. Language and culture are essential to children's identity development as well.

How linguistic Identity manifests itself

Cultural manifestations

As a part of our linguistics identity, we can find the use of language in: jargons, slang, metaphors, stories, anecdotes, and jokes that are shared in a linguistic community, in literature (novels, poetry, legends, myths), even in music (songs lyrics), in ceremonies and celebrations (for example, the term "*año Viejo*" is one of excellent demonstrations of linguistic identity of Ecuadoreans, because on other countries(cultures) this celebration is known as *New Year*).

Linguistic identity may also be influenced by some other cultural particularities. In case of Ecuador, for example, a significant amount of words from Quichua language such as

guagua, atatay, achachay, taita, guagua, ñaño/a, shungo, cushki etc. make the language Ecuadoreans use unique and clearly distinctive from the one used in other Spanish speaking communities in the Latin America.

Family and First Names

Names can also carry important meanings for individual linguistic identity. Naming practices constitute important proof of expressions of linguistic identity. It is also true for other world cultures. Girls in Saraguro (Ecuadorean ethnic group) may be given names like *Ñusta* (meaning Queen), which is another example of linguistic identity expression.

Furthermore, in Indian culture female name *Arya*- meaning *Noble Goddess*, in Bangladesh male *Aditya*- with the meaning *Sun*, female *Aashni-Lightning*, Irani female name *Mitra*, or *Sunny*. The old Slavic name *Yaroslav* (by the way, it is the name of my younger beloved son), refers to deity of the sun *Yarilo* (God of Sun, or Spring) and *slav*- meaning *glory*. The whole name consequently means *Glory of the Sun*.

Address forms

Within linguistic identity it is also necessary to mention addressing practices. Some cultures may have an array of address forms ranging from very informal to very formal. For example, a person may be addressed only by his /her name, or academic title, or typical address form proper for a nation's language. To illustrate this explanation, observe these examples:

John, - John Walker, - Mr. John Walker, Mr. Walker,

Roberto, Roberto Fernández, Sr Roberto, Sr Fernández, Sr Don Roberto, Sr Don Fernández,

Sr Ingeniero, Don Ingeniero, Sr Don Ingeniero, etc.

I suppose that from the examples above you can easily infer YOUR own cultural linguistic belongingness.

Interesting fact that in some Asian cultures people avoid using first names, hierarchy in family is strictly considered when addressing elderly person or other family members.

Patronymics

This cultural manifestation of language is proper for some Slavic cultures. As an example, let us recall my own name that probably called your attention: NINA ALEXANDROVNA NESTERENKO. It consists of the firsts (given) name, *Nina*, the last, or family, name *Nesterenko*, and patronymics *Alexandrovna* which means that Nina is the daughter of a father with the name Alexander. This is clear manifestation of linguistic identity proper for some Slavic cultures and languages since just limited number of speech communities adopt the use of patronymics.

Dear student, to understand better the notion of linguistic identity please, do the recommend activity below. Time to practice then! Take your time, dear students, for your own benefit!



Recommended learning activity

Please, watch the recommended videos [How Language affects identity?](#) And [Language and Identity](#) that explain the concept of LINGUISTIC Identity.

(NOTE: The last video might not contain sound but subtitles which facilitates its comprehension)

After watching the videos, answer the following questions:

1. What manifestations of culture are?
2. What aspects of language can help determine a person's culture group or ethnicity?
3. In what way can language affect our identity?

Note: Please complete the activity in your notebook or Word document

Well done, my dear student! I am sure it was not difficult to answer all the three questions. In your response you have probably included the following words: *celebrations, media, clothes, language, accent, vocabulary choice, intonation*. You should also have mentioned the idea that *rules of society impose behavior and are reflected in language use*. If you mentioned that, great! You correctly understood the concept of linguistic identity.

If you felt somewhat confused when completing this task, please watch the video again, review the information offered in Power Point learning resources.

Next important topic to discuss is **Linguistics Relativism**, a theory that explains how language and culture are related, and how language of its users shapes the way people think. Please go for it!

NOTE: For your deeper understanding of this topic please consider the following academic learning resource :

[POWER POINT #3: Cultural and Linguistic Identity](#). I recommend you to consider this learning source since it may be helpful in your studies due to the relevance of the information and its

Now, I invite you to participate in the next interactive game

ELEMENTS AND CHARACTERISTICS OF CULTURE



Week 4

2.2. Linguistic Relativism: relationships between culture, identity, language and

Thinking



Note: The relationships between language, thinking and culture

I would like to start this unit section with the words by Wilhelm von Humboldt who said them in 19th century: *"The diversity of languages is not a diversity of signs and sounds but a diversity of views of the world."*

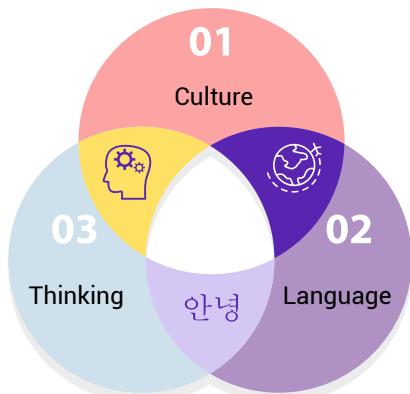
Indeed, the way people view the words is directly linked with their cultural identity and it is reflected in the language use.

Our native language shapes our cognitive faculties and determines the way we behave and interact in society, it controls and affects our world-view, determines how we interpret our environment through the prism of our culture. Obviously, speakers of different mother tongues have different world-views since words we use in our native language depend on our cognition and affect our lives.

To put it simply, the ways we see the world, our culture (in other words, our collective identity) shapes our thinking, and it is reflected in the language we use. So, language, culture and our collective thinking, as a part of our cultural identity, are closely intertwined as shown below:

Figure 5.

Relationships between culture, language and thinking



Note: it is possible to observe how culture, language and thinking are intertwined with each other

The notions of culture and language can't be separated from each other since one is manifestation of another, and the relationship between the is very close. You simply cannot understand or appreciate one without a knowledge of the other. This relationship is reflected in thinking process of members of a linguistic community as well.

As it has already been mentioned in this guide, people's culture is reflected in the language they employ (see above explanations of linguistic identity).

We can state that language is definitely the expression of the spirit of a nation, and the language structure influences the way in which speakers of that language view the world.

As it was already mentioned, people speak differently because they think differently, and that they think differently because their languages offer them varied ways of expressing the world around.

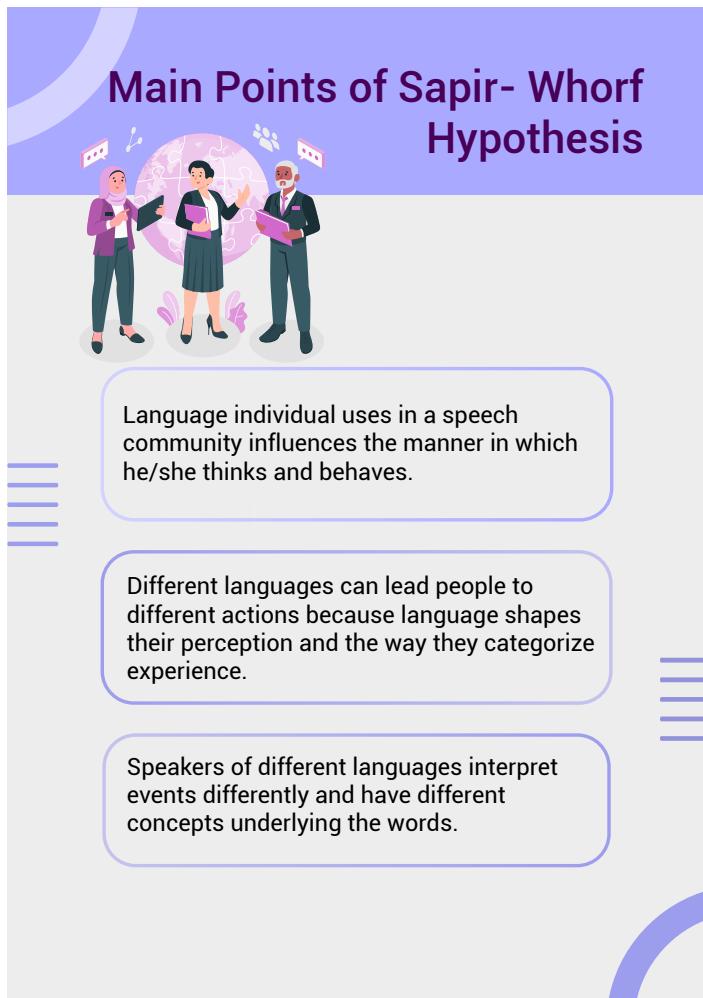
The different ways of looking at culture and its relationships with language and the view how it affects language users resulted in a theory known as **Linguistic Relativism**.



Linguistic Relativism basically explains that people speak differently because they think differently, and that they think differently because their languages offer them varied ways of expressing the world around.

The **Linguistics Relativity theory** was outlined simultaneously by two scientists, **Edward Sapir** (1858-1942) and **Benjamin Lee Whorf** (1897-1941). Now it is known as **Sapir- Whorf Hypothesis**. Let us learn some main points of this theory as shown on the figure below.

Figure 6.
Main Points of Sapir- Whorf Hypothesis



Note: Main points of Sapir –Whorf hypothesis state that language influences the people's behavior and at the same time it is shaped by the thinking process

Source: stories / freepik.es

To better understand the essence of this theory, or hypothesis, let us analyze some concrete examples of language people use.

As mentioned above, our language reflects our own thinking, and is closely related with our daily life needs. The things, objects, daily activities, notions that are very important for our culture have their names and are reflected in the language we employ.

Let us take the word "banana". It is definitely loaded with a very special meaning for Spanish speaker of Ecuador. Since this fruit represents a very important aspect of Ecuadorean society and its culture, so that is why Spanish of Ecuador has many different terms to refer to this fruit. There are words like *verde*, *maqueño*, *seda*, *plátano maduro* or simply *maduro*, etc. This happens because this fruit constitutes an important part of Ecuadorean culture, and this importance is reflected in the language Ecuadoreans use. Whereas, in Russia, this is not a part of its culture that is why for Russian speakers it is quite enough to simply use the word "banana" without specifying its color or variety. Another example could be word potato. As you know, the potato plant is originally from the South America, and constitutes another important food for a great part of Ecuadorean population. For this reason, there are many terms referring to this vegetable as: *papa chola*, *papa Maria*, *bologna*, *negra*, etc. etc., I am sure you can continue this list. However, for European countries (and cultures) where this product was introduced after the discovery of America by Christopher Columbus, it does not represent an essential addition to their eating habits. Consequently, it is reflected in language of some European countries, where people only use one word *potato* to refer to this vegetable in general.

Let me add one more example-actually, it became a classical explanation of Linguistic Relativism theory- the word *SNOW*. In English, there is only one word for snow, but in the Inuit language, as well as in Russian and Ukrainian, many words are used to describe snow: "*wet snow*," "*clinging snow*," "*frosty snow*," "*melting snow*," "*freshly fallen snow*", and so on. The same example is also applicable to Russian and some other Northern-European cultures and languages, because snow represents one of the very important aspects of Russian life and culture, as for some Northern European languages as well. That is why its importance is reflected in wide variety of words in the Inuit, Russian and other Northern European languages indicating different states of snow and its importance for its speakers. How many words for the notion of snow a culture may have depends on whether they experience snow or not.

One more example of linguistic relativity will help you to understand the main concept of this theory that focuses on how people's culture is reflected in the language they use.

The population of Trobriant islands in Pacific Ocean live on fishing, so their survival is completely dependent on this activity. Thus, the language of inhabitants of these islands contains significant amount of words related to the states of the ocean, weather, kinds and types of fish since all these items are crucial for their daily life and survival. However, in their language do not exist words related to birds since hunting is not important activity for them. Instead, all the birds and flying insect interesting fact! even airplanes fit this category!) they refer as "*something that flies high above*".

Well, I hope it is clear now what Linguistics relativity theory is about and how it explains in what way language used in different cultures shapes people's thinking.

To consolidate your knowledge, please do the recommended activity below.



Recommended learning activity

Please, watch the recommended video [Does language shape how we think?](#) regarding LINGUISTIC RELATIVISM.

After watching this video, please, outline the main points of Linguistic relativism theory:

Note: Please complete the activity in your notebook or Word document

Was it difficult? I bet, you managed to pick up the main ideas, or point, of this theory. You should have used the ideas that center around the following: language and cognition are very related and influence each other which can be observed in the vocabulary people use, notions they use to refer to the surrounding environment, language we speak reflects our reality, and there are close ties between language, culture and people thinking.

Good job! Congratulations!

NOTE: For your deeper understanding of this topic please consider the following academic learning resource:

POWER POINT #4: Linguistic Relativism Theory

I recommend you this learning source ; it may be helpful in your studies due to the relevance of the information, examples, and its compact format .

To learn more about LINGUISTIC RELATIVISM, its main points and examples, visit and study web source **Open Educational Learning Resources Linguistic Relativity**

Please, focus on the topics related to HOW language influences thought and all topics related to Linguistic Relativity.

Now after successfully completing this second unit, it is time to check your knowledge you got through its study.

Please, answer the questions of the self- test, to verify your achievement and progress so far. Good luck!



Self- assessment 2

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

1. Cultural identity refers to:

- a. Empathy between the speakers of the same language.
- b. Shared values and heritage.
- c. Respect and tolerance toward alien culture.

2. Which of the following statements defines *identity*?

- a. It is the conception, qualities, beliefs and expressions that make a person or group different from others.
- b. It is the capacity to understand or feel what another being is experiencing from with the other being's frame of reference.
- c. It is the capacity to recognize another's perspective or mental state.

3. Linguistic identity is a part of our cultural identity.

- a. False.
- b. True.

4. Person's identification as a speaker of one or more languages is known as:

- a. Cultural Identity.
- b. Linguistic relativism.
- c. Linguistic Identity.

5. A person's sense of identity or belongingness to the same linguistic community is based on their:

- a. Cultural identity.
- b. Social identity.
- c. Social status hierarchy.

6. **Linguistic identity can be influenced by languages of other ethnic groups within the same country.**
- False.
 - True.
7. **"People speak differently because they think differently, and that they think differently because their languages offer them different ways of expressing the world around". This is the main point of the theory known as:**
- Linguistic Relativism.
 - Universal Grammar theory.
 - Innativism.
8. **Accent in speaking is linked to Linguistic Relativism.**
- False.
 - True.
9. **Characteristic that does NOT describe linguistic identity is: It...**
- includes verbal and nonverbal elements of communication.
 - refers to the ability to recognize the diversity of sounds, words and utterances of a language.
 - comprises idiomatic expressions, collocations and metaphors.
10. **Explain whether Cultural Dimensions and Linguistic Relativism Theory are related? Do they have anything in common**
-
-
-

You may check the correct answers at the end of this guide.

If there were some mistakes in your answer, do not worry and simply take your time to re-read the contents again, watch the recommended videos and review again the suggested activities. be attentive! You can do it! Good luck!

Answer Key



Week 5

Through the study of this unit, students will be familiarized with the concepts of cross cultural communication, intercultural competence, the reasons for misunderstandings that may occur during intercultural encounter, and get acquainted with the notion of language and intercultural proficiency and their role for learning English as a foreign language.

To reach the learning outcomes students have to attentively read and study the offered contents, reflect on the present material and do the recommended activities.

Unit 3. Cross culture and miscommunication

In this unit the concept of miscommunication will be explained. When speaking about culture, miscommunication is the most frequent thing that occurs. How to understand this? You already know that all cultures are manifested through communication. The native language is known as a vehicle to establish relationships between the members of the society.

A language is a part of culture, and a culture is a part of language; we cannot separate them because they both are very intertwined.

When we communicate, our culture is revealed in the language we use (this is known as Linguistics Relativism theory that was already explained in Unit 2), in our beliefs, our ways of behaving, acting with people, leading a conversation and some behavioral norms that we always follow, choosing the topics of conversation, etc.

When we interact with a person from another culture we automatically apply our own norms of communication, behavior, rules of maintaining a conversation at a discourse level, etc. In many occasions our ways of communicating and behavioral norms do not coincide with the ones of the person from another culture, and this may lead to a clash between cultures.

In addition, at linguistics level people also may misunderstand each other even if they speak the same language, let us say, English, when it is used as lingua franca (means of communication between people with different native languages). This can also be true even when we speak with someone

who also has the same native language, for example. Spanish. Speakers may misunderstand each other at lexical level due to dialectical variations, at phonological, and semantic (the same notions may have different meanings), like the word, *guagua*. This word refers to baby, in Ecuador, and to urban bus, in Cuba, just one of the examples.

This may happen no only because people may not understand the words correctly, but mostly because they may INTERPRET them in a wrong way, since communication and language are closely related with the speaker's culture. These implications of language use vary according to the culture of the speakers.



When different sociolinguistic norms (conversational rules) are involved it may lead to MISINTERPRETATION of meaning. This clash of culture and language in cross-cultural communication may result in miscommunication. Our values, our ways of communication, even body language and the word meanings may have different connotation, and all this may result in cultural breakdown.

In other words, cross-cultural miscommunication occurs when a representative of one culture sends a message to a person from another culture, but this message is not interpreted appropriately due to differences of cultural norms and particularities of another culture. That is to say, cross-cultural communication breakdown happens when the person from another culture does not receive the sender's **intended**, in other words, literal, or exact message (the message that a sender tried to transmit without any other side purpose).

These misunderstandings can occur at different levels: they may cause wrong interpretation of some gestures (handshakes, customary greeting kisses between people of the same sex, prolonged eye gaze, distance between the speakers or touching during the conversation), body language (the same gestures may have different meanings in different cultures), body posture and usage of certain phrases and words in similar situations may be appropriate in one culture but not acceptable or wrongly interpreted in other. To avoid miscommunication, it is necessary to develop mutual respect and cultural awareness, or **cross-cultural communication competence**.

It can be stated that success in cross-cultural communication lies in the process of recognizing both **differences** and **similarities** of cultural groups in order to effectively engage within a given communication context. To achieve this, as it is mentioned above, speaker should have a certain degree of **cross cultural communication competence**, or expertise (knowledge), to interpret correctly the intended message sent by a speaker of another culture, to avoid miscommunication (misinterpretation of the sent message).



Cross cultural communication competence refers to the ability to interpret and use correctly the cross cultural communication.

Successful communication is a complex issue. In order to interact efficiently with people from other cultures, it is necessary to have strong cross-cultural communication skills, or cross cultural communication competence, together with the awareness of diverse cultural backgrounds and how their communication styles differ.

3.1. Communication and Culture

Culture and Communication



Note: the relationship between culture and communication

It has been stated in this guide that all cultures are manifested through communication; that is, communication is the means of human interaction through which cultural characteristics— whether customs, roles, rules, rituals, laws, etc. occur. All cultures are complex and multifaceted.

It has been already explained above that culture manifests itself through the community's native language and its achievement represents a social patrimony that distinguishes insiders from outsiders. It is reflected in the words we use in our daily life that can be labeled as exclusively belonging to our culture.

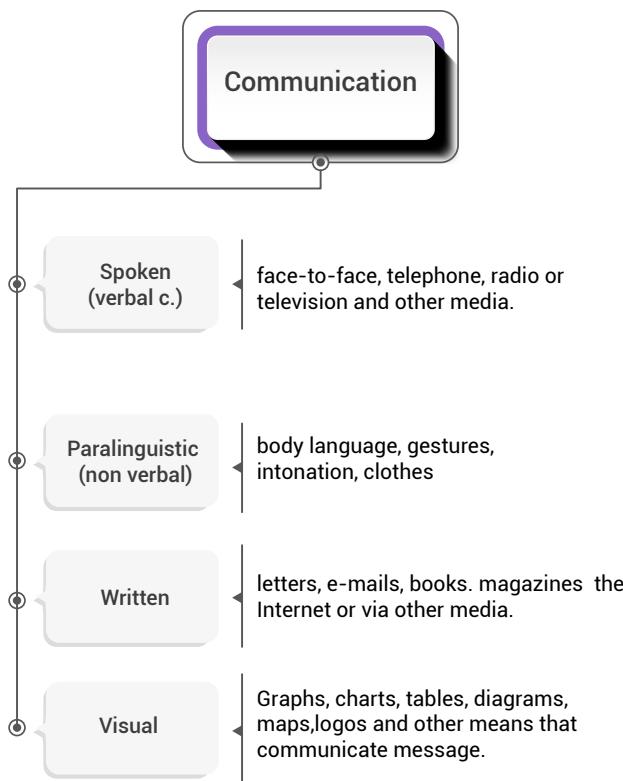
It was also explained that **culture** is the **transmitted knowledge**, that us to say, it is *shared* through communication.

Let me offer you another the definition of culture presented by Brown (2007), who stated that **culture as a way of life**, as the context within which people exist, think, feel, and relate to others. Moreover, **culture**, as Brown (2007) suggested, can also be defined as the **ideas, customs, skills, arts, and tools** that characterize a certain group of people in a given period of time.

Let me remind you what communication is.

COMMUNICATION is a process of exchanging information between a source and recipient, it has to be mutually understandable, and requires language skills. Language is used as a tool to exchange and understand information. Communication consists of several components. Please, observe the figure below that defines communication and indicates its elements.

Figure 7.
Communication



Note: This is the definition of communication and its main components such as spoken non- verbal, written and visual types

The use (linguistics), structure (syntactic), and meaning (semantics) of language are important in the communication process. Furthermore, common meaning (context), understanding or clarity in communication (pragmatics, or meaning of words, sentences and utterances in a context) is necessary for effective communication.

When establishing the links between culture and communication, it should be stated that common, or native language, provides the basis for a cultural and linguistic identity since it is the outmost representation of any culture.

Language links culture and creates a context for interaction among speech community members. Thus, communication (by means of language) helps to transmit and preserve culture and contributes to creation of common cultural and linguistic identity.



Note: Implications of communication

Source: Stuart Miles / shutterstock.com

Indeed, it can be stated that each **culture controls communication**. With this regard it should be mentioned the role of mass media. Nowadays it plays a particularly important and significant role, since it involves the use of native language through which are fostered behavioral schemes, values of each society that are shared by this means.

Mass media also serves people to be more creative, transmit and store varied information and messages. It also contributes to increase culture-building and identity- bidding activities. By means of mass media and communication technology, messages are transmitted through time and space, can be stored and be used later. Understanding relationships between culture and communication helps to explain the differences between beliefs, values, and customs of various groups and societies, and it provides a reminder of our cultural and linguistic identity through the communication process by which these differences came into practice.

Indeed, successful communication is a complex issue since language use may vary according to the cultural belongingness of its users.

Communication presupposes the exchange of information and meaning in different contexts, and comprises *interpersonal communication* and *intercultural communication* of different groups or subgroups of people

through **discourse proper for each culture** (it implies different concepts, interpretation of some concepts and understandings).

Every culture has its rules that its members learn in an early age. Communication allows us to decode many of the aspects that are present in different cultures. Culture is, as you know, a set of shared values that a community has.

To consolidate your knowledge, please do the recommended activity below:



Recommended learning activity

Please, watch the recommended [Culture and communication](#).

After watching the video outline, the characteristics of culture and establish how it is manifested in communication.

Note: Please complete the activity in your notebook or Word document

Well done! I am sure that you could correctly define culture as a *shared and learned experience* that can be manifested through *symbols, food, language, belief, values and norms of behavior* and other elements that represent cultural manifestation, and conclude that what you have in common in your culture as your cultural identity is shared through *communication that represents your linguistic identity*.

NOTE: For your deeper understanding of this topic please consider the following academic learning resource:

[POWER POINT #5: Cross Culture and Miscommunication](#)

I recommend you this learning source because it may be helpful in your studies due to the relevance of the information, examples, and its compact format.

As an OPTIONAL ACTIVITY, I recommend you to visit and read **Open Educational Resources**, to outline the main purposes of achieving [intercultural competence](#),

(Focus on Intercultural communication and intercultural competence)

In the next section you will be acquainted with the concepts language proficiency, intercultural competence and its role for education. Go ahead!

3.2. The importance of language proficiency and intercultural competence in Education



Note: language proficiency implies understanding of cultural differences during cross cultural interactions.

Teachers of English as foreign language have great responsibility to provide at least some basic information regarding cross cultural differences, in order for EFL students to become efficient speakers of language and achieve *appropriate communication* results

Thus, when teaching target language, EFL teachers have to also teach cross-cultural aspects of communication. The role of English as an international language of communication, or *lingua franca*, represents special demands on EFL teachers in the modern world.

Dear student, I invite you to learn more about the importance of language proficiency

What is *language proficiency*? Basically, it refers to the fluent and accurate use of language at levels of grammar, vocabulary, and what is most important- at social one. That is to say, when speaker masters communicative competence and uses language according to situation, audience, purpose, level of formality, etc.

To remind you, the concept of Communicative Competence (defined by Dell Hymes in 1967) was explained in the course of Introduction to Linguistics and it is closely related with language proficiency as well.



With regard of intercultural communication, communicative competence and language proficiency refer to understanding language and interacting effectively with the speakers of other cultures.

The term ***intercultural communicative competence*** was introduced by Edward Hall, (the USA cultural anthropologist, PhD. at Columbia University) in the 1950's. He was one of the founders of intercommunication study. Intercultural communication requires knowledge of not only exclusively linguistics but many other disciplines such as **anthropology, psychology, linguistics, philosophy; psychology, rhetoric, cultural studies, paralinguistics** (we will analyze it in the next subsections), pragmatics, among other. It basically emphasizes the role of the ability to communicate effectively and appropriately in various cultural contexts. Observe the figure below:

Figure 8.
Goals of Intercultural competence



Note: As a goal of intercultural competence is the development of ability to successfully communicate cross culturally and prepare students to interact efficiently with people from different cultural backgrounds

Intercultural communication is directly related to socio-cultural study of humanity, known as anthropology .As you can see, ***inter- cultural competence and communication*** consists of several words, where *inter* means *between, cultural, or culture*, refers to people's collective identity, *communication* stands for the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express

ideas, thoughts, feelings, etc., to someone else, or a message that is given to someone, or the act of conveying intended meaning from one entity or group to another through the use of mutually understood signs. And finally, *competence* refers to a knowledge, or expertise.

Consequently, we can infer that this term refers to a correct ability to correctly decode

(in other words, to understand) a message and intended meaning (correct, real of senders (communication participants) during the communication act.

With this regard, it is also relevant to mention that the need for Intercultural communication nowadays cannot be underestimated in our globalized world where people of different cultural backgrounds want to interact. All world languages express cultural reality since all members of speech communities create experiences through their native language.

Please, observe the elements of inter-cultural competence as shown below:

Intercultural communication competence

To summarize the aforementioned information, it can be stated that:

Intercultural competence refers to:

- **Understanding** of the relationship between culture, contexts of communication and language use.
- **Adaptation** of the behavior according to the demands of different intercultural situations
- **Sensitivity** towards cultural stereotypes and related obstacles to successful intercultural communication.
- **Critical Awareness** of learner's own culture and others' beliefs and values to accept alien Culture.



An inter-culturally competent speaker of a foreign language possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture.

Cross- culturally appropriate interaction occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness.

As you can understand, it refers to the necessity to acquire not only the linguistics knowledge, behavioral skills, and pragmatic competence (meaning of words and expressions in a context) but also intercultural competence as it could be seen from the above information.

The role of English as an international language and *lingua franca* in our globalized world in this 21 st century places a very special demands on EFL teachers. ELT researchers nowadays have recognized the connection between language and culture. With this regard, Krasner (1999) emphasized the necessity for language learners to develop not only linguistic competence but also inter – cultural communication competence and develop an awareness of the culturally-appropriate characteristics and uses of English.

Time to practice and consolidate your knowledge, dear student.

Please do the recommended activity below:



Recommended learning activity

Please, watch the recommended videos [Intercultural competence](#) and [Defining Intercultural competence](#) regarding Cross - Cultural Communicative Competence.

After watching the videos, please, define Cross - Cultural Communicative Competence and explain how to achieve it.

Note: Please complete the activity in your notebook or Word document

Well done, my diligent student!

I am sure that in your answer you included such concepts as *Rules of behavior, competence to act effectively-* that is to say, apply the appropriate knowledge, attitude and behavior focused on understanding of cultural differences. Your answer should also include the term of *specialist knowledge* or *competence-* appropriate tools used in each situation during

cross-cultural meetings. Finally, you should have mentioned the term *Social competence* - that refers to social rules to be applied in social situations and during social interactions. Good job!

Now you know that different backgrounds influence communication. We need the knowledge of foreign culture and behavioral rules for effective cross-cultural interaction.

Effectively, we deal with ongoing process to find the ways to communicate appropriately through the negotiation process and establishing reciprocity, and this is the goal of cross cultural communication.

The next unit subsection deals with elements of cross cultural communication. Let us learn more about this topic. Go ahead!



Week 6

3.3. Cross-Cultural Communication and its Elements



Note: Cross Cultural communication

When teaching a foreign language, we also have to teach elements of cross-cultural communication, help our students attain **COMMUNICATIVE COMPETENCE** and become **COMPETENT** cross-culturally since culturally learned behavioral differences affect communication, which in turn will affect the style and outcome of interactions.

Actually, there are several elements relevant for cross cultural communication. What are these elements of cross cultural communication specifically? Go ahead and learn!

When we communicate cross culturally, first of all, we need to consider the **cultural dimensions** (as explained in Unit 1, subsection 1.4) since they reveal the essence of and shape the interaction of people in different societies.

To remind you, we need to consider these dimensions to achieve efficiency in cross cultural interaction. Let me briefly remind the main focus of each of them:

1. **Power Distance** - is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.
2. **Individualism** versus **collectivism**, it refers to the degree to which individuals are integrated into groups.
3. **Uncertainty Avoidance**, is the next parameter that deals with a society's tolerance for uncertainty and ambiguity and indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations.
Unstructured situations are novel, unknown, surprising, different from usual.
4. **Long-Term Orientation** (LTO) versus **Short-Term Orientation**: this dimension deals with values associated with respect for tradition, fulfilling social obligations, and protecting one's 'face'.
5. **Masculinity** versus **Femininity**. This dimension refers to the distribution of roles between the genders which is another fundamental issue for any society to which a range of solutions are found. Basically, it explains that the women in feminine countries have the same values as the men; in the masculine countries they are somewhat assertive and competitive, but not as much as the men.

Cultural dimensions are just one of the key elements to achieve success during cross cultural interaction. Another important element of cross cultural communication is represented by the so called HIGH and LOW CONTEXT communication concept.

Any interaction is guided by the rules established by each society. These rules depend on the type of context that each country establishes. As a consequence, these rules are transferred to a cross-cultural communication and shape it. That is why it is necessary to define these two concepts: HIGH and LOW CONTEXT cultures.

The concepts of **high-context** culture and **low-context** culture was outlined by anthropologist Edward T. Hall in his book "Beyond Culture" (1976). In

his book he explained how explicit the messages exchanged in a culture are, and the role of context for communication. Hall also described how a person communicates with others through their range of communication abilities: using body language, verbal and non-verbal messages.

High context cultures are usually collectivist, and which most emphasize interpersonal relationships. Hall identifies high-context cultures as those in which harmony and the well-being of the group is preferred over individual achievement; a trust is the most important part of business dealings. There are areas in the Middle East, Asia and Africa that can be considered high context. Organizations that have high-context cultures are collectivist and focus on interpersonal relationships.

In contrast, in **Low-Context Cultures**, we may observe these characteristics:

Society is more open, rule-oriented, individualized, detail-oriented in communication, proactive and productive.

- Very direct messages are used - one spells things out exactly (clarifications are accepted during the interaction between speakers)
- Low use of nonverbal elements
- Privacy is important (personal space is appreciated)
- Learning occurs by following explicit directions and explanations of others.
- The role of speed (Time is money!). No long verbal gymnastics - people go "straight to the point" during interactions.

NOTE: For your deeper understanding of this topic please consider the following academic learning resource:

[PDF #2: Characteristics and Communication in HIGH vs LOW context cultures](#)

I recommend you this learning source because of its relevance for your studies due to the explanations and examples proper for each type of society.

Time to practice, my dear student. I recommend you to do the following learning activity:



Recommended learning activity

Please, watch the recommended videos [Effective Cross Cultural communication](#), its elements and [How to communicate in High vs Low context cultures](#).

After watching the videos, please, answer the following:

1. What elements do we need to consider for cross cultural communication?
2. What is the difference between communication in HIGH and LOW context cultures?

Note: Please complete the activity in your notebook or Word document

Well done, dear student! I am sure that you included some of the following words and phrases in your answers: verbal and non- verbal communication, culture transfer, direct verbal meaning (for Low context), indirect verbal message (for High context).

If it still was difficult to establish the difference between communication in High and Low context cultures, please, watch the video again.

As you already know, cross- cultural communication refers to the way people from different cultural backgrounds communicate when they interact with each other.

In addition to above mentioned, it is necessary to emphasize such important aspects of interaction as **verbal** and **non- verbal** elements of communication: **Spoken (verbal)** and **Written language**.

Non – verbal or body language, together with **Paralanguage** and **Paralinguistic** elements.

The next subsection and Unit 4 will shed more light on this topic. Please, go ahead and get acquainted with more elements involved in intercultural communication.

3.4. Verbal and Non-verbal cross cultural communication



Note: verbal vs Non Verbal Communication
communicating cross culturally, it is necessary to be also aware of such elements as **verbal** and **non- verbal communication**.

NOTE: *Verbal communication* at cross- cultural level together with its components, is going to be analyzed in a more detailed way in the next Unit 4.

Now, let us start. Let me introduce these two concepts.

VERBAL communication



Note: Verbal Communication

Verbal communication is a set of rules about the use of words in the creation of messages. It comprises **oral (spoken) language** and **non-oral (written) language**.

The use of verbal strategies in intercultural communication fosters the ability to produce or understand speech between members of different cultures.



Verbal communication includes such elements as **LINGUISTIC** expressions **and NON- VOCAL** expressions of meaning.

Linguistic expressions include *greetings, farewells, topics of conversation, the use of kinship terminology (words related to family members), the way people address each other and take turns during conversation, levels of politeness, directness or indirectness of a message*, among other.

Non - vocal, or *non- verbal*, expressions contain elements, such as *speed of speech delivery, intonation, modulation of tone of voice, pitch, loudness, pauses during speech, silence, articulation etc.* and help give an additional nuance of meaning to the message. These non -vocal elements of communication are known as **paralinguistics**.

Paralinguistic features of language are extremely important in human communication because they may change message completely. And its role for cross cultural communication is very significant.

The study of role of NON VERBAL CLUES for cross cultural communication cannot be underestimated, because vocal communication is separated from actual language and it gives specific shades of meaning to an utterance.

NON - VERBAL communication



Non- verbal communication is the one that occurs without words. It comprises body language and environmental context involved in any communication. In other words, it is not what is said with words but how it is said and expressed.

Note: Non verbal Communication

To remind you, that its elements are: **body posture, facial expressions, eye contact, proxemics** (allowed / established physical proximity, **kinesics** (body language, hand gestures), **kinesthetic** (touching).

In spite of the fact that the concept of paralanguage was already explained in the course of Introduction to Linguistics, however, I consider it relevant to remind you its meaning by offering the recommended activity below.



Recommended learning activity

Please, watch the recommended videos [Non-Verbal Communication Tools : Non-Verbal Communication: Paralanguage and Features of Paralanguage: examples concerning Paralanguage and Paralinguistics.](#)

After watching both videos, try to define features of paralanguage and paralinguistics.

Note: Please complete the activity in your notebook or Word document

Great job! So if you correctly understood, these concepts, you can define paralanguage as a body language, gestures, facial expressions, distance between people during speech act. *Paralinguistics* mostly fits *non vocal expressions* such as *intonation, tone of voice, pitch used during speech act, and speed of speaking*.

Congratulations!

However, let us continue the explanation of non- verbal communication.

In some cultures, people express their feelings openly whereas in some other people are expected to be more reserved (in some Asian cultures like Japan for example, feeling are not expected to be shown in public).

In order to know how to interpret body language across cultures it is important to be aware of the differences between "high-context" and "low-context" cultures explained in the previous section.

"High-context" cultures strongly rely on nonverbal communication.

People in high -context cultures shape their communication according to closeness of their relationships, strict social hierarchies and socio cultural knowledge to convey meaning.

