Raising Cultural Awareness in Teaching English as a Foreign Language

Biščan, Kristinka

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SVEUČILIŠTE U ZAGREBU

UČITELJSKI FAKULTET

ODSJEK ZA UČITELJSKE STUDIJE

KRISTINKA BIŠČAN

DIPLOMSKI RAD

RAISING CULTURAL AWARENESS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Zagreb, srpanj 2018.

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MENTOR: doc. dr. sc. Marija Andraka

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Raising Cultural Awareness in Teaching English as a Foreign Language

Summary

The purpose of this final thesis is to define a broad concept of culture, as well as its role in teaching English as a foreign language, and show its importance in developing learners' intercultural competence. The attitudes of official documents to teaching culture, along with the methods focused on raising cultural awareness are presented in the theoretical part.

The aim of this study was to see the level of stereotypes present among English language learners along with their openness towards the native speakers of English. The participants were pupils of two seventh grades from a primary school in Bjelovar. There were 42 participants, of whom 23 boys and 19 girls. The goal was to expose the experimental group to the culture lessons created with an emphasis on raising cultural awareness and with methods suggested by specialists to see their impact on learners' changes in attitude. On the other hand, the culture lessons in the control group relied on coursebook material.

The analysis of the results after the culture lessons revealed both groups displaying fewer stereotypes and more openness towards native speakers of English, but the difference failed to show statistically significant change, which could be explained by the short time span between filling in the questionnaires and the number of only two culture lessons held in both groups. However, the survey stresses the need to raise cultural awareness in teaching English as a foreign language and focus on helping students to overcome potential stereotypes.

Key words: culture, teaching culture in EFL, cultural awareness, intercultural competence

Podizanje kulturne svjesnosti u poučavanju engleskog kao stranog jezika

Sažetak

Svrha ovog diplomskog rada je definirati široki pojam kulture, kao i njezinu ulogu u poučavanju engleskog kao stranog jezika te pokazati njenu važnost u razvijanju međukulturalne kompetencije učenika. U teorijskom su dijelu prikazana stajališta različitih službenih dokumenata zajedno s metodama poučavanja usmjerenim na podizanje kulturne svjesnosti.

Cilj ovog istraživanja bio je vidjeti u kojoj su mjeri stereotipi prisutni među učenicima engleskog jezika te koliko su učenici otvoreni prema izvornim govornicima engleskog jezika. Sudionici su bili učenici dva sedma razreda iz jedne osnovne škole u Bjelovaru. Bilo je 42 sudionika, od čega 23 dječaka i 19 djevojčica. Namjera je bila izložiti eksperimentalnu skupinu satovima kulture osmišljenima s naglaskom na podizanje kulture svjesnosti i uzimajući u obzir prijedloge stručnjaka kako bi se vidio utjecaj na učeničke predrasude. S druge strane, satovi kulture u kontrolnoj skupini oslanjali su se na udžbeničke prijedloge.

Analiza rezultata pokazala je kako obje skupine pokazuju manje stereotipa i više otvorenosti prema izvornim govornicima engleskog jezika nakon satova kulture, no razlika nije pokazala statistički značajnu promjenu, što bi se moglo objasniti vremenskim rasponom između ispunjavanja upitnika te samo dva sata kulture održana u obje skupine. Ipak, istraživanje naglašava potrebu podizanja kulturne svjesnosti u poučavanju engleskog kao stranog jezika, kao i pružanja potpore učenicima da prevladaju moguće stereotipe.

Ključne riječi: kultura, poučavanje kulture u engleskom kao stranom jeziku, kulturna svjesnost, međukulturna kompetencija

1. INTRODUCTION

Over the last two decades many language teachers, teacher educators and researchers have emphasized the need to enable learners to interact with people from different linguistic and cultural backgrounds as the primary aim of foreign language education (Lázár et al., 2007).

One of the main issues in foreign language education has been defining the teaching of culture. Foreign language teaching often neglects and/or treats culture as an additional topic (Hsin, 2008). However, the trend of increasing interaction and integration among people and countries in all areas of life, widely known as *the concept of globalization*, started stressing out the necessity to develop students' intercultural competence.

Even though the *Common European Framework of Reference for Languages* (2001), together with the national curricula for language teaching in many countries, recommends the integration of various cultural elements in language lessons, the focus is still mainly on the development of grammatical and lexical competence. While the development of intercultural competence is considered to be one of the fundamental aims of foreign language teaching, the cultural dimension of language learning still does not occupy a significant place in teacher training institutions (Lázár et al., 2007). Therefore, both teachers and coursebook authors still face multiple problems when they need to make decisions in the field of culture teaching and raising cultural awareness in teaching English as a foreign langauge (Risager, 2012).

Although Kramsch (1993), among many others, does not distinguish between culture and language claiming that "*language is culture in itself*", the question remains what the real relationship between culture and language is (Risager, 2012). Is it possible to separate them? What is the ultimate aim of teaching culture in foreign language education and how should culture be taught? Is it necessary or even possible to teach only cultural facts? How to develop intercultural competence and raise cultural awareness among students? This final thesis tries to answer some of these questions.

In the following chapter (chapter 2) the concept of culture will be explained, as well as its application in foreign language classroom and the basic terminology explaining cultural awareness. Further on, the concept of intercultural competence and its development in teaching English as a foreign language will be presented in chapter 3. Chapter 4 brings information about teaching culture introduced by the official documents, while chapter 5 suggests different methods of raising cultural awareness among foreign language learners. The practical part presented in chapter 6 deals with the research conducted in school.

2. CULTURE

Culture is an extremely wide concept which has been studied in various social sciences and looked at from different perspectives (Hsin, 2008). The Oxford Dictionary defines culture as "*the ideas, customs, and social behaviour of a particular people or society*"[1]. Similarly, the Cambridge Dictionary states it is "*the way of life, especially the general customs and beliefs, of a particular group of people at a particular time*"[2]. Specialists, such as Lado (1957, p. 111) define culture as "*structured systems of patterned behaviour*". On the other hand, Robinson (1988) looked at culture from four perspectives: behaviour, function, cognition and symbols. Behaviourists saw culture as a set of patterned behaviours whereas functionalists looked at the way to make sense of those behaviours. Cognitive perspective defines it as a process of interpretation while symbolic definition says that culture is the product after interpretation. Kramsch (1993, p. 205) defines it as "*a social construct, the product of self and other perceptions*". Looked from a social discourse perspective, culture combines social knowledge and interactive skills along with the knowledge of the language system (McCarthy & Carter, 1994). Moran (2001) sees it as a cultural phenomenon which includes products that people use in various cultural practices in specific communities in the way that reflects their own perspective.

[1] https://en.oxforddictionaries.com/definition/culture
[2] https://dictionary.cambridge.org/dictionary/english/culture

2.1. Culture in Foreign Language Teaching

Language teaching has always contained a cultural content. Mostly, it was focused on reading the texts solely written for the purpose of language learning, unadapted literature and conversational exercises based on conversational examples or translated texts. However, only in the last decades of the 19th century, the interest went beyond literary education, and from the 1960s forward it developed in a broader sense and became moderately an independent discipline called culture teaching or culture pedagogy (Risager, 2012).

Culture teaching has been divided into two areas of interest – *humanities and/or social sciences* and *developments in linguistics*. The first type of culture teaching has been specifically interested in the way how different groups and societies live in the target language countries (with emphasis being on the target language as a mother tongue), as well as the themes, texts (both literary and non-literary) and methods used in teaching to develop learners' cultural awareness and intercultural competence. The content taught has been and still is very broad with a wide spectrum of subjects such as everyday life of different social groups in different countries, subcultures, music and art, education, the way of living in various regions, the environment, market conditions, politics, economics, technology, etc. The second type focuses more on the practical knowledge required for language learners to be able to communicate in the target language (ibid.).

Until the 1970s, culture was a part of the literacy and humanities component of language learning related to the grammar-translation method of teaching foreign languages. Later on, it became associated with the way of living and everyday behaviours of speech communities along with their shared experiences, memories and goals (Kramsch, 2012).

Nowadays, there are roughly two different ways of looking at culture in language teaching which coexist both in the theory and practice of language learning and teaching: modernist and postmodernist (ibid.).

By the 1990s, a significant number of foreign language teachers and researchers all over the world gained interest in intercultural learning and culture teaching, beginning to see intercultural learning as an essential part of language learning. Some

of the most important, and still relevant, works of that time are Kramsch's *Context and Culture in Language Teaching* (1993) and Byram's *Teaching and Assessing Intercultural Communicative Competence* (1997) (Risager, 2012).

Modernist perspective divides culture into 'big C' culture and 'little c' culture. 'Big C' culture is an equivalent of general knowledge of history, literature and the arts acquired in school. It is the culture traditionally taught and promoted by the state and its institutions heavily instinct with moral value and meaning which language learners, who have been raised with other values, often find hard to comprehend. They easily subject to cultural stereotypes or find escape in literary fiction. Although the curriculum for foreign language majors still gives significant attention to the study of literature, the humanistic concept of culture has given place to a more pragmatic concept of culture as way of life called 'little c' culture. The new concept of culture emerges as the focus shifts to the communication and interaction in social contexts. It includes the way target language speakers behave, eat, talk, their accommodations, customs, beliefs and values. The diversity of everyday cultural practices centres the focal point on the typical, sometimes even stereotypical, features of the dominant group. 'Little c' culture focuses on national characteristics, but lacks in historical depth. Foreign language learners are only taught practical touristic things with instructions on how to do certain things in a foreign country without any kind of direct contact with native target language speakers (Kramsch, 2012).

In the early years of the 21st century, the postmodernist perspective started emphasizing learning processes and raising cultural awareness. Culture teaching became more oriented towards cultural experiences and personal cultural encounters (Risager, 2012). However, it has not necessarily changed the modernist way of teaching culture (Kramsch, 2012). It is still represented in textbooks and syllabuses which insist on the knowledge of culture and society (Risager, 2012). On the other hand, the postmodernist perspective focuses on the variety in learners' competences and life experiences, their attitudes and emotions, their ability to comprehend and deal with different while also mediating between various languages and cultures (Kramsch, 1993).

Part of the teachers' job when teaching a foreign language is to prepare students for challenges they may encounter while travelling or moving to the target language country. The goal is to help students in the possible process of adaptation to a new culture, called acculturation (Frank, 2013). Kramsch (2012) insists that it should be thought more of developing intercultural competence in students as language learners than of teaching 'culture'. Foreign culture teaching should go beyond traditional transmission of cultural information and focus on helping target language learners to successfully interact in socio-cultural contexts (Hsin, 2008). One way of doing so is by raising their cultural awareness.

2.2. Cultural Awareness

The development of industry and technology brought the concept of globalization. Consequently, communication between people from all around the globe became simpler. The ability to interact with people who live far away led to the erasure of borders and the recognition of the concept of cultural awareness (İşcan et al., 2017).

Over the last few decades, the concept of cultural awareness also became a significant part of culture in language teaching (Baker, 2012). The necessity, not only to teach languages, but to help children understand other cultures to be able to engage in interaction is becoming more present every day. In order to raise cultural awareness in teaching foreign languages, it is important to first comprehend the meaning of the term itself.

The Collins Dictionary defines cultural awareness as "*someone's understanding of the differences between themselves and people from other countries or other backgrounds, especially differences between attitudes and values*"[3]. In other words, cultural awareness becomes vital when people communicate with people from other countries because people look at the things and interpret them differently. In absence of cultural awareness, people tend to misinterpret behaviours of people from other countries because what is considered as appropriate in one culture is likely to be inappropriate in another (Zhu, 2011). Baker (2012) says that "*at the most basic level, cultural awareness can be defined as a conscious understanding of the role culture*

[3] https://www.collinsdictionary.com/dictionary/english/cultural-awareness

plays in language learning and communication (in both first and foreign languages)". Although cultural awareness provides the foundation of knowledge related to the cultural aspects of language use and teaching, it is still ingrained in a national concept and needs reassessment (Baker, 2012).

