CHAPTER II

LITERATURE REVIEW

In the research of "A Case Study of Culture Teaching Practices of Upper Secondary School English Teachers", the researcher reviewed related research, articles and documents that dealt with culture teaching practices, and factors affecting language teaching. Also, the theoretical framework of the study is finally presented in this chapter.

Culture Teaching Practices

In this part, definition, elements, and the importance of culture in language learning and teaching were discussed first before the content, goals, teachers' roles, techniques, materials, things to avoid when teaching culture, assessing culture learning, and problems in culture teaching were described.

Definition of Culture

In culture teaching, there are many educators who define what culture is. Some of these definitions share the similar idea that culture is the way of behavior which is shared by people in a group. Several definitions of culture are presented as follows:

Brooks (1969, p.322) said that "culture is the way a given people think and believe and live, with special emphasis upon the link between the individual and the total group of which he is a part". Richards and Schmidt (2002, p.138) also stated that "culture is the set of practices, codes and values that mark a particular nation or group". Furthermore, Seelye's definition (1997) gave more details in that culture is the system which was invented and shared by a group from the past that shapes its

"reality". It provides the code that tells people how to behave and allows them to derive meaning from language and other symbols. Additionally, Allen and Valette (1972, p.245) noticed that language teachers focus on the definition that culture is "the behavioral patterns or lifestyles of the people".

Therefore, we can sum up that culture is the knowledge, values and practices of a particular social group from the past that identifies behaviors of member in that social group.

Elements of Culture

To understand what culture is, teachers should know the elements of culture. These components can help teachers set a brief concept of culture in their teaching. The elements of culture came from two sources: the study of Robinson (1985) which asked teachers to define culture, and Tang's (2006, p.89-90) report of *The Standards for Foreign Language Learning in the 21st Century*. The teachers' definitions shared three similar elements with *The Standards for Foreign Language Learning in the 21st Century* which can be summarized as follows:

1. Cultural perspectives/ideas: the popular beliefs, commonly upheld values, shared attitudes, institutions and widely maintained assumptions of the members of a culture.

2. Cultural behaviors/practices: the patterns of behavior accepted by a society and other procedural aspects of culture such as rites of passage, use of the forms of discourse.

3. Cultural products: both tangible (e.g., paintings, works of literature, or a pair of chopsticks) and intangible (e.g., oral tales, rituals, or systems of education).

Hence, we can see that culture consists of three aspects in common: cultural perspectives/ideas, cultural behaviors/practices, and cultural products.

The Importance of Culture in Language Learning and Teaching

In language learning, culture is an important aspect. There are two explanations why culture is worthwhile in language learning and teaching. First, ESL learners need to attain second language (L2) sociocultural competence in order to become proficient and effective communicators because attaining linguistic proficiency alone is not sufficient (Hinkel, 2001). Although two people speak the same language, it can be difficult if their cultures are different (Gaston, 1984; Richards & Schmidt, 2002). This is especially true when sociocultural rules in the native language (L1) differ from those in the second language (L2). Learners tend to transfer their cultural norms to the target culture which causes misunderstanding or even causes offence, resulting in communication breakdowns (Cedar, 2005).

Secondly, culture learning makes language learning real and meaningful. It increases and motivates learners' interest in language learning. Also, it helps learners understand both their own culture and other cultures (Kitao & Kitao, 1995). Thus teachers should teach their students about culture since cultural perspectives are of great importance in training FL students to perform properly and meaningfully in a second culture (Tang, 2006).

From all of the above, we can see that it is necessary for language teachers to teach their students the target culture in order to improve their learning and help them communicate appropriately in various contexts.

The Content of Culture Learning/Teaching

In culture learning/teaching, teachers need to consider which culture content they should teach their students. Stern (1992), and Byram, Morgan, and colleagues (1994) developed their own cultural categories which can be compared in Table 1 below.

Table 1

The comparison of cultural categories

Stern (1992)	Byram, Morgan, and colleagues (1994)
1. Places	1. Social identity and social groups
2. Individual persons and way of life	2. Social interaction
3. People and society in general	3. Belief and behavior
4. History	4. Socio-political institutions
5. Institutions	5. Socialisation and the life-cycle
6. Art, music, literature, and other major achievements	6. National history
	7. National geography
	8. National cultural heritage
	9. Stereotypes and national identity

From Table 1, it can be seen that the cultural categories developed by Byram, Morgan, and colleagues (1994) are broader that those of Stern (1992). For example, Stern's (1992) category of Individual Persons and Way of Life can be classified in two categories – Social interaction, and Belief and behavior in Byram, Morgan, and colleagues (1994). In addition, Stern (1992) did not mention the moral and religious beliefs, and stereotypes and national identity while Byram, Morgan, and colleagues (1994) included these topics in their cultural categories.

Moreover, Brooks (1964, pp.90-95) presented culture content as specific items. His list of topics for teaching culture in the language classroom is presented below.

- Greetings, friendly exchange, farewells
- Levels of speech
- Respect
- Contractions and omissions
- Types of errors in speech and their importance
- Written and spoken language
- Folklore
- Discipline
- Holidays
- Games
- Errands
- Telephone
- Personal possessions
- Cleanliness
- Tobacco and smoking
- Competitions
- Invitations and dates
- Owning, repairing, and driving cars
- Gadgets
- Radio and television programs
- Other reading matter

- The morphology of personal exchange
- Patterns of politeness
- Intonation patterns
- Expletives
- Verbal taboos
- Numbers
- Childhood literature
- Festivals
- Observance of Sunday
- Music
- Pets
- Comradeship
- Keeping warm and cool
- Cosmetics
- Medicine and doctors
- Appointments
- Traffic
- Science
- Sports
- Books
- Hobbies

- Learning in school
- Penmanship
- Family meals
- Soft drinks and alcohol
- Cafés, bars, and restaurants
- Parks and playgrounds
- Movies and theaters
- Museums, exhibitions, and zoos
- Contrasts in town and country life
- Camping and hiking
- Odd jobs and earning power

- Homework and learning in the home
- Letter writing and mailing
- Meals away from home
- Snacks and between-meal eating
- Yards, lawns, and sidewalks
- Flowers and gardens
- Races, circus, rodeo
- Getting from place to place
- Vacation and resort areas
- Savings accounts and thrift
- Careers

It can be seen that Brooks' (1964, pp.90-95) list of topics for culture teaching shared similar content with the cultural categories developed by Stern (1992), and Byram, Morgan, and colleagues (1994), such as folklore, and festivals. Hence, there are 10 main categories that are common among these educators (Brooks, 1994; Stern, 1992; Byram, Morgan, & colleagues, 1994) which are presented as follows:

1. Geography/Places: geographical factors within the national boundaries which are significant in members' perceptions of their country and other factors which are information for outsiders, such as physical location (e.g., museums, exhibitions, and zoos).

