THE USE of INSTRUCTIONAL MATERIALS and TASKS for INTEGRATING CULTURAL CONTENT and LANGUAGE LEARNING

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Objectives

This workshop will provide participants with

- benefits of integrating cultural content in language teaching and learning
- key concepts and principles of selecting instructional materials to include cultural content.
- design of tasks from selected teaching materials in their own teaching context

What is culture?

Culture:

- is “the product of socially and historically situated discourse communities, created & shaped by language” (Kramsch, 1998, p.10)
- refers to social and cultural contexts, as well as language functions to work as effective facilitators for comprehension (Lantolf, 2000)

Culture:

- is “a complex system of concepts, attitudes, values, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group…” (Scarino & Kohler, 2003, p.45)

Why should we include cultural content in English Language teaching and learning?

Benefits of integrating culture in language learning

- Understanding social variables, including social class, age, gender, which may affect the ways in which people speak and behave
- Becoming more aware of conventional behavior in the target culture and cultural connotations of words and phrases in the target language.

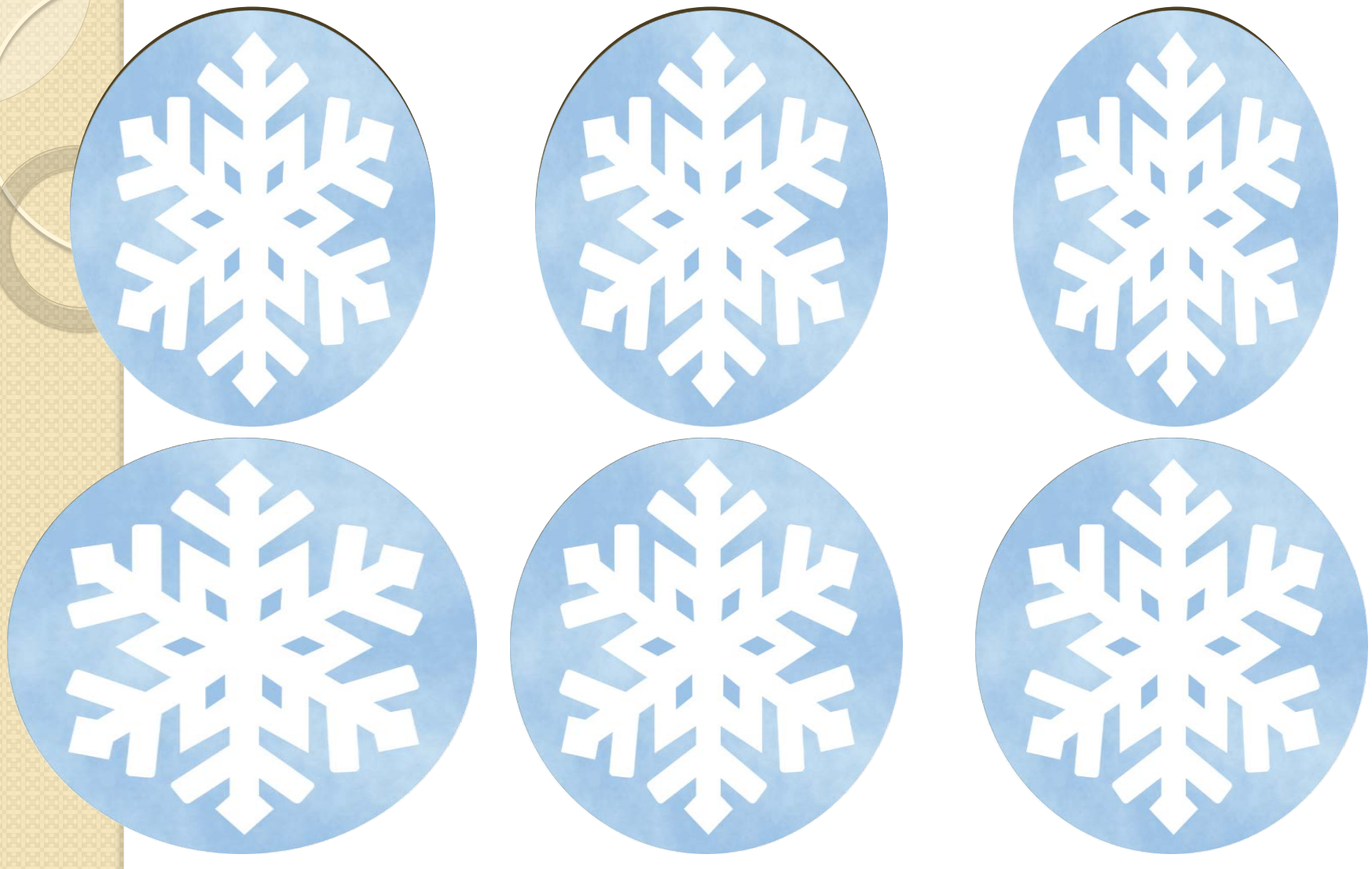
Benefits of integrating culture in language learning