In contrast, in "low-context" cultures communication is dependent on direct words meanings. As a result, communication is more direct, relationships tend to begin and end quickly, and hierarchies are more relaxed.

Time to practice, my dear student. I recommend you to do the following activity:



Recommended learning activity

Please, watch the recommended videos [Verbal Vs Non-verbal Communication: Difference between them with examples & comparison chart](#) **and** [10 surprising ways to offend people in other countries](#) that

explains in a very clear way verbal and non-verbal communication, and differences if interpretation of body language cross- culturally.

After watching them, please, provide your response to the following:

1. State the key differences between verbal and non-verbal communication:
2. List types of Non- Verbal communication:
3. What are some of the gestures with meanings that do not coincide cross culturally? What another differences surprised you?

Note: Please complete the activity in your notebook or Word document

Well done, my intelligent student! Congrats! I am sure the in your response you included some of the following explanations: *Verbal communication includes vocal, or oral, and written ways to send a message. Non Verbal communication includes body posture, body language, gestures, eye contact, facial expression, physical appearance.*

With regard of types on non- verbal communication, you should have mentioned *kinesics, kinesthetic, proxemics, eye contact.*

The gestures that probably surprised you are: *thumb up, eating with a left hand, the fact to produce slurping sounds while eating,* but probably the most unexpected and surprising fact was how people may interpret smiling! Good job! I knew it would not be difficult task for you!

NOTE: In addition the explanations provided in this guide, and for your deeper understanding of this topic please consider the following academic learning resources:

[POWER POINT #6: NON VERBAL CROSS -COMMUNICATION](#) and
[PDF #3: VERBALNON- VERBAL cross cultural communication](#)

I recommend you both sources due to the relevance of the information, examples, illustrative images that explain the concepts of verbal and non- verbal communication

Our achievement is so amazing! We have successfully concluded Unit 3. In spite of that fact that we still have to discuss more about verbal (linguistic) communication at cross cultural level in the next unit, I think it could be

advantageous to verify and solidify your knowledge of the information you have been provided so far. Please, consider the self - test 3 offered below, to consolidate your knowledge. Good luck!



Self- assessment 3

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

- 1. Mass media is NOT linked with fostering of behavioral rules and schemes, values and language of each society.**
 - a. True.
 - b. False.
- 2. The goal if intercultural communicative competence is to help understand people from different cultural backgrounds**
 - a. True.
 - b. False.
- 3. Cross - Cultural Communicative Competence includes:**
 - a. Interpretation of synonyms and antonyms.
 - b. Understanding the rules of behavior.
 - c. Acceptance of English as *lingua franca*.
- 4. Non - verbal communication is linked with LINGUISTIC IDENTITY.**
 - a. True.
 - b. False.
- 5. Verbal communication includes such elements as intonation, pitch and tone of voice.**
 - a. True.
 - b. False (mentioned elements correspond to non- vocal communication).

- 6. Which of the following groups of characteristics, describes *high-context culture*?**
- a. Verbal message is implicit, disagreement is personalized, and verbal message is implicit.
 - b. Space is compartmentalized, privacy is important.
 - c. Change is fast, time is a commodity to be spent or saved.
- 7. Which of the following groups of characteristics, describe *low-context culture*?**
- a. Communication is seen as an art, verbal message is indirect, and high use of nonverbal elements.
 - b. Low use nonverbal elements, verbal message is direct, context is less important than words.
 - c. Everything has its own time, change is slow, and space is communal.
- 8. “*Time is money*” mentality is proper for HIGH context societies.**
- a. False.
 - b. True.
- 9. Write elements of NON- VERBAL COMMUNICATION:**

10. Define VERBAL communication and write some of its elements:

You may check your answers at the end of the guide.

Answer Key

Do not worry if there were some mistakes in your answer, simply take your time to re- read the information enclosed in this unit, watch the recommended videos again and review the suggested activities. I am sure you can succeed! Good luck!



Unit 4. Politeness and interaction in communication



In this Unit we are going to continue our discussion of verbal cross cultural communication and become acquainted with the concept of *politeness*.

Note: Interaction in Communication

Source: microone | freepik.es

Efficient cross -cultural

communication is a key to achieve understanding through accurate and appropriate message interpretation.

Politeness is one of the main features of successful communication because its main purpose is to contribute to social harmony and avoid social conflicts.

Elements of linguistic (verbalized) expressions of politeness involve the use of discourse strategies which are perceived, evaluated and interpreted by other participant of interaction. For example, the use of imperative mood as in giving command or orders can be interpreted as a rude way of communication especially between people who are not close friends or belong to different social status or age groups.

Being linguistically polite during cross – cultural interaction requires speakers to be sensitive and speak appropriately from the perspective of the relationships between them, that is to say, it should be considered such factors as their age differences (in many cultures youngsters are supposed to answer only when being asked or invited to speak by older people), social status, and sometimes even gender.

To be linguistically polite, it is recommendable to use more neutral forms of communication. The use of interrogative forms, such as, for example, *would you mind? Is it possible? Can I ask you? ...etc.* will significantly increase the level of politeness during the conversation rather than the use of imperative forms that may be interpreted as command and lack of respect toward another speaker.

You already learned that cross-cultural interaction is composed of both, verbal and nonverbal elements. To remind you, non-verbal communication involves the use of body language, facial expressions, paralanguage and paralinguistics as it was explained in Unit 3, and this type of communication is extremely important because majority of gestures people use are done subconsciously and their meanings vary according to the culture of each speaker.

Verbal communication as you can understand is another decisive aspect to be considered when communicating cross-culturally since it implies that speakers need to be aware of such factors as verbal strategies, linguistic differences, values, etc. that enhance the ability to produce and understand speech between members of different cultures.

When communicating cross-culturally, politeness implies different social behaviors, values and attitudes proper for the culture of its speakers, consequently lack of cultural awareness may result in misunderstanding or even in a breakdown of communication.

Let us take a closer look at cross-cultural verbal communication.

4.1. Linguistic differences: verbal cross-cultural communication



Note: Cross-Cultural Communication
Source: Qvasimodo art| shutterstock.com

business market, diplomacy, international relationships.

In Unit 3 (section 3.4.) the concept of **verbal communication** was already introduced, and you know that in our globalized world we cannot underestimate the role of verbal communication. The development of cross-cultural communicative competence is an issue of growing relevance. It has a special importance for the global

Now, I invite you to expand your knowledge about this topic

When communicating cross culturally miscommunication can often occur due to the differences in meaning. When communicating, people use codes that are supposed to be understood and decoded by another speaker.

These Verbal codes (intended meaning) and intercultural communication competence (ability to interpret or decode the intended messages correctly) are connected.

Consequently, **verbal codes** (in other words, messages) play a significant role during cross cultural encounters because by their means people communicate and interact with one another. Without an understanding of verbal codes one will not be able to communicate effectively. Verbal code represents an essential component that connects people of another culture. Hence, through the learning of target language the interpretation of intended meaning and culture learning should be reinforced. It implies that to avoid miscommunications, it is necessary to be able to interpret the intended meaning correctly. To achieve this, it is important to be aware of differences in verbal (and of course, in non- verbal, too) communication. The information below shows the aspects in which cross cultural differences can be observed clearly.

Cross cultural differences

Cross- cultural linguistics differences can be observed in:

- **Greetings and Farewells,**
- **Topics of conversation,**
- **Address forms**
- **The use of kinship terminology**
- **Turn – takings (as discourse elements)**
- **Levels of politeness**
- **Directness or indirectness of a message**



Note: it can be seen the main aspects of communication and language where cross-cultural linguistic differences are observed and frequently registered

When communicating cross culturally, it is necessary to be aware of some linguistic differences that enhance the ability to produce and understand speech between members of different cultures. Cross -cultural conversation is also depends on general conversational context and purpose of communication, this may include formal or informal levels. It also should be taken into consideration whether the country represents High or Low Context, and it is necessary to bear in mind the cultural dimensions that shape the interaction.

Verbal communication comprises linguistic differences, language and dialects, contextual use of the language (pragmatics- meaning in context) and it also is composed of elements outlined above. Let us discuss some of them.



Note: Communication

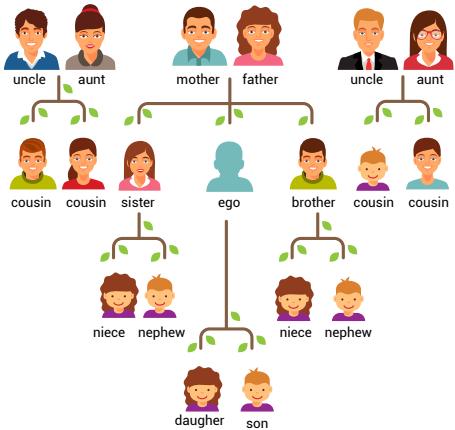
Source: Michael D Brown |
shutterstock.com

Address forms differ significantly according to different cultures. The choice of other speaker pronoun and other terms of address in western European cultures shows the formalization of politeness, status and respect reflected in languages. For example, the address form corresponding to USTED (in Spanish) is used to address someone of higher status.

In Asian cultures a strict hierarchy is established, and the choice of appropriate address form is a must. Older people or those who belong to a higher social position cannot be addressed by their names. Instead, can be used words like *master, teacher, etc.*

In some Latin American cultures, it is expected to show respect toward a person's position in society. Example: addressing a person by referring to his/her profession is very frequently found in Ecuadorean address forms. Examples: *Señor Ingeniero, Sra Abogada, Señor Doctor*, etc. A special respect can be shown by using *double address forms*, examples: *Señor Don ...* followed by a person's name is a quite frequent address form in many Spanish- speaking cultures. Whereas, in many European cultures people are not addressed by their titles but only by their first or family names.

In England, Russia, Ukraine, for example, non- relatives may be addressed with terms of relationships. Example: the words *uncle, auntie* are usually used by children when addressing unknown people in the street.



Note: Explanation of kinship terms

In Chinese culture a sibling is called by its number of succession in a family, for example. these address forms are used: *my second sister*, or *my older brother*, or *my sister's husband*, etc. are a norm. Names are not expected to be used when addressing an older family member.



Note: Turn-taking
someone who

occupies a higher society status, has a leading role during conversation. That person starts the conversation first and decides when to stop it. In some Asian and Muslim countries and cultures women and younger speakers, for example, are allowed to speak or respond a question only when asked by an elderly person or a male speaker. These are just some of turn-taking examples.

The next elements of cross-cultural verbal communication like levels of politeness, greetings and farewells are explained in the next section. Go ahead!

Kinship terms, or **kin** words (words that are used when addressing family members) are closely related with address forms and also vary from culture to culture. There is a complex system of terms like *cousin*, *aunt*, *uncle*, *brother*, *sister* and other forms of address which are used according to circumstances. Choosing the appropriate and correct form shows your high respect to others.

The **Turn-taking rules** differ from culture to culture, too. Being aware of the differences will contribute to an effective cross cultural interaction.

Asian cultures have a strict hierarchy that governs the flow of conversations. An older person, or

4.2. Levels of politeness: greetings, farewells



Source: [link](#)

Using greetings and farewells is common practice in most cultures. It is a form of communication either verbally or non-verbally. Through greetings and farewells we can show and express our respect to people as well. Each culture emphasizes the established social formulas.

To be polite, speaker should know how to use an utterance at the moment of speaking in a particular context and to behave in accordance with situations and specific rules or norms regarding appropriate linguistic meaning of an utterance. But sometimes good intention of being polite results in failure in communication. Impoliteness occurs due to culture differences where negative language transfer of politeness takes place in communication with the users of foreign language and it is known as cross-cultural miscommunication.

Dear student, I invite to learn more about this topic

Usually any conversation starts with greetings. This is the moment to be aware of the cultural differences and be able to react appropriately. For example, a typical traditional greeting *Have you eaten today?* used in Burma can provoke a negative or confusing reaction of a speaker or can be misinterpreted as an invitation to a dinner! It may be compared to my own feeling of confusion when I heard for the first time in Ecuador the greeting phrase, *¿Hola, como has amanecido?* instead of expected traditional *Buenos días*.

Through appropriate greeting or farewell expression in each culture language users can show respect and social hierarchy, express formality or informality of greeting /farewell formulas, and this can be automatically transferred during cross cultural encounters.

Each social group has its own set of rules about who should greet first. For example, in majority of Asian cultures youngers always should greet first,

together with those who occupy lower hierarchical position in society, and choose the appropriate form of greeting.

Misunderstandings at a cross – cultural level can be avoided by just being aware of cultural differences.

Levels of politeness

Languages allow to a certain extent display respect for others. Greetings and farewells are closely related with politeness formulas. Politeness basically refers to the recognition of the listeners and his or her right in a situation. However, when communicating cross culturally, level of politeness differs, too.

It is known that Western and Asian countries and cultures have different values that can be reflected in verbal communication during cross cultural encounters. In order to be considered a polite person, in Western cultures speakers are supposed to give some sort of explanation in case of refusal to accept an invitation, as for example, using such phrases as I am afraid, I cannot accept it". In difference, in high- context cultures, refusal should have more direct character.

It can be seen for example, in the way people say compliments trying to be polite. For example, in some cultures like mine (Russian), saying a compliment (ex: *Oh, you look great today*) can be considered as a polite form of greeting a woman (in informal setting). However, as an acceptable response, a woman is supposed to diminish the impression by providing an excuse or reasons for not looking good enough (possible answer examples: *Oh, is it true? I think I look tired, not elegant, etc. etc.*). In some other European cultures the expected response to a compliment as a greeting would be "*Oh, thank you!*" That is to say, that reaction of a speaker may be not as expected by the person from another culture.



As an expression of politeness, it is relevant to mention **apologizing, promising** and utterances of **thankfulness**.

For example, **apologizing** might be considered as obligatory in Ecuador: *Disculpad!* – this is the most common word to conclude a public speech. Whereas in Western European countries (languages) and in the USA apology is used in situations when conflicts or disputes are solved. In

addition, in the USA people tend to say words of apology (*I am sorry, I beg your pardon*, or informal *oops, sorry!*) very frequently just to be polite, too, to express sympathetic feelings as a compensation for possible caused negative impression.

Verbal **promising** may be performed in some countries while it is absent in some other. *Compare: in Ecuador-*" Ya regreso", a typical and very common phrase a person uses when there is no intention to do so (he or she enters a store but does not buy anything and uses this phrase as false, or lame excuse, promising to come back just to sound politely).

In *Illogost*, a tribal place in Philippines and in Australian aboriginal language *Yolngu* promising is simply absent. (compare to Ecuadorean way of promising where it is considered to be a polite part of verbal communication).

With regard to **thankfulness**, thanking does not exist in the speech of *Australian aborigines*. In *Thailand*, for example, people do not express gratitude when receiving gifts, because according to Buddhist standards extreme desire for material things should be moderated. This might be shocking for Western cultures where thankfulness is expected.

Politeness in cross cultural communication, as you can figure out, is quite a complicated issue.

To learn more about the concept of politeness in cross- cultural communication please do the following recommended activity:



Recommended learning activity

Dear student, please watch the recommended video [SPEECH FUNCTIONS, POLITENESS AND CROSS-CULTURAL COMMUNICATION](#) about politeness in cross- cultural communication.

After watching the video, answer the following questions:

1. What does it mean- *to be polite cross culturally?*
2. How can we maximize politeness in cross- cultural communication?

Note: Please complete the activity in your notebook or Word document

Good job! I am sure that you liked the video because it contained interesting facts about cross cultural communication and politeness level. So, you probably answered that to be polite, it is necessary to consider *social values, attitudes by adapting sensitively to differences* and *the use of discourse strategies* that allow speakers evaluate or understand the message correctly. Speakers can maximize politeness through the use of *minimally explicit forms, such as interrogative- declarative expressions* rather than imperative mood.

Well done!

Our next subsection continues the explanations of this important topic related to cross – cultural communication. Go ahead!

4.3. Directness and indirectness in cross- cultural conversation, taboo, euphemisms, conversational topics

Very closely to the concept of politeness at cross- cultural communication stand requests, taboo, euphemisms, topics of conversation and expressions of sympathy.

From one point of view, the above listed concepts imply some degree of indirectness and politeness.

Let us analyze these examples of requests: " Could you possibly pass me the fork? " "If you would be so kind, give me the fork, please", or "I think there is a spare fork beside your plate" in one cultures may be considered as a necessary polite form, whereas in other cultures these statements can be interpreted as exaggerated way to simply say "please, give me the fork".

Politeness can also imply uttered statements as direct request for something and hence, be misunderstood. For example: In India and some other Asian cultures simple expression of your admiration for some objects may be interpreted as a desire to possess that thing. A simple statement " Oh, such a lovely bracelet (necklace, etc.) may be understood by its owner as a wish of the speaker to have that object. As a response to that compliment, the owner is expected to give that bracelet, necklace, etc. as a gift to that person. For outsiders this kind of reaction to a simple polite compliment may cause confusion and embarrassment.

Euphemisms and **Taboo words** also represent category of linguistic differences that should be considered for cross cultural communication, to avoid miscommunication.

Many cultures avoid naming the notions directly by any means. As an example, the invalid person will never be addressed /named this way. Instead, the commonly accepted person with special needs / special person or another phrase with similar meaning may be used.

A wide range of words, phrases or expressions are used in many languages and cultures replacing the words referring to very touchy and delicate topics related with death and died, for example.

Direct words or concepts related with person's physical appearance also tend to be avoided.

Instead of addressing to a person with dark skin as "negro" there should be used softer expressions like Afro- American; another example -overweight people in the USA are usually referred as big. When communicating cross-culturally this linguistic aspect should be respected and considered, too.

Topics of conversation constitute another category of linguistics differences that should guide the cross cultural exchanges.

It is considered impolite and inappropriate in many cultures including North American, to speak about personal things such as salary, state of health, age, etc. However, in some Asian cultures it is quite appropriate and even polite to speak about recent meal speakers had. The questions as Have you eaten already? How was your breakfast, dinner? etc. are considered very polite, appropriate and well accepted.

Time to practice! Please do the recommended activity below.



Recommended learning activity

Dear students, please watch the recommended videos [5 Common English Euphemisms](#), [Euphemisms that native speakers use all the time](#) and [Effective cross cultural communication](#) regarding some aspects of verbal communication.

After watching the videos, answer the following:

1. What are the reasons to use euphemisms?
2. Give some examples of euphemisms:3. What address forms express politeness in Asian cultures?
3. What is cultural empathy and how it is reflected in verbal communication?

Note: Please answer this question in your notebook or Word document



Congratulation, my dear students. You should have included some of these explanations in your answer.

Euphemisms are used to diminish the negative impact of verbal messages and to sound more politely; the phrase *in-between jobs*- instead of referring to *unemployment* directly, for example. To sound politely, appropriate *address forms* are expected to be used in many cultures, for example, in Japan, address form *san* is used, among other. With regard of cultural *empathy*, in cross – cultural communication it can be reflected in the use of *polite, respectful* and *appropriate address forms, choice of topics of conversations* and some other such as *speed of speech delivery*. Great! My sincere congratulation! We have successfully finished Unit 4.

NOTE: In addition the explanations provided in this unit 4, and for your deeper understanding of this topic please consider the following academic learning resources [POWER POINT #7: VERBAL CROSS CULTURAL differences](#) and [PDF #4: VERBAL cross cultural communication: Politeness ,greetings, indirectness, etc.](#)

I recommend you both sources due to the relevance of the information, examples, illustrative images that explain the concepts of verbal and non- verbal communication

Optional activity: In case you want to expand or deepen your knowledge of this topic, please visit the suggested web information available at: [The importance of navigating cultural differences and comprehending cross-cultural communication](#)

Now it is time to consolidate your knowledge and test what you have learned so far. For this purpose, I recommend you to solve the questions of self – test 4. Go ahead and good luck!



Self- assessment 4

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

1. The elements of Non- Verbal communication are *topics of conversation* and *Turn –takings*
 - a. True.
 - b. False.
2. When we paraphrase expressions in order not to harm feelings of other speech community members (ex: *person with special needs* for handicapped or invalid person), we use form of speaking known as:
 - a. Linguistic taboo.
 - b. Linguistic relativity.
 - c. Euphemisms.
3. The purpose of NON- VERBAL communication is to:
 - a. Replace verbal communication.
 - b. Reinforce or modify verbal message.
 - c. Provide a sense of belongingness to the same cultural group.
4. Kinship terms refer to:
 - a. Address forms.
 - b. Terms used to refer to family members.
 - c. Polite expressions used cross- culturally.
5. Ability to interpret or *decode* the intended messages correctly is known as **intercultural communication competence**.
 - a. True.
 - b. False.

- 6. Turn- taking rules regulate conversation flow:**
- a. True.
 - b. False.
- 7. Through promising speakers express intended meaning.**
- a. True.
 - b. False.
- 8. Cultural empathy involves appreciation and consideration of the differences and similarities of another culture in comparison to one's own.**
- a. True.
 - b. False.
- 9. Explain the relationships between hierarchy and address forms in Asian cultures.**
-
- 10. How levels of politeness can be expressed in verbal communication?**
-

You may check your answers at the end of the guide. Do not worry if there were some mistakes in your answer, just take your time to study the information enclosed in this unit again, watch the recommended videos and review the recommended activities. I am sure you can will not fail this time
Good luck!

Answer Key



Week 8



Final midterm activities

My congratulations, dear students, we have successfully concluded all the four units foreseen for the first term. You have worked really hard, and I am sure you gained a lot of useful knowledge that will help you become more professionally trained teachers in future! Well done!

I suggest you review the self-evaluations included at the end of each unit, the Power Points and recommended videos. Check once again the recommended learning activities. The online questionnaires and the graded activities constitute also a vital resource to be well-prepared for the test. In addition, check the corresponding chapters of your textbook. Try to do your best!

As a last activity to test and consolidate your knowledge, I suggest you to work on the following assignment.

ACTIVITY

Create a chart with all the topics you learned during the first term and provide their brief explanations in a summarized form. In this way you will be sure about your progress, and be prepared for the on- site tests. I wish you much success in your first term evaluations!

Note: Please complete the activity in your notebook or Word document



Second term

Learning outcome 1, 2 and 3

- Applies the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive EFL learning environments for students
- Uses different resources to learn about Ecuadorian cultures and also the cultures of English speaking and non-English speaking countries.
- Understands the role of literature as a mean for developing different aspects of language in the EFL classroom.

To reach the learning outcomes students have to attentively read the offered contents, in both, main textbook and the virtual guide, reflect on the present material, do all the recommended activities and solve self- tests that will help understand the purpose of integration of cultural instruction in the EFL classroom, the role of being aware of culture, the significance of its elements for effective cross- cultural communication; the reasons of using literature in EFL classroom, literary genres and their benefits; in addition, the ways literature can be used to enhance language skills and cultural awareness.

Contents, resources and learning activities



Week 9

Unit 5. The role of Culture in the English classroom



Note: Culture teaching in EFL class
Source: freepik | freepik.es

Nowadays there is a growing necessity to include culture teaching in EFL classroom.

Modern EFL teaching faces the necessity to switch from mono – cultural to multi (cross / inter) cultural focus in presenting /teaching language in class.

This mostly happens due to globalization and people migration worldwide.

As a consequence, it is recognized by educators, especially by those involved in language education and teaching programs the necessity to recognize the growing role of intercultural communication focus and the need to develop cross cultural communication competence in language teaching in general.

Language, culture and language teaching are closely linked. As you already know, language is the outmost manifestation of a culture, and this fact simply cannot be overestimated in an education process, especially if it deals with acquisition of a target language.

Based on their observation, Samovar et al (1981) outlined that culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds (as it was explained by Dell Hymes in 1972 with regards of his Communicative Competence concept definition), it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Consequently, culture is the basis for efficient communication and the success of interpreting the messages involves the mastery of understanding the rules of conversation, discourse elements proper for different cultures and pragmatic competence (understanding the meaning of utterances in context).

Furthermore, culture and communication are inseparable because people interpret messages according to their world view, as it is explained by

Linguistic Relativism Theory, according to which language is shaped and influenced by culture and it is reflected in thinking of people of a certain speech / cultural community.

Let us analyze the relationship between **COMMUNICATION** and **CULTURE**.

The act of speaking (in other words, one of the manners of communication) means to choose a particular way of maintaining relationships with those we come in contact. It is often happening through language that we use. Communication is deeply dependent on the cultural rules that govern and shape the way people of a concrete speech community communicate. As you remember, communication implies not only the use of verbal language; it also comprises non - verbal elements (prosody, such as intonation, speed of speech delivery, body language, symbols, signs, etc.) that vary from culture to culture.

Indeed, communication and culture are related as a complex system of classification of experience and 'an important window on the universe of thoughts' as a link between thought and behavior (Example: *Linguistics Relativism Theory*).

5.1. Role of Cultural instruction in EFL classroom



Nowadays there is an increasing necessity and importance to modify EFL teaching by incorporating the development of cultural instruction and addressing intercultural competence together with creating awareness of the very close links between language and culture, and the need to prepare language learners for intercultural communication in constantly growing multicultural world; make them be able to communicate efficiently in a society by discovering appropriate ways to interact with people from other cultures,

Note: The need for Teaching culture in EFL class according to Sinecrope et al (2012).

An interculturally competent speaker of a foreign language is supposed to achieve both linguistics and communicative competences in that language as well as particular skills, such as attitudes, values and knowledge about a target culture in a language classroom; so the language students for sure become prepared for an efficient interaction in our quickly growing number of English speakers in our globalized world.

In addition, a cross- culturally competent, or efficient, speaker turns interaction into intercultural relationships, becoming a someone who establishes a good rapport, and thus, gains a more positive attitude toward the other people's culture 'and contributes to a better understanding of his/her own culture, according to Byram (1997).

When EFL teachers link language skills and intercultural competency in a classroom, students become better prepared for meeting people from other cultures and participating in an appropriate communication in our globalized world.

According to Byram et al (2002), foreign language teachers must be prepared to create an environment of curiosity and foster desire to discover the appropriate ways of communication, in order to guide learners toward achieving intercultural competence. In other words, the cultural instruction in EFL becomes a necessity, and as it was already mentioned in this guide, it is viewed as a fifth language skill.

Defining intercultural competence is quite a complex task. At the heart of intercultural competence is the preparation of individuals to communicate appropriately and effectively with people from different cultural backgrounds (it was already explained in Unit 3). As a result, understanding different culture differences becomes an integral component of developing intercultural competence in foreign language pedagogy. Furthermore, very fast – paced transformation of society as a result of science and technology development emphasizes the importance of focusing on the needs of modern citizens and communities to achieve efficient communication cross- culturally. This also implies the change of attitudes toward target culture, including self-awareness and openness to new values and beliefs, as an important step to become interculturally competent language learner, as stated by Stewart (2007).



To understand the role of cultural instruction in EFL classroom let us establish the links between **communication, culture and language teaching**.

Today the main focus in a language pedagogy is on the **teaching of culture through communication** because culture is the foundation of communication. During interaction people use language.

Since language is the outmost manifestation of culture (as it has been mentioned already in this guide), teachers should focus the learners' attention on the development of communicative competence together with the basics for cross-cultural interaction.

However, communication act is not only an exchange of information but also a highly cognitive as well as affective and value-focused activity.

As Melde (1987) mentioned, foreign language teaching should foster 'critical awareness' of social life that includes communication, mastery of communicative competence and awakening of cross-cultural awareness.

To put it simply, **cross-cultural awareness** implies **to become aware of members of another cultural group including their behavior, their expectations, their perspectives and values that people of both, the target or other world cultures have**.

In addition, the success of becoming a competent member of society is realized through exchanges of language in particular social situations and help him /her develop **inter cultural awareness** at the following levels as shown below:

Levels of intercultural awareness

SOCIOCULTURAL: Gaining/achieving of cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and topics of conversation, taboo, euphemisms, language variations



PRAGMATIC: knowledge of how context influences the meaning of utterances, words, messages and systems of meanings in general of another country

DISCOURSE : mastery of conversational rules

STRATEGIC : ability to negotiate meanings across languages and cultures

PARALANGUAGE and PARALUNGUISTICS: correct interpretation of body language

Note: Cultural awareness is expressed at sociocultural, pragmatic, discourse, strategic and paralinguistic levels

Consequently, helping the students become cross-culturally competent and aware of cultural differences speakers of English as Foreign language, comprises both communicative competence in that language as well as particular skills, such as attitudes, values, discourse elements, conversational rules, topics of conversation, and at least some basic knowledge about a target culture.

The concept of intercultural competence was already explained in Unit 3 and you already know that teaching culture in EFL class has as its main purpose the development of

Intercultural competence. In addition, this concept also implies:

Abilities necessary to become interculturally competent speaker

- Ability to establish and develop positive attitudes towards cultural differences.
- Ability to communicate with and effectively interact with people across cultures.
- Ability to communicate effectively and appropriately with people from other language and cultural backgrounds.
- Understanding of people of other (different from native or target) cultural backgrounds, their customs, beliefs, and systems of meaning of another country
- Be aware of our own world view, understand our own culture and become tolerant or aware of cultural differences
- Ability to negotiate meanings across languages and cultures
- Ability to correctly interpret body language



Note: Here are listed the abilities and conditions necessary for a speaker contain intercultural Competence

To sum up this section, I would like to cite words of Liddicoat, who wrote that the role of language educators is to "prepare language learners for meaningful communication outside their own cultural environment and to develop in language learners a sense of themselves as mediators between language and cultures" (Liddicoat, 2011, p.837).



Recommended learning activity

Dear students, please watch the recommended videos [The role of Culture in EFL class](#) and [Cultural competence in EFL class](#).

After watching the videos, please answer the following questions:

1. Why should we consider teaching culture as a fifth language skill?
2. What are the cultural implications of English as Lingua Franca?
3. What is intercultural competence?

Note: Please complete the activity in your notebook or Word document

Well done, dear students! I am sure that in your answers you mentioned that English is very important *communication vehicle* because it works as *Lingua Franca*, due to its *international role in our globalized world*. It means that since there are more non-native English speakers in nowadays world than native, it involves *contact with different world cultures* and consequences of *cross cultural contacts* that are reflected *in language and in behavior of the speakers*. The responsibility of EFL teachers is to *awake cross cultural awareness*.

Excellent!

However, we need to continue. Next unit subsection provides the reasons why we should integrate cultural instruction in EFL classroom. Go ahead for it!



5.2. Integration of cultural instruction in the EFL (teaching Culture in EFL classroom)



Note: Integration of culture teaching in EFL class

Language is not simply a mode of communication. It implies much more than simple use of language from its linguistic point of view. Since language is always has been used within a cultural context, it cannot be separated from cultural identity of its speakers.

It is the responsibility of EFL teachers to create the **cultural awareness** through the application of strategies that can be integrated with **teaching other language skills** (reading, writing, speaking, listening). English Language teaching researchers have recognized the close connection between language and culture in mid-1980s.

Intercultural language learning has become an important focus of modern language education, with a significant emphasis on awareness of the close relationships between language and culture, and there is an increased need to prepare EFL students for intercultural communication due to our globalized and multicultural world.

Therefore, when supporting students linguistically, a responsible educator should also support them culturally through creating the awareness of cross cultural differences in communication and in the behavior of the speakers.

Nowadays **teaching culture** is considered the fifth skill in language **teaching/learning** due to changing world and increased cross cultural contacts of people.

That is why there are several reasons for integration of teaching culture in EFL class. Role of teaching culture in the ESL/EFL curriculum grew significantly during the last years due to the simple fact that since language

and culture are inseparable, consequently language teaching is culture teaching as well.

The role of English as an international language of communication (as Lingua Franca) in the modern technological world in the 21st century demands special effort for EFL teachers.

Nowadays there is an increased necessity for language learners to develop not only linguistic competence but also an awareness of the culturally-appropriate features of the language, and the responsibility of EFL teachers to help them with this important task. Why is it so important to teach culture in the context of Language teaching? Mostly, because it refers not only to mere transmission of information regarding the people of the target community or country (simply how to learn a foreign language). It is not only to learn how to communicate. It goes beyond ! Teaching culture is also to help EFL students discover how much the target language allows them to use grammatical forms, sounds, word/expression meanings, but above all, it involves teaching the socially accepted norms (Discourse), during communication both in EFL students own and the target language culture (known as the development of cross-cultural communicative competence).

Based on the above, it can be outlined some reasons of **why integrating culture in a ESL/EFL classroom is so important**.

There are at several strong reasons for this, and among these **reasons for integrating culture in EFL class** we can consider the following.



Culture and language are inseparable.

As Brown (1994) emphasizes "... *a language is a part of 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*" (p. 164). With this regard, I would like to include another quotation of words by Politzer, as cited in Brooks (1960), who wrote:" *As language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning* ". (p. 8586)

Since language and culture are inseparable, language teaching is culture teaching.

This includes teaching elements of discourse, paralanguage and paralinguistics (body language, facial expressions, kinesthetic, kinesics, eye contact, proximity, etc., together with non- vocal expressions that accompany communication and vary from culture to culture), and other elements of culture as traditions, celebrations, customs, values and way of thinking.

Incorporating cultural matters into an ESL/EFL program is the major goal of any foreign language program (fifth language skill)

In addition, to continue listing the reasons for **integrating culture in a ESL/EFL classroom** there should be mentioned the needs to **prepare individuals for intercultural relationships in numerous contexts and multiple models of intercultural competence in the fields of:**

- International business,
- Study-abroad,
- International schools, university careers, living abroad, and education in general

Furthermore, it is necessary to **create awareness regarding the fact that structure of a language determines the way in which speakers of that language view the world.**

If you remember, it is reflected and explained in Linguistic Relativism theory, literally:

- culture serves as an essential tool to a thorough understanding of a language's nuances of meanings, use of vocabulary.
- One's mastery of the linguistic elements alone (in isolation from understanding the cultural implications) does not guarantee ability to communicate effectively through a language.
- The forms and uses of a given language reflect the cultural values of the society in which the language is spoken; and their knowledge is important for effective communication.

Consequently, mastering the cultural elements in EFL class is a must. In other words, the EFL learners need an understanding of the target culture in order to communicate successfully with the speakers of another language. The basic knowledge of the world cultures or at least the facts of culture of English-speaking countries would help students relate the forms of a language and the word/ idiomatic expressions meanings and their connotation to real people and places, activities, characteristics, events, and understand behavior of people from other cultures. That is why ESL/EFL learning has to integrate a language acquisition with a foreign culture learning.

Needless to mention that culture learning could increase learners' motivation and can positively affect language acquisition in general. Culture classes do have a great role in achieving high motivation because most learners like culturally based activities (example, singing, dancing, role playing, or doing research on other countries and peoples, or simply watching videos or culture-focused movies).

In order to integrate **cultural instruction in the EFL**, the EFL teacher should do the following:

Role of the EFL teacher in cultural instruction

- prepare language learners for meaningful communication outside their own cultural environment;
- raise their students' awareness of their own culture;
- prevent from creation of **stereotypes** (oversimplified very typical patterns of behavior),
- **prejudices** and **ethnocentrism** (the belief in the superiority of one's own ethnic group or culture including values, behavioral rules, traditions that are seen as appropriate and good comparing to those of other ethnicities; and a tendency to view alien group or cultures from the perspective of one's own) about other cultures.



Note: EFL teacher has several functions in helping the students become efficient speaker in real-world cross-cultural interactions

Now it is time to practice, my dear student. Please, do the recommended activities, to reinforce your knowledge



Recommended learning activity

Dear students, please watch the recommended videos [Integrating Culture, and Language in a Language Classroom](#) **and** [Bringing Cultural Richness to the World Languages Classroom](#)

After watching the videos, please explain *why it is important to integrate culture teaching in EFL class and what benefits it brings to EFL learners:*

Note: Please complete the activity in your notebook or Word document

Great, congratulations for your endeavor! In your response you had to include that engaging language skills and culture teaching helps students to foster their knowledge of world and *target country culture* and reflect on it. This *meaningful connection* between *world* around and its *cultures* widens learners' horizons, and reinforces their *language skills development*.

NOTE: In addition the explanations provided in this unit 5, and for your deeper understanding of this topic please consider the following academic learning resource

[POWER POINT #8: Role of Cultural instruction in EFL classroom and its Integration in the EFL teaching](#)

I recommend you this source due to the relevance of the information, examples, illustrative images that explain the topic of this unit

We have successfully concluded Unit 5 and now it is time to check your knowledge by answering the questions of self- test below. Go ahead and good luck!