2. Social interaction: verbal and non-verbal behavior in different levels of familiarity (e.g., greetings, friendly exchange, farewells, levels of speech).

3. Routine and actions from daily life: how people live, what they think, value and do (e.g., family meals, meals away from home).

4. The moral and religious beliefs and values: routine and actions, the moral and religious beliefs (e.g., observance of Sunday).

5. Social life: institutions of socialisation, the life-cycle, and the ceremonies through stages of social life.

6. History: the significant historical developments of the country or region, including the history of minorities, as well as the historically significant symbols, notable events and trends, and the main historical personalities, critical issues, past and present.

7. Institutions: institutions of the state including the values and meanings they embody. They consist of the system of government – central, regional, and local – the educational system, social welfare, economic institutions, the military and the police, religious institutions, political parties, and the media including television, radio, and the press.

8. Cultural heritage: knowledge about and an appreciation of artists, musicians, and writers and their works, and knowledge of other great figures and their achievements, as well as literature, fine art, drama, or the cinema, and cultural artifacts from past and present which are known to members of the nation.

9. People and society in general: significant groups in the nation which are the basis for other than national identity, including social class, regional identity, professional identity, economic identity, ethnic minority and age differences.

10. Stereotypes and national identity: the origins of the 'typically' national identity, symbols of national identity, and stereotypes and their meanings.

Therefore, teachers need to know common culture content in order to teach their students adequately in an English language classroom.

Goals of Culture Teaching

In culture teaching, teachers need to focus on what to teach and what the results of teaching will be for students' achievement in cultural competence. Therefore, they should set goals when they teach the target culture. There are many goals in culture teaching depending on the purpose of the instruction. Goals of culture teaching can be summed up as follows:

1. Students are interested in another culture and empathize towards members of that culture (Seelye, 1993).

2. Students realize role expectations and social variables such as age, sex, social class, religion, ethnicity, and place of residence, which have an effect on people's speech and behavior (Seelye, 1993).

3. Students realize that cultural discovery is needed in effective communication (Seelye, 1993).

4. Students realize that people's behavior comes from situational variables and conventions (Seelye, 1993).

5. Students understand a system of assumptions, values and beliefs that people act in that way because of their society's cultural patterns (Seelye, 1993; Chamberlain, 2004).

6. Students are able to assess the target culture's generalization from the library, the mass media, people, and personal observation (Seelye, 1993).

7. Students are aware of the influence of their own culture and they do not use their own culture in judging another culture. They are able to see and describe culture with less judgment (Gaston, 1984; Chamberlain, 2004).

8. Students are able to manage their behavior (Chamberlain, 2004).

9. Students are able to cope with ambiguity, so they feel comfortable when they live with ambiguity of various ways to behave or to organize society (Gaston, 1984; Chamberlain, 2004).

10. Students develop to act and think biculturally (Gaston, 1984).

11. Students are able to value and appreciate their own culture as well as others (Gaston, 1984)

Hence, the common goals of culture teaching are to develop students to be aware of the different cultures, as well as to behave approriately according to the different situations.

Teachers' Roles in Culture Teaching

It is important for teachers to determine what roles in culture teaching to choose since they act differently depending on what roles they take in the language classroom.

Moran (2001) divides the teachers' key roles by four Cultural Knowings which teachers should be aware of:

1. Knowing How: In helping learners acquire the cultural behaviors or skills, the teacher plays roles as Model and Coach.

Model – the teacher demonstrates the cultural behaviors.

Coach – the teacher indicates to learners what to do as they perform the cultural behaviors.

2. Knowing About: In helping learners acquire the cultural information, the teacher plays roles as Source, Resource, Arbiter, and Elicitor.

Source – the teacher acquires information and presents this to learners.

Resource – the teacher shows learners where to find a source of information.

Arbiter – the teacher evaluates learners' comprehension of the cultural information.

Elicitor – the teacher asks learners to share what they know about the cultural information.

3. Knowing Why: In helping learners acquire cultural explanations, the teacher plays roles as Guide, and Co-researcher.

Guide – the teacher sets up a procedure, asks questions to learners and holds them to the discipline of inquiry for the cultural exploration.

Co-researcher – the teacher engages in the cultural exploration alongside learners, offering alternative explanations, information, and responses as s/he shares his/her own explanations.

4. Knowing Oneself: In helping learners acquire self-awareness, the teacher plays roles as Listener, Witness and Co-learner.

Listener – the teacher finds out about learners as much as needed by listening to what the learner says.

Witness – the teacher states what s/he sees in the learner's words or behavior.

Co-learner – the teacher engages in the cultural exploration alongside learners, offering alternative explanations, information, and responses as s/he shares his/her own processes of cultural learning.

Allen and Valette (1972) shared the same idea as Moran (2001) with regard to Knowing Oneself in that learners need to be taught in order to have an awareness of

cultures. They stated that the role of the language teacher is to "open the students' eyes" to the influence of foreign culture on the target culture and help them become aware of the diversity of culture.

Thus, we can see that teachers first should know what aspects of culture they want their students to acquire before they can choose their roles to behave appropriately in classroom.

Techniques in Culture Teaching

Another important aspect is techniques in culture teaching. Though there are many techniques in culture teaching, teachers should select them depending on learners' age, their level of maturity, their previous language learning experience, their competence or proficiency level in the target language, their general educational background, and their specific goals (Brooks, 1969; Stern, 1992; Peterson & Coltrane, 2003).

