UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"TEACHING TARGET LANGUAGE CULTURE:

THE LEARNING OF THE TARGET CULTURE IS AN ESSENTIAL PART OF

LEARNING A FOREIGN LANGUAGE"

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UNDERGRADUATE WORK PRESENTED TO OBTAIN THE DEGREE OF:

Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés

ADVISOR:

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Main Campus, February 2010

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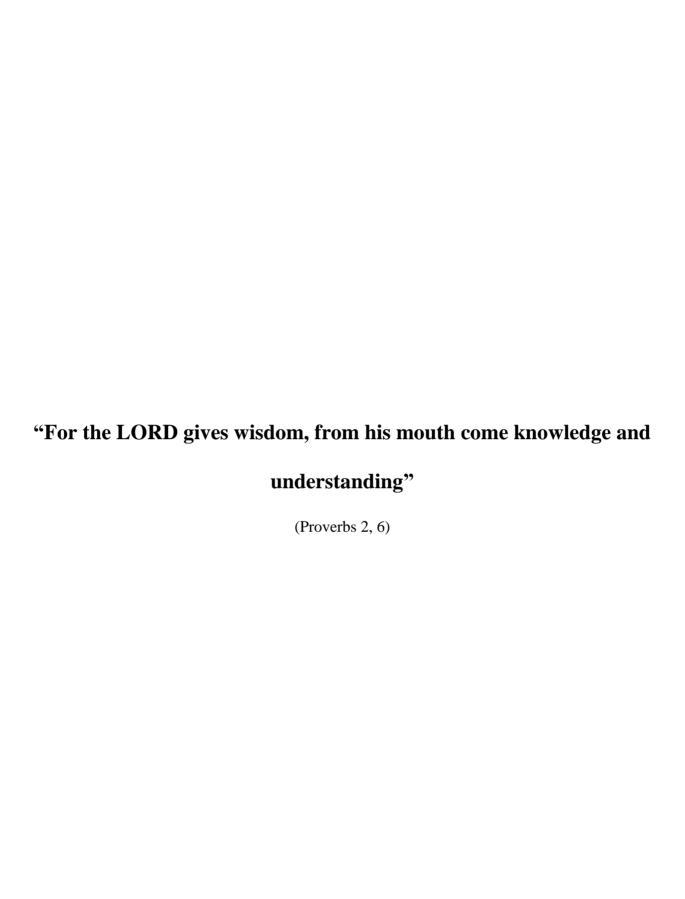
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"For the LORD gives wisdom, from his mouth come knowledge and understanding"

(Proverbs 2, 6)

ACKOWLEDGEMENT

After living lots of good and bad experiences, finally I got one of the most important goals in my life; that is why I would like to thank:

To God:

For giving me the knowledge I needed for carrying out these studies and for providing me with the patience and the health during this process and letting me finish the major.

To my family:

For supporting me during my studies at the University; thanks to my grandparents, my aunt, my brother and sister, but especially, thanks to my mother Martha Alicia González, for encouraging me to continue studying and to progress in life.

To my friends and classmates Karen and Maira:

For working in this project and for sharing their knowledge with me. Thanks to all my friends, who studied the Modern Languages Major with me, for giving me the opportunity of meeting them and having good times with them.

To our Advisor Lic. Rene Hernández:

For being patient with us, for giving us his support, wisdom and time when developing this project, for giving us his advice and for sharing his knowledge with us.

To the Faculty at the Foreign Language Department of the University of El Salvador:

For being part of my life at the University and for helping me to know and to learn not only about languages but also about life.

To Lic. Cesar López and Ing. Rafael Zepeda:

For helping us in the development of this project.

Thanks to all of you,

<div align="right">Jullianny Batres.</div>

ACKOWLEDGEMENT

To God:

It would not have been possible to write this essay without the help of God who is the one that help me in every moment of my studies.

To my Family:

Especially to my parents Berta Tiznado and Julio César Mercado, to my aunt Ana Guadalupe Tiznado and my grand mother Rosa Amalia Alvarado and to my brothers and sisters, I would like to thank all of them for her personal support and help.

To my Advisor:

Lic. Rene Hernández who has also given us the support, help and patience in this essay; his advice and knowledge have given us an academic and professional level. For which I am extremely grateful.

To my teachers:

I would like to thank all my teachers for having shared with me their knowledge, for being patience, and for promoting in me a person with professionals values and attitudes. Thank you teachers! Especially to the Lic. Ana Maria Glower and to the Lic. Alfredo López.

To my friends:

Especially Margarita, Maira, Jullianny, Susana, Kathya, Nelson and Elias who have also been a great support in my studies, they are unconditional friends and partners. We have been a great team; I am very grateful to them.

To my boyfriend:

Rafael Alejandro Cerros for his support and encouragement in this process. He has been a great support in my studies and without whom it would not have been the same.

Thanks to all of you,

Karen Mercado.

ACKOWLEDGEMENT

Now that I have reached this important point of my life, there are some people that I would like to thank.

To God: He never let me fall even when everything seemed impossible. I entrusted him my career since the very beginning and now He is the one who is letting me finish it.

To my Family: First of all to my mother, Maira Elizabeth Hernandez, who always encouraged me to go on and keep on doing my best. To my brother, Cesar Ramirez and my sister, Laura Ramirez who have been there supporting me in more ways than they think they have. To my Dad, Domingo Alfredo Ramirez, for being by my side. They are my inspiration and the reason why I want to succeed in life. I am succeeding to help them to succeed too.

To my Friends: Karen Mercado and Julliany Batres, my friends and partners   in bearing with all the obstacles for more than six years. They shared their intelligence and friendship with me and now we reached the final stage together. I want to thank some other friends as well: Margarita Ramirez, Katy Perez, Elias Perez, Nelson Torres, Mercedes Majano and Susana Nolasco, I appreciate every moment we spent together at FLD and outside.

TO my EFL Teachers: Thanks to those who made the things harder just because they wanted and those who really wanted me to be better. But, there is someone who I really want to thank more, Lic. Rene Hernandez, our Final work advisor, his patience, honesty, wisdom, advice and motivation were essential in our success.

To my boyfriend: Esdras Nehemias Lazo, who was with me against all difficulties and troubles. He always gave me his hand and encouraging words when I needed them the most.

And last but not least, I thank to Guillermo Mejia; he is much more my real Dad in earth. He is not with me right now and probably he won't see me getting graduated but my dream is coming true because he did what parents are supposed to do…to sacrifice themselves for their children. This achievement is for him!

<div align="right">Maira Ramírez.</div>

TABLE OF CONTENT

INTRODUCTION

The purpose of this project is to provide information to the readers especially teachers of the Foreign Language Department (FLD) about the importance of including culture in the teaching of English as a Foreign Language. First of all, it presents the objectives achieved at the end of the research, which main objective is to convince the readers that the teaching of culture is an essential part in the learning of a foreign language. The intention of the writers is to propose the application of the Intercultural Approach to come up with a methodology that provides better results on FLD classrooms. Then, the rationale provides the reasons that led researchers to choose the topic. It was difficult to choose because the authors expected to research about other areas of Foreign Language Education; however, when looking for the respective literature, they found out that the current topic was more interesting and important to present to the FLD faculty.

Moreover, readers will find the essay with the information that explains why and how culture should be taught at the FLD. This explanation includes experts' opinions and details that support the content of the essay. Next, the methodology followed during the investigation is explained in every step followed in the book "The Literature Review". This was really helpful since it gave the researchers the tools to carry out the final essay. Finally, the references and appendices that helped the researchers to get involved and support the investigation are presented: the Profile in which the readers will find the bibliographic entry cards, which provided with important quotes that helped to researchers to list the ideas in a logical order in an outline; as well as the interviews that researchers created in order to gather the opinions that teachers and students at the Foreign Language Department of the University El Salvador have about the topic.

OBJECTIVES

GENERAL:

- To make the Foreign Language Department authorities aware of the importance of including culture in a systematic way in all the classes where a language is taught.
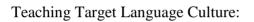
SPECIFICS:

- To highlight the positive impact that teaching target language culture has on the motivation of students and their communicative competence.

- To know if the Foreign Language Department at the University of El Salvador includes culture in the teaching of English as a Foreign Language.

RATIONALE

Since the very beginning of globalization, there is the necessity of human beings to accelerate the rhythm of modernization in order to have better living conditions. Realizing the importance of being updated in all aspects, the third world countries like El Salvador started the teaching of English as a Foreign Language (EFL), since it is known as the *lingua franca* (the language used to communicate between two or more people from different countries) around the world.