Self- assessment 5

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

- 1. Efficient acquisition of the linguistic elements is a condition to communicate through a language cross culturally.**
 - a. True.
 - b. False.
- 2. Cross cultural awareness requires adaptation of the behavior according to the demands of different intercultural situations.**
 - a. True.
 - b. False.
- 3. Cross- Cultural awareness implies:**
 - a. Oversimplified perception of alien culture.
 - b. Appropriate interpretation of paralinguistic elements.
 - c. Correct interpretation of linguistic elements.
- 4. Linguistics relativism and culture understanding are linked.**
 - a. False.
 - b. True.
- 5. Choose the correct answer:**
EFL learners need to achieve cross cultural competence and awareness due to:
 - a. The necessity that people have to migrate to another countries.
 - b. The increasing importance of English as lingua franca.
 - c. The fact that language and culture cannot be separated from each other.

6. Choose the correct answer:

The belief in the superiority of one's own ethnic group or culture over other is called:

- a. Stereotyping.
- b. Cross cultural awareness.
- c. Ethnocentrism.

7. The major goal of any foreign language program is to.....

- a. Create motivational and engaging environment in class.
- b. Establish the links between communication, culture and language teaching.
- c. Deepen linguistic knowledge of the students in the target language.

8. Understanding members of another cultural group including their behavior, expectations, perspectives, values, beliefs are known as ethnocentrism.

- a. True.
- b. False.

9. Explain at least two reasons for integrating culture in a ESL/EFL classroom:

10. Explain why teaching elements of culture in EFL class nowadays is considered the fifth language skill.

You may check your answers at the end of the guide. Do not worry if there were some mistakes in your answer, just take your time to review the information enclosed in this unit do the recommended activities, watch proposed videos. Good luck!

Answer Key



Unit 6. Literary texts as a rich source of linguistic input



Note: books

Source: natalia1891991133727 | vecteezy.com

reconsidered.

Nowadays with the use of technology reading was given less priority over visual or audio sources used in EFL class. However, recently the role of reading in general, and using literary texts in particular as a helpful aid to learn language and practice language skills were reconsidered.

It has been recognized by pedagogues that literary texts do offer a rich source for linguistic input and help foreign language students become more efficient in developing the language skills, widen their horizons and increase the knowledge of the world.

Needless to say that using literature in EFL class is an excellent way to learn a language.

In language teaching, literary texts also provide an excellent language model. Literary texts serve as a superb source to learn new vocabulary, grammar structures, text organization and paragraph structure, but above all, elements of culture. Since language is a representation, or manifestation of culture, it is obviously presented in the written pieces that stem from the cultural identity of its writers. Consequently, **literary texts** represent a **rich source of linguistic input** and help EFL students to acquire the target language successfully together with the culture learning, and appreciate the beauty of language.



As stated above, *language* is the outmost representation of a *culture*, and *culture* is manifested in the *language* of its users, these two concepts cannot be separated.

Thus, **teaching language implies teaching culture as well**. Using literature is the best and very motivating way to introduce EFL learners to a new world, full of cultural varieties. That is why introducing and teaching elements of culture in EFL classroom is considered a fifth language skill.

Furthermore, using literary text in class helps students to view the world differently, better understand themselves, their own culture, and reflect on other people's experience through the book, and view the world from a different perspective and through the prism of their own cultural identity; it can also provide effective stimuli to express themselves in their native and the target language.

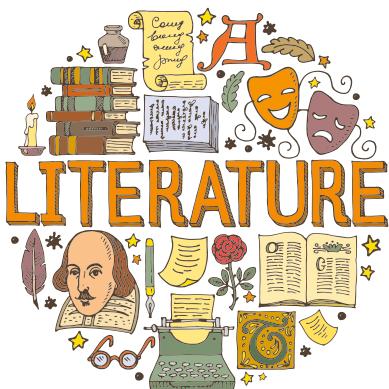
Also, understanding cultures may foster students' curiosity and imagination about the lives, feelings, culture of all people in the world; and thus, appreciate their own and various cultures, and discover that people in everywhere share the same emotions, experiences and difficulties.

Dear student, I invite you to participate in the next interactive game

CROSS- CULTURAL AWARENESS

Now it is time to provide a definition of the concept of LITERATURE. The next unit subsection provides its explanation and definition. Go ahead!

6.1. What is literature?



Note: Image refers to literary texts

Source: Nadya_Art | shutterstock.com

To understand the relationships between literature, culture and language learning, it is necessary to define the term LITERATURE.

This term derives from Latin *litteratura* ", which means *writing formed with letters*.

Actually, it is not possible to define this concept with just one short definition, because *writing formed with letters* implies much more than that.



Literature can also be defined as **piece of writing according to specific characteristic or essential features or forms** such as the novel, short story or drama, poetry, history, biography, and essays and works categorized according to historical periods or their certain aesthetic features (literary genre).

In other sources, **Literature** is referred as **any kind of printed material**, as *circulars, leaflets, or handbills* (short written texts that describe company products, for example).

Speaking about **literature**, written material can be classified as the **classical texts** (for example, William Shakespeare, Jack London, etc.), or **popular fiction, fables** and even **song lyrics**.

The literature used in ELT classrooms nowadays may include the works of writers from a different countries and cultures. These cultural documents offer a deeper understanding of a country or countries as Basnet & Mounfold stated (1993). Literary texts also reflect different aspects of society and that is why they may be considered as a rich source that allows students to have a broader vision about the life styles, ideas, values, daily activities, and even some knowledge of language variations and varieties of *world Englishes* (this term was introduced by Indian writer and linguists, Braj Kachru, to refer to increasing role of English in our globalized world).

Literature is also considered as a **verbal art** that helps readers appreciate the beauty and richness of language.

Through literature the students have opportunity to be exposed to different cultures (clothes, manners, discourse, greetings, topics of conversation, food, traditions, etc.)

Dear student, please do the recommended activity, to have a clear understanding of the concept of LITERATURE.



Recommended learning activity

Please, watch the video [What is literature?](#)

After watching it, please, provide your own interpretation of the concept of Literature.

Note: Please complete the activity in your notebook or Word document



Great! Thank you for your endeavor! I am sure that in your answer you mentioned that *Literature* refers to a *written production* that is closely intertwined with *culture and its artistic expressions*. These *pieces of writing* can be classified according to their *characteristics* as *novel, drama, story, etc.* Nowadays, with the use of technology, literature also refers to *electronic written works* resulting in *electronic literature* (e- books) and it is represented in writing according to genres (drama, novel, short story, etc.)

Well done!

In this section the concept of literature was addressed, and it was also stated that written pieces of may be classified according to their specific characteristics, or features, as representing different literary genres. What is it? Let us continue, and in the next unit subsection you will be acquainted with main literary genres that you can use with your students in the classroom.

Go ahead!

6.2. Types of literary texts: short stories, poems, novels, dramas, plays, song lyrics



Note: Cultivating the use of literature in Class is beneficial for EFL learning
Source: Qvasimodo art | shutterstock.com

The use of literary texts in class can be very motivating and enjoyable activity, especially if teachers bear in mind the interest of their students, proficiency levels, and the most appropriate genre for teaching a specific part of grammar, vocabulary, or cultural aspects.

There are many different literary genres that can be adapted to the particular needs of each lesson and task.

Let us get acquainted with the main characteristics that are proper for **literary genres**.

I would like to start first with the explanation, or the meaning, of the term **Literary GENRE**.

The types of literary texts

When using literary texts in a classroom, EFL teachers can work with the students with texts in original forms or in simplified or abridged versions. Nowadays, an increasing number of different stories, tales, dramas, etc. in English are written specifically for learners of other languages and represent a rich and perfect source to provide linguistics input combined with a culture teaching as well.

To consolidate your knowledge, please, try to define the literary genres. For this, do the recommended activity.



Recommended learning activity

Please, watch the video common [literary genres](#).

After watching it, outline the most common literary genres and provide their definitions:

Note: Please complete the activity in your notebook or Word document

WOW! Great! Good job! I am sure that it was not difficult at all, and in your answer you included such genres as *poetry* (use of language that contains rhymes), *drama* (genre that contains dialogues to be performed on the stage), *novel* (prose narrative that contains a sophisticated plot), and some other literary genres, as *tales*, *short stories* , among other. Good job!

NOTE: For your deeper understanding of the role of literature in EFL classroom, I recommend you to visit and read [Open Educational Resources](#)

[Using Literature in EFL class](#)

I recommend you this source due to its relevance, it contains definitions of literary genres, their advantages for the classroom use, and the ways to use literary texts in EFL class, among other aspects

Now let us continue our learning about the role and purpose of literature in EFL classroom.

Please, go ahead! The next unit subsection addresses this topic.



Week 12

6.3. The role and purpose of literature in EFL classroom



Note: Students are reading literary texts in English class

Source: Pressmaster | freepik.es

Literature is unassailably important source in English language teaching because it has multiple benefits, functions and purposes. It helps students to develop critical thinking, build valuable behavioral and language skills, expand learner's worldwide view and become more open – minded and culturally knowledgeable members of society.

In addition, literary texts represent an undeniable rich source for triggering linguistic input, provide stimuli for students to express themselves in a target language. Needless to say that literature also represents a potential source of learner motivation due to multiple literary genres that may be appealing for students of all ages, proficiency levels, and with different intelligence and learning styles.

One of the main goals to use literary texts in class is to help students increase their vocabulary since literature provides richer and more sophisticated model for language than simple conversation, because authors frequently use quite elaborated sentences and varied lavish words, include synonyms, while during a common speech speakers tend to use the same basic words over and over again during interactions.

Let us get acquainted with some **benefits** for EFL language learners of different literary genres and literary texts.

BENEFITS OF DRAMA

The use of drama represents an effective technique in today's communication-based, student-centered foreign language teaching.

Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. In addition, drama offers much more than that as explained below:

Benefits of Drama

- Learners become familiar with grammatical structures in contexts
- Learn about how to use the language to express, control, inform.
- Raises the students' awareness towards the target language and culture.
- It promotes students' comprehension of life experiences and helps to reflect on particular circumstances
- It introduces the new language in the context and provides source to learn discourse elements, discourse markers, the way dialogues are structured
- It stimulates the imagination, promotes creative thinking and develops critical thinking skills
- It promotes language development, effective listening, speaking, pronunciation and the use of supra segmental elements (sentence stress, intonation, rhythm)
- It increases empathy and awareness of others; reduces creation of Stereotypes



Note: As shown, Drama promotes language development, critical thinking and cultural awareness

BENEFITS OF POETRY

Since POETRY is artistic interpretations of experiences, events and people, it represents several Benefits for Language Teaching. Poetry can be used for the learning and teaching of basic language skills. In addition, poetry has some more benefits these are:

Benefits of Poetry

- Due to the use of metaphor, poetry contributes significantly to increase amount of vocabulary and interpretation of language from pragmatics and semantic points.
- It is very useful to teach supra segmental aspects of the target language, such as stress, pitch, juncture, rhythm, intonation



Note: As shown, Poetry promotes language development including suprasegmental elements

BENEFITS OF SHORT STORIES

Shorts stories also facilitate teaching a foreign language and culture. They serve as a valuable tool to access cultural knowledge of the portrayed community. From the great amount of stories, EFL teachers can easily choose the most suitable for the students type of short story according to their proficiency level or age group. Due to its compact and not extensive format, short story is a very versatile tool to explore in EFL classroom. It can also be easily adapted to the class purpose and the students' needs. Among other benefits, there should be mentioned some more as shown next:

Benefits of Short Stories

- It provides more creative, challenging texts that require personal exploration and reflection that might be supported with prior knowledge, especially suitable for more advanced proficiency level students
- It motivates learners to read (in case it is unabridged authentic text)



- It gives students the chance to use their creativity, imagination, and this , promotes critical thinking skills and gives an opportunity for individual reflection
- It helps students coming from different educational, social, cultural backgrounds communicate with each other because of its universal language

Note: As it can be seen Short Story promotes language development, critical thinking and cultural awareness

BENEFITS OF NOVEL

Novels also represent a very useful teaching tool and source for introducing students elaborated language, wide range of vocabulary. The chart below includes advantages and benefits of using novel for language teaching.

Benefits of Novel

- It develops the advanced level readers' knowledge about different cultures and different groups of people because it offers real life- like settings
- It gives students the opportunity to make use of their creativity and improve critical thinking skills; it also stimulates imagination
- It helps to develop oral and written language skills
- It offers the opportunities to teach the target language culture, and world cultures as well
- It helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences



Note: As shown, Novel promotes language development, critical thinking and cultural awareness, stimulates imaginations of students

BENEFITS OF FOLK TALES

Folk tales are another valuable tool to teach language in EFL classroom. In addition, they represent a very enriching and engaging source to introduce learners to world cultures. Furthermore, folk tale is a very motivating

instrument to be used in the classroom. Apart from reading, it can be used as a basis for practicing oral skills through role- plays, dramatizations, discussions and imaginative recreation of events. Some other benefits of folk tales are outlined below:



Benefits of Folk Tales

- **It engages students in exploring the theme and structure (discourse competence)**
- **It provides opportunity to learn more about the target or any other world culture, people's beliefs, values, lifestyles, history, feelings, and so on.**
- **It offers students chance to reflect on and to draw conclusions based on a lesson that each folk tale encodes in situations that main characters undergo (arrive to a conclusion), and obtain more life experience from that**

Note: As shown, Folk Tale promotes language development, critical thinking and cultural awareness, and is suitable to teach good value

Speaking about reasons and purposes for using literature in class, there should be mentioned various of them. Please, get acquainted with the information below.

Dear student, I invite you to learn about the purpose for using literary text in a EFL classroom

PURPOSE for using literary text in EFL classroom:

1. LINGUISTIC INPUT and LANGUAGE ENRICHMENT

Literature can be used in EFL classroom as a tool that provides linguistic source to teach, explore and practice the four skills - speaking, listening, reading and writing, to analyze the structure and organization of written texts. Varied types of literary genres help to expand the target language vocabulary and learn the word meanings in context, since literature represents an authentic material and contains unmodified original language (in unabridged texts) that can be used outside the class. Literary texts also foster *language awareness*. Asking learners to examine sophisticated or non- standard

examples of language, together with idiomatic expressions, sayings, proverbs makes them more aware of the norms of language use according to Widdowson (1975). Using literature in class definitely expands language awareness.

2. CULTURAL ENRICHMENT

Since literary texts represent a valuable authentic material, together with language enrichment they also serve to expose the students to different cultures (clothes, manners, life styles, behavioral patterns, discourse, greetings, topics of conversation, food, beliefs, traditions, values, world views, etc.). In addition, literature connects the world.

It focuses on cultural values, helps avoid stereotyping and ethnocentric attitudes. Literary texts reinforce students' awareness of cultural differences through different sources of materials. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the real world students may face outside the classroom. Furthermore, helping students to understand cultures through the use of literary texts leads to a better comprehension of common things that people may experience in any country/culture, and at the same time reading fosters and boosts language skills development.

3. PERSONAL INVOLVEMENT

Literary texts encourage interaction, so they can be effectively used for whole-class discussions, for sharing feelings or exchanging opinions. When used as an individual reading technique, literary texts help students to develop their reflective and thinking abilities. Indeed, literature educates the whole person.

4. AUTHENTIC MATERIAL and MOTIVATION

Literature represents authentic material, and for this reason reading literary texts can also be very motivating. Needless to mention that literature maintains its educational role in many cultures and countries. For this reason, students can feel a real sense of achievement and satisfaction at understanding authentic language in the texts. Another positive aspect of literary texts is the fact that they

often provide more entertaining, interesting and engaging information than the readings provided in traditional course books.

5. IMAGINATION DEVELOPMENT

Literature used in classroom is an ideal source to develop and increase students' imagination and creativity. This also implies the language skills development - what all EFL teachers desire for their students to achieve! Imagination is a very creative and constructive power. Every aspect of daily life involves imagination. People imagine as they talk and interact with others, make choice and decisions, analyze news reports, or assess advertising and entertainment according to Sloan cited in Kelly (1996).

Literature is efficient thought –provoking tool and for this reason it is essential to developing the imagination of the students, that is always accompanied by the use of the language; literature stimulate readers to think about the concepts that are described in the texts.

The use of literature in EFL classroom has also several **functions** as outlined in the chart below.

Chart 1.

Functions of Literature in EFL classroom:

Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles. Thus, texts can be supplemented by audio-texts, audio books, music CDs, film clips, podcasts, all of which enhance even further the richness of the sensory input that students receive.

language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties

Literary works help learners to enhance their empathy for others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other genres e.g. advertising. Literature is essential to educating the imagination as it illustrates the unlimited range of

the human imagination and extends readers' personal visions of possibilities.

Literature has the value of enhancing understanding self and others. By reading literature students may develop empathy and perceive themselves by reflecting on other people experience through the book.

Literature also It increases information and knowledge. Good books offer learners pleasure, enjoyment, and lead them to view their personal experiences in different ways.

Note: Literature has multiple functions in EFL classroom due to it fosters critical and reflexive thinking promotes cultural awareness; it very valuable source to teach four language skills

The aforementioned information outlines just few out of many more reasons that explain why literary texts are useful sources to be used in EFL classroom.

To know more about the benefits of using literature in EFL class please do the recommended activity offered below.



Recommended learning activity

Please, watch the video [Why teach literature?](#)

After watching the video, express your opinion regarding the benefits of using literature in EFL classroom.

Note: Please complete the activity in your notebook or Word document

Congratulation! Well done! I am sure that in your answer you have included that literature represents a *genuine and authentic language model* for EFL students. Also, literature offers the exposure to different *linguistic forms, communicative functions*, and above all, using literature in class means *culture teaching* as well since *language is a part of culture and culture is a part of language* and we can find the *cultural manifestations in the language* that authors use in their writing. Great job!

NOTE: In addition the explanations provided in unit 6, and for your deeper understanding of this topic please consider the following academic learning resource

POWER POINT #9: Literature as a rich source of linguistic input for teaching English

I recommend you this source due to the relevance of the information, examples, illustrative images that explain the topic of this unit

For your deeper understanding of the role of literature in EFL classroom, I recommend you to visit and read [Open Educational Resources](#)

Focus your attention on Module 5 (specifically, Unit 1 and 2 that contain ideas how to teach language through Literature). This information will help you to apply learned knowledge in your own teaching practice

We have successfully concluded Unit 6. Great achievement, my dear students! One step forward to get your goals!

To consolidate your knowledge regarding the contents enclosed in this unit, please solve the SELF- TEST below.



Self- assessment 6

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

- 1. Cultural manifestations of language can be observed through literature**
 - a. True.
 - b. False.
- 2. Literary texts represent a rich source of linguistic input, due to that they:**
 - a. Are highly entertaining and motivating.
 - b. Allow students freely express their opinions and interact during discussions.
 - c. Represent authentic language forms and elaborated vocabulary.
- 3. Efficient acquisition of the linguistic elements is a condition to communicate through a language cross culturally.**
 - a. False.
 - b. True.
- 4. One of the characteristics, or features, of FOLK TALES, is that they usually contain a lesson that requires to draw conclusions based on it and teaches how to behave in a real life situations, or emphasizes a certain value, that should be considered in everyday life**
 - a. True.
 - b. False.

- 5. Poetry is considered to be a very useful tool to teach foreign language because it:**
- a. Contributes to increase new vocabulary and interpretation of language from.
 - b. Pragmatics and semantic points. provides exposure to elaborated language and helps understand rhythmical nature of the target language.
 - c. Deals with romantic topics offers thought – provoking elements, and helps motivate students to learn the target language.
- 6. Choose the characteristics of SHORT STORY:**
- a. It is characterized by concise narrative and not complex plot.
 - b. It comprises elaborated plot and contains portrayal of multiple events and characters.
 - c. It centers around the exceedingly rich description of characters and events.
- 7. The literature used in ELT classrooms should include the work of writers from a diverse range of countries and cultures using different forms of English.**
- a. True.
 - b. False.
- 8. Personal involvement during the use of literary texts in EFL classroom suggests:**
- a. Individual work with literary texts.
 - b. Reading as an extra class activity.
 - c. Developing critical and reflective thinking.
- 9. Explain why using literary texts in EFL classroom offers linguistic input to the students.**
-
-

- 10. Establish the links between using literary texts and motivation to learn English**
-
-
-

Great job! I hope that all your answers were correct. You may check them at the end of the guide. Do not worry if there were some mistakes in your answers, just take your time to review the information enclosed in this unit do the recommended activities, watch proposed videos. Good luck!

[Answer Key](#)



Unit 7. Literature as a resource to teach English



Note: An open book represents the literature as a source to teach English
Source: freepik | freepik.es

As it was explained in the previous sections, literature indeed represents a valuable source to teach English. It represents multiple benefits for EFL learners. Please observe the information below that summarizes some of the benefits of using LITERATURE in EFL classroom.

BENEFITS OF USING LITERATURE in EFL CLASSROOM

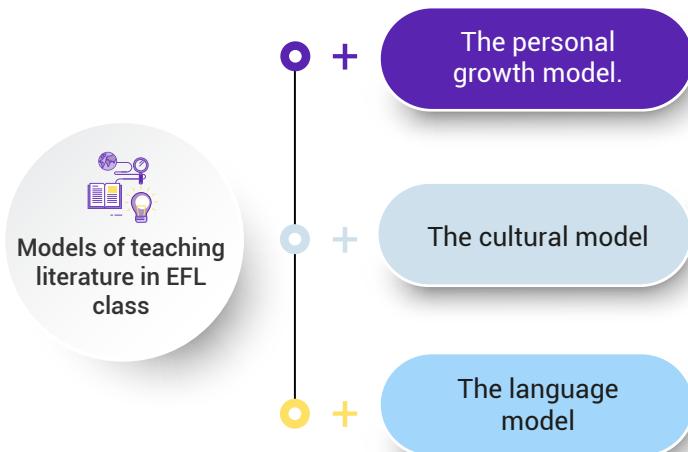
- It is a very enjoyable resource to learn a language.
- It provides examples of different styles of writing, and also representations of various authentic uses of the language.
- It is a good resource for increasing word power.
- It encourages developing various reading skills in learners.
- It can be used as a springboard for exciting discussion or writing.
- It involves both emotions and intellect, which contribute to the personal development of the student. English literature has a value as part of the learners' general education.
- It encourages critical and creative thinking.
- It enriches the students' world knowledge.
- It makes the students aware of various human situations and conflicts.
- It fosters the development of cross cultural communicative competence



Note: As shown, literature represent not only very rich source for linguistic input, it also deepens students' world view, rises their educational level, and expands their cultural knowledge

It should be also mentioned that there are different **models of using literary texts in EFL classroom** depending on the focus and goals that teachers pursue. According to Carter and Long (1991), there are three main approaches to teaching literature in EFLS classroom.

Figure 9.
Models of teaching literature in EFL class



Note: In this figure are shown the three models of teaching literature in EFL classroom

Let us get acquainted with them in a more detailed way.

Models of Teaching Literature in EFL Classroom

1. THE CULTURAL MODEL

This is the most traditional approach. It views a text as a simple source of information about the target culture. It examines the social, political and historical background of a text, literary genres. There is no specific language work done on a text. It is a teacher- centered approach; it means that students are completely dependent on the teacher's choice of reading material.

2. THE LANGUAGE MODEL

This one is considered to be a superior model of using literature in EFL class, because it is more student- centered approach. Teacher draws students' attention toward the language use, the grammatical aspects, meaning of words in a context (meaningful interpretation of vocabulary, including pragmatic point of view), text analysis (paragraph) organization. This model also helps students distinguish different literary genres and styles (stylistic). Through this model of using literature, students increase their general awareness of English language.

3. THE PERSONAL GROWTH MODEL.

This model is also a quite leaner- centered. Through detailed analysis of the literary texts, students are encouraged to draw their own opinions, express their feelings and share personal experience and relate them with the information from the texts, critically reflect on the reading material. In other words, this model fosters interaction between a text and the EFL student, resulting in more efficient use of the target language. This model represents a significant role for learning English language.

The aforementioned models of using literature in EFL classroom shape the choice, or selection, of reading material to be used during language classes.

The next unit subsection addresses some ways how to find the most suitable and relevant reading material to achieve success for language teaching and learning process.

Note: the aforementioned information is based on and adapted from the information retrieved from: Teaching materials: using literature in the EFL/ ESOL classroom

7.1. Selecting and adapting the literary texts according to the needs and age of EFL Students



Note: reading activity

Source: Vector_KIF |
shutterstock.com

Using literary texts for language teaching and learning is not a recent innovation. Literary texts have been always used for foreign language leaning since they provide a rich source for linguistics input, and above all, due to the fact they represent a valuable authentic material that provides exposure to a genuine language.

Using the authentic material requires that teachers develop a thorough process in choosing the right material for the students,

in order to achieve the highest degree of efficacy from linguistic, cultural, aesthetic, entertainment and motivational perspectives.

Needless to say that using authentic and unabridged texts have a valuable positive impact on the students and help them attain the mastery of a target language. A great responsibility lays on a teacher to efficiently select the literary texts. The teacher needs to analyze the contents of the reading before delivering the task to the students. With this regard it is relevant to mention that using authentic material is possible with the students of different proficiency levels, starting from the very beginning level. Instead of simplifying the text teachers should simplify the tasks adapting them to the lesson purpose and to the needs and age of the students.

When selecting and adapting reading material teachers should consider the aspects as shown in the figure below:

Figure 10.

Aspects to consider for the selection of reading material

First of all, teacher should determine the aim of language teaching in relation to the needs and expectations of the students.

Previous to the selection of material, teacher may give a questionnaire or briefly discuss with the students possible topics of literary texts; and then based on it, the teacher can outline the aim and the objectives of the language teaching

It is important to be clear with the cultural aspects that are going to be included in the reading: the teacher must look up for the cultural backgrounds and be prepared to answer and provide feedback to the upcoming thoughts or needs of the students.

After that, the teacher may select the literary texts relevant to the aim and the objectives of his teaching.

While selecting literary texts to be used in language classroom, teachers should take into account needs, motivation, interests, language proficiency level of the students and their age and sex, in order not to bore learners with inappropriate materials.

In addition, EFL teacher should select the appropriate language teaching method, teaching techniques, and choose / prepare engaging classroom activities.

Note: As shown, there are several aspects that teachers need to consider for the texts selection, such as proficiency level, needs, interests of students, cultural background, and language skills to be practiced

To achieve the maximum profit from the use of literary texts in the class, it is recommendable for the teacher to ask him/herself the questions as shown in the checklist below:

Checklist before selecting literary texts



- Is there enough time to work on the text in class?
- Does it fit with the rest of the course syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating and entertaining for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult? (Amount of possible unknown for the student's vocabulary and grammar structures)
- Which language skill is going to be practiced?

Note: Checklist contains questions that every teacher should ask him or herself before selecting the most suitable literary text to practice language skills and culture in EFL class

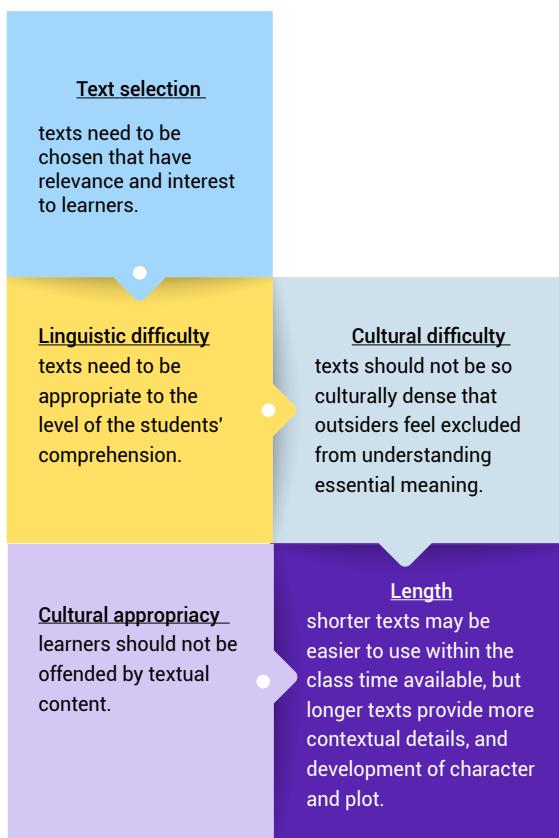
Furthermore, EFL teachers also have to consider criteria for choosing the reading material.

The criteria is useful to consider as an anticipatory activity, to achieve the maximum benefit from using literary texts to combine teaching language skills and elements of culture, since language used in each text represents the cultural elements that authors transmit in the writing through the plot the main characters, and other aspects that writers tend to portray in their works.

Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

Figure 11.

Criteria for Selecting Literary Texts in Foreign Language Classes



Note: text selection according to its linguistic difficulty and cultural appropriacy together with the length of chosen literary text constitute very important criteria for the most suitable text choice to EFL classroom

Authentic material is undoubtedly a very valuable material for language use and for teaching cultural aspects, it is remarkable due to its naturalness and real – life listening experience. Teachers should remember that is very important to adapt learning material to avoid frustration if the chosen literary text is beyond students' comprehension due to a significant amount of unknown vocabulary. However, a good solution to this could be as follows: instead of simplifying the original text, it is preferable to simplify the task.



For this purpose, teacher can **adapt the selected material according to the proficiency level of the students. Please get acquainted with some tips to adapt the selected reading material:**

At elementary levels, students should be given simplified or specially written stories.

Students can be given simple tasks, for example, to infer meaning of difficult words from context, look for some basic grammar forms, such as modal verbs, simple past, or present continuous tenses, etc. Teacher has to encourage students to read **for general comprehension rather than to pick out details.**

At advanced levels students are given literature in its original and unabridged form so that they can develop their literary competence in the target language. They can use different genres of literature (i.e. poems, short stories, novels, plays, etc.) and be asked to observe how characters in a play, novel, or a short story use figures of speech (such as simile, metaphors, etc.) to express communicative intention.

NOTE: In addition the explanations provided in this unit 7, and for your deeper understanding of this topic please consider the following academic learning resources

[PPT #10: Selecting and adapting the literary texts according to the needs and age of EFL students](#)

And

[PDF #5: HOW TO WORK WITH LITERATURE in EFL CLASS](#)

I recommend you these sources due to the relevance of the information, examples, illustrative images and suggestions that explain the topic of this unit subsection

For your complete understanding of the Criteria for the selection of literary texts, I recommend you to visit and read Open Educational Resource that explains in detail the criteria for literary texts selection, [The Cultural Content in EFL Textbooks and What Teachers Need to Do About It: the criteria for selection literary texts](#)

Now it is time to practice. Please, do the recommended activity below:



Recommended learning activity

Please, watch the videos [Advantages of Using literature in EFL class](#) and [Considerations when choosing text for EFL teaching](#)

After watching both videos, please,

1. Outline some advantages of using literary texts
2. Write aspects that should be considered for selecting texts for teaching English in the classroom:

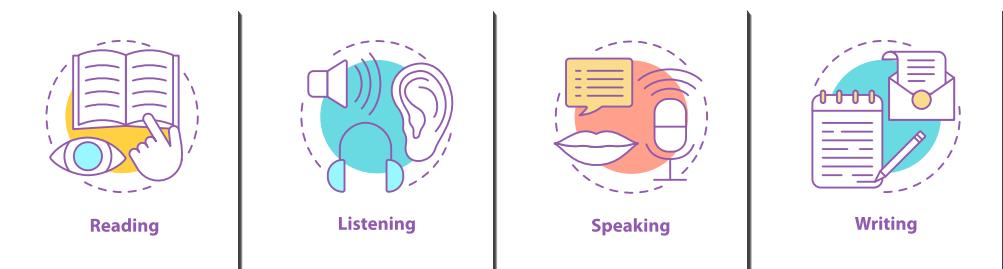
Note: Please complete the activity in your notebook or Word document

Great job! In your answer, as *advantages of using literature* you should have mentioned the following: *literary texts represent authentic material* and provide *exposure to genuine language*, among other, and as the *aspects to consider for selecting texts*: *age, proficiency level, literacy in the students native language, cultural backgrounds, interests and attitudes to different cultures and culturally responsive tests* as a previous work before using literary texts. Congratulations!

The last unit subsections deal with topics related to the use of literature to teach culture together with the four language skills. This information might be very relevant for your professional training as a teacher of English as a foreign language. Go ahead!



7.2. Literature in teaching the four language skills: techniques and activities to teach reading and writing



Note: Language skills: reading, writing, speaking and listening

Source: bsd | shutterstock.com



Note: Students are reading in class

Apart of teaching cultural elements, another very useful function of literary works in English language teaching is its use for practicing the four language skills, though it is not necessary to apply for all of the four language skills at once. However, it is possible to combine them, for example, reading with writing, or reading and speaking, or writing with speaking, depending on the lesson purpose.

In this subsection it is addressed the topic related to the use of literature to teach **reading** and **writing** skills.

Let us start with **READING**.

Below are outlined some steps how to carry out the use of reading in EFL classroom.

First of all, teacher has to help motivate the students to want to read. Consequently, the selected material should be engaging and in accordance with the interests of students.

It is of paramount importance to prepare the students to read the text. How? As you know, teaching any language skill contains some elements such as pre- while, ad post- activity. With regard of teaching reading, teacher can use PRE- reading, WHILE- reading, and POST- reading activities.

The pre-reading activities should cover the functions of literary works such as enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, and language. These activities can be given by teacher to motivate the students, for the enjoyment, understanding, imagination. Furthermore, teacher should introduce or explain some possible cultural setting of the story, and prepare some questions related to the cultural setting. Thus, teacher provides the background, or cultural environment, for the reading to take place. By explaining the *cultural setting* present in a text, teacher facilitates the process; students will have ideas on the context, especially, the *cultural context* of the story. For example, using concrete situation from the text, as for example, briefly explaining the life of the main character of a short story and his life in New York, and how this sales person does his job in a big city, will give ideas on what and how this activity is done in a metropolitan city, so students will be more prepared to comprehend the text, and learn more about some cultural implications- the life in a big city in the USA..

As a POST- reading activity, teacher may work on **Vocabulary building**: to encourages the students to work with familiar or unfamiliar words; extract vocabulary from the readings and practice it later during the same or the next class, as a whole- class discussion, or even role plays or dramatizing the events form the reading, or as a home assignment.

Furthermore, when practicing READING skill, the choice of activities will depend on the literary genre.

- For example, **SHORT STORY** represents an excellent source:
- to practice activities such as discussion, writing and acting out dialogues.
- to improve students' vocabulary and reading aloud skill
- to teach students how to work with a dictionary
- to find out the meaning of the phrases in the context, and get the whole understanding of the story.



When selecting a **NOVEL** to be used in the class, the teacher should pay attention to whether the novel has an intriguing plot that will be of interest

to the entire class. Novels should provoke students reflection, imagination and introduce elements of culture (example: clothes, household /chores description, food, or environment settings, nature, etc.).

Novel is a very effective way of building vocabulary and developing reading comprehension skills.

If novel is chosen as an EXTENSIVE READING activity (done outside the classroom), teacher may organize later Class discussions of the plot events and help students focus on main idea and supporting details, including who, what, when, where, and how.

Please, get acquainted with some more teaching ideas for Extensive reading of literature:

- Hold brief classroom discussions on what learners have been reading (progress reports).
- Ask learners to describe a book they like in such a way to make others want to read it.
- Select a short novel which has been recently made into a film or TV series with which your learners are familiar.
- Ask students to describe the cultural elements present in the reading (food, traditions, settings, topics of conversations, etc.)



Note: Students perform writing activity in the classroom

Source: Rido | shutterstock.com

details, summarizing, etc. (depending on the proficiency and age of students, of course).

When teaching WRITING skill, it is also possible to use different literary genres as in class as outside it (as an extensive writing activity). Teaching writing can also be combined with introducing and practicing elements of culture, together with elements of paragraph structuring and other techniques proper for this skill development, as outlining main ideas, supporting

SHORT STORY can be a powerful and motivating source for writing. Here are some **Teaching Ideas based on SHORT STORIES**:

- Ask student to write the content of a Short story as close as possible to the original model imitating its content, theme, organization, and style.
- Ask students to write dialogues or more complex writing activities
- Ask students to write and then act out dialogues. (This activity helps learners to increase vocabulary and practice pronunciation or other supra segmental elements, such as rhythm or intonation)
- Ask students to change the ending of a story, or rewrite the parts or the whole story but for a different *cultural setting* (In this case, teacher has to previously introduce /describe some cultural – related issues and environments, as an option)
- Ask students to rewrite the events from the story for different cultural setting- what would have happened then?