Many educators (Lado, 1988; Seelye, 1993; Byram, Morgan, & colleagues; 1994; Bennett, 1997; Hadley, 2001) suggest techniques in culture teaching which can be summarized as follows:

1. *Initial Overview to Set the Stage*

For the beginner of ESL/EFL, teachers should present the second culture in the native language and in attractive ways such as using visual aids, recorded music, relia, etc. in order to help motivate and prepare the students.

2. *Student Resource Notes (the Lecture)*

This technique makes students aware of the second culture as they take notes about cultural explanations related to the lessons in their native language. It can be effective if teachers are careful to (1) keep it brief; (2) enliven it with visuals, relia,

and accounts of personal experience; (3) focus on some specific aspect of cultural experience; (4) have students take notes; and (5) use techniques in which students use the target language actively, either in order to ask questions or to practice the new vocabulary, structures, or situations in the lecture in a cultural context.

3. *Ad Hoc Culture Notes*

Teachers explain about the second culture in the native language for the beginning learners, and they should switch to English as soon as the learners can understand it.

4. *Situations*

Though it will require cultural clarification of roles, expectations, customs. beliefs, and so on, it can help the learners perceive more clearly the form, meaning. and function as they participate in communicative situations.

5. *Bulletin Boards and Displays*

Timely displays of pictures, articles, and other cultural material and relia as well as the second culture artistic performances, art exhibits, important movies, and sports events will increase learner motivation and demonstrate the ways that the second language and culture function among real people.

6. *Cultural Themes*

For intermediate and advanced learners, teachers can ask them to discuss cultural themes or topics that have parallel themes in both cultures in the target language. This technique will increase cross-cultural understanding.

7. *Contrastive Analysis*

A contrastive analysis will result in intellectual understanding of what the event or matter means to the other people. In this technique, learners compare and contrast as part of their general strategy of accommodation and assimilation.

8. *Culture-Contrast Approach*

Bennett (1997) suggests a "Culture-Contrast Approach" that students need to understand the culture of language, so they can be helped to experience reality. This technique consists of three steps. First, the teacher informs students how their native language is related to basic values, beliefs, thought patterns, and social action in their own cultures. Then, the teacher compares native language/culture to the target language/culture, especially concepts that do not exist in L1. Lastly, the teacher assesses students' achievement in vocabulary, grammar, and other pragmatic aspects.

9. *Secondary Research Topics*

Teachers assign students topics for secondary research to write reports and present orally to the class.

10. *Culture and Civilization Courses*

Systematic study of the culture and civilization conducted in English for advanced learners can enhance their knowledge of the language and culture.

11. *Residence Abroad*

Living among people of the other culture, communicating with them, and experiencing their everyday activities will help students achieve something approaching total empathy and communication.

12. *Fieldwork*

Learners acquire insight into the foreign culture through direct experience coupled with reflection in ethnography.

13. *Native Informants*

Native Informants can be valuable resources to the classroom teacher, both as sources of current information about the target culture and as linguistic models for

students. Native Informants might be exchange students, but they might also be identified within the community if exchange students are not available.

14. *Audiotaped Interviews*

Information about the target culture, as well as individual insights and perspectives, may be easily obtained by means of an informal interview with a native speaker. Teachers who have contacts with native speakers in the community who are willing to engage in a recorded, informal conversation can pursue a number of topics relevant to the themes in their course materials, using language at a level that will be comprehensible to their students.

15. *Videotaped Interviews/Observational Dialogues*

Videotaped Interviews and Situational Role-Plays are excellent for providing natural, authentic linguistic exchanges that include paralinguistic information as well. They can be used to demonstrate not only conventional language in a variety of survival situations, but also certain conventional gestures and other cultural features, such as appropriate social distance, eye contact, and the like. They are usually best when prepared without a complete script, although partial scripts might be helpful. In institutions where both videotaping facilities and native speakers are available, locally produced materials can provide a rich resource for both listening comprehension and culture learning.

Another technique is to exchange videotapes (or audiotapes) with a school in the target culture. Thus each class has an authentic language sample to listen and answer – a technologically advanced variation on the pen pal, which is an excellent way to provide language students with culturally authentic material in written form.

16. *Using Readings and Relia for Cross-Cultural Understanding*

Teachers use written or oral texts of culturally conditioned behavior in helping students recognize and understand the cultural schemata associated with the phenomena they encounter.

17. *Understanding Culturally Conditioned Behavior*

17.1 *Culture Capsules*

A Culture Capsule was developed by Taylor and Sorenson (1961). It is a short description, usually one or two paragraphs in length, of one minimal difference between an American and a target-culture custom, accompanied by illustrative photos, slides, or relia. Also, "Culture Capsules are generally prepared outside of class by a student but presented during class time in 5 or 10 minutes at the end of a period" (Seelye, 1993, p.174).

17.2 *Culture Clusters*

Culture Clusters was developed by Meade and Morain (1973). They consist of about three illustrated Culture Capsules that develop related topics plus one 30-minute simulation that integrates the information contained in the capsules and dramatizes it through the culminating simulation or skit.

17.3 *Culture Assimilators*

Culture Assimilators, developed by Fiedler et al. (1971), provide the student with as many as 75 or 100 episodes of target culture behavior that is usually a common occurrence in which an American and a host national interact, a situation where one or both find puzzling, or conflicting or likely to misinterpret, and a situation that can be interpreted in a fairly unequivocal manner. These techniques give sufficient knowledge about the other's culture in order to facilitate adjustment to another culture.

17.4 *Culture Minidramas*

"The minidrama consists of three to five episodes, each of which contains one or more examples of miscommunication. Additional information is made available with each episode, but the precise cause of the misunderstanding does not become apparent until the last scene. Each episode is followed by a discussion led by the teacher" (Seelye, 1993, pp.70-71).

17.5 *Deriving Cultural Connotations*

In Deriving Cultural Connotations, students learn to associate culturally representative images with words and phrases they are learning in the new language. These techniques include the use of visual support materials as well as word-association activities.

17.6 *Artifact Study*

Artifact Study involves giving descriptions and forming hypotheses about the function of the unknown object in order to help students discern the cultural significance of certain unfamiliar objects from the target culture.

17.7 *Decreasing Stereotypic Perceptions*

Decreasing Stereotypic Perceptions help students understand the dangers of making unwarranted generalizations about the people of another culture and help sensitize them to the variability within cultures that such generalizations can never capture.

