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*A Practical Research Framework for
Analyzing Culture in EFL Textbooks, the
Cross-Cultural Aspects*

Culture in English as a Foreign Language
(EFL) Textbooks ????????? ??????????

??????????? ???????????? Standards-based

approach Vs Competency based approach

Introduction to TASK BASED

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LANGUAGE TEACHING (TBLT) |

TEFL Tips ~~the role of culture in EFL~~

Cultural Awareness in the Classroom

Claire Kramsch - Trans-lating culture in

the language classroom: An historical

challenge Evaluating Messages and/or

Images of Different Types of Texts

Reflecting Different Cultures

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~~CLIL(Content and Language Integrated Learning)~~ for EFL Learners *How to Integrate the skills in EFL Classes Four Methods of ELT Teaching Reading in an ESL Classroom Teaching Students Synthesis in Reading Using A Surprising Tool! Language \u0026 Culture Finding a Substitute Book Top Five Grammar Books*

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*for the CELTA Course Competencies for
Teaching in Multicultural Classrooms ~~ESL~~*

*~~/EFL Teaching Tip: An Idea to
Incorporate Culture in your Class~~*

~~Definition of Culture Michael Byram:~~

*~~Intercultural competence and foreign
language teacher education Classroom~~*

~~talk - spontaneous speaking at KS4 part 1~~

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~~Classroom~~ *Promoting Cultural Diversity in the
Classroom* **Models of Teaching**

Literature **Teaching Literature Studies**

~~Activities for Teaching Culture in the ELT~~

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Language Classroom Teaching Students

from Different Cultural Backgrounds ???

~~"Teaching English as a Lingua Franca:~~

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~~The journey from EFL to ELF" | Book Review ???~~ *GBF Webinar on Integrating Skills and Aspects in EL/ESL Classes A*

Manual for Evaluating the Cultural Content of EFL Textbooks [pro.wmv](#)

[How to incorporate culture into the GCSE MFL classroom](#)

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INTEGRATING CULTURE INTO EFL TEXTS AND CLASSROOMS:

SUGGESTED LESSON PLANS . Sultan TURKAN *, Servet ÇELİK** Abstract .

The need to integrate culture and its teaching into foreign language education is not a new debate, and has long been highlighted in countless studies. Yet, it

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seems to be common practice that foreign
language

INTEGRATING CULTURE INTO EFL TEXTS: SUGGESTED LESSON PLANS

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Thus, language teachers are offered

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Specific ways of integrating culture into their classrooms and supplementing their textbooks with cultural elements. As an implication, the authors provide a practical unit plan that includes three lessons showing practitioners how to teach about American holidays.

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Council, Lee Giles, Pradeep Teregowda):

The need to integrate culture and its teaching into foreign language education is not a new debate, and has long been highlighted in countless studies. Yet, it seems to be common practice that foreign language textbooks and classrooms frequently overlook the conclusions drawn

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in such studies and neglect the essential ...

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EFL teachers may all agree to the need of integrating culture and its teaching into foreign language education. However,

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EFL textbooks and classroom practice often focus on linguistic knowledge and neglect the importance of building cultural awareness that would enable the learners to perform appropriately in the target language.

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INTEGRATING CULTURE INTO EFL INSTRUCTION

The lingua franca role of English has made a significant contribution toward developing foreign language teaching curriculums from an intercultural perspective. The present study aimed to investigate how pre-service and in-service

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foreign language teachers consider the integration of culture into language teaching.

Integrating Culture into ELT Classes:
What, Why, and How ...

To get their results, the researchers

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Collected data from observations in three English classrooms to look at the integration of teaching-learning about culture into the EFL teaching-learning processes. After the observations, the researchers interviewed the three teachers about the integration of culture into the EFL classroom.

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Integrating Target Language Culture Into Teaching-Learning EFL

There are various barriers preventing the integration of culture in English classes and the factors are the teacher (Thanasoulas (2001); Byram, Morgan et

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al., (1994); Mekheimer and Aldosari (2011...

(PDF) Türkan, S., & Çelik, S. (2007).
Integrating culture ...

2. What are teachers' concerns about intercultural integration into teaching EFL

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in upper secondary schools? 3. What are supportive factors to the teachers' perceptions of intercultural integration into teaching EFL in upper secondary schools? Since the integration of culture is at a turning point of Vietnam general education, this

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Integrating Cultures into Teaching EFL in Vietnam ...

Integrating culture into language contexts in EFL classroom has been an issue of substantial concern for years. Different methods or approaches have been introduced for the integration of culture

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and language learning. Recently, project-based learning (PBL) seems to be a favorite choice among methodologists.

Table 1 from Contextualized Culture
Integration through ...

It explored Aden University EFL

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Classrooms' perceptions of the importance of integrating English culture into their EFL teaching and the actual practices they utilize for integrating English culture...

(PDF) Integrating Culture into EFL
Teaching: A Study of ...

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Pretty much all textbooks at secondary level and upwards now have a cultural syllabus and many primary ELT books make room for a 'culture spot' or 'cultural corner'. My concern in such resources is that the syllabus is really 'tacked on' to the topic area of the textbook unit and has no real consistency

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of development as a skills set on its own.

Making culture happen in the English language classroom ...

