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**POSSIBLE WAYS OF TEACHING BRITISH
CULTURAL STUDIES**

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Význam a cíl výuky kulturních studií při vyučování jazka

Bakalářská práce

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Bachelor Paper

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Abstract

The subject of the work is to deal with cultural education and its aim in the English language learning process. The most important terms as culture, cultural studies and awareness, and cross-cultural communication will be discussed in the introductory part. A detailed survey was held with the aim to find out information about teaching culture in the Czech republic these days. The results are expected to help to evaluate the integration of language and culture in the process of English-language teaching. Theoretical materials of authors and practical experience of teachers, who have been dealing with this matter, will be then compared with the results of the survey. Finally, I am going to suggest efficient methods and possible teaching activities, which may be useful while teaching culture.

Souhrn

Tato práce se bude zabývat kulturním vzděláváním a jeho cíly v procesu vyučování anglického jazyka. V úvodní části práce vysvětlím pojmy jako kultura, kulturní studia, kulturní povědomí a komunikace mezi kulturami. S cílem zjistit co nejvíce informací o současné podobě výuky kulturních studií v České republice, byl uskutečněn průzkum v této oblasti. Výsledky průzkumu mají pomoci zhodnotit integraci výuky kultury v rámci hodin anglického jazyka, dosavadní výukové postupy a metody. Shromážděné teoretické poznatky a jejich praktické zkušenosti autorů a vyučujících, kteří se zabývají tímto problémem a následně provedu porovnání získaných informací z průzkumu a výše uvedených teoretických poznatků. Nakonec navrhnou možné výukové postupy v oblasti kulturního vzdělávání.

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I. Introduction

English language has undergone great development. For centuries English has been spreading to many countries, thanks to Great Britain's expansion into new areas of the world. Thus, it gained supreme position among other languages. English language became the first official language in the world. It is used especially in the fields of politics, business, commerce, but also education, art, and religion. It is often spoken by groups of people whose culture is very different from the culture of English-speaking countries. When we speak to a foreign business partner, we should be aware of cultural differences between the nations, because our speech conveys not only the message, but also other kinds of information about us: social class, age, sex, ethnicity, occupation, education, nation origin, emotional state and certain other characteristics. Participants in cross-cultural communication should choose words carefully to avoid being misunderstood or offensive. Each person is an individual, but is influenced by family, community, environment, and even the language. Unfortunately, many people, of whatever nation, see themselves not as a "culture" but as "standard", "the right culture" (Valdes, 1986: 10) and he adds "For many, cultures of the rest of the world are rather of strange behaviour" (Valdes, 1986: 10). Our views upon our country and culture are more or less patriotic. Therefore, acceptance of different customs, languages, and ways of life is necessary to avoid communication breakdowns. Willingness to "enter another culture" (Valdes, 1986: 11) means a great step towards world's happiness and peace. For that reason the study of cross-cultural interaction is very important. Educational programmes are the best instruments for breaking possible communicational blocks. That is why national school authorities have begun to demand the studies of cross-cultural interaction. This does not only influence the students, but also the teachers and other staff involved in the educational process. Naturally, Czech teachers and their students turn their interest to countries in Europe, but particularly towards Great Britain. The subject of British studies became a part of English language-teaching process. Its aim is to explore and explain cultural differences between the Czech republic and English speaking countries in greater detail than before. Students are beginning to improve their cultural awareness and cross-cultural communication. Cultural awareness is the term used to describe culturally motivated behaviour on the basis of language use and communication. Cross-cultural awareness of English speaking countries usually covers

British or American life and institutions, beliefs, and values, as well as everyday attitudes and feelings expressed not only by language, but also by other features as clothes, gestures, facial expressions, movement, national customs and habits.

The term cultural awareness most successfully encompassed the three qualities, which the activities were designed to develop, namely: awareness of one's own culturally induced behaviour; awareness of the culturally induced behaviour of others; ability to explain one's own cultural standpoint.

(Tomalin, 1993:10)

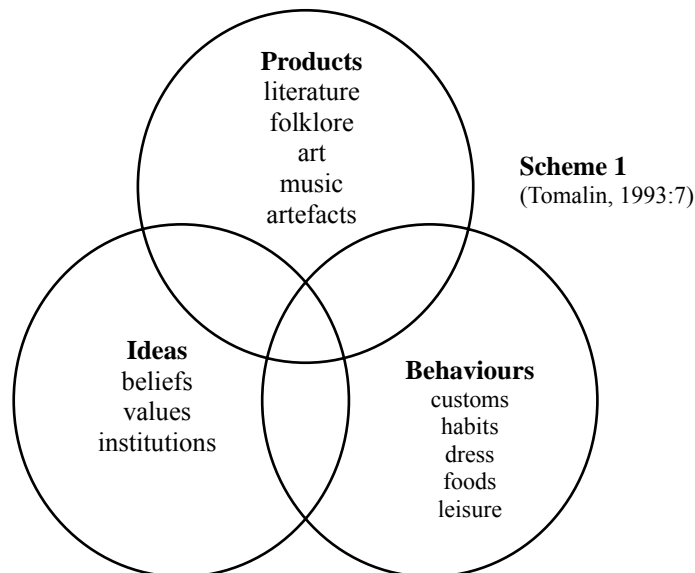
An important subject of this work is to define cultural education and its aim, to summon and valorise teaching methods used at present and suggest possible teaching methods and approaches in the area of culture education in the Czech republic. All these parts will be confronted with results of a careful survey. It examined the present English and Czech cultural awareness of Czech students learning English. This work attempts to bring together theoretical and practical materials of authors and teachers who have been dealing with this matter for several years.

Culture and language exist in a tight relation and influence each other. Therefore, *culture* should form a valuable component of foreign-language teaching. Students thus receive knowledge of English language as well as an understanding of cultural values and attitudes of the target country. The last part of this work is going to deal with the problems of teaching culture. The work will show how the language teachers might incorporate teaching culture into lessons of English language. Then, different approaches towards teaching culture and new possible teaching methods will be suggested.

II. Theoretical Part

1. Definition of Culture and Cultural Elements

Teaching British Cultural Studies requires a full understanding of the key words which occur while dealing with this matter. Such words as *culture*, *cross-cultural communication* and *non-verbal communication* have been subject to various studies. The Cambridge International Dictionary says that culture is “way of life, especially general customs and beliefs of a particular group of people at a particular time, it is way of thinking and behaving“ (OUP, 1995:334). However, such universal definition can not satisfy an inquisitive teacher. Levine’s definition is more concrete: “Culture is a shared background (for example, national, ethnic, religious) resulting from a common language and communication style, customs, beliefs, attitudes, and values“ (Levine, 1993:17). Many people tend to summon culture into one sentence: culture represents the entire characteristic activities and interests of a people. For T. S. Eliot, for example, culture was “...the dog races, a cup final, the pin table, ...Wensleydale cheese, boiled cabbage cut into sections, beetroot in vinegar, nineteenth-century Gothic churches, and the music of Elgar” (T.S.Eliot, 1952). Culture, however, does not only refer to art, music, literature, food, clothing, and etc. It refers the to patterns of human interactions, expressions, and behaviour that people in one country share and have in common. When one lives in a particular country, he/she automatically becomes influenced and accustomed to a great number of images and symbols fixed in our everyday life. The following scheme will show the most common categories of culture.



The above stated categories, i. e. products, ideas and behaviours, form the most important parts of culture. All of them are so deeply rooted within a culture that we do not even think about them. Such parts of culture can be called hidden and are similar to culture of any nation or group of people, however, not on the same level. Above that every person takes different part of these elements for granted and thus, the chance of finding of two people with the same cultural attitudes is not presumable.

To define culture is very difficult and it offers great number of variations. Culture is a phenomenon; it exists and can be seen, felt, tasted. Even though, it contains many “hidden elements” (Levine, 1993:17), which affect our behaviour and interactions with others. Culture greatly influences ones behaviour through economic and educational levels, life experience, relationships, and other specific situations. That is the part of culture that creates cross-cultural difficulties and those teachers, who still hold the view that culture is a performance in a local theatre, are not competent to teach British Cultural Studies.

2. Cross-cultural Communication and Aspects of Non-verbal Communication.

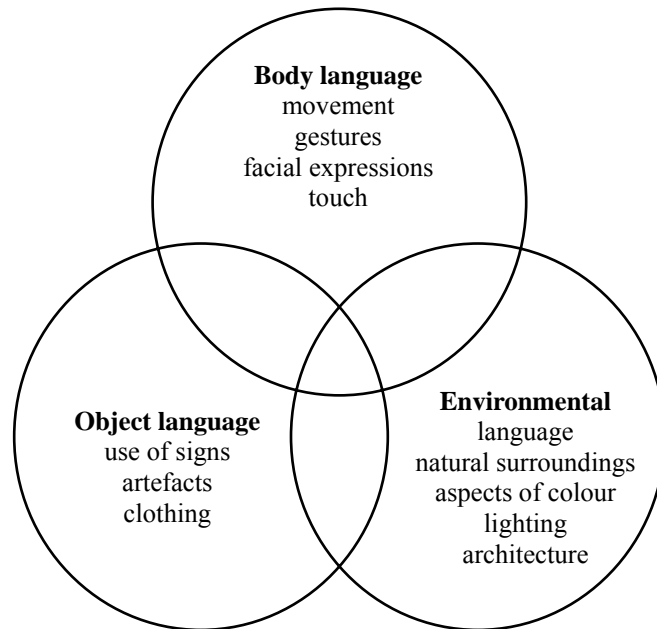
Culture is also a language and the relationship between culture and language is evident and well established. The process of sharing meaning through speaking and non-verbal behaviour is communication. *Cross-cultural communication* is thus communication between people from different cultures. Of course, cultural values, attitudes and behaviour of speakers influence such communication and so it influences people’s reactions and responses.

Politeness behaviour contributes to smooth flow of interaction. Unfortunately, what is considered an appropriate strategy usually differs from culture to culture. Wrong choice of strategy occurs very often in communication and leads to misunderstanding. The reason for choosing bad strategy can be the fact that different cultures develop preferences for different politeness strategies.

(Valdes, 1986: 42)

Non-verbal aspects of communication also play an important role in cross-cultural interaction. These are, for example, gestures, postures, and facial expressions. Human body becomes a part of language, and even if it is a “silent language” (Tomalin, 1993:115) it forms a great aspect of the non-verbal communication. By non-verbal communication people express meanings or feelings without words. Elements as pitch and loudness of

voice, rhythm, stress, resonance, and pauses are very important too, as these add an emotional dimension to the spoken word. The scheme 2 indicates the three main types of non-verbal communication.



