CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents review of related literature which is used as the foundation and reference related to this study. Mainly, this chapter will be divided into three main parts sub-chapter; language and culture, how to teach culture in language class, and the benefits of incorporating culture in language classroom.

A. Review of Related Literature

1. Language

There are some descriptions of the language term based on its function. Language can be seen as a code or a social practice. In its function as code, "language is made up of words and a series of rules that connect words together."[1] While, from the different view, quoted from Shohamy, "an understanding of language as 'open, dynamic, energetic, constantly evolving and personal"[2], indicates that language cannot be seen from the linguistic aspect only, instead of that, "a language is a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this."[3] Hence, this understanding implies that language term is not enough to be

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[1]The Australian Government.Department of Education, Employment and Workplace Relations.*Language, Culture and Learning*.(Canberra: GPO. 2005), 2.
[2]The Australian Government Department of Education, Employment and Workplace Relations, *Language, Culture and … 2.*
[3]The Australian Government Department of Education, Employment and Workplace Relations, *Language, Culture and … 2.*

considered merely as a code, but as a social practice. It means that language definition cannot be limited only in linguistic matter, instead as a means to communicate and establish interpersonal relationship in society.

2. Culture

Based on the "Teaching and Learning Languages: A Guide", "One way in which culture has often been understood is as a body of knowledge that people have about a particular society."[4] However, as a body of knowledge, there are several dimensions to see a culture as knowledge such as culture about knowledge of works of arts, places and institutions, events and symbols, and ways of living. In the case of education, specifically, language education, all of that knowledge in which a part of cultural content scope can be considered as a set of learnable rules aimed for students to be noticed and understood. The cultural information which is acquired should not be merely about the cultural facts exemplified about music, food or holiday stuffs, but also in the deeper sense of culture such as the values, norms or beliefs of its society, because culture understanding essentially is how to grasp a framework and paradigm of a particular group of people live and communicate shared meanings with each other

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[4]The Australian Government Department of Education, Employment and Workplace Relations, *Language, Culture and …* 5.

3. Cultural content

First of all, remember that Cultural Content term in this research only refers to cultural information of the target language society, or in the other words, it denotes to native speakers cultures.

a. Allwood Theory

According to Allwood (1990), there are two main parts of culture-embedded information that generally associated with language teaching;

1. Factual Cultural Information

Parts of culture involved as cultural information are; (1) Physical geography; natural environment, climate, natural resources, (2) Cultural geography; demographic distribution, routes of transportation, exploitation of the natural environment, (3) History Religious and other significant ideologies, (4) Political and social institutions, (5) Types of industry, (6) Types of commerce, (7) Types of contacts with other groups, (8) Customs of habitation, (9) Customs of eating, (10) Customs of clothing, (11) Leisure, Sports and holidays.[5]

The factual information above is mostly contained in books, comics, movies or video films. However, the students can obtain the information inside the classroom if the teacher wants to employ the usage of authentic

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[5]Jens Allwood. "On The Role of Cultural Content and Cultural Context in Language Instruction".Gothenburg Papers in Theoretical Linguistics 60, (University of Göteborg, Dept of Linguistics 1990), 4.

material like essay, article, magazine, and so forth or do the role-play as one its methodology to acquire cultural content. While the factual information actually is a part of culture that still considered as shallow and superficial, but in the case of language learning, the beginning of cross cultural awareness initially started with those stuffs.

2. Attitudes and Values

Below is the information that is included as attitudinal and values focus: family, child rearing, love and sex, friendship, sex roles, work, authority, hospitality, beauty, time, space, goals of life, view of death, criteria for belief and knowledge, view of the Divine and/or supernatural, metaphysics.[6] The information included as attitudes and values generally relate with the paradigm or behavior of target language people toward intangible matter such as the human relationship or any other deeper sense opinion.

b. Standards for Foreign Language Learning (3Ps) Theory

Another theory concerned with teaching culture is stated in Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999) which provides a framework of three elements of culture; "the philosophical perspectives, the behavioral practices, and the products –both tangible and intangible of a society."[7]

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[6]Jens Allwood. "On The Role of Cultural Content and… 6-7.
[7]Jerrold Frank, "Raising Cultural Awareness… 3.