- Acknowledging various identities of others and respecting them.
- Developing necessary skills to locate, organize and evaluate information about the target culture
- Being able to communicate and interact effectively with people from different cultural background

In order to include cultural content, it is crucial to:

- select appropriate instructional materials
- use effective methods and strategies
- design tasks appropriately with students' language proficiency

WHAT ARE INSTRUCTIONAL MATERIALS?



Printed or Non-printed items & electronic resources

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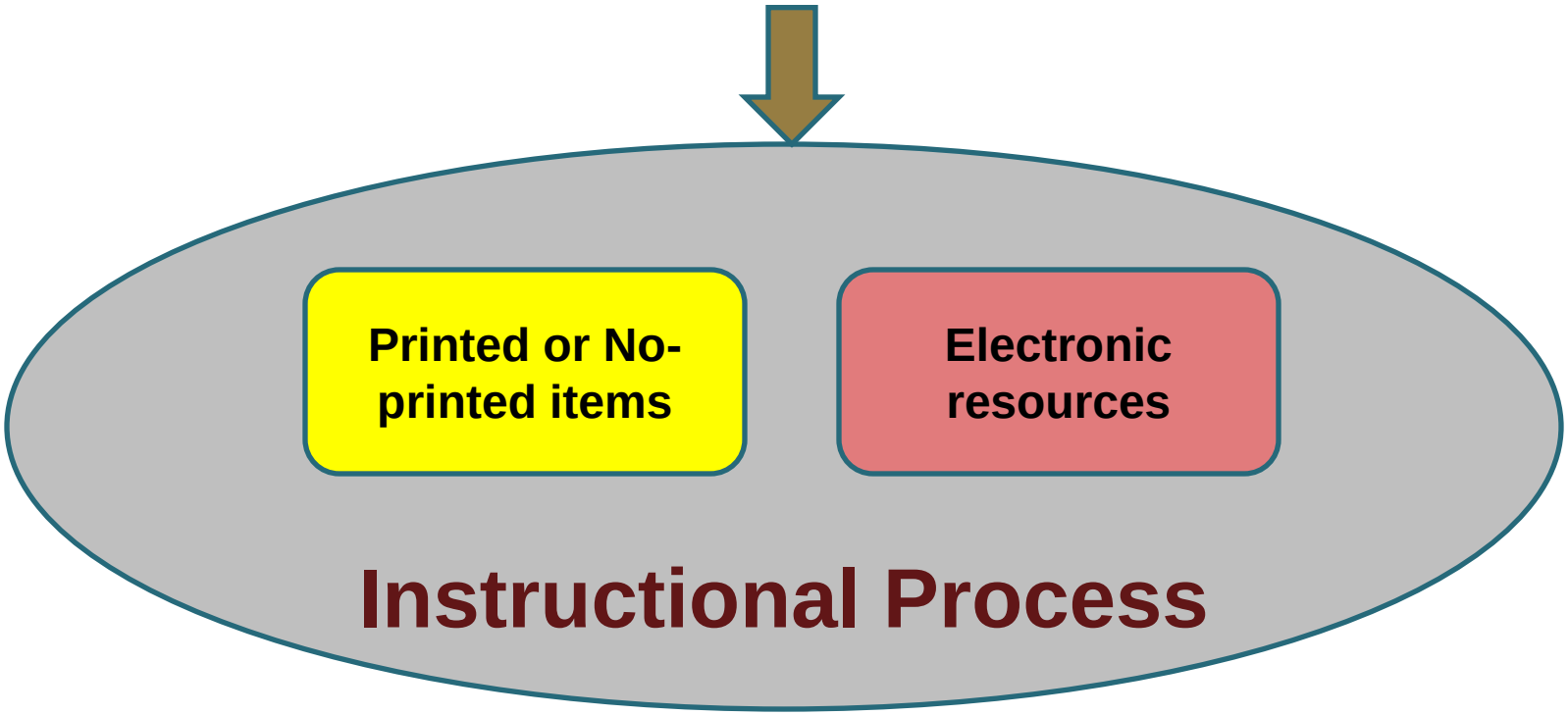
INSTRUCTIONAL MATERIALS