Scheme 2
(Valdes, 1986: 66)

The aim of dealing with non-verbal communication in this paper is the fact that it forms inseparable part of cross-cultural conversation and every culture differs in its non-verbal expressions. Feelings of friendship, gestures at greetings, or facial expressions exist everywhere in the world. As with verbal communication, what is considered usual or polite behaviour in one culture may be seen as unusual or impolite in another. Levine’s example speaks for itself: “One culture may determine that snapping fingers to call a waiter is appropriate, whereas another may consider this gesture rude” (Levine, 1993:103). Learners of English language and culture should be able to interpret style of communication of English speaking countries. Therefore, it is necessary to include ‘silent language’ into a lesson plan, as students may not be aware of how gestures, facial expressions, eye contacts affect communication.

It is clear that non-verbal elements form the culturally influenced part of behaviour. People’s expectations regarding the appropriate level of formality and degree of politeness

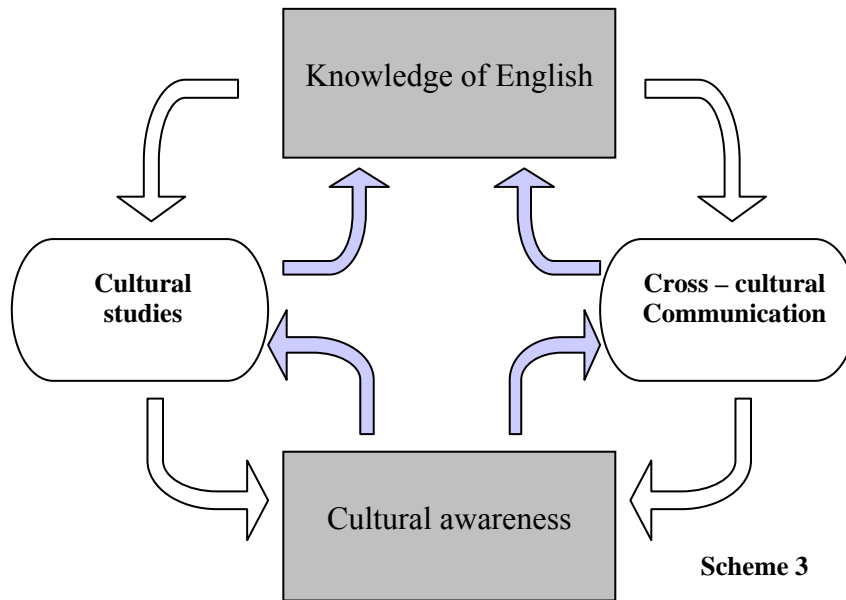
can be very different. So what is not right in one culture can be acceptable in another. These are cultural differences. All cultures have values and ideals that their members say are right. However, other nations may not be willing to accept and tolerate them. Usually cultural differences appear together with cultural similarities, and these help to cross the imaginary bridges between nations. Not only our own culture, but cultures of all countries contribute to the development of individual societies. That is why culturally related factors, which affect people's behaviour, are also important part of linguistic studies.

3. The Relationship between Learning Language and Culture

According to the Scheme 1 the most common elements of culture are products, ideas and behaviour. These three aspects are parts of a whole, which is understood as culture with a capital C, and can not operate independently. Still, to be able to characterise the relationship between language and culture it is necessary to define what part of the system they belong to. In Valdes's (1992:1) terminology language is on the level with products, thought is an equivalent to ideas and under the term culture she means behaviour. Thus, the relationship between language and culture is a matter of only two parts of three. It is possible to claim that culture of a speaker is reflected in his language while the language helps to shape his culture. Culture and language form a circular pattern with influencing each other. Nevertheless, an artificial language does not prove that fact. Use of Esperanto, for example, is declining because of its "spiritual and cultural emptiness" (Valdes, 1992:1). It may be "politically wise choice for intercultural communication" (Valdes, 1992:1), because Esperanto is offensive to none, on the other hand, no one can feel an artificial language. No matter how "scientifically successful the language may be" (Valdes, 1992:2) either speaker or receiver can think deeply in such language.

Language is the means of communication and is the most visible and available expression of a culture. Teachers should be aware of the fact that second language teaching is often second culture teaching because culture forms inseparable part of a language and vice versa. As Czech language learners have different traditions and cultural behaviour from the traditional English speaking countries, learning culture can also involve acquisition of a second identity. Thus, person's worldview, self-identity, thinking, acting, feeling, and communication are disrupted by a change from one culture to another. Due to learning

language students become aware of target country's culture and sooner or later reach the cultural awareness. The simple scheme 3 explains the relationship between learning language and culture. It shows the usual two main targets in the process of learning English language - knowledge of English language and cultural awareness. Knowledge of English language represents the basis for future studies. English language students can explore culture and reach cultural awareness by various ways. Students can attend either courses of cultural studies taught at Czech schools or they take part in cross-cultural communication within the country of a target language. The third and best way of exploring culture is a combination of both methods.



The dark arrows in the scheme show the feedback of such cultural studies. Wider cultural awareness should support interest in cultural studies and that way also contribute to the process of English language learning. Also understanding a foreign culture supports cross-cultural communication, which again helps in the process of learning English language.

4. Acculturation and Culture Shock

All types of second culture learning involve a certain degree of acculturation. That means a process of becoming adapted to a new culture. We know several stages of acculturation, for example “Tourist” (Valdes, 1992:22). That is the early period where the new culture is

almost totally inaccessible for the language learner. Then there is the stage of “Survivor” (Valdes, 1992:22). That represents functional language and functional understanding of culture, for example manual labour jobs. People who spend an extended period of time working and living in a foreign culture reach the stage of “Immigrant” (Valdes, 1992:22). The last stage “Citizen” (Valdes, 1992:22) is almost at the level of native speaker. “We would expect such person to have both pronunciation and gestures very similar to those of natives” (Valdes, 1992:23).

The phenomenon of culture shock is very closely connected with learning English in an English-speaking country. Culture shock is a common experience for a person learning a second language in a second culture. It is associated with feelings of the learner, anger, hostility, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness. “The person undergoing culture shock views his new world out of resentment, and alternates between being angry at others for not understanding him and being filled with self-pity” (Levine, 1993:42).

At first, things in the cities look pretty much alike. There are taxis, hotels with hot and cold running water, theatres, neon lights, even tall buildings with elevators and a few people who can speak English. But pretty soon traveller discovers that underneath the familiar exteriors there are vast differences. When someone says „yes,“ it often doesn’t mean yes at all, and when people smile it doesn’t always mean they are pleased. When visitor makes a helpful gesture he may be rebuffed; when he tries to be friendly nothing happens. People tell him that they will do things and they don’t. The longer he stays, the more enigmatic the new country looks.

(Hall, 1976: 59)

It is necessary to mention that culture shock is one of four successive stages of “acculturation” (Valdes, 1992:20). Again, Valdes used the pattern of four stages, where the first stage is the period of “excitement and euphoria over the new country and surroundings. The second stage – culture shock – is when visitor complains about local customs and conditions and may feel nervous with cultural differences” (Valdes, 1992:20). The third stage represents “recovery, when some problems of getting used to a new country are solved while other problem continues for some time” (Valdes, 1992:21), but “general progress is made, slowly but surely, as the person begins to accept the differences in thinking and feeling” (Levine, 1993:42). “The fourth stage represents near or full recovery, either assimilation or adaptation. Such people accept new culture and take over second

identity and enter new group” (Valdes, 1992:21). They usually reach the stage of mastering the foreign language too. The stage of assimilation is very high when, for example, a visitor who lives in Great Britain becomes so skilled in English that he begins to ‘think’ and even ‘dream’ in English language.

5. The Aim of Learning British Culture

Every culture offers distinct options, and exhibits distinct patterns associated with areas of everyday life such as employment, housing, and shopping. The aim of cultural studies is to help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviour and to develop an understanding of those social differences such as age, sex, social class, and place of residence. Mostly these influence the ways in which people speak and behave.

As increasing numbers of learners have the opportunity to travel, work, and study abroad, they should be aware of the lifestyles of people in the target cultures: what people do in the common situations, what are their customs and traditions, and also political and economical standards. It is the responsibility of second language teachers to assist in bringing the students to the point that culture becomes an aid to language learning rather than a problem. Teachers of English language should stimulate students’ intellectual curiosity about the English culture and encourage empathy towards its people. During the lessons of English, not only language teachers reveal information about the lifestyles current in English-speaking cultures, but also try to encourage comparison and discussion of how these options and patterns may be similar to or different from those in the students culture. This way, students get at a deeper understanding of both English-speaking cultures and also their own; they develop the ability to evaluate and refine generalisations. Learners generally become more aware of conventional behaviour in common situations, they are better prepared to communicate with native speakers and to handle everyday situations. Once the second language learner understands the behaviour of the English speakers he/she increases knowledge of what the language means, as well as what is says. For example, if an English person asks a newcomer “How are you today?” he is not curious about the stranger’s personal problems. In such case the question functions more as a greeting and so requires appropriate answer. To follow the hidden cultural standards and rules, language

learner must adjust to a new culture, otherwise may experience cross-cultural misunderstanding.

6. Present Methods of Teaching British Cultural Studies.

Knowledge of English language represents the main target of English language lessons at Czech basic schools. The common standard is to teach language, mainly vocabulary and grammar, and partly culture of English speaking countries. Whereas students of secondary schools are in a quite different position as knowledge of British culture forms basis for the final oral examinations. Therefore Czech language curricula commonly attempt to deal with the cultural connotations of the foreign language. Many teachers include British cultural studies in their year lesson plan. Usually native Czech teachers teach English language lessons; however, the Czech government introduced legislation in order to help Czech schools or universities to employ British lectors and teachers. Thus, some schools host foreign language teachers thanks to programmes of the Education and Culture section of the European Commission, for example. The programmes *Socrates* or *Comenius Plan* have been developed for staff involved in school education and their tasks are to assist in finding suitable teachers for institutions wishing to host a Comenius language assistant. These then teach language, though, mainly culture and conversation. What more, these lectors can be very useful to the Czech language teachers too. They bring new, 'fresh' information and viewpoints and they help the Czech teachers to practice their own English. It is obvious that a foreign teacher will better complete the aim of cross-cultural learning and communication than the Czech teacher will. Many students enjoy lessons with a foreign teacher simply because the nature of the teaching process is different than with a Czech teacher. An also if their teacher "knows" more English, he will 'teach better'. The British history, geography, institutions, literature, art, and music form usually the main topics of the lessons. The standard practice in the Czech republic is that a language teacher or a committee of teachers prepares a list of topics. The students are examined on the basis of these topics. Unfortunately, at present the most widely accepted view of learning about culture in Czech schools seems to be memory-based. The teacher, or the textbook, 'has' the knowledge. In order to acquire it, it is sufficient for the student to commit it to memory. Still, this is not enough to understand the British culture, especially if the student has never

been to the country. Observing the political system, learning facts about the Government or economy, and memorising London's monuments is obsolete. To present topics in lessons of British studies requires activities concerning everyday tasks, behaviour, ideas and thoughts of British people. The topics, however, generally cover the materialistic view upon the culture. We – teachers present culture in its “technical, scientific sense” (Tomalin, 1993:12). Many teachers seem to misunderstand the culture and so present it to the class inadequately. The question remains whether the untouchable part of culture can be examined. Cases, when the student's response to the teacher's question “How are you today?” is “OK”, proves that parts of culture as behaviour, ideas or beliefs should be taught and therefore required at examinations, because such answer would be in England in fundamental contradiction with a polite interaction.