Accordingly, there are three basic components of culture that integrate one another known as 3P, which are: Perspectives are what members of a culture think, feel, and value, Practices are how members communicate and interact with one another, and Products are the things members of a group create, share, and transmit to the next generation, ex: technology, music, art, food, literature, etc.[8] It means that 'perspective' represents the attitude and behavioral side, 'practice' is about the interaction and interpersonal relationship matter, stated by Lafayette cultural practices are, 'patterns of behavior accepted by a society', or in the other words are 'what to do where and when'.[9]It also includes any other forms of procedural aspects of cultures such as rites of passage and use of the forms of discourse.[10]It means that Practices emanates from cultural practical way including interaction, rites, and discourse form. While 'products' are culture manifestations which embodying as a real form that can be seen, listened, read or experienced by human body senses.[11]

Products are easily identified, even they come in tangible or intangible form, yet they are easier to be observed rather than the other two categories; practices and perspectives.[12]Practices and Perspectives are more difficult to notice and its feature is so subtle because they bound up and ingrained in society interaction and their way of life, so people think it is something normal or 'right'way to

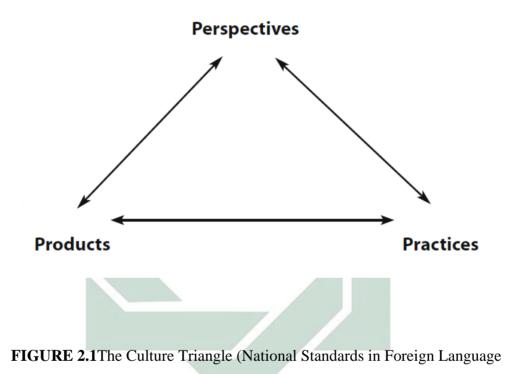---

[8]Jerrold Frank, "Raising Cultural Awareness… 3.
[9]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 78.
[10]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 78.
[11]Jerrold Frank, "Raising Cultural Awareness… 3.
[12]Jerrold Frank, "Raising Cultural Awareness… 3.

dosomething.[13]People will think that there is nothing much distinctive or special with something they always do comparing tothe other cultures' people do; therefore those two categories are more difficult to recognize. The relationship between three elements of culture is represented in triangle diagram as in below:

Perspectives

Products   **Practices**

FIGURE 2.1 The Culture Triangle (National Standards in Foreign Language

Education Project, 1999, p.47) from Oxana Dema and Aleidine J. Moeller in

"Teaching Culture in 21st Century Language Classroom"

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[13]Jerrold Frank, "Raising Cultural Awareness… 4.

According to the Standards for Foreign Language Learning (1999) regarding to the teaching culture:

2.1 Students should demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.[14]

2.2 Students should demonstrate an understanding of the relationship between the products and perspectives of the culture studied.[15]

Based on standard points above, it can be seen that the three categories of cultures are intertwined and influencing one another. Perspectives at the top of the culture triangle show that perspectives are a main source of the culture and the other two categories; practices and products are derived from it.[16]

4. Interrelation Between Language and Culture

The main concern of learning another language is comprehending the relationship between language and culture. "In actual language use, it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural framework."[17] Moreover, Liddicoat, Papademetre, Scarino, & Kohler stated that "learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language

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[14]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century Language Classroom", *Department of Teaching, Learning, and Teacher Education.*Paper 181, 2012, 78.
[15]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 78.
[16]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 78.
[17]Jerrold Frank, "Raising Cultural Awareness… 3.

whenever it is *used.*"[18] It means that language can reflect its society's culture. Once language is used by speakers, it is inevitable to not link the language to its culture since both variables are bound up together. Learners need to learn target language's culture to both, enhance their language skill and improve the cross-cultural awareness in order to carry the precise meaning and avoid any misunderstanding meaning interpretation in speaking.

5. **How to Teach Culture in Language Class**

Numerous strategies and techniques in teaching culture in language classroom have been developing for years. Certain strategies to incorporate cultural content in language are necessary to achieve intended class's goals and objectives. There are several strategies to embedding culture in language classroom based on Frank in his journal "Raising Cultural Awareness in the English Language Classroom" which are by cultural collections, web quests, cultural "informants", role-plays, cultural observations, and culture journals.