17.8 *Using Proverbs in Teaching Cultural Understanding*

Since proverbs are important for people in cultural expression, they can provide significant insights into the way of life of the people. They need to be categorized so that the concepts contained in them can be related accurately to seemingly similar concepts in the students' native language.

17.9 *Humor as a Component of Culture: Exploring Cross-Cultural Differences*

Teachers use cartoons and other forms of humor in language teaching in order to give students a chance to experience the humor of the target culture which will motivate them in language studying, and benefit them in terms of their sense of integration into the social life of the people with whom they are trying to communicate also.

17.10 *The Audio-Motor Units*

Stern (1992, p.226) described another technique, called "the Audio-Motor Units" – "the cultural information is presented in the form of a set of commands which constitute an action sequence. It is an application of Total Physical Response to a culturally significant series of actions".

From all of the above, it can be seen that there are several techniques in culture teaching which language teachers need to choose carefully in order to suit their students' learning the most.

Materials in Culture Teaching

Since teachers need to show their students various kinds of information in order to get a comprehensive picture of the target culture from many angles and to engage students in cultural experiences for training them to extract appropriate information from the material (Tomalin & Stempleski. 1993; Cullen & Sato, 2000; Peterson & Coltrane, 2003), there are many sources for teachers to use in cultural teaching.

Many educators (Tomalin & Stempleski, 1993; Byram, Morgan, & colleagues, 1994; Cullen & Sato, 2000; Gill & Čaňková, 2003: Peterson & Coltrane, 2003)

suggest various materials in culture teaching: course textbooks, audio-cassettes (ELT-based and others), radio/TV broadcasts, television shows, specialist British and American textbooks and readers, videos, CDs, newspapers and magazines, literature, stories, anecdotes, students own information, songs, illustrations, photographs, films, surveys, interviews, fieldwork, guest speakers, the Internet/Websites, and relia, e.g. underground tickets, restaurant menus, travel brochures, souvenirs.

Therefore, we can see that there are several techniques and materials that language teachers can use and apply in the teaching of culture. However, teachers should carefully consider what techniques and materials are the most appropriate for their students.

Things to Avoid When Teaching Culture

Since teachers have to teach the target culture which is different from the L1 culture, there are various things which teachers should keep away from in culture teaching. Flewelling (1994) suggested what teachers should avoid. The first thing is they should be aware of emphasizing the culture of people in one area while excluding people from other regions using the same language base. Secondly, they must avoid creating or reinforcing stereotypes in students' minds. Furthermore, they should be aware of the use of old visual aids because these can give a false image of the target culture. In addition, they must be careful not to convey their own personal prejudices to their students. They should also emphasize the similarities between the native and the target cultures, especially with younger students.

In summary, there are several issues teachers should take care of when they teach culture in class since their teaching can affect students' perceptions towards the target culture.

Assessing Culture Learning

Assessing culture learning is one of the important aspects in culture teaching because teachers will evaluate whether their students are able to reach the goals of culture learning or not. Since the aims of culture teaching are to help students understand the native speakers' perspectives as well as overcome prejudice and stereotypes towards the target culture (Stern, 1992), it is important for teachers to decide what should be used in evaluating students' culture learning. There are many ways to measure shifts in students' attitudes and understanding towards the target culture.

Seelye (1993, pp.210-231) suggests ways to measure student achievement in cultural attitudes and understanding which cover both superficial knowledge and intercultural skill development. They are presented as follows:

1. *Social Distance Scales*

"Social Distance Scales" attempt to measure the degree to which one separates oneself socially from members of another culture. These scales list the target identities and then ask the respondent to indicate the level at which s/he would accept "an average" member of each group.

2. *The Semantic Differential*

The "Semantic Differential", or distance between two descriptors, with which the rater judges the defined culture group in terms of a number of bipolar traits.

3. *Statements*

This approach presents the respondents with a number of statements. The respondent is asked to put a check in front of the statements with which s/he agrees.

4. *Self-Esteem Change*

This forced-choice questionnaire was developed to measure annual changes in the self-esteem of bilingual program students in the primary grades. The items are presented orally and bilingually which students are asked whether they "mostly agree" or "mostly disagree" with each statement.

5. *Criterion-Referenced Tests*

Criterion-Referenced Tests are used in measuring cultural skills and knowledge. Whether the students do/do not achieve enough to pass the unit (or course) depends on whether they meet the criteria spelled out before they are evaluated. As this type of testing relates to specific intercultural communication goals, it is the most useful in giving teachers and students relevant feedback on achievement.

6. *Standardized Tests*

Norm-Referenced Test scores are evaluated within the context of how an individual student scores in relation to how a group (the classroom or some national group) scores on the same test. This type of testing is ideally suited for a department where two or more instructors teach the same level and where a uniform evaluation criterion is desired.

7. *Classroom Checklists*

Teachers develop checklists of student activity for either a student or the teacher to check the appropriate box on the checklists when the student completes a specified activity.

8. *Simulations*

Simulating certain controlled situations would seem to offer a viable alternative to placing the student in the target culture for test purposes.

9. *Visual Tests*

Several slides of figures are projected, then the student would indicate the latter response on his/her answer sheet or the student would be asked to identify an entire series of images for which s/he had been given some context from which to deduce the answers.

10. *Audio Tests*

It is the same as for visual tests, except the student responds to audio stimuli.

11. *Oral Exams*

Structured interviews have the advantage of being easier to code and evaluate than open-ended interviews and are more objective.

12. *Tactile Tests*

Object-using tests confront the subject directly with some aspect of the target culture, thus avoiding the abstract artifices that relegate the target culture to the limbo of the lifeless.

While there are many ways to measure students' achievement, teachers should decide what aspects of culture they will evaluate in order to select the appropriate method in assessing their students.

Problems in Culture Teaching

Though language and culture cannot be separated and many educators suggest what to do and how to teach culture, there are still many teachers who do not include culture in language teaching. Though there are several problems in culture teaching, teachers should realize the importance of culture teaching and try to find the ways to solve the culture teaching problems. The problems in culture teaching can be divided

into two types according to the sources of problems: the first type comes from the teachers themselves and the other comes from teachers' context.