2.3. From Cultural Awareness to Intercultural Awareness

The use of English as the global lingua franca points out the difficulty of teaching language without acknowledging the cultural context in which it is used. A correlation between English language and a specific culture and nation is obviously problematic, and while cultural awareness has been important, the need to understand cultural contexts and communicative practices to successfully mediate between cultures asks for more relevant concept such as the concept of intercultural awareness (Baker, 2012).

Baker (2009) defines intercultural awareness as "*a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication*". He also adds the list of features, which include some already mentioned by Byram (1997), to understand the definition fully (see Figure 1).

Level 1: basic cultural awareness

An awareness of:

1 culture as a set of shared behaviours, belief, and values;

2 the role culture and context play in any interpretation of meaning;

3 our own culturally induced behaviour, values, and beliefs and the ability to articulate this;

4 others' culturally induced behaviour, values, and beliefs and the ability to compare this with our own culturally induced behaviour, values, and beliefs.

Level 2: advanced cultural awareness

An awareness of:

5 the relative nature of cultural norms;

6 cultural understanding provisional and open to revision;

7 multiple voices and perspectives within any cultural grouping;

8 individuals as members of many social groupings including cultural ones;

9 common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3: intercultural awareness

An awareness of:

10 culturally based frames of reference, forms, and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication;

11 initial interaction in intercultural communication as possibly based on cultural stereotypes or generalizations but an ability to move beyond these through;

12 a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Figure 1:

Twelve components of intercultural awareness (Baker, 2009)

These twelve elements describe the knowledge, skills and attitudes which foreign language learners have to acquire in order to be able to successfully communicate in different cultural contexts. They are presented in the ascending order from the basic understanding of cultural contexts, followed by a more complex understanding of language and culture to the highest level of understanding cultures and languages in intercultural communication. However, the target language learners may not develop these elements in the order presented (Baker, 2012).

Similarly to cultural awareness, intercultural awareness still includes the knowledge of specific cultures and the influence that might have on communication. To develop intercultural awareness it is necessary to have a profound understanding of culture which requires having cultural knowledge as well (ibid.).

In addition, raising learners' intercultural awareness also contributes to developing their intercultural competence through expanding their understanding of their own and other cultures, through observing and comparing them and by putting their ethnocentric attitudes in relation to their own language and culture aside (Andraka, 2012).

3. INTERCULTURAL COMPETENCE

Foreign language teaching (further on FLT) requires learners to connect with both familiar and foreign experience through another language as a tool. The main aim of foreign language teaching is to encourage learners to use the target language to communicate with both native target language speakers and those who use it as a second or foreign language (Byram, 1997).

"Intercultural competence (further on IC) is one of the fundamental aims of FLT, both from the perspective of the theory of teaching foreign languages, as well as within the language policy, such as that of the Council of Europe. One of the most important components of IC is raising awareness, attitudes and cognitive instruments which enable the contact between language and culture based on tolerance and free of prejudice or at least aware of their existence" (Andraka & Petravić, 2007, p.27). However, Byram (1997) claims that FLT should not and does not need to take the responsibility for developing IC alone. Other subject areas, such as geography, literature and history can and should provide insight into other worlds and the experience of different.

FLT is concerned with communication and it should focus on establishing and maintaining relationships instead of being solely understood as the exchange of information and sending of messages (Baker, 2012). Furthermore, Baker (2012) states that the knowledge of the basic aspects of linguistics of just one specific linguistic code, is not sufficient to achieve efficient intercultural communication in

English. To be able to use English globally, it is important to understand the sociocultural context in which communication occurs and not only sociocultural norms of, for example, the United Kingdom, but also other native-speaking countries.

According to Byram (1997), interculturally competent persons have a firm understanding of their own culture and the way it shapes them, as well as the connections between cultural elements which manifest in behaviours across cultures. He suggests that intercultural competence includes a curiosity and openness to other cultures, an understanding of social practices and products in both learner's and the target language culture, together with the ability to critically evaluate them, the ability to relate something from another culture and make it understandable to learner's own culture, and the ability to use new information of a culture in authentic situations.

In cooperation with Zarate, Byram (1997) presents a model of intercultural communication competence (look figure 2). They identified five *savoirs* or abilities that form intercultural competence: 1) knowledge of self and other, knowledge of interaction, individual and societal knowledge; 2) skills to discover and/or interact; 3) skills to interpret and relate; 4) critical cultural awareness and political education; 5) attitudes: relativizing self, valuing other.

	Skills interpret and relate (*savoir comprendre*)	
Knowledge of self and other; of interaction: individual and societal (*savoirs*)	**Education** political education critical cultural awareness (*savoir s'engager*)	**Attitudes** relativizing self valuing other (*savoir être*)
	Skills discover and/or interact (*savoir apprendre/faire*)	

Figure 2:

Factors in intercultural communication (Byram, 1997)

The model divides skills into two broad but related categories. Within the first category are skills of interpretation and establishing relationships between aspects of two cultures, and the second category covers skills of discovery and interaction which involve the ability to analyse information from both, native and target language country as well as the possible relationship between them. Similarly, the model also divides knowledge into the knowledge about social groups and their cultures in both learners' own and target language country, and the knowledge of the societal and individual interactions. Attitudes, on the other hand, refer to the ability to abandon ethnocentric views toward people who are perceived as different in respect to their culture (ibid.). Byram (1997) also argues that the development of intercultural competence will ultimately lead to a critical cultural awareness and a political awareness (education), i.e. it will encourage learners to become active and engaged citizens.

According to Byram (1997), all the factors, with the exception of education, can be acquired through experience and reflection, without the help of teachers and educational institutions.

However, for most pupils, the foreign language classroom is the place where they have their first contact with different culture. The teacher becomes a link between their own and other cultures (Andraka, 2012). Today's world of multiculturality emphasizes the necessity for language learners to master both linguistic and cultural components of foreign language learning in order to cope with whatever problems they may experience in their intercultural interactions (Kramsch, 1993). "The ideal foreign language speaker is less and less measured based on his level of language competence of native speaker, but according to his success in intercultural communication situations" (Krumm, 2003: Andraka & Petravić, 2007, p.32). Therefore, the need to incorporate cultural content and the understanding of the same to the EFL classes is unquestionable. The real question is how?

3.1. Developing IC in Teaching EFL

For the last 26 years Croatian experts from the field of foreign language teaching have been dealing with defining the terms of *interculturality*, *intercultural learning*,

intercultural approach, *intercultural competence* and similar. The works of foreign specialists have been dealing with it even longer (Andraka & Petravić, 2007). "However, there is still no unique stand on interculturality and its role in teaching and learning foreign languages" (Andraka & Petravić, 2007, p.28). Many EFL teachers have never attended a culture course and have no knowledge on how to teach culture in EFL. Also, there is a lack of guidance on how to include sociocultural factors to EFL teaching (Frank, 2013).

In 2006, intercultural competence was included in the *Croatian National Educational Standard*[4] for foreign languages as an important aim of foreign language learning (Andraka & Petravić, 2007). It was a significant step towards enabling teachers to raise awareness and bringing cultural topics to a higher level. "The purpose was to provide some basic categories of activities to sensitize students to get an insight into cultural differences within the framework of topics close to them as a basis to developing tolerance and empathy towards other and different, recognizing stereotypes and prejudices and the need to eliminate them, nonviolent resolving of conflicts, processing culturally conditioned differences in meaning and use of specific linguistic expressions and the differences in verbal and nonverbal communication and misunderstandings it leads to" (Andraka & Petravić, 2007, p.32).

Andraka and Petravić (2007) agreed on six different components of IC in primary school. As the first one and the only one that, according to their own experience, has a spot in both curricula and coursebooks, as well as in the teaching practice, they cite factual knowledge about foreign culture and the comparison of foreign and one's own culture.

The second one is the awareness of boundaries of our perception and its influence on the image we create of ourselves as individuals and/or members of particular social and cultural groups as well as the awareness of others as individuals or members of different social and cultural groups and communities (ibid.).

[4] *Croatian National Educational Standard (Hrvatski Nacionalni Obrazovni Standard)* is a set of norms which include the standard of educational content, educational goals and outcomes, suggested methods of teaching and recommended teaching environment. The standard represents the transition to student-oriented teaching. More information on www.mzo.hr

The third one is the awareness of the importance of never giving up on wishing to understand the other and different, empathy and tolerance towards other individuals and communities (ibid.).

The fourth one is the awareness of the existence of stereotypes and their origins, the ability of noticing prejudices and the tendency to overcome them, the awareness of generalization, i.e. stereotyping and strategies of avoiding them.

The fifth one is the awareness of possible misunderstandings and conflicts caused by/based on the differences in cultures and the strategies for overcoming them (ibid.).

The last one is the awareness of the existence of substantially diverse linguistic codes and culturally conditioned meanings in verbal and non-verbal communication (ibid.).

Although the idea of teaching culture in the classroom is not new, it demands from teachers to move on from the traditional ways (Frank, 2013).

4. THE OFFICIAL DOCUMENTS ABOUT TEACHING CULTURE

Some of the official documents such as the *Common European Framework of Reference for Languages* (further on CEFR) and the national curricula for language teaching in many countries deal with teaching culture as a part of foreign language education. For the purpose of this final thesis, only CEFR and two Croatian relevant documents will be covered: The National Curriculum (Nastavni plan i program za osnovnu školu; MZOŠ, 2006) and the National Curriculum Framework (Nacionalni okvirni kurikulum; MZOŠ, 2010).

4.1. The Common European Framework of Reference

One of the documents that provides help and enables teachers to teach foreign languages successfully is the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR). CEFR is a framework designed to provide a basis for the elaboration of language syllabuses, curriculum guidelines, examinations, learning materials, etc. throughout Europe (Council of

Europe, 2001). It was designed by the Language Policy Division of the Council of Europe as the main part of the project called "*Language Learning for European Citizenship*" (Council of Europe, 2014).

Its main purpose is to assess language proficiency – what language learners have to learn to be able to communicate and what knowledge and skills they should acquire in order to be effective speakers of the target language. Moreover, it focuses on the cultural context in which the language is set. The main aim of the CEFR was to define levels of proficiency, which apply to all languages in Europe, to measure learners' progress at each stage of learning and on a life-long basis (Council of Europe, 2001).

In recent years, the aim of language education has changed. It is simply not enough to master one, two or three foreign languages, each one separately and co-existing in the society. The importance of developing the concept of plurilingualism has been emphasized more than ever. Plurilingualism stresses the fact that learner does not learn languages in isolation and does not divide them into separate sections, but rather learns them in interrelation and interaction with each other. Furthermore, learner's motivation, skill and confidence into embracing new language experiences grows in importance as language learning becomes recognized as a part of lifelong education (ibid.).

In order to achieve its objectives, the CEFR has to meet certain criteria. It has to be comprehensive, for learners to be able to describe their goals by referencing the full range of language knowledge, skills and use defined by the CEFR. Also, it has to be transparent, i.e. the information has to be clearly formulated and explicit, available and easily understandable to users. Lastly, it has to be coherent which requires a harmonious relation between the components, completely free of internal contradictions. Other than that, it should be multi-purpose, flexible, open, dynamic, user-friendly and non-dogmatic (ibid.).

The CEFR focuses on the development of the learner's competences and separates them into two different categories, general competences and communicative language competences. Both of them, however, contribute to the learner's ability to communicate. The general competences, which will be closed looked at, consist of

learner's *knowledge*, *skills*, *existential competence* and *the ability to learn*. Each of the competences, except for the existential competence, has its subcategories (ibid.).