Now it is time to practice. Please, do the recommended activity below:



Recommended learning activity

Please, watch the videos [Ways to make reading engaging](#) and [Creative writing: Literary techniques](#).

After watching the videos please summarize the main point.

Note: Please complete the activity in your notebook or Word document

Well done, my diligent students. In your response you should have included as the reading engaging ways the following: *encouraging predicting the events, work on new vocabulary orally* (as a retelling the parts of the reading) or in *written form* (creating sentences), etc. In addition, you can combine both language skills, reading and writing, based on the same literary texts through such activities as *analyzing the paragraph structure in a literary text*

and write similar paragraph; or find examples of *symbolism* that represent different aspect of the text (*main ideas, descriptions of elements of culture, main characters, etc.*) Excellent job!

IMPORTANT:

To learn more about techniques how to combine teaching reading and writing and culture through literary texts please consider the information below.

NOTE: In addition the explanations provided in this unit subsection and for your deeper understanding of this topic please consider the following academic learning resources

[PTT #11: LITERATURE, READING AND WRITING](#)

And

[PDF #6: READING , WRITING and CULTURE TEACHING in EFL CLASS](#)

I recommend you these sources due to the relevance of the information, examples, illustrative images and suggestions that explain the topic of this unit subsection

I recommend you to visit and study the information in **Open Educational Resources: Languages & Literature Resources**

This source deals with teaching language skills through literature in EFL class, and to be acquainted with them will help you to become efficient professional

The last unit subsection focuses on the use of literary text to combine teaching speaking, vocabulary and listening with culture teaching. Go ahead!



7.3. Literature in teaching the four language skills: techniques and activities to teach speaking, listening and vocabulary

This last unit section includes some ideas regarding teaching speaking, vocabulary and listening through the use of Literary texts. Of course, teaching culture should be considered as well, since language is the representation of culture and each literary text is loaded with manifestations of it.

ACTIVITIES



Note: Teaching speaking involves the use of various activities such as conversations, role plays, among other

You know that during the teaching process all four language skills can be combined. Reading can be combined with writing, as it was explained in the previous section. The same is true about teaching speaking, listening and vocabulary. Speaking involves to a certain degree the development of listening. Speaking and listening, in turn, cannot be separated from vocabulary.

With regard of the use of literary text in EFL classroom, it can be stated that the above mentioned language skills may be meaningfully addressed and related with teaching culture, too.

There are many ways to address practicing oral skills and culture teaching. Teacher may use different literary genres for this purpose, and apply different techniques to practice **speaking, listening and vocabulary**.

Below there are some teaching ideas.

Teaching ideas using SHORT STORY or FOLK TALES

- **Oral reading** (or reading aloud). This activity is suitable to focus on pronunciation.

Reading aloud significantly contributes to developing speaking as well as listening ability and helps students to achieve naturalness of speech and improve pronunciation (through the focus on supra segmental elements: stress, rhythm, intonation, speed of speech delivery, etc.). Pronunciation may be the focus before, during, and / or after the reading.
- **Dramatization, or role- playing** parts of the story. As a variation, it is possible to adapt the story for different cultural settings, to practice cultural differences, including or combining this activity with language variations, accents, verbal and non- verbal elements of cross cultural communication.
- **Rebuilding**, or changing the plot of the story: it is very useful for practicing vocabulary and comparing cultures if changing the cultural setting in the story or tale.
- **Discussion**. As whole class activity, it may represent a valuable source to boost students critical and reflective thinking, awakening of cultural awareness, minimizing stereotyping or ethnocentric attitudes, awakening empathy and comprehension of cultural differences behavioral patterns.

Focus on elements of culture described in a short story or a FOLK TALE (for example, food, clothes, values traditions, etc., and comparing or contrasting them with the corresponding students' native elements of culture. At the same time, this activity represents a good opportunity to expand the vocabulary and develop listening skill.
- With the **use of technological tools** it is possible to prepare or record a short video with the students role playing or dramatizing the events from the short story or the folk tale- and this activity will also be very engaging and motivation for the learners, and at the same time it can be a good and motivating opportunity for them to analyze their own progress in the target language use.

Similar techniques and activities can be used for other literary genres, such as **NOVEL**.

Since novel represents a much larger piece of writing, teacher may use it as an extra class activity, and then ask students to share ideas in class, discuss the most interesting/difficult/ impacting parts of the literary work, and in this way, practice and reinforce new vocabulary and speaking.

Teaching Listening and Speaking can also be subdivided in stages as *PRE-*, *WHILE-* and *POST-* (or *follow up*) activities.

As a *PRE- Listening*, or *before Speaking* activities, teacher may apply **BRAINSTORMING** technique, during which it can be possible to introduce new vocabulary, or discuss some elements of culture based on the pictures, realia, KWL chart (*I Know, I Wonder, I Learned* technique) or other visuals that teacher may use for this purpose.

As a *WHILE-* listening activity, teacher may draw students attention to topic, vocabulary, sequence of events, grammar aspects, such as tenses :present, past, future, or conditionals, etc.)

As *POST-*, or *FOLLOW UP*, activities for Listening, students may be involved in:

- **Creative responses activities**, such as re-order events, change the end of the listening, personalize the story, or even write a story based on the listening.
- **Problem- solving activities**, such as *Listing*: make a list of the events, or descriptions present in the listening piece; *Sorting*: put words in diff categories: people, animals, elements of culture, etc.; *Ranking*: in written or orally rank events, or other aspects of the listening part from the most to the least important, etc.

The above activities are inseparable from **SPEAKING**. To practice this skill, teacher may ask *comprehension questions*, students may provide a *summary*, or *retell* the story, novel, etc. Based on the plot, teacher may start **discussion** as a whole class activity. During discussing students have chance to express their opinions, practice vocabulary and other supra segmental elements. In addition, during discussion, students may address *cultural elements*.

SPEAKING and VOCABULARY cannot be separated as well. Teacher may combine their practice during the class. Below are outlined some of the speaking and vocabulary techniques.

SPEAKING and VOCABULARY STRATEGIES

STORY REENACTMENT.

Its purpose is to encourage students to act our stories they have read, listened, watched in a movie or video, heard in a song. As a PREVIOUS activity, teacher may use RETELLING the story- to check its comprehension and SEQUENCE of events; and provide REVISION of DETAILS (Key words- verbs, nouns, adjectives, numerals, colors, etc.) .

REPORTING BACK

This activity represents active- learning experience and allows rich verbal and vocabulary practice. It may be reinforced in a written way as well – students may be asked to write the steps/events/feelings, etc. of their own experience

Since the literary texts used in EFL class represent a valuable authentic material, so they can be used for **Communicative Cultural Simulation GAMES, to foster the development of Speaking and Listening language skills, combined with the vocabulary teaching.** During these simulation games students have opportunity to discuss, role play, analyze the cultural differences and recreate them during the simulations activities. These games are very motivating and engaging for the students because they offer opportunities to use language appropriately in “cross- cultural” settings, apply new vocabulary and simply experiment close to real – world cross cultural encounters.

As it was already mentioned, to teach SPEAKING, LISTENING, and VOCABULARY is possible using different literary texts of several genres.

Using **POETRY** is an excellent way to combine teaching SUPRASEGMENTALS (word/sentence stress, Intonation), vocabulary, and of course, cultural connotation. Poetry is loaded with metaphorical use of language that expresses particularities of language use specific to different cultures. So this is a very rich source to create awareness of linguistic cross-cultural differences.

Using **DRAMAS** and **PLAYS** is undoubtedly excellent way to foster communication, use of speaking and listening skills and vocabulary expansion as well. These literary texts also contribute to cross- cultural awareness. Below are provided some ideas.

Teaching ideas to use PLAYS and DRAMAS.

- Ask students to act out a part of the scene in groups.
- Ask students to make a radio play recording of the scene. They may record their own acting. This activity may benefit the development of Speaking and Listening skills, and vocabulary (combined with pronunciation) practice.
- As a whole class activity, students may listen to the different recordings made by the class mates, and discuss /decide *Who's was the best? and Why?*
- Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm, intonation). This activity also implies cross- cultural differences from linguistic point of view.
- Ask students to re-write the scene. Students may imagine the situations from the reading material in another place, country, location cultural setting or even century. Then they read out or act out the new version and discuss it later on.
- In addition, students may be suggested to watch movies, listen to audio electronic books and podcasts, making film or creating podcasts, which contributes to learners' construction of the cultural knowledge on their own.
- Ask students to write down the one of the mentioned or discussed expression as the prompt to write down a short paragraph.

The aforementioned are just few out of many activities that can be used to combine teaching the four language skills and culture using literary texts.

Now it is time to practice. Please, do the recommended activity below:



Recommended learning activity

Please, watch the recommended videos [Using Literary texts in EFL class for culture awareness and vocabulary enrichment](#) and [Communicative games in EFL class](#)

After watching the videos, summarize them explaining how literary texts can be used for culture awareness and vocabulary enrichment.

Note: Please complete the activity in your notebook or Word document

Good job! In your summary you should have included that the *use of literary texts* represents a great *support for developing cultural awareness*; that *cultural enrichment* improves students *ability to communicate cross-culturally*, and *develop speaking, listening skills and expand vocabulary range*. The use of *literary texts fosters the bonds between student's language mastery and culture comprehension*, and *vocabulary use* because authors who belong to *different cultures* usually *portray their cultural settings* in their works. In addition, to make teaching culture enjoyable activity, teachers should use *communicative games*, such as *cultural simulations*, for example, that have *multi purposeful aims*: combine *language skill teaching and awakening cultural awareness*.

Well done! I am sure you successfully summarized both videos.

IMPORTANT:

To learn more about techniques how to combine teaching speaking, listening, vocabulary and culture through literary texts please consider the NOTE information below.

NOTE: In addition the explanations provided in this unit subsection and for your deeper understanding of this topic please consider the following academic learning resources:

[PPT #12: LITERATURE, SPEAKING, LISTENING; VOCABULARY](#)

[PDF #7: SPEAKING, LISTENING, VOCABULARY and CULTURE in EFL CLASS](#)

PDF #8 TECHNIQUES TO TEACH LANGUAGE SKILLS and CULTURE THROUGH LITERARY TEXTS

I recommend you these sources due to the relevance of the information, examples, illustrative images and suggestions that explain the topics of this unit.

Congratulation! We have concluded this unit and second term course contents!



I am sure that you all worked hard to succeed in your studies. As the last activity, I invite you to solve the SELF- TEST # 7, to check your progress and to consolidate your knowledge. Good luck!



Self - assessment 7

Choose TRUE or FALSE according to each statement, or choose the correct answer as appropriate.

- 1. Choose the most assertive reasons for the statement *Using literature in EFL class is very beneficial because it:***
 - a. Is easy to find varied examples in the Internet.
 - b. Is highly entertaining and enjoyable class activity.
 - c. Provides authentic linguistic input.
- 2. The Cultural Model of teaching literature in class implies:**
 - a. Traditional teacher- centered approach to use literary text as a basic source of.
 - b. Information about the target culture. learner- centered approach to analyze the literary genres combined with linguistic elements.
 - c. That students are encouraged to draw their own opinions, express feelings and share personal experience and relate them with the information from the texts.
- 3. The superior, learner- centered approach to using literature in EFL class, is The Personal Growth Model.**
 - a. True.
 - b. False.
- 4. When selecting Reading material teacher has to know how much cultural or literary background the learners need to be able to have, and have very clear idea of which language skill is going to be focused in the class for the tasks development.**
 - a. True.
 - b. False.

- 5. To use literary texts in class, teacher:**
- a. Has to choose the simplified version according to the students' proficiency level.
 - b. May use any authentic samples/piece but has to simplify the tasks according to the proficiency level of students.
 - c. Has to apply a diagnostic test to find out students' level interests and expectations.
- 6. Choose the statement that LESS refers to benefits of literature in EFL class:**
- a. Literary texts offer a rich source of linguistic input and can help learners to practice the four skills –speaking, listening, reading and writing.
 - b. Literature helps learners to develop their understanding of other cultures, awareness of 'difference' and to develop tolerance and understanding.
 - c. Literary texts can help students to lose the fear to take risks in multi- cultural encounters.
- 7. As the main goal and benefit of using literature in EFL class is the fact that it contributes to anxiety reduction when learning a foreign language:**
- a. True.
 - b. False.
- 8. To achieve the maximum effects of using literary texts to teach language skills teachers should focus on ONE skill during the class procedure.**
- a. True.
 - b. False.
- 9. Outline some benefits of using literary texts for language and culture teaching in EFL class:**

Answer this question in your notebook or Word document

10. Write your answer to the following:

How can you benefit your student when using POETRY in EFL class?

Answer Key

Below I offer you very useful links that contain practical information regarding the use of literature in EFL class to teach language skills and culture

[Teaching English through literature](#)

[Basic Ideas And Techniques For Teaching The Four Language Skills](#)

[Using Literary Texts to Teach Reading Comprehension](#)



Week 16



End of term activities

Dear students, as a way to review and check the knowledge acquired during the second term please take your time to work on this last recommended activity.



Recommended learning activity

Please, summarize the main contents studied during the second term. This information can help you to recall the acquired knowledge and be ready for the test

Note: Please complete the activity in your notebook or Word document

Well done!! In addition, please review the self-evaluations provided at the end of each unit, do the recommended learning activities, visit the web links for related video, review the Power Points and PDF sources. Remember that the online questionnaires and the graded activities also constitute a tangible resource that help you to become well-prepared for the test. Do not underestimate these resources for your studies. I wish you to always do your best!

Our course is finished, and I sincerely hope that it was useful and helpful for you. Now you are aware of cultural implications for EFL teaching, why teaching culture is considered to be the fifth language skill. I also hope

that you learned how it can be possible to combine literary texts to teach language skills. If you found this course useful for your professional training it could be a great satisfaction for me.

Just keep studying more to become an excellent professional in future.

GOOG LUCK IN YOUR SUBSEQUENT STUDY!



4. Answer key

Self- assessment 1		
Question	Answer	Feedback
1	a	the statement is TRUE, because Language is the outmost manifestation of culture
2	a	statement is FALSE because language is learned behavior
3	b	It is true, language is a mental phenomenon
4	b	It is TRUE that taking risks to have success is accepted in Low Uncertainty Avoidance cultures
5	a	The statements is FALSE, because the described characteristics are proper for SHORT TERM oriented cultures
6	c	Culture is the result of human interaction
7	a	In High Power Distance cultures people are expected to show only positive emotions to other with high status
8	a	statement is TRUE, because legends, myths, behavioral rules, traditions are some of the elements of culture.
9		ANSWERS MAY VARY. Possible answer: Language is a human property, it is a system that is composed of many elements such as phonological semantic ,lexical syntactic, etc. .It includes symbols it is a mental phenomenon
10	A.3 B.1 C.2	

Self Assessment

Self- assessment 2		
Question	Answer	Feedback
1	b	Cultural identity refers to shared values and heritage
2	a	identity refers to qualities, beliefs and expressions that make a person or group different from others
3	b	Statement is TRUE because Linguistic identity is a part of our cultural identity
4	c	Person's identification as a speaker of one or more languages is known as linguistic identity
5	a	A person's sense of identity or belongingness to the same linguistic community is based on their cultural identity
6	b	The statement is TRUE because Linguistic identity can be influenced by languages of other ethnic groups within the same country.
7	a	The present example represents Linguistics Relativism theory
8	a	The statement is FALSE because accent refers to pronunciation, but not to linguistic expressions of a language
9	b	This option refers to phonetic and phonological aspects of language and are not linked with linguistic identity
10		These concepts are not related at all Cultural Dimensions state about people communicate and behave within each society, Ling. Relativism focuses on how environment influences word meanings

Self
Assessment

Self- assessment 3		
Question	Answer	Feedback
1	b	The statement is FALSE, because Mass media is NOT linked with fostering of behavioral rules and schemes, values and language of each society; it has informative function
2	a	The statement is TRUE, because the goal of intercultural communicative competence is to help understand people from different cultural backgrounds
3	b	Cross- Cultural Communicative Competence includes understanding of behavioral rules
4	a	The statement is TRUE because non - verbal communication is linked with LINGUISTIC IDENTITY
5	b	The statement is FALSE, the mentioned elements correspond to non- vocal communication
6	a	In <i>high-context</i> culture, verbal message is implicit, disagreement is personalized, and verbal message is implicit
7	b	<i>Low-context</i> culture is characterized by low use of nonverbal elements, verbal message is direct, context is less important than words
8	b	The statement is FALSE because the given example fits LOW context culture
9		<i>Kinesics, kinesthetic, proxemics, eye contact, body language are elements of non-verbal communication</i>
10		Answers may vary. Possible answer: Verbal communication consists of linguistic differences expressed in greetings, farewells, topics of conversation, in the use of kinship terms, turn – takings, levels of politeness; and non-verbal elements, such as speed of speech delivery, intonation, modulation of tone of voice, pitch, loudness, pauses during speech, silence , articulation

**Self
Assessment**

Self- assessment 4		
Question	Answer	Feedback
1	b	The statement is FALSE, because topics of conversation and Turn – takings are not part of non – verbal communication
2	c	The given example represents euphemisms
3	b	The purpose of NON- VERBAL communication is to reinforce or modify verbal message
4	b	Kinship terms refer to refer to family members
5	a	The statement is TRUE because ability to interpret or <i>decode</i> the intended messages correctly is known as intercultural communication competence.
6	a	The statement is TRUE because turn- taking rules regulate conversation flow
7	b	It is FALSE statement because promising is not used to express intended meaning
8	a	It is TRUE that cultural empathy involves appreciation and consideration of the differences and similarities of another culture in comparison to one's own
9		Possible answer: All address forms in Asian cultures are used strictly following hierarchy
10		Possible answer: Politeness can be expressed through the use of greetings, farewells, thankfulness formulas and promising

Self
Assessment

Self- assessment 5		
Question	Answer	Feedback
1.	b	The statement is FALSE; for efficient communication at cross cultural level, speaker needs to have cross- cultural communicative competence
2.	a	The statement is TRUE; cross cultural awareness requires adaptation of the behavior according to the demands of different intercultural situations
3.	b	Cross- Cultural awareness implies appropriate interpretation of paralinguistic elements
4.	b	This statement is TRUE, because Linguistics relativism and culture understanding are closely linked
5.	c	EFL learners need to achieve cross cultural competence and awareness because language and culture cannot be separated from each other
6.	c	The provided description corresponds to ethnocentrism
7.	b	The major goal of any foreign language program is to establish the links between communication, culture and language teaching
8.	b	It is FALSE; the present statement refers to cross- cultural awareness
9		Possible answer: Prepare individuals for intercultural relationships in numerous contexts and multiple models of intercultural competence; prevent from creation of stereotypes, or oversimplified patterns of behavior
10		Possible answer: since language and culture are inseparable, to achieve efficient cross cultural communication, it is necessary to master elements of culture together with the acquisition of linguistic elements of English

Self
Assessment

Self- assessment 6		
Question	Answer	Feedback
1	a	It is TRUE that cultural manifestations of language can be observed through literature
2	c	Literary texts represent a rich source of linguistic input, due to that they represent authentic language forms and elaborated vocabulary
3	a	The statement is FALSE; to be cross culturally competent, it is also necessary to be aware of cross cultural differences used in communication
4	a	the statement is TRUE; Folk tales contain a lesson that requires to draw conclusions based on it and teaches how to behave in a real life situations, or emphasizes a certain value, that should be considered in everyday life
5	a	It is TRUE that poetry contributes to increase new vocabulary and interpretation of language from pragmatics and semantic points
6	a	Short story is characterized by concise narrative and not complex plot
7	a	It is TRUE that the literature used in ELT classrooms should include the work of writers from a diverse range of countries and cultures using different forms of English
8	c	<i>Personal involvement</i> during the use of literary texts in EFL classroom suggests developing critical and reflective thinking
9		Possible answer: Literature can be used in EFL classroom as a source that provides linguistic source to teach, explore and practice basic language skills, to analyze the structure and organization of written texts
10		Possible answer: Literary texts usually provide more entertaining, interesting and engaging information than the readings provided in traditional course books and thus, are more interesting for students to learn the target language

**Self
Assessment**

Self- assessment 7		
Question	Answer	Feedback
1	c	Using literature in EFL class is very beneficial because it provides authentic linguistic input
2	a	The Cultural Model of teaching literature in class implies traditional teacher- centered approach to use literary text as a basic source of information about the target culture.
3	b	Language Model is considered to be the superior one, because it helps students distinguish different literary genres and styles (stylistic) and increase the general awareness of English language
4	a	It is TRUE that when selecting reading material teacher has to know how much cultural or literary background the learners need to be able to have, and have very clear idea of which language skill is going to be focused in the class for the tasks development.
5	b	To use literary texts in class, teacher may use any authentic samples/piece but has to simplify the tasks according to the level of students proficiency
6	c	Literary texts can help students to lose the fear to take risks in multi -cultural encounters
7	b	The statement is FALSE because the main goal and benefit of using literature in EFL class is the fact that it expands language and cross-cultural awareness
8	b	the statement is FALSE because it is possible to combine several language skills practicing with the same literary texts during EFL class
9		Possible answer: There should one of the following: It provides examples of different styles of writing, various authentic uses of the language.; fosters the development of cross cultural communicative competence; encourages developing various language skills in learners).
10.		Possible answer: There should be mentioned one of the following: Poetry provides model for teaching supra segmental elements, figures of speech ,vocabulary

Self
Assessment



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6. Resources

Language and culture

TEACHING CULTURE IN EFL CLASS

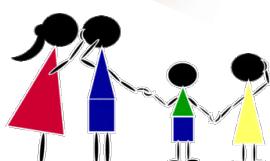
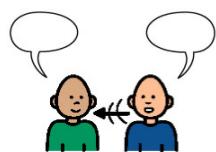
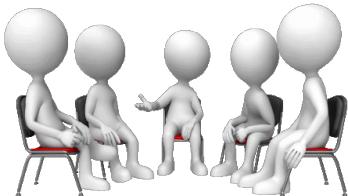
Unit 1. Language and Culture

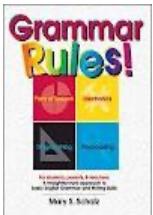
- 1.1. What is Language? Language as a system
- 1.2. Defining Culture and its elements
- 1.3. Cultural Dimensions

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WHAT IS LANGUAGE?





LANGUAGE is a
mental phenomenon



Language is KNOWLEDGE about
sounds, meaning and grammar

Language is best described in
terms of grammar, a system of
rules.

For a communication system to
be called language, it must
have a lexicon and a grammar.



All the vocal sounds, words, and ways of
combining them common to a particular
nation, tribe, or other speech community



Human speech



The particular form or manner of selecting
and combining words characteristic of a
person, group, or profession

Form or style of
expression in words



ARABIC ALPHABET					
ا	ب	ت	ث	ج	ح
د	ر	ز	س	ش	ص
خ	ل	م	ن	و	ي
ك	ل	م	ن	و	ي

Language is

A special set of symbols, letters, numerals, rules, grammar sets, etc, used for the transmission of information: the written representation of such system



А	Б	В	Г	Д	Е
Ё	Ж	З	И	Й	К
Л	М	Н	О	П	Р
С	Т	У	Ф	Х	Ц
Ч	Ш	Щ	Ң	Ң	Ң
Ҕ	Җ	Җ	Җ	Җ	Җ

Greek Alphabet and Symbols					
A α	B β	Γ γ	Δ δ	Ε ε	Ζ ζ
Alpha	Beta	Gamma	Delta	Epsilon	Zeta
H η	Θ θ	I ι	K κ	Λ λ	M μ
No	Theta	Iota	Kappa	Lambda	Mu
T τ	Υ υ	Ξ ξ	O ο	Π π	Ρ ρ
Tau	Upsilon	Xi	Omicron	Pi	Rho
Ψ ψ	Υ υ	Φ φ	Χ χ	Ψ ψ	Ω ω
Zeta	Upsilon	Phi	Chi	Psi	Omega

א	ב	ג	ד	ה	ו	ז	ט	ת	נ	ל	י	ך	ְ	ִ	ַ	ָ	ֹ	ֻ	ּ	ֽ
女	氣	安	功																	
夫	武	止	戈	術																
空	手	康	道	之																
首	場	流	充	シ																
極	拳																			

SYMBOLISM

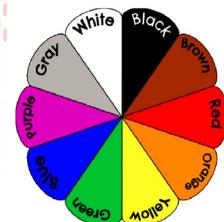


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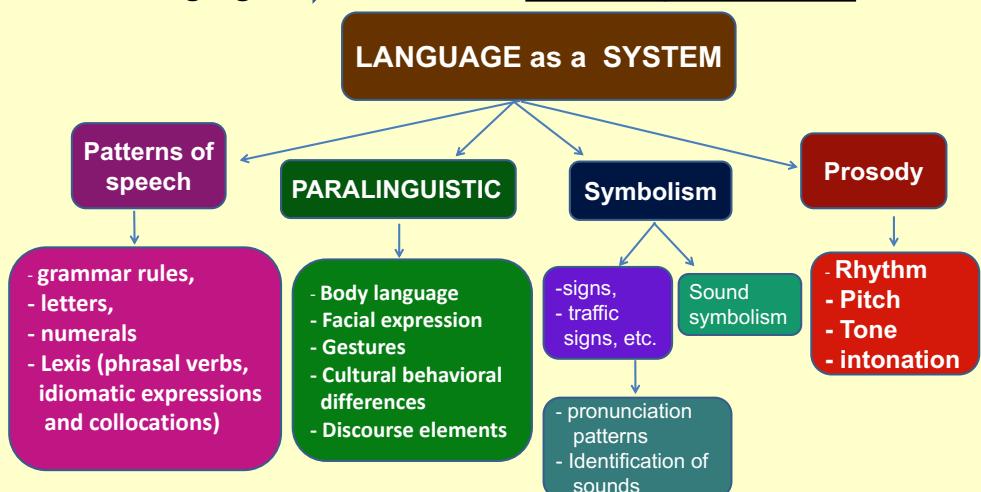


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Language ➔ SYSTEM; it is a mental phenomenon.



CULTURE

Word 'culture' comes from the Latin word 'cultura' which is related to cult or worship.



The culture of society comprises the shared values, understandings, assumptions, and goals that are learned from earlier generations, imposed by present members of society, and passed on to succeeding generations

Result of human interaction



• Papua New Guinea



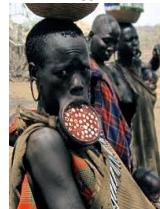
New Zealand



Massai(African tribe)



Africa



Japan



• Burma



Indonesia



Mianmar



Native North American



Morocco(Africa)





John Donne (1624) said about culture:

“No man is an island, entire of itself; every man is a piece of the continent, a part of the main;...any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee”



Phatak, Bhagat, and Kashlak, (2008)

“Culture is a concept that has been used in several social science disciplines to explain variations in human thought processes in different parts of the world.”

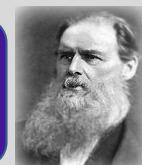


Jean Paul Lederach,(1995)

“Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them”.

Edward Taylor(1871)

“Culture 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”.



CULTURE

Guides the behaviour of people in a community and is incubated in family life



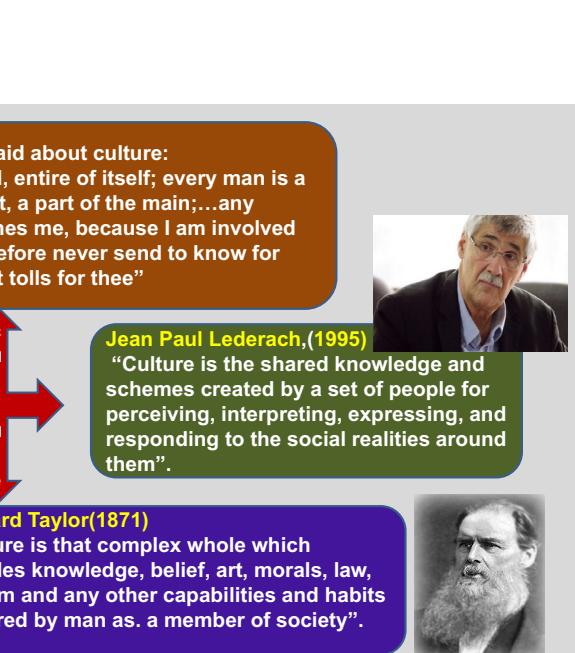
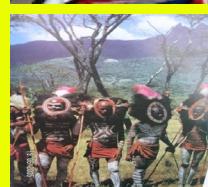
Governs our behaviour in groups, makes us sensitive to matters of status



Helps us to know how far we can go as individuals and what our responsibility is to the group



Might be defined as the ideas, customs, skills, arts, that characterize a given group of people in a given period of time



Successful communication is a complex issue. All the implications of language use vary according to the *culture of the speakers*.

- A language is a part of culture, and a culture is a part of language; we cannot separate the two without losing the significance of either language or culture.
- The acquisition of a second language is also the acquisition of a second culture.
- When teaching language, we also have to teach cross-cultural aspects. Its knowledge is highly important in the learning of a second language (develop COMMUNICATIVE COMPETENCE)

Certain cultural awareness should be included in teaching and it can be combined with teaching other language skills



CULTURE and ITS ELEMENTS

- Clothes
- Food
- Music/musical instruments /dance
- Architecture
- Customs and Traditions
- Rules and norms of behaviour
- Social interaction
- Education
- Literature ,its myths, legends)
- LANGUAGE, its Jargons, metaphors, etc.
- Ceremonies and Celebrations

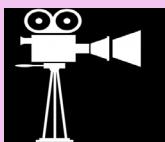


Characteristics of Culture



- Learned Behavior.
- Culture is Abstract.
- Culture Includes Attitudes, Values, and Knowledge.
- Culture also Includes Material Objects
- Culture is Shared by the Members of Society.
- Culture is a Way of Life.
- Culture is Dynamic.

- Culture is Idealistic.
- Culture is Transmitted among members of Society.
- Culture is Continually Changing.
- Language is the Chief Vehicle of Culture.
- Culture is Integrated.
- Culture is Transmissive.
- Culture Varies from Society to Society.



VIDEOS:

<https://www.youtube.com/watch?v=q2Bj8OCmxb4> (What is culture? Cartoon)

<https://www.youtube.com/watch?v=m8pbmbfeoHs> (What is Culture? What does Culture mean? The definition of Culture)

https://www.youtube.com/watch?v=kGrVhM_Gi8k (elements. Characteristics of material vs non material culture)





Guide Content

TEACHING CULTURE IN EFL CLASS

Unit 1. Language and Culture

1.1. What is Language? Language as a system

1.2. Defining Culture and its elements

1.3. Cultural Dimensions

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1.3. CULTURAL DIMENSIONS

Geert Hofstede (Dutch socio psychologist, Emeritus professor, Maastricht University, Holland)

“Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and after a disaster”

Geert Hofstede

Geert Hofstede, (born 2 October 1928 in Haarlem, Netherlands) is an influential Dutch researcher in the fields of organisational studies, organisational culture, cultural economics and management. He is a well-known pioneer in his research of cross-cultural groups and organisations.



CULTURAL DIMENSIONS

1. Individualism vs Collectivism

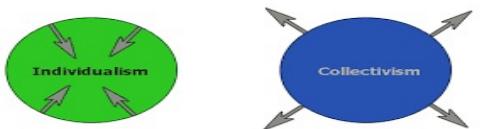
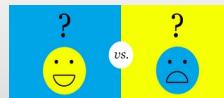


Image idea from paradigm-shift-21st-century.nl

2. Power Distance



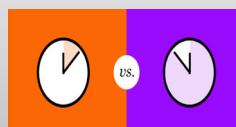
3. Uncertainty Avoidance



4. Masculinity vs Femininity



5. Long term vs Short term orientation



1. Individualism vs Collectivism

- explicit or direct verbal communication (Ex. Ich gehe

(go)nach Equator - In German- I will go to Ecuador is close to be meaningless)

- "self-made man" or "makes up their own mind" or shows initiative or work well independently.

- to be different from the mob at any way. (pointless championships of spitting, erupting, beauty contests for little girls, etc. etc.)

- tendency to believe that there are universal values that should be shared by all.

Anglo cultures tend to be individualist.



- people communicate indirectly, cooperation is important for communication.
- Expressions or phrases are used which describe a disagreement or negative statement instead of saying no. Saying 'no' would destroy harmony in the group.
- tendency to accept that different groups have different values
- Many of the Asian cultures are collectivist

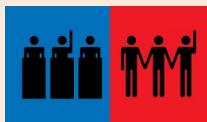


Image idea from paradigm-shift-21st-century.nl

Individualism vs Collectivism



An **individualistic culture** encourages autonomy and **self-reliance.**



Traits of Collectivistic Culture

Social rules focus on promoting selflessness

Working as a group

Doing what's best for society

Families and communities have a central role



High power Distance

Geert Hofstede examined what good leadership looks like in different countries, introduced the term “power distance” and defined it as *“the extent to which the less powerful members of organizations accept and expect that power is distributed unequally.”*



Low Power Distance

people don't question the decisions of their leaders.

Organizations are looser, decentralized hierarchies, employees or subordinates are considered equal, or nearly equal.

Uncertainty avoidance is a society's tolerance for uncertainty and ambiguity, in which people accept an event of something unexpected or unknown

3.Uncertainty Avoidance

WILLINGNESS TO TAKE RISKS



Societies with a high degree in this index use strict codes of behavior, guidelines, laws, and generally rely on absolute Truth, or the belief that one Truth dictates everything and people know what it is.



It reflects “the extent to which members of a society attempt to cope with anxiety by minimizing uncertainty.”

A lower degree in this index shows more acceptance of differing thoughts/ideas. Society imposes fewer regulations, ambiguity is more accustomed to, and the environment is more free-flowing

- Society does not like ambiguous situations and tries to avoid them.
- Lots of rules, regulations
- Security (avoiding the unfamiliar): rather than taking risks, people prefer that what they know already.
- Weak interest in politics
- Citizen protests repressed
- Authority is accepted
- People tend to be more emotional: emotions/passion are openly shown



- Greece
- Germany
- Japan
- Belgium
- Russia
- Italy
- Korea
- Mexico
- Spain



Low uncertainty avoidance

- Society does not mind ambiguous situations
- High interests in politics
- Citizen protest accepted
- Few written rules, little structure
- Entrepreneurial: starting your own business is seen as very normal;
- Taking risks to have success is accepted
- Stress-free: people experience "life" as being relatively stress-free.
- The need for looking "cool and calm"
- People tend to be more pragmatic
- Aggression less accepted
- More ambitious adaptable and flexible employees



- USA
- Denmark
- UK
- India
- China
- Indonesia
- Singapore
- Hong-Kong
- Philippines

UNCERTAINTY AVOIDANCE

- Low tolerance for uncertainty-worry about future, more loyal to employer, accept seniority as basis for leadership.
- High tolerance-welcome risk-taking, change, and rule-breaking.



4. Masculinity vs



A masculine culture is made up of male gender roles that focus on values such as money, success, achievement and competition. These cultures consist of a need for power, dominance, and wealth and material success.

- Society is more competitive: competition is seen as a chance to show how good you are.
- Performance ambition, a need to excel.
- Admiration for the successful achiever
- Decisiveness oriented
- Ego oriented, live in order to work.
- Economic growth is given a high priority.
- Big salary gap
- Conflict is resolved through force
- Religion: Most important in life. Only men can be clergy
- Failing is a disaster.(looser?)



Femininity

- Dominant values in society are caring for others, and quality of life.
- A preference for cooperation, modesty, caring for the weak.
- Work in order to live
- Quality of life and people are important
- Salary gap is not prominent
- Environment protection is given a high priority.
- Conflict is resolved through negotiation.
- Religion: Less important in life. Both men and women can be clergy.





5. Short Term and Long-Term orientation

- **Long-term orientation** is when you are focused on the future. You are willing to delay short-term material or social success or even short-term emotional gratification in order to prepare for the future.
 - You value persistence, perseverance, saving and being able to adapt.
 - Cultures with a long-term time orientation are more concerned with the future and focus their efforts on future-oriented goals, the “build” their future.
 - (ASIAN countries)
- **Short-term orientation** is when you are focused on the present or past and consider them more important than the future.
 - you value tradition, the current social hierarchy and fulfilling your social obligations.
 - You care more about immediate reward and gratification than long-term fulfillment. Care for immediate needs.
 - Cultures with a short-term orientation are more concerned with the past and present and focus their efforts and beliefs on matters related to the short-term goals
 - (WESTERN countries)

LTO

vs

ShTO

- Perseverance and efforts lead to slow but steady results
- **Thrift is appreciated**
- Living with in-laws is normal
- Leisure time is optional
- Importance of profits 10 years from now
- **personal steadiness and stability**
- protecting your face
- reciprocity of greetings, favors, and gifts
- **ordering relationships by status**



THANK YOU

*THANKS FOR YOUR
ATTENTION, TIME and
PATIENCE!!!!!!*

To be continued.....