First strategy is cultural collection. This strategy requires the use of authentic materials as many as possible in various formats. Learners and teachers can employ lots of media such as movies, music, literature or everyday items as a means to feel, analyze and sense the target's language culture in more tangible way. Learners could be asked to describe and identify those authentic materials

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[18]The Australian Government Department of Education, Employment and Workplace Relations, *Language, Culture and …* 4.

based on their use, function or criteria in order to enhance their understanding in target language's culture. Furthermore, the use of authentic collections also can be a media to compare between the students' culture and foreign culture that they learn exemplify students can explain how a particular material have different function or use in their country and how it represent their country's culture. The benefits of this strategy are beside that students will be more interest and encourage understanding the cultural content in real way which is also fun for them, it also easy to be integrated with the topic within language classroom.[19]

Second is web quest. This strategy requires reliable internet connections and access to computers. The teacher will ask the learners to make a report with certain cultural topic like food, music or etiquette. The report will analyze the background information of cultural practice, for example; "why do people do the things they do?" This report will be such a mini-research which conducted based on the internet sources, and the teacher's role is provide them the information of internet sites related with the topic. The details of the report can be either, designed by either the teacher or the students themselves. It should be noted that the report will be based on several questions to investigate the history, origin, or even comparison of culture aspects. The final task of this strategy is presenting their report in front of the class using creative media such as power point, poster,

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[19]Jerrold Frank, "Raising Cultural Awareness… 7.

or properties. The benefits of this technique are it improves students' observation, cultural awareness and English skill at once.[20]

Third is cultural "informant" strategy. This technique employs the native speaker or proficient non-native speaker as the cultural informer or source. They will be invited to the class and explain the specific aspect of their culture. Yet, the students should have prepared some questions to ask beforehand. The questions may be about that native local's culture or even how is the behavioral standpoint of foreigners while implementing their culture, for instance; Is it okay in your country to _____? Why do people in your country _____? This strategy can also be an opportunity to give reciprocal feedback and teach the informant about students' culture. It is going to be a chance for students to have cross cultural understanding by comparing both cultures while practicing their speaking skill as well.[21]

The fourth strategy is using role play. Role plays can engage the students wholly to be more feeling and empathic with the situation of different context by simulating situation in the role-plays. "For example, students can think of ways communication may fail between people from high- and low-context cultures and invent scenarios to illustrate how problems arise."[22] While, some students perform in front of the class, the rest of it can become audiences which observing and analyzing the play. They can do a discussion related with how miscommunication

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[20]Jerrold Frank, "Raising Cultural Awareness… 7-8.
[21]Jerrold Frank, "Raising Cultural Awareness… 8.
[22]Jerrold Frank, "Raising Cultural Awareness… 8.

can take place, how it can be avoided and how to overcome it. Therefore, the teacher should prepare in advance about the issue or the situation that they will perform. The details included the outline's play, the role and proportion's given to each student, and the messages behind the play should be designed clearly by the teacher. Furthermore, ensure that students can give teacher relevant feedback and constructive opinion toward the situation being played out.[23]

The fifth is using culture observations. The students will be asked to collect the cultural practices products of their own culture and target language's culture first, like movie, music, poetry, books, magazines, etc. Afterwards, students can conduct the observation by describing the behavior and those products, then find the similarities and differences between two cultures and discuss it together with other students. By comparing and understand the significances of each culture, the students will improve their intercultural competence and their critical thinking skill. Furthermore, language skill also can be practice while observing the products they read, hear or see.[24]

The last technique is culture journals. Culture journal is a kind of journal that is used to reflect the students' cultural experience and feeling toward both their own culture and the culture they are being studied. Teacher can give five to ten minutes at the end of class session to reflect their cultural experience they get along the class, or might be the cultural insight they get outside the classroom.

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[23]Jerrold Frank, "Raising Cultural Awareness… 8-10.
[24]Jerrold Frank, "Raising Cultural Awareness… 10.

The journal is meant to be a recording of thoughts, emotions, and reactions to the activities in the classroom and serve as records of experiences that can help students reflect on their growth toward becoming intercultural competent.[25]

Furthermore, Dema and Moeller suggest some approaches used in incorporating culture content in language classroom with more recent way in their paper "Teaching Culture in 21st Century Language Classroom". The strategy suggested is emphasized in technology usage to support the learning process. Integrated technology in learning can be an effective and engaging method to teach culture. There are some media which are perceived to help students learning culture such as Web 2.0 and digital media.