Declarative knowledge (*savoir*) is defined by the *knowledge of the world*, *sociocultural knowledge* and *intercultural awareness* (ibid.).

The knowledge of the world sets its foundation in early childhood, but continues to develop through education and experience during adolescence and later on throughout adult life. This refers to factual knowledge about the target language countries like their geography, history, politics, economy, etc. It is often assumed that language learners possess knowledge sufficient for foreign language learning, but more often than not that is not the case (ibid.).

Sociocultural knowledge is the knowledge of the society and the communities of target language cultures. Besides, it is heavily influenced by previously acquired stereotypes. The main features of this knowledge are everyday living and living conditions, interpersonal relations such as class structure, family relations, relations between sexes, work relations, etc., values, beliefs and attitudes, body language, social conventions and ritual behaviours (ibid.).

Intercultural awareness presents the knowledge and understanding of the relations between learner's own and target language culture with an emphasis on the awareness of regional and social differences in both cultures separately. It includes the awareness of the each community's appearance from the perspective of the other, usually in the form of national stereotypes (ibid.).

Skills and know-how (*savoir-faire*) are divided into *practical skills and know-how* and *intercultural skills and know-how*.

Practical skills and know-how consist of social skills, as in the ability to act according to the social conventions with regard to giving and receiving hospitality, living skills, as in being able to successfully carry out everyday life routines, vocational and professional skills like performing specialized actions in terms of employment, and leisure skills such as arts, crafts, sports and hobbies (ibid.).

Intercultural skills and know-how include the ability to relate one's own culture to the foreign culture, cultural sensitivity and the ability to recognize and use various

strategies for interaction with people from other cultures, the capability to act as the cultural mediator and to carry out possible intercultural misunderstandings and conflict situations along with the ability to overcome any kind of stereotypes (ibid.).

'Existential' competence (*savoir-être*) is connected to learners' individual personalities which form their personal identity. They are characterised by their attitudes, motivation, values, beliefs, cognitive styles and personal factors. In other words, their competences are not only affected by their knowledge, understanding and skills, but also their openness towards and interest in other cultures, their willingness to see another culture from different point of view, their motivation and need to communicate, their ethical and moral values together with their religious, ideological and philosophical beliefs, their cognitive styles and different features of their personality such as optimism/pessimism, introversion/extroversion, ambition/lack of ambition, rigidity/flexibility, and so on. Learner's attitudes and type of personality also affect their communication skills and the ability to learn which stresses the need to develop learner's 'intercultural personality' as one of the main educational goals (ibid.).

Ability to learn (*savoir-apprendre*) is the ability to observe and engage in new experiences while integrating new knowledge into the already acquired. It is split into several components, precisely *language and communication awareness* which deal with sensitivity to language and language use that welcomes new experiences as an enrichment, *general phonetic awareness and skills* which deal with learner's ability to pronounce new languages and resolve unfamiliar sounds, *study skills* which deal with the way learners use the learning opportunities created by teaching situations, and *heuristic skills* which include the ability to come to the terms with new experience, the ability to find, understand and convey new information, as well as the ability to use new technologies (ibid.).

4.2. Culture in the Croatian National Curriculum

The National Curriculum (Nastavni plan i program za osnovnu školu, MZOŠ, 2006) contains teaching plans and programmes for the educational system in Croatia. It

includes compulsory topics for each subject and suggests optional ones, as well as the aims and outcomes (both competences and skills) of the course.

As stated in the introduction to English as a foreign language, the knowledge of English is of crucial importance for education, traveling abroad and establishing good social and business contacts and relations. Therefore, the main aim of learning EFL is to develop communicative competences and linguistic skills prerequisite to maintain international communication and to prepare students for the growing international labour market. Moreover, learning EFL allows students to familiarize themselves with English native speaking countries and the complexity and multiplicity of different English speaking cultures (MZOŠ, 2006).

The curriculum suggests 6 to 10 compulsory topics such as *encounters and greetings*, *me and my family*, *me and my friends*, *classroom language*, *colours*, *school supplies*, *my classroom*, *breakfast* and *holidays* in the first grade, in addition to *my toys*, *pets*, *main meals*, *my body* and *clothes* in the second grade, *my home*, *farm and wild animals*, *in the classroom*, *time and weather*, *leisure time and sports*, *school holidays/break* in the third grade, *in school*, *in the city/village*, *my body and health* in the fourth grade, *my world* in the fifth grade, *our health and environment*, *literature*, *music and art*, *English-speaking countries* in the sixth grade, *young adult life and their problems*, *everyday life*, *experiences and imagination* in the seventh grade and *young adults and their interests*, *journeys*, *the world around us* in the eighth grade. Throughout the primary education, the topics are upgraded and adjusted to the age and cognitive level of the students (ibid.).

The curriculum also proposes the use of optional topics but leaves the choice completely to the teacher.

The list of predicted aims is divided into *knowledge*, *grammatical structures*, *linguistic functions*, and *culture and civilization* (MZOŠ, 2006). As a part of this final thesis, only cultural aims will be analysed.

Cultural contents are not specified in the national curriculum but integrated in the planned topics related to education and socialization, for instance, greetings, polite behaviour, addressing others, birthday and holidays congratulations, customs, typical names and surnames, food and eating habits, dressing codes, sport activities, leisure

time, lifestyle, etc. Later on, students should learn some basic information about the target language countries, mainly geographical and historical facts. They should be able to name certain capitals, mountains, rivers, monuments, national parks, museums, as well as some well-known people from history, literature, music and art. Likewise, they should know some contemporary famous people (MZOŠ, 2006).

The curriculum proposes the introduction of children's literature to the English classroom as one of the aims. It suggests nursery rhymes like action rhymes in the first grade, counting songs in the second grade, riddles, tongue twisters, rap and jazz chants in the fourth grade, as well as the authors' poetry throughout the education followed by the lyrics of pop or rock music and musicals in the seventh and eighth grade. The use of picturebooks from the first to the sixth grade is also recommended. Since the second grade, students should be able to read folktales and fairy tales in the classroom, in addition to fourth graders being able to read fables and short stories on their own. In the seventh grade, the list expands with long stories and short novels whereas in the eighth grade, students should be able to read at least one contemporary novel (MZOŠ, 2006). Over the course of years, the list is filled in with various genres of children's literature and different levels of difficulty adjusted to the students' age. However, the final choice and the preparation for the lesson itself are left to the teacher (ibid.).

The outcomes of the National Curriculum are divided into skills (listening, speaking, reading and writing) and competences (intercultural competence, learning strategies and using knowledge) (ibid.). This final thesis will focus only on intercultural competences.

According to the National Curriculum, students should be competent to notice cultural differences through educational and socialisation contents as the basis to developing tolerance and empathy toward the others and different. Cultural contents are approached contrastively. The elements of Croatian culture are being compared to the corresponding elements of the target language culture. In higher grades, the knowledge expands on the cognitive level. Gradually, the focus shifts to the intercultural competences needed to know how to behave properly in certain sociocultural contexts (*know-how/savoir faire*) while other dimensions of intercultural competence are still not represented at this level (MZOŠ, 2006).

4.3. Culture in the New National Curriculum Framework

The National Curriculum Framework (Nacionalni okvirni kurikulum, 2010) is the new reformed curriculum which represents the attempt to transform the education system in Croatia. It consists of the basic elements of pre-school, general compulsory and secondary education and it includes education for children with special needs. The National Curriculum Framework is a development document which represents the basis for further preparation of syllabi. In the world that is steadily progressing in all areas, there is a constant need for evaluation and adjustment of the national curriculum. Contemporary society requires new knowledge, skills, abilities, values and attitudes impossible to acquire in the traditional education system. Nowadays, it is simply not enough just to transfer knowledge to students. A shift of focus from knowledge transfer to the competence development marks an important step towards modern education. Therefore, the new curriculum emphasizes the importance of developing new competences such as innovativeness, creativity, problem solving skills, critical thinking skills, entrepreneurship, information literacy, social skills, etc. (MZOŠ, 2010).

As a response to the challenges presented by the knowledge-based society and the world market, the European Union has adopted eight key competences for lifelong learning. The education policy of the Republic of Croatia integrated some of them into the new curriculum. The most important goals of the new curriculum are *communication in the mother tongue*, *communication in the foreign languages* (with emphasis on the development of intercultural understanding), *mathematical competence and basic competences in science and technology*, *digital competence*, *learning to learn*, *social and civic competences*, *sense of initiative taking and entrepreneurship*, and *cultural awareness and expression* (ibid.).

Cultural awareness and expression focuses on students' awareness of the importance of creatively expressing ideas, experiences and emotions through different arts and media. Also, it involves the knowledge and awareness of local, national and European cultural heritage and their place in the world. Thereat, it is of crucial importance to train students to understand cultural and linguistic differences across Europe and the world in order to protect them, along with developing awareness of the importance of aesthetical factors in everyday life (ibid.).

The National Curriculum Framework is based on several principles which serve as the value basis for the preparation and realisation of the above mentioned. One of them is *interculturalism* defined as the understanding and accepting cultural differences in order to reduce inequality and prejudice against other cultures (ibid.).

The curriculum is structured according to educational levels. It covers different educational areas divided into four educational cycles. The first three cycles deal with general compulsory education, i.e., primary school. Every cycle is described through the outcomes, precisely *listening*, *speaking*, *reading*, *writing* and *intercultural activity* in foreign languages. Each of the outcomes has its own subcategories such as preparation, application, comprehension, composition, etc. with the last one being *listening/speaking/reading/writing in order to become familiar with and respect one's own culture and other cultures*. After the first cycle, students will be able to infer from listening to some simple facts about the target language countries and compare them to their own, as well as from reading very short texts in a foreign language. Also, they will be able to speak about what they have learnt and write simple compositions about target language culture. All four outcomes previously listed suggest that students will acquire the most basic principles of well-mannered communication (both verbally and in writing) in a foreign language, value the importance of observing their own and target language culture and recognise several universal human values. In addition, after the second cycle, students will be able to acknowledge the importance of being actively involved in their communities. After the third cycle, students should master all of the skills mentioned above (ibid.).

As the final outcome of each cycle, the curriculum cites *intercultural activity*. Intercultural activity is divided into 3 subcategories: *preparing for appropriate intercultural activity*, *applying strategies for appropriate intercultural activity* and *applying knowledge, skills, and abilities to successful intercultural communication*. In the first cycle, students will become aware of the existence of similarities and differences between their own and the target language culture in the terms of their everyday life and the use of certain language expressions. They will develop fundamental curiosity and interest for the target language culture and recognize the need for tolerance and empathy in communication. Furthermore, they will straightforwardly request and look for explanations for culturally conditioned content

and connect the recognized information about their own and foreign language culture with already familiar situations and occasionally with the new context. They will try to behave appropriately in familiar situations and act openly, curiously and empathetically to foreign and incomprehensible information, behaviour and situations. Additionally, after the second cycle, they will acknowledge the existence of stereotypes and prejudices together with the necessity to eliminate them. Consequently, they will use different strategies to avoid and/or overcome misunderstandings with the help of a teacher or on their own. After the third cycle, they will understand how their own culture impacts their perceptions of both, their own and the target language culture and how culture globally influences communication. They will recognize social patterns, diversity, change and development as the important features of culture. Moreover, they will make assumptions about the reasons for similarities and differences between cultures, but they will, with or without teacher's help, check the accuracy of the assumptions made. They will more and more seek for additional information in order to understand the aspects of culture. Besides, students will use their knowledge about their own and foreign language culture and relate it to the new situations and contexts while trying to use their intercultural communication competence to interpret foreign culture experiences without being judgemental (ibid.).