Have a nice Day!

Guide Content

Cultural dimensions and parameters

PDF # 1 CULTURAL DIMENSIONS AND PARAMETERS

Individualism vs Collectivism

In countries with high score of INDIVIDUALISM, as its name suggests, there is a weak interpersonal connection among those who are not part of a core "family." Here, people take less responsibility for others' actions and outcomes.

In a collectivist society, however, people are supposed to be loyal to the group to which they belong, and, in exchange, the group will defend their interests. The group itself is normally larger, and people take responsibility for one another's well-being.

Individualistic cultures	Collectivistic cultures
<ul style="list-style-type: none">- Explicit or direct verbal communication- "self-made man" or "makes up their own mind" or shows initiative or work well independently.- Focus on to be different from the mob at any way. (pointless championships of spiting, erupting, etc.)- Tendency to believe that there are universal values that should be shared by all.- There is a high value placed on people's time and their need for privacy and freedom.- An enjoyment of challenges, and an expectation of individual rewards for hard work is present.- Respect for privacy is very significant.- Acknowledgement of individual accomplishments is of paramount importance.- In these societies people don't mix work life with social life too much.- High level of encouragement for debate and expression of people's own ideas. <p>Anglo cultures tend to be individualist</p>	<ul style="list-style-type: none">- People communicate indirectly, cooperation is important for communication.- Expressions or phrases are used which describe a disagreement or negative statement instead of saying <i>no</i>. Saying 'no' would destroy harmony in the group.- Tendency to accept that different groups have different values.- Emphasis on building skills and becoming master of something.- People work for intrinsic rewards.- Maintaining harmony among group members overrides other moral issues- Wisdom is important.- Suppress feelings and emotions that may endanger harmony.- Avoid giving negative feedback in public. <p>Many of the Asian cultures are collectivist</p>

POWER DISTANCE

Geert Hofstede examined what good leadership looks like in different countries, coined the term "power distance" and defined it as "*the extent to which the less powerful members of organizations accept and expect that power is distributed unequally.*"

HIGH Power Distance	LOW Power Distance
<ul style="list-style-type: none">- People don't question the decisions of their leaders.- Members of this society (culture) are very respectful with authority and generally accept an unequal distribution of power- No initiative is demonstrated. Workers or employees are simply dependent on their manager's or boss' decision	<ul style="list-style-type: none">- Organizations are looser, decentralized hierarchies, employees or subordinates are considered equal, or nearly equal.- People in these cultures readily question authority and expect to participate in decisions that affect them.- Culture relationships are less strict, some degree of informality can be accepted.

	- There are fewer supervisors or leaders and they are willing to trust subordinates with important jobs and are willing to share the blame when problems arise.
Majority of ASIAN countries	WESTERN countries

Masculinity vs Femininity

"Masculinity stands for a society in which social gender roles are clearly distinct: Men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life." "Femininity stands for a society in which social gender roles overlap: Both men and women are supposed to be modest, tender, and concerned with the quality of life." From Hofstede (2001), Culture's Consequences, 2nd ed. p 297.

Geert Hofstede described a **mASCULINE culture** or **mASCULINE society** as the one that stresses different expectations for men and women. In a masculine culture, men are expected to be assertive, competitive, and focused on material success. Women are expected to be caring and focused on people and quality of life. A **mASCULINE culture** is made up of male gender roles that focus on values such as money, success, achievement and competition. These cultures consist of a need for power, dominance, and wealth and material success

In contrast, a **fEMININE culture** or **fEMININE society** as one where gender roles are more flexible. Both men and women are expected to be caring and focused on people and quality of life.

MASCULINE society	FEMININE society
<ul style="list-style-type: none"> - A preference for heroism, assertiveness, - Society is more competitive. - Performance ambition, a need to excel, - Admiration for the successful achiever - Big and fast are beautiful - Competition is seen as a chance to show how good you are. - Decisiveness oriented - Ego oriented, live in order to work. - Economic growth is given a high priority. - Big salary gap - Conflict is resolved through force - Religion: Most important in life. Only men can be clergy - Traditional family structure. Girls cry, boys don't. Boys fight, girls don't. Failing is a disaster. 	<ul style="list-style-type: none"> -Dominant values in society are caring for others, serving others, and quality of life. - A preference for cooperation, modesty, caring for the weak. - Work in order to live - Small and slow are beautiful - Sympathy for the unfortunate - High Feminine: relationship oriented, quality of life and people are important - Salary gap is not prominent - Environment protection is given a high priority. - Conflict is resolved through negotiation. - Religion: Less important in life. Both men and women can be clergy. - Flexible family structure. Both boys and girls cry, neither fights.
Countries:	Countries:

Japan (highest scoring country in the world!) USA UK Italy Nigeria Germany India Canada Arab countries	Netherlands Nordic Countries (Denmark, Norway) Iceland Chili Thailand Russia France
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Uncertainty Avoidance

This dimension describes how well people in different cultures can cope with anxiety, ambiguity; it also refers to man's search for Truth. It indicates to what extent a cultural behavior shapes, or programs its members to feel either uncomfortable or comfortable in unpredictable situations.

In societies that score highly for Uncertainty Avoidance, people attempt to make life as predictable and controllable as possible. If they find that they can't control their own lives, they may be tempted to stop trying. These people prefer to postpone important decisions, or may refer to "tomorrow", or simply put their fate "in the hands of God" to avoid urgent decision taking.

People in countries with low Uncertainty Avoidance parameter are more relaxed, open or inclusive.

High Uncertainty Avoidance	Low Uncertainty Avoidance
<ul style="list-style-type: none"> - Society does not like ambiguous situations and tries to avoid them. - Lots of rules, regulations - Security (avoiding the unfamiliar): rather than taking risks, people prefer that what they know already. - Weak interest in politics - Citizen protests repressed - Authority is accepted - People tend to be more emotional: emotions/passion are openly shown 	<ul style="list-style-type: none"> - Society does not mind ambiguous situations - High interests in politics - Citizen protest accepted - Few written rules, little structure - Entrepreneurial: starting your own business is seen as very normal; - Taking risks to have success is accepted - Stress-free: people experience "<i>life</i>" as being relatively stress-free. - The need for looking "cool, calm and collected" - People tend to be more pragmatic - Aggression less accepted - More ambitious adaptable and flexible employees
Countries: <ul style="list-style-type: none"> • Greece 	Countries: <ul style="list-style-type: none"> • USA

<ul style="list-style-type: none"> • Germany • Japan • Belgium • Russia • Italy • Korea • Mexico • Spain 	<ul style="list-style-type: none"> • Denmark • UK • India • China • Indonesia • Singapore • Hong-Kong • Philippines
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Long Term versus Short Term Orientation

LONG TERM Orientation	SHORT TERM Orientation
<ul style="list-style-type: none"> • Main focus on the future. You are willing to delay short-term material or social success or even short-term emotional gratification in order to prepare for the future. • You value persistence, perseverance, saving and being able to adapt. • Cultures with a long-term time orientation are more concerned with the future and focus their efforts on future-orientated goals • People often wonder how to know what is true. For example, questions like "What?" and "How?" are asked more than "Why?" • Focus on virtues directed toward the future—in particular, perseverance and thrift and ordering relationships by status. • Thrift and education are seen as positive values. • Modesty is emphasized. Behave in a modest way • Virtues and obligations are highly valuable • Avoid talking too much about yourself. • People are more willing to compromise, yet this may not always be clear to outsiders; this is certainly so in a culture that also scores high on Power Distance • Efforts should produce quick results • Social pressure toward spending • Living with in-laws is a trouble • Leisure time is important • Importance of immediate profit • Having a sense of shame 	<ul style="list-style-type: none"> • Main focus is on the present or past and consider them more important than the future. • You value traditions related to the past and present, the current social hierarchy • You care about fulfilling your social obligations, preservation of "face," and personal steadiness and stability. • You care more about immediate reward and gratification than long-term fulfillment. • Cultures with a short-term orientation are more concerned with the past and present and focus their efforts and beliefs on matters related to the short-term goals • People often want to know "Why?" • Perseverance and efforts lead to slow but steady results • Thrift is appreciated • Living with in-laws is normal • Leisure time is optional • Importance of profits 10 years from now • Importance of personal steadiness and stability • Importance of protecting your face • Reciprocity of greetings, favors, and gifts • Ordering relationships by status

ASIAN cultures	(Majority of Western countries and cultures belong to this category)
----------------	--

It is our **collective identity**, in other words, it is something that characterizes us and makes us identify ourselves in a given period of time as part of concrete group of people.

Guide Content

TEACHING CULTURE IN EFL CLASS

Unit 2. Cultural identity and language

2.1. Culture and language as collective identity

2.2. Linguistic and cultural identity

2.3. Linguistic Relativism: relationships between culture, identity and thinking

Mgs Nina Nesterenko
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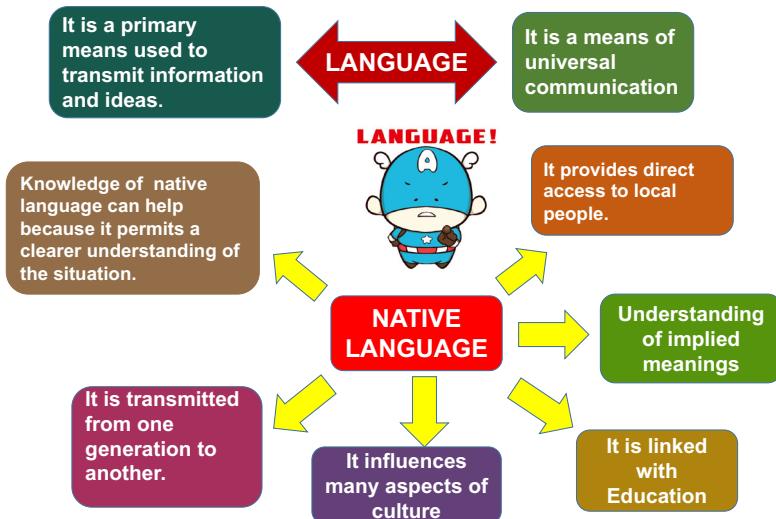
CULTURAL IDENTITY AND LANGUAGE

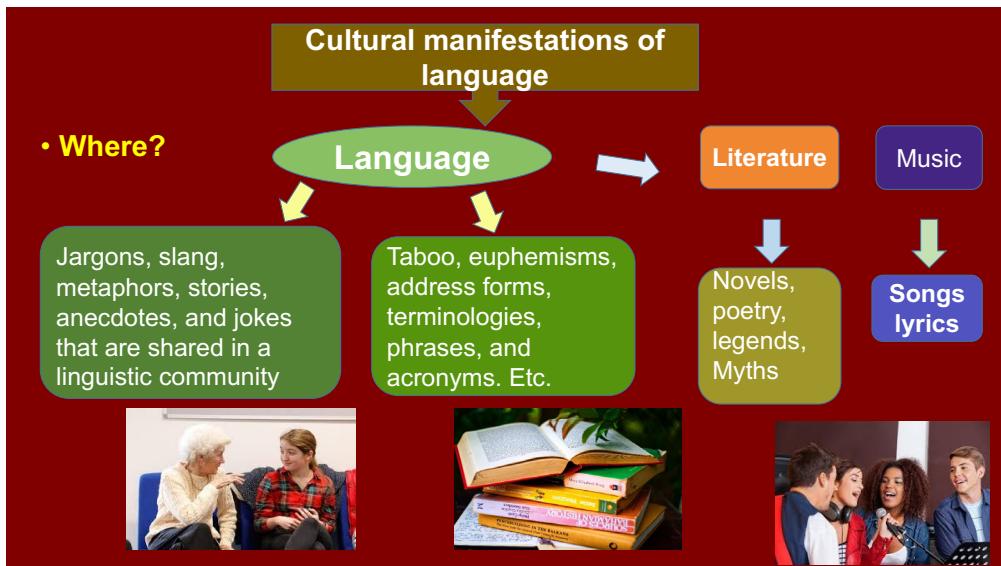
- Parts of culture are:
- artificial objects,
- conditions,
- tools,
- techniques,
- ideas,
- symbols
- behavior patterns peculiar to a group of people,



LANGUAGE AS REFLECTION OF CULTURE

- What is IDENTITY?
- What is CULTURAL identity?
- What is LINGUISTIC identity?
- How does language manifest itself through culture? Examples.
- What are the relationships between language and society? Language and identity?





"Identity" was first conceptualized in the 1560s from the French term "identité," which stemmed from the fifth century Latin "identitatem," meaning "sameness."

"**Identity**" is also related to the Latin "idem," meaning "the same," which was abstracted from "identidem," meaning "over and over."

Language- way of expressing our thought, feelings; (language functions)



It is the condition of being oneself and not another;

- **Sense of Inclusiveness** (the state or fact of remaining the same one or ones, as under varying aspects or conditions)
- **Social Identity** – gender, class, community, language
- **Social identity theory** :adhering to cultural norms may signal in-group membership.
- **Personal identity** – the way people behave and talk to each other
- **National identity**- language, culture, music, history, traditions, customs,beliefs, national symbols

CULTURAL IDENTITY

The shared values, customs and histories characteristic of culture shape the way a person thinks, behaves and views the world

The observable aspects of culture:
food, clothing, celebrations, religion and language (just a part of cultural heritage)

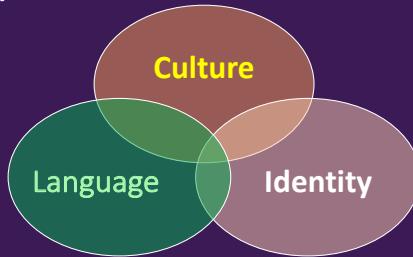
A shared cultural heritage creates a sense of belonging through community acceptance.

Language is fundamental to cultural identity. It is true for people everywhere, worldwide.

Language is vehicle by which culture and its traditions and shared values are transmitted and preserved.



Relationships between LANGUAGE, IDENTITY and CULTURE



Culture is a “blueprint” that guides the behavior of people in a community, is a part of family life, governs our behavior in groups, and helps us know what others expect of us and the consequences of not living up to those expectations.

Culture could be defined and understood in terms of various difficulties encountered by learners in “crossing” cultural borders and in what some called “second culture learning”. (Seelye, 1974)

A person's understanding of their own and others' cultural identity develops from birth and is shaped by the values and attitudes learned at home and in the surrounding community. This identity becomes stronger over time as people develop sense of belonging to “their” society.



CULTURAL IDENTITY

The way we dress, behave, celebrate, etc. refers to our social and cultural identity.



Compare:
Your Ecuadorean identity:
Example:
Ecuadorean Indians- part of YOUR(not Peruvian or Mexican or Bolivian culture even if you do not belong to indigenous ethnicity/community



LINGUISTIC IDENTITY

It is our native language.
There are strong links between national language and a sense of belonging to a certain national group (part of national identity, ex: subject taught in schools- "national language")

Identity is linked with cultural aspect of communication (including non verbal communication – known as paralanguage)



LINGUISTICS IDENTITY

Language is the outmost expression of culture.
As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity.

The loss of language means the loss of culture and identity. As languages disappear, cultures die.



To maintain the community's first language is very important for people who belong to different ethnic groups/communities within the same country

A person's sense of identity or belongingness to the same community is based on their cultural identity

LINGUISTIC IDENTITY

LINGUISTIC identity is a shared way of communication, including verbal, non verbal (paralinguistic) elements, turn-takings , idiomatic expressions, collocations.



It is person's identification as a speaker of one or more languages, it indicates you that you consider yourself belonging to a certain group of people that speak your language.

Common language within a community helps its members to create their own Linguistic Identity .

LINGUISTIC IDENTITY

Linguistic identity may be influenced by some other cultural particularities. In case of Ecuador, for example, a significant amount of words from Quichua language such as *atatay*, *achachay*, *taita*, *guagua*, *ñáñoa/a*, *shungo*, etc. make the language Ecuadoreans use unique and clearly distinctive from the one used in other Spanish speaking communities in the Latin America.

As a part of linguistic identity can be included ACCENT
(Cuenca, Cost Region, Highlands-Ecuador; diff. parts of the USA)



HOW LINGUISTIC IDENTITY MANIFESTS ITSELF

Linguistic identity may manifest itself in numerous ways.

Family names

Ex: Johnson's family;
Ramirez Benavidez



Patronymics

proper for some Slavic cultures

First names

Ex: males *Ahanu* ("he laughs"), *Ahiga* - ("he fights)(Navajo tribe), female *Aiyana*- "eternal bloom", *Citlali*- a star, an object in universe.

Saraguro ethnicity: Ñusta (meaning Queen)

In Indian culture female name *Arya*- meaning *noble goddess*, in Bangladesh male *Aaditya*- with the meaning *Sun*, female *Aashni*- *Lightning*, Irani female name *Mitra*- *sunny*.

The old Slavic name *Yaroslav* refers to deity of the sun *Yarilo* (God of Sun, spring) and *slav*- meaning *glory*. The whole name means "Glory of the Sun".



MANIFESTATIONS OF LINGUISTIC IDENTITY

Address forms

-John, - John Walker, - Mr. John Walker, Mr . Walker

Roberto, Roberto Fernandez, Sr Roberto, - Sr Fernandez, Sr Don Roberto,
Sr Don Fernandez, Sr Ingeniero, Sr. Don Ingeniero

- In some Asian cultures: avoid First names(when addressing elderly person)*
- Hierarchy in family is considered when addressing family members*



The use of pronoun YOU



Linguistic TABOO and EUPHEMISMS

Culture is really an integral part of the interaction between language and thought

Examples : come to another life/ it is now with us anymore, deceased elderly/aged people, small/big people ,person with special needs, dark –complexioned person



*THANKS FOR YOUR
ATTENTION, TIME and
PATIENCE!!!!!!*

To be continued.....



Guide Content

TEACHING CULTURE IN EFL CLASS

Unit 2. Cultural identity and language

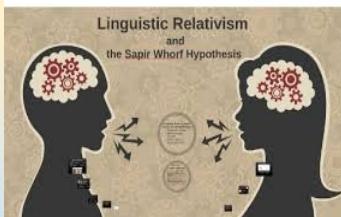
2.1. Culture and language as collective identity

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LINGUISTIC RELATIVISM



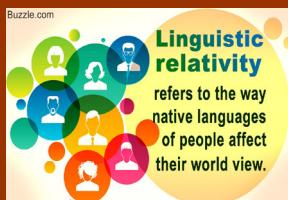
"The diversity of languages is not a diversity of signs and sounds but a diversity of views of the world."

– Wilhelm von Humboldt
(19th cent)

"Language is the fabric of thought, and that one's thoughts are produced as a result of an internal dialog of a person in their native language."



LANGUAGE , CULTURE and COMMUNICATION

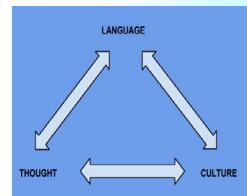


CULTURE

LANGUAGE

THINKING

LINGUISTIC RELATIVITY



Languages shape our cognitive faculties and determine the way we behave and interact in society.

Linguistic Relativism

The different ways of looking at culture and its relationship to language and the view how it affects language users led to theory known as linguistic relativity.

People speak differently because they think differently, and that they think differently because their languages offer them different ways of expressing the world around.

It gave origin to Sapir (1858-1942) - Whorf (1897-1941) Hypothesis.



They established a link between thought and language

Context is very important in complementing the meaning encoded in the language (it concerns culture as expressed through the actual use of language)

Sapir- Whorf Hypothesis

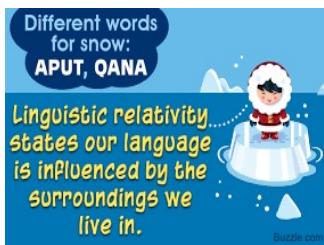
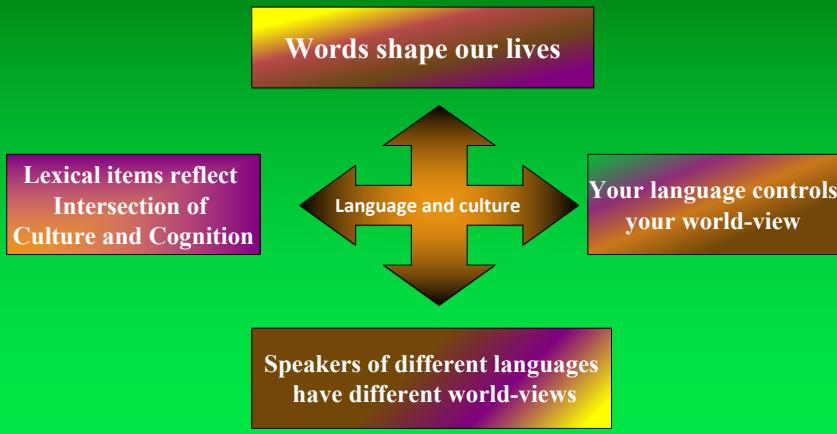
Main points

Language individual uses in a speech community influences the manner in which he/she thinks and behaves.

Different languages can lead people to different actions because language shapes their perception and the way they categorize experience.

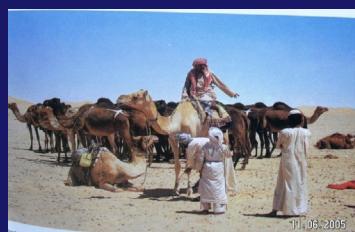
Speakers of different languages interpret events differently and have different concepts underlying the words

There is a very close relationship between language we use and our culture.



How many words for "snow" a culture may have depends on whether they experience snow or not.





Trobriand islands (Pacific) (similar, Hopi language)

Bedouin Arabic



Colour Terminology

Communities that show little technological development employ the fewest colour terms



Technologically advanced societies have terms corresponding to many colours.



Suggested WEB LINKS

- <https://www.youtube.com/watch?v=X-jfD2G7P3Y> (How language affects identity)
- <https://www.youtube.com/watch?v=Df25r8pcuI8> (Does language shape how we think?)
- <https://www.youtube.com/watch?v=Rz-zhLKOCLM>
(Cultural Identity)
- <https://www.youtube.com/watch?v=Df25r8pcuI8> (Linguistic relativity)
- <https://www.youtube.com/watch?v=kApO0dTLmbw> (linguistic determinism)
- <https://news.stanford.edu/2019/08/22/the-power-of-language-how-words-shape-people-culture/>
- <https://sciencestruck.com/linguistic-relativity-hypothesis> Sapir- Whorf Hypothesis)



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To be continued.....



Guide Content

TEACHING CULTURE IN EFL CLASS

Unit 3. Cross Culture and Miscommunication

3.1. Communication and Culture

3.2. The importance of language proficiency and intercultural competence in education

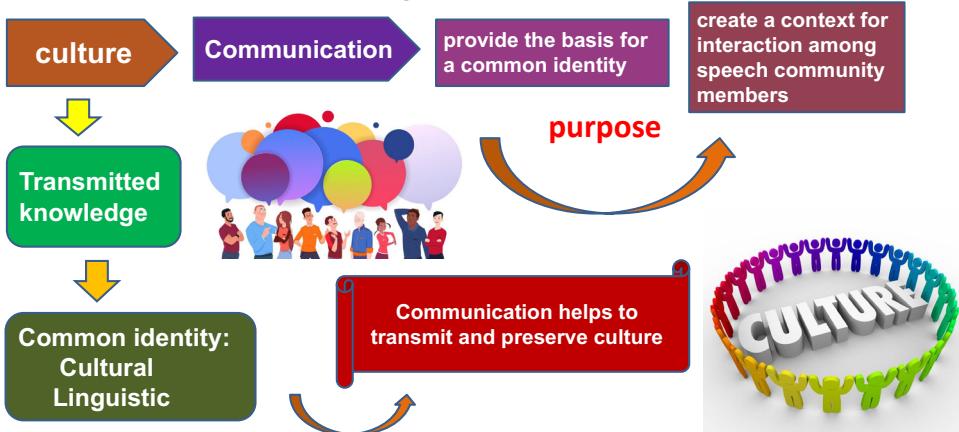
3.3. Cross cultural communication: Paralanguage and Paralinguistics.

3.4. Non-verbal cross cultural communication

Mgs Nina Nesterenko nnesterenko@utpl.edu.ec

3.1. Communication and Culture

Cultures are created through communication



CROSS CULTURE AND MISCOMMUNICATION

- When it happens:

When different sociolinguistic norms(conversational rules) are involved.
It may lead to
MISINTERPRETATION of meaning.

Clash between people who have different discourse norms.

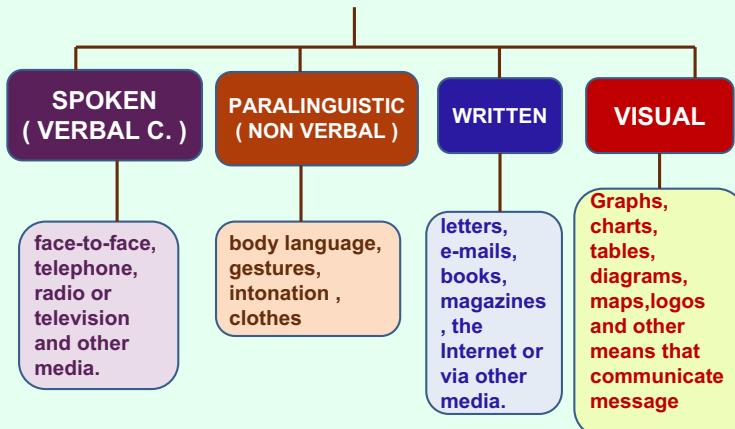
Ability to interpret correctly the intended meaning when communicating a message (attention to prosodic elements: intonation)



Examples?

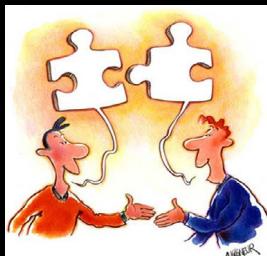
Different categories of communication include:

Communication



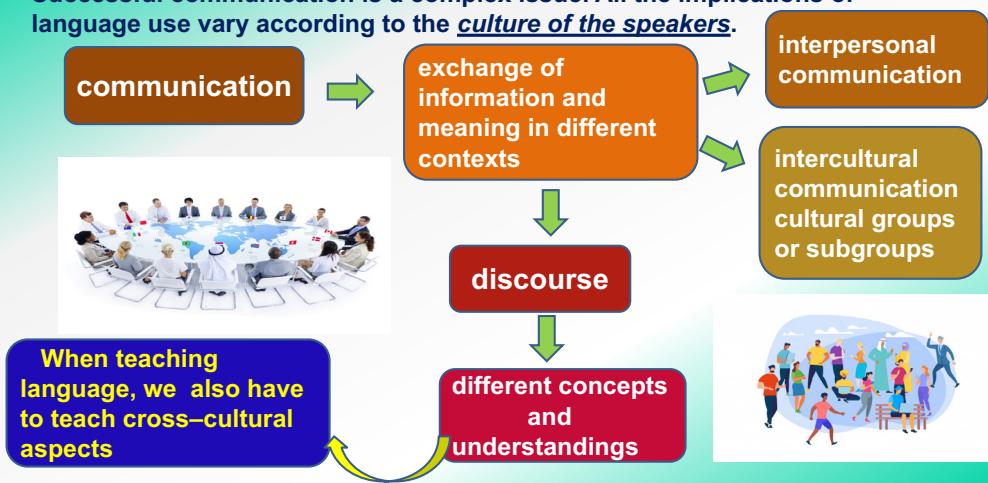
COMMUNICATION implies **sender** (speaker or writer) and **receiver** (listener or reader).

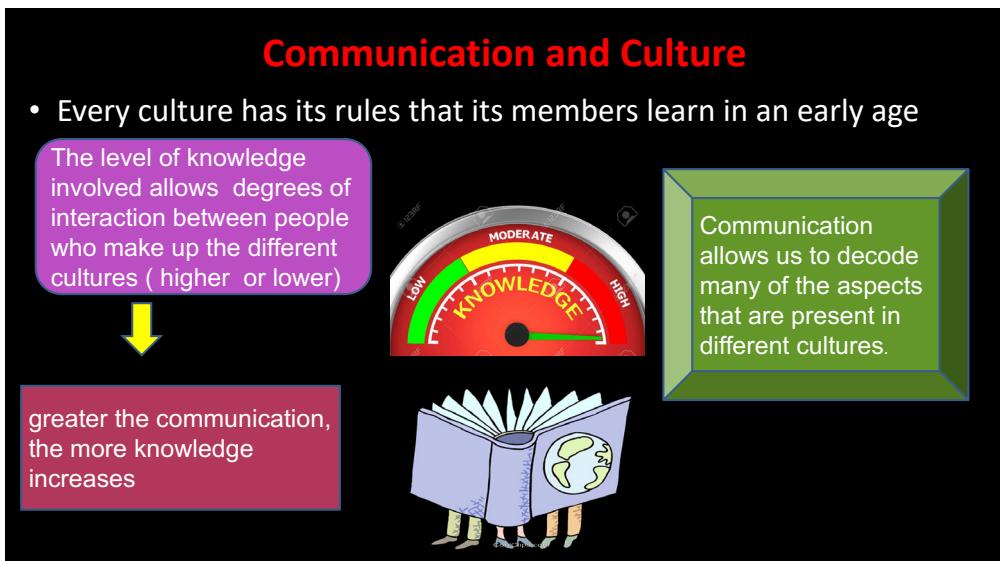
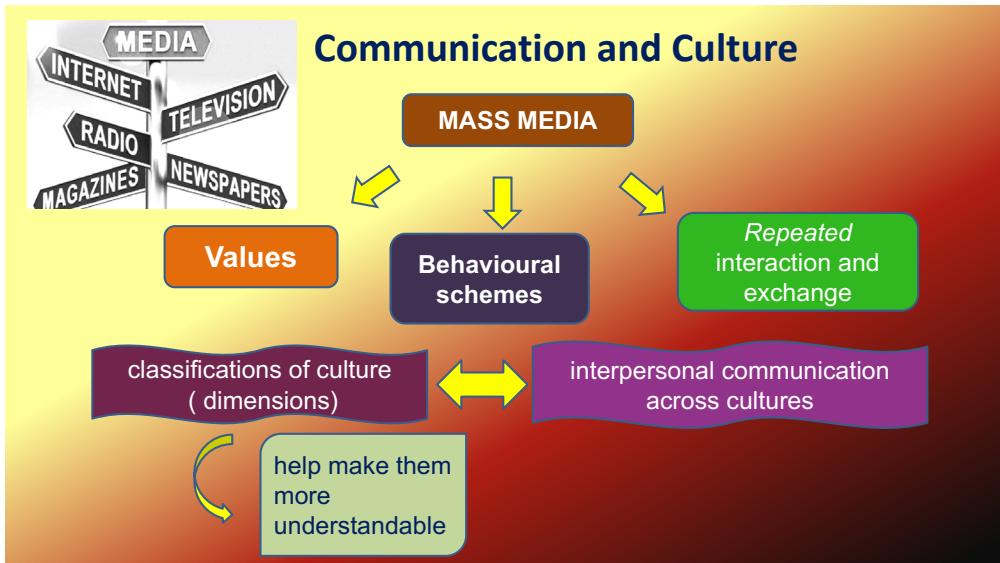
SENDER → **CODE** → **RECEIVER**
Speaker / writer oral / written listener / reader



COMMUNICATION AND CULTURE

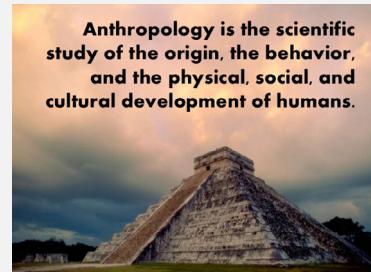
Successful communication is a complex issue. All the implications of language use vary according to the culture of the speakers.





Communication and Culture

Intercultural communication is directly related to socio-cultural anthropology (study of humanity)



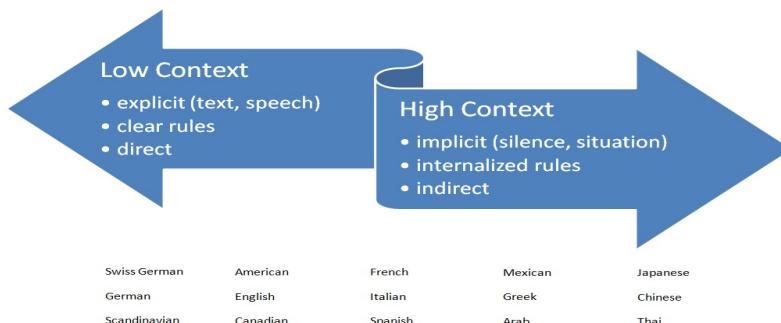
Anthropology is the scientific study of the origin, the behavior, and the physical, social, and cultural development of humans.



Anthropologists: culture and established areas of communication refer to the process of exchanging information, usually via a common system of symbols

HIGH VS LOW CONTEXT CULTURES COMMUNICATION

- Cultures are either high-context or low-context**
- Every aspect of global communication is influenced by cultural differences.



Low Context Culture

industrialized nations rely on electronic technology and rely on written messages (SMS, email, etc.) over oral or face-to-face communication.
Examples: the United States, Canada, the UK and Germany

In contrast:
Japan, which has access to the latest technologies, still relies more on face-to-face communications than on the written mode (High-Context Culture).



Communication in High / Low context cultures

The difference between a low-context and a high-context culture lies in the mode of communication that takes place at the individual dialogue level.

LOW Context cultures



USA ,
Germany,
Australia,
Scandinavia

CHARACTERISTICS

- open, rule-oriented, individualized, detail-oriented in communication, problem-oriented, proactive and productive.
- very direct messages- one spells things out exactly (clarifications)
- low use of nonverbal elements
- privacy is important (personal space)
- learning occurs by following explicit directions and explanations of others.
- the role of speed (Time is money!)

VIDEO:

<https://www.youtube.com/watch?v=8tIUiiYX56E> HIGH vs LOW CONTEXT

<https://www.youtube.com/watch?v=9oYfhTC9I1Q> (Erin Meyer: Low Context vs. High Context Societies)

Communication in High / Low context

HIGH CONTEXT CULTURES

Japan,
Korea,
China
India
Mediterranean



CHARACTERISTICS

- conversations are guided by historical references, community relationships and family interactions
- High use of nonverbal elements; voice tone, facial expression, gestures, and eye movement carry significant parts of conversation.
- Verbal message is indirect; one talks around the point and embellishes it.
- Space is communal; people stand close to each other, share the same space
- Time is not easily scheduled;
- Learning occurs by first observing others as they model or demonstrate and then practicing.
- Group work is preferred for learning and problem solving.
- Accuracy is valued. How well something is learned is important. (memorization)

Context Culture

High

Low

Information is conveyed implicitly explicitly

Relationships are stable short-lived

Buzzle.com

LOW VS HIGH CONTEXT CULTURES COMMUNICATION

LOW

Messages have to be explicit and specific..
Members of these cultures place emphasis on sending and receiving accurate messages directly, and by being precise with spoken or written words.
meticulous wording of legal documents is viewed as paramount importance.
most of the Germanic and English-speaking countries



HIGH

Interpret messages through context, nonverbal cues, “between-the-lines” interpretation of what is actually said.
(Mediterranean, Slav, Central European, Latin American, African, Arab, Asian, American-Indian)
Members of these cultures look for meaning and understanding in what is *not* said – in body language, in silences and pauses, and in relationships and empathy

High vs Low Context

Different view of time – as a linear commodity to “spend,” “save,” or “waste.”

Value of being “on time.”

LOW

American “time is money” mentality
In Cultures: North American, English, German, Swedish, and Dutch businesspeople give full attention to one agenda item after another.



HIGH

Time is seen as a constant flow to be experienced in the moment, and as a force that cannot be contained or controlled.
professionals regularly do several things at the same time
(South America, southern Europe and Asia)
how organizations in those cultures approach deadlines, strategic thinking, investments, developing talent from within, and the concept of “long-term” planning

HIGH VS LOW CONTEXT CULTURES

HIGH context cultures have an entirely different perspective. Value the past and it becomes a context in which members understand the present and prepare for the future. Ex: important relationship is a durable if it goes back and forward in time, and it is often viewed as disloyalty *not* to do favors to friends and relatives in business dealings.(eres mi pana)



LOW

American vision of time: of "going for the quick buck" and being interested only in the next return. (basis for the relationships "what have you done for me lately?")