As an answer to this reality the Ministry of Education of El Salvador carried out a variety of programs for enhancing the learning of EFL. The University of El Salvador (UES) started to offer some majors focused on the entire learning of English as a Foreign Language: the English Teaching and the Modern Languages Majors were created in 1977 and 2002 respectively. At the moment, both majors are among the most sought after by the new students. Moreover, job opportunities for nonnative speakers of English are increasing in the country, mostly for those whose speech is fluent. That is why English teachers are taking care of those skills that English demands. But, what about culture? Are teachers paying enough attention to this area?

This topic was interesting to research because students in the FLD need to learn culture since it is an essential part of the learning of a target language. As many experts claim, culture cannot be separated from language; while language refers to grammatical structures, vocabulary and basic notions; culture provides the context for practicing those notions. As a result, students can improve their communicative competence. This essay aimed at proposing to the FLD faculty of the UES reasons and alternatives for the integration of culture in the curricula in order to make students able to handle any real communicative situation in a cultural context.

Teaching Target Language Culture:

The Learning of the Target Culture is an Essential part of Learning a Foreign Language

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ABSTRACT

Nowadays, the English language is spread around the world. Many experts agree that teaching language is not just the knowledge of phonology, morphology, syntax, etc.; it is in the context where students can learn the target language. This paper aims at explaining to teachers as well as students why and how culture should be taught. Moreover, the paper explains the interrelationship between language and culture by stating that they are inseparable. Furthermore, it gives an alternative by taking into consideration the possibility of applying the Intercultural Approach (IA), which is a choice for students of English as a Foreign Language (EFL) to get familiar with the Target Language Culture (TLC). At the end of this paper, the reader will find the current situation of teaching culture in the Foreign Language Department (FLD) of the University of El Salvador (UES). The main objective of this paper is to propose the teaching of target language culture since it helps students to feel empathy and respect towards other peoples' customs, behaviors, and lifestyles. Also, culture motivates students to learn the language since they become critical and aware of their own culture and; at the same time, they improve their four macroskills too. Finally and most important is that applying culture in language teaching helps students to improve their communicative competence.

TEACHING TARGET LANGUAGE CULTURE:

THE LEARNING OF THE TARGET CULTURE IS AN ESSENTIAL PART OF LEARNING

A FOREIGN LANGUAGE

Globalization influences many areas of a country's development like industry, education, technology, economy, etc. In education there have been many changes like the study of languages, the implementation of new methodologies, the modification in educational curricula, etc. According to Lengkanawati (2004), the global development towards the 21st century, which is characterized by the advancement in science and technology with all their impacts on every aspect of life, has made us aware of the importance of language as a tool for global communication (p. 2). Due to the different treaties established with countries where English is spoken, the English language has been integrated in most of the educational curricula in Latin American countries. It has become firmly established as an international language of the present time and it is used and taught in a diverse range of situations and cultures throughout the world (Baker, 2003; p. 3). El Salvador has also been part of that integration; for instance, in most of the public and private schools, English is taught as a Foreign Language. As it is established in the Plan 2021, in El Salvador it is a requirement for students to learn English and to be fully bilingual by the end of 2021. This plan has generated some programs that help in the learning of English; COMPITE is a good example of them. It presents the "Sesame English" TV show to grasp children interest for learning English in a dynamic way. Besides, in El Salvador there are many higher education institutions that offer EFL courses and majors. The University of El Salvador is not the exception; it offers the Modern Languages Major and the English Teaching

Major, which aim at developing the four macroskills: listening, reading, speaking, and writing but neglect the teaching of culture.

It is important to highlight that learning about a language is not enough when the goal is to communicate ideas and opinions through that language. Students know grammar structures of a language but they are not always able to produce the language adequately and correctly in real communicative situations since they do not have enough knowledge about the target culture. The learning of people's customs and lifestyles is important too; this helps students to know how people are and react with each other. Moreover, culture is a reason for learning English; some students are interested in learning English because they want to know about the people who speak it and the country where it is spoken. Learners have to know not only how to communicate opinions and ideas, but also how to face any situation in the target language country, or with its citizens; that is part of the teaching of culture. The lack of the necessary cultural background may hinder people from comprehending language (Wang, 2004: p. 2); it can cause students misunderstandings when trying to communicate with people. Therefore, teaching target language culture must be included as an essential part of EFL instruction since both, culture and language, cannot be separated because one complements the other.

Before deepening in the importance of culture integration in the teaching of English as a Foreign Language, it is necessary to identify the meaning of the two important terms in the topic under study; these are culture and language, their definitions and their interrelation.

CULTURE

Culture is a broad concept that encloses all the areas of life, including language. According to the National Center for Cultural Competence of The United States of America, culture is an

integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and excepted behaviors of a racial ethnic, religious or social group; and the ability to transmit the above to succeeding generations (as cited in Peterson and Coltrane, 2003; p. 1).

First of all, culture has to do with many aspects of people's attitudes and lifestyles. Brown (1994) stated, "Culture is a deeply ingrained part of the very fiber of our being" (as cited in Cakir, 2006; p. 155). A part of culture was originally formed and transmitted from generations to generations. For example, myths and legends have been told from grandparents to grandchildren throughout the years to preserve the cultural identity of a country. While another part of culture is currently influenced by the globalization of information. For instance, Halloween, which is a traditional Celtic celebration and that began in Ireland, is famous in The United States and has spread to several countries around the world.

Besides, according to the areas culture refers to, it is divided in two meanings. Culture with capital "C" refers to the individual in the society; it involves the areas in which a person can participate, like music, literature, arts, politics, and the like. For example, by reading Romeo and Juliet, written by Shakespeare, people can find out and understand the history and the cultural identity of the Old England. On the other hand, culture with "c" refers to the individual itself; everything related to behaviors and lifestyles is included in this second meaning. For instance, a country girl, who goes to the city, will always be serviceable, attentive, respectful, and will be aware of housework because she was raised with those values. Then, culture refers not only to the knowledge of the areas it influences, but also its application in human life.

LANGUAGE

Language is and has always been the most important channel of communication, which is constantly changing through time. According to Boligner and Sears (1981), human language is a system of vocal-auditory communication; interaction with the experiences of its users, employing conventional signs composed of arbitrary patterned sound units and assembled according to set rules (p. 2). From the very beginning of life, human beings have had the necessity to express thoughts and feelings. This necessity has generated diverse forms of communication which have evolved into what everyone knows as human language currently.

In the early ages, language was not fluently spoken but mainly imitated or represented by signs, as it was the case presented during the Paleolithic period in Europe, mostly in Spain and France, where there are more than 200 caves containing rock art and cave painting made by the ancient Europeans (Boyadjian, Bustamante, et al, 2006; p. 53). These were used to communicate their religions, laws and history. Moreover, primitive words could have been imitations of the natural sounds which early men and women heard around them (Yule, 2006; p. 2), like onomatopoeic sounds. Despite language was meant to communicate ideas and thoughts through gestures, sound imitations, and painting, it evolved until it was expressed verbally.

Once language became oral, a variety of communities adopted their own language code. That is the case of the Spanish, who imposed and transmitted their language to the American countries they discovered and conquered. As a result, those countries became attached to that language and consequently to that culture, leaving aside their own. Moreover, Teeter (1973) claimed that "People not only know their language, they know how to use it" (as cited in Bolinger and Sears, 1981; p. 192). Korea and Japan are also good examples of this. Even though they are in the same continent, their writing as well as their speaking is different. Then, this

confirmed that, even when language is a global communication channel, each region has its own linguistic features.

Although there is a huge diversity of languages, globalization makes the learning of a language in common a necessary tool to communicate among people and countries. The global development towards the 21st century, which is characterized by the advancement in science and technology with all their impacts on every aspect of life, has made us aware of the importance of language as a tool for global communication (Lengkanawati, 2004; p. 2). Adopting a Lingua Franca helps to establish an international relationship between countries; as a result, their socio-economical status can improve. For example, in El Salvador, international entities invest in establishing companies, and this provides more job opportunities in different areas, such as: call centers, hotels, bilingual schools and the like, in which English is required. The changes language has gone through time and space are diverse; however, its purpose is still the same: to communicate feelings, ideas and to reinforce relations between people and countries.

CULTURE AND LANGUAGE INTERRELATIONSHIP

The interrelationship between language and culture is meaningful for students to learn a foreign language. Mitchell and Myles (2004) stated, "Language and culture each provides support for the development of the other" (as cited in Kiet Ho, 2009; p. 64). While the learning of language provides the tools for speaking, the learning of culture gives the key to understand and to be understood when speaking. Furthermore, language and culture are completely related and both are important for achieving foreign language learning successfully. For instance, in Korean schools, the learning of English is an important part of the curricula; however, the lack of target culture knowledge affects the learning of the language because of the differences that

both English and Korean culture have. Language is the knowledge of structures and vocabulary that allows speakers to use it in a mechanic way. Also, Bennett, Bennett and Allen (2003) claimed that "the person who learns a language without learning culture risks becoming a fluent fool" (as cited in Kiet Ho, 2009; p. 64). Then, language provides the four main abilities that are useful to the students and culture helps to understand and to practice that language in context.