5. RAISING CULTURAL AWARENESS IN THE EFL CLASSROOM

There are many definitions of culture. Some people think of culture through artifacts such as food, clothing, music, art or literature while others associate it with social conventions, interaction patterns, values, ideas and attitudes. In order to establish interactive social discussions, teachers need to define what culture is beforehand (Frank, 2013).

English teachers can help their students to become aware not only of the target language culture but of their own as well by encouraging them to think about and discuss their own culture. Asking them to consider what behaviours reflect their culture, which factors (social, religious and economic) influence their culture, what ideals and values are significant for their culture, what are some important traditions and symbols of their own culture, etc. helps to create the atmosphere that motivates

them to engage in interaction across cultures. Teachers' task is to guide students to understand the way people think, how they act and what they do in other cultures. They need to provide students with the examples from the target language speaking countries and compare them to the elements of students' own culture. They should create opportunities for students to explore and recognize the differences between cultures. Nowadays, it is becoming clearer that EFL teachers should be not only language experts, but also cultural informants. Their professional growth should involve constant familiarization with the target language speaking cultures (ibid.).

The main aim is to raise cultural awareness in order to discover the unique values and beliefs needed to explain why people in other cultures behave differently (ibid.).

Andraka and Petravić (2007) suggest various strategies on how to adapt existing teaching materials and "a wide range of activities independent of coursebooks whose focus is on developing affective components of intercultural competences along with raising awareness of the perception that influences learners' attitudes and beliefs" (p.35).

The analysis of coursebooks in Croatia shows that "they contain teaching material which provides the knowledge of culture and civilization, and enables and calls for the comparison of the target language and students' own culture" (Andraka & Petravić, 2007, p.35). However, they cover only the aspects of cognitive learning and do not supply with the suggestions of activities for the development of other dimensions of intercultural competence (Andraka & Petravić, 2007).

In the absence of culturally-oriented coursebooks, teachers can work on the given materials in order to develop cognitive skills for intercultural learning and affective components of intercultural competence. Usually it does not demand a lot of preparation, but only a simple modification of already existent coursebook material (Andraka & Petravić, 2007).

The first example concentrates on the reading comprehension of the German course book text which involves a stereotypical image of a typical Austrian without dealing with the issue of stereotypes which could easily cause the effect opposed to intercultural learning – it would mediate and multiply stereotypes. Asking simple questions about a typical Croatian, his/her place of residence, clothes, etc. would be

sufficient to avoid this negative effect. The authors suggest it would help students to notice there is no typical representative of any nation or culture without teacher's help (ibid.). "Additional conversation about stereotypes and the ways they occur would definitely encourage students to think about the issue" (Andraka & Petravić, 2007, p.36). The same could be applied to a text about a typical resident of any English-speaking country.

Another example is from the English coursebook and it is a project about students' own country which invites them to make a map. This activity follows the text with some basic information about the United Kingdom and it proposes the comparison of the foreign and their own culture. However, it will not make students think about why they chose beautiful sights, monuments or famous individuals to represent their country rather than the photography or text about environmental issues or bullying in school. Without any additional preparation, this activity can raise awareness about how they present their country to the foreigners in the best possible way even though they are aware of the issues present in their community (Andraka & Petravić, 2007).

Other activities these authors suggest are not related to coursebooks, but "they can be divided into two categories based on whether the aim is to notice individual differences in the way students perceive themselves and the world around them, or to notice differences in the perception of various groups conditioned by specific conditions (social status, culture) in which a certain group lives" (Andraka & Petravić, 2007, p.38). All the activities were done in foreign language classes with specific instructions of the authors themselves (ibid.).

The first activity was for students to draw themselves the way they think they look, and afterwards their classmates drew them. They compared the drawings and concluded how the images differ (ibid.).

The second activity included describing a specific member of the group according to the assigned categories (an animal, colour, a person, dish) in the right foot, while each member described himself/herself the same way in the left foot. Later they compared the results and the reasons why they are different or similar. The same activity was done in another class with hands and another category assigned (famous person) (ibid.).

The third activity was to fill in the columns with the given terms based on the senses they perceive them with the most (sight, hearing, taste, smell, touch). Comparing the results made students aware of the reasons why they sometimes cannot understand each other, why they have different wishes or needs and why every single one of them is special (ibid.). “This activity helps to develop the ability to look at the world with others’ eyes, i.e. develop empathy towards others” (Andraka & Petravić, 2007, p.41).

The last activity they advise is for older students divided into groups where each group represents the residents of another part of the world. The task was to write associations on the given terms such as rain, snow, heat, etc. which they discussed through conversation about the reasons for distinctions in the results (Andraka & Petravić, 2007).

In comparison, Frank (2013) suggests strategies which are not coursebook-related such as cultural collections, web quests, cultural “informants”, role plays, cultural observations and culture journals.

One way to provoke curiosity in students is to collect cultural information in different formats. Cultural collections could include popular movies, music, literature, online sites or everyday items like stamps, currency, travel brochures, magazines, newspapers, menus, etc. from target language speaking countries. Giving students the opportunity to “feel” things from a different country helps them understand life in that culture better. Dressing up for Halloween gives a much better insight and more excitement than just telling students how it is celebrated in the United States. Authentic materials provide a whole spectrum of activities suitable to raise students’ awareness of the target culture. For example, students can describe items from the collection in a descriptive writing assignment or bring the authentic materials from their own culture to compare and explain how they represent student’s own culture (Frank, 2013).

Another strategy to apply are web quests. Teachers can use them in classrooms with reliable Internet connection, but beforehand they need to decide which aspects of culture they would like for their students to explore, to identify the types of information they hope students would find and to design questions which will lead students to various websites. The point is not only to gather and present their findings

to the class, but to think and connect how this information can help them understand why people do the things they do. These tasks develop students' observations skills as well as specific skills such as skimming, scanning, note-taking and summarizing. Also, they provide them with the opportunity to expand their vocabulary and develop their skills in all areas of the target language (ibid.).

A good way to raise cultural awareness is to invite native speakers or proficient non-native speakers of the target language to come to class and talk about their culture. These, so called, cultural informants can confirm or deny different impressions, ideas and beliefs students have about the target language culture or coursebook information they have learned. It is important to guide students to ask the right questions as why people do thing they do in the target language country or is it okay to do some things. An ideal situation would be to have various informants to avoid getting only one person's point of view. Another way to do this is for students to find pen pals or key pals from different countries which would help them make friends and learn about people from other countries, but also raise awareness and teach others about the features of their own country (ibid.).

A strategy to interactively involve students in a lesson is the use of a role play. It encourages students to find out why are some things in a particular culture the same as theirs, while others are different, why all the people do not think and act the same way, why cultures have rules and how they are learned and what factors shape how they see the world and other people. By exploring those questions and using the new information of the target language culture, students stimulate authentic situations. Role plays allow them to identify with a member of another culture and to establish communication while making mistakes without any serious consequences. Students can act out various situations of miscommunication caused by cultural differences. They can even invent scenarios that led to conflicts. Other students can observe and discuss the reasons why the misunderstanding happened. The class can indulge in discussion on how to resolve the situation or even avoid it completely. This can provide the opportunity for a follow-up role play. Also, teachers can ask students to "freeze" when something interesting and worth discussing happens or is being said. The point is to get relevant feedback from students (ibid.).

The next strategy Frank (2013) suggests are cultural observations. They can help students to critically evaluate features and products of their own and target language culture. In this type of activity, teachers can use books, poetry, newspapers, magazines, radio clips, television shows, movies, video clips and music – or ask students to gather them. Students can observe and describe the behaviours or products they are presented with and then talk about the things that are different or similar between two cultures they are comparing. Students can consider questions such as how and where people live, how they spend their time, how they dress or what they eat, how they greet one another, what important family traditions they have, what issues are important to the people in that culture, how and why people celebrate certain holidays, etc. Students can also describe elements of their own culture and explain what it shows about it or they can compare elements of both cultures.

The last strategy is keeping a culture journal. It can be a way for teachers to communicate with students privately or something that is shared in class. The journal allows students to reflect on their experiences after they complete culturally related activities. Students write their journals in the target language as a record of their thoughts, emotions and reactions as they become more aware of their own and the target language culture. These journals help students reflect on their progress in developing intercultural competence (ibid.).

Some of the strategies Frank (2013) proposes were used in creating the lesson plans for the research part of this final thesis.

6. THE RESEARCH

In Croatia, English is considered a language of international communication (Mihaljević Djigunović, 1998). However, in order to successfully communicate with people from other cultures (such as native speakers of the English language), learners need to have, not only positive attitudes, but also express curiosity and openness towards others as well as willingness to overcome prejudices. Likewise, learners need to show respect towards others and willingness to see their own culture from the viewpoint of others (Byram, 1997).

Some attitudes, whether positive or negative, often lead to ineffective communication. Those attitudes, mostly known as stereotypes or prejudices, are often characterized as common beliefs about people learners perceive as different considering their points of view, values, behaviours and cultural features (ibid.). The Collins Dictionary says that a stereotype is *"a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing*"[5] while the Cambridge Dictionary refers to it as "*a set idea that people have about what someone or something is like, especially an idea that is wrong*"[6].

The idea was to investigate whether a preparation for culture lessons which is directly focused on raising cultural awareness, would reduce the stereotypes EFL students have of the English and Americans as native speakers of the language. It was assumed that, after the culture lessons, the experimental group would have fewer stereotypes and would show greater openness towards the English and Americans than before, and in comparison to the control group.

For the purpose of this final thesis, pupils attending two seventh grades of primary school in Bjelovar were exposed to the experiment. Both grades participated in two culture lessons and completed two questionnaires, one before and one after the lessons.

The aim of this research was to see to what extent stereotypes are present among students in the seventh grade and how open they are towards interaction with native speakers of the English language, and whether culture lessons, planned with an emphasis on raising cultural awareness and with respect to specialists' suggestions would reduce students' prejudices.

6.1. Method

The sample

The 42 students who participated in this research were from a primary school in the city of Bjelovar. The sample represented 23 boys and 19 girls from two seventh

[5] https://www.collinsdictionary.com/dictionary/english/stereotype
[6] https://dictionary.cambridge.org/dictionary/english/stereotype

grades. One grade represented the control group and another one the experimental group.

The instrument

The research was conducted with paper-and-pencil questionnaire (Appendix 2) used to test sociodemographic data of the participants, as well as the expression of stereotypes and openness towards native speakers of the English language.

Sociodemographic data included the gender and grade of the participants together with the information about learning another foreign language.

The questionnaire consisted of two scales which examined stereotypes and openness towards native speakers of English. The first scale, which measures stereotypes, included 20 questions, while the scale of openness included 6 questions. The participants answered the questions on a Likert-type scale from 1 to 5, with 1 being "*I strongly disagree*", 2 being "*I disagree*", 3 referring to "*I neither agree nor disagree*", 4 referring to "*I agree*" and finally 5 referring to "*I strongly agree*".

In order to examine the expression of the above-mentioned occurrences, the overall results of the participants on all scales were formed by summing up the respondents' answers on each scale, with the higher score indicating a higher level of the researched occurrence, while a lower score indicate the result a lower frequency of occurrence. For this purpose, certain answers to the questions on the scale of openness were transformed (questions 2 and 4) in favour of higher values signifying higher level of the researched occurrence. In accordance with that, after the transformation, answer number 1 was compatible to answer number 5 which refers to "*I strongly agree*", answer number 2 was compatible to answer number 4 ("*I agree*"), answer number 4 was synonymous to answer number 2 ("*I disagree*"), and answer number 5 to answer number 1 ("*I strongly disagree*").

