

Professional paper

Tijana M. Stojanović<sup>1</sup>  
Secondary School, Lapovo



doi: 10.5937/inovacije1603118S

Paper received: January 4<sup>th</sup> 2016

Paper accepted: February 25<sup>th</sup> 2016

Article Published: October 31<sup>th</sup> 2016

## *Critical Review of the Suggestions of Incorporating Cultural Contents into the English Language as a Foreign Language*

### **Extended summary**

The inextricable connection between language and culture which linguists have been aware of for a number of years, represents the subject of interest of numerous researchers who are concerned with various aspects of this connection, including the presence of culture in the grammar we use and metaphors we live by, cultural elements which need to be incorporated in teaching a foreign language, and classroom activities aimed at culturally oriented foreign language teaching and raising students' cultural awareness.

The aim of this paper is to provide a critical review of the ways of incorporating cultural content into foreign (English) language teaching. It consists of three parts. The first part is concerned with the theoretical considerations of the connection between language and culture and the importance of teaching them concurrently. It also provides the definitions of culture found in anthropological literature, as well as humanistic and sociolinguistic views of the concept of culture known as *Culture* and *culture*, respectively.

The second part of the paper represents an overview of the ways of incorporating cultural content in foreign language classroom proposed in the literature concerned with the connection between language and culture. It is evident that culture is often excluded from the language taught and presented as a separate, fifth, skill besides reading, writing, listening and speaking. It should be noted that the elements of *Culture* are often dominant, whereas *culture* is treated as a peripheral and additional aspect. However, efforts to raise students' cultural awareness have been made, and classroom activities designed for this purpose are outlined in this part of the paper.

---

<sup>1</sup> kalokeri83@gmail.com

---

Finally, the third part of the paper introduces a new approach to foreign language teaching – an intercultural approach, which enables students not only to learn facts about the target culture, but to acquire knowledge and skills known as Byram's savors, as well, encouraging them to nourish values such as broad-mindedness, curiosity, tolerance for diversity and appreciating themselves and the others at the same time.

In pedagogical terms, this paper attempts to raise teachers' awareness of the importance of teaching language and culture inseparably and to propose the ways of doing so. It also enables teachers to draw a difference between various aspects of culture (*Culture* and *culture*) and informs them about different ways of incorporating cultural elements in foreign (English) language teaching, drawing their attention to an intercultural approach to teaching language and culture.

**Key words:** culture, foreign (English) language teaching, intercultural communicative competence, students' cultural awareness.

## References

- Alptekin, C. & Alptekin, M. (1984). The question of culture: EFL teaching in non-English-speaking countries. *ELT Journal*. 38 (1), 14–20.
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*. 47 (2), 136–143.
- Alptekin, C. (2002). Towards intercultural communicative competence. *ELT Journal*. 56 (1), 57–64.
- Brooks, N. (1968). Teaching Culture in the Foreign Language Classroom. *Foreign language Annals*. 1 (3), 204–217.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.
- Brumfit, C. J. (1980). *Problems and Principles in English Teaching*. Oxford: Pergamon.
- Bugarski, R. (2006). Kultura i jezik. U: *Susret kultura* (31–37). Novi Sad: Filozofski fakultet.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, K. & Kramsch, C. (2008). Why Is It so Difficult to Teach Language as Culture?. *The German Quarterly*. 81 (1), 20–34.
- Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters LTD.
- Gerc, K. (1998). *Tumačenje kultura I*. Beograd: Biblioteka XX vek.
- Halliday, M. A. K. (1990). New ways of meaning: A challenge for Applied Linguistics. *Plenary address at the tenth AILA Congress*. Thessaloniki, Greece.
- House, J. (2003). English as a Lingua Franca: A Threat to Multilingualism. *Journal of Sociolinguistics*. 7 (4), 556–578.
- Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes*. 9 (1), 3–20.

- 
- Kovecses, Z. (2000). *Metaphor and Emotion: Language, Culture, and Body in Human Feeling*. Cambridge: Cambridge University Press.
  - Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
  - Kramersch, C. (1995). The cultural component of language teaching. *Language, Culture and Curriculum*. 8 (2), 83–92.
  - Kramersch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
  - Kramersch, C. (2009). Cultural perspectives on language learning and teaching. In: Knapp, W. and Seidlhofer, B. (Eds.). *Handbook of Applied Linguistics* (219 – 245). Berlin: Mouton de Gruyter.
  - Kramersch, C. (2010). Language and Culture. In: Simpson, J. (Ed.). *Routledge Handbook of Applied Linguistics* (305–317). New York: Routledge.
  - Kroeber, A. L. & Kluckhohn, C. (1952). *Culture: A critical review of concepts and definitions*. New York: Vintage Books.
  - Nostrand, H. (1989). Authentic texts and cultural authenticity: An editorial. *Modern Language Journal*. 73 (1), 49–52.
  - Plut, D. (2003). *Udžbenik kao kulturno-potporni sistem*. Beograd: ZUNS.
  - Prodromou, L. (1988). English as cultural action. *ELT Journal*. 42 (2), 73–83.
  - Tomalin, B. & Stempleski, S. (1993). *Cultural awareness*. Oxford: Oxford University Press.