



Ministry of National Education
EFL Teacher In-Service Training Programme
15 June 2017, Çanakkale

*Teaching English
as a Lingua Franca:
Culture as a sub language skill*

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ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
1992

MİLLÎ EĞİTİM MÜDÜRLÜĞÜ
ÇANAKKALE



Overview of presentation

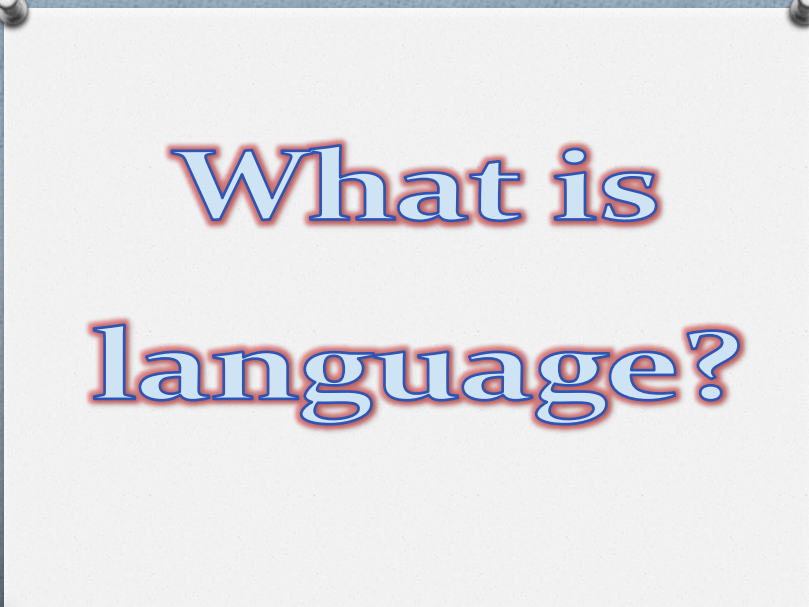
- o Language skills
- o Categorization of language skills
- o Culture as a sub-language skill
- o Culture in EFL
- o Types of culture
- o Themes of culture
- o Teaching culture
- o Intercultural communicative competence
- o Cultural competence
- o Coursebook samples
- o Conclusion

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1992

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What is language?



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What is language?

- o “[A] system of signs that is seen as having itself a cultural value” (Kramsch, 1998, p. 3).
- o **Function: Communication.**



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A presentation slide with a light blue background and a white rectangular area in the center. The text "How do we communicate?" is written in a large, blue, serif font with a red outline. The slide is held by two silver pushpins at the top corners. In the bottom left corner, there is a circular logo for "ELF and teaching culture by Salim Razi - 2017". In the bottom right corner, the number "5" is displayed.

How do we communicate?

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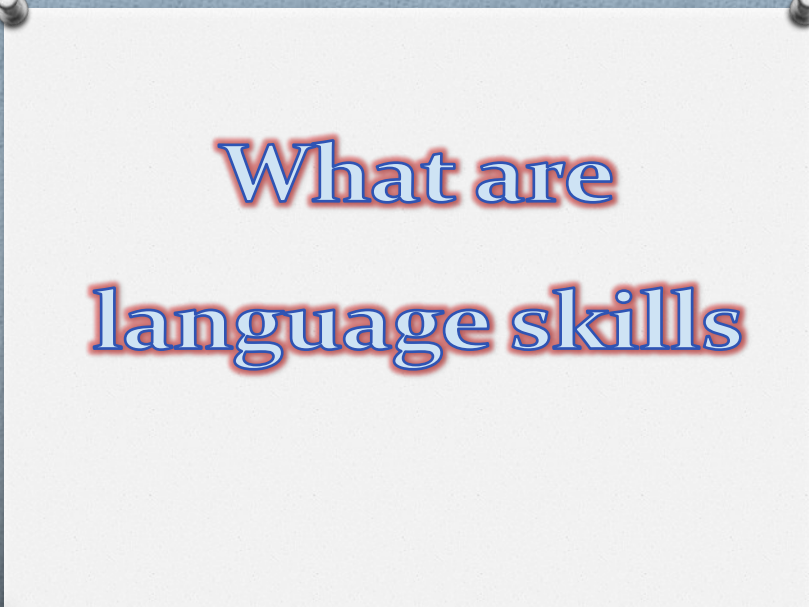


A presentation slide with a light blue background and a white rectangular area in the center. The text "How do we communicate?" is written in a large, blue, serif font with a red outline. Below this, there are two bullet points: "o Verbal language" and "o Non-verbal language", both in a purple font. The slide is held by two silver pushpins at the top corners. In the bottom left corner, there is a circular logo for "ELF and teaching culture by Salim Razi - 2017". In the bottom right corner, the number "6" is displayed.