The first scale consisted of different stereotypes about Americans and the English taken from coursebook materials and based on the ideas borrowed from different studies[7]. Stereotypes included various customs (e.g. *The English don't drink coffee*),

[7] Mihaljević Djigunović, J. (1998). Ethinc Stereotypes and English As a Foreign Language Learning. *STUDIA ROMANICA ET ANGLICA ZAGRABIENSIA (SRAZ), XLIII*, pp. 51-60.
Šenjug Golub, A. (2013). Evaluation of Students' Intercultural Competence in Compulsory Teaching

manners (e.g. *Americans are excessively polite to foreigners*), beliefs (e.g. *The English are conservative*), habits (e.g. *Americans are overweight*), etc.

The second scale contained statements about learners' openness towards native speakers of English such as their willingness to communicate with them (e.g. *I would like to hang out with foreign students who speak English*) or their curiosity about them (e.g. *I'm interested in what my peers in America/England do in their leisure time*).

The procedure

The survey was conducted within two seventh grades. First, the principal and their English teacher were contacted in order to get permission to conduct research in their school. Accordant to *Ethical codes for research with children* (Ajduković & Kolesarić, 2003), the parental consent was also required (Appendix 1). Thereupon, it was emphasized that participation is voluntary and the completion of the questionnaire is anonymous.

After receiving the signed approvals, the questionnaires were given to the students along with the instructions on how to fulfil them. All the students in both classes had the same version of questionnaire. The students were asked to read through the list of statements and mark them according to their own feelings and beliefs. They were given approximately 10 minutes to complete them.

After both classes had their culture lessons, students were asked to fill in the same questionnaire. Both control and experimental group had the same version of questionnaire which was identical to the one they had to fill in before the lessons.

6.1.1. Lessons

After filling in the first questionnaire, both classes had two culture lessons. The lessons in the control group were held by their English teacher[8] who had been asked and instructed to do the reading comprehension and follow the textbook material.

of German Language. Doctoral Thesis. Zagreb: Faculty of Teacher Education.

[8] Culture lessons in the control group were held by teacher Anita Vegh.

The experimental group worked on the same texts but did completely different activities.

6.1.1.1. Culture lesson: England

The control group

The first culture lesson was based on the fact file about England. In the control group the teacher introduced the topic by giving students various letters and encouraging them to find as many words as possible until they guessed the topic of the lesson.

Then she started a conversation eliciting their background knowledge about England which was followed by the activity from the textbook (questions and answers). The students were asked to come out to the blackboard to find and connect pairs. The activity included some basic facts about the United Kingdom.

The next activity was reading comprehension. As students read the text, the teacher showed the photos of places and monuments mentioned. She also used the opportunity to revise some grammar rules.

After reading, students did another coursebook activity. The task was to make questions with provided words and call another student out to answer it.

Throughout the lesson, students showed a lot of enthusiasm and interest. They possess a lot of prior knowledge, so they had a lot of associations and they often added information on their own. Some of those associations were stereotypical. The main aim of this lesson was to introduce the text and learn about England.

The experimental group

The lesson in the experimental group was based on the same text, but with different aims (Appendix 3). While the lesson in the control group focused more on the linguistic aims, this lesson was planned with respect to suggestions from different experts and their research. The focus was on educational aims such as *developing tolerance and empathy towards other cultures and civilizations*, and *raising awareness of and challenging common stereotypes*.

The topic was introduced by watching a short clip from *Mr Bean* to motivate students for the lesson. The short commentary was followed by reading comprehension. While the students were reading, the mentioned information was backed up by PowerPoint presentation including photos.

Afterwards, students worked in pairs. They were given different photos of some stereotypical English customs. They were asked to describe photos and discuss them with their classmates. The aim of this activity was to provoke students to change their general beliefs about the English by making conclusions on their own. They were asked questions like "*Do the English drink a lot of tea? Do they have 'a tea party' every day? Does that mean that they don't drink coffee?*" or *"Why is the crowd cheering on the royals? Do you think everyone in the crowd is English or British? Do you think all the Brits support the royal family? Why? Why not? Are there people who don't support them at all? Why is it extremely important that Meghan Markle is being accepted into the royal family?*".

The next activity was the role play. Students were given different situations to act out and the rest of them had to guess if the situation happens in the UK or elsewhere in the world. One of the examples was meeting the queen opposed to meeting the president. The goal was to encourage students to see why some things and/or behaviours are the same as in their own culture, while others are different.

Students expressed a lot of interest and eagerness to participate and find out more. They also demonstrated a solid cultural knowledge with no expressions of prejudice in presenting their opinions.

6.1.1.2. Culture lesson: The USA

The control group

The second culture lesson was based on a text about the United States of America which covered some basic facts. Since the coursebook did not provide any activities with this text, the teacher in the control group had more freedom. However, she was, once again, asked to focus more or less on the given text. She introduced the topic by pretending to be a famous person. She described the daily routine of that person and

let the students make associations until they finally guessed she pretended to be Donald Trump, the US president.

Due to a lack of suggested activities and some restrictions set for the purpose of this final thesis, the teacher decided to do a project. She divided the text into six parts and the class into six groups. Each group had to film part of the text they had got with the school tablets. There were no restrictions or rules on how to do it. Students got access to almost everything – from school halls to school yard, and they had complete freedom regarding the way they were going to present their part of the text. Some of them pretended to be interviewers, some drew and then filmed pieces of information they had in the text, some recorded themselves while reading the text and showing photos, etc.

Nevertheless, all the students really enjoyed the task. They were very enthusiastic about filming, full of ideas and extremely happy to do it on their own. They did the research and most of the work in school, but the task was to finish it at home and bring it back on USB flash drives in order for the teacher to be able to put it together and make a short movie. Before the end of the lesson, students read the text all together.

The experimental group

Similarly to the first lesson, the lesson in the experimental group was based on the same text, but with different aims (Appendix 4). The focus was once more on *developing tolerance and empathy towards other cultures and civilizations*, and *raising awareness of and challenging common stereotypes*.

The topic was introduced by the display of the blind map of the USA at the blackboard. The task was to guess the country and share what the first association is that comes to mind.

The introduction was followed by reading comprehension. Throughout the reading, the mentioned information was backed up by a PowerPoint presentation including photos.

The next activity involved watching a few clips from the American TV shows which depict some of the stereotypes about the Americans. The clips were watched one by

one and discussed afterwards. The questions asked included *"Is all the mentioned food fast food? Do you think fast food is all Americans eat? Why? Why not?*" or "*What were the people in the clip doing? Is it polite to burp while eating? Do people still do it? Do you know in which countries it is considered a compliment to the chef?*". The aim was for students to observe and describe the behaviours they can recognize and then talk about the differences or similarities between cultures.

The last activity required group work. Each group was given an envelope with different authentic materials and a set of questions or instructions to help students with their task. They were allowed to use their phones to do the research. The first envelope consisted of various brochures, underground cards, postcards, maps, tickets, etc. The task was to recognize them, explain what they are used for and compare them to similar things in their own country. The second envelope included a greeting card sent from an American family and a set of photos showing different holidays and the ways they are celebrated in the US. The task was to describe them and compare them to Croatian holidays. The third envelope contained money. The task was to find out more about the official currency of the US (e.g. how they call different values), compare it to the Croatian kuna and discuss average salaries both in the US and Croatia. In the last envelope there were two magazines – the American *Teen Vogue* and the Croatian *Joomboos*. Students had to describe them and their content, decide which one is of better quality and how they are different. The goal was to give students the opportunity to "feel" things from a different country to help them understand life in that culture better and to be able to compare it to their own culture based on provided material.

Students were engaged in activities throughout the lesson. They were keen to show their prior knowledge as well as their interest in acquiring new information which led to them leading the conversation. Their enthusiasm caused a lack of time for doing some activities properly, however they were eager to do them all. Out of all the activities, they were specifically impressed with the one involving authentic materials.

6.2. Results

The information about the descriptive data of the participants, along with the differences between the control and experimental group in showing stereotypes and openness towards native speakers of English before and after the culture lessons will be presented in this paragraph.

Table 1. The display of descriptive data of the participants (N=42)

		Descriptive data	
		N	%
Gender	Male	23	54.76
	Female	19	45.24
Grade	Experimental	19	45.24
	Control	23	54.76
Second foreign language	Yes	35	83.33
	No	7	16.67

The results in table 1 show the distribution of the participants according to gender, grade and second foreign language learning. As can be seen, more than 50% of participants are male (N=54.76). Also, slightly more than half of the participants belongs to the control group (N=54.76). Furthermore, more than 80% of participants learn another foreign language along with English.

Table 2. The display of descriptive data, the results of t-test and the difference between participants in showing stereotypes and openness towards native speakers of English language before culture lessons (N=42)

	Group	Descriptive data			Levene's test		t-test		
		N	M	sd	F	p	t	df	p
Stereotypes	Experimental	19	59.74	7.09	0.04	0.84	2.02	40	0.05
	Control	23	55.04	7.83					
Openness	Experimental	19	26.74	2.31	0.38	0.54	-0.28	40	0.78
	Control	23	26.96	2.71					

Table 2 gives an insight into the differences in participants' answers on both the scale of stereotypes and openness towards native speakers of English before the culture lessons. As can be seen, the participants from the experimental group showed stronger stereotypical beliefs (M=59.74; sd=7.09) in comparison to the participants from the control group (M=55.04; sd=7.83). Likewise, the participants from the experimental group showed somewhat less openness towards native speakers of English (M=26.74; sd=2.31) in regards to the participants from the control group (M=26.96; sd=2.71).

In order to check the statistical significance of the stated differences between participants, a t-test was conducted. First of all, Levene's test was conducted to examine if the variances are homogenous, which is necessary to conduct t-test. Since Levene's test showed that variances are homogenous in both cases ($p>0.05$), the t-test could be conducted.

From values of t-statistics and levels of significance shown in table 2, it can be seen that there is a statistically significant difference in the answers of participants considering expressed stereotypes towards native speakers of English ($t=2.02$; $df=40$; $p=0.05$), but there is no statistically significant difference in openness towards native speakers of English ($t=0.28$; $df=40$; $p>0.05$).

Table 3. The display of descriptive data and the results of t-test within groups on scales of stereotypes and openness before and after culture lessons (N=42)

		Test time	Descriptive data			t test		
			N	M	sd	t	df	p
Control group	Stereotypes	Before lessons	23	55.04	7.83	1.97	22	1.50
		After lessons	23	52.09	9.88			
	Openness	Before lessons	23	26.96	2.71	3.16	22	0.69
		After lessons	23	24.78	3.28			

Experimental group	Stereotypes	Before lessons	19	59.74	7.09	0.67	18	1.09
		After lessons	19	59	7.51			
	Openness	Before lessons	19	26.74	2.31	0.56	18	0.94
		After lessons	19	26.21	4.33			

From Table 3 it can be seen how the participants from both the control and the experimental group showed fewer stereotypes towards native speakers of English after the culture lessons, but that difference was not statistically significant neither in the control (t=1.97; df=22; p>0.05) nor in the experimental group (t=0.67; df=18; p>0.05). Also, after the culture lessons, the participants from the control group revealed less openness towards native speakers than the participants from the experimental group. However, neither difference proved to be statistically significant in the control group (t=3.16; df=22; p>0.05), as well as in the experimental group (t=0.56; df=18; p>0.05).

Table 4. The display of descriptive data, the results of t-test and the difference between the participants in expressing stereotypes and openness after culture lessons (N=42)

	Group	Descriptive data			Levene's test		t-test		
		N	M	sd	F	p	t	df	p
Stereotypes	Experimental	19	59	7.51	1.54	0.22	2.51	40	0.02
	Control	23	52.09	9.88					
Openness	Experimental	19	26.21	4.33	2.66	0.11	1.22	40	0.23
	Control	23	24.78	3.28					

Using the results shown in Table 4, it is possible to compare the differences between the participants' responses on the scale of stereotypes and openness towards native

speakers of English after the culture lessons. Similar to the results shown in Table 2, in this case participants from the control group also demonstrated fewer stereotypes (M=52.09; sd=3.28) in comparison to experimental group participants (M=59; sd=7.51). On the contrary, participants from the experimental group revealed greater openness (M=26.21; sd=4.33) than control group participants (M=24.78; sd=3.28).