7. Summary

The studies of life and institutions of English speaking countries have been a traditional part of the curricula in the Czech schooling system.

As teaching of culture has become an accepted part of the second-language course, teachers are realising how broad and complex this matter really is. Although cross-cultural interaction is one of the fastest-growing areas of language study, the systematic study of cross-cultural interaction may be new for many teachers.

(Valdes, 1992:31)

Lessons of British studies are also positively judge for the fact of bringing up the students' self-awareness. Many learners are not aware of themselves as "cultural beings" (Valdes, 1986:34), because they rarely feel as "a products of their own environments" (Valdes, 1986:34). "The individuals gain new perspective on themselves and come to understand their own identity" (Tomalin, 1993:139). Every person is influenced by his own culture to certain degree and it is upon language teachers to make students familiar with such site of a cross-culture learning. Thus, it is inevitable for the teacher to understand culture, its parts and aspects.

The aim of the work is to show whether studying abroad is more efficient than studying in Czech schools. In this connection it is necessary to point out that the description of culture shock in this paper is viewed positively as a good cross-cultural learning experience. In conclusion, the main point made is that integration of language and culture in the process of foreign-language teaching is necessary to help the learners become comfortable in the culture of the new language and promote their cross-cultural communication. Students should be aware of the fact that knowledge of the sound, the grammar, and the vocabulary of English language are indispensable when it comes to sharing information. Knowing meanings of single words is not enough to be able to understand the context of the whole-received message.

III. The Cultural Awareness Survey

1. The Characteristics and the Aim of the Survey

The survey took place at secondary schools and was aimed at students of the 4th grade who were preparing themselves for the School-leaving examination. The cultural awareness test was also given to students of courses, preparing them for the State examination in English language. The State examination is comparable with the Cambridge examinations held at British Councils all over the world. Generally, the topics at the examinations concern realia of English speaking countries and of the Czech Republic. The examined person should show a good knowledge of vocabulary that corresponds to chosen topics and should be able to response to some model situation. Out of 214 handed copies of the test 200 returned. It was not necessary to exclude any copy from the research for formal reasons. Thus, 200 students participated in the research that took approximately a year and a half to complete. These students come from different parts of the northern district of the Czech republic and their age was between 17 to 50.

The cultural awareness test can be divided into two parts. The test enquires into the level of knowledge of English language, and the theory of cultural awareness in its first part, question no. 1 to 12. The aim will be to find out what the students imagine under the terms *culture*, and *culture shock*. I will be also curious whether the students have ever experienced lessons of cultural studies or whether they had visited England before taking the test. The second part of the test, question 13, will be searching the quality of skills of the examined students rather than the theoretical facts. I shall also concentrate on the depth of the students' cultural awareness. For that reason a practical part of the test will be included in the test. The participants will be asked to translate a typical everyday conversation of two English boys, or to translate several proverbs, for example. Since the non-verbal communication is often used in everyday life, the participants will transfer four signs into words. In the practical part I will also focus on the level of students' cultural knowledge about the United Kingdom. Participants are going to write several typical items of everyday life in Great Britain and in the Czech Republic in the last task 14e). There, I expect the survey to show in what way the students have been influenced so far while learning English language. This information can play a vital role in determining the level of

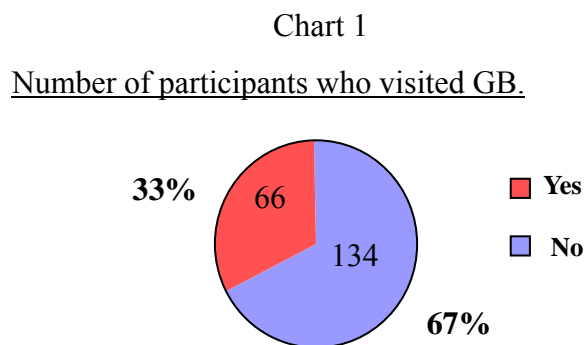
used generalities, as various elements of British culture are specific only for a certain part of the country.

The aim of the survey is to gather information about present standard of cultural awareness of Czech students. These pieces of information will be subject of a deep examination and results will be confronted with the theoretical facts. The outcome of the survey helps to characterise possible approaches in teaching the subject British cultural studies in the Czech environment. On the basis of the survey and theoretical studies I shall also determine effective teaching methods and possible learning activities.

2. Theoretical Part of the Research

a. General information

The total number of 200 students can be divided into two main groups, according to their stay in Great Britain, chart 1. From this figure, 134 participants (67%) had never been to Great Britain before taking the test. The rest of 66 students had spent there on average 115 days, which is nearly 4 months.



The length of learning English language was seven and a half years with the range from 2 to 10 years of studies. The time of 7½ years should be long enough to give students the opportunity to attend a lesson of British cultural studies.

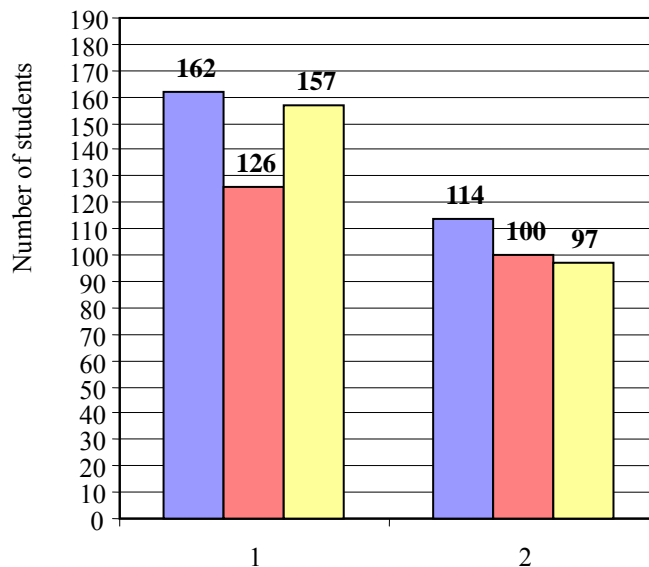
b. The Experience in Lessons of British Cultural Studies

The aim of this part of the research was to explore the students' experience in lessons or courses in cultural studies. Out of 200 students only 8 of them had never had a lesson of cultural studies and two students did not tick this question. Thus, a very high number of students, 95%, had had lesson of cultural studies before. From these 95%, 63 students claimed that they had experienced these lessons only with a Czech teacher. Quite a good deal of respondents, 114, had experienced both a Czech and a native English teacher.

The number of students, who had attended lessons taught by both teachers, is very high. Thus, the number of schools that employ a foreign teacher may be higher, then expected. Even though, only 13 students had attended lessons taught only by a native teacher. To reach desirable conclusion, it was necessary to divide the students into two groups according to the teacher who taught the lessons; students who had experienced a lesson of cultural studies taught by a Czech teacher and by a native English teacher.

Chart 2

Detailed results of teaching cultural studies.



All the statistics is summoned in chart 2. The first category represents lessons of cultural studies taught by a Czech teacher and the second category lessons taught by an English teacher. The blue columns show the total amount of students who had learned culture in each group. The red columns express the students who had enjoyed the lessons.

There can be seen a great difference between the first and the second group. By comparing the two red columns, it emerged that lessons of cultural studies taught by a Czech teacher, 77%, were less enjoyable than those of an English teacher, 87%. An explanation of such uneven results could be perhaps found in different teaching techniques of Czech and English teachers, use of variable materials, and audio-visual techniques, etc. Different teaching methods and used teaching supplements supports the students' interest in learning. However, personally I suppose that the native teacher is, to a certain extent, an interesting figure himself. So the students do not require that many interesting activities to do to proclaim the lesson enjoyable. The yellow columns show number of students who had obtained new information during the learning process. It was 157 students in the first category and 97 in the second. To express it in percents, 98% of students obtained new information in lessons with a Czech teacher and 85% with an English teacher.

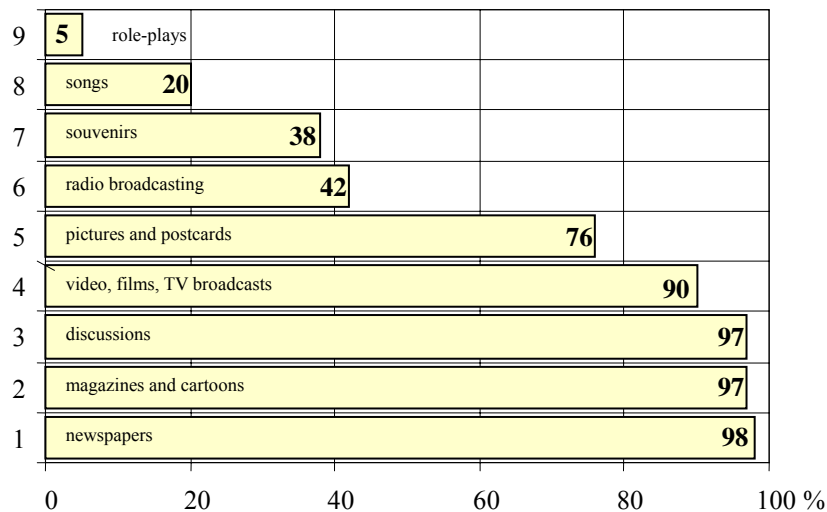
From the above analysis results that the Czech teachers concentrate more on teaching facts, than the native teachers do, which can suit to memory-based students. More importantly, their lessons are less interesting in comparison with the English ones, which can lead to loss of motivation and it can slower down the growth of language students. The best solution in teaching cultural studies seems to be a combination of lessons taught by a Czech teacher together with an English teacher.

c. The Use of Cultural Products in the Lessons of Cultural Studies

To be able to suggest possible teaching methods, it is necessary to know what cultural products, materials and learning activities the students had been using before participating in the survey. They ticked many of them, however, the use of newspapers, magazines, and cartoons were the most frequently occurring teaching aid in the lessons. Supposedly, it may be because these materials are easier to obtain and because of their high cultural contexts. For example, the outdated newspapers and magazines are available for free at British Councils in the Czech republic. As for activity, discussion seemed to be often practised in Czech schools. On the other hand, role-play activities were very rarely ticked. Activities as watching video films and observing pictures got on fourth position in the scale. Cultural products as pictures and postcards were ticked only in 76% of all answers, even though these also represent very easy way of presenting culture of a target state. They may be used

during discussions or listening to radio programmes to support the students' imagination. Radio broadcasting was practised only in 42% of the lessons of culture, although radio BBC broadcasts its programmes for 24 hours in the Czech republic. Souvenirs were used only in 20% of the lessons, as they are difficult to obtain in the Czech environment. Singing songs does not seem to be so popular at Czech secondary schools as the students ticked this activity very rarely. These activities are probable to be more popular at basic schools, where pupils sing more often, than at secondary schools. Role-play activities were the least ticked and students practised in only 5% of the lessons.

