

Master in Teaching English as a Foreign Language

Module Title	Cultural Aspects of Foreign Language Teaching		
Teacher	María del Carmen Méndez García		
Institution	Universidad de Jaén		
E-mail	cmendez@ujaen.es		
Credits	4	Semester	1
Specialisation track for which this module is compulsory:	Specialisation track(s) to which this module is available on an optional basis:		
- Teaching through English in Bilingual schools	<ul style="list-style-type: none"> - Teaching English through Literature - Developing English Teaching Skills 		

COURSE AIMS

Knowledge

Upon completion of this course students will be able to:

- Know the main meanings generally associated with keywords such as “culture”, “multicultural”, “pluricultural”, “(socio)cultural competence” and “intercultural competence”.
- Know and critically reflect upon different models of intercultural competence and their pedagogical implications for the foreign language classroom and other subject areas in bilingual education
- Be familiar with the main elements of a (socio)cultural and intercultural syllabus.
- Be familiar with a wide array of pedagogical aspects which allow for the inclusion of a (socio)cultural and an intercultural component in the foreign language class and in other subject areas in bilingual education.
- Know the role the (socio)cultural and the intercultural dimensions in foreign language teaching should play in the foreign language class and in bilingual teaching according to European and Spanish official documents.

Specific Skills

Throughout the module students will be expected to:

- Reflect upon how globalisation and internationalisation have an effect upon foreign language teaching
- Reflect upon the issues of the cultural dimensions of foreign language learning by creating their own material: proposing a (socio)cultural syllabus, building an intercultural syllabus, creating their cultural / intercultural activities, analysing the role of the cultural dimension in foreign language teaching material or in concrete teaching scenarios, etc.
- Gather and create a battery of cultural and intercultural activities to be used in foreign language teaching situations.

COURSE CONTENTS

1. Basics for the inclusion of cultural aspects in foreign language teaching in the 21st century

1.1. The role of English in the context of internationalisation and globalisation

- 1.2. The concept of “culture”
 - 1.3. The concepts of “multicultural”, “pluricultural”, “(socio)cultural” and “intercultural” (competence) in Council of Europe documents
 - 1.4. Language, culture, thought and identity
- 2. Models of culture teaching and their pedagogical implications**
 - 2.1. The teaching of the (socio)cultural dimension in the foreign language class
 - 2.2. Models of intercultural communicative competence
- 3. The cultural and the intercultural dimensions in a foreign language syllabus**
 - 3.1. Goals
 - 3.2. Contents
 - 3.3. Materials
 - 3.4. Methodology
 - 3.5. Assessment
- 4. Further practical aspects in the incorporation of an intercultural dimension in the syllabus**
 - 4.1. Searching for the intercultural individual
 - 4.2. Dealing with stereotypes and misconceptions
 - 4.3. The study visit

CLASS TIMETABLE

This is a course entirely taught on-line. This will give students the flexibility to organise their study-time as best suits them; at the same time, rigorous attention to deadlines concerning readings and tasks is expected. Students must also feel comfortable to self-pace their studies, in particular with a view to preparing a portfolio containing descriptive and analytical materials reflecting their individual learning progress.

The course will be activated on-line during the first week of January, although consultation with the tutor and the on-line activities will start on 14 January 2008.

- Topic 1 will be dealt with on-line (consultation + activities, debates / discussions) from 14th – 20th January
- Topic 2 will be dealt with on-line (consultation + activities, debates / discussions) from 21st – 27th January
- Topic 3 will be dealt with on-line (consultation + activities, debates / discussions) from 28th January – 3rd February
- Topic 4 will be dealt with on-line (consultation + activities, debates / discussions) from 4th – 10th February

On-line teaching concludes 10 February 2008.

The due-date for the completion of the portfolio is 15 February 2008.

TEACHING AND LEARNING METHODS

Since this module is taught entirely on-line through the WebCT internet platform, students have the flexibility to work at their own pace. Each of the topics will be distributed on a weekly basis and students will be asked to participate in the on-line activities and discussions related to each topic, if possible, within the week allocated to it.

Students are expected to study the materials available on the platform, to complete the required readings, to do the required activities and to participate actively in the group discussions in the forum. Students will interact on-line among themselves and with the lecturer for feedback and assistance.

All the on-line materials (instructions, topics, assignments, etc.) for the course will be available on the WebCT platform 4-7 days before the course starts to help participants get familiar with them and to give them time to reflect upon the course contents and assignments.