For verification purposes of the significance of the above stated differences, a t-test was conducted, but firstly Levene's test was needed to confirm the homogeneity of variances ($p>0.05$) in order to proceed with the t-test.

The results indicated that the control group, even after the culture lessons, expressed statistically significantly fewer stereotypes than the experimental group ($t=2.51$; $df=40$; $p<0.05$) and that there is no difference between groups based on their openness towards native speakers of English ($t=1.22$; $df=40$; $p>0.05$).

6.3. Discussion

The EFL classroom is a perfect place for students and their teachers to engage in multicultural practices which provides the ideal environment for developing intercultural awareness and prepares students to interact at a global level (Baker, 2012). However, foreign language curricula, despite everything being said and all the reforms being done, in practice still mainly focus on the acquisition of linguistic components of foreign language. Teachers throughout Croatia find excuses in the lack of time and materials for any serious progress being made in developing intercultural competence.

The idea of this final thesis was to show how to shift focus to raising cultural awareness among EFL learners relying on the culturally-oriented coursebook material. In this research we analysed how different ways of helping students to overcome stereotypes and raising their cultural awareness through culture lessons affect their stereotypical thinking. Through specially planned culture lessons, we wanted students to conclude on their own how certain common beliefs about the English and Americans are simply not true. The aim was not to impose opinions, but to help them change their points of view by eliciting their reactions to certain stereotypical beliefs and comparing them to their own culture.

Also, we wanted to see whether the way of teaching culture would reduce stereotypes among students and help them become more open-minded in interactions with native speakers of English, in this case, the English and Americans.

The survey was conducted with learners of two seventh grades from one primary school who have the same English teacher. According to their teacher, both classes consist of good and very good EFL learners. Therefore, the sample was not selected by chance. They are, more or less, an equal level of proficiency and of the same age.

Results have shown that the participants from the experimental group had stronger stereotypical beliefs than the control group participants from the start. This can be explained by the fact that students come from different backgrounds and social status and thus have previously acquired different amounts of cultural knowledge. It is possible that some students have more intercultural experience than the others, which has not been examined in this survey. Also, the results could depend on their personality traits and their interest in different cultures. However, their openness towards native speakers of English has proven to be almost the same.

Generally, it was expected that students' expression of stereotypes in the experimental group would be reduced and their openness towards native speakers of English would increase after the culture lessons. However, the results failed to confirm the predicted outcomes.

As a result of the culture lessons, both groups displayed fewer stereotypes, but the difference failed to be statistically significant, which could indicate that over a longer period of time and after being exposed to more culture lessons, their stereotypical beliefs would be reduced. Likewise, their openness towards the English and American increased, but failed to prove a significant change.

The results of this survey could be questioned considering the time span in which the data was collected as well as the number of only two culture lessons held in both the control and experimental group. One of the decisive factors was students' eagerness to participate in the lessons. They did not display stereotypical thinking in expressing their thoughts and opinions which leads to the conclusion that they did not have distinct stereotypes in the first place.

Undoubtedly, the survey stresses the need to raise cultural awareness in teaching EFL and help students to overcome stereotypes they may have. However, considering the small sample and taking into account the fact that the results failed to show statistically significant change, it is necessary to involve a larger sample to conduct longitudinal research with the aim of possibly proving the opposite.

7. CONCLUSION

The concept of culture is hard to define. It can be looked at from different perspectives and in various contexts. Although it has been included in FLT, the content taught has been and still is very broad and undefined. The spectrum goes from various subjects such as everyday life to environment, politics, economics, technology, etc. In the past, it was taught as a part of literacy and humanities component of FLT. Finally, in the 1990s, foreign language teachers and researchers started to include culture teaching as a fundamental part of FLT. Culture teaching switched its focus to cultural experiences and interaction rather than factual knowledge.

The newfound understanding of culture teaching contributed to the recognition of cultural awareness. Foreign language learners nowadays need more than just fluency in foreign languages. Modern times and societies demand great comprehension of other cultures and their cultural practices in order to be able to communicate with both native speakers, as well as second language learners of target language. In addition, raising cultural awareness became one of main elements of developing intercultural competence.

According to many specialists, intercultural competence implies solid understanding of one's own culture together with the understanding of other cultures and their interactive connection. It also includes openness towards other cultures and the ability to use new knowledge in cultural interactions.

FLT expects from foreign language learners to master both linguistic and cultural components of foreign languages. Consequently, the FLT approaches and the official documents needed to be changed. This final thesis mentions the CEFR, which defines proficiency levels, as the most important one. In addition, both Croatian

curricula were analysed. The National Curriculum fails to stress the cultural components, yet integrates them into the planned topics, whereas the new National Curriculum Framework highlights the importance of developing different competences, intercultural competence included.

This final thesis names different ways to raise cultural awareness in the EFL classroom in the form of different activities, cultural collections, web quests, interactions with native speakers of target language, role plays, etc. Some of them were used as a part of culture lessons in the research.

This survey attempted to show how teaching culture, with respect to suggestions of different specialists, can help students overcome their stereotypes and raise the level of their openness towards native speakers of English language.

Due to the limited number of culture lessons held in the classes and a small sample, the survey failed to show statistically significant changes. It was visible from the answers of the participants after the culture lessons that certain improvements were made, however they were not significant enough to prove the predicted outcomes.

Similar types of research should be conducted on a larger scale and over a longer period of time to see whether the way of teaching culture can indeed contribute to the rise of students' cultural awareness and their openness towards native speakers of English and towards other cultures in general.

Nevertheless, incorporating cultural components, with an emphasis on raising cultural awareness, is crucial in FLT. The importance of developing intercultural competence among foreign language learners should be one of the main aims of teaching culture, particularly in school. We, as teachers, have the task to be the mediators between students' language proficiency and their intercultural competence.

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APPENDICES

Appendix 1: Parents' consent

Poštovani roditelji,

za potrebe izrade diplomskog rada na Učiteljskom fakultetu Sveučilišta u Zagrebu provodim istraživanje kojemu je cilj ispitati kako način predavanja utječe na podizanje kulturne svijesti kod učenika. Ispitivanje je anonimno. Svi podaci dobiveni u ovom istraživanju koristit će se isključivo u istraživačke svrhe, a analizirat će se na grupnoj razini. Dozvolu za provođenje istraživanja dobila sam od ravnateljice škole, no u skladu s Etičkim kodeksom istraživanja s djecom, moram Vas zamoliti za pristanak za sudjelovanje Vaše djece u istraživanju.

Iskreno se nadam ćete mi izaći u susret u ostvarivanju ovog završnog zadatka u obrazovanju te se unaprijed zahvaljujem!

Kristinka Biščan
Apsolventica Učiteljskog fakulteta
Sveučilišta u Zagrebu

Svojim potpisom potvrđujem da sam suglasan/suglasna da moje dijete
_____ sudjeluje u istraživanju.
(ime, prezime, razred)

Vlastoručni potpis: _____

Appendix 2: Questionnaire

UPITNIK

Spol: M / Ž

Razred: _____

Učiš li osim engleskog jezika neki drugi strani jezik? (Zaokruži.) DA NE

U školi učim _____. (Napiši koji drugi strani jezik učiš.)

Izvan škole učim _____. (Napiši koji strani jezik učiš.)

1. SLAŽEŠ LI SE S OVIM TVRDNJAMA?

Zaokruži samo jedan broj u svakom redu i to onaj koji najbolje označava koliko se slažeš ili ne slažeš s ponuđenim tvrdnjama.

Objašnjenje:

1 = Uopće se ne slažem.

2 = Uglavnom se ne slažem.

3 = Ne mogu se odlučiti.

4 = Uglavnom se slažem.

5 = Potpuno se slažem.

1.	Englezi su hladni i rezervirani.	1	2	3	4	5
2.	Amerikanci jedu samo *fast food*.	1	2	3	4	5
3.	Englezi piju samo čaj.	1	2	3	4	5
4.	Amerikanci su veliki rodoljubi.	1	2	3	4	5

5.	Engleska hrana nije ukusna.	1	2	3	4	5
6.	Amerikanci se ne odijevaju u skladu s prigodom.	1	2	3	4	5
7.	Englezi najviše vole nogomet.	1	2	3	4	5
8.	Amerikanci su odlični sportaši.	1	2	3	4	5
9.	Englezi se ne odijevaju sa stilom.	1	2	3	4	5
10.	Amerikanci su pretjerano intimni u javnosti.	1	2	3	4	5
11.	Englezi vole i podupiru kraljevsku obitelj.	1	2	3	4	5
12.	Amerikanci su društveni i komunikativni.	1	2	3	4	5
13.	Englezi imaju dobar smisao za humor.	1	2	3	4	5
14.	Amerikanci nisu jako obrazovani.	1	2	3	4	5
15.	Englezi su pretjerano ljubazni.	1	2	3	4	5
16.	Amerikanci uvijek rade i razmišljaju o poslu.	1	2	3	4	5
17.	Englezi uvijek razgovaraju o vremenu.	1	2	3	4	5
18.	Amerikanci su pretjerano ljubazni prema strancima.	1	2	3	4	5
19.	Englezi vole pravila.	1	2	3	4	5
20.	Amerikanci nemaju manire.	1	2	3	4	5

2. SLAŽEŠ LI SE S OVIM TVRDNJAMA?

Zaokruži samo jedan broj u svakom redu i to onaj koji najbolje označava koliko se slažeš ili ne slažeš s ponuđenim tvrdnjama.

Objašnjenje:

1 = Uopće se ne slažem.

2 = Uglavnom se ne slažem.

3 = Ne mogu se odlučiti.

4 = Uglavnom se slažem.

5 = Potpuno se slažem.