Regarding the problems coming from the teachers, they may feel that they cannot spare time in an already overcrowded curriculum to teach the additional material since the study of culture involves time (Hadley, 2001; Keatley & Kennedy, 2004). They additionally may feel that they do not know enough about formal culture in order to teach it adequately (Hadley, 2001; Keatley & Kennedy, 2004). They may also feel that popular culture is not worth teaching (Keatley & Kennedy, 2004). Furthermore, teachers are faced with the lack of definition of what is to be taught and the problem of deciding what aspects of culture to teach because they may not have been adequately trained in the teaching of culture and, therefore, do not have strategies and clear goals that help them to create a viable framework for organizing instruction around cultural themes. These can lead to teachers' dissatisfaction and result in a lack of culture teaching (Byram, Esarte-Sarries, & Taylor, 1991; Hadley, 2001). Besides, teachers do not want to deal with students' attitudes in culture teaching as students often react negatively, characterizing the target culture as "strange" or "weird" when cultural phenomena differ from what they expect (Hadley, 2001, p.347). In addition, "some teachers will object that they do not consider their task to be the development of understanding of the attitudes and ways of life of another people" (Rivers, 1972, p.262). Also, some of them may not realize an unconscious attitude of cultural, religious, and racial superiority (Heiman, 1994). The last problem in this group is that teachers may feel that students at lower proficiency levels are not ready for cultural learning yet. In addition, they think that students will be exposed to cultural material later, after they have mastered the basic grammar and vocabulary of the language (Hadley, 2001; Keatley & Kennedy, 2004).

As for the problem coming from the teachers' context, teachers are faced with the absence of resources, the lack of cultural research, documentation, and systematic descriptive accounts of cultural data, while they need accessible and reliable information (Stern, 1992).

From all of the above, it can be seen that there are various problems in culture teaching. Consequently, it is necessary to investigate teachers' culture teaching practices and examine the factors affecting culture teaching practices in order to promote culture teaching in an English language classroom.

Factors Affecting Language Teaching

Since language and culture are inseparable, and language teaching is closely related to culture teaching, it can be assumed that factors affecting language teaching should also have an impact on culture teaching. Several educators (e.g., Richards, 1994, 2003; Cruickshank, Jenkins, & Metcalf, 2006) identified various factors affecting language teaching which can be grouped into three main components depending on sources of factors: teacher factors, learner factors, and teaching context factors. They are presented as follows:

1. *Teacher Factors*

Teachers are important in language teaching since they "are a key factor in the successful implementation of curriculum changes" (Richards, 2003, p.99). In teacher factors, they may vary as follows:

1.1 *Teachers' Subject Matter Knowledge*

Subject matter knowledge refers to "what second language teachers need to know about their subject...that constitute the theoretical basis for the field of second language teaching" (Richards, 1998, p.8). Since teachers may draw on their

understanding of pedagogical knowledge, and their beliefs in the effectiveness of a particular approach or method of teaching, they try to apply and implement it in the classroom (Richards & Lockhart, 1994).

Teachers' knowledge of subject matter can help teachers create more interest in what they teach, show students how to develop the knowledge in the subject, show the relationship of the subjects to others, use both direct and indirect teaching, and function as a learners' resource. If teachers have extensive knowledge, they will be confident, more independent from textbooks, and more aware of other learning resources. As a result, students will learn and appreciate the subject matter teachers teach (Cruickshank, Jenkins, & Metcalf, 2006).

For subject matter knowledge in culture teaching, the knowledge of culture is how the target culture reflects its literature, art, architecture, music, dance, etc. (Brooks, 1964). The primary source of teachers' knowledge of culture is their experience of the foreign country which relates directly to their instructional behavior in the classroom. Several teachers realize that their view on culture is deeply embedded in their personal experience. However, if teachers have limited knowledge of the target culture or they do not know enough about formal culture in order to teach it adequately, they may not teach culture since they are uncomfortable in providing culture teaching (Byram, Morgan, & colleagues, 1994; Ryan, 1996; Hadley, 2001; Tsou, 2005). Teachers' subject matter knowledge was referred to as "teachers' cultural knowledge" throughout the study.

1.2 Teachers' Teaching Experience

Another aspect of teacher factors is teachers' teaching experience which can affect their teaching. Though, on average, teachers with fewer than three years experience are less effective, they improve gradually until they peak at around five

years. Beginning teachers, additionally, tend to accept innovations and change more easily, and they are more controlling and authoritarian also. Furthermore, younger and less experienced teachers are more concerned with personal and social dimensions of teaching than with academics. In addition, they have higher levels of satisfaction than older and more experienced teachers (Cruickshank, Jenkins, & Metcalf, 2006).

Since "many teachers have not been schooled in the corresponding techniques for the treatment of culture" (Stern, 1992, p.215), the lack of adequate training and experience for teaching language and culture can have an influence on cultural information provided in the classroom because teachers are faced with the lack of what definition to teach and the problem of deciding what aspects of culture to teach. Then they do not have strategies and clear goals that help them to create a viable framework for organizing instruction around cultural themes (Byram & Esarte-Sarries, 1991; Byram, Esarte-Sarries, & Taylor, 1991; Hadley, 2001).

1.3 Teachers' Learning Experience

As we can see from 1.2, teachers' teaching experience can affect their teaching. If we consider other aspects of teachers' experiences, especially their experience as language learners, we will find that teachers' learning experience is also important in language teaching since it can reflect teachers' learning style and their teaching styles as beginning teachers often model or imitate their former teachers (Cruickshank, Jenkins, & Metcalf, 2006).

In teaching culture, some teachers heavily and frequently draw their own learning experience of the foreign culture as they often narrate incidents or anecdotes. However, this experience is very variable from one to one and from one education system to another. If the courses for future language teachers focus on the study of 'classical' literature, it can lead to the lack of substantial progress in cultural studies in

the classroom. Hence, language-and-culture teachers need to provide opportunities for both cognitive and experiential learning, and to analyze a foreign culture, as well as understand the implications of both cognitive and affective cultural learning for their practices in the classroom (Byram & Esarte-Sarries, 1991; Byram, Esarte-Sarries, & Taylor, 1991; Byram, Morgan, & colleagues, 1994).