Means included as Web 2.0 media are forums, blogs, social networking, wiki, and so forth. Quoted from Ducate and Lomicka that "Teachers find blogs attractive for at least two reasons—interactivity and collaboration"[26] Furthermore, Ducate and Lomicka have applied the using of Web 2.0 media, especially blog to give a model how this strategy implemented in the classroom. Mainly, the students are asked to run their own blogs using a blog server in the target language as their project. By blogging, the students need to read, write and express themselves using target language. The topics varied from daily life, to current events and popular culture of language they learn. The benefits of blogging project are that they can feel and experience virtually the taste of target

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[25]Jerrold Frank, "Raising Cultural Awareness… 10.
[26]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 83.

language culture. If it is observed from the 3P culture triangle, the using of blog emphasizes in practices and perspectives elements. Furthermore, blogging project helps students improve their language skill, mainly reading and writing skill as well as their vocabulary and grammar. However, the foremost benefit is enriching their knowledge of L2 culture.[27]

Another way to integrate technology in teaching culture is using movie or video. Actually, movie or video are well known as a means to teach since years ago, but nowadays teacher can integrate it with more various and sophisticated digital media. Quoted from Aparisi, Blanco and Rinca that "Feature films have become readily available and have been included in numerous textbooks and designed to actively involve the learner"[28] The usage of video can be conducted by having the learners to watch target language movie or video as their coursework. Students can listen to scripted video which introduce them about people, customs, traditions, foods, cites and other things which presented in culturally authentic situation. The advantages of this method are learners can improve the understanding about foreign language culture and associate their activities related based on the video. By watching the image of second language culture, norms, habits and interaction, learners can develop cross cultural

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[27]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 83.
[28]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 84.

understanding more and decrease misunderstanding due to one sided judgment about foreign culture.[29]

6. Benefits of Incorporating Cultural Content in Language Classroom

As an integral part of language, culture knowledge carries many advantages. According to Kitao as quoted by Genc&Bada which giving reference to several authors about some of the benefits of teaching culture such as in below:

Firstly, Stainer contends, "studying culture gives students a reason to study the target language as well as rendering the study of second language meaningful."[30] It means that the learners will not only study the language from the linguistic or form basic, but also understanding the meaning or the use of the language depends on the context. Culture can be another motivation as well for learners to start study second language.

Secondly, Chastain states, "providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places."[31] Sometimes the main difficulty in learning language is understanding that the native speakers of target language are real person in real places, therefore the cultural content is needed to bring the real

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[29]OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century… 83-84.
[30]Bilal Genc - ErdoganBada, "Culture in Language Learning and… 74.
[31]Bilal Genc - ErdoganBada, "Culture in Language Learning and… 74.

context in the classroom. It is necessary to obtain the description of the real situations.[32]

Thirdly, Gardner and Lambert states that, "the affect of motivation in the study of second language has been proved by experts like."[33] Engaging the students' interest is easier by introducing the target language culture. Since the students are always curious and interested in foreign culture. Classroom with cultural content are much more preferred than traditional classes that learn the language form only.[34]

Fourth, besides these benefits, studying culture gives learners a liking for the native speakers of the target language. Such Cooke asserts that, "studying culture also plays a useful role in general education; studying culture, we could also learn about the geography, history, etc. of the target culture."[35]

In addition to the advantages abovementioned, the prominent purpose of teaching culture in language classroom actually is to improve cross-cultural communicative competence. First of all, the basic purpose of the students learn the second language is because they want to be able communicate with foreign people, especially from the target language countries, and cultural transfer process in classroom is a kind of preparation form for language learners in case that they will communicate with foreigners later in the future. The definition of cross

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[32]Bilal Genc - ErdoganBada, "Culture in Language Learning and … 74.
[33]Bilal Genc - ErdoganBada, "Culture in Language Learning and … 74.
[34]Bilal Genc - ErdoganBada, "Culture in Language Learning and … 74-75.
[35]Bilal Genc - ErdoganBada, "Culture in Language Learning and … 75.