How do we communicate?

- o Verbal language
- o Non-verbal language

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What are language skills



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Language skills

- Reading
- Listening
- Writing
- Grammar
- Speaking
- Vocabulary



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Categorize language skills



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Categorization of language skills

- | | |
|--------------------------------|-------------------------------|
| ○ Main language skills: | ○ Sub language skills: |
| ○ Reading | ○ Grammar |
| ○ Writing | ○ Vocabulary |
| ○ Listening | |
| ○ Speaking | |



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**Categorize
main language skills**




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**Categorization of
main language skills**

- o **Main language skills:**
 - o Reading
 - o Writing
 - o Listening
 - o Speaking



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What about the categorization of main language skills?

Written skills:

- Reading
- Writing

Spoken skills:

- Listening
- Speaking



Any alternative categorization?



An alternative categorization: Main language skills

◦ Receptive skills:

- Reading
- Speaking

◦ Productive skills:

- Writing
- Speaking



Any order for
the development of
language skills?



The order of developing language skills

First language acquisition:

- o Listening
- o Speaking
- o Reading
- o Speaking

* Receptive skills
develop before
productive skills!



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What about culture?
Culture as
a sub language skill?



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A consensus



- o An interaction between language and culture.



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WHAT IS CULTURE?



- o In simplest words:
- o **A way of life** (Chastain, 1988).



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Ultimate goal of an intercultural approach to language education

- Native speaker competence

OR

- Intercultural communicative competence

(the priority of several researchers; e.g., Alptekin, 2002; Byram, 1997; Guilherme, 2002).



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Types of culture

- Target Culture:**
 - American and British cultures.
- Source Culture:**
 - Students' own culture.
- International Culture:**
 - A variety of cultures in English or non- English speaking countries around the world except the target and source cultures.



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Themes of culture

Big C

OR

Little c



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Themes of culture: Big (Large/Capital) C culture

- o Political, economical, historical, literature/ artistic, scientific and geographical features:
 - o Contributing to a community and its people (Chastain 1988).
- o Features recognizing and explaining geographical monuments, historical events, major institutions (administrative, political, religious, educational, etc.), and major artistic monuments (Lafayette, 1997).



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Themes of culture: Little (Small) c

- o Daily routines:
 - o Food, holidays, living style, customs and values (Pulverness 1995; Tomalin & Stempleski 1993).
- o Everyday active cultural patterns:
 - o Eating, shopping and greeting people; every passive pattern such as social stratification, marriage and work; and acting appropriately in common everyday situations (Lafayette, 1997).



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Culture teaching

- o **Cultural literacy:**
- o “[O]ne’s cultural growth should be rooted in one’s own cultural traditions but must also be enriched by an ability and willingness to learn not only about other cultures but also from other cultures. **Learning about other cultures merely leads us to cultural literacy.** It is learning from other cultures that will lead us to cultural liberty.”
Kumaravadivelu (cited in Gunashekar, 2013, p. 10)



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ELF = English as a Lingua Franca




lingua franca
the new standard



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Who
speaks English
today?



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Who speaks English today?

o English as a Native Language (L1)

- Such as UK, USA, Canada, Australia and New Zealand
- ~ 350 million speakers

o English as a Second Language (L2)

- Colonized by the English such as India, Nigeria, Singapore
- ~ 350 million speakers

o English as a Foreign Language (EFL)

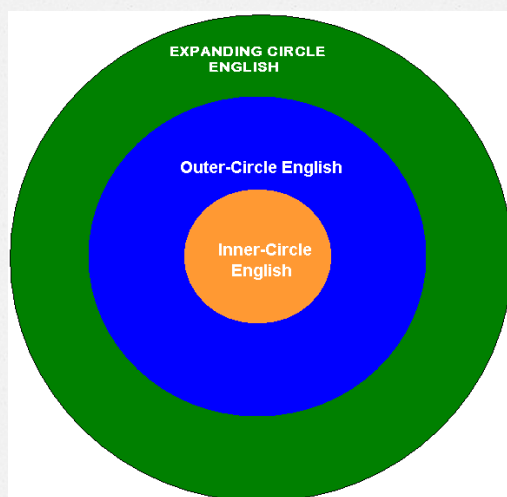
- No official connection
- ~ 1 billion speakers



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Kachru's (1992) Circles Theory



Many varieties of English are found across the globe.