In addition, cultural context in language learning gives the practical knowledge for developing communicative competence. Besides, Politzer (1959) claimed, "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" (as cited in Thanasoulas, 2001; p. 2). For instance, when a child learns to write, he recognizes the words and knows their meaning because he is constantly repeating them. However, he does not know the correct usage of those in context; as a result, he might make a mistake in the usage of those words.

Moreover, the integration of culture and language lets students learn language beyond grammatical structures and understand the meaning of language in context. For example, learning a language means that students learn vocabulary and grammar; they enhance their listening and reading comprehension, and by combining that knowledge they become able to produce a mechanic speaking production. Also, knowing the culture of a language helps students to know how to react in any situation and therefore become culturally competent. In this respect, Kim (2004) stated that "What is blocking communication here, are differences in cultures" (p. 20). Then, culture allows students to develop the communicative competence while they are improving the other skills at the same time. In order to learn a language, it is necessary to understand that culture is a fundamental part of language learning since it complements the successful development of competences.

THE IMPORTANCE OF TEACHING CULTURE IN THE EFL CLASSROOM

Culture is as important as language because it helps students to learn the differences between countries and their people. Through culture, students accept people's characteristics, behaviors and attitudes they present daily. When students have a closer encounter with the culture of the language they are learning, they have a broad concept or perspective about the other people which leads to create an empathic bound on students. For example, if a teacher provides students with information about the history of the independence of The United States of America, like the most remarkable heroes, its causes and consequences, etc. students will not only know about that event but they will also understand it. In addition, when students learn English at the same time as culture, they can be aware of possible miscommunication problems. For instance, if students have not been taught about "idioms", they can risk and translate literally any expression like "you are pulling my leg", which really mean that someone is deceiving anyone else. However, a non-native English speaker can understand that someone's leg is really being pulled. About this case, Professor Wang Lin (2004) claimed, "to comprehend the language, not only depends on the comprehension of vocabulary and grammatical structures, but also depends on the comprehension of relevant background knowledge of culture" (p. 34).

Moreover, including culture in EFL classrooms not only has communication reinforcement purposes, it also involves students' own cultural awareness. First of all, it is worthy to emphasize that before getting familiar with a foreign culture, it is necessary to have at least an average knowledge of the own culture. For instance, Salvadorian students must first know about their customs and traditions before trying to learn other languages. Then, after recognizing the own cultural identity, the integration of the target language culture in EFL classrooms bring up a comparison and contrast awareness on students. Since they already know about their own

culture, they are capable of identifying the differences or similarities between their native and foreign culture; this makes student more critical, open minded, aware and participative. According to Moran (2001) culture learning is based on cultural comparison, a "process [which] runs back and forth between the learner's culture and the culture under study" (as cited in Chim, 2005; p. 1). Students of foreign languages must be multicultural prepared since it is the base for an excellent communicative competence.

Also, teaching target language culture makes sensitive and critical students, but culture also works as a motivational tool to encourage students to achieve the best communicative ability they can. Whenever students have indirect contact with target language culture, they increase their learning. Nonetheless, if they have a direct approach to target language culture, the results of their communicative competence and skills will be better. In this respect, Brown (2000) stated, "the second or foreign language learners who either intrinsically or extrinsically meet their needs in learning the language will be positively motivated to learn" (as cited in Wang, 2006; p. 34). For instance, if an Intensive English course is visited by a native speaker who talks about any topic concerning his country, students will be motivated not only by the language skills of the native but also for the pieces of information transmitted. Nevertheless, direct contact with culture does not only include inviting native speakers; working with authentic materials is as useful and productive as native visitors. Actually, living in a non-English spoken country must not be considered as a learning or teaching obstacle since teachers can use literary work, movies, songs, videos, journals, etc. from different countries where English is the native language. For example, providing students with handouts about the news published in the "Sidney Morning Herald", an Australian newspaper, and using them as a completion exercise for "The Simple Present Tense" can grab the attention of students and achieve the goal of the

course. As Harmer (1991) stated, "Culture is also a reason to learn English. Some students study a foreign language because they are attracted to the culture of one of the target language communities. They learn the language because they want to know more about the people who speak it, the places where it is spoken and (in some cases) the writings which it has produced" (p. 13).

Although the use of authentic material is also rewarding, the environment in which English is learnt influences the motivation on students as well. According to Parker (1995), the lack of a surrounding community of English speakers outside the classroom increases the challenge for EFL instructors (as cited in Wen-chi and Pin-hsiang, 2008; p. 211). Opposite to what is apparently assumed, decorating the classroom with cultural purposes is not as difficult as teachers think, they can assign students with oral presentations supported by flashcards, posters and charts with cultural information that can be posted and left on the walls of the classroom, Furthermore, an appropriate environment not only helps to improve the learning but also produces more comfortable and engaged students. Then, including culture in the EFL classroom motivates students to understand integrally and interactively the differences between countries and therefore improves their communicative competence.

THE INTERCULTURAL APPROACH: AN ALTERNATIVE FOR EFL TEACHING

Nowadays, the English language has become an important tool used as a Lingua Franca around the world, and a significant number of bilingual educational programs (specifically in English) are growing in different schools and universities. "As English has become a lingua franca, the whole approach to the teaching of English language and culture must change." (Clouet, 2008; p. 153). Krieger (2005) stated that in most of the EFL classrooms "students are

usually monolingual and they learn English while living in their own country" (as cited in Chlopek, 2008; p. 10). In the case of El Salvador, language teaching cannot be reduced to the teaching of the four macroskills; it is necessary to include an approach or methodology that fits the needs of students in order to get better job opportunities in this international job market.

In 1980, different approaches regarding culture were developed: Foreign Language Approach, Multicultural Approach, Transcultural Approach and the Intercultural Approach, which is the one that meets the needs of both students and teachers. It was created and based on different teaching models aiming at the integration of a foreign language and target language culture at the same time. This approach involves "developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture" (Liddicoat, Papademetre, Scarino, & Kohler, 2003; p, 1). Its objective is to make students capable of recognizing the foreign culture and comparing it with their own culture. The subtitles below explain the different aspects that make the Intercultural Approach and interesting and useful approach for teaching a foreign language.

MODELS OF THE INTERCULTURAL APPROACH

The Intercultural Approach is the best tool for enhancing the communicative competence on students through different activities. This approach seeks to make students interact or share their own culture in order to get a better understanding of the differences between cultures. According to Byram (1997) and Guilherme (2002), the ultimate goal of an Intercultural Approach to language education is not too much "native speaker" but rather an Intercultural Communicative Competence (as cited in Corbett, 2003; p. 30). Theorists like Byram, Zarate, and Liddicoat presented some models that tried to explain the role of the Intercultural Approach

in the development of the Intercultural Communicative Competence. One of these models is the Foreign Language Education (Figure 1) presented by Byram (1989). This model explains the relationship between learning the foreign language and comparing it with the native culture. Five years later, Zarate joined Byram and they presented the 5 Savoirs that reinforced the original Foreign Language Education model of Byram: "(1) savoirs 'knowings', (2) savoir comprendre 'knowing how to understand', (3) savoir apprendre/faire 'knowing how to learn/to do', (4) savoir être 'knowing how to be', and (5) savoir s'engager 'knowing how to commit oneself'." (Liddicoat, Papademetre, Scarino, & Kohler, 2003; p, 15). The original idea of Byram and the supporting theories of Zarate created a new cultural model.

Figure 1: A model of Foreign Language Education (Byram, 1989; p. 138)

But what does Intercultural Communicative Competence aim at? Taking into account that the aim of the Intercultural Communicative Competence is to communicate in socially and culturally appropriate ways, Byram (1997) retook the model that he and Zarate (1994) proposed and created a new model of Intercultural Communicative Competence (Figure 2). The new proposal was structured by the four main competences for getting an Intercultural

Communicative Competence. In this model Byram "sees these four components as being interdependent and mutually influencing, although in some way separable for the purposes of description and assessment." (Liddicoat, Papademetre, Scarino, & Kohler, 2008; p. 15). The four competences are related as well as complemented by each other. Being aware of the importance of combining culture and the four main competences, it is possible to ask: are teachers of the Foreign Language Department of the University of El Salvador paying attention to the need of culture teaching in order to enhance the communicative competence? Byram, Morgan et al (1994) stated, "What most teachers and students seem to lose sight of is the fact that 'knowledge of the grammatical system of a language' (grammatical competence) has to be complemented by understanding (sic) of culture specific meaning (communicative or rather cultural competence)" (as cited in Thanasoulas, 2001; p. 1).