cultural communication itself is when people who are from different background, culture, and nations perform interaction or communication. Accordingly, as quoted by Zhou from Spitzberg that cross-cultural communicative competence is a specific speakers' ability that indicates: "The competence which follows the acclimation rules to the society and meanwhile achieve the purpose of the cross-cultural communication"[36] Hence, by incorporating the cultural content in language classroom, Zhou stated that learners can gain some benefits related to cross-cultural communicative competence improvement such as finding the essence of cross-cultural communicative acts, supplies the topic to talk about like the commonness or the uniqueness of both cultures. In additional, the important point of increasing this competence level is that the misunderstanding problem which often occurred from diverse cultural interaction can be solved effectively.[37]

B. Previous Studies

Impinge on this research; it has been found related previous works which also discuss culture in language classroom. First research is written by Bilal Genc and ErdoganBada entitled "Culture in Language Learning and Teaching". This study intends to know whether the culture course gave the contribution to the students' language skill of The ELT department of Çukurova University in Turkey. In addition, this study also investigatesthe students' responses and opinions about the influences

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[36]Yan Zhou, "The Impact of Cultural Transfer on Cross-cultural Communication", *Asian Social Science*, Vol.4 No.7, July 2008, 143.
[37]Yan Zhou, "The Impact of Cultural Transfer on… 145.

in learning culture toward their target culture understanding. The researchers process this study by handing out the five-item questionnaires to the students and student-teachers of English studying. The collection data progression was done during three months on the fall term in 2003-2004 academic years. The result of this study reveals that "a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and societies, and contribution to teaching profession."[38]

The second research is written by Mohamed Amin A. Mekheimer and Hamad S. Aldosari entitled "Impediments in Cultural Teaching in EFL Programmes at Saudi Arabia University". This study aimed to identify the cultural teaching difficulties which are integrated in literature specifically through literature means as the ultimate manifestation of cultural expression and investigate the students and faculty attitudes and perception towards culture embedded literature teaching. The researchers collect the data by using questionnaire which is shared to language instructors and students in the English department, College of Languages and Translation, King Khalid University. The research finding shows that instructors and students already recognize the importance of cultural learning through literature in EFL classes.

The third research entitled, "Is It Culture or Is It Language? Examination of Language Effects in Cross-Cultural Research on Categorization, by Li-Jun Ji, Richard E. Nisbett, Zhiyong Zhang. This research examines "the roles culture and language

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[38]Bilal Genc - ErdoganBada, "Culture in Language Learning and … 81.

play in cross-cultural research in general and in research on basic cognition in particular."[39]For more specific details, this research investigates whether cultural differences bring impact or not in words categorization style within some groups of people with distinct cultural background occurred in Chinese descendant. The research takes Chinese with different circumstances and in several different settings which are from Mainland China, Taiwan, Hong Kong and Singapore who spoke both, Chinese and English. The reason behind to confirm whether place and starting point time in learning second language can influence their style to categorize certain words. The outcomes of this research confirm that, "culture had a substantial effect on the way participants grouped of objects."[40] The data shows that Chinese people tend more to categorize words based on the relationship rather than based on the taxonomic classification like Americans do.

Based on those previous studies, the main conclusion is that incorporating culture material in classroom brings some effects and it is proven by the result of their research on students. The theories which ground the notion that culture learning is important as a part of learning language are more than true. Moreover, the students as the inquiry subjects show their positive attitudes and manner in this case as well.

Considering those three previous studies, there are some points that differentiate those prior researches with this research which are; first study discusses the students' view of point toward cultural teaching, the second discusses the students and faculty

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[39]Li Jun Ji, et.al., "Is it Culture or Is It Language? Examination of… 59.
[40]Li Jun Ji, et.al., "Is it Culture or Is It Language? Examination of… 63.

attitudes towards culture embedded literature teaching, and the last, discusses the cultural background role in a way of classifying the group of words.

Albeit this study takes the same topic about culture in language, but the focus is different since it emphasizes in what aspects or parts of culture taught in the classroom rather than explores the subjects' opinion related cultural learning or its influences. Furthermore, this research also investigates how the cultural content conveyed within class by the lecturer or instructor. In the case of collecting the data, all those three researches used questionnaires as a means to answer their research questions, while this study used observation, interview and documents. A minor similarity can be seen from the subject of this research which is not only from the students, but also from the lecturer and learning process in the class, the same case with the second previous study abovementioned.