Since teachers need both experiential and academic training, foreign language departments should encourage language teachers to join teacher education programs and gain practical field experience in order to gain a more in-depth and comprehensive education and background information for a more complete cultural understanding (Lafayette, 1993; Singhal, 1998). Therefore, teachers' learning experience is important in language teaching as it is one factor impacting culture teaching in the classroom.

1.4 *Teachers' Beliefs*

From 1.2 and 1.3, we can see that teachers' teaching and learning experiences are important factors affecting language teaching. Moreover, both of them can lead to another factor – teachers' beliefs – since teachers derived their beliefs when they were language learners, and how they were taught can reflect their beliefs about teaching (Lasley, 1980; Richards & Lockhart, 1994; Block & Hazelip, 1995; Richardson, 1996; Bruning, Schraw, & Ronning, 1999; Graves, 2000; Hall, 2005). Also, the primary source of beliefs about teaching for many teachers is experience, which they found in their teaching (Richards & Lockhart, 1994; Cabello & Burstein, 1995; Richardson, 1996; Graves, 2000; Peacock, 2001).

Teachers' beliefs serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. In addition, beliefs serve as the source of teachers' classroom practices as they are instrumental in

defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks. Also, teachers' beliefs strongly affect their behavior in the classroom since changes in beliefs precede changes in practices (Richardson, Andres, Tidwell, & Lloyd, 1991; Pajares, 1992; Cruickshank, Jenkins, & Metcalf, 2006). Then, in teaching, "what teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions" (Richards & Lockhart, 1994, p.29).

In the aspect of beliefs and culture, Duckett (2006) reports that "psychologists and researchers have shown that belief is highly entangled with language...This is one reason why people from different countries have difficulty 'understanding' one another, because beliefs are wrapped in language and culture". Additionally, "culture is an ingrained set of behaviors and modes of perception", and it is "really an integral part of the interaction between language and thought" (Brown, 2000, pp.177, 198). So, culture is important in shaping the beliefs and behaviors of people who are in that cultural group (Hadley, 2001).

Besides, there are two widely held beliefs about cultural learning among foreign language professionals which Hadley (2001, p.345) states as follows:

1. Language study is an essential component in the curriculum, in part because it can lead to greater cross-cultural understanding.

2. Language and culture are inseparably intertwined.

We can see that beliefs, language, and culture are interwoven with one another as beliefs come from language and culture, and culture comes from language and perception of people in a society. Therefore, we can infer that teachers' beliefs

and culture are interrelated with each other. That is, culture affects teachers' beliefs, and beliefs affect how teachers teach their students.

1.5 Teachers' Teaching Skills and Qualification

Teachers' teaching skills are "the competency of a language teacher". In language teaching, teachers' teaching skills are compared according to whether they are untrained or trained, and whether they are novice or experienced. For non-native speaker teachers, teaching skills and subject matter knowledge are affected by language proficiency. In employing language teachers, additionally, language institutions may consider between native speakers and non-native speakers of English with varying levels of English language proficiency, teaching experience, and professional qualifications in TESL/TEFL (Richards, 1998, 2003).

So, we can see that teachers' teaching experience has an impact on teachers' skills and qualification as well as teachers' beliefs.

1.6 Teachers' Personal Preferences

As mentioned earlier in 1.3 above, how teachers are taught can reflect teaching and learning styles. In addition, teachers' learning experience has an influence on teachers' teaching preferences also (Cruickshank, Jenkins, & Metcalf, 2006).

When teachers decide how they will teach lessons, personality has an impact on language teaching because some teachers select a teaching pattern, arrangement, or activity that matches their personality or according to personal preferences (Richards & Lockhart, 1994; Shrum & Glisan, 2005; Cruickshank, Jenkins, & Metcalf, 2006).

In teaching, there are two dominant styles: direct and indirect teaching. In direct teaching, teachers decide what, when, and how to teach since it deals with a

teacher-centered/teacher-controlled classroom, whereas in indirect teaching, teachers draw things out of their students which they are aware of and make the most of students diversity, and they tend to be more democratic and flexible also (Cruickshank, Jenkins, & Metcalf, 2006). In Figure 3 below, the comparison of teaching styles are shown.

Table 2

The comparison of direct and indirect teaching

Direct teaching	Indirect teaching
1. Teachers set definite academic goals.	1. Teachers set general rather than specific goals.
2. Teachers use structured, sequential learning materials.	2. Teachers use more varied learning materials.
3. Teachers perscribe what students will do and how they will do.	3. Teachers may set a task to be accomplished but permit students to decide how to do it.
4. Teachers monitor and check students' progress toward the goals and provide them with corrective feedback.	4. Teachers serve as facilitators or mentors when students need help.
5. Teachers allow sufficient time to learn the prescribed materials.	5. Teachers provide sufficient time to accomplish the task and to consider its merit.

These teachers' teaching styles have an impact on teachers since beginning teachers often imitate their former teachers. For instance, if most of their former teachers used direct style, teachers tend to use direct style in their teaching also (Cruickshank, Jenkins, & Metcalf, 2006).

1.7 *Teachers' Gender*

Gender differences have an influence on language teaching. Normally, male teachers seem to be more dominant and authoritarian, so their classes are more organized and teacher-controlled. While female teachers seem to be more tolerant of misbehavior and maintain "warmer" classrooms. Also, they appear to praise more frequently and are more likely to provide their students with the correct answer. Though teachers' gender affects language teaching, it does not seem to have an impact upon how much students learn (Cruickshank, Jenkins, & Metcalf, 2006, pp.3-4).

1.8 *Teachers' Roles*

Teachers' roles relate to content, the level of approach, and views of language and language learning. In method, teachers' roles deal with the type of functions, the degree to control the teacher influences over learning, the degree of teachers' responsibility in determining linguistic content, and the interactional patterns assumed between teachers and learners. It may change from one activity to another in the language classroom. If teachers are fluent at making these changes effectively, their teaching will be enhanced (Richards, 1994; Harmer, 2001).