Chart 3
Different activities and materials in culture-learning process.



The research did not explore whether all these cultural products were used in lessons of a Czech or a native English teacher. More detailed survey would be necessary to find out how frequently these activities and materials are used during the learning process and to what extent they are efficient. The question number 12 of the enclosed survey asked the students to suggest some class activities, which could help a foreign-language learner to become more aware of cultural issues. Quite surprisingly, many answers were in the same order as already above mentioned activities and materials.

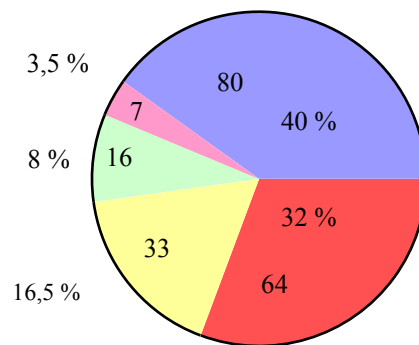
The outcomes of this part of the survey proved the already stated opinion, that the Czech language teachers use only limited number of cultural supplements to create an interesting lessons and their activities are rather aimed at knowledge of facts.

d. The Elements of Culture

Before learning culture, students should be familiar with the meaning of basic terminology, which is occurring while dealing with the subject. Among the most important aspects of the theoretical part of the test belongs understanding the term *culture* and its elements. Thus, the research was designed in such way to find out whether language students are able to identify culture and its elements. For better orientation the most frequently occurring answers were divided into six categories representing six different opinions.

Chart 4

Elements of culture.



About 40% of students thought that mainly habits, customs, food, fashion, and entertainment represent culture. The second group of 32% of participants wrote that theatres, literature, cinemas, songs, balls, anthems, performances, sights, monuments etc, were the only parts of culture. The third group was formed from students, who considered, besides above-mentioned elements, education, behaviour, language, religion and interacting in society for culture for culture. These represented 16,5% of total answers. Only 8% stated many other elements of culture than those already mentioned. They wrote politics, architecture, history, lifestyle, nature or industry, for example.

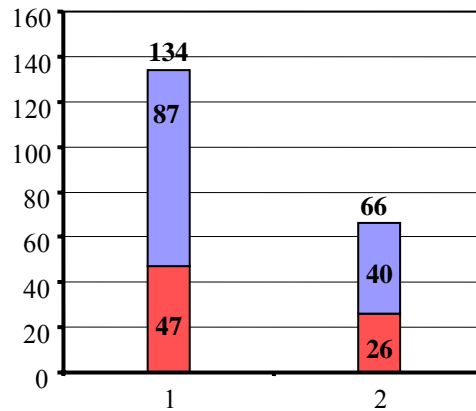
The last 3,5% of students represented a very interesting group, from all answers just a few examples -hygiene, position of women in the society, or the way of treating animals, were stated as parts of culture. Basically, all answers were correct, however, some of them were only partly well.

So far the survey provided important results that were essential for further examination. Only 33 students, out of 200, were closest to the precise definition of culture. Answers of the rest were not so good and some even showed low acquaintance with the matter for the participants. The amount of students, who were more or less aware of the basic elements of culture, represents 65% of total 200 participants, exactly 130 students. As it was already mentioned 95% of participants had attended a lesson of cultural studies before taking the test. Thus, from these only 68% of them were familiar with the word *culture* and its characteristics. That is a very low number if we consider that it is nearly every fourth person who does not understand the concept of culture. Though, majority of students was able to characterise the term culture still, many of them mostly concentrated on parts of culture that create and develop products and goods. The other important parts of culture as human interactions, expressions, values, or ideas that people share in one culture, were rarely stated. In other words, this part of the research pointed out the necessity to discuss in the class the basic issues of the subject, as culture, its meaning, role in society, and what parts it consists of. That should be the introductory activity in teaching culture. The survey showed that students are willing to learn about other countries since 98% of students thought it was very important to learn the culture of the country whose language they were learning.

e. The Awareness of the Term Cultural Shock

The research also touched the area of *cultural shock*. The aim of the research was also to find out whether the students' experience with culture shock and their awareness of the term. The enclosed chart 5 shows answers in a detail.

Chart 5
Culture shock.



The responds were once more divided into two categories according to the students' stay in Great Britain. As in chart one, the first category represents participants who had never been to any English speaking country before taking the test. Majority of these students, 73%, wrote mostly sufficient definition of the term culture shock, in spite of the fact, that they had not visited Great Britain. In addition, from the total 134 correspondents 87 stated that they had never experienced a culture shock. The rest of 47 students claimed that they had experienced a cultural shock, even though they had never lived in England. Of course, they might as well have experienced a culture shock in another country. Those students, who had visited England before taking the test, belong into the second group. In spite of that fact, only 26 of them, 39%, had experienced a cultural shock, their definitions of the term *culture shock* were correct and participants showed high awareness of the issue. The rest of 40 students claimed that they had never experienced a culture shock and above that their definitions of *culture shock* were not correct or the question were left with no answer. Some answers were rather interesting for example: culture shock is when we watch television all day, boom of culture in a country, bad concerts, bad architecture, damaged monuments and castles, the death of Princess Diana, or The Velvet Revolution, etc. These answers can not,

of course, be considered as correct. It is obvious that students from the first group were more successful in this part of the research in comparison with the students in from the second group. Reasons for that may be various, however, the most probable conclusion is that these students learnt about culture shock in lessons of cultural studies. Nevertheless, those 66 students, who had visited England before participating into the survey, were expected to have the best answers. Unfortunately, answers 40 of them gave were not right. These students had difficulties to specify the term culture shock, even though it is highly possible that they must have undergone it while living in Great Britain because the average length of stay in this country was about 4 month. The claim is that if the students know what to expect in a foreign country and if they are aware of a cultural shock they will be able to face different behaviour, ways of life, and customs better.

3. The Practical Part of the Research

a. The Typical English Speech

The survey did not only examined horizontal structure of the British studies lessons; it also explored the participants' cultural awareness from the practical point of view. The aim of the question 13a) was to find out whether the students would understand a typical everyday English speech of a London area. The students were asked to read a short text and to find the equivalents for the underlined words. The results were rather surprising. Only 42 students more or less understood all 10 underlined words. From this figure only 16 of them had visited England before. In fact students, who had never been to England, were aware of the same amount of vocabulary as those who had been there. That is an excellent example of how teaching culture in the classroom is important as all those 42 questioned students stated that they had attended lessons or programmes specialised in teaching culture, either with a Czech or with a native English teacher. Answers of the remaining part of participants were mostly incorrect. Students knew the equivalents for the easiest expressions as *May Day*, *bank holiday*, *local*, and a *beer garden*. In many cases, however, the space for the answer was left empty or the students were just guessing the correct equivalent, e.g. *May Day* for a birthday or *bank holiday* for summer holiday. The word *local* caused problems to majority of the participants, e.g. a home, a company, an organisation, a neighbour, or a bar – as the English word *local* may remind the Czech word *lokál*, were wrongly used for that

word. Causing difficulties, students had imagined under the expression *A to Z* a brain, a dictionary, a vocabulary, a notebook, ability, a list, a diary, yellow pages, a telephone book, or an alphabet, for example. Several students thought *lounge* was a resting-place in a pub, *beer garden* was a party and *ploughmen's lunch* was for many fast food. Quite frequently the students tended to translate some expressions word by word, as in the case of the word *local*, but also the term *happy hour* represents a good example. *Happy hour* "means" a time when one feels happy in a pub, or if one has a good time there. In several cases students thought that *happy hour* is a break in a pub between eating and drinking.

b. English versus Czech Proverbs

The part b) of the question 13 touched the important part of cultural values and these are proverbs. Every nation has created its own proverbs typical for the country. Students' task was to find Czech equivalents to some often-used English proverbs. Unfortunately, many participants did not supply suitable Czech proverbs; they only translated the English one into the Czech language. Referring to the proverb *One man's meat is another man's poison*; students' tendency was to only translate it. Many students simply transferred the English words into the Czech ones, hoping to find a good Czech proverb. In fact they just showed ignorance of not only English proverbs, but also the Czech ones because only 7% of students knew the correct equivalent for that English proverb. *A penny saved is a penny earned* seems to be the easiest to understand from the three proverbs, since 76% of total answers were correct. The proverb *Look before you leap* had only 50% of correct

c. Abilities to Translate

Czech equivalents because many students translated it as Watch out for the step.