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Canagarajah on Kachru's model



- The Circles are leaking.
- Reasons:
 - Human migration.
 - Technology connects people.

There is
nothing
in the
centre!





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Whose culture shall we teach in EFL classes?

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Linguistic and cultural imperialism: Who has the Power?




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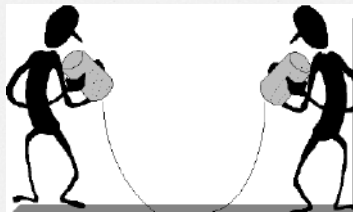
TEACHING CULTURE: Recent trend


- Culture teaching does not necessarily mean 'teaching the target culture'.
- By considering all existing cultures, creating awareness about all of them.

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Communicative competence (CC)



- Introduced by Hymes (1966).
- To Hedge (2002), CC requires
 - Grammatical knowledge
 - Social knowledge
 - When and how to use utterances
- CC  Intercultural communicative competence



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Intercultural competence



- “[T]he ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (Meyer, 1991, p. 137).



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Intercultural speakers



o FL learner  intercultural speaker:

- o someone who “crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values” (Byram & Zarate, 1997, p. 11).



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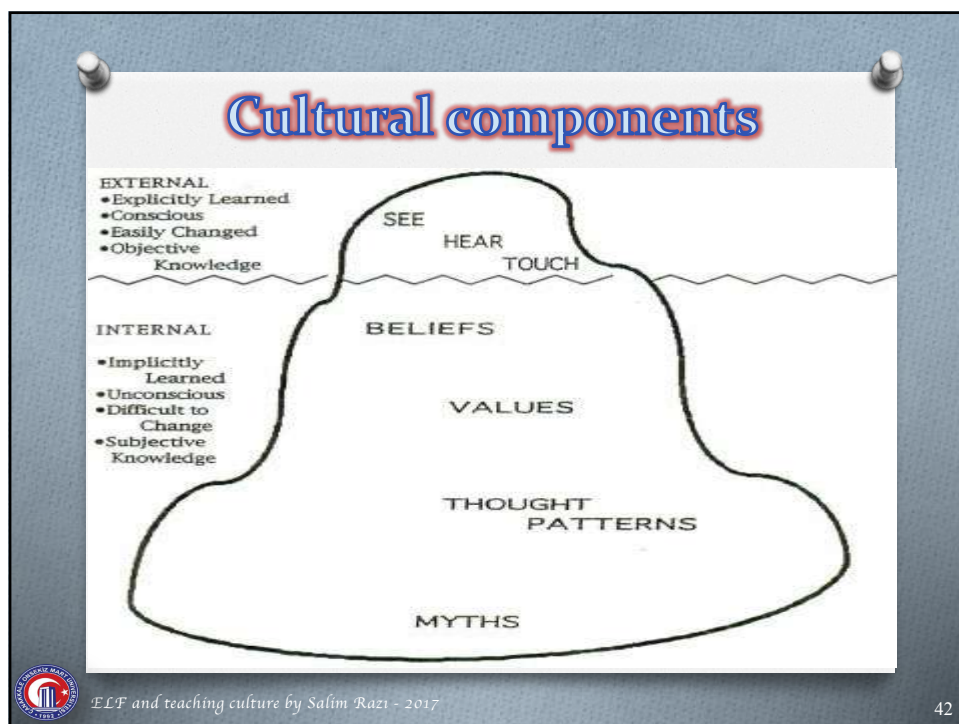
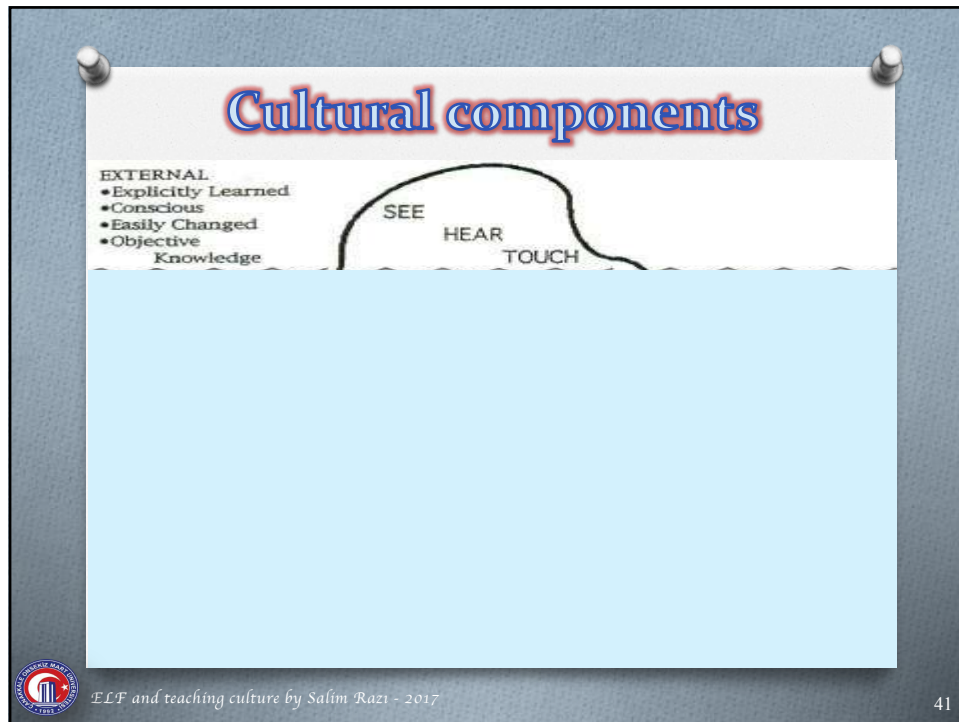
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What are cultural components?