Figure 2: Byram's (1997) model of Intercultural Communicative Competence (Liddicoat, Papademetre, Scarino, & Kohler, 2003; p. 16)

PRINCIPLES OF THE INTERCULTURAL APPROACH

The Intercultural Approach goes beyond the teaching of information about culture. It provides the means as well as the knowledge students need when performing certain attitudes and behaviors. The purpose of the Intercultural Approach is not only to provide the knowledge

but also the practice students need in a real cultural situation. To achieve this purpose, the Intercultural Approach is based in five principles that show the characteristics of learners and teachers when applying this approach. According to Liddicoat, Papademetre, Scarino, & Kohler (2003), the first principle is the Active Construction, in which students explore language and culture through active engagement and develop a personal intercultural space with multiple dimensions. The second principle is Making Connections between language and culture; learners compare them and build connections between home and target language and culture against new input. The third principle is the Social Interaction; in which learners communicate across linguistic and cultural boundaries; recognize them as boundaries and why they are constructed; as well as the linguistic and cultural difference and similarity. The fourth principle is the Critical and Constructive Reflection on linguistic and cultural differences and similarities and their own intercultural behavior; and the articulation of multiple dimensions of their own intercultural space and identity. The fifth principle consists of the Responsibility learners accept for contributing to a successful communication across languages and cultures, as well as the development of an intercultural perspective (p. 47-51).

THE INTERCULTURAL APPROACH IN THE CLASSROOM

The Intercultural Approach gives better outcomes in English as a Second Language (ESL) context than in the case of English as a Foreign Language (EFL) context. For instance, in the case of Puerto Rico, English is its second language; then, it is easier to learn because of the access and contact it has with native speakers from The United States. However, in El Salvador, English is taught as a foreign language what makes it difficult to learn because students are monolingual, and their contact with native speakers of English is limited. It is also important to

remark that teachers are responsible for seeking different strategies of how to use the Intercultural Approach well; for example, they can implement different activities such as: using authentic materials, developing role play, making discussions and debates, going abroad, and using technology. With these activities students get involved in a real cultural experience, and consequently they improve their communicative competence. Also, these activities help students to create an idea about the target culture in general, and to become capable of using their communicative competence by putting the four macroskills into practice.

In addition, the Intercultural Approach motivates students to become immerse in the language. Some students, mostly teenagers, think that topics related to culture are boring; however, if the teacher tries to look for topics students like the most, learners will be motivated. Dornyei (1994) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (as cited in Wen-chi and Pin-hsiang, 2008; p. 213). It is necessary for teachers to be careful about the interests of students in learning a language in order to make motivation successful. Also, the Intercultural Approach cares mostly about the communicative competence of learners for complementing the four macroskills. According to Krasner (1999), linguistic competence alone is not enough for learners to be competent in that language (as cited in Peterson and Coltrane, 2003; p. 1). Therefore, it is of paramount importance that teachers take into consideration topics of students' needs in order to get better results and consequently motivate them to better their performance, to broad their minds, to understand other people's behavior, and to improve their cognitive area and their communicative competence as well.

Thus, through learning culture students get the knowledge to handle any situation in a foreign country. Shanahan (1997) claimed, "Cultural content provides exposure to living language that a

foreign language student lacks" (as cited in Kilickaya, 2004: p. 2). Then, culture is not something consisting of facts to be learnt, but it is a helpful tool to make learners feel the need to speak and to use the target language. Moreover, culture helps students to understand behaviors and attitudes of foreigners. For instance, a Briton might be amused if a Polish person, when hearing the conventional greeting "How are you?", started complaining about his health; on the other hand, the Polish person would wonder why his interlocutor was amused. As a result, this incident can bring about a cross-cultural or miscommunication issue (Chlopek, 2008; p. 11). Finally, the Intercultural Approach enhances the interest of students for learning more about culture and language, and through diverse activities they improve their development of the four macroskills and their communicative competence as well.

TEACHING TARGET LANGUAGE CULTURE: CASE AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

At the Foreign Language Department of the University of El Salvador, teachers claim they use the Communicative Approach and they include target culture when teaching English; however, according to the experience of different students, culture is superficially included. During five years, students learn the four macroskills: speaking, reading, writing, and listening. These macroskills are well developed by students at the end of the major, and they become able to face the world with the knowledge of English language they got. Nevertheless, their communicative ability is limited due to the lack of cultural knowledge. According to Krasner (1999), linguistic competence alone is not enough for learners of a language to be competent in that language (as cited in Peterson and Coltrane, 2003; p. 1). In the following paragraphs, the case of the FLD and its deficiencies concerning the teaching of culture will be detailed.

Firstly, after analyzing the results of the interviews done to students of the Foreign Language Department of the University of El Salvador, students claim that the lack of cultural background affects the perspective they have about other cultures, which leads to stereotype behaviors, attitudes, habits and lifestyles of foreigners. In this respect, Professor Wang Lin (2004) illustrated the case that if a Chinese student does not know things like histories, values, mode of thinking, customs, religion and life style about English, he may fail to understand the exact meaning of the texts, when completing a reading exercise (p. 2). Another example is that most of Salvadorians think that The United States of America is all about big cities, but according to the experience of students who have been there, this country has also small towns and humble people like in any other country. Consequently, the lack of cultural aspects does not allow students to participate and communicate actively in a cultural context when visiting a foreign country, since the lack of the necessary cultural background may hinder people from comprehending language (Wang, 2004; p. 2).

Since the Communicative Approach is emphasized on helping students to communicate meaningfully, culture complements this communicative goal. However, the attention teachers give to culture is not the one they claim. Kim (2004) stated that teachers "should keep in mind that one of the English teachers' roles is to help students as cultural mediators" (p. 25). Certainly, text books that teachers at the FLD use include cultural content; but only 13.63% of their content is about worldwide culture indeed. It is not just a matter of the poor cultural content, but the fact that professors do not deeply teach it, and sometimes, they even skip it. In addition, the information gathered from the interviews done to teachers at the FLD shows that 100% of them agreed that culture is implicit in the Intensive Courses. For instance, there are some pieces of American history in the textbooks, like the biography of the President John F.

Kennedy, in which students are supposed to practice their skills and to learn about culture; but teachers care mainly about the development of macroskills instead of culture. Furthermore, teachers claim that culture is taught in the Intensive Courses, but it must be included from the very beginning of the major, when the basic skills start to be developed.

Also, since teachers of the FLD do not pay enough attention to culture, the authorities of the FLD must take into consideration the promotion of culture, but they do not. The FLD pays more attention to the extra curricular activities that reinforce the macroskills. For instance, in the conversation club, they do care more about strengthening the speaking skill; the movie club's objective is to better the listening comprehension; the FLD journal enhances the writing and reading skills; etc. However, the few activities pertaining to the target language culture are neglected by the FLD. As it is the case of the Foreign Languages Festival, which is carried out once every two years; this activity is scheduled for one week. During the week, each language taught at the FLD is assigned one day to present their culture. But the time provided to this cultural event does not meet the need of the cultural knowledge that students must have. Then, the experience of students that learn English with the Communicative Approach shows that neither teachers nor the authorities of the FLD pay enough attention to teaching and promoting culture as they have to.

THE IMPLEMENTATION OF THE INTERCULTURAL APPROACH IN THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR

Taking into account that the Foreign Language Department is leaving the teaching of culture aside from the lesson plans, the implementation of the Intercultural Approach must become real. This approach, which appeared as a response to different approaches and methods

used in the teaching of Foreign Languages, is the best tool to get better outcomes in the Foreign Language Department, as it was the case of Australia, Sweden and Italy that applied this approach in their educational programs. The Intercultural Approach can easily and effectively substitute the Communicative Approach on the FLD for this "has always demanded that classroom activities have a purpose. The Intercultural Approach gives teachers and learners a clearly defined and consistent set of purposes (Corbett, 2003; p. 2). In the Foreign Language Teaching, the Communicative Approach aims at reinforcing the skills of learners by teaching the culture of the foreign country to which the language under study belongs. Learners experience culture through diverse activities developed in the classroom; however, "despite "authentic materials" imported into the foreign language classroom, the experience is a restricted and limited version of using the language in the foreign culture and society, and the principal focus remains on the language and on learners' fluency and accuracy in language use." (Byram, 1989; p. 140). In contrast, the Intercultural Approach aims at developing the Intercultural Communicative Competence on learners by teaching the culture of the countries where the language is spoken, as well as their own culture in order to compare and relate both cultures. Furthermore, the goals of the Intercultural Approach are to create an intercultural communicative competence, to make students able to understand culture from different perspectives, and to give them an intercultural understanding and mediation. Finally, the Intercultural Approach is the most complete approach developed after the 2nd World War; it improves the competences of learners as well as their skills, and it includes the aspects that the Communicative Approach lacks.