@inproceedings{Nguyen2013IntegratingC
I, title={Integrating culture into
Vietnamese University EFL Teaching: a

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critical ethnographic study}, author={T. L. Nguyen}, year={2013} } table 1.1 table 2.1 table 2.2 table 2.3 figure 2.9 table 4.1 table 4.2 table 4.3 table 5.1 table 5.2 table 5.3 table 6.1 ...

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University EFL ...

Integrating Pronunciation Into ESL/EFL
Classrooms. John M. Levis. ... Fostering
Cultural Awareness Through Storytelling
at a Multilingual Primary School,
Teaching Literature and Language
Through Multimodal Texts,

10.4018/978-1-5225-5796-8.ch007, ... The

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full text of this article hosted at iucr.org is unavailable due to technical difficulties.

Integrating Pronunciation Into ESL/EFL Classrooms - Levis ...

In the first phase, a series of Iranian EFL high school textbooks, published under the

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direct authority of the Iranian Ministry of Education, were analysed (in the form of linear and non-linear) to find out religious notions. The second phase involved the analysis of content in terms of inclusiveness of religion and culture.

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The need to integrate culture and its teaching into foreign language education is not a new debate, and has long been highlighted in countless studies. Yet, it seems to be common practice that foreign language textbooks and classrooms frequently overlook the conclusions drawn in such studies and neglect the essential

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Information about the target language culture that would help students reach a cultural understanding to accompany their linguistic knowledge. The authors of this paper draw attention to this ignorance by using Turkey as an example, and argue that there will always be something missing in language learners' L2

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proficiency and use, if culture is left out in their language learning. Thus, language teachers are offered specific ways of integrating culture into their classrooms and supplementing their textbooks with cultural elements. As an implication, the authors provide a practical unit plan that includes three lessons showing

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practitioners how to teach about American holidays. These sample lessons demonstrate one of the creative ways for teachers to incorporate culture into their classrooms. Lesson Plans are appended. (Contains 1 footnote.).

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In recent years, second language teaching in China, especially English teaching, has developed rapidly, making significant progress, and training a large number of outstanding non- native English speakers.

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However, Chinese cultural knowledge and its English expressions are neglected, resulting in learners' weak ability to express Chinese culture by using their second language. Therefore, it is necessary to pay attention to the integration of Chinese culture in English teaching materials and improve China 's second

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Language education. This project first analyzes the current situation of weak cross-cultural communication competence of English learners in China, then explains the reasons cause for this phenomenon, and finally proposes effective strategies to eliminate this phenomenon, such as the importance of integrating Chinese cultural

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Knowledge in the English textbooks. This project also includes a sample textbook that shows how to combine Chinese culture and English in the form of lesson plans, involves traditional Chinese festivals, places of interest, legends, and history. To help high-intermediate level to advanced level English learners improve

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their second language skills and cross-cultural knowledge.

The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized. However, how to teach English as an International Language (EIL) and cultures

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Classrooms in an integrative way in non-native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands.

Developing students' intercultural competence is one of the key missions of teaching cultures. This book examines a

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Classrooms range of well-established models and paradigms from both English-speaking and non-English speaking countries. Exploring questions of why, what, and how to best teach cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific. The chapters deal with other critical issues

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Such as the relationship between language and power, the importance of power relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalisation. The book will be valuable to academics and students of foreign language education,

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particularly those teaching English as an international language in non-native English countries.

The 21st century is marked by the intensive movement of people across international borders. While languages are used as a means of interaction across the

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globe, the nuances of communication vary from culture to culture. This book explores how the misperception of cultural values and norms may result in misapprehension and communication breakdowns in various settings.

The chapters in this book all address the

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Significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

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In this world of social media and easy communication people from around the world can get in touch quickly and bump into different opinions and views. This can be quite difficult especially if there is a conflict in views, which in turn can cause hatred and dislike of otherness. As teachers of English as a foreign language

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we can help students bridge the gap between other cultures in the world and their own and become open and tolerant towards other views, while at the same time motivating them to learn, all by placing cultures as the content in language teaching. In this way we can help them achieve intercultural communicative

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Classrooms. In order to get to the strategies we first need to understand what culture is and how it is intertwined with the language, the role that the teacher and textbooks have in all of this, and the problem areas that the students might experience. Finally, it is important to remember to start from our own culture

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and slowly focus on expanding our views. With the introduction of new cultures, first slowly as facts and later consciously through discussions and comparisons, we can teach younger generations not to be afraid of people from around the world and to fully accept and understand where they come from.

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The population of English language learners has substantially grown over the years. As such, it is increasingly important to properly educate culturally diverse students in such a manner that promotes inclusion and global acceptance.

Intercultural Responsiveness in the Second

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Language Learning Classroom is an essential reference source for the latest research on the importance of multicultural professional development for the progression of educating a diverse student population. Featuring expansive coverage across a broad range of topics such as cultural bias, self-identity, and

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language programs, this publication is ideally designed for academicians, researchers, and students seeking current research on methods to solve the cultural incongruence between student and teacher.

The pursuit of higher education has become increasingly popular among

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Students of many different backgrounds and cultures. As these students embark on higher learning, it is imperative for educators and universities to be culturally sensitive to their differing individualities. Student Culture and Identity in Higher Education is an essential reference publication including the latest scholarly

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research on the impact that gender, nationality, and language have on educational systems. Featuring extensive coverage on a broad range of topics and perspectives such as internationalization, intercultural competency, and gender equity, this book is ideally designed for students, researchers, and educators

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seeking current research on the cultural issues students encounter while seeking higher education.

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