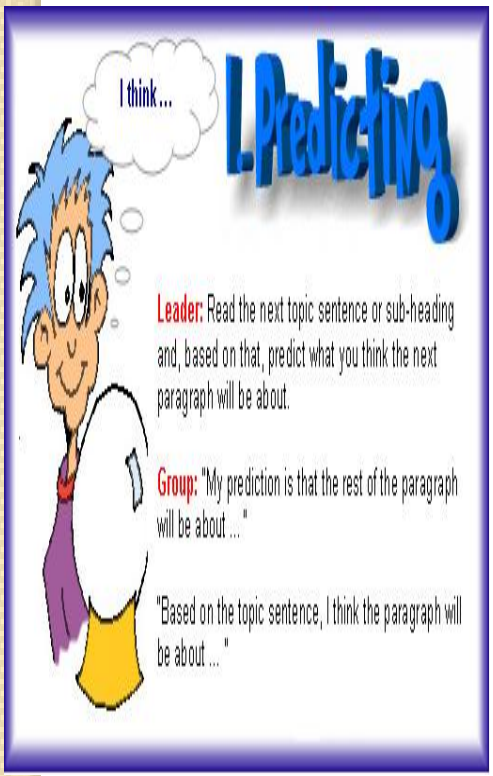


Instructional Materials Resources

PRIMARY RESOURCES

SUPPLEMENTARY RESOURCES

How much do you these supplementary resources to design tasks to integrate cultural content in English language teaching and learning?



Teaching Cards & Posters

Authentic materials

Technological devices

Principles of using instructional materials & designing tasks to integrate cultural content

1. Identifying cultural theme
2. Designing tasks to present cultural goals or phenomenon
3. Providing the language input and cultural information for communication

Task 1: Debate and Discussion

I AGREE

I DISAGREE

Task 1: Debate and Discussion

Man should be the leader of the family

Doing housework is considered a woman's duty

Women are more emotional, aware of others' feeling and warm than men

Men are smarter than women

Group discussion

- What is the cultural theme of this task?

Gender Stereotypes

- What are the objectives of this task?

Raise learners' awareness of cultural beliefs in the roles of men and women

- What language input does the teacher need to provide students with?

Expressions & phrases for giving opinions & ideas

Principles of using instructional materials & designing tasks to integrate cultural content

4. Creating authentic classroom environment
5. Focusing on interactional spoken communication
6. Helping learners understand their own and foreign culture and identify similarities and differences
7. Expanding learners' intercultural knowledge

What types of tasks can be used?

- Role plays
- Poster Presentation
- Interviews
- Discussion

- Debates
- Projects
- Games
- Map
- Problem-solving
- Simulations

Task 2:

Watch a video clip and discuss how to use this authentic material to raise learners' awareness of conventional behaviors in different culture

https://youtu.be/UTE0G9amZNk

Task 3: Poster Presentation

Topic: New Year Celebrations

Cultural goals: Identifying similarities and differences in celebrating New Year's traditions

Materials:

- Video clips about New Year Celebrations in Vietnam and the United States
- Authentic reading texts about New Year Celebrations in Vietnam and the United States

Language knowledge:

- Comparison
- Simple Present

References

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