THE INTERCULTURAL APPROACH: THE BEST ANSWER FOR THE NECESSITIES OF THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR

After going through the experience of being students, the authors of this essay firmly believe that the Intercultural Approach is the best answer for the necessities of the Foreign Language Department at the University of El Salvador. The Intercultural Approach aims at making students capable of recognizing the foreign culture and comparing it with their own culture when studying a foreign language since culture and language are deeply connected. Also, the Intercultural Approach definitely improves the communicative competence of students by including language and culture at the same time. Moreover, it develops the intercultural perspectives as well as the teaching methodology on teachers. Finally, if the intercultural understanding and communicative competence are the aim of every EFL classroom, the inclusion of culture in the Foreign Language Teaching is the key for getting a successful Target Language Learning.

METHODOLOGY

The information used to support the ideas in this essay came from different sources: books, articles, online journals, and magazines. The steps to follow were based on the book "The Literature Review". The first step was to select the topic; to do this, it was necessary to know if the topic was researchable and beneficial to the society. The second step was to search the literature; this was done by collecting texts, magazines, and books related to the topic; also, some interviews to experts and a selected group of students at the FLD of UES were done. The third step was to develop the argument; after reading and analyzing the information, the researchers adopted a position that was for the teaching of culture. The forth step was to survey the literature; in this step, the most useful citations were taken from the information found in the bibliography. The fifth step was to critique the literature; this was done by selecting the quotes and the evidence from the interviews done to some teachers and students at the FLD. The interviewers provided the point of view of interviewers about the teaching of culture in the FLD. The results of those supported the argumentation presented at the beginning of the essay. Finally, the sixth step was to write the review; in this step, all the results were gathered in order to structure the final academic paper.

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ANNEXES

ANNEX 1

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

PROJECT PROFILE

"TEACHING TARGET LANGUAGE CULTURE:
THE LEARNING OF THE TARGET CULTURE IS AN ESSENTIAL PART
OF LEARNING A FOREIGN LANGUAGE"

STUDENTS' NAMES:
BATRES GONZÁLEZ, JULLIANNY BAYARONE
MERCADO TIZNADO, KAREN ELOISA
RAMIREZ HERNANDEZ, MAIRA TERESA

ADVISOR:
LIC. RENE HERNANDEZ

MAIN CAMPUS, NOVEMBER 13TH, 2009

PROJECT PROFILE

INTRODUCTION

The purpose of this profile is to provide information about the processes to follow during the research of Teaching Target Language Culture: The Learning of the Target Culture is an essential part of Learning a Foreign Language. First of all, it will present the objectives to be achieved at the end of the research. Secondly, there will be the bibliography to be consulted for gathering the information to support the research. Next, the bibliographical cards that are the information carefully selected and that will be useful for the academic paper are presented. Furthermore, there will be included the outline, which is the structured design to develop the research with a correlative and logical order to connect ideas. Then, the rationale will provide the reasons that led the researcher to choose the topic. Finally, you will find a description of the methodology that will be followed to develop the essay. The first step is the selection of the topic and the narrowing down of it. Then, the researchers will search the literature, which will support the research; Also, to develop the argument that the researchers will defend; they will survey the literature chosen; they will critique the literature found; and finally they will write the review, which will be presented in the final academic paper. These steps are based on the book of Machi and McEvoy, 2009: "The Literature Review".

TOPIC

Teaching Target Language Culture: the Learning of the Target Culture is an essential part of learning a Foreign Language.

OBJECTIVES

GENERAL:

- To propose culture teaching to the FLD as an alternative to complement the development of the four macroskills of English and the communicative competence as well.

SPECIFICS:

- To highlight the positive impact that teaching target language culture has on the motivation of students and their communicative competence.

- To know if the Foreign Language Department at the University of El Salvador includes culture in the teaching of English as a Foreign Language.

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- Wen-chi V. W. & Pin-hsiang, N. W. (2008). Creating and Authentic Environment to Enhance Students Motivation to Study English [Electronic Version]. Asian ELT Journal, Vol. 10, Issue 4, 211-226.

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- Interview done to teachers at the Foreign Language Department:
  - ❖ PhD. Nicolas Ayala, Principal and teacher at the FLD.
  - ❖ Lic. Miguel Angel Carranza, Coordinator of English Teaching Major and teacher at the FLD.

- ❖ Lic. Grace Gomez, Teacher of Intermediate Intensive English I.
- ❖ Lic. Cesar Guzman, Teacher of Intermediate Intensive English I.
- ❖ Lic. Ricardo Cabrera, Teacher of Intermediate Intensive English I.
- ❖ Lic. Miguel Angel Mata, Teacher of Intermediate Intensive English I.
- • Interview done to students at the Foreign Language Department, who have participated in the Exchange Program:
  - ❖ Blanca Dinora Delgado, student at the Foreign Language Department.
  - ❖ Pablo Santos, student at the Foreign Language Department.

BIBLIOGRAPHIC ENTRY CARDS

Author: Dimitrios Thanasoulas

Year: 2001

Text : Internet Essay
Title: The Importance of Teaching Culture in the Foreign Language Classroom.
Publisher: Radical Pedagogy
ISBN: (ISSN) 1524-6345
Dewey decimal system number:
Catalog call number
Periodical
Journal: Online Magazine
Volume: 3
Issue: 3
Pages:
Catalog call number:

Key Ideas/descriptor:

1. what most teachers and students seem to lose sight of is the fact that 'knowledge of the grammatical system of a language [grammatical competence] has to be complemented by understanding (sic) of culture-specific meanings [communicative or rather cultural competence]' (Byram, Morgan et al., 1994: 4)
2. Moreover, we should be cognisant of the fact that '[i]f 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…' (Politzer, 1959: 100-101)..
3. language is, or should be, understood as cultural practice, then ineluctably we must also grapple with the notion of culture in relation to language. Language is not an 'autonomous construct' (Fairclough, 1989: vi) but social practice both creating and created by 'the structures and forces of [the] social institutions within which we live and function' (ibid.).
4. 'Language does not exist apart from culture, that is, from the socially inherited assemblage of practices

and beliefs that determines the texture of our lives' (Sapir, 1970: 207)

5. According to Straub (1999), 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' (ibid.: 5).

Author: Wen-chi Vivian Wu and Pin-hsiang Natalie Wu

Year: December 2008

Text: Article
Title: Creating and Authentic EFL learning environment to Enhance Student Motivation to Study English
Publisher: Dr. Paul Robertson
ISBN: (ISSN) 1738-1460
Dewey decimal system number:
Catalog call number
Periodical: Internet Journal
Journal: Asian ELT Journal
Volume: 10
Issue: 4
Pages:211-226
Catalog call number:

Key Ideas/descriptor:

1. The lack of a surrounding community of English speakers outside the classroom increases the challenge for EFL instructors (Parker, 1995)

2. Dornyei defined motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.

Author: Elizabeth Peterson and Bronwyn Coltrane

Year: 2003

Text: Internet Magazine
Title: Culture in Second Language Teaching.
Publisher: http://www.cal.org/resources/Digest/0309/peterson.html
ISBN:
Dewey decimal system number:
Catalog call number
Periodical
Journal: CAL (Center for Applied Linguistics)
Volume:
Issue:

Pages:
Catalog call number:

Key Ideas/descriptor:

1. The National Center for Cultural Competence defines culture as an "integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations" (Goode, Sockalingam, Brown, & Jones, 2000).
2. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999).
3. Discussion of common proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students' native language and how differences might underscore historical and cultural background (Ciccarelli, 1996).
4. In role plays, students can act out a miscommunication that is based on cultural differences
5. Students can be presented with objects (e.g., figurines, tools, jewelry, art) or images that originate from the target culture
6. Literary texts are often replete with cultural information and evoke memorable reactions for readers
7. Film and television segments offer students an opportunity to witness behaviors that are not obvious in texts
8. Infusing cultural issues in EFL classroom helps to understand the target language.

Author: Chim. Rebecca L. & Lou, W. L.