HIGH VS LOW

Showing emotions or feelings in public



LOW



HIGH



3.2.The importance of language proficiency and intercultural competence in education



Goal of developing intercultural competence

Understand people from different cultural backgrounds

Develop ability to successfully communicate cross- culturally



communication

- the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, feelings, etc., to someone else
- a message that is given to someone: a letter, telephone call, etc.
- the act of conveying intended meaning from one entity or group to another through the use of mutually understood signs and semiotic rules.

INTER:
between

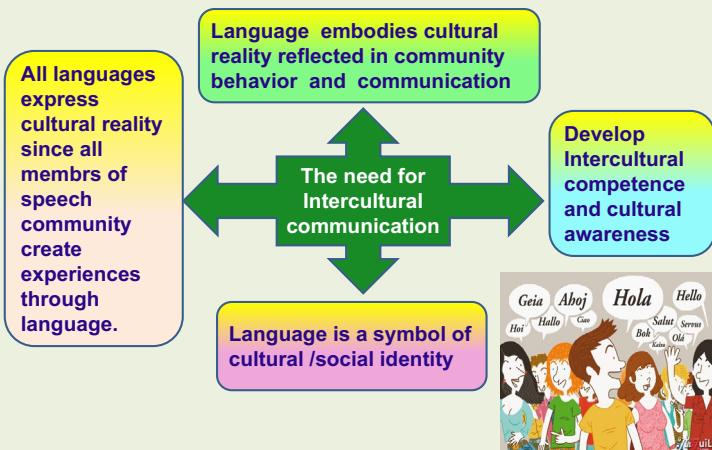
culture

Decoding message

It is our collective identity



INTERCULTURAL COMMUNICATION



Intercultural Competence includes

knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognise their impact on behavioural norms in given fields of communication

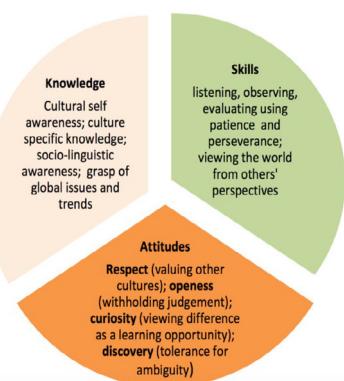
understanding of the relationship between culture, contexts of communication and language use

adaptation of the behaviour according to the demands of different intercultural situations

sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication

critical awareness of their own and others' beliefs and values

Constituent elements of intercultural competence
(Adapted from Deardorff, 2006)



Intercultural Competence includes:

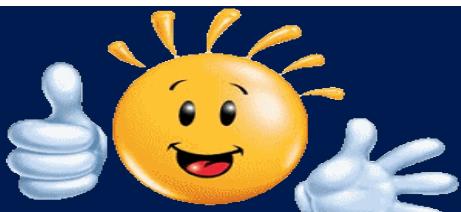
Identification and Critical Analysis of the cultural components of authentic media of communication



Insight into the roles and behaviour within specific cultural environment

Reflection on the cultural factors influencing their own behaviour and that of others

Application of the knowledge of culture and cultural values to the management of intercultural contexts



THANK YOU

*THANKS FOR YOUR
ATTENTION, TIME and
PATIENCE!!!!!!*

A yellow sun with a smiling face and a crown of rays. The text "Have a nice Day!" is written in a blue, wavy, outlined font across the sun.

To be continued.....

Guide Content

Characteristics and communication in HIGH and LOW context cultures

PDF # 2 CHARACTERISTICS OF HIGH- CONTEXT and LOW – CONTEXT CULTURES

Characteristics of HIGH CONTEXT CULTURES:

- In conversation, people speak one after another in an orderly, linear fashion.
- Disagreements are considered as personally threatening. It is important to solve conflict immediately or avoid it completely in order for work to continue.
- Physical space during conversation: standing very close to others is acceptable
- Verbal messages are indirect. Speakers often talk around a point (instead of directly to it) and use embellishments to convey meaning.

(Source: adapted from *Social Talent*, available at: <https://online.pointpark.edu/business/cultural-differences-in-nonverbal-communication/>)

In contrast, in **low context** culture, its members' communication must be more explicit and direct .It is a feature of Individualist society. Direct verbal communication is needed to properly understand a message being said and it completely relies on explicit verbal skills. In other words, low-context culture communication values more direct messages, the meaning of these messages is dependent on the words being said rather than on the interpretation of some unspoken cues expressed by gestures or non- verbally.

North America and Western Europe are generally considered to have **low-context cultures**. This means that businesses in these places have direct, individualistic employees who tend to base decisions on facts.

To sum up, consider these **characteristics of LOW-CONTEXT cultures**:

- Communication tends to be linear, dramatic, precise and open.
- Because words are so highly valued, they are used almost constantly.
- Disagreements are depersonalized. Conflicts do not have to be resolved immediately for work to continue. When solutions are found, they tend to be rationally based.
- Privacy and personal space are highly valued. Physical space is considered privately owned.
- Verbal messages are explicit and direct. Words are valued above their context.
- Speed is valued. (Time is Money!) How efficiently something is done is important.

(Source: adapted from *Social Talent*, available at: <https://online.pointpark.edu/business/cultural-differences-in-nonverbal-communication/>)

Guide Content

Verval vs non-verbal cross cultural communication

TEACHING CULTURE IN EFL CLASS

Unit 3. Cross Culture and Miscommunication

3.1. Communication and Culture

3.2. The importance of language proficiency and intercultural competence in education

3.3. Cross cultural communication: Paralanguage and Paralinguistics.

3.4. Non-Verbal cross cultural communication

Mgs Nina Nesterenko nnesterenko@utpl.edu.ec

3.3. Cross cultural communication: Paralanguage and Paralinguistics



Paralanguage and Paralinguistics

We all “speak” paralanguage every day!

We begin understanding paralanguage long before we know what words actually mean.

Before we can ever comprehend word definitions and usages, we identify these non-lexical (not a word) features of spoken language that help in conveying meaning and understand what is said to us.

(Example:

kids, animals)



Video:

<https://www.youtube.com/watch?v=P5j0DFkbnEQ> (Non-Verbal communication tool: paralanguage)

<https://www.youtube.com/watch?v=FMoLkyrfp6Q> (Paralanguage: Communicating an intended message)

PARALANGUAGE

Non-verbal communication



Paralanguage
can be
conscious ,
unconscious,
and learned



PresenterMedia

Elements

- body language
- posture
- facial expressions
- eye contact
- proxemics
- Kinesics
- Kinesthetics (touching)



PresenterMedia

Part of Paralanguage is
PARALINGUISTICS

It is the study of role of NON
VERBAL CLUES for
communication

Paralinguistic features of language are extremely important in human communication because they may change message completely. Its role for cross cultural communication is very significant.

It is **vocal communication**

(intonation, pitch, tone, **voice volume**) that is separated from actual language, it gives shades of meaning . (tone of voice, pitch , loudness, speed of speech delivery, pauses during speech, silence , articulation)



Paralinguistics constitutes part of what we want to transmit, it helps understand **REAL message**



vocal tones, volume, rhythm, pitch, etc. speak more than what words express



For example, Asian people control themselves from shouting as they are taught not to from childhood. In difference, Italians are very expressive and even loud during speaking

Vocal characterizations like crying, whining, yelling, etc. change the meaning of the message. Giggling is taken as a bad gesture in some Asian cultures. Many other emotions are shown by vocal differences while all of them are included in paralanguage.



3.4. Non – Linguistic (Non verbal) cross- cultural communication differences



- **90% of communication is NON VERBAL.**
- Gestures and speech cannot wholly substitute for each other.

Power of gestures in the expression of feelings gives them status of language (non- verbal communication)



Language of gestures varies from culture to culture and follows rules.

Gestures and words both relate to the mental representations that constitute thinking.

All human communication consists of both verbal and non verbal behaviour.

Social interactions usually involve a conjunction of verbal and non verbal aspects – speech doesn't occur in isolation (exception: telephone calls, dancers, mimes, deaf-mutes, and neuropsychiatric patients)

Non Verbal communication in different cultures



Even individuals with a lot of international experience carry some or many of the signs of their culture of origin.



NON-VERBAL COMMUNICATION

kinesics - body language – conveys important messages

Eye Contact



Proxemics – physical proximity



Kinesthetics - touching

KINESICS

it is the study of body movements, gestures, and expressions. How do people express themselves silently?

Kinesics gave rise to some interesting facts that tell us that 90% of our communication is non-verbal.



GREETINGS



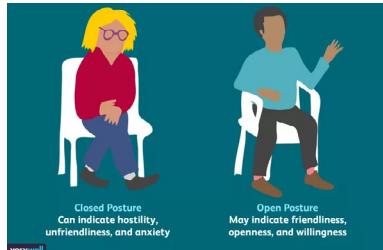
Body posture

Different cultures have differences in Postures meaning.

Hands in pockets may show disrespect (Korea, Japan and other Asian countries , or lack of confidence, overexposure, and the need for privacy (Western cultures)



Sitting with crossed legs is considered offensive in Ghana and Turkey and disrespectful in Japan



Hands on the hips may mean threat or aggressiveness in some Asian cultures , or expression of self-confidence or desire to " exhibit" oneself in some European or western cultures



Men use it to appear more dominant and attractive to the opposite sex in many cultures

Hand Gestures

When it comes to body language gestures during cross cultural interaction , the advice is to *keep your fingers to yourself!*



This hand gesture is used in Russia, Ukraine and some other European cultures to indicate height of someone (usually children), or inanimate objects (things)

The same gesture can have a positive meaning in one country, but a completely opposite meaning in another.



However, this gesture may be offensive for some Latin American countries , because it refers to the height of animals, NOT people.
Instead, to refer to the height of a person the sign shown at the left is used

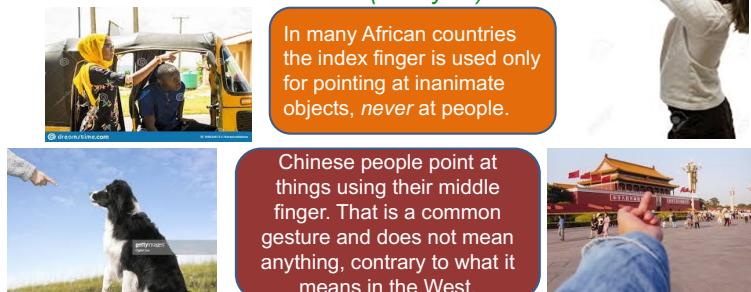
shutterstock.com • 753876098

Hand gestures: POINTING AT

Pointing is a communicative gesture that is used to attract the attention of a specific object. This gesture is observed in all human *cultures* and acquired by infants before they learn verbal language .

Pointing with the index finger is considered rude or disrespectful in many Western cultures, especially *pointing to a person*.

Pointing with the left hand is taboo in some *cultures*(Malaysia).





Typical North American “floor-holding” posture- meaning I am the boss here!- is seen as inappropriate in many other cultures)

SMILING not always means happiness. It is not as frequently used as in Asia (Japan, Korea, China) as in the USA



The USA is a “pro-smiling” culture
Smiling is a sign of success, prosperity , respect;
- It is used as a diplomatic tool to ease relationships and to assure other people that you are enjoying life and comfortable with situations

FACIAL EXPRESSIONS

People from the United States show emotions more than their Asian counterparts. Facial expressions are shown to be similar all over the world, but people from different cultures do not show it in public. The meanings of these are commonly acknowledged everywhere. Too much expression is taken to be shallow in some places whereas in some it is taken as being weak.



Eye Contact



Role of gaze-it symbolizes readiness to hold the floor in turn-taking.

Prolonged gaze – 1) your partner is interested in your words

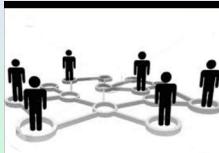
2) negative reaction

(depends on the pupil's width)

Semi-closed eye-lids – your partner shuts him/herself off you.



In some countries (Estonia, Chechenia and in many arab or muslimcountries – avoid visual contact with female speech partner.



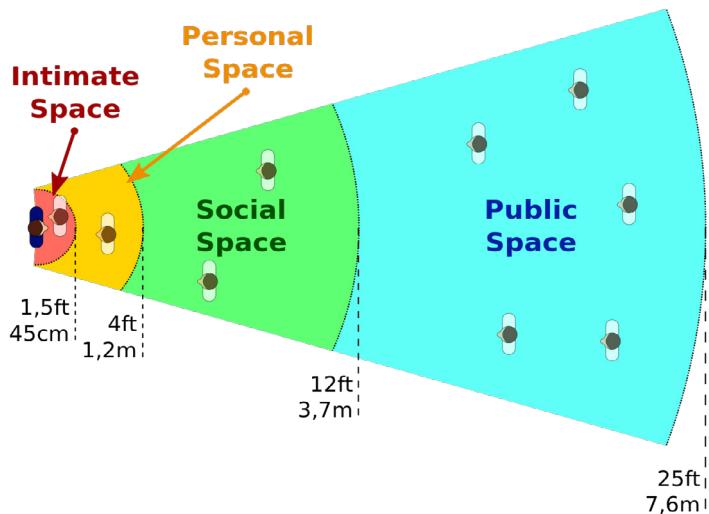
Proxemics



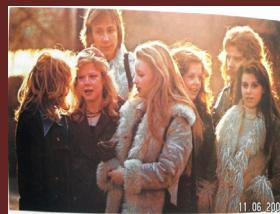
It is the study of spacial distances between people.

How do people maintain their personal space, how do they interact with other people's personal spaces? These are questions which reveal much about who is aggressive, submissive, open, closed, confident, fearful, overcompensating, and overreaching.

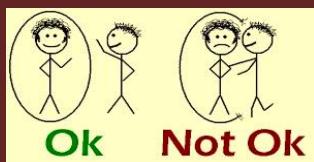




Short “personal bubble” - Japan, Denmark, Latin America



Large “bubble” – Australia, England, USA, most of European countries



KINESTHETICS

Kinesthetics (KINO) is the ability to feel movements of the limbs or body.

Women often use touch to communicate their interest in other people.

Men use *kino* as a floor - holding intentions.



Kinesthetics



Patting head or shoulder also has different meanings in different cultures.

In some Asian cultures (such as Cambodia, Laos, Thailand and China with large Buddhists populations) the head is sacred, and patting children's head is very bad and offensive signal as head is taken to be sacred.



Northern Europe and the Far East are classed as ***non-contact cultures***. There is very little physical contact beyond a handshake with people we don't know well. Even accidentally brushing someone's arm on the street warrants an apology.

Middle Eastern countries take touch between people from opposite genders as inappropriate.



Web Links

Videos

- <https://www.youtube.com/watch?v=QlifMplwPus> (**Cultural Differences-Team Challenge 2)**
- https://www.youtube.com/watch?v=bg_q8YUuuzM (**Asian vs American Culture**)
- <https://www.youtube.com/watch?v=UTE0G9amZNk> (**10 Surprising Ways To Offend People In Other Countries**)
- <https://www.youtube.com/watch?v=ZoDtoB9Abck> (**west and east culture differences**)



Guide Content

Verbal and non verbal communication

PDF # 3 VERBAL and NON VERBAL COMMUNICATION

As it was already stated, communication presupposes transmission of information. However, communication is not only our words. It includes several elements such as **verbal means** (language) , **prosodic elements** such as intonation, tone of voice, loudness, speed of speech delivery (known as paralinguistics); it also includes **body language, facial expressions, gestures** that accompany our words (known as *paralanguage*).

When we talk about communication , we often mean 'what we say': the words that we use. However, interpersonal communication is much more than the explicit meaning of words, and the information or message that they convey. It also refers to implicit messages which are expressed through non-verbal behaviours.

These non-verbal signals can help us understand the cues, additional information and real meaning of the verbal message .

The term **non verbal communication** was first introduced in 1956 by psychiatrist Jurgen Ruesch and author Weldon Kees in the book "Nonverbal Communication: Notes on the Visual Perception of Human Relations." However, the notion of of non verbal language dates back to the times of Roman Empire. Famous Roman educators and rhetoricians (*rethorics*- art of speaking) Cicero (106 - 43 BC) and his follower Quintillian (c. 35 – c. 100 AD) noted the impact of non verbal expressions on communication and how they influenced the verbal messages. Cicero and Quintillian taught some strategies of the use of body language that are still used in training of public speakers.

The power of body language for communication is very significant.

The purpose of NON

VERBAL communication is to:

- Reinforce or modify our verbal message

For example, people may nod their heads vigorously when saying "Yes" to emphasise that they agree with the other person. A shrug of the shoulders and a sad face expression when saying "I'm fine, thanks" may actually imply that things are not really fine at all!

- Convey information about speaker's emotional state .

Your facial expression, your tone of voice, and your body language can often tell people exactly how you feel. It helps us understand how people feel just decoding their non-verbal signals.

- Define or reinforce the relationship between people.

A curious fact as example :a couple of people sitting and talking together tend to ' mirror' each other's body language. They hold their hands in similar positions, they smile at the same time, and they turn to face each other more fully. These movements reinforce their relationship: they build on their rapport, and help them to feel more connected.

- Provide feedback or react to the other person 's verbal messages.

Smiles and nods tell someone that you are listening and that you agree with what they are saying. Movement and hand gestures may indicate that you wish to speak. These subtle signals give information gently but clearly.

- Regulate the flow of communication.

There are several turn-taking signals that people use to indicate that we have finished speaking, or that we want to continue speaking. For example, a nod, firm closing of the lips may indicate that we have finished conversation. Making eye contact with another person and nodding, or taking breath will indicate that you wish to speak.

Non-verbal communication is different from person to person and especially from one culture to another. Cultural background defines the non-verbal communication between the speakers of a concrete culture. All those forms of non-verbal communications like signs, signals, body language, turn-takings are learned behavior as it was already stated in this guide. We all grow up and learn the ways to communicate with people who belong to our speech community and culture form our childhood. Gestures, facial expressions, vocalizations, and other prosodic elements regulate our interaction since they are part of our cognition.

When communicating cross culturally miscommunication can often occur due to the differences in meanings of non-verbal expressions, gestures, body language and facial expressions. The same hand gestures, head movements, or facial expressions may have different meaning in another culture. People can offend unintentionally others just because of their cultural differences in non-verbal interaction rules and behaviors.

However, according to researches, there are some expressions of person's state that are universal; they are expressed and interpreted in the same way cross culturally. These are: happiness, sadness, disgust, fear, anger and surprise. In addition, facial expressions are mostly similar in most cultures as many of them like smiling, crying or pain expressions are innate. The difference lies in the way, or to what extent people demonstrate these feelings. This constitutes **NON VERBAL** communication studies that help overcome cross cultural misunderstandings.

In some cultures people express their feelings openly whereas in some other people are expected to be more reserved (in some Asian cultures like Japan for example, feelings are not expected to be shown in public).

As it was already stated above, our body language, gestures, eye contact may be interpreted differently by people of other cultures. Head movements can have very different meanings in different parts of the world.

For example, in India, a side-to-side head tilt is used to confirm something. Nods might mean different things causing problems like when the person nods to say "yes". Other people might understand it as a "no". In Japan, when

you nod, they can just take it as a signal that you are listening to them, that you have been heard, but not necessarily that there is agreement. In addition, nod may mean quite opposite to "yes". In Bulgaria, for example, side to side head movement when nodding means agreement, or "yes", and up-down movement means "no" causing much confusion for outsiders and tourists.

The lifted eyebrow in many countries indicates surprise, whereas in some Asian countries it indicates "yes" which causes misunderstanding to foreign tourists, too.

"YES" eyebrow gesture .

In order to know how to interpret body language across cultures it is important to be aware of the differences between "high-context" and "low-context" cultures explained in the previous unit.

"High-context" cultures strongly rely on nonverbal communication. People in high -context cultures shape their communication according to closeness of their relationships, strict social hierarchies and socio cultural knowledge to convey meaning.

In contrast, in "low-context" cultures coomunication is dependant on direct words meanings. As a result, communication is more direct, relationships tend to begin and end quickly, and hierarchies are more relaxed.

It is important to note that no culture is "better" than another; communication styles simply convey differences, rather than superiority.

The role of teachers of foreign languages is to transmit some basic knowledge to the learners and help them become communicatively competent .

Now please read the information in the following links to learn more about cross culturall non verbal communication differences in HIGH and LOW context cultures.

In the next section you will get acquainted with the terms *Paralanguage*, *Paralinguistics*, and the elements that play important role for understanding cross cultural communication.

Let us continue.

Paralanguage and Paralinguistics

These two concepts constitute components of non verbal communication. They are analyzed within the field of Sociolinguistics, as part of communicative competence (defined and described by Dell Hymes).They both refer to non verbal expressions that accompany speech and help understand real meaning of words.Human language is a part of culture, and you already know that culture is a learned behavior, cognition acquired by society members in a very early age . You also already know that communication includes both verbal and non verbal expressions for transmission of knowledge.

Paralanguge refers to body language, gestures, facial expressions, body posture, eye contact and other non verbal clues that help us interpret the message. It also refers to intentional and unintentional non verbal messages. It can be both unconscious and learned behavior.

Paralinguistics refers to the study of paralanguage and includes prosodic elements such as intonation, tone and loudness of voice, speed of speech delivery, pitch,silence , pauses for breath and other turn- taking signals.

Communication of every society is governed and shaped by social rules and norms established for this purpose. Due to this fact, there is a remarkable difference between nonverbal communication cross culturally.

The same elements of communication may be interpreted differently in world cultures. One of the Paralinguistic elements, ***silence***, for example, may have quite distinct meanings for its interpretation cross culturally. Through silence speakers express various nuances of communication. It can be very meaningful in different cultural contexts.

Western cultures, especially in North America and the UK, people tend to view silence as problematic. There during interactions at work, school, or with friends, an extended silence can be uncomfortable. It is often perceived as a sign of inattentiveness or disinterest, or as a pretext to avoid communication,

In other cultures, however, silence is not viewed as a negative circumstance. In China,for example, silence can be used to indicate agreement and receptiveness. In Japan, silence from women can be considered as an expression of femininity and obedience.

Volume of your voice also conveys a message. Whispering may indicate that the speaker is hiding something from others, too low voice suggests shyness or lack of confidence if addressed to an audience. High volume of voice supposes you want to be heard by as many people as possible. In one cultures people interpret voice loudness as irritating, annoying , a lack of good manners, whereas in other ones it is a norm, like in Italy, for example.

Tone of voice tells us about the mood and feelings of the speakers. Through the tone people may express aggressiveness, friendliness, boredom, enthusiasm, etc. Different cultures have preestablished norms to express feelings. To be aware of this fact help become communicatively competent user of language.

Pauses during the speech convey varied messages ,too. *Minimal silence* has not the same acceptable duration in various cultures. Pauses may indicate uncertainty or hesitation of the speaker, tension, uneasiness of the conversation, or agreement/disagreement as well.

Non verbal elements of cross cultural communication

There are many types of **non-verbal communications** like body language ,eye contact, hand /fingers/head movements, facial expressions, touch, gestures (hands, fingers, etc.), body posture, acceptable distance between the speakers that constitute non verbal interaction.

Non-verbal communication is different from person to person and especially from one **culture to another**.

Main elements, or components , of non verbal communication are:

kinesics - facial and bodily movements, gestures, facial expressions

oculesics - eye contact

proxemics - spatial distance

kinesthetics, or haptics - touch

I offer you my Power Point Presentation with more detailed explanation of this topic. In addition, I strongly suggest you watching the recommended videos and read related articles to have a deeper knowledge of nonverbal communication and its role for crosscultural interaction.

Guide Content

TEACHING CULTURE IN EFL CLASS

Unit 4. Politeness and interaction in communication

- 4.1. Linguistic differences: verbal communication
- 4.2. Levels of politeness: greetings, farewells
- 4.3. Directness and indirectness in cross cultural conversation, taboo, euphemisms, conversational topics

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VERBAL INTERCULTURAL COMMUNICATION

Verbal codes

a set of rules
about the use of
words in the creation
of messages.

oral
(spoken)
language

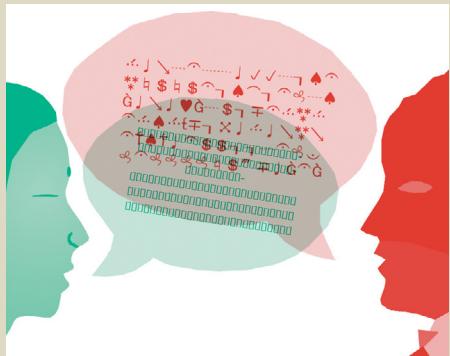
non-oral
(written)
language



Verbal strategies in intercultural communication enhance the ability to produce or understand speech between members of different cultures.

VERBAL INTERCULTURAL COMMUNICATION

Verbal codes and intercultural competence are connected



Verbal codes play a key role in a culture as it is how they communicate and interact with one another. Without a working understanding of verbal codes one will not be able to communicate effectively. It is an essential component in connecting with people of another culture.

VERBAL INTERCULTURAL COMMUNICATION

Showing Respect and Social Hierarchy

Languages allow, and to a certain extent force, speakers to display respect for others

Many cultures utilize their language to illustrate respect and convey cultural values. These linguistic differences must be understood when considering interacting with another culture.

Ex: In Korea- show esteem of older age over youth (their language reflects this in formal and informal speech)



Ex. Compare how to show respect in Spanish and in English).

VERBAL INTERCULTURAL COMMUNICATION

Status Comparison in Korean Culture



Patronymic **ОТЧЕСТВО**

- The patronymic is used with the full version of the name, never with a nickname.
- Мария Петровна NOT Маша Петровна
- The patronymic usually has the ending -ови^ч or -еви^ч for males, and -овна or -евна for females.

Examples:

If the father's name is Иван,
his son's patronymic will be Иванович,
and his daughter's patronymic will be Ивановна.

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VERBAL INTERCULTURAL COMMUNICATION

In written language

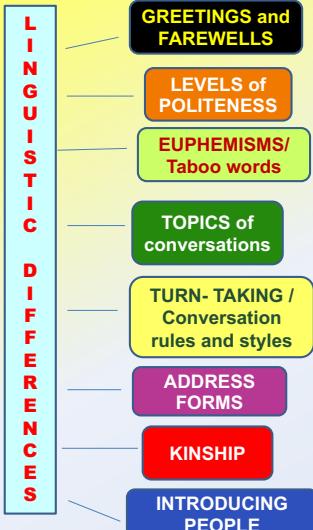
Pronouns and Cultural Characteristics: English is the only language that capitalizes the pronoun I in writing.

Nota cultural

TÚ vs. Usted



(Is there a relationship between the individualism that characterizes most of the English-speaking countries and the English language?)



Linguistics Differences

Greetings

- *Have you eaten yet?* (Burma)
- *Where are you going?* - (Java)
Expected answer: - *"Over there"*
- *nǐ hǎo;* (China) - "hello" literally means "you good." (smile, eye contact, handshake)
- *"Hello, hello, hello! How are you? It's been such a long time since I last saw you. Where have you been all this time? How is the family, the wife, the children, your parents? Are they alright? My regards to all of them..."*
(Morocco) is inappropriate for Western cultures)



Kinship / address forms

- **Mother of my son/daughter** (to wife, Afghanistan)
- **aunt/uncle** (younger to older person, Malaysia)
- **husband, mother –in –law**, etc.(India)
- **Complex system of terms like “cousin, aunt, uncle, brother, sister”**- forms of address are used according to circumstances. Choosing the appropriate and correct form shows your wit and high respect to others(Malaysia, Thailand, China)
- For “cousin”, eight Chinese equivalents can be found (maternal /paternal sides; seniority is taken into consideration)



LEVELS of POLITENESS

To be polite

speaker should know how to use an utterance at the moment of speaking in a particular context

to behave in accordance with situations and specific rules or norms regarding appropriate linguistic behaviour

Impoliteness occurs due to culture differences where negative transfer of politeness takes place in communication with the users of L2/Foreign language. (cross-cultural miscommunication)

“pragmatic failure” – due to inappropriate transfer of speech act strategies of Native to the /foreign second language

Politeness differences

Speech act can be cultural-specific:

APOLOGIZING is obligatory
for some cultures (**Ecuador:**
Disculpad!)

PROMISING

is performed in some countries while it is absent in some other
Compare: Ecuador- "Ya regreso" .. when there is no intention to do so.



Ilongost (tribal place in **Philippines**) and in **Australian aboriginal** language Yolngu speech act of promising is absent (compare to Ecuador)



THANKFULNESS

Thanking does not exist in the speech of **Australian aborigines**



In Thailand people do not express gratitude when receiving gifts, because according to Buddhist standards extreme desire for material things should be moderated. This might be shocking for Western cultures where thankfulness is expected.

EXPRESSING SYMPATHY

- In West African cultures stepping on other person's toes calls for sympathy. In many western cultures it is considered rude(NON VERBAL communication).



- Americans, Europeans- less negative and more positive content of sympathy expression.
- Eastern and Asian cultures- straightforward, and more negative/ reserved



REQUEST DIRECTNESS

- ***Would you be so kind to do me a favour?..***
 - ***I am afraid, I cannot help you*** (indirect)
- vs - ***Help me, please – I cannot, sorry.*** (direct)



Argentinean Spanish speakers are very direct comparing with the Australian English speakers.

Ex: "I would be grateful, if you could keep your voice down" vs "You speak very loudly!"



Divorce in Muslim cultures:
"I hereby divorce you"



COMPLIMENT

It is used to make people feel good

Ex: the Japanese /Chinese/Russian will never accept a compliment without saying “no”- minimizing praise to self (self- denigration) vs maximizing the praise of other.

In India- compliment refers to the desire to have that praised things.

In Germany- “yes” (acceptance of compliment)



British English
nice, good,
lovely,
beautiful
terrific

American English
Nice, good,
cute,
pretty ,great

Americans tend to mostly praise possessions;
appearance

Chinese, and other Asian – praise for abilities, skills

modesty is required

Linguistic TABOO and EUPHEMISMS

Culture is really an integral part of the interaction
between language and thought

Examples : come to another life/ it is now with us anymore, deceased
elderly/aged people, small/big people ,person with special needs,
dark –complexioned person





Guide Content

Verbal cross cult comm politeness greetings indirectness etc

PDF # 4 Verbal cross cultural communication: POLITENESS, GREETINGS, etc

As it was already stated in this guide, Cross-cultural communication includes **verbal** and nonverbal **communication**.

Verbal Communication

In our globalized world we cannot underestimate the role of verbal communication. The development of cross cultural communicative competence is an issue of growing relevance. It has a special importance for the global business market , diplomacy, international relationships. The ability to communicate properly may generate profit for those who are competent in intercultural communications to a large degree. This issue is also very relevant for EFL teachers. Enable the students to be competent when communicating with people from other cultures is a great responsibility and the necessity.

To become competent when communicating cross culturally, it is necessary to be aware of some factors, verbal strategies , linguistic differences that enhance the ability to produce and understand speech between members of different cultures.

Cross cultural conversation is also dependant on general conversational context and purpose of communication, this may include formal or informal levels. It also should be taken into consideration whether the country represents High or Low CONTEXT, and it is necessary to bear in mind the cultural dimensions that shape the interaction .

Verbal communication comprises linguistic differences, language and dialects, contextual use of the language (pragmatics) and it also is composed of such elements as *greetings*, *farewells*, *levels of politeness*, *use of euphemisms and taboo*, *discoursal elements*, *suprasegmental elements* (voice volume , rhythm of speech, pitch,tone) , *address forms*, *kinship terms*, and the need for interpretation and translation.

Greetings /Farewells differ cross culturally. Each culture emphasizes the established social formulas.

Levels of politeness and **Greetings /Farewells** are closely linked: the choice of an appropriate message form expresses wide range of attitudes of the speakers /listeners. Politeness consists of this recognition of the listener and his/her rights in the situation. The most common kinds of politeness formulas are related with greetings.

Each social group has its own set of rules about who should greet first (In Asian cultures youngers always should greet first, together with those who occupy lower hierachical position in society), and choose the appropriate form of greeting.

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Levels of politeness and **Greetings /Farewells** are closely linked: the choice of an appropriate message form expresses wide range of attitudes of the speakers /listeners. Politeness consists of this recognition of the listener and his/her rights in the situation. The most common kinds of politeness formulas are related with greetings.

Each social group has its own set of rules about who should greet first (In Asian cultures youngers always should greet first, together with those who occupy lower hierachical position in society), and choose the appropriate form of greeting.

PDF # 4 Verbal cross cultural communication: POLITENESS, GREETINGS, etc

As it was already stated in this guide, Cross-cultural communication includes **verbal** and nonverbal **communication**.

Verbal Communication

In our globalized world we cannot underestimate the role of verbal communication. The development of cross cultural communicative competence is an issue of growing relevance. It has a special importance for the global business market , diplomacy, international relationships. The ability to communicate properly may generate profit for those who are competent in intercultural communications to a large degree. This issue is also very relevant for EFL teachers. Enable the students to be competent when communicating with people from other cultures is a great responsibility and the necessity.

To become competent when communicating cross culturally, it is necessary to be aware of some factors, verbal strategies , linguistic differences that enhance the ability to produce and understand speech between members of different cultures.

Cross cultural conversation is also dependant on general conversational context and purpose of communication, this may include formal or informal levels. It also should be taken into consideration whether the country represents High or Low CONTEXT, and it is necessary to bear in mind the cultural dimensions that shape the interaction .

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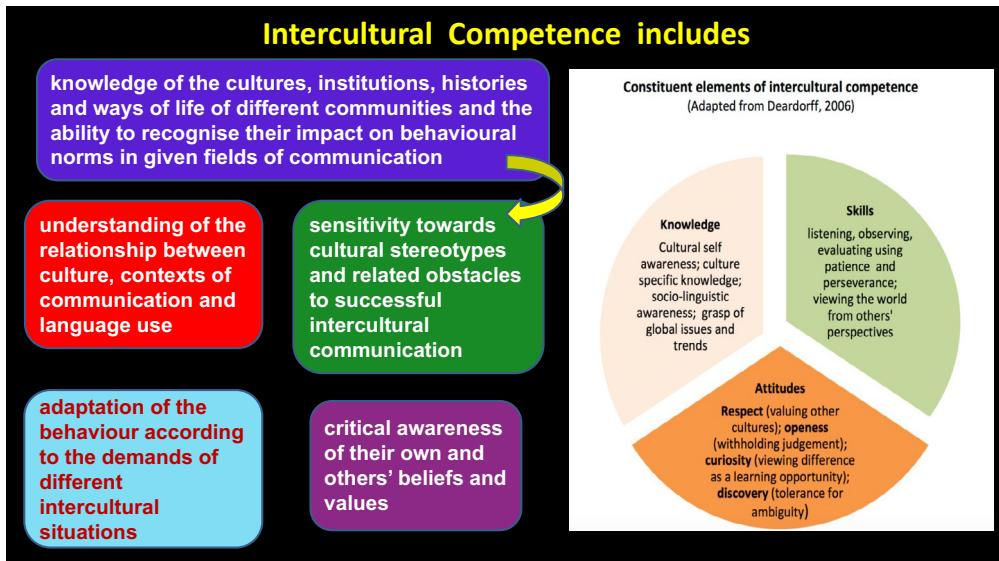
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Guide Content

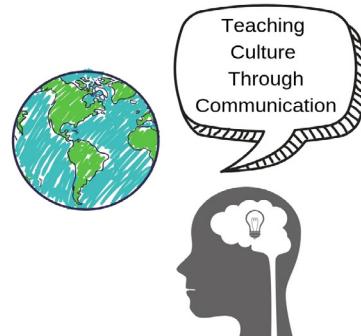
Role of cultural instruction in efl classroom



5.1. ROLE OF CULTURAL INSTRUCTION IN EFL CLASSROOM

Direct links between communication, culture and language teaching.

The primary reason for second language study in the earlier part of this century was access to the great literary masterpieces of civilization" (p. 138). In line with this, Flewelling (1993) explains that in the sixties students, through reading, learned the civilization associated with the target language"



ROLE OF CULTURAL INSTRUCTION IN EFL CLASSROOM

The teaching of culture has been linked with the teaching of structures and literature. Today, however, the focus is on the teaching of culture through communication.

