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.
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 saviors, 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