Year: December 22, 2005

Text: Internet Magazine/Journal
Title: Integrating Chinese culture into EFL Classroom
Publisher: Rapid Intellect Group, Inc.
ISBN: (ISSN) 1096-1453
Dewey decimal system number:
Catalog call number
Periodical
Journal: Journal Professional English
Volume:
Issue:
Pages:
Catalog call number:

Key Ideas/descriptor:

1. Moran (2001) contended that culture learning is based on cultural comparison, a "process [which] runs back and forth between the learner's culture and the culture under study" (p. 126)

Author: Si Thank Kiet Ho

Year: June 2009

Text: Internet Journal	
Title: Addressing Culture in EFL Classroom: The Challenge of Shifting from a Traditional to an Intercultural Stance.	
Publisher: Center for Language Studies	
ISBN: (ISSN) 0219-9874	
Dewey decimal system number:	
Catalog call number	
Periodical	
Journal: Electronic Journal of Foreign Language Teaching	
Volume: 6	
Issue: 1	
Pages: 63-69	
Catalog call number:	

Key Ideas/descriptor:

1. Learning a language implies learning the culture of it and its advantages when talking of this multicultural world.
2. Liddicoat, Papademetre, Scarino and Kohler (2003) define culture as a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create. (p. 45)
3. Mitchell and Myles (2004) argue that "language and culture are not separate, but are acquired together, with each pro-viding support for the development of the other" (p. 235)
4. The relationship between language and culture is made mea-ningful in language learning as "the person who learns language without learning culture risks becoming a fluent fool" (Bennett, Bennett & Allen, 2003, p. 237).
5. The concept of "intercultural communicative competence" (Byram, 1997) has refocused the goal of language education with culture integrated into language study. The use of the term "inter-cultural" reflects the view that EFL learners have to gain insight into both their own and the for-eign culture (Kramsch, 1993)
6. In IcLL, language, culture and learning are fundamentally interrelated into a single educative approach (Liddicoat et al., 2003). From this concept, culture learning is defined as the process of acquiring the culture-specific and culture-general knowledge, skills, attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviourally, and affectively (Paige, Jorstad, Siaya, Klein, & Colby, 2003, p. 177).
7. Consequently, an increased cultural aware-ness helps learners broaden the mind, increase tolerance (Tomlinson, 2001) and achieve cultur-al empathy and sensitivity (Tomlinson & Masuhara, 2004).
8. With the booming of information technology and the effects of globalization that make many countries dependent on each other, students are now able to get access to many cultural resources and explore the target culture themselves. The availability of native English speakers as a rich cultural resource is also an important issue for consideration.

Author: Ferit Kilickaya
Year: July 2004

Text:	Article
Title: Authentic Materials And Cultural Content in EFL Classroom	
Publisher: http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html	
ISBN:	
Dewey decimal system number:	
Catalog call number	
Periodical	
Journal: The Internet TESL Journal	
Volume: 10	
Issue: 7	
Pages:	
Catalog call number:	

Key Ideas/descriptor:

1. Knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across. Also, Tseng (2002) suggests that culture effects changes in individual perception and is vital for expanding an individual's perspective of the world.

2. Also, Shanahan (1997, p. 168) states that cultural content provides exposure to living language that a foreign language student lacks. So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language

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Author: Ph. D. Ismail Cakir

Year: July 2006

Text
Title: Developing Cultural Awareness in Foreign Language Teaching
Publisher:
ISBN: (ISSN) 1302-6488
Dewey decimal system number:
Catalog call number
Periodical
Journal: Turkish Online Journal of Distance Education
Volume: 7
Issue: 3
Pages: 154-161
Catalog call number:

Key Ideas/descriptor:

1. To solve the communication problems in the target language in the EFL classrooms the learners need

to learn the target culture within the syllabus, and the teachers should be sensitive to the learner's fragility so as not to cause them to lose their motivation.

2. Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to understand levels of language and situationally appropriate; to act naturally with persons of the other culture, while recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students' own culture.

3. "Culture is a way of life" (Brown,1994/163)

Author: Kim Sung Jin

Year: September 2004

Text: Internet Journal	
Title: Coping with Cultural Obstacles to Speaking English in the Korean Secondary School Context	
Publisher: Dr. Paul Robertson	
ISBN: (ISSN) 1738-1460	
Dewey decimal system number:	
Catalog call number	
Periodical	
Journal: Asian ELT Journal	
Volume: 6	
Issue: 3	
Pages:	
Catalog call number:	

Key Ideas/descriptor:

1. What is blocking communication here are differences in cultures - tacit yet deep-seated beliefs about what matters in life and how people should behave.

Author: Nenden Sri Lengkanawati

Year: March 2004

Text: Internet Journal	
Title: How Learners from Different Cultural Backgrounds Learn a Foreign Language	
Publisher: Dr. Paul Robertson	
ISBN: (ISSN) 1738-1460	
Dewey decimal system number:	
Catalog call number	
Periodical	
Journal: Asian ELT Journal	
Volume: 6	
Issue: 1	

Pages:	
Catalog call number:	

Key Ideas/descriptor:

1. The global development towards the 21st century which is characterized by the advancement in science and technology with all their impacts on every aspect of life has made us aware of the importance of language as a tool for global communication.

Author: Will Baker

Year: December 2003

Text: Internet Journal
Title: Should culture be an overt component of EFL instruction outside of English speaking countries? The Thai context
Publisher: Dr. Paul Robertson
ISBN: (ISSN) 1738-1460
Dewey decimal system number:
Catalog call number
Periodical
Journal: Asian ELT Journal
Volume: 5
Issue: 4
Pages:
Catalog call number:

Key Ideas/descriptor:

1. English has become firmly established as the international language of the present time. It is used and taught in a diverse range of situations and cultures throughout the world, often far removed, in both distance and in beliefs and values, from the cultures of the original English speaking countries

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Author: Zofia Chlopek

Year: 2008

Text: Magazine
Title: The Intercultural Approach to EFL Teaching and Learning
Publisher:
ISBN:
Dewey decimal system number:
Catalog call number
Periodical
Journal: English Teaching Forum Review
Volume: 46

Issue: 4
Pages: 10-19
Catalog call number:

Key Ideas/descriptor:
1. Intercultural Approach helps students to develop intercultural competence
2. In the EFL class, students are usually monolingual and they learn English while living in their own country (Krieger 2005). They have little access to the target culture and therefore a limited ability to become culturally competent. Importantly, their aim for learning English is not only to communicate with native speakers of English but also with non-native speakers of English, which is why EFL learners are typically learners of English as an International Language (EIL). By learning English, EFL students are enabling themselves to become users of international, or rather intercultural, communicative.

Author: Jeremy Harmer

Year: 1991

Text: Book
Title: The Practice of English Language Teaching New Edition
Publisher: Longman Publishing New York
ISBN: 0582 04656 4
Dewey decimal system number:
Catalog call number
Periodical
Journal:
Volume:
Issue:
Pages:
Catalog call number:

Key Ideas/descriptor:
1. Culture is also a reason to learn English. Some students study a foreign language because they are attracted to the culture of one of the TLCs (see (c) above). They learn the language because they want to know more about the people who speak it, the places where it is spoken and (in some cases) the writings which it has produced

Author: Professor Wang Lin

Year: 2004

Text: Internet Journal
Title: A Study on Cross-cultural Barriers in Reading of English
Publisher: Dr. Paul Robertson
ISBN: (ISSN) 1539-8072
Dewey decimal system number:

Catalog call number
Periodical
Journal: Asian EFL Journal
Volume:
Issue:
Pages:
Catalog call number:

Key Ideas/descriptor:

1. Lacking of the necessary cultural background may hinder people from comprehending language.

Author: John Corbett

Year: 2003

Text:
Title: An Intercultural Approach to English Language Teaching
Publisher: Multilingual Matters
ISBN: 1-85359-684-1 (hbk) / 1-85359-683-3 (pbk)
Dewey decimal system number:
Catalog call number:
Periodical
Journal:
Volume:
Issue:
Pages:
Catalog call number:

Key Ideas/descriptor:

1. The ultimate goal of an intercultural approach to language education is not to much "native speaker competence" but rather an "intercultural communicative competence" (e.g. Byram, 1997b; Guilherme, 2002)
2. Valdes (1991:20) argues that any method of language teaching and learning is inevitably cultural: from the first day of the beginning class, culture is at the forefront. Whatever approach, method or technique is used, greetings are usually first on the agenda. How can any teacher fail to see the cultural nature of the way people greet each other in any place in any language?
3. The intercultural approach also recognises the fact that different learners have different needs, and that these needs should be taken into consideration when devising curricula and context.