There are many key roles in culture teaching which Moran (2001) divides into four aspects depending on the culture learning objectives: (1) in helping learners acquire the cultural behaviors or skills, the teacher plays roles as model and coach. (2) in helping learners acquire the cultural information, the teacher plays roles as source, resource, arbiter, and elicitor. (3) in helping learners acquire cultural explanations, the teacher plays roles as guide, and co-researcher, and (4) in helping learners acquire self-awareness, the teacher plays roles as listener, witness and co-learner. Teachers' roles in culture teaching are discussed earlier on pp.13-14.

1.9 *Teachers' Preparation Time*

The extent and quality of the preparation will influence both the quality and the teaching styles. If teachers have more knowledge and skill in planning, teaching, and evaluating learning, learners will learn better because professional knowledge and skill make teachers be wiser, more resourceful, and less authoritarian (Cruickshank, Jenkins, & Metcalf, 2006).

2. *Learner Factors*

Students are one of the components in language teaching. Since all of them are different, they will obviously affect teachers' planning and how teachers will teach, hence teachers should realize the students' variability (Cruickshank, Jenkins, & Metcalf, 2006, p.11). Several learner factors are presented as follows:

2.1 *Learners' Age*

Learners' age is a major factor in teachers' decisions regarding language teaching because people of different ages have different needs, competences, and cognitive skills. For instance, older learners are more efficient than younger learners in the early start to language learning, however, younger learners attain a higher level of proficiency in the long term. Teachers should decide when to teach the second language. Also, learners of various ages prefer different methods. Therefore, teachers have to vary methods depending on the learners' age (Lightbrown & Spada, 1999; Cook, 2001; Harmer, 2001).

2.2 *Learners' Proficiency*

Learners' proficiency is an important factor in language teaching. Normally, learners are described on three levels: beginner, intermediate, and advanced. Different teachers may recognize the different meaning of learners' proficiency levels; therefore, they should be aware when they label their students'

language levels since there are a number of variables that teachers change when they teach students in different levels of proficiency, such as goals of teaching, and techniques of teaching (Brown, 2001; Harmer, 2001).

2.3 *Learners' Motivation*

Motivation is a key to success in language learning as students will be successful with the appropriate motivation. It can be divided into two types: extrinsic motivation – coming from outside factors, such as an external reward or the need to pass the exam; and intrinsic motivation – coming from within the individual, such as learning for enjoyment. Furthermore, social dynamics and power relationships between the languages often affect learners' motivation in that members of a minority group who learn the language of a majority group may have different attitudes and motivation from members of a majority group who learn the language of a minority group. As a result, teachers should realize the variety and nature of motivations in order to work with learners' motivation regarding content and materials (Lightbrown & Spada, 1999; Brown, 2000; Cook, 2001; Harmer, 2001).

2.4 *Learners' Learning Styles*

Learners' learning styles mediate between emotion and cognition. They are unstable since individuals tend to change their styles in different contexts. Learning styles can be categorized into several ways. For example, in a cognitive learning style distinction, they can be divided into field independent (FI) – learners who separate details from the general background, and field dependent (FD) – learners who see things relating to their surroundings. Learning styles may be an important factor in the success of teaching. If teachers know their learners' learning styles, they are able to plan the kinds of activity that will be appropriate to them

(Lightbrown & Spada, 1999; Brown, 2000; Cook, 2001; Harmer, 2001; Richards, 2003).

2.5 *Learners' Learning Strategies*

Learning strategies are the specific procedures learners use that affect learning. They vary according to the task the students are engaged in. Normally, they are divided into three main types: metacognitive strategies – planning and thinking about the learning process, cognitive strategies – directly tackling learning, and social strategies – learning by interacting with others. Since each strategy offers particular advantages or disadvantages, the use of a suitable learning strategy can enhance success with the learning task as good language learners use learning strategies in different ways. So, teachers should make learners aware of their learning strategies, provide strategy training, and control effective learning strategies as well as discourage the use of ineffective ones (Richards & Lockhart, 1994; Brown, 2000; Cook, 2001).

2.6 *Learners' Beliefs*

Second language learners, especially older learners have strong beliefs and opinions about how their instruction should be delivered based on previous learning experiences, the social context of learning, and the assumption about the best way to learn. These beliefs can affect how learners approach their learning or learners' strategies, learners' motivation, and learners' expectations about language learning (Richards & Lockhart, 1994; Lightbrown & Spada, 1999).

3. *Teaching Context Factors*

The workplace of teachers is important since it can affect teachers' language teaching. Teaching context factors can be categorized into sociopolitical context, and institutional context. Both of them are explained as follows:

3.1 *Sociopolitical Context*

Sociopolitical context is important in language teaching as Brown (2001, p.115) proposes that the social roles of language are dominant in language teaching since "interaction, negotiation, interpretation, intended meanings, misunderstandings, and pragmatics all underscore those roles". Furthermore, countries are different due to "the role of foreign language in the community, their status in the curriculum, educational traditions and experience in language teaching, and the expectations of members in the community for language teaching and learning" (Richards, 2003, p.93). Therefore, we can see that sociopolitical context can have an influence on language teaching.

3.2 *Institutional Context*

One context of language teaching is the institution where teachers teach since different institutions create their own settings in their level of professionalism, and certain teaching styles and practices may be preferred in the given context such as a school, an institution, or a school district (Richards & Lockhart, 1994; Graves, 2000; Brown, 2001; Richards, 2003; Chin, 2005). In institutional context, teachers should be aware of the following components:

3.2.1 *Class and Classroom Size*

Class size dictates how teachers will teach, for example whether teachers use individual and small-group instruction in small classes or not. Also, it seems to have an influence on how well students learn. Furthermore, teachers will have more choices in teaching due to the availability of space in a class (Cruickshank, Jenkins, & Metcalf, 2006).

3.2.2 *Availability of Material and Equipment*

One limitation is a lack of resources. This can have an impact in language teaching as teachers with insufficient resources often give a lecture while teachers in sufficient resources may choose to lecture but they can also use other instructions (Cruickshank, Jenkins, & Metcalf, 2006).

3.2.3 *Available Time*

How teachers will teach is affected by time available. For instance, teachers who have more time are able to use indirect teaching. Teachers should realize how to use time in teaching (Cruickshank, Jenkins, & Metcalf, 2006).