The students' abilities to translate were examined in the question 13c), where the students should write the meaning of the final sentence of a conversation. Participants managed this task with an excellent result, as 86% of answers was correct. There the students proved their translating skills, however, the meaning of the sentence *Cross my heart hope to die* was easily understandable from the context of the conversation.

d. Non-verbal Communication

The aim of the question 13d) was to map out the students' attitude towards non-verbal communication. To find out the present situation in this field of cultural studies, the question contained several examples of the most common gestures used mainly in English speaking countries. Participants were asked to write what these gestures mean and answers were divided into three main categories according to a number of correct answers. Only 40 students, 20%, out of 200 explained the meaning of all four signs correctly in the first category. From these 40 students 22 of them had never been to England, which is more than a half. Students, who identified only three gestures right, represent the second category, and from them 67 had never visited England, which is 71%. From the third category only 60 students managed to explain two and less gestures correctly and once more 42 had not been to England before participating into the test. Majority of the students, who explained at least three gestures correctly, had experienced in lessons of cultural studies. Well, the amount of correct answers of students, who had not been to England before taking the test, was always bigger. Actually, these students represent 69% of all students and know the same amount of gestures as those 31% that had already spent some time in England. More to the point, the successful students are probable to come across to the non-verbal signs while learning language or during the lessons of cultural studies. The figures emphasise the importance of British studies and cross-cultural learning. Still, one must not forget the strong influence of English films, advertisements, and TV programmes upon young people. The participants may have learnt such gestures through mass media. There is no doubt, however, that to really "understand" one must be able to "hear" the silent message and be able to "read" the invisible words.

e. The Typical Items of Everyday Life

The practical part of the cultural awareness test was aimed at outlining the level of differences and similarities in a culture from the students' point of view. The participants should think of the most typical items of everyday life in Great Britain and the Czech republic. Their views were more or less similar. Concerning food or dish, the most frequently occurring answers were fish and chips, Christmas pudding, sandwich, jam and marmalade, cakes and pies. Only several students wrote porridge and turkey. The variety of

the most typical drink of British people was reduced to gin and whiskey. As for the most important event, the death of Princess Diana often occurred among answers, which is rather absurd. The participants were not able to think of any other events than historical; thus, Battle of Hastings and the rule of Oliver Cromwell represent examples of often-repeated answers. As for famous person, Lady Di took again the leading place and is followed by the Queen Elizabeth II and Mr. W. Churchill. Students considered the most famous sightseeing of London, e.g. Big Ben, the Westminster Abbey, Houses of Parliament, Tower, etc. for typical place or building in Great Britain. The most frequently occurring item of clothing was school uniform, kilt, and tweed jacket and bowler hat. Cricket preceded golf, horse polo, and football on the range of typical British hobbies and sports. As for a typical personal character, British people are believed to be mostly conservative, odd, cold, hypocritical, snobbish, boring, with no sense of humour. According to the answers, only few students think that the British people are polite, elegant, or nice.

Answers, related to the Czech food, drink, event, etc. are also without much variance. Just in short. The typical Czech meal was roasted pork, with dumplings and sauerkraut and the favourite drink was beer and sometimes rum. The Velvet Revolution in 1989 and winning of the gold Olympic medal in Nagano in ice hockey represented the typical events in the Czech republic. T. G. Masaryk, K. Gott and Charles IV were the best known people in the Czech republic. The Prague's sights represented the most typical places and buildings. Wellington shoes, blue overalls and jeans were items of clothing typical for the Czech people. According to the survey, football, ice hockey and gardening, of course, were the most popular sports and hobbies. And finally, participants claimed that apart from the typical Czech sense of humour, the Czech people lack positive personal characters. According to the survey Czech people are mostly lazy, rude and unfriendly, they steal and are envious. In the question 13f) only 2% of questioned students knew that there is not any difference between Beefeaters and Yeoman. The most widely spread opinion is that Beefeaters represent a guard at the Tower of London – about 80% and Yeomen are guards at the Buckingham palace – 54%.

The above-mentioned results of this part of the survey show generalisation of both Czech and British values and habits. The uniform answers revealed the uniform approach of language teachers towards British studies. As every culture contains great number of

typical features, one would expect greater variety of possible answers. It seems that all 200 participants considered similar values as typical for British and Czech culture. Such uniformity of answers can be due to invariable teaching methods of the language teachers. If the teacher presents porridge as the most typical meal in Britain, students may think that fried bacon eaten for breakfast represents 'less' typical British meal. Teachers should encourage students to find their own typical features of British culture and, thus, support their growth.

4. Summary

The research met its expectations because it gave many important information about the approach towards teaching culture in Czech schools at present and at the same time it showed the current cultural awareness of participants.

The survey proved that students could obtain sufficient information about culture of Great Britain during the lessons of English language. Above that special programmes devoted to cultural studies can be even more efficient if they are well prepared than staying in a foreign country. The statistics showed that the Czech teachers supply students with enough information concerning British life, customs, behaviour, and institutions. However, they tend to have the lessons rather tedious, in spite of the fact that they use materials as newspaper, magazines, and films during the lessons. The reason may be that they do not use them efficiently enough. On the other hand, in case of an English teacher students were not satisfied with the amount of acquired information. Students may think that the best way how to learn language and culture is to go abroad, however, there is no doubt that lessons of British cultural studies also bring their fruit and can be very effective. Also the teachers own attitudes towards their students' backgrounds can give language lessons a tone of good cultural understanding. The survey showed that the results of students, who had never been to Great Britain, were better than those, who had been there before taking the test.

IV. Teaching methods

1. The Importance of Learning Culture while Learning Language

“If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong

meaning” (Politzer, 1959:100). This is the conclusion of *Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching* by Robert Politzer. He points out that unless the students are warned or unless they receive cultural instruction, they may wrongly associate cultural concepts or objects with the foreign symbols. The word *tea*, for example, can refer to two different things; either a drink or an afternoon meal; however *tea* can also mean an occasion or an event when people meet for food and drink. The survey also proved that combination of learning language together with elements of culture and communication is necessary and that language and culture can not be split apart. Programmes of British cultural studies represent such lessons where communication, language, and culture are not separated. However, not all schools can offer programmes being able to devote enough time and to specialise in the subject, so it is important to include culture in conversation classes, or reading materials, listening and speaking exercises, or writing topics. “Learning culture while learning language can be more enjoyable for the students, since they must read, speak, or write about *something*, and listen to *something*, why should not that *something* have a cultural content?” (Valdes, 1992:121). In fact, it is virtually impossible to teach a culture without teaching language. For example, in the grammar textbook *Headway elementary* we can find an article *Meals in Britain*, p. 66. One sentence says: “Evening meal is the main meal of the day...British usually have it quite early, between 6.00 – 8.00.” Majority of Czech people does not consider that dinnertime as an early one. Teachers may use this slight difference between consuming dinners in England and in the Czech republic to demonstrate various cultural attitudes and customs and what more talking about eating is very natural to many students. Such articles can give students the opportunity to practise not only vocabulary or grammar; they also support the conversational skills, as it represents a rich source of possible questions and answers.

2. Goals of British Cultural Studies

The aim of British cultural studies is to increase the students’ awareness of cultural differences and similarities in values and attitudes and to help students to become more aware of their own culture and culture of English-speaking countries. However, other goal types, concerning individual culture lessons, come from a recent large-scale language

curriculum project in Australia (the Australian Language Levels, or ALL, Project). According to Clark, and these may be: “communicative, socio-cultural, learning-how-to-learn, and language and cultural awareness” (Clark, 1987:227-32), and of course, there may be tasks, which cover more than one goal. This classification may be well used in the Czech environment of teaching culture. Communicative goal determines the aim of the teachers to “establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, etc.” (Clark, 1987:228). Socio-cultural goal represents for students an “understanding of everyday life patterns of their contemporary age group in the target language speech community” (Clark, 1987:229). Teachers should help to “negotiate and plan students’ work over a certain time span, ...students learn how to set themselves realistic objectives and how to devise the means to attain them” (Clark, 1987:31). Of course, the main goal, in teaching British culture, is to achieve language and culture awareness for students. In *Teaching Culture*, Ned Seeley provides a framework for the development for cross-cultural communication skills. He suggests so-called 'goals of cultural instruction', which aim

to help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours, to help students to increase their awareness of the cultural connotations of words and phrases in the target language, or to help students to develop the ability to evaluate and refine generalisations about the target culture.

(Seeley, 1988:12)

Setting goals is one side of the coin. Reaching such goals requires careful lesson planning and using of practical teaching methods. Good techniques for teaching culture need to be shared to prevent improvisation and the process of trial and error, in the effort to find effective means of making their students culturally aware.

3. Different Approaches Towards Teaching Culture

Combination of teaching culture together with language represents simple and effective device. Often topics bring out identity, similarity, or sharp difference in comparable patterns of culture. For example, consider the holidays in the Czech republic and in English speaking countries. In all countries Easter is essentially the same, but Christmas is different

in many ways, and the American Thanksgiving has no counterpart in the Czech festivals at all. Therefore, teachers should be aware that recognition of ways, in which two cultures resemble one another as well as ways in which they differ, is very important. Teacher and their students, however, can not hope to compare two cultures unless they have more accurate understanding of each of the cultures being compared. Levine and Adelman argue that “A study of a culture must look to the behaviour and values of the majority to form its observations and theories” (Levine and Adelman, 1993: 18). On the other hand, teachers should not make presumptions about a member of a particular group from knowledge of only several individuals. When a Czech language teacher, for example, visits the United Kingdom to study the English way of life and culture, almost everyone is happy to show him/her that way and that culture, which are specific only for that part of the United Kingdom. The English hosts are probable to show him/her the most interesting tourist places in the city, important factories or farms. They would probably tell the foreign visitor generalities that they have been taught about themselves. Levine and Adelman suggest that in many cases these generalities may happen to be the same he, too, has learned about himself and about his culture. And Valdes adds: “People are usually rather helpless to interpret themselves accurately and to describe what they do, because they have grown up doing things, which they usually do through habits, acquired almost unnoticed” (Valdes, 1992: 155). When the teachers are describing British people to their students, it is important not to rely on stereotypes. Stereotypes are “exaggerated believes and images about groups of people and are often based on a lack of information or contact“ (Levine and Adelman, 1993:20). Yet, it is possible to make some generalisations about cultural groups that are true. If this were not possible, we would not even be able to talk about separate cultures. However, we must not assume that everyone within a culture fits the generalisation. Language teachers should realise that there is also regional diversity in the United Kingdom. The mainstream values that reflect the majority culture many British, certainly not all, hold to them. The possibility of comparisons of English culture with the Czech one opens a great possibility for the teachers and provides a base for better understanding.

Varieties of teaching methods are available to make teaching and learning about British culture enjoyable for both sides involved in the process. Tomalin recommends "...the task-oriented approach towards teaching culture" (Tomalin, 1993:9).

The approach is characterised by co-operative learning tasks in which students work together in pairs or small groups to gather precise segments of information, in which they share and discuss what they have discovered, in order to form a more complete picture and in which they interpret the information within the context of the target culture and in comparison with their own culture.