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The role of coursebooks

(Ihm, 1996)

- o Textbooks are important inputs to create some cultural contact for learners:
- o the authentic material impact.



Sample target culture (Razi & Böcü, 2015)

6a A passion for vegetables

Reading

- 1 Look at the photo and the caption. What is Steve Weston's passion?
- 2 Read about Steve Weston. Answer the questions.
 - 1 Where is Steve Weston in the photo?
 - 2 What's the name of this kind of vegetable?
 - 3 What is the weight of the vegetable in the photo?
 - 4 Can you eat this vegetable?

Grammar like

- 3 Look at the grammar box. Then look at the article again. Underline the sentences with *like* and *don't like*.

LIKE	don't like	completes
(You/We/You/They)	like	pumpkin pie.
(You/We/You/They)	don't like	pumpkin pie.

For further information and practice, see page 144.

A passion for vegetables
STEVE WESTON

Hi! My name's Steve Weston and I'm passionate about vegetables! Here I am in my garden with a giant pumpkin. I like pumpkins a lot because they can grow big. This pumpkin is about 700 kilograms. You can make a dish called pumpkin pie from pumpkins. It's a traditional dish in the United States. A lot of people like pumpkin pie, but I don't like it!

pumpkin pie (n)
/'pʌmpkɪn paɪ

COMPETITION FOR GIGANT PUMPKIN IS POPULAR HERE
In the United States, this year's prize is \$10,000.



Sample comparing cultures activity

Writing and speaking

10 Work in pairs. Write five tips for travellers in your country or a country you know. Think of reasons for the tips.

Don't travel by bus.

11 Work in groups of four. Discuss your travel tips. Ask follow-up questions.

Don't travel by bus. *Why?*

The buses are very slow.

Tips are available for teachers to manage classes with international students.

Razı & Böcü, 2015

Sample instruction for a comparison activity from teacher's book

Writing and speaking

10 Ask students to prepare a list of tips. Start students off by providing two or three tips for your own country, and reasons for them. If students are from the same country, ask them to prepare tips in pairs first.

11 Ask students to form groups of four. Tell them to take turns to share their travel tips and reasons. In feedback, ask which tips were most helpful.

Extra activity


Ask students to prepare this task in groups of four. Give them a sheet of A4 paper and tell them to make a poster with tips on it. Students put the poster on the wall when they are ready. Tell two students to stay with the poster and tell two students to walk round the room and 'visit' the other posters. Students must ask and answer questions about the posters they visit.

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Sample international culture activity

11 The people of the reindeer



Razı & Böcü, 2015

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Conclusion & Implications

- o Teach and assess main language skills:
 - o Do not expect direct contribution of sub language skills in developing better language skills.
- o Integrate culture into your classes.
- o Develop intercultural awareness.
 - o Brings extra motivation.
- o Benefit from digital technology.



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