Culture is the foundation of communication



Communication is not only an exchange of information but also a highly cognitive as well as affective and value-laden activity. Melde (1987) holds that foreign language teaching should foster 'critical awareness' of social life

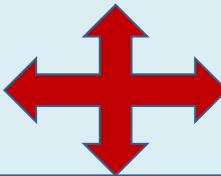
Role of Cultural instruction in EFL classroom

Communication and Culture



Cultures have widely differing characteristics and misunderstandings are likely to occur between members of different cultures.

We tend to perceive reality strictly within the context of our own culture, and there is still a tendency to believe that our own reality is the correct perception



Our own culture predisposes us to a certain worldview by creating a 'cognitive framework'

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication

Role of Cultural instruction in EFL classroom

COMMUNICATION AND CULTURE

What is Communication?

How Culture and Communication are related? Examples.

What is COMMUNICATIVE competence?

What is intercultural communicative competence ?

Explain: Language teaching is a culture teaching. Why? Give proves



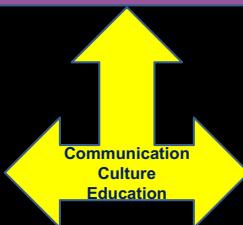
ROLE OF CULTURAL INSTRUCTION IN EFL CLASSROOM

COMMUNICATION AND CULTURE

Globalized world, need for cross cultural communication:

"The fast-paced transformation of society as a result of science, technology, and globalization, forces intercultural objectives to continuously evolve in order to reflect the needs of modern citizens and communities (Stewart, 2007).

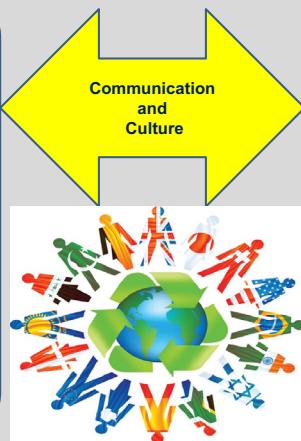
Culture and communication are inseparable because it also helps to determine how people interpret messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or understood...



REASON:
Prepare individuals for intercultural relationships in numerous contexts and multiple models of intercultural competence : international business, study-abroad, international schools, medical careers, living abroad, and education

COMMUNICATION AND CULTURE

To speak means to choose a particular way of sustaining relationships with those we come in contact with. It is often through language use that we, to a large extent, are members of a community of ideas and language practices. (*Cultural /Linguistic Identity*).



Communication and culture are related as a complex system of classification of experience and 'an important window on the universe of thoughts' (Duranti, 1997: 49); as a link between thought and behavior (Ex: *Linguistics Relativism*), and as 'the prototypical tool for interacting with the world' language is intertwined with culture.

COMMUNICATION AND CULTURE

The teaching of culture: What does it mean?

Teaching culture

It is not only the transmission of information regarding the people of the target community or country-to learn a foreign language.

It is not only to learn how to communicate

It is to discover how much the target language allows learners to use grammatical forms, sounds, word/expression meanings

It is to reflect upon socially accepted norms (Discourse), during communication both in EFL students own and the target language culture (cross- cultural communicative competence) .

Intercultural Competence

Ability to establish and develop positive attitudes towards cultural differences.

Ability to communicate with and effectively interact with people across cultures

Intercultural communicative competence is the ability to communicate effectively and appropriately with people from other language and cultural backgrounds.

It implies understanding of people of other (different) cultural backgrounds

It helps us be aware of our own world view



Definition of IC

- situated communication between individuals or groups of different linguistic and cultural origins.
- communication established between people of different cultures, where culture is the structured manifestation of human behaviour in social life within specific national and local contexts, e.g. political, linguistic, economic, institutional, and professional.
- It is an acquired linguistics knowledge, behavioral skills, and pragmatic competence and intercultural competence



Intercultural Competence includes

knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognise their impact on behavioural norms in given fields of communication

understanding of the relationship between culture, contexts of communication and language use

adaptation of the behaviour according to the demands of different intercultural situations

sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication

critical awareness of their own and others' beliefs and values

Constituent elements of intercultural competence
(Adapted from Deardorff, 2006)

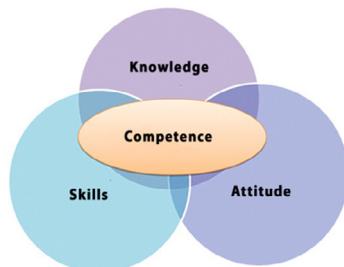


INTERCULTURAL COMPETENCE

GOAL

The preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds

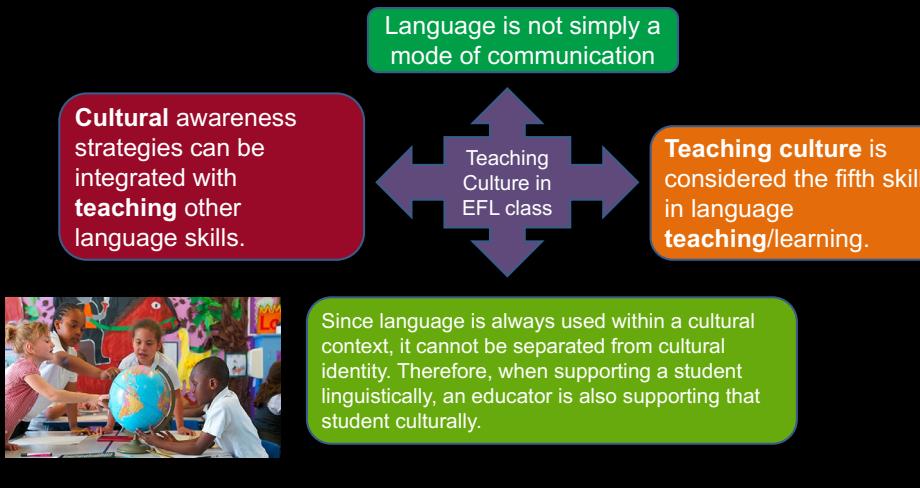
Cross- culturally appropriate interaction occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness.



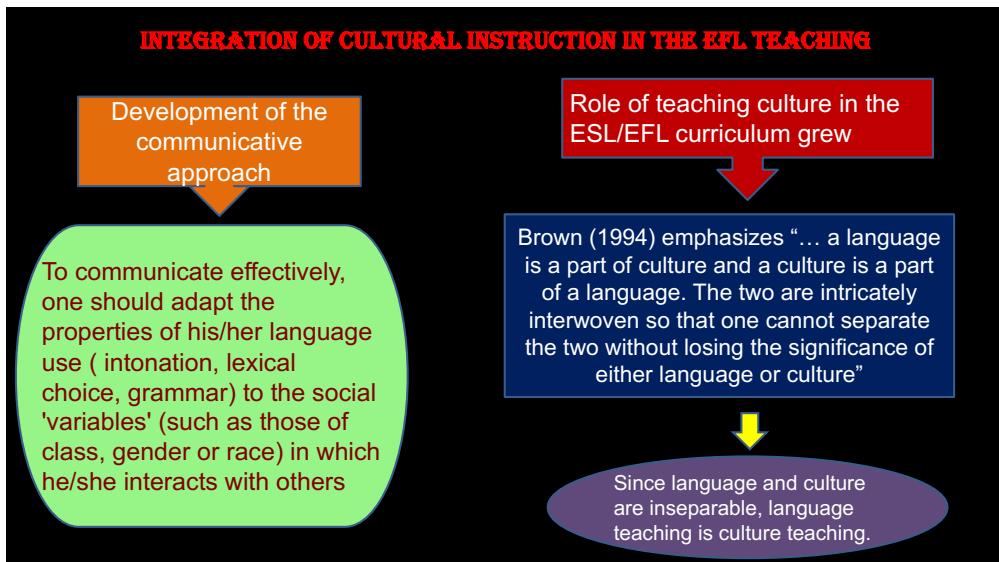
An interculturally competent speaker of a FL possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture.

The success of becoming a competent member of society is realized through exchanges of language in particular social situations

5.2. INTEGRATION OF CULTURAL INSTRUCTION IN THE EFL TEACHING



INTEGRATION OF CULTURAL INSTRUCTION IN THE EFL TEACHING



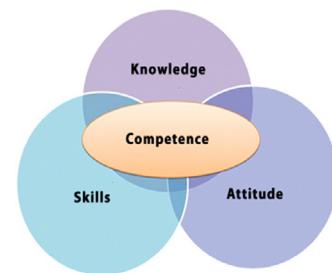
INTEGRATION OF CULTURAL INSTRUCTION IN THE EFL TEACHING

- What do teachers need to consider?

Structure of a language determines the way in which speakers of that language view the world. (Ling Relativism)- culture is an essential tool to a thorough understanding of a language's nuances of meanings, use of vocabulary.

One's mastery of the linguistic elements alone does not guarantee he will be able to communicate through a language.

Mastering the cultural element is a must.



The forms and uses of a given language reflect the cultural values of the society in which the language is spoken.

INTEGRATION OF CULTURAL INSTRUCTION IN THE EFL TEACHING INTERCULTURAL AWARENESS

The role of English as an international language of communication in the modern technological world in the 21st century poses special demands on EFL teachers.

ELT researchers have recognized the dialectical connection between language and culture since mid-1980s.

The necessity for language learners to develop not only linguistic competence but also an **awareness of the culturally-appropriate features of the language.**



INTEGRATION OF CULTURAL INSTRUCTION IN THE EFL TEACHING

The need for Addressing Culture in EFL Classrooms

WHY?

Intercultural language learning is an important issue of modern EFL and foreign language education.

It reflects awareness of the links between language and culture

Increased need to prepare EFL students for intercultural communication due to our globalized and multicultural world.

Emphasis on importance of intercultural understanding

Prepare students for living in a multicultura /globalized environment



Intercultural awareness in the EFL classroom

What is it?

It refers to become aware of members of another cultural group including their behavior, their expectations, their perspectives and values.

Goal of culture teaching in EFL and foreign language teaching

Raising students' awareness about the target culture.



ROLE OF INTERCULTURAL AWARENESS IN THE EFL CLASSROOM

Why?

Foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture.

Integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum

Culturally Responsive Teaching



ROLE OF INTERCULTURAL AWARENESS IN THE EFL CLASSROOM

Cross Cultural awareness implies

- SOCIOCULTURAL** (topics of conversation, taboo, euphemisms, language variations), and **PRAGMATIC** knowledge(influence of a context)
- Development of intercultural communicative competence
- Ability to negotiate meanings across languages and cultures
- Correct interpretation of body language,
- Gaining/achieving of cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country

Goals of Culture teaching in EFL class to help students to:

develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.

become more aware of behaviour in common situations in the target culture.

develop the ability to evaluate critically and avoid generalizations about the target culture

stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.



increase their awareness of the cultural connotations of words and phrases in the target language.

develop the necessary skills to locate and organize information about the target culture.

TEACHING INTERCULTURAL COMPETENCE and INTERCULTURAL LANGUAGE LEARNING

-Issues of culture, social identity, and sets of behaviors and modes of perception, become highly important in the learning of an L2.

-Attention of EFL teachers in classroom should be focused on communicative competence (Scarino (2009) ,(Kramsch (2011)

-“Intercultural competence has to do with far less negotiable discourse words, the circulation of values and identities across cultures, the inversions, even inventions of meaning, often hidden behind a common illusion of effective communication” (Kramsch, 2011, p.354).

- The role of language educators is to “prepare language learners for meaningful communication outside their own cultural environment and to develop in language learners a sense of themselves as mediators between language and cultures” (Liddicoat , 2011, p.837)



TASK OF A TEACHER WHEN TEACHING CULTURE

Teachers can make students aware that there are no such things as superior and inferior cultures and that there are differences among people within the target culture, as well. ‘Teachers are not in the classroom to confirm the prejudices of their students nor to attack their deeply held convictions’. Their task is to stimulate students’ interest in the target culture, and to help establish the foreign language classroom ‘not so much as a place where the language is taught, but as one where opportunities for learning of various kinds are provided through the interactions that take place between the participants’ (Ellis, 1992: 171, cited in Kramsch, 1993: 245).

TASK OF A TEACHER WHEN TEACHING CULTURE

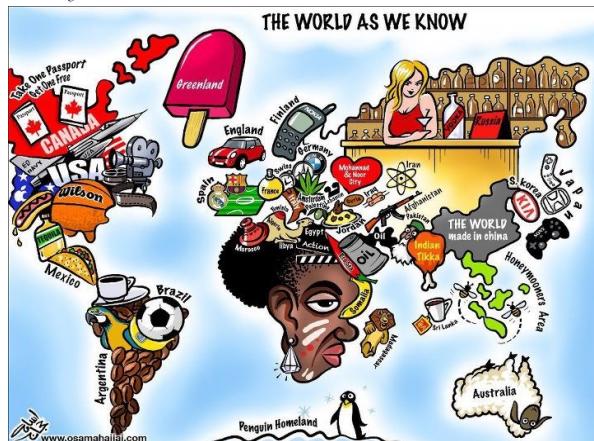
What educators should always have in mind when teaching culture is the need to raise their students’ awareness of their own culture, to provide them with some kind of metalanguage in order to talk about culture, and ‘to cultivate a degree of intellectual objectivity essential in cross-cultural analyses’



EFL teachers and educators must first combat and eradicate: **stereotypes, prejudices and ethnocentrism.**

We tend to picture other cultures in an oversimplified manner, placing cultural differences into exaggerated categories.

STEREOTYPING



OVERSIMPLIFIED very typical patterns of behaviour

Our cultural environment shapes our world view in such a way that reality is thought to be objectively perceived through our own cultural pattern, and a differing perception is seen as either false or "strange" and is thus oversimplified.

Stereotypes...



French: logical, cartesian, elitist, authoritarian, proud



Chinese: quiet, hardworking, enigmatic, smiling, cruel



Germans: rigid, methodical, obsessed with order & privacy, unemotional, territorial



Americans: superficial, 'Frontier Spirit', materialistic, over-optimistic



Italians: loud, macho, impatient, over-emotional, talkative, unorganized



British: imperialistic, 'Island mentality', principled, class-conscious, conservative



Map showing the locations of the stereotypes described in the text.

Cross Cultural awareness

If people recognize and understand varied world views, they will usually adopt a positive and open-minded attitude toward cross-cultural difference.

A close-minded view of such differences often results in the maintenance of a stereotype



According to Bennett (2009), intercultural learning is “acquiring increased awareness of subjective cultural context (worldview), including one’s own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of change.”

ETHNOCENTRISM

- The belief in the superiority of one's own ethnic group or culture (including values, behavioral rules, traditions that are seen as appropriate and good comparing to those of other ethnicities)
- “we are #1 nation!”
- A tendency to view alien group or cultures from the perspective of one's own

Using the norms of our own culture as standards when we judge the behavior of people from other cultures is called ethnocentrism



TEACHING CULTURE IN EFL CLASS



Teaching a language cannot be separated from teaching culture.



The acquisition of a second language is also the acquisition of a second culture.

CULTURE IN THE EFL CLASSROOM

Teachers of ESL /EFL should be aware of this and incorporate aspects of culture into the teaching / learning process.



SECOND CULTURE ACQUISITION

It is a process of :

- Acquisition of a second identity
- perceiving, interpreting, feeling
- creating shared meaning between cultural representatives



ACTIVITIES TO TEACH /EXPLORE CULTURE IN EFL CLASS

Attitude exploration



to consider students' preconceived ideas and attitudes before entering into the intercultural competence process.



ACTIVITIES TO TEACH /EXPLORE CULTURE IN EFL CLASS

Culture online
blog
exchange

This type of classroom environment creates possibilities for attitude transformation, as well as the acquisition of knowledge of other cultural norms, institutions, and beliefs.

The students involved compare materials such as surveys, films, websites, literature, images, and video discover the differences and similarities between the two cultures



ACTIVITIES TO TEACH /EXPLORE CULTURE IN EFL CLASS

Online forums



Students obtain real-life skills in interacting with others via interaction with each other; this activity increases students' acquisition of new vocabulary and grammar structures in the target language through the reading of online material



CULTURE IN THE EFL CLASSROOM

Discuss cross-cultural differences with the students, emphasize that no culture is "better" than another.

Dispel what are often myths about other cultures, and replace those myths with an accurate understanding of the other culture as one that is different from one's own, yet to be respected and valued.

HOW?

- Teach the students the cultural connotations
- Use techniques that promote cultural understanding- your ideas?
- Use role-play to overcome cultural "fatigue"
- readings, films, simulation games , " culture capsules "



- Teach culture through direct exposure to the target language culture : the use of movies or documentaries about the country of the target language
- Through literary texts- esposure to authentic language
- Use direct communication (invite native speakers)



Tips on teaching culture



Guide Content

Literature as a rich source for linguistic input

TEACHING CULTURE IN EFL CLASS



UNIT 6. Literature as a rich source of linguistic input for teaching English

6.1. What is literature?

6.2. Types of literary texts: short stories, poems, novels, dramas, plays, song lyrics

6.3. The role and purpose of literature in EFL classroom

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6.1. WHAT IS LITERATURE?

The term derives from Latin *litteratura* "writing formed with letters"

It refers to:
- the classical texts e.g. Shakespeare, Dickens
- popular fiction, fables and song lyrics.

Piece of writing according to major characteristic or essential features or forms such as the novel, short story or drama, poetry, history, biography, and essays and works categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre).



Any kind of printed material, as circulars, leaflets, or handbills: literature describing company products.

The literature used in ELT classrooms today includes the work of writers from a diverse range of countries and cultures using different forms of English.

WHAT IS LITERATURE?

Literature is a verbal art that leads readers to appreciate the beauty of language.

These are cultural documents which offer a deeper understanding of a country or countries (Basnet & Mounfold 1993).

Literary texts are products that reflect different aspects of society.



LITERATURE AND CULTURE:

The culture is strictly related to the language, there is no way in which someone can learn a language without acquire or interact with the culture behind the target language.

In language teaching, literature provides language model

Language and thinking are so closely interrelated that the ability to think for one's self depends on one's mastery of the language

Literature provides richer model for language than conversation as authors frequently use elaborate sentences and sumptuous words, while speakers tend to employ the same few words over and over in conversation.

Literature also has the value of enhancing understanding self and others.

By reading literature readers will perceive themselves by reflecting others experience through the book.

The culture is in charge of shaping the people

The literature is an important source in English teaching because it helps students to become more open – minded, develop critical thinking, build cross – cultural skills and expand student's worldwide view and expand horizons.

The main goal is to expose the students to different cultures (clothes, manners, discourse, greetings, topics of conversation, food, traditions, etc.)

Understanding cultures lead readers learn about common things that people have everywhere.

People who appreciate various cultures are more likely to realize that people throughout the world share the same emotions, experiences, and problems.

LITERATURE AND CULTURE:

Factors to consider

Teaching culture is a way to provide authenticity of communication.

If students know the foreign language and foreign culture, they interpret English texts and use the language more successfully

Communicative competence becomes a model of L2 development (introduced by Dell Hymes in 1966)

Reinforce students' awareness of cultural differences through different sources of materials

Learning how to perform the communicative acts can help L2 students feel that they are more integrated into that target culture(the need to sociolinguistic knowledge, with the purpose for students to become be more prepared to interact with people from target cultures.

Teachers should critically select what to teach due to lack of class time

The use of technology: students may become more engaged with authentic cultural content they can access

Avoid stereotyping and ethnocentrism

Focus on cultural values

Use other sources for teaching culture such as folklore and folktales

6.2. TYPES OF LITERARY TEXTS

The types of literary texts that can be studied inside and outside the ELT classroom include

Short stories
Poems
Novels
Drama
Plays
Song Lyrics
Folk tales



Literary texts can be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages.

BENEFITS OF DIFFERENT GENRES OF LITERATURE TO TEACH LANGUAGE

Benefits of Using POETRY to Language Teaching

Poetry can be used for the learning and teaching of basic language skills.

Due to the use of metaphor, poetry contributes significantly to the learning process (vocabulary, pragmatics, semantics).

Poetry is artistic interpretations of experiences, events and people.



Poetry is very useful to teach suprasegmental aspects of the target language, such as stress, pitch, juncture, rhythm, intonation by studying poetry.

BENEFITS OF USING SHORT STORIES TO LANGUAGE TEACHING

Short stories facilitate teaching a foreign culture (it serves as a valuable instrument in attaining cultural knowledge of the selected community).

- provides more creative, challenging texts that require personal exploration supported with prior knowledge for advanced level readers
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- helps students coming from various backgrounds communicate with each other because of its universal language,

Benefits of Using Drama to Language Teaching

- Learners become familiar with grammatical structures in contexts
- Learn about how to use the language to express, control and inform.
- Raises the students' awareness towards the target language and culture.
- It promotes students comprehension of life experiences,
- Helps reflect on particular circumstances and make sense of their extralinguistic world in a deeper way .
- The new language and the context of the drama should be of high interest, relevance and enjoyment.
- stimulates the imagination, promotes creative thinking and develops critical thinking skills
- promotes language development and heightens effective listening skills,
- increases empathy and awareness of others

BENEFITS OF DRAMA

The use of drama represents an effective technique in today's communication-based, student-centered foreign language teaching.

Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master.



Since drama is the reenactments of social events, students improve their personality and code of behavior.



BENEFITS OF USING NOVEL TO LANGUAGE TEACHING

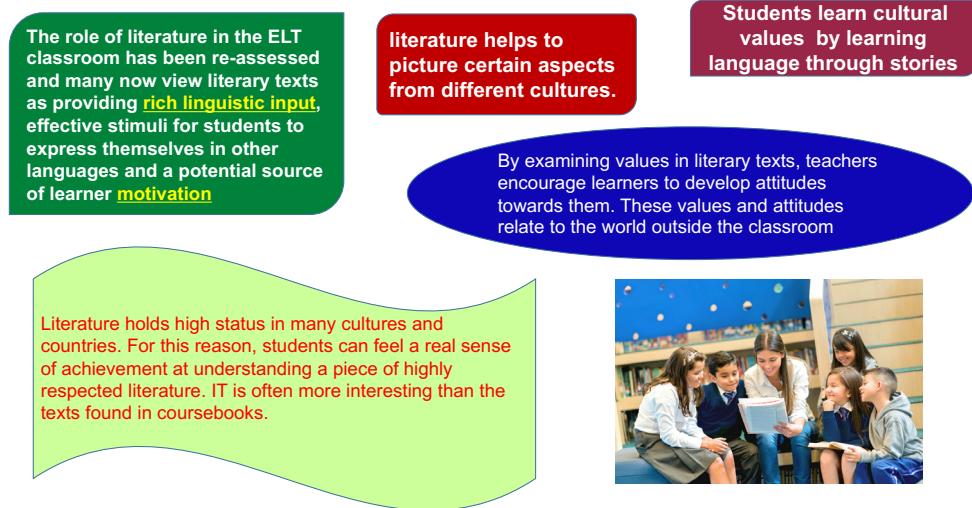
- develops the advanced level readers' knowledge about different cultures and different groups of people,
- increases students' motivation to read owing to being an authentic material,
- offers real life / real life like settings,
- gives students the opportunity to make use of their creativity,
- improves critical thinking skills,
- develops oral and written language skills,
- offers the opportunities to teach the target language culture,
- stimulates imagination,
- helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences,

BENEFITS OF USING FOLK TALES

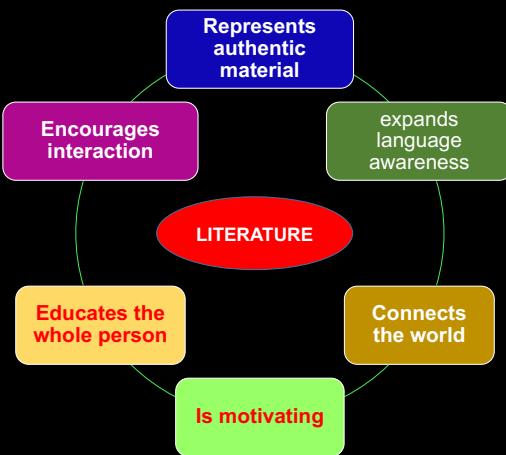
- Engages students in exploring the theme and structure (discourse competence)
- Provides chance to draw conclusions about the target culture, its beliefs, values, lifestyles, history, and so on.
- Gives opportunity to know more about target culture



6.3. THE ROLE AND PURPOSE OF LITERATURE IN EFL CLASSROOM



Reasons for Using Literature in the Classroom



Reasons for Using Literature in the Classroom

Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles.

Texts can be supplemented by audio-texts, audio books, music CDs, film clips, podcasts, all of which enhance even further the richness of the sensory input that students receive.

Literary texts offer a rich source of linguistic input and can help learners to practice the four skills - speaking, listening, reading and writing - in addition to exemplifying grammatical structures and presenting new vocabulary.

Literature helps learners to develop their understanding of other cultures, awareness of 'difference' and to develop tolerance and understanding. literary texts can deal with universal themes such as love, war and loss that are not always covered in the sanitised world of course books.



The use of authentic material : befits such as a positive effect on student motivation

language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties.

Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other genres e.g. advertising.

It may be used for a variety of linguistic, cultural and personal growth reasons

literature provides language model. Language and thinking are so closely interrelated that the ability to think for one's self depends on one's mastery of the language



Literature is essential to educating the imagination as it illustrates the unlimited range of the human imagination and extends readers' personal visions of possibilities .

Functions of Literature

Literature has the value of **enhancing understanding self and others**. By reading literature readers will perceive themselves by **reflecting** others experience through the book. **Understanding cultures**, lead readers learn about the ties that unite people everywhere. People who come to understand and **appreciate various cultures** are more likely to realize that people throughout the world share the same emotions, experiences, and problems.

Literary work also functions for **developing imagination**. Imagination is a creative, constructive, power. Every aspect of daily life involves imagination. People imagine as they talk and interact with others, make choice and decisions, analyze news reports, or assess advertising and **entertainment**.

FUNCTIONS OF LITERATURE

- It increases information and knowledge.
- It enables students to participate in experiences that go far beyond mere facts.
- It stimulates readers to think about the many dimensions of the concepts explored in their books
- It encourages reflection, questioning and critical thinking.
- It stimulates cognition.

Literature stimulates the imagination

providing new information ideas, and perspectives so that readers can imagine the possibilities and elaborate on original ideas. In this way, it increases ability to express imagination in words and images.

it serves as a source of knowledge and reasoning development in children.



Literature has not only many functions, but power.

Some of the major values of literature are enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, and language.



Good books

Give readers pleasure,
enjoyment when
reading them.

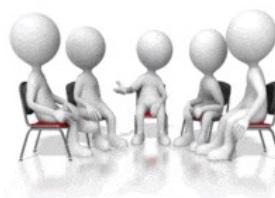
Lead readers to view their
personal experiences in
different ways.

stimulate thinking by giving
readers opportunity for reflection
and cognitive development

REASONS FOR USING LITERARY TEXTS IN FOREIGN LANGUAGE CLASSES

- To sum up,

Valuable Authentic
Material



Language
Enrichment



Personal
Involvement

Cultural
Enrichment

PresenterMedia

In conclusion,

teaching literature or literary texts in the curriculum of the non-native learners will:

The responses of the learners to the literary texts reading and interpreting will help them to

- solve the problem of relevant vocabulary for social communication.
- prepare students to be professional translators in different fields such as trading, business, science, law and technology.
- link language and culture to facilitate everyday communication.
- develop cross cultural communicative competence

- develop their reading skills.
- keep by heart useful quotations and expressions.
- integrate language skills such as listening and reading as receptive skills and speaking and writing as productive skills.
- be exposed to the conversations and the dialogues which are actually used in the outside world.

CONCLUSIONS

- Literature is a very enjoyable resource to learn a language.
- Literature provides examples of different styles of writing, and also representations of various authentic uses of the language.
- Literature is a good resource for increasing word power.
- It encourages developing various reading skills in learners.
- It can be used as a springboard for exciting discussion or writing.
- It involves both emotions and intellect, which contribute to the personal development of the student.
- English literature has a value as part of the learners' general education.
- It encourages critical and creative thinking.
- It enriches the students' world knowledge.
- It makes the students aware of various human situations and conflicts.
- It fosters the development of cross cultural communicative competence



WEB LINKS

- <https://www.youtube.com/watch?v=WhdGHYuuJ04> (Advantages of Using Literature in class)
- https://www.youtube.com/watch?v=9C_eRMwFWvQ
- (Why teach Literature in class)
- <https://www.youtube.com/watch?v=fNLnryIAdsU>
(Common literary genres)



Guide Content

Selecting and adapting the literary texts



TEACHING CULTURE IN EFL CLASS

Unit 7. Literature as a resource to teach English

7.1. Selecting and adapting the literary texts according to the needs and age of EFL students

7.2. Literature in teaching the four language skills: techniques and activities

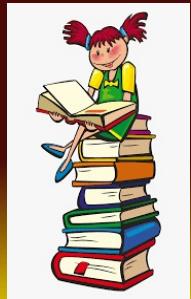
Mrs. Nina Nesterenko
nnesterenko@utpl.edu.ec

7.1. SELECTING MATERIAL

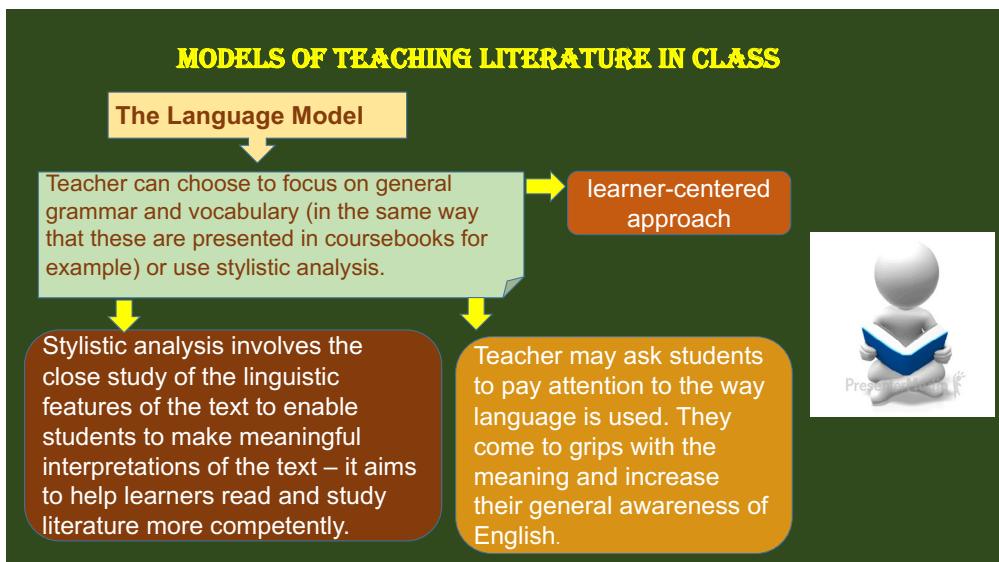
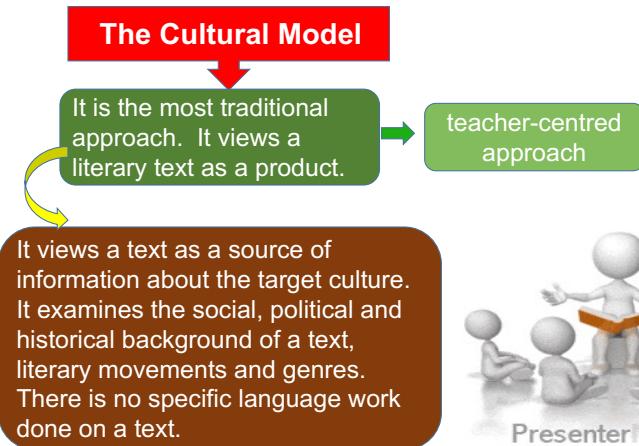
Literature

AUTHENTIC MATERIAL

- Using the authentic material requires that teachers develop a deep process in choosing the right material to the students.
- The teacher needs to analyze the contents of the reading before to deliver the task to the students.
- It is important to be clear with the cultural aspects that are going to be included in the reading: the teacher must look up for the cultural backgrounds and be prepared to answer and provide feedback to the upcoming thoughts or needs of the students.



MODELS OF TEACHING LITERATURE IN CLASS



MODEL OF TEACHING LITERATURE IN CLASS

The Personal Growth Model

It aims for interaction between the text and the reader in English, helping make the language more memorable. Learners are encouraged to "make the text their own". This model recognises the immense power that literature can have to move people and attempts to use that in the classroom.

a process-based approach that seeks to be more learner-centered

It encourages learners to draw on their own opinions, feelings and personal experiences



When selecting Reading material:

Teacher should determine the aim of language teaching in relation to the needs and expectations of the students.

Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching



Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc. should be taken into account in order not to bore students with inappropriate materials.

Teacher should select the appropriate language teaching method, teaching techniques, and classroom activities.



When selecting Reading material, ask yourself the following questions:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult?
- Which language skill is going to be practiced?

What to consider when selecting the texts

Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

Literary texts can present teachers and learners with a number of difficulties including

Text selection

texts need to be chosen that have relevance and interest to learners.

Length

shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot.

Cultural difficulty

texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning

Linguistic difficulty

texts need to be appropriate to the level of the students' comprehension.

Cultural appropriacy

learners should not be offended by textual content.

What to consider when selecting the texts

Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

- Is the subject matter likely to interest this group?
- Is the language level appropriate?
- Is it the right length for the time available?
- Does it require much cultural or literary background knowledge?
- Is it culturally offensive in any way?
- Can it be easily exploited for language learning purposes?



Teachers should take into account needs, motivation, interests, and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them.

The teacher must look up for the cultural backgrounds and be prepared to answer and provide feedback to the upcoming thoughts or needs of the students.

Where to find material?

- In the Internet:
- Write the name of the author or the book you are looking for.
- www.bookbrowse.com - a really great site which allows you to read an excerpt from a multitude of recently published books. You can search by author, book title or genre!
- www.readersread.com - brings you the first chapter of many recently published books.

Sites for poetry:

- www.favoritepoem.org - a site collecting America's favourite poems. You can also read comments about why people like them and hear them being read aloud.
- www.emule.com/poetry - an archive of classical poetry, easy to browse through by poet. Has a top ten list of favourite poems (chosen by visitors to the site) which makes an interesting starting point.

HOW TO ADAPT MATERIAL

At elementary levels, students should be given simplified or specially written stories.



to infer meaning of difficult words from context.

At advanced levels students are given literature in its original form so that they can develop their literary competence in the target language.
Use different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels.



Observe how characters in a play or a short story use figures of speech (such as simile, metaphors, etc.) to express communicative intention



Authentic Material:

Naturalness

Real – life listening experience

RULE Instead of simplifying the text simplify the **TASK** according to the level of students or skill to be taught

Ex: say what words were mentioned in listening part/ grammar tense, etc.



Ex: Students have to be encouraged to listen for general comprehension rather than pick out details.



Guide Content

How to work with literary texts in efl classroom

PDF # 5 HOW TO WORK WITH LITERATURE in EFL CLASS

Using literature over a longer period of time – the set novel or reader

The above lesson plans are all based on short extracts or poems and can therefore easily be used over one class period. However, there are very good reasons for encouraging learners to read books. Extensive reading is an excellent way of improving English, and it can be very motivating to finish an entire book in another language. In addition, many international exams have certain optional questions on them that pertain to set novels each year. One option that is now available to language teachers is the wide range of simplified and inexpensive versions of literary texts, called readers (see Onestop Shop for a list of readers for different levels). Setting up a class library of novels and readers, if you have the resources, is an excellent idea. Tim Bowen and Jonathan Marks, in their book *Inside Teaching*, recommend the following ideas for extensive reading of literature:

- Hold brief classroom discussions on what learners have been reading (progress reports).
- Ask learners to describe a book they like in such a way to make others want to read it.
- Select a short novel which has been recently made into a film or TV series with which your learners are familiar.

In addition, there is a list of general questions about novels or readers attached at the bottom of the page that could be given for students to answer in written form (they are based on questions from the Cambridge First Certificate Exam).

DIY literature lesson plan

In our first Methodology article on Using Literature, there were two sample lesson plans based on an excerpt or a short story. Both followed a similar lesson plan format, outlined below. This sort of lesson plan works well for extracts from stories, poems or extracts from plays.