On 15 February 2008, participants will hand in their portfolio. The portfolio will include four 750-1000 word activities, one related to each topic. Within each topic, participants will be offered, at least, a choice of two possible activities to be included in the portfolio so that they can select the one they prefer to work on.

Since this module, partly in conjunction with the module on [Teaching and Learning in a Bilingual Classroom](#), paves the way for many of the other more specific modules, students are expected to master the theoretical concepts presented, but also discover their practical implications for teaching culture and intercultural aspects in a bilingual programme. It is therefore suggested that students initiate a process of reflection to compare the way in which they acquired their cultural identity and how this compares to the way they intend to teach languages based on cultural identity formation.

ASSESSMENT

Assessment will be based on the following elements:

- Active on-line participation:
 - Consultation with tutor, activities, debates and discussions: 40%
- Portfolio writing:
 - Four 750-1000 word activities: 60%

READINGS

Recommended readings

- Byram, M. *et al.* 1994. *Teaching-and-Learning Language-and-Culture*. Clevedon: Multilingual Matters. Chapter 2: Methodology and Methods (pp 41-60).
- Byram, M., Gribkova, B. and Starkey, H. 2002, *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Strasbourg: Council of Europe.
- Corbett, J. 2003. *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters. Selection of sections from Chapter 5: Ethnographic approaches to culture and language; and Chapter 6: Exploring culture through interviews (pp. 105-122). Chapter 7: Developing visual literacy (pp. 139-164).
- Glaser, E., M. Guilherme, M.C. Méndez García & T. Mughan. (in press). *Intercultural Competence for Professional Nobility*. Strasbourg: Council of Europe. (pages to be specified)
- Pavlenko, A. and Lantolf, J.P. 2000. Second language learning as participation and the (re)construction of selves. In J.P. Lantolf (ed) *Sociocultural Theory and Second Language Learning* Oxford: Oxford University Press. Chapter 7: pp. 155-177.
- Seelye, H. N. 1993. *Teaching Culture: Strategies for Intercultural Communication*. Lincolnwood (Illinois USA): National Textbook Company Publishing Group. Chapter 11: Culture assimilators, culture capsules, culture clusters (pp. 162-186). Chapter 13: Testing cultural attitudes and understanding (pp.207-234).

- Seidlhofer, B. 2003. *A concept of International English and related issues: From 'real English' to 'realistic English'*. Strasbourg: Council of Europe.
- Stern, H.H. 1992. *Issues and Options in Language Teaching*. Oxford: Oxford University Press. Chap 8: The Cultural Syllabus. (pp 205-242)

Suggestions for further readings

- Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M. and Zarate, G. 1994. *Definitions, objectives and evaluation of socio-cultural competence*. Strasbourg: Council of Europe CC-Lang (94)1.
- Byram, M. and Zarate, G. 1997. *The sociocultural and intercultural dimension of language learning and teaching*. Strasbourg: Council of Europe
- Byram, M., A. Nichols and D. Stevens (eds). 2001. *Developing Intercultural Competence in Practice*. Clevedon: Multilingual Matters.
- Parmenter, L. 2003. Defining and describing intercultural communicative competence – international perspectives. In M. Byram (ed.) *Intercultural Competence*. Strasbourg: Council of Europe.
- Phipps, A. and M. Guilherme. 2004. *Critical Pedagogy: Political Approaches to Language and Intercultural Communication*. Clevedon et al.: Multilingual Matters.
- Sercu, L., E. Bandura, P. Castro, L. Davcheva, C. Laskaridou, U. Lundgren, M.C. Méndez García and P. Ryan. 2005. *Foreign Language Teachers and Intercultural Competence. An International Investigation*. Clevedon: Multilingual Matters.
- Trujillo Sáez, F. 2006. *Cultura, comunicación y lenguaje. Reflexiones para la enseñanza de la lengua en contextos multiculturales*. Granada: Editorial Octaedro Andalucía.

Practical books containing cultural / intercultural activities

- Fantini, A.E. (ed.). 1997. *New Ways in Teaching Culture*. Washington, DC: TESOL
- Pulverness, A. 2001. *Changing Skies. The European course for advanced language learners*. Stirling: Swan Communication.
- Gaston, Jan. 1992. *Cultural Awareness Teaching Techniques*. Brattleboro,VA: Pro Lingua Associates

STUDENT WORKLOAD

	Hours
Study of theoretical contents on-line	20
Readings	30
Activities, debates and discussions on-line	20
Port-folio writing: four 700-1000 word activities	30
Total	100