(Tomalin, 1993:9)

According to Tomalin, the task-oriented approach is considered one of the best basic approaches in teaching culture. These activities are largely based on cultural products, such as souvenirs, cartoons, money, newspapers, and news on radio and TV. This approach is supposed to bring the culture into the classroom and, thus, the lesson gets a new dimension. Teachers can ask students to observe and describe the realia, to compare these objects with others in their own cultures. It is highly efficient if the students can be personally involved in the activities. "It provokes them more to express their personal response when they have actual physical objects in their hands. Learners, thus, become more confident" (Tomalin, 1993:10).

Many models, system and techniques for teaching culture have already been developed. The ones, also suitable for the Czech teaching and learning attitude, are the models suggested by Nelson Brooks (1975). He exemplified the practical use of distinguishing between individual and institutional aspects of culture. Brooks suggests that "... this helps to promote systematic observation when studying a culture" (Valdes, 1992:163). Questions that serve to the individual aspects of culture are, for example: "How do you think and feel about your family? How do you act toward a stranger? How do you treat a guest? How do you look upon minority groups?" (Valdes, 1996:163). These individual questions, which Brooks suggests, are certainly relevant, however, may be interesting to the teenage or even elder learners. The institutional questions contrast with the individual ones, for example: "What schools and colleges can you go to? Under what system of government do you live? What laws must you obey? Who makes them? How do you get from place to place? What is the money system you use?" (Valdes, 1996:163). These types of questions require previous studies of culture and good preparation for the lesson from both, teachers and

students sides, because such questions may be, in some cases, rather difficult to answer. Of course, such questions can be modified to culture of any state. Getting students to ask themselves such questions concerning their own society is a good start in teaching culture on an advanced level. What more, this is an excellent chance for the teachers to orient their students to be aware of cultural differences and understand basic concepts within their state. On the other hand, such activities will consume a valuable amount of time. Still, the teachers may announce the subject of the next lesson and give the students questions to answer as homework. Then the learners will be able to promote interesting discussions. Also discussion during the lessons can be encouraged by bringing to class objects, pictures and posters to help to create a good working atmosphere and support the students' imagination. So far, the above mentioned approaches towards teaching culture were communicative based on an oral approach with the use of situations, where learner is a listener and performer. Nunan also suggests the approach of "the silent way," where learners learn "through systematic analysis and must become independent and autonomous" (Nunan, 1992:80), which can be done through writing and listening activities. However, the natural approach seems to be the best suitable for the Czech teaching and learning environment, where learners "play an active role, listen to teacher and contribute as well as receive" (Nunan, 1992:80). The teacher's aim is an understanding for the students that not all learning about culture includes the "institutional kind of knowledge" (Valdes, 1996:163), but mostly examining patterns of everyday life, patterns of communication, and working with cultural products. Language teachers should help the students to recognise that social differences such as sex, age, social class, and place of residence influence the ways in which people speak and behave. By bringing to class cultural objects, i. e. pictures, posters, or souvenirs, teachers encourage students' discussion and create a good working atmosphere. Teaching British culture should always form an exciting part of any English language lesson. A good lesson plan is therefore necessary to achieve set goals and to make the study of British culture an integral part of every lesson.

4. Various Teaching Methods

Determined goals can be achieved by effective teaching methods. *Method* in the context of this paper means a general approach in the process of teaching culture, containing various classroom activities. Language teachers should be aware of various methods and

techniques adaptable to any lesson of cultural studies. “Many techniques for teaching cultural awareness have been proved successful during years and comparison method belongs among the most practical one” (Valdes, 1992:167). There the discussion centres on differences between and similarities in target culture and the students’ culture. They, thus, widen cultural awareness of their own country. Valdes also recommends the method of “Culture assimilators”, where

...the culture assimilator is a brief description of a critical incident of cross-cultural interaction that would probably be misunderstood by the students. After the description of the incident, the students are presented with four possible explanations from which they are asked to select the correct one. If they make the wrong choice, they are asked to seek further information that would lead them to the correct conclusion.

(Valdes, 1992:167)

According to Valdes, “Drama” represents efficient technique for teaching cultural awareness too. This method is useful because it directly involves students in cross-cultural interacting by “having selected members act out in a series of short scenes a misinterpretation of something that happens in the target culture. The cause of the problem is usually clarified in the final scene” (Valdes, 1992:167). Other Valdes recommended technique is “Total Physical Response” that is primarily designed as a listening exercise (Valdes, 1992:167). This method requires an experienced teacher, as he/she needs a carefully constructed list of oral commands to which students respond. The commands should be “...arranged in an order that will cause students to act out a cultural experience” (Valdes, 1992:167). The rest of Valdes’ techniques can be brought together under the term ‘Use of materials’ because they mostly include use of newspapers, projecting films and slides, use of posters and pictures.

The most efficient method of presenting British culture to Czech students seems to be the system of topics. Teachers either may hand out the list of topics at the beginning of school year or each lesson. Teaching then, is carried through a topic previously announced. Many language teachers seem to prefer this method of presentation for its organised concept, which seems to be easy for the students to follow. Such topics can be derived from a wide range of sources, for example books, newspapers, and radio or television broadcasting or teachers can use already published textbooks, which may be very helpful to less experience teachers of British culture.

a. Lesson Planning

Planing lessons of cultural studies requires consideration of the following elements such as “content, materials, activities, goals, students, and social community” (Shavelson and Stern, 1981: 478). Content represents the subject matter to be taught in social community, which in fact is usually class of learners. By materials Shavelson and Stern mean the elements that learners can observe or manipulate with. Activities are things the students and the teachers will be doing during the lesson. The teacher’s general aim for the task are goals, which are usually set both for the whole programme of culture learning as well as for an individual lesson. The abilities, needs and interests of the students form one of the most important aspects of lessons planing since all these issues represent inputs for tasks and for setting goals and outcomes are the results of the tasks. It is needless to say that the goals and tasks should not be beyond the reach of students. Teachers should also devote enough time to a feedback and evaluate the tasks, which is necessary for taking suitable device.

No matter whether culture is taught in special classes or in language classes, it is necessary to emphasise the importance of introducing to students the concept of culture before dealing with the subject. The chart no. 4 showed that only every fourth participants understood the term *culture* in the lessons of cultural studies. Therefore teachers should assure themselves, that their students are familiar with images and symbols of culture and that they know the meaning of words and phrases in the target language. The language teachers should encourage them to discuss this matter from the beginning and thus increase their cultural awareness. This can be done through a whole-class discussion on the basis of either list of questions, or group work, where the students should write down names of cultural groups and their characteristics. If the teacher omits this introductory step in British cultural studies, students may not realise that culture also represents human interactions, behaviour, attitudes and values, besides food, fashion, monuments and cultural events. The cultural awareness survey supported the opinion that language learners often tend to see only the final products of a culture, but not its hidden parts. It emerged from the survey that about 70% of participants had not realised that culture also consists of many other elements as people’s behaviour, values, attitudes, and language, of course.

b. Various Activities and Cultural Products in Teaching Culture

It is difficult to set a detailed syllabus for the teaching culture through the language being taught. In particular presenting culture opens a great possibility in use of various activities and teaching techniques. Their aims are to promote students' interest in learning about culture and exploring new information. All classroom activities should parallel the 'real world' as closely as possible and have the cross-cultural aim with consideration of the level at which the activity can be used. Working with cultural products, such as postcards, photographs, cartoons, newspapers, fulfil the important function of bringing the world of the British culture into the classroom. Their purpose should be the same in class as they are in real life. The activities using cultural products in the learning process help to create an authentic cultural environment in the classroom. "Students build up language fluency by using authentic material from the target culture ...and it allows them, by observing and describing the realia, to compare these objects with others in their own cultures" (Tomalin and Stempleski, 1993:39). For many Czech teachers it may be difficult to pretend an English attitude as they usually represent the same cultural and linguistic background as their students. Even though teachers should try to reduce Czech behaviour during an English conversation and they should be experienced enough to be able to lead their students. To create an authentic cultural environment is very demanding as it plays one of the most important roles in teaching culture, especially if the students involved in culture learning are of young age.

1) The Use of Newspapers

Aspects of culture, which can not be found in textbooks, are usually present in the newspaper. Good cultural insights can be easily found in headlines, advertisements, editorials, sports page, comics, and even in the weather reports. Valdes expresses the opinion that the experienced language teachers consider using newspapers or magazines as the most valuable activity of culture teaching.

Blatchford points out:

the discussion of cultural differences practices speaking, the discussion itself involves comprehension; understanding the topic under discussion involves reading. Assignments or activities can include writing: write letters to the editor about a story you read in today's paper; write an ad to sell a hi-fi and remember that every word costs; write an application letter. Another activity of interest is to look at newspaper historically and see not only the changes in popular culture and social history but also the changes in formats, use of photographs and type faces.

(Valdes, 1992:133)

Teachers may object that to bring together such amount of newspapers or magazines can be very difficult. British Councils in the Czech republic can help to solve this problem since they usually give out the 'old' newspapers for free. If not, British companies with offices in the Czech republic might be willing to supply the language teachers with British newspapers. Making enough copies can also help to deal with lack of materials. While working with newspapers, teachers should centre on a cultural theme but also give practice in the language. "The discussion of cultural differences practices speaking and understanding the topic under discussion involves reading" (Valdes, 1992: 134). Other activities can include writing or reading; students can also look at newspapers from historical point of view and see the changes in formats or the use of photographs.

In sum, news stories can be a good source of vocabulary in cultural context. As language teachers can not be expert in everything the newspaper covers, it is good to take a good dictionary to the class, because there is not much chance to prepare all articles in ahead. "The newspaper is not easy to teach from; it puts a strain on the teacher to deal with an unfamiliar text without some advance preparation" (Valdes, 1992: 134). In spite of that it is worth using newspapers to teach culture owing to great cultural interference, which occurs there.