Stage one: warmer

There are two different possible routes you can take for this stage:

- Devise a warmer that gets students thinking about the topic of the extract or poem. This could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brainstorming of vocabulary around that topic.
- Devise a warmer that looks at the source of the literature that will be studied. Find out what the students already know about the author or the times he/she was writing in. Give the students some background information to read (be careful not to make this too long or it will detract from the rest of the lesson; avoid text overload!). Explain in what way this piece of literature is well-known (maybe it is often quoted in modern films or by politicians). This sort of warmer fits more into the cultural model of teaching literature (see Literature in the Classroom 1)

Stage two: before reading

This stage could be optional, or it may be a part of the warmer. Preparing to read activities include:

- Pre-teaching very difficult words (note: pre-teaching vocabulary should be approached with caution. Often teachers “kill” a text by spending too much time on the pre-teaching stage. Limit the amount of words you cover in this stage. If you have to teach more than seven or eight there is a good chance the text will be too difficult.)
- Predicting. Give students some words from the extract and ask them to predict what happens next. If it is a play, give them a couple of lines of dialogue and ask them to make predictions about the play.
- Giving students a “taste”. Read the first bit of the extract (with their books closed, or papers turned over) at normal speed, even quickly. Ask students to compare what they have understood in pairs. Then ask them to report back to you. Repeat the first bit again. Then ask them to open the book (or turn over the page) and read it for themselves.

Stage three: understanding the text, general comprehension

Often with extracts or poems, I like to read the whole thing to my students so that they can get more of a “feel” for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then I let students read it to themselves. It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. One of the aims of teaching literature is to evoke interest and pleasure from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost.

Once students have read it once, you can set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g.. Why do you think X said this? How do you think the woman feels? What made him do this?)

Stage four: understanding the language

At this stage get to grips with the more difficult words in the text. See how many of the unfamiliar words students can get from context. Give them clues.

You could also look at certain elements of style that the author has used. Remember that there is some use in looking at non-standard forms of language to understand the standard.

If appropriate to the text, look at the connotation of words which the author has chosen. For example, if the text says “She had long skinny arms,” what does that say about the author’s impression of the woman? Would it be different if the author had written “She had long slender arms”?

Stage five: follow up activities

Once you have read and worked with your piece of literature it might naturally lead on to one or more follow up activities. Here are some ideas:

Using poems

- have students read each other the poem aloud at the same time, checking for each other's pronunciation and rhythm. Do a whole class choral reading at the end.
- Ask students to rewrite the poem, changing the meaning but not the structure.
- Ask students to write or discuss the possible story behind the poem. Who was it for? What led to the writing of this poem?
- Have a discussion on issues the poem raised and how they relate to the students' lives.

Using extracts from stories or short stories

- Ask students to write what they think will happen next, or what they think happened just before.
- Ask students to write a background character description of one of the characters which explains why they are the way they are.
- Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.
- Ask students to personalise the text by talking about if anything similar has happened to them.
- Ask students to improvise a role play between two characters in the book.

Using extracts from plays

Most of the ideas from stories (above) could be applied here, but obviously, this medium gives plenty of opportunity for students to do some drama in the classroom. Here are some possibilities:

- Ask students to act out a part of the scene in groups.
- Ask students to make a radio play recording of the scene. They must record this onto cassette. Listen to the different recordings in the last five minutes of future classes. Who's was the best?
- Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm).
- Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc) next to each character's line of dialogue. Then they read it out loud.
- Ask students to re-write the scene. They could either modernise it (this has been often done with Shakespeare), or imagine that it is set in a completely different location (in space for example). Then they read out the new version.

Potential problems

Problem 1: Where do I find material?

Of course you may have a novel or book of poetry that you have been dying to use with your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is

enough to key in the name of the author or the book you are looking for. Older books and plays can sometimes be found entirely on-line.

The following sites are excellent for book excerpts and stories:

- www.bookbrowse.com - a really great site which allows you to read an excerpt from a multitude of recently published books. You can search by author, book title or genre!
- www.readersread.com - brings you the first chapter of many recently published books.

Literature doesn't have to mean "books written by dead white English or American men". Look for literature from other English speaking countries (there is lots and lots) to give your students a richer variety of work written in the English language.

Bookbrowse.com (above) for instance has a whole section on Asian and Indian writers.

You can also try the following link: www.blackliterature.com

Try the following two sites for poetry:

- www.favoritepoem.org - a site collecting America's favourite poems. You can also read comments about why people like them and hear them being read aloud.
- www.emule.com/poetry - an archive of classical poetry, easy to browse through by poet. Has a top ten list of favourite poems (chosen by visitors to the site) which makes an interesting starting point.

Problem 2: How do I choose material?

Think about the following factors when you choose a piece of literature to use with learners:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult (see below)

Problem 3: Is the text too difficult?

Obviously a teacher would not want to use a text that is completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text).

Guide Content

Literature, reading and writing



TEACHING CULTURE IN EFL CLASS

Unit 7. Literature as a resource to teach English

7.1. Selecting and adapting the literary texts according to the needs and age of EFL students

7.2. Literature in teaching the four language skills: techniques and activities : READING AND WRITING

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7.2. LITERATURE IN TEACHING THE FOUR LANGUAGE SKILLS: TECHNIQUES AND ACTIVITIES

The next function of literary works in English language teaching is its use for practicing the four language skills, though it is not necessary to apply for all of the four language skills at once.



Literature and Reading
Literature and Writing
Literature and Speaking
Literature and Listening

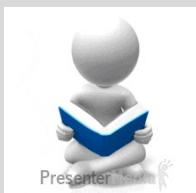


READING

prepare the students to
read the text



help motivate the
students to want
to read



Presenter



Provide the
background/cultural
environment for the
reading to take place

This activity should cover up the
ideas of literary function or power
that are mentioned above.

The pre-reading activities should
cover the functions of literary
works such as enjoyment,
aesthetics, understanding,
imagination, information and
knowledge, cognition, and
language.

READING

The pre-reading activities that can be given by teacher to lead for the enjoyment, understanding, imagination, among other are the explanation about the cultural setting of the short story, and some questions related to the cultural setting.

By explaining the cultural setting present in a text, reader will get the ideas on the context, especially the cultural context of the story. For example, the culture of sales marketing does his job in a big city, will give vivid ideas on what and how they are doing and for what purpose

Vocabulary building: The teacher encourages the students to work with familiar or unfamiliar words; extract vocabulary from the readings and create habits in the learners.



alamy stock photo

READING/WRITING/SPEAKING

When selecting a **NOVEL** to be used in the class, the teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class.

Themes and settings captivating students' imagination and exploring the human condition should be included in the nature of the selected novels.

Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters.

Novel is a very effective way of building vocabulary and developing reading comprehension skills.

When assessing **novel-based writing**, teachers may focus on the sub-skills of written language like spelling, handwriting, grammar, and punctuation.

Essay writing based on a novel help students to gradually improve their skills in organizing material into paragraphs with acceptable sentence structure.

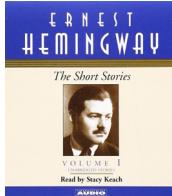


Teacher may organize **Class discussions** of novel to focusing on main idea and supporting details, including who, what, when, where, and how.

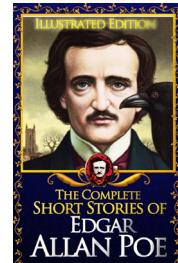
READING/SPEAKING

Teaching Ideas:

The use of Short Stories



- for enhancing students' language skills.
- with all levels (beginner to advance), all ages (young learners to adults) and all classes.
- to practice activities such as discussion, writing and acting out dialogues.
- to improve students' vocabulary and reading. (work with a dictionary)
- The teacher can ask students to find out the meaning of the phrases in the context, and get the whole understanding of the story.



READING

Teaching ideas for Extensive reading of literature:

- Hold brief classroom discussions on what learners have been reading (progress reports).
- Ask learners to describe a book they like in such a way to make others want to read it.
- Select a short novel which has been recently made into a film or TV series with which your learners are familiar.
- Ask students to describe the cultural elements present in the reading(food, traditions, settings, topics of conversations, etc.)



WRITING

SHORT STORY can be a powerful and motivating source for writing.

Teaching Ideas: based on **SHORT STORIES**

- Ask student to write the content of a Short story as close as possible to the original model imitating its content, theme, organization, and style.
- Ask students to write dialogues or more complex writing activities
- Ask students to change the ending of a story
- Ask students to rewrite the event in different cultural setting- what would have happened then?



SPEAKING/ LISTENING/WRITING

TEACHING IDEAS:

Using extracts from NOVELS, SHORT STORIES



- Use technique called "Simple Story-Telling" - using short stories or plays
- Ask students to say / write what they think will happen next, or what they think happened just before.
- Ask students to write a background character description of one of the characters which explains why they are the way they are.
- Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.
- Ask students to personalise the text by talking about if anything similar has happened to them.
- Ask students to role play between two characters in the book.
- Ask students to think about one of the situations from the text but in different cultural setting- what would happen then.



SPEAKING/LISTENING/READING/WRITING

Using PLAYS to foster communication as a good choice for beginners



- Ask students to act out a part of the scene in groups.
- Ask students to make a radio play recording of the scene. They must record this.
- Listen to the different recordings in the last five minutes of future classes. Who's was the best?
- Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm, intonation).
- Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc.) next to each character's line of dialogue. Then they read it out loud.
- Ask students to re-write the scene. They could imagine that it is set in a completely different location or country. Then they read out the new version.



SPEAKING/LISTENING /WRITING

TEACHING IDEAS in general:



- Suggest watching movies, listening to audio books and podcasts, making film or creating podcasts, which contributes to learners' construction of the cultural knowledge on their own.
- Ask students to write down the one of the mentioned or discussed expression as the prompt to write down a short paragraph.
- Ask students to imagine of the situations form the reading material in another place, country, cultural setting

Recommended web links

- <https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/>
- https://www.researchgate.net/publication/281379160_Teaching_English_through_literature
-
- <https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/>
-
- <https://study.com/academy/lesson/using-literary-texts-to-teach-reading-comprehension.html>



Guide Content

Reading writing technique in efl class

PDF# 6 READING , WRITING and CULTURE in EFL CLASS

ADDRESSING READING in EFL CLASS

Literature and Reading

ESL / EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities (Stern1991:332).

BEFORE SELECTING A TEXT, ANALYZE the following:

What are some of the challenges to be faced when using literature in the classroom? Literary texts can present teachers and learners with a number of difficulties including:

- text selection - texts need to be chosen that have relevance and interest to learners.
- linguistic difficulty - texts need to be appropriate to the level of the students' comprehension.
- length - shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot.
- cultural difficulty - texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning.
- cultural appropriacy - learners should not be offended by textual content.

Classroom work with literary works may involve **pre-reading tasks, interactive work on the text and follow up activities.**

Pulverness (2003) provides some useful advice: **Maximise pre-reading support.**

Teachers can introduce the topic or theme of the text, pre-teach essential vocabulary items and use prediction tasks to arouse the interest and curiosity of students.

- Minimise the extent to which the teacher disturbs students' reading.
- Draw attention to stylistic peculiarity.
- Help students to appreciate the ways that writers use language to achieve particular effects.

- Provide frameworks for creative response.
- Invite learners to step into the shoes of the writer or invite them to modify, extend or add to a text

AS FOLLOW- UP activity:

The questions given identify the comprehension of the readers/students on the story. The comprehension can be seen from the answers to the questions and the discussion further on the answers of the questions. This is also important to identify the students' response and expression on the problems presented in the story. The students' ideas on such problems need to be explored further in group discussion in the classroom

Method

- The 'Text and Activities' method is the most common approach to using fiction and poetry in the classroom. This method is a kind of low technology one, so that it is easy to be applied in classroom. All we really need are words of a literary text on a page to be discussed and analyzed.

Analysis

- In using the literary text in EFL classroom, the most important thing is to prepare the students to read the text. The preparation is important in giving the students the background for the reading to take place. The preparation also should help motivate the students to want to read, so that there will be no students' complaint on the task. This activity should cover up the ideas of literary function or power that are mentioned above. The pre-reading activities should cover the functions of literary works such as enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, and language.
- The pre-reading activities that can be given by teacher to lead for the enjoyment, understanding, imagination, among other are the explanation about the cultural setting of the short story, and some questions related to the cultural setting

This sort of lesson plan works well for extracts from stories, poems or extracts from plays.

Stage one: warmer

There are two different possible routes you can take for this stage:

- Devise a warmer that gets students thinking about the topic of the extract or poem. This could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brainstorming of vocabulary around that topic.
- Devise a warmer that looks at the source of the literature that will be studied. Find out what the students already know about the author or the times he/she was writing in. Give the students some background information to read (be careful not to make this too long or it will detract from the rest of the lesson; avoid text overload!). Explain in what way this piece of literature is well-known (maybe it is often quoted in modern

films or by politicians). This sort of warmer fits more into the cultural model of teaching literature (see Literature in the Classroom 1)

Stage two: before reading

This stage could be optional, or it may be a part of the warmer. Preparing to read activities include:

- Pre-teaching very difficult words (note: pre-teaching vocabulary should be approached with caution. Often teachers “kill” a text by spending too much time on the pre-teaching stage. Limit the amount of words you cover in this stage. If you have to teach more than seven or eight there is a good chance the text will be too difficult.)
- Predicting. Give students some words from the extract and ask them to predict what happens next. If it is a play, give them a couple of lines of dialogue and ask them to make predictions about the play.
- Giving students a “taste”. Read the first bit of the extract (with their books closed, or papers turned over) at normal speed, even quickly. Ask students to compare what they have understood in pairs. Then ask them to report back to you. Repeat the first bit again. Then ask them to open the book (or turn over the page) and read it for themselves.

Stage three: understanding the text, general comprehension

Often with extracts or poems, I like to read the whole thing to my students so that they can get more of a “feel” for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then I let students read it to themselves. It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. One of the aims of teaching literature is to evoke interest and pleasure from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost.

Once students have read it once, you can set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions (e.g.. Why do you think X said this? How do you think the woman feels? What made him do this?)

Stage four: understanding the language

At this stage get to grips with the more difficult words in the text. See how many of the unfamiliar words students can get from context. Give them clues.

You could also look at certain elements of style that the author has used. Remember that there is some use in looking at non-standard forms of language to understand the standard.

If appropriate to the text, look at the connotation of words which the author has chosen. For example, if the text says “She had long skinny arms,” what does that say about the author’s impression of the woman? Would it be different if the author had written “She had long slender arms”?

Stage five: follow up activities

Once you have read and worked with your piece of literature it might naturally lead on to one or more follow up activities. Here are some ideas:

Using poems

- have students read each other the poem aloud at the same time, checking for each other's pronunciation and rhythm. Do a whole class choral reading at the end.
- Ask students to rewrite the poem, changing the meaning but not the structure.
- Ask students to write or discuss the possible story behind the poem. Who was it for? What led to the writing of this poem?
- Have a discussion on issues the poem raised and how they relate to the students' lives.

Using extracts from stories or short stories

- Ask students to write what they think will happen next, or what they think happened just before.
- Ask students to write a background character description of one of the characters which explains why they are the way they are.
- Ask students to imagine they are working for a big Hollywood studio who wants to make a movie from the book. They must decide the location and casting of the movie.
- Ask students to personalise the text by talking about if anything similar has happened to them.
- Ask students to improvise a role play between two characters in the book.

Using extracts from plays

Most of the ideas from stories (above) could be applied here, but obviously, this medium gives plenty of opportunity for students to do some drama in the classroom. Here are some possibilities:

- Ask students to act out a part of the scene in groups.
- Ask students to make a radio play recording of the scene. They must record this onto cassette. Listen to the different recordings in the last five minutes of future classes. Who's was the best?
- Ask students to read out the dialogue but to give the characters special accents (very "foreign" or very "American" or "British"). This works on different aspects of pronunciation (individual sounds and sentence rhythm).
- Ask students to write stage directions, including how to deliver lines (e.g. angrily, breathlessly etc) next to each character's line of dialogue. Then they read it out loud.
- Ask students to re-write the scene. They could either modernise it (this has been often done with Shakespeare), or imagine that it is set in a completely different location (in space for example). Then they read out the new version.

Potential problems

Problem 1: Where do I find material?

Of course you may have a novel or book of poetry that you have been dying to use with

your students for a long time. But where can you get more material? Easy! The internet brings you instant access to many works of literature. Use a search engine. Usually it is enough to key in the name of the author or the book you are looking for. Older books and plays can sometimes be found entirely on-line.

The following sites are excellent for book excerpts and stories:

- www.bookbrowse.com - a really great site which allows you to read an excerpt from a multitude of recently published books. You can search by author, book title or genre!
- www.readersread.com - brings you the first chapter of many recently published books.

Literature doesn't have to mean "books written by dead white English or American men". Look for literature from other English speaking countries (there is lots and lots) to give your students a richer variety of work written in the English language.

Bookbrowse.com (above) for instance has a whole section on Asian and Indian writers. You can also try the following link: www.blackliterature.com

Try the following two sites for poetry:

- www.favoritepoem.org - a site collecting America's favourite poems. You can also read comments about why people like them and hear them being read aloud.
- www.emule.com/poetry - an archive of classical poetry, easy to browse through by poet. Has a top ten list of favourite poems (chosen by visitors to the site) which makes an interesting starting point.

Problem 2: How do I choose material?

Think about the following factors when you choose a piece of literature to use with learners:

- Do you understand enough about the text to feel comfortable using it?
- Is there enough time to work on the text in class?
- Does it fit with the rest of your syllabus?
- Is it something that could be relevant to the learners?
- Will it be motivating for them?
- How much cultural or literary background do the learners need to be able to deal with the tasks?
- Is the level of language in the text too difficult (see below)

Problem 3: Is the text too difficult?

Obviously a teacher would not want to use a text that is completely beyond their learners. This would ultimately be frustrating for everyone involved. However, the immediate difficulty with vocabulary in a text might not be an obstacle to its comprehension. Learners can be trained to infer meaning of difficult words from context. The selection of a text must be given careful thought, but also the treatment of the text by the teacher (this means think about the tasks you set for a reading of a piece of literature, not just the text).

ADDRESSING WRITING in EFL CLASS

Literature and Writing

Literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes

closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Literature houses in immense variety of themes to write on in terms of guided, free, controlled and other types of writing

WRITING

The linguistics inputs that can be drawn from the stories can be described in two parts, the vocabularies and grammatical structure. The vocabularies that can be learned from this story, for examples, are as follow: vocabularies related to the „sales” and behavior of the characters as well as the condition of people in such cultural context: sales pitch, watchamachallit, monetarily, gadget, genuine offer, shudder, dismay, scope, stack, abruptly, slipper, authentic, incredulous, numb, repress, eccentric, authentic, contemptuous, ridiculous. Teachers need to know exactly the meaning of the words and asks students to find out the meaning and idea of the words. This activity can be followed up with the making of sentences using this word. The students can create their own sentences, by inserting this word in each sentence. This encourages the understanding of the meaning and language producing skill.

The other grammatical structure and vocabularies that are valuable to be learned are some phrases. There are some phrases that are important as the linguistic inputs valuable to observe such as “It is a sick one. Now you are loading things. Not that I believe a word. His voice was guarded. She cut him off. “ ...turned over the supper steaks. “ The teacher can ask students to find out the meaning of the phrases in the context, and get the whole understanding of the story.

This will enrich the students’ vocabularies and grammatical structure, as well as the understanding on the plot of the story.

The next function of literary works in English language teaching is its use for practicing the four language skills, though it is not necessary to apply for all of the four language skills at once.

Here are some examples of instruction. In writing skill, for example, students are asked to write down the one of the mentioned or discussed expression as the prompt to write down a short paragraph. For example, the expression of “It is a sick one”. In this sentence, one refers to the joke. The meaning of the sentence is if it is a joke it is a sick joke, a joke that is not amusing but sickening. Students can continue with their own ideas from this prompt, to express “the sick one”. Such expression can be applied for practicing speaking skill as well. The other examples can be drawn from the other phrases found out in the story. By identifying the phrases, understanding the meaning, and producing it in the students’ own expression, the creative reading can be reproduced into other activities covered in other language skills, such as speaking and writing.

There are three main kinds of writing that can be based on literature as a model:

Controlled Writing: Controlled model-based exercises which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practise specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view

Guided Writing: This activity corresponds to intermediate-level ESL / EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description.

Guided writing exercises, especially at the literal level, enable students to comprehend the work.

Model approach and scenario approach are very beneficial in this respect.

Reproducing the Model: This activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing.

Adaptation requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English (Stern 1991:333).

Literature as Subject Matter for Writing

Finding appropriate material for their writing classes is sometimes difficult for composition teachers since writing has no subject matter of its own. One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically.

Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text (Spack 1985:719).

There are mainly two kinds of writing based on literature as subject matter: writing "on or about" literature, and writing "out of" literature. These categories are suitable and useful for ESL / EFL.

Writing "On or About" Literature

Writing "on or about literature" comprises the traditional assignments - written responses to questions, paragraph writing, in-class essays, and take-home compositions – in which students analyze the work or in which they speculate on literary devices and style.

Writing "on or about" can occur before students begin to read a work. The teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it. Most writing assignments done during as well as after the reading, however, derive from class discussion. They take many forms,

such as questions to be answered, assertions to be debated, or topics to be expanded, discussion groups to be established.

3.2.2.2. Writing “Out of” Literature

Writing “out of” literature means making use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, and figurative language. There are many forms of writing out of literature, such as Adding to the Work, Changing the Work, Drama-Inspired Writing and A Letter Addressed to Another Character, etc.

Adding to the Work: This comprises writing imaginary episodes or sequels, or, in the case of drama, “filling in” scenes for off-stage actions that are only referred to in the dialog.

Changing the Work: Students can make up their own endings by comparing the author’s ending to their own. Short stories can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character.
Drama-Inspired Writing: It is possible to derive drama-inspired writing activities from plays, short stories, novels, and sometimes poetry. The student steps into the consciousness of a character and writes about that character’s attitudes and feelings.

A Letter Addressed to Another Character:

The student can write a letter to one of the characters, in which he / she gives the character personal advice about how to overcome a particular problem or situation (Stern 1991: 336).

USING LITERATURE in EFL class

[file:///C:/Users/nnestenko/Downloads/FULLTEXT01\(2\).pdf](file:///C:/Users/nnestenko/Downloads/FULLTEXT01(2).pdf)

Guide Content



TEACHING CULTURE IN EFL CLASS

Unit 7. Literature as a resource to teach English

7.1. Selecting and adapting the literary texts according to the needs and age of EFL students

7.2. Literature in teaching the four language skills: techniques and activities : LISTENING; SPEAKING and VOCABULARY

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Guide Content

Speaking listening and culture in efl classroom

PDF # 7 SPEAKING , LISTENING and LITERATURE in EFL CLASSROOM

3.3. Literature, Speaking, and Listening

The study of literature in a language class, though being mainly associated with reading and writing, can play an equally meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pandomiming, reenactment, discussion, and group activities may center on a work of literature.

Oral Reading Language teachers can make listening comprehension and pronunciation interesting, motivating and contextualized at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves. Having students read literature aloud contributes to developing speaking as well as listening ability.

Moreover, it also leads to improving pronunciation. Pronunciation may be the focus before, during, and / or after the reading.

Drama

Needless to say, literature-based dramatic activities are valuable for ESL / EFL. They facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper comprehension and awareness of its characters. Though drama in the classroom can assume many forms, there are three main types, which are dramatization, role-playing, improvisation.

Dramatization

Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays.

Poems comprising one or more personae may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. Students next rehearse the scene with their partners.

Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene (i.e. facial expressions, gestures, and the physical aspects). At last, the dramatization is presented before the class.

Improvisation and Role-Playing

Both improvisation and role-playing may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e., a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or **panel discussion**.

Guide Content

Technique to teach culture through literature

PDF # 8 TECHNIQUES and ACTIVITIES TO TEACH CULTURE in EFL CLASS through LITERARY TEXTS

Creating an authentic environment strategy:

- This strategy is promoted by Chastain (1988) and Stern (1992) since they consider that it allows people to create a setting for more memorable learning.
- Displays, posters, bulletin boards, maps and realia can create a visual and tangible presence of the target culture.
- Students can also make culture wall charts.
- Hughes (1986) calls this strategy the culture island

Displays, posters, boards, maps and realia can create a visual and tangible presence of the target culture.

- Students can also make culture wall charts.
- This strategy helps students to identify the differences and similarities between two cultures.

Activity: answering real questions

Material: Large sheets of paper

Preparation: Bring to the class sheets of paper for each English-speaking country. At the top of each paper write the name of each of the countries. In class: Divide the class in groups and ask students to move from paper to paper and write many questions as they like. Then each group have to represent one of the countries by asking some questions such as what did you learn about the countries represented by the classmates?.

Self- Awareness Strategy

This strategy serves an aim to raise students' consciousness of basic beliefs that govern their values, attitudes, and actions. Teachers may use sensitivity exercises, self-assessment questionnaires, problem-solving and checklists of value orientations. Chastain (1988:311) claims that the way people use the second language to express themselves reflects the way they organize reality and teachers can explore the language and culture connections that occur in class.

Use sensitivity exercises, self-assessment

- Questionnaires
- Problem-solving and checklists of value orientations
 - People use the second language to express themselves reflects the way they organize reality
- Teachers can explore the language and culture connections that occur in class

Activity :Cultural Connotation of tea.

Preparation: present a popular saying "That's not my cup of tea" In class: Students will indicate the cultural meanings of the word "tea" in the target culture by carrying out a1

the following activities.a)Students will point out the importance of the word tea in popular sayings and in literatureb)Students will point out the role of tea in the English society. examining the advertisements and the cartoons.C) Students will list examples of the relationship between tea and cultureupon witnessing a short skitd)Students will learn to identify sorts of tea by taste and name

Activity: Cultural Awareness

In what consist?

Students are asked to brainstorm elements of their native culture.HowIn small groups students then have to complete two tasks:a.Continue to record as many examples of Spanish culture in eight minutes.b.Decide 15 or 20 topics relevant about Spanish culture.

Minidrama / Miniskit Strategy

- Minidrama is a series of skits or scenes of everyday life that illustrates culturally significant behavior.
- Often the scenes contain examples of miscommunication.
- The skit is read, viewed on a video or acted out. Each skit is followed by a discussion

The Slice-of-Life Strategy

The slice-of-life activity is suggested by Taylor (1972) and Chastain (1988).●In this activity, the teacher chooses a small segment of life from the other culture and usually presents it to learners at the beginning of the class.●The advantage of the activity is that it both catches learners' attention and arouses their interest.●It does not take up class time

The slice-of-life activity is suggested by Taylor (1972) and Chastain (1988)

- In this activity, the teacher chooses a small segment of life from the other culture and usually presents it to learners at the beginning of the class.
- The advantage of the activity is that it both catches learners' attention and arouses their interest.
- It does not take up much of a valuable class time.

The teacher chooses a small segment of life from the other culture and usually presents it to learners at the beginning of the class.

Activity: Cross-cultural Role Plays /Dramas/ Dramatizations

Drama is an ideal strategy for the exploration of the target language values. Accordingly, drama involves learners in a role-play situation in which they perform the role of members of a specific culture.

(Role – play or dramatize situations where probable misunderstandings can occur)

Drama involves learners in a role-play and simulation as well as encourages them to position themselves in the role of a member of the other culture.

One important element for the drama strategy is the tension. Therefore, it should be chosen when the tension derives from the different interpretations of a situation since drama makes cultural differences vivid and memorable.

Dramatization makes cultural differences vivid and memorable as drama mirrors reality.

Advantages:

- Ideal context
- Self-confidence
- Motivation

Linguistic practice/paralinguistics

CULTURE CLUSTERS STRATEGY

It was suggested by Meade and Morrain in 1973

- A cultural cluster is a distinct group of nations that are close in regional proximity and share a similar history, religion, economic development and others factors.
- Clusters are combinations of conceptually related culture capsules.
- Activity: Group work or Role play

Culture Capsule Strategy

The culture capsule activity involves a description of one aspect of the target culture (the food usually eaten for meal, when those meals are eaten or marriage customs) followed by a discussion of the contrasts between the native and the target culture

- Culture capsule strategy is a brief description of one aspect of the target culture followed by a discussion of the contrasts between the learner's and the other culture.
- The teacher presents the information orally.
- One capsule should not take up more than 10 minutes.
- The main advantage of using culture capsule is its compactness and practical manageable quality

Students can prepare a culture capsule at home and present it during class time. The oral presentation is often combined with realia and visuals to stimulate discussion.

CULTURAL ISLANDS Activity.

-Cultural island is a very simple but effective technique, as it is always subconsciously effecting the learners. -Their aim is to attract the learners' attention, evoke comments and maintain the cultural atmosphere.-Posters, maps, pictures or signs develop in students a mental image.

Activity: Answer, Add and Ask

(Prepare questions about target culture to find how much another group knows about it)

Activity: Cultural Assimilator

Material: A task sheet for each student. Preparation: bring the task sheet, and divide students into small groups. In class: divide the class into small groups and explain the activity. Students are going to work together, discussing the situations and deciding what they would do in each situation.

QUIZ ACTIVITY

The quiz can be used to test material that the teacher has previously taught, but it is also useful in teaching new information. Cullen (2000:7) 13 stresses that it is not important whether students get the right answer or not but, by predicting, they will become more interested in finding it out. The right answers can be given by the teacher, through reading, listening, or a video, after which extra information can be provided. Quizzes are a high-interest technique that keeps students involved in class work.

Critical Incidents / Problem Solving Strategy

Descriptions of incidents or situations which demand that a participant makes some kind of decision.

Application

- Students usually read the incident independently and make individual decisions.
- Then, they are put into groups to discuss their findings.
- Next, a classroom discussion follows where students try to give reasons behind the decisions.
- Finally, students are given the opportunity to see how their decisions and reasoning compare with the decisions and reasoning of native members of the target culture.

The teacher could present more than one critical incident at a time with advice columns in newspapers or magazines

Critical incidents are the descriptions of situations which demand that participants make decisions.

Steps to follow:

Read

Discuss

Provide Reasons

Compare ,

contrast,

reasoning

As individual critical incidents do not require much time, Henrichsen suggests the teacher presents more than one critical incident at a time.

Teachers usually get incidents from newspapers or magazines with information about what native speakers would do and why. Students will get emotionally involved in the cultural issues

Promote discussions about what native English speakers will also promote intellectual understanding of the issues and give learners basic knowledge about the target

culture.

Culture quest strategy

It is another web-based strategy. •The culture quest focuses on helping students to develop a better understanding of the diversity in the world as well as to recognize and appreciate the commonalities among cultures

The MICROLOGUE Activity

- It is a technique where culture focused on language learning. The teacher chooses a cultural passage that can be read out in class.
- Students listen, answer the questions, give an oral summary and, finally, write the material as a dictation.
- The advantage of this technique is that the teacher does not need to have any special cultural expertise and it takes only a small amount of time.

The Cultoons Activity

- They are like visual culture assimilators.
- Students are given a series of four pictures depicting points of surprise or possible misunderstanding for persons coming into the target culture.
- The teacher can ask students their perceptions concerning the reactions of the characters in the cultoon if they seem appropriate or not.
- When students have their clear ideas about what is appropriate or not, they must read the explanations of what was happening and why there was misunderstanding.

Research activity

- Students work in groups.
- Teacher gives each group an English speaking country.-Students have to search information about the culture of the country (Language, food,clothes...).
- Students select the relevant information about each topic and design a material to present them for the rest of the class

Collage of photos

- Students will work individually -They will have a designated English-speaking country - They will make a collage in which they will present photos that they believe represent the culture of each designated country-The rest of the class will have a chance to try to guess which country they are talking about.

Eat It Up: Teaching Food Differences

- Theoretical
- Talk about the typical breakfast, lunch, snack, and dinner foods/times. -Contrast with the students' native culture(s).
- Practical:

-Worksheet: Hand out a menu with common foods from the English culture you're exploring.

Exercise by ordering food off the menu.

-Role Play: Choose a common cultural food to make and get students to narrate a step-by-step recipe. -Prepare the recipe.

Get Around: Introducing Transportation Etiquette and Procedure

-Theoretical:

-Talk about prices and the procedure of taking a bus or a subway around a specific English-speaking city.-Ask students to contrast this with their own home city.-Write the differences on the whiteboard. •Practical:-Role Play: Not having enough credit on your card, buying a subway or bus card, recharging your card, telling a bus driver where you need to go, asking a bus driver or other passenger where the bus goes, etc. Your imagination is the limit.-If your pupils are based in an English-speaking country and actually have their own transportation cards, they can use these for the role play. If not, part of the activity could be making transportation cards for the bus or subway out of paper or other materials you have on-hand.

Culture Venn Diagram activity

Materials Required: Sheets of paper and cards Student Level: Beginner to

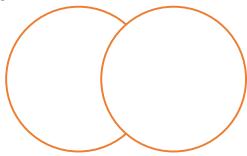
Advanced Time Required: 30 Minutes

1. Students work in pairs and select two cards about Christmas traditions in different countries.

2. Students read the information about how the two countries selected celebrate Christmas.

3. Students discuss the similarities and differences.

4. They use the Compare/Contrast Venn diagram to list traditions for each country selected and list 3 similarities both countries share in their Christmas traditions.



Página 16 de 17 Se ha entregado su comentario.

Activity: Culture Venn Diagram

Materials Required: Sheets of paper and cards
Student Level: Beginner to Advanced
Time Required: 30 Minutes

1. Students work in pairs and select two cards about Christmas traditions in different countries.
 2. Students read the information about how the two countries selected celebrate Christmas.
 3. Students discuss the similarities and differences.
 4. They use the Compare/Contrast Venn diagram to list traditions for each country selected and list 3 similarities both countries share in their Christmas traditions.

Interact with native speakers

Cultural interaction through Literature

Teachers must help them to understand the reading and provide materials that make them interested in reading. Literature allows students to make a relationship between the culture of them and another one of a different country. The literature is one among several means of access to the foreign culture studies background.

THE HISTORY OF CULTURE TEACHING

There are two main perspectives have influenced the teaching of culture:

1. The transmission of factual, cultural information
2. The integration of culture into an interpretative framework and establish connections

1960s

The endpoint for culture teaching is not assimilation

- The term, intercultural education, appears in this literature.
- For authors like Debysier (1968), intercultural competence is about preparing students with cultural knowledge.
- Instructional techniques promoted in this literature include the following: weaving cultural knowledge into audio-lingual drills, role-plays, descriptive study, comparative/contrastive analysis of cultural variables, and authentic materials
- Culture capsules and cultural assimilators, well-known culture teaching materials in the present day, are developed during this time too.

1970s

"It was through reading that students learned about the civilization associated with the target language"

- In the 1960s and 1970s, eminent scholars such as Hall, Nostrand, Seelye and Brooks strove to base foreign language learning on a universal terrain of emotional and physical needs.
- his pioneering work led to a shift in focus from the teaching of geography and history as part of language learning to an anthropological approach to the study of culture.

1980s

Participation in unfamiliar cultural settings, Strasheim (1981)

➢ Authors in the 1980s set identify student intercultural identity as a primary goal for culture teaching

. ➤ Promote specific materials and techniques for culture teaching such as:

- the culture capsule
- culture assimilator
- critical incidents
- role-plays
- quizzes

1990s

Authors promoted a culture-general orientation such that effective culture teaching prepares students for as-yet-unpredictable intercultural settings (Byram, 1997)

- Byram's model of Intercultural Communication Competency (1997) came to dominate European-centered scholarship in the 1990s. -Critical cultural awareness (the ability to adopt multiple points of view that allow for critical interpretation of self/others).
- Student investigative projects, ethnographies, student portfolios, explicit teaching of strategies for cultural awareness using student first language
- (e.g., culture capsules and role-plays)/ (e.g., travel facts and cultural trivia)

2000s

Student home culture → Variety of techniques for culture teaching:

- Dialogues
- critical encounters
- role-plays
- mediation tasks (Paige et al., 2000) → The appearance of the post-method condition, (Kumaravadivelu, 2001, 2008)

2010s

Experiential learning makes an appearance in the form of pragmatic ethnography, study abroad, exploring local culture, face-to-face intercultural talks, and project-based learning → Alvarez (2014) notes the successful use of social media platforms to bring language students together across geographical boundaries for meaningful intercultural exchange. → reflective class discussions, critical examination of authentic and textbook materials, exploration of media texts, class visits by cultural informants, and extending textbook dialogues

Cultural instruction incorporates :

Authenticity of communication

Cultural elements

Pragmatic meanings

Importance of context

Understandings

Appreciation of cultural differences

Reflection

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