1.	Volio/voljela bih dopisivati se s vršnjacima koji govore engleskim jezikom.	1	2	3	4	5
2.	Ne bih volio/voljela imati prijatelja koji govori engleskim jezikom.	1	2	3	4	5
3.	Zanima me što moji vršnjaci u Americi/Engleskoj uče u školi.	1	2	3	4	5
4.	Ne zanima me kakve hobije imaju moji vršnjaci u Americi/Engleskoj.	1	2	3	4	5
5.	Rado bih otputovao/otputovala u zemlju u kojoj se govori engleskim jezikom.	1	2	3	4	5
6.	Da imam prijatelja koji govori engleski, rado bih ga pozvao/pozvala k sebi.	1	2	3	4	5

Hvala na sudjelovanju! ☺

Appendix 3: Culture lesson 1

University of Zagreb

Faculty of Teacher Education

Department of Primary and English Teacher Education

LESSON PLAN

Student	Kristinka Biščan
Academic year	2017/2018
Primary school	II. osnovna škola Bjelovar
Mentor	Anita Vegh
Class	7A
Date	April 20, 2018

Topic & lesson type Culture spot: England; combined (revision + new material development)
Aims (*overall*) A) Linguistic Introducing a text about England. Learning about England and English culture. B) Functional Expressing opinions about English culture. C) Educational Developing tolerance and empathy towards other cultures and civilizations. Raising awareness of and challenging common stereotypes.
Interaction patterns Lockstep, individual work, pair work
Teaching aids and media Board, projector, presentation
Teaching material Anić, V.; Pavlinek, B. (2013). *Dip In 7*. Zagreb. Školska knjiga.
Note

Lesson structure
Activity 1 Activity objective: introducing the topic Interaction pattern: lockstep, individual work Teaching methods/techniques: speaking, questions and answers Estimated time: 5 minutes Description/TT: *Hello class, my name is Kristinka and today I'll be your English teacher. We are going to watch a short video first.* I show pupils the clip of Mr Bean. Afterwards, we discuss it. *Did you enjoy it? Was it funny? Do you know who that is? What is his name? Have you ever watched it before? What is he doing? Where is he from? Today we are going to learn a bit more about his homeland – England.* **Activity 2** Activity objective: reading comprehension Interaction pattern: lockstep, individual work Teaching methods/techniques: reading, speaking, questions and answers Estimated time: 15 minutes Description/TT: I give out the handouts with the text (factfile) from another book called "*England*". *I'm going to give you handouts with the text, or rather some facts, from another book. It's about England. Let's read. Who is going to start?* I pick the pupils to read the text. From time to time, I stop them to look at the presentation. *Here is the map of the UK and you can see the countries in different colours. What is this? Is Ireland part of the UK? Let's continue. Has anyone been to London? What are the important places to visit or monuments to see? What does "a monument" mean? What is this? It is actually called the Elizabeth tower. Originally it was the Clock tower, but they named it after Queen Elizabeth II in 2012. So, what is Big Ben then? It is the bell inside of the tower. Right next to the Elizabeth tower, we have the Houses of Parliament or the Westminster Place. And this is the Westminster bridge. It goes across the river. Does anyone know the name of the river? It is called the river Thames. What is this? It is the London Eye or the Millennium Wheel. How do we call this type of the wheel? It is called the Ferris wheel. These are popular across the*

globe, but the London Eye is probably the most famous. What is the name of this bridge? It is the Tower bridge. Does anyone know where the Queen stays when she is in London? What is the name of that palace? It is the Buckingham Palace. If I gave you the picture of London, what would help you recognize it? What is typical for London? What is this? It is a red telephone box or telephone booth. What else? A big red bus. How do we call that bus? It is a double-decker. One more thing that is typical for London is London taxi or a hackney or a black cab. Let's continue reading. This is St George's Cross. Together with St Patrick's Cross and St Andrew's Cross, which is the flag of Scotland, they create the Union Jack. Continue. This is St George. How do we call him in Croatia? He fights a dragon. Continue reading. Can you name some English football clubs? What is the oldest tennis tournament in the world that happens to take place in London? Continue. Have you heard of any of these authors? Who is missing? She is widely known as the creator of a little wizard. Continue. Can you name some more? Who is probably the best English singer of today? Male? Female? Group? Out of all members of One Direction, who is not English? Where is he from? Continue. Have you heard of these actors? Can you name some more? Probably the most famous for a while now are Daniel Radcliffe and Emma Watson.

I ask them if there are any unfamiliar words. *Are there any unfamiliar words?* I show them some of the new words and explanations on the presentation.

Activity 3

Activity objective: learning about the English

Interaction pattern: lockstep, pair work

Teaching methods/techniques: speaking, questions and answers

Estimated time: 15 minutes

Description/TT:

I ask the pupils to form pairs. I explain the task and give them the pictures they have to describe and discuss together. *You are going to work in pairs now. I am going to give you different pictures. Your task is to discuss what is in them. Try to describe them and figure out what they show.* Afterwards, they do it in front of the class and we compare them to other pictures. *Are you ready?*

Let's see the first picture. Who has it? Can you describe it? What does it show? Do you know what English tea is like? What do they put in it? Do they eat anything while drinking the tea? What are those cookies called? They are called scones. Do the English drink a lot of tea? Do they have "a tea party" every day? Does that mean that they don't drink coffee?

Let's see another picture. Who has it? Can you describe it? What does it show? People are standing in a line or a queue to get some coffee. Do you think these people prefer coffee? Does that mean that they don't drink tea at all? Do you think the English wake up early in the morning to drink their tea and relax before going to work or it is an afternoon activity?

Who has the next picture? Can you describe it? What does it show? What is the occasion? Why are these ladies dressed like that? What do you think they are watching/looking at? Any guesses?

Let's see the next one. Who has it? What does it show? Can you notice the people wearing hats here? Why do they dress so formal for a horse race? Where else people in England need to dress according to the rules?

Who has this one? Try to describe it. Do all schools in England require wearing uniforms? Do we have schools like that in Croatia? Would you like to have the uniforms? Do you think they follow the rules whenever they are getting dressed?

What about them? Who has this picture? What does it show? What are they wearing? Do you think these men are following some sort of rules?

What about these women? Who has this picture? What does it show? What are they wearing? Do you think all the English dress like these people? How would you describe their style?

Let's see the next one. Who has it? What does it show? Can you recognize the

monument? What do you see in the back? Who are these people? Why is the crowd cheering on them? Do you think everyone in the crowd is English or British?

Do you recognize the people in this one? Who has it? What does it show? What are they doing? Do you think all the Brits support the royal family? Why? Why not? Are there people who don't support them at all? Now question for everyone. Why is it extremely important that Meghan Markle is accepted into the royal family?

Let's see another one. Who has it? What are these people doing? Where are they? The pub is crowded. Do you think everyone follows football in England? Do you think people go to the pub only to have a beer and watch football?

Where are these people? What are they doing? Are they watching football? What are they eating? It is a traditional English dish. How is it called?

Who has it? What is it? How is it served? Do you think the English eat it regularly?

What do they eat for breakfast? Who has it? Describe the plate first. What's on it? Do you think the English really eat it for breakfast? Would you? What else could they possibly eat?

Activity 4

Activity objective: raising awareness, improving speaking skills

Interaction pattern: lockstep, pair work

Teaching methods/techniques: role play

Estimated time: 10 minutes

Description/TT:

I ask for volunteers. I give them the handouts with different situations they have to act out. The rest of the pupils have to guess if the situation happens in England or elsewhere in the world. *Are there any volunteers? Your task is to read the guidelines on the paper and act out the situation exactly the way it is written. The rest of you are going to try to guess what is going on and if the situation happens in England or*

elsewhere in the world. Let's start. Who is going to do it first? What are they doing? Which of these situations typical for England? Why? Why not? Let's see another one. Who is going to be next?

Additional activities:

Activity A

Activity objective: revising vocabulary

Interaction pattern: individual work

Teaching methods/techniques: writing

Estimated time: 5 minutes

Description/TT:

I give out the handouts and I explain the task. The pupils have to fill in the sentences with the words we have learned in today's lesson. *Let's see how much you remember. Your task is to fill in the sentences with the right words.* When they finish, we check the answers together. *Have you finished? Who is going to read sentence 1?*

Blackboard plan:

ELIZABETH TOWER

BIG BEN

THE HOUSES OF PARLIAMENT

WESTMINSTER BRIDGE

LONDON EYE

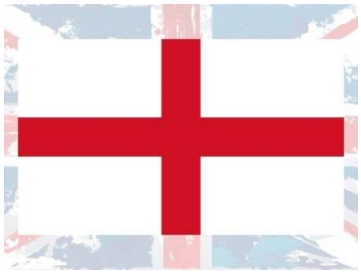
TOWER BRIDGE

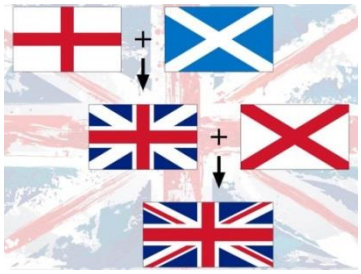
BUCKINGHAM PALACE

a telephone box/booth

a double-decker bus

London taxi/ a hackney/ a black cab





the Tudor rose

OXFORD

CAMBRIDGE

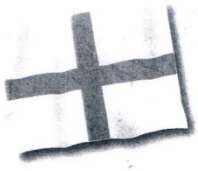
PAIR WORK
MONMOUTH

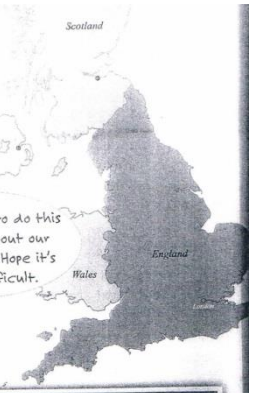
ROLE PLAY

Handouts, etc.:

<u>HANDOUT 1</u>

ENGLAND





CULTURE SPOT

1 England is only one part of the United Kingdom. How many countries are there in the UK?
a) two b) three c) four d) five

2 What's the capital of England?
a) Liverpool b) London
c) Manchester d) Glasgow

3 Who is the patron saint of England?
a) St George b) St Patrick
c) St Andrew d) St David

4 Which of these writers is **not** English?
a) Charles Dickens b) Agatha Christie
c) J.R.R. Tolkien d) Mark Twain

5 Which of these actors is **not** English?
a) Rowan Atkinson b) Ewan McGregor
c) Daniel Craig d) Jude Law

London Eye

Look at the England factfile and check your answers.

FACTFILE

ENGLAND

- England is the biggest part of the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK – England, Scotland, Wales and Northern Ireland.
- It shares land borders with Scotland to the north and Wales to the west.
- England got its name from the Angles, one of the Germanic tribes who settled during the 5th and 6th centuries. In Old English the word Anglaland meant "land of the Angles".
- England's population is about 51 million, around 84% of the population of the UK.
- London is the capital of England and the UK. It's also the largest city in Europe.
- The national flag of England, known as St George's Cross, has been the national flag since the 13th century. In 1606, the St George Cross became part of the Union Jack, the flag of the United Kingdom.
- The patron saint of England is St George and the National Day of England is St George's Day, on 23 April.
- The national symbol of England is the Tudor rose, also known as the Rose of England.
- The most famous English universities are Oxford and Cambridge.
- The most popular sport in England is football, followed by cricket, rugby, tennis, badminton, squash and many others.
- Some famous English writers are William Shakespeare, Charles Dickens, Agatha Christie, J.R.R. Tolkien and many others.
- There are a lot of famous singers from England: John Lennon, Paul McCartney, David Bowie, Robbie Williams, Mick Jagger, Elton John, to name just a few.
- Well-known English actors are Rowan Atkinson, Daniel Craig, Jude Law, Clive Owen, Michael Caine, etc.

The Tudor rose

page 28

HANDOUT 2

MEETING QUEEN ELIZABETH II

- stay in the line and wait for the Queen to approach you
- bow down (your head only) while saying *"Your majesty…"*
- don't shake hands – keep them together, close to your body
- wait for the Queen to speak (she says *"Welcome to the Buckingham Palace.")*
- say *"It's an absolute honour to meet you."*
- be extremely polite
- try British accent while doing so ☺

MEETING THE PRESIDENT

- walk to the president
- greet, shake hands and kiss cheeks
- smile a lot
- introduce yourself saying *"My name is _____. Nice to meet you!"*
- say *"How are you?"*
- start a conversation (talk about anything)
- ask for a picture and possibly hug the president while doing so

ARGUMENT BETWEEN NEIGHBOURS IN ENGLAND

- your neighbour listens to the music really loud
- knock on the door (lightly!)
- greet your neighbour and ask him politely if he/she could turn down the volume
- say *"Excuse me… I'm sorry to bother you but I was wondering could you perhaps turn down the volume a bit?"*
- say *"Oh, I'm so sorry. I haven't noticed it is so loud. I'll see what I can do. I sincerely apologize. It won't happen again."* – then close the door, roll your eyes and continue dancing without turning the volume down
- try British accent while doing so ☺

ARGUMENT BETWEEN NEIGHBOURS

- your neighbour listens to the music really loud
- walk up to the door angrily and knock heavily
- start shouting asking your neighbour to turn down the volume because it's too loud
- say *"Will you turn down the volume or I'm calling the police?!"*
- don't give your neighbour chance to talk
- walk away still mumbling things to yourself, be mad

ASKING FOR SOMETHING IN THE SHOP IN ENGLAND

- look around the shop pretending to search for something
- spot a shop assistant
- approach him/her saying *"Excuse me, sir/ma'am, would you be so kind to show me where do you keep tea bags, please. I couldn't find them myself."*
- reply with *"Yes, of course, sir/ma'am. No problem. Follow me, please."*
- try British accent while doing so ☺

ASKING FOR SOMETHING IN THE SHOP

- look around the shop pretending to search for something
- spot a shop assistant
- shout from the distance *"Hey, where's that tea on sale?"*
- reply with *"On the other side!"*
- mumble something, shout *"Thanks!"* and walk away

HANDOUT 3

Fill in the sentences.