From all of the above, it can be seen that there are various factors affecting language teaching which have an influence on culture teaching since language and culture cannot be separated, and teachers should teach culture in language teaching. Therefore, teachers need to be aware of these factors in their language teaching as well as in culture teaching. These factors can be categorized into three parts according to their sources. In the first part, teacher factors consist of subject matter knowledge, teaching experience, learning experience, beliefs, teaching skills and qualifications, personal preferences, gender, roles, and preparation time. Secondly, learner factors consist of age, proficiency, motivation, learning styles, learning strategies, and beliefs. The final part is teaching context factors including sociopolitical context, and institutional context.

Related Studies on Culture Teaching

There are studies dealing with the teaching of culture. One such study was Tsou's (2005) research which focused on examining the effects of cultural instruction on foreign language learning. The results showed that cultural instruction had a

positive effect on language learning that it raised students' language proficiency, and motivation towards language learning. Also, it helped improve students' cultural knowledge and understanding. Therefore, culture teaching should be promoted in the language classroom, especially in the EFL context since some teachers do not teach their students target culture due to lack of time, limited knowledge, etc.

Another study was an investigation among Spanish secondary school EFL teachers by Castro, Sercu and del Carmen Méndez García (2004). It focused on the extent to which teachers support the new culture-and-language teaching objectives. The findings showed that teachers may experience conflicting beliefs. They wanted to devote more teaching time to culture teaching, but they felt frustrated they could not do so because of institutional restrictions, and also their beliefs that cultural competence is less important than language teaching.

Furthermore, Baker (2003) examined the use of English and culture teaching in Thailand. He found that though Thais often use English as an international language, culture teaching is not emphasized. It is because teachers had a problem in deciding what culture to teach that could lead to stereotyping in culture teaching.

The study by Kim (2002) aimed at analyzing various studies of culture teaching in the EFL context. The results suggested that it is crucial for the teacher to have a clear yet critical understanding of his/her own perceptions of teaching towards culture so as to set clear goals for culture teaching and to provide students with opportunities for unbiased culture instruction.

It can be seen from the studies that teachers are the key factor in culture teaching. While their cultural instruction can help improve students' learning process, it may be limited if teachers do not understand their own views of culture teaching, they do not know what to teach, or they lack cultural knowledge. Consequently, it is

essential for teachers to be aware of their understanding and perceptions of culture teaching as well as to realize the importance of culture teaching.

Summary

We can see from the review that culture is necessary in language learning since it can enhance learners' skills and understanding towards the target language. Hence, teachers should be aware of the importance of culture teaching which consists of culture content, teachers' roles, techniques, materials in culture teaching, and methods to assess students' culture learning. That is they should recognize what definition of culture to use for setting the goal to determine what to teach, how to teach, as well as how to assess students' culture learning that would result in students' achievement in cultural competence. As a result, it is important to examine how they teach culture in an English language classroom.

In addition, teachers should realize factors affecting their language teaching. There are three groups of factors affecting teachers' language teaching: teacher factors, learner factors, and teaching context factors. Yet, it can be seen that teacher factors are the most dominant, and also have an influence on other factors in language teaching. Consequently, the study should investigate teacher factors in teachers' culture teaching practices. In teacher factors, there are eight factors in total: teachers' learning experience, teachers' subject matter knowledge, teachers' teaching experience, teachers' teaching skills, teachers' beliefs, teachers' personal preferences, teachers' roles, and teachers' preparation time. However, the researcher needs to examine the three most dominant factors according to the literature, namely, teachers' subject matter knowledge, teacher' teaching experience, and teachers' learning experience. Therefore, the concepts of culture teaching practices and three teacher

factors affecting language teaching were employed as the preliminary theoretical framework of the study which is presented as follows:
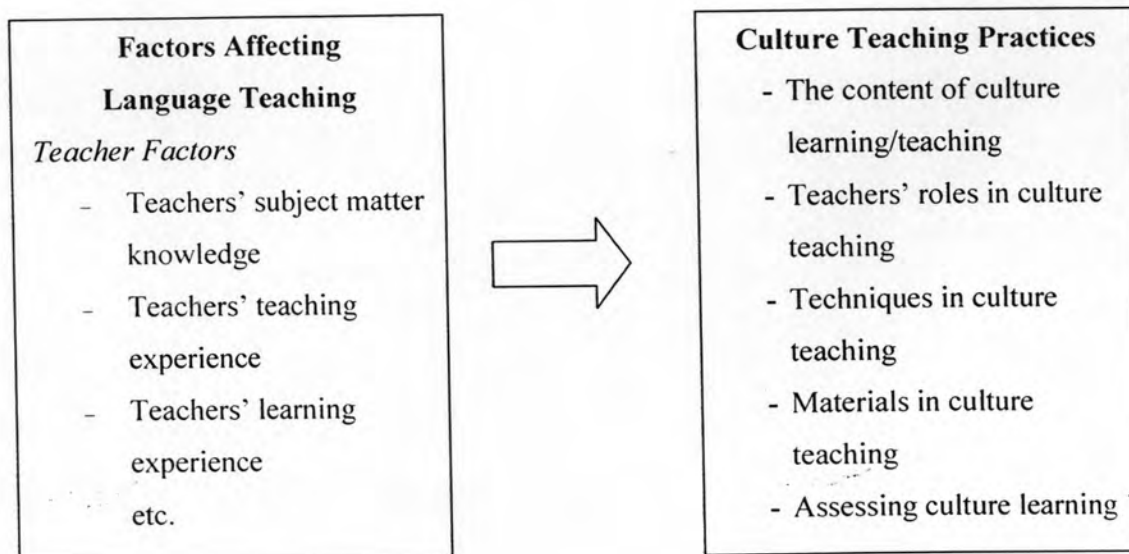

Factors Affecting

Language Teaching

Teacher Factors

- Teachers' subject matter knowledge
- Teachers' teaching experience
- Teachers' learning experience
- etc.

Culture Teaching Practices

- The content of culture learning/teaching
- Teachers' roles in culture teaching
- Techniques in culture teaching
- Materials in culture teaching
- Assessing culture learning

Figure 1 The theoretical framework of the study

After the framework of the study was conceptualized, the research methodology and procedures were formed in order to explore teachers' culture teaching practices, and factors affecting culture teaching practices. Methodology and procedures of the research are presented in the next chapter.