2) The Use of Audio-visual Supplements

From working with news stories and articles in newspapers it is not far to listening to news on radio or television. An important aspect of using audio-visual supplements while teaching culture is their focus on listening and watching. Teachers can choose from listening to radio broadcasts either taped or alive and from watching programmes on televisions or receded to videocassettes. The role of audio materials is more limited and its

function is most useful for intensive listening. Video and television offer the possibility of combining sound and picture; therefore, using video materials that focus on cultural features is a better contribution to lessons of cultural studies. “The camera can take us into people’s homes and lives and places of work and lay before us evidence of what life and work is like in another country” (Allan, 1985:64). Video is a good way of showing students something about the country that language they are studying. Most video and television production does this anyway, just by showing people, objects and landscape. Teachers can buy a range of materials on videocassette and they should find out whether any TV companies market some of their TV output, for example documentary series and educational programmes. With a videocassette recorder teachers can record ‘off-air’ (Allan, 1985:22). However, teachers can also order specifically designed videos for teaching purposes. Such videos “inform about the social, cultural or professional life of the country” (Allan, 1985:20). *Focus on Britain* and *Welcome to Britain* introduces information about some aspects of life in Britain. Teachers can also present issues according to selected topics, namely different towns and interesting places, job interviews, means of transport, accommodation while travelling, and many others. On this point Allan suggests four different styles and construction of the video materials. “Documentary programmes” (Allan, 1985:26) are the best for presenting topics. They give factual information and opinions about aspects of the world. Allan claims that teachers should pay an attention to a commentary that is very important because it links all the other elements. “Commentary should be carefully and skilfully scripted to match the pictures it accompanies” (Allan, 1985:26). In addition, documentaries often include interviews with people who have some connection with the topic. “Drama” is another type of a video style. “Under the heading come films, broadcast plays, ‘soap opera’ serial stories, ‘sitcom’ comedy stories” (Allan, 1985:24). “They all are acted and thus are simulations of reality, which may be done with varying degree of fantasy” (Allan, 1985:25). Their value for a language learner is that they contain all kinds of examples of people communication, behaviour and social interacting. Allan advises teachers to choose only “...a short segments, which can stand on their own sufficiently to make sense as and independent sequence” (Allan, 1985:25). The third video construction is an “animated cartoon” (Allan, 1985:25), especially good for children. “TV advertisement” is the last example of a video style, good for language teaching, since many

advertisements play with the meanings of words, they are more useful in language than in study of culture. Therefore careful selecting of advertisements is necessary to meet the goals set for the lesson. Depend on the time the language teachers have, they can choose from different teaching techniques. The first option is seeing the whole programme straight through from beginning to end. Allan, though, recommends breaking it up into sections and “treat different sections in different ways, using a variety of leaning activities” (Allan, 1985:37), i.e. filling of worksheets during or after listening, observing the characters, the situation, the plot, the topic, the setting, etc. Having a long programme, teachers may find short sequences, which contain exactly what they want for a particular lesson. Although efficient, teaching method “jigsaw viewing” (Allan, 1985:43) seems to be rarely used in the Czech republic, perhaps for its demands upon teachers’ preparation of the lesson.

The story is constructed in such a way that each group gets different information, or perhaps a different version of the same story. An information gap is created and in order to tell the complete story, groups need to share the information they have.

(Allan, 1985:43)

Since video offers the possibility of separating sound from picture, it is an example of technique useful for presenting culture. By using this method teachers create an information gap, which is necessary to get over.

Interesting stories are good material for developing cultural awareness and also the skill of listening and speaking. Use of video breaks the stereotype of language lessons and is important in the stage when motivation is beginning to wane.

3) The Use of Internet

Teachers can stimulate their students by including Internet, the international communications system, into the learning process. Basically, it is “a network of people and information, linked together by telephone lines which are connected to computers” (Teeler and Gray, 2000:3). Internet is one of the latest means of communication and it has several advantages concerning the source of teaching materials. Internet offers materials, information and various activities that can be used in the classroom. Some of the content of the Internet is updated regularly thus teachers and their students can obtain today’s news from any number of publications. The Internet can simplify the task of finding good topics

and texts to discuss with the class, for example the above-mentioned use of newspapers in the lessons. Since “...the headlines and accompanying articles are obviously out of date by the time they reach students” (Teeler and Gray, 2000:70), teachers can design an activity of reading newspapers on the Internet, where “the newspaper is always current, and what more students have a wider range of headlines to choose from” (Teeler and Gray, 2000:71). Teeler and Gray give another example of an activity, involving searching for certain information from the topic index. Teacher divides the class into two groups, gives each group task to find answers to problems, and finally the two different groups can share information about the problems and discuss the answers. To develop the communicative skills, teachers can help the students to find appropriate e-mail partners. The most efficient international communication, however, is to do “videoconferencing”, whose “real motivation factor is potential communication beyond the classroom walls” (Teeler and Gray, 2000:75). Videoconferences, thus, are suitable for cross-cultural project work directed to development of cultural awareness. Above that, “arranging debates and presentations with a class 500 miles away, with different perspectives on an issue, pushes students to express themselves coherently, examine their rhetoric and work on social strategies” (Teeler and Gray, 2000:76). Teeler and Gray suggest that language teachers can see the Internet as a source of language work in place of textbooks and they outline ways of developing and designing an Internet-based language course. They, however, emphasise the necessity of managing computers, both for students and for teachers. “We live in the age of the computer, and there are growing demands on almost everyone, including teachers, to become technologically literate” (Teeler and Gray, 2000:1). Another problem is that “many schools do not yet have the facilities that would allow classes direct access to the Internet” (Teeler and Gray, 2000:1). Even teachers may have restricted access because of the costs. An easy solution to the problem of limited access is to print culture-related materials from the Net and give the printed sheets to students.

The outlined examples of teaching methods are just hint of various activities developing a cultural awareness. To present life and institutions of Great Britain, teachers can use various “spidergrams” (Tomalin and Stempleski, 1993:35), where the students write the key words and then call out any words related to a topic. This activity can help to find out what the students already know about the topic. Spidergrams may be very efficient when

used with institutional questions. The activity called “culture match” (Tomalin and Stempleski, 1993:20) tests the obtained information, where the students are asked to match cards containing items of for example events in British culture. Topics as buying house, finding a job, or going to school can be usefully studied in “culture flowchart, where student fill the sequence of events in a cultural process” (Tomalin and Stempleski, 1993:141). To break the uniformity of the lessons of culture, student may work with various work sheets, questionnaires, handouts, mini-surveys, or tables. Teachers can ask the students to create wallcharts, flowcharts or question wheels to spark their interest in cultural studies. However, “there is also evidence that different learners will benefit from different learning strategies” (Nunan, 2000:81). Thus, the responsibility of choosing effective activity for the lesson lies upon the language teachers. They should consider “the individual differences of learners in the class, the educational aims, and do corrective feedback” (Nunan, 2000:83). Without helping learners to find what ways of learning work best for them, students may have difficulties to succeed in set goals.

5. Summary

Teaching language can not be separated from teaching about culture and its aspects and vice versa, since every culture offers distinct options associated with areas of everyday life such as employment, housing, and shopping. Thus, it is highly important to abandon the practices of teaching phenomenalist descriptions and to limit activities intended to reveal information concerning institutional question. Teachers should encourage comparison and discussion with the students about how these options may be similar or different from their own. For that matter awareness of students’ own cultural identity before introducing a foreign culture is a necessity.

Generally said, there are many skill-getting and skill-using activities, which encourage the students to explore patterns of everyday life, examine cultural behaviour, and discuss the

values and attitudes of British people. Language teachers may use different kinds of realia from underground tickets money, souvenirs, postcards, or stamps to replicas of Big Ben or other sights. Other possibility to language learners is to explore the cultural background from either literature or a poem too. It is important to find a piece of literature or a short poem containing recognisable everyday language that sums up an attitude or feeling about life in Great Britain. To observe cultural behaviour, activities such as watching video, listening to radio broadcasting, role-plays are for that purpose. What more, the use of Internet for videoconferencing is the most modern teaching supplement, which supports the cross-cultural communication.

Finally, it is difficult to set a detailed syllabus for the teaching of culture in the language classes. It is, thus, teachers' responsibility to set such goals, which the students can reach, and also to evaluate and control the students' work to see the students' growth. In order to achieve set goals teachers need to plan their lessons carefully and choose good activities with a regard to students' interest and abilities.

V. Conclusion

The importance of learning British culture is necessary for students of English language, for their full understanding of the British society, language and customs. The subject of the work was to define cultural education and to find supporting arguments to prove such opinion. It is obvious that knowledge of English grammar is only one side of the coin. The second side represents the awareness of English culture. The aim of the work was to confront the results of the survey with the studied theory and the comparison, which followed, led to suggesting of possible teaching methods and approaches towards teaching British culture in the Czech language classes. One of its other attempts was to compare the efficiency of learning culture abroad and in special courses devoted to this subject. To be able to suggest effective ways and methods of teaching cultural studies, an important research was done in different secondary and language schools in the Czech republic. The surveys examined theoretical knowledge of the participants about the issues of cultural studies and also their practical knowledge and, thus, were obtained useful pieces of information.

The most serious problem seems to be the teachers' approach towards teaching English language and culture. The participants claimed in the research that lessons with a Czech teacher were uninteresting and students were not enjoying them despite of using different materials during the lessons. It can be due to lack of teachers' information concerning British culture and society. The problem may be that language teachers, who once gained their knowledge about British culture, institutions, habits, etc., do not broaden their horizons since then. Therefore teaching culture in the Czech school tends to be uniform and teachers concentrate mainly on the quantity but not quality of information, which the survey also proved. Language teachers should follow up the latest news about English-speaking countries; study history and other related subjects and broaden their cultural awareness to precede generalised view upon typical items of everyday life in Britain and to encourage their students to find details and discuss them.

The researched showed that teachers in our society are mainly oriented towards the verbal communication. They tend to see the word as the central carrier of meaning. Students, however, can not manage well cross-cultural understanding without aspects that lie beyond the lexical part of a language, for example non-verbal communication. The study of

non-verbal communication forms a crucial part of the cultural education because the non-verbal elements represent one of the most culturally influenced parts of behaviour.

There is no doubt that lessons of British cultural studies contribute to cross-cultural understanding. One may think that it should be best to hold cross-cultural learning and communication in a foreign country. In some cases it might represent one of the most effective ways of learning English language and culture. However, the survey proved that learning language together with features of culture could be even more efficient and interesting in the Czech classes since those participant, who had never visited England, were generally more successful in the test. In addition, such lessons are very demanding and require good lesson planing and preparation. Language teachers ought to use cultural supplements and materials effectively enough to attract the students' curiosity and to support their interest in the taught subject. Videoconferences or school trips to England can contribute towards students' cross-cultural communication and they thus make use of what they have learnt in lessons.

Finally, learning about culture is enriching. The more one learns about others, the more one can understand his/her own culture. Students can better see how culture influences our community and communication with others by learning about contrasts. As the Czech people prepare themselves for joining the European Community they will certainly need developed cross-cultural communication skills. In fact it will be the younger generation that is going to represent the Czech republic abroad. Thus, it is also up to us, the language teachers, to support and develop cultural awareness of the Czech students. To meet these demands, language teachers should drop from inveterate teaching approaches and concentrate on interactive class activities.