Author: Dwight Bolinger, Donald A. Sears.

Year: 1981

Text: Book
Title: Aspects of Language 3rd edition

Publisher: Harcourt Brace Jovanovich
ISBN: 0-15-503872-9
Dewey decimal system number:
Catalog call number
Periodical
Journal:
Volume:
Issue:
Pages:
Catalog call number:

Key Ideas/descriptor:

1. Human language is a system of vocal-auditory communication, interaction with the experiences of its users, employing conventional signs composed of arbitrary patterned sound units and assembled according to set rules"

2. "Linguistic is a science and sciences are by definition logical systems. A language may be treated as data for descriptions that can be tested for truth of falsity".

3. "Aristotle assigned to language a position superior to logic, that of meaningful expression in general. Logic is the restricted language of affirmation and negation of propositions which are true or false".

4. Language, linked to a modicum of direct experience, is what gives us our knowledge of the world through it, reweave it in imagination, or express its truths in propositions –answers to our intentions. Language is the uncommitted means for everything".

5. "It took that long to realize that language was simply part of the development of the human race, inseparable from other physical and mental powers, modifying and being modified by them".

6. "People not only know their language, they know how to use it" (Teeter, 1973). Whether or not a given expression will be appropriate in a given situation, both of which we know from past experience, is past of our knowledge of the language and becomes one of the hovering meanings of the expression".

Author: George Yule

Year: 1996

Text: Book
Title: The Study of Language, 2nd edition
Publisher: Cambridge University Press
ISBN: 0-521-56053-4 (hardback), 0-521-56851-x (paperback)
Dewey decimal system number:
Catalog call number
Periodical
Journal:
Volume:
Issue:
Pages:

OUTLINE

**TEACHING TARGET LANGUAGE CULTURE:
THE LEARNING OF THE TARGET CULTURE IS AN ESSENTIAL PART OF
LEARNING A FOREIGN LANGUAGE**

INTRODUCTION:

Globalization influences many areas of a country's development like industry, education, technology, economy, etc. In education there have been many changes like the study of languages, the implementation of new methodologies, the modification in educational curricula, etc. According to Lengkanawati (2004), the global development towards the 21st century which is characterized by the advancement in science and technology with all their impacts on every aspect of life has made us aware of the importance of language as a tool for global communication. Due to different treaties established with countries where English is spoken, the English language has been integrated in most of the educational curricula in the Latin American countries. It has become firmly established as an international language of the present time and it is used and taught in a diverse range of situations and cultures throughout the world (Baker, 2003). El Salvador has also been part of that integration; for instance, in most of the public and private schools, English is taught as a Foreign Language. As it is established in the Plan 2021, in El Salvador it is a mandatory requirement for students

to learn English and to be fully bilingual by the end of 2021. This plan has generated some programs that help in the learning of English; COMPITE is a good example of them. It presents the "Sesame English" TV show to grasp children interest for learning English in a dynamic way. Besides, in El Salvador there are many higher education institutions that offer EFL courses and majors. The University of El Salvador is not the exception; it offers the Modern Languages Major and the English Teaching Major, which aim at developing the four macroskills: listening, reading, speaking, and writing and neglect the teaching of culture.

It is important to highlight that learning about a language is not enough when the goal is to communicate ideas and opinions through that language. Students know grammar structures of a language but are not always able to produce the language adequately and correctly in real communicative situations since they do not have enough knowledge about the target culture. The learning of people's customs and lifestyles is important too; this helps students to know how people are and react with each other. Moreover, culture is a reason for learning English; some students are interested in learning English because they want to know about the people who speak it and the country where it is spoken. Learners have to know not only how to communicate opinions and ideas, but how to face any situation in the target language country, or with its citizens; that is part of the teaching of culture. The lack of the necessary cultural background may hinder people from comprehending language (Lin, 2004); it can cause students misunderstandings when trying to communicate with people. Therefore, teaching target language culture must be included as an integral

part of EFL instruction since both, culture and language cannot be separated because

one complements the other.

Thesis Statement:
Teaching target language culture must be included as an integral part of EFL instruction since both, culture and language cannot be separated because one complements the other.

Before deepening in the importance of culture integration in the teaching of English as a Foreign Language, it is necessary to identify the meaning of the two important terms in the topic under study; these are culture and language, their definitions and their interrelation.

CULTURE:

Topic Sentence:
    Culture is a broad concept that encloses all the areas of life, including language.

Supporting Sentence 1:
    Culture includes many aspects of people's attitudes and lifestyles.

Supporting Detail 1:
    A part of culture was originally formed and transmitted from generations to generations.

Supporting Detail 2:
    Another part of culture is currently influenced by globalization.

Supporting Sentence 2:
    According to the areas it refers to, culture is divided in two meanings.

Supporting Detail 1:
    Culture with "C" refers to the individual into the society.

Supporting Detail 2:
    Culture with "c" refers to the individual itself.

Concluding Sentence:
    Culture is not only the knowledge of the areas it influences, but its application in human life.

LANGUAGE:

Topic Sentence:

Language is and has always been the most important channel of communication, which is constantly changing through time.

<u>Supporting Sentence 1:</u>

In the beginning, language was not fluently spoken but mainly imitated or represented by signs.

Supporting Detail 1:

Language used in primitive ages such as drawing on the walls.

Supporting Detail 2:

First men and women produced onomatopoeic sounds for communicating.

<u>Supporting Sentence 2:</u>

Once language became oral, a variety of communities adopted their own language code.

Supporting Detail 1:

The Spanish transmitted their language to the lands they discovered or conquered.

Supporting Detail 2:

Korea and Japan, which are in the same continent, use a different language each.

<u>Supporting Sentence 3:</u>

Although there is world language diversity, globalization makes the learning of a language in common a necessary tool to communicate among people and countries.

Supporting Detail 1:

Languages help to better the relationships between countries and consequently to improve their socio-economical conditions.

Supporting Detail 2:

English has become a Lingua-Franca among countries to develop their relationships, and it is learnt in most of the countries around the world.

<u>Concluding Sentence:</u>

The changes language has gone through time and space are diverse. However, its purpose is still the same: to communicate feelings, ideas, and to reinforce relations between people and countries.

CULTURE AND LANGUAGE INTERRELATIONSHIP:

<u>Topic Sentence:</u>

Language and culture are completely related and both are important for achieving a foreign language learning successfully.

Supporting Sentence 1:

Language cannot be divided from culture since the first one complements the other one.

Supporting Detail 1:

Language is the knowledge of structures and vocabulary that allows speakers to use it in a mechanic way.

Supporting Detail 2:

Culture helps understand and to practice language in context.

Supporting Sentence 2:

Cultural context in language learning gives the practical knowledge for developing communicative competence.

Supporting Detail 1:

Integrating culture and language lets students learn language beyond grammatical structures and understand the meaning of language in context.

Supporting Detail 2:

Knowing the culture of a language help students know how to react in any situation and therefore become culturally competent.

Concluding Sentence:

In order to learn a language, it is necessary to understand that culture is a fundamental part of language learning since it complements the successful development of competences.

IMPORTANCE OF INCLUDING CULTURE IN THE EFL CLASSROOM:

Topic Sentence:

Culture is as important as language because it helps to learn the differences between countries and their people.

Supporting Sentence 1:

Through culture, students accept people's characteristics, behaviors and attitudes they present daily.

Supporting Detail 1:

By knowing culture, learners get empathy and sensitivity towards people.

Supporting Detail 2:

Through cultural knowledge, students become aware of possible miscommunications.

Supporting Sentence 2:

Comparison and contrast between target and students' culture makes learners become critics of both cultures.

Supporting Detail 1:

Learners must first become familiar with their own culture.

Supporting Detail 2:

Students are able to explore the target culture when they are culturally competent of their own.

Supporting Sentence 3:

Knowing the target culture motivates students to enhance their communicative competence.

Supporting Detail 1:

The interaction with native speakers motivates students to learn a language.

Supporting Detail 2:

The accessibility to authentic materials motivates students to increase their knowledge of the target culture and language.

Supporting Detail 3:

The environment in which language is learnt influences learners' motivation.

Concluding Sentence:

Including culture in the EFL classroom motivates students to understand integrally and interactively the differences between countries and therefore improves their communicative competence.

INTERCULTURAL APPROACH: AN ALTERNATIVE FOR EFL TEACHING:

Topic Sentence:

The intercultural approach is a necessary tool for enhancing the communicative competence on students done through different activities.

Supporting Sentence 1:

The Intercultural Approach helps students to improve their communicative competence through different activities according to their needs.

Supporting Detail 1:

Using authentic materials, role play, discussions such as debates, going abroad, and technology help students to get involved in a real cultural experience.