1) There are _____ countries in the UK – England, _____, Wales and Northern Ireland.
2) London is the _____ of England and the UK.
3) The name of the flag of the United Kingdom is the _____.
4) The most popular sport in England is _____.
5) The national symbol of England is the Tudor _____.
6) The patron saint of England is St _____.
7) The most famous English universities are _____ and Cambridge.
8) The _____ is the largest Ferris wheel in Europe.
9) London taxi is also known as a hackney or a _____.

Appendix 4: Culture lesson 2

University of Zagreb

Faculty of Teacher Education

Department of Primary and English Teacher Education

LESSON PLAN

Student	Kristinka Biščan
Academic year	2017/2018
Primary school	II. osnovna škola Bjelovar
Mentor	Anita Vegh
Class	7A
Date	April 24, 2018

Topic & lesson type Unit 5, culture page: The USA; combined (revision + new material development)
Aims (*overall*) D) Linguistic Introducing a text about the USA. Learning about the USA and American culture. E) Functional Expressing opinions about American culture. F) Educational Developing tolerance and empathy towards other cultures and civilizations. Raising awareness of and challenging common stereotypes.
Interaction patterns Lockstep, individual work, group work
Teaching aids and media Board, projector, presentation, flashcards
Teaching material Hutchinson, T. (2003). *Project 2*. Oxford. Oxford University Press.
Note

Lesson structure
Activity 1 Activity objective: introducing the topic Interaction pattern: lockstep, individual work Teaching methods/techniques: speaking, questions and answers Estimated time: 5 minutes Description/TT: *Hello class, my name is Kristinka and today I'll be your English teacher.* I put the blind map of the USA on the blackboard. *Does anyone have any idea what this is? It is the blind map of the United States of America. What comes to your mind first when you hear of the USA?* I add the title and write their thoughts around it. I elicit the ideas from pupils. *What else? What comes to mind when I say food/movies/people/brands, etc.? Today we are going to learn a little bit more about the United States of America.* **Activity 2** Activity objective: reading comprehension Interaction pattern: lockstep, individual work Teaching methods/techniques: reading, speaking, questions and answers Estimated time: 10 minutes Description/TT: I give out the handouts with the text from another book called "*The USA*". *I'm going to give you handouts with the text from another book. It's about the USA. Let's read. Who is going to start?* I pick the pupils to read the text. From time to time, I stop them to look at the presentation. *Look at the presentation. This is the USA (plus Alaska) and this is Europe. Let's continue. Here you have four time zones plus Alaska, and if we add Hawaii which are on the different time zone, that is actually six. Continue reading. Here is the river. It goes almost from Canada to the Gulf of Mexico. Move on. You can see on the map all the American brands divided into their states of origin. We have Burger King in Florida,, Coca-cola in Georgia, Ford in Michigan, McDonald's in Illinois, Microsoft, Amazon, and Starbucks in Washington (but not DC), Nike in Oregon, Gap, MTV, Google, Apple, etc. in California and so*

on. Let's continue reading. Cross that out. This is a very old text. Do you think there are more or less people in the USA today than when this text was written? More, of course. There is 325,7 million people in the USA. Write that down. Let's move on. This s New York City. What is this monument? It is the Statue of Liberty. What about this building? It is One World Trade Center. It is the sixth tallest building in the world. It is actually a part of the rebuilt World Trade Center which was destroyed in the terrorist attacks of September 11, 2001. Then we have Los Angeles or LA. This is downtown LA. Here you have the Hollywood sign and the Hollywood Walk of Fame. And this is Chicago, also known as the Windy City. Let's go on. You can see all the states on the map. Continue. This is Washington DC. Who is the current president? He lives here. Continue. This is the flag. Let's read the last part. You can see the British and their boats here. You can also see some tents where Native Americans used to live.

I ask them if there are any unfamiliar words. *Are there any unfamiliar words?*

Activity 3

Activity objective: listening comprehension, raising awareness

Interaction pattern: lockstep

Teaching methods/techniques: listening, questions and answers, speaking

Estimated time: 10 minutes

Description/TT:

I show the pupils few clips from the American TV shows which depict some of the stereotypes about the Americans. *We are going to watch few clips from some popular American TV shows. Maybe you know some of them. This is the first one. Try to remember as many types of food they mention as possible. You can even write them down.* I play the clip from Gilmore Girls. *They also mentioned some international food – is it all fast food? Do you think fast food is all Americans eat? Why? Why not? Let's see another one.* I play the clip from The King of Queens. *What was funny? What were they doing? (slurping, blowing nose, burping, chewing loudly with open mouth…) They lack manners, right? Is it polite to burp while eating? In America it is not really considered polite. Do people still do it? In some other countries that is a*

compliment to the chef or a sign of a good meal. Do you know where? (China, India, most Islamic countries…) I play the clip from Hart of Dixie. *What happens here? He picks her up. Does she know him? Would you get in a car with someone you don't know? Of course, not. In the most parts of America, especially in the bigger cities, neither would she. But in this scene she is coming to an extremely small town. Why does that affect her belief in his good intentions? Does he have any bad intentions? Okay, the next one.* I play the clip from Friends. *What is the game about? Do you think all the Americans can name all 50 states? Do you think they should know that? Do you think that, for example, a doctor should know all 50 states? Is it really important? Do you think Americans in general know geography? What do you think happens when you tell them that you're from Croatia? Okay, this is the last one.* I play the clip from One Tree Hill. *What is happening in this scene? This is a state championship in a high school. It seems really important to all of them. Also, they seem talented. Do you think Americans are good in sports? What sports?*

Activity 4

Activity objective: learning about Americans

Interaction pattern: lockstep, group work

Teaching methods/techniques: speaking, questions and answers

Estimated time: 20 minutes

Description/TT:

I ask the pupils to form groups. I explain the task and give them the materials together with the guidelines they have to discuss together. *You are going to work in groups now. I am going to give you different materials. Your task is to answer the questions I'm going to give you with the materials. Try to find out or remember as much as possible. One group is going to use the Internet to search for the answers. When you finish, you will present to the class what have you done.* Afterwards, they do it in front of the class. *Are you ready?*

Additional activities:

Activity A

Activity objective: experiencing authentic food

Interaction pattern: individual work

Teaching methods/techniques:

Estimated time: 5 minutes

Description/TT:

I give out the jelly beans and I explain their origin and their popularity. I ask the pupils to try them. *Let's do something fun!*

Activity B

Activity objective: revising vocabulary

Interaction pattern: individual work

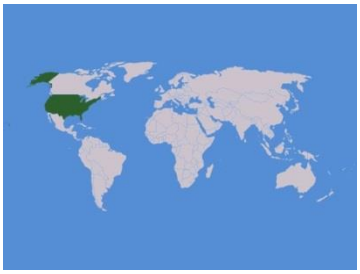
Teaching methods/techniques: writing

Estimated time: 5 minutes

Description/TT:

I give out the handouts. The task is to fill in the sentences about the USA. *Let's see how much you remember. Your task is to fill in the sentences with the right words.* When they finish, we check the answers together. *Have you finished? Who is going to read sentence 1?*

Blackboard plan:



CANADA
MEXICO

The United States of Inc.

NEW YORK CITY

LOS ANGELES

HOLLYWOOD

CHICAGO

WASHINGTON DC

THE WHITE HOUSE

THE STARS AND STRIPES

GROUP WORK

1 CENT
PENNY
5 CENTS
NICKEL
10 CENTS
DIME
25 CENTS
QUARTER
50 CENTS
HALF DOLLAR
100 CENTS
DOLLAR

1 CENT
PENNY
5 CENTS
NICKEL
10 CENTS
DIME
25 CENTS
QUARTER

BEAN BOOZLED

Spoiled Milk
Coconut
Dead Fish
Strawberry Banana Smoothie
Rotten Egg
Buttered Popcorn
Canned Dog Food
Chocolate Pudding
Stinky Socks
Tutti-Frutti
Lawn Clippings
Lime
NEW
Skunk Spray
Liquorice
Barf
Peach
Moldy Cheese
Caramel Corn
Booger
Juicy Pear

Handouts, etc.:

HANDOUT 1

THE USA

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The United States of America is the fourth largest country in the world. It is bigger than the whole of Europe. There are five time zones in the USA. So, when it's twelve o'clock in New York, it's only eight o'clock in Alaska. The third longest river in the world is in the USA. It's the Mississippi–Missouri River.

The USA is the richest country in the world. It produces more food, iron, cars, aeroplanes, books, films, music and TV programmes than any other country in the world.

The USA has a population of about 260 million people. Most of them live in cities. The largest city in the USA is New York. About 8 million people live there. The second largest city is Los Angeles in California and the third largest is Chicago.

There are fifty states in the United States. Some of the eastern states, like Rhode Island and Delaware, are quite small, but others, like Texas, California and Alaska, are bigger than a lot of countries. Each state has got its own government and its own capital city. There is a federal capital for the whole of the USA in Washington DC. The US President lives there, in the White House.

This is the flag of the USA. It's called 'The Stars and Stripes'. There is one star for each of the fifty states. The thirteen stripes are for the original thirteen states that formed the USA in 1776, when they got their independence from Britain.

The first settlers in the USA came from Britain, but now the USA has people from all over the world – from Europe, Asia, Africa and South America.

HANDOUT 2

MONUMENTS

1) Present the materials you have. What are these things for?
2) Do you recognize the monuments?
3) Can you name some more?
4) Are they any similar to our monuments and how we promote them? Why? Why not?
5) Present to the class.

GREETING CARDS

1) What do you have? How do we call it?
2) Do you send them? When?
3) Do you think Americans send them for all of their holidays?
4) What holidays do they have? How do they celebrate them?
5) Present to the class.

MONEY

1) Use the Internet to find out more about the official currency of the United States.
2) Find out about how they call different values and what a nickname for dollar is.
3) How much kuna is 1 American dollar?
4) People in the USA earn about 27 dollars per hour (average data). Do you think that is enough? Do you think everybody earns that much?
   (Just to compare, average salary per hour in Croatia is 46 kuna.)
5) Present to the class.

AMERICAN vs. CROATIAN MAGAZINES

1) What are those? What do they look like? Describe them.
2) What can you find inside?
3) Which one is of a better quality?
4) What do they promote?
5) Is there anything typically American in Teen Vogue?
6) Present to the class.

HANDOUT 3

Fill in the sentences.

1) The United States of America is the _____ largest country in the world.
2) The largest city in the USA is _____.
3) There are _____ states in the USA.
4) The federal capital for the whole of the USA is _____.
5) The US President lives in the _____.
6) The flag of the USA is called the _____.
7) Originally there were _____ states that formed the USA in 1776.
8) The first settlers in the USA came from _____.

Izjava o samostalnoj izradi rada

Ja, Kristinka Biščan, studentica Učiteljskog fakulteta Sveučilišta u Zagrebu, izjavljujem da sam ovaj rad izradila samostalno uz uporabu navedene literature i konzultacije s mentoricom.

U Zagrebu, 10. srpnja 2018.

_____