Supporting Detail 2:

These activities help students create an idea about the target culture in general.

Supporting Detail 3:

By performing these activities students become capable of using their communicative competence, and putting into practice the four macroskills they have learned.

Supporting Sentence 2:

The intercultural approach motivates students to become immerse in the language. As a result, they become broaden minded, they understand other people's behaviour, they improve their cognitive area, and the communicative competence as well.

Supporting Detail 1:

The intercultural approach deals with the learners' communicative competence instead of the perfection of the four macroskills.

Supporting Detail 2:

What motivates students to improve their communicative competence is that teachers take into account topics of their needs.

Supporting Sentence 3:

The intercultural approach goes beyond the transmission of information about culture; it provides the means as well as the knowledge students need when performing certain attitudes, behaviours.

Supporting Detail 1:

Through learning culture, students get the knowledge to manage any situation they could face when traveling to a foreign country.

Supporting Detail 2:

It helps students to understand behaviours and attitudes of foreigners because through culture students learn different aspects that can be face when going abroad.

Concluding Sentence:

The Intercultural Approach enhances the interest of students for learning more about culture and language, and through diverse activities they improve their development of the four macroskills and their communicative competence as well.

TEACHING CULTURE: CASE AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR:

Topic Sentence:

At the Foreign Language Department of the University of El Salvador, teachers claim they use the Communicative Approach and include culture when teaching English; however, according to the experience of different students, culture is superficially included.

Supporting Sentence 1:

Students claim that the lack of cultural background affects the perspective they have about other cultures which leads to stereotype behaviors, attitudes, habits and lifestyles of foreigners.

Supporting Detail 1:

Because of the lack of cultural knowledge, most of the people think that every American has a wealthy economical status.

Supporting Detail 2:

The lack of cultural aspects does not allow students to participate actively in a cultural context when visiting the foreign country.

Supporting Sentence 2:

Since The Communicative Approach is emphasized on helping students to communicate meaningfully, culture complements this communicative goal. However, the attention teachers give to culture is not the one they claim.

Supporting Detail 1:

Text-books that teachers use at the FLD include a poor content of culture, which most of the time is skipped or not deeply taught by teachers.

Supporting Detail 2:

Teachers of the FLD claim culture is implicit in the intensive courses, but teaching culture is necessary from the very beginning of the major when the basic skills start to be developed.

Supporting Sentence 3:

In addition, since teachers of the FLD do not pay enough attention to culture, the authorities of the FLD must take into consideration the promotion of culture, but they do not.

Supporting Detail 1:
> The FLD pays more attention to the extra curricular activities that reinforce the macroskills.

Supporting Detail 2:
> The few activities pertaining to the target language culture are neglected by the FLD.

<u>Concluding Sentence:</u>
> The experience of students that learn English with the Communicate Approach demonstrates that neither teachers nor the authorities of the FLD pay enough attention to teaching and promoting culture as they have to.

CULTURE AS AN INTEGRAL PART OF TEACHING ENGLISH AS A FOREIGN LANGUAGE:

Culture is a broad concept that includes all the aspects that shape human identity. It has an important place in foreign language teaching and learning. It is widely recognized that language is used as the main tool through which culture is communicated. People communicate culture through gestures and expressions, which are part of their language. The interest of incorporating culture in the teaching of language is just to make students integral foreign language speakers. Kiet Ho (2009) claimed, "Living in today's multicultural world, language learners need to develop not only their linguistic competence but also their intercultural communicative competence to overcome both linguistic and cultural barriers they may encounter in interaction with people from other cultures" (p. 72). The lack of a true immersion or an authentic environment diminishes learning proficiency. If it is not possible to experience the culture in the foreign country, it is necessary to make students live a similar environment inside the classroom.

The Intercultural Approach enhances students' communicative competence and their awareness of the relationship between language and culture teaching, which is

seen as an integral component of language teaching. Moreover, it helps to develop teachers' intercultural perspectives that have an impact on their language teaching methodology. At the Foreign Language Department of the University of El Salvador, teachers have included cultural materials just for reinforcing the four macroskills. However, culture must be integrated as part of EFL classroom and language teaching when teachers view culture as an integral part of a syllabus (Chim, 2005). Finally, if the intercultural understanding and communicative competence are the aim of every EFL classroom, the inclusion of culture in the Foreign Language Teaching is the key for getting a successful Target Language Learning.

RATIONALE

Since the very beginning of globalization, there is the necessity of human beings to accelerate the rhythm of modernization in order to have better living conditions. Realizing the importance of being updated in all aspects, the third world countries like El Salvador started the teaching of a new subject in the educational curricula: English, since it is known as the *lingua franca* (the language used to communicate between two or more people from different countries) for business as well as the international tongue for globalization.

As an answer to this reality the Ministry of Education of El Salvador carried out a variety of English studies in the different areas of education. The University of El Salvador started to offer some majors focused on the entire learning of English as a Foreign Language. The English Teaching and the Modern Languages Majors were created in 1977 and 2002 respectively. At the moment, both majors are among the most saught after in the University by the new students. Moreover, job opportunities for

nonnative speakers of English nowadays are increasing in the country, and mostly for those whose speech is fluent. That is why English teachers are taking care of those skills that globalization demands. But, what about culture? Are teachers paying enough attention to this area?

This topic is interesting to research because students in the FLD need to learn culture since it is an integral part of the learning of a language. As many experts claim, culture cannot be separated from language. While language refers to grammatical structures, vocabulary and basic notions, culture provides the context for practicing those notions. As a result, students can improve their communicative competence. In addition, this essay aims at proposing to the FLD faculty of the University of El Salvador reasons and alternatives for the integration of culture as an essential part in the curricula so that students will be able to handle any real communicative situation in a cultural context.

METHODOLOGY

The methodology used to support the ideas in this essay will come from different sources: books, articles, online journals, and magazines. The steps to follow are based on the book "The Literature Review". The first step is to select the topic; to do this, it is necessary to know if the topic is researchable and beneficial to the society. The second step is to search the literature; this will be done by collecting texts, magazines, and books related to the topic. The third step is to develop the argument; after reading and analyzing the information, the researchers will adopt a position that can be either against or for the teaching of culture. The forth step is to survey the literature; in this step, the most useful citations will be taken from the information found in the

bibliography. The fifth step is to critique the literature; this will be done by selecting the quotes and the evidence from the interviews done to some teachers and students at the FLD. The interviewers will provide the point of view of interviewers about the teaching of culture in the FLD. The results of those will support the argumentation presented at the beginning of the essay. Finally, the sixth step is to write the review; in this step, all the results will be gathered in order to structure the final academic paper.

ANNEX 2

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

TEACHING TARGET LANGUAGE CULTURE: THE LEARNING OF THE TARGET
CULTURE COMPLEMENTS THE LEARNING OF A FOREIGN LANGUAGE.
BY: JULLIANNY BATRES, KAREN MERCADO AND MAIRA RAMÍREZ

INTERVIEW FOR STUDENTS, WHO HAVE LIVED IN THE TARGET CULTURE, AT THE
FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

OBJECTIVE:

To inquire about students' experiences in the target language culture and to identify misunderstandings and cross-cultural issues students faced in that country.

NAME: _____

REASON FOR BEING ABROAD: _____   YEAR: _____

TIME: _____

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1. What is culture?

2. Do you think there is a relationship between culture and language? Why?

3. Do you think culture is included in the teaching of English in the FLD?

4. Did you face any inconvenience regarding cultural aspects in the foreign country? Please, explain it.

5. Based on your experience as a student, do you think the FLD makes emphasis on teaching target language culture?

6. Do you believe it is important to include culture as a subject in the foreign language curricula?

7. Do you think that the lack of cultural background affects your communicative competence in the target language? Please, explain it.

ANNEX 3

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

TEACHING TARGET LANGUAGE CULTURE: THE LEARNING OF THE TARGET CULTURE COMPLEMENTS THE LEARNING OF A FOREIGN LANGUAGE.
BY: JULLIANNY BATRES, KAREN MERCADO AND MAIRA RAMÍREZ

INTERVIEW FOR TEACHERS AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

OBJECTIVE:

To learn about teacher' attitude towards the teaching of Foreign Language Culture and how they implement it.

NAME: _____

1. What is culture?

2. Do you think there is a relationship between culture and language? Why?

3. Which methodology or approach do you use for teaching English? Please, explain it.

4. Does this methodology or approach include culture?.

5. Do you think the FLD makes emphasis on teaching target language culture?

6. Do you think culture is important for learning English?

7. Do you believe it is important to include culture as a subject in the foreign language curricula? Why?