VI. Resumé

Po staletí anglický jazyk získával stále silnější postavení na světové scéně a pomalu si tak budoval významnější místo. Postupem času jím začaly mluvit národy, které však nesdílely stejné kulturní prostředí, jako národy, kde byla angličtina mateřský jazyk. Anglický jazyk dosáhl vrcholu, když byla po druhé světové válce určena jako hlavní mezinárodní dorozumívací jazyk. Díky tomuto kroku organizace působící na poli vzdělávání a školství musely celosvětově přizpůsobit své vzdělávací programy novému trendu – mezinárodní komunikační spolupráci. Školské úřady byly nuceny přijmout opatření k rozbití možných mezinárodních komunikačních bloků a nepochopení. Tato opatření nepostihla pouze studenty jazyků, ale také jejich učitele a další edukační personál.

Předmět Britská kulturní studia se stal nedílnou součástí výuky anglického jazyka. Cílem této práce bylo shromáždit dostatečné množství teoretických poznatků z tohoto oboru, vymezit základní pojmy jako je *kultura* a její součásti, *kulturní povědomí* nebo *proces mezinárodní komunikace*. Teoretická část práce dokázala, že součásti kultury nejsou pouze hmotné statky, např. obrazy, knihy, oděvy nebo kulturní představení, výstavy a koncerty, ale také „neviditelné“ aspekty, zvláště pak chování, zvyky, hodnoty, v které daná společnost věří, náboženství apod. Práce také vyzdvihla záměr kulturních studií prozkoumávat a porovnávat kulturní rozdíly mezi Velkou Británií a Českou republikou v hodinách jazykové výuky. Tato práce potvrdila, že učitelé jazyka by měli zasvěcovat své studenty do života, zvyků a chování Britů a dalších anglicky mluvících občanů. Takto mohou studenti anglického jazyka dosáhnou jisté úrovně kulturního povědomí, na jejímž základě dále rozvíjejí své teoretické znalosti a praktické dovednosti. Avšak cílem kulturních studií není pouze získávat informace o zemi, jejíž jazyk se studenti učí, kulturní studia mají pomáhat studentům rozvinout pochopení pro občany jiné země, uvědomit si fakt, že každá kultura představuje jiné zvyky a chování. Sledováním rozdílných a naopak shodných prvků v britské a české kultuře, dochází k tomu, že studenti získávají větší kulturní přehled také o své zemi. V souladu s výukou kulturních studií probíhá i výuka jazyka, takže tyto dvě složky splynou v jednu ideální výukovou strategii, a to také vzhledem k tomu, že jazyk je součástí kultury a je jí ovlivňován.

Učitelé zasvěcení do problému kulturních studií pouze potvrdí, že výuku jazyka nelze oddělit od kultury a že je její nedílnou součástí. V neposlední řadě se teoretická část také dotkla problému neverbální komunikace a problému tzv. kulturního šoku.

Součástí této práce bylo provést vlastní výzkum za účelem zmapování současné situace v českém školství v oblasti výuky jazyka spolu s výukou kulturních studií. Vlastní výzkum se týkal studentů připravujících se na maturitní zkoušky z anglického jazyka a na studenty připravující se na státní základní jazykovou zkoušku z anglického jazyka. Průzkumu se zúčastnilo 200 dotazovaných ve věku od 17 do 50 let. Výzkum se skládal ze dvou částí. První část byla zaměřena na teoretické poznatky v oblasti kulturních studií a druhá část se soustředila na praktické dovednosti. Z výsledků průzkumu vyplývá, že převážná většina korespondentů se zúčastnila alespoň jedné hodiny kulturních studií, nebo-li reálií, což je vynikající zjištění. Bohužel, v mnoha případech studenti uváděli, že hodina byla spíše zaměřena na sdělování informací a studenti zde hráli pouze pasivní roli příjematelů poznatků. Na druhou stranu, studenti, kteří se zúčastnili hodin s anglickým lektorem, nebyli spokojeni s úrovní a množstvím informací. Z toho můžeme usoudit, že český učitel stále dbá na výklad a je zaměřen na memorizování fakt, kdežto anglický učitel má hodinu komunikativnější a zábavnější, ve které studenti hrají aktivní roli. Výzkum se také zaměřil na používání výukových pomůcek, tzv. kulturních předmětů v jazykových hodinách, jejich hlavním úkolem je zpestřit hodinu, podpořit motivaci a aktivní účast studentů na procesu učení. Korespondenti uvádějí, že mezi nejpoužívanější pomůcky patří například noviny, časopisy a audio-video pomůcky. Učitelé jazyků by měli mít co největší zájem na přiblížení kultury daného státu, ale množství používaných pomůcek nemůže splnit jejich cíle. Průzkum také zjišťoval, zda-li si jsou studenti vědomi nejdůležitějších pojmů vyskytujících se v rámci kulturních studií. Výsledek není optimistický, protože pouze každý čtvrtý student měl představu o tom, jaký význam během jazykových hodin slovo *kultura* představuje.

Z praktické části testu vyplývá, že studenti, kteří nikdy nenavštívili Velkou Británii, dosahovali v průměru lepších výsledků, než ti, kteří uvedli, že strávili v této zemi i několik měsíců. Průzkum ukázal, že studenti nevnímají skrytý význam anglických slov, ale mají tendenci vše překládat doslova, např. přísloví nebo ustálená rčení. Při hodinách kulturních studií dále dochází k značnému zobecňování nejen českých, ale i britských elementů

kulturní. Někdy až uniformní odpovědi studentů mohou být výsledkem jednotných standardních metod ve výuce kulturních aspektů a značí do jaké míry dochází k zobecňování informací.

Tyto (v pravdě až negativní) výsledky průzkumu vedly v poslední části práce k zaměření se na problém začleňování výuky britských kulturních aspektů do jazykových hodin. Stereotypní hodiny mohou být odstraněny nebo se jim dá předcházet používáním různorodých výukových metod, zaměřených na získávání a upevňování dovedností a zkušeností studentů.

Závěrem lze konstatovat, že výsledky provedeného průzkumu pomohly ukázat cestu pro vyzdvižení takových vzdělávacích postupů a metod, které jsou nejlépe uskutečnitelné v českém prostředí základních a středních škol, jakož i aktivit podporujících jazykový a kulturní rozvoj studenta, jenž by měly být součástí každého tématického plánu učitelů jazyka.

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VIII. Enclosure: Cultural awareness test (survey)

1. How long have you been studying English language?

..... years and months

2. Have you ever experienced lessons/courses of Culture studies or Realia? Yes No

3. If yes,

- | | | |
|---------------------------------------------------|-----|----|
| a) did a Czech teacher teach the lesson? | Yes | No |
| b) did a native English teacher teach the lesson? | Yes | No |
| c) did you enjoy the lessons? | Yes | No |
| d) did you obtain any new information? | Yes | No |

Can you remember what activities did the lessons contain and what materials were used?
(please tick)

- newspaper
- magazines, cartoons
- video, films, TV broadcasts
- radio broadcasts
- songs, song lyrics
- pictures, postcards
- souvenirs
- role-plays (common situations and normal everyday experience)
- discussions

4. Have you ever visited Great Britain? Yes No

5. How long have you been there for?

6. Could you characterise the term “Culture shock”?

7. Have you experienced a culture shock? Yes No

8. Is it important for you to learn about the culture of the country whose language you learn?

Yes No

9. What does culture mean to you? Can you name several symbols, which are specific for culture?

10. Do you agree with the following statement? Yes No I do not know

It is important for a learner who studies culture of English – speaking countries to know his or her own culture.

11. Do you agree that the best way, how to learn about a country, is to travel and live there for some time?

Yes No

Can you think of several positives or negatives?

12. However, not all learners can leave their country and travel. Could you suggest some class activities which could help you to become more aware of cultural issues?

According to your opinion, use the order from the most effective/interesting to the least effective/interesting.

1. _____
2. _____
3. _____
4. _____
5. _____

13. Try to answer the following questions and this way check your cultural awareness.

a) Read this short article and write an English equivalent for the underline words.

Would you understand what is the man saying?

May Day was a bank holiday and I had arranged to meet my brother at his local during happy hour. I was not sure exactly where it was, so I used my A to Z and found it next door to B and B. I looked in the public bar and the lounge but finally I found him in the beer garden with a pint of bitter and a ploughman's lunch.

May Day =
bank holiday =
local =
happy hour =
A to Z =

B and B =
lounge =
beer garden =
pint of bitter =
ploughman's lunch =

b) One can discover cultural values through proverbs. Here are some often-used in English speaking countries. Try to find the equivalent in your language.

One man's meat is another man's poison.

Look before you leap.

A penny saved is a penny earned.

c) Read the following conversation. Can you translate the underlined sentence?

Wife: Where were you last night when I was at my mother's?

Husband: I was at home. I watched TV and then went to bed.

W: Sue said she had seen you in a pub with some girl.

H: Oh no, it is not possible. I really was at home and, as I told you, I watched TV and after News At Ten I went to sleep. Cross my heart hope to die =

d) The non-verbal communication is also commonly used. Do you understand these gestures?

e) What are the most typical items of everyday life in GB and CR for you?

Items of everyday life	Great Britain	Czech Republic
A dish or food		
A drink		
An important event		
A famous person		
A place or building		
An item of clothing		
A hobby or sport		
A personal character		

f) And the last question. What is the difference between Beefeater and Yeoman?

Thank you very much.



Alena Dolejší

Key

Many answers depend on learner's experience, interest and opinion; therefore these only suggest possible answers.

Question 13a

May Day – the first day of May

Bank holiday – an official public holiday, not a Saturday or Sunday

Local – represents a pub in neighbourhood

Happy hour – is a time in a pub when drinks are served for cheaper price

A to Z – a book of maps with names of the streets

B and B – stands for Bed and Breakfast

Lounge – a small public room in a hotel or in a pub where people eat

Beer garden – an outside part of a pub where customers usually drink beer

Pint of bitter – a kind of beer served in a large glass

Ploughman's lunch – a simple midday meal, usually bread, cheese, and onion eaten in a pub

Question 13b

One man's meat is another man's poison. – Proti gustu žádný dišputát

Look before you leap – Dvakrát měř, jednou řež

A penny saved is a penny earned – Kdo šetří, má za tři

Question 13c

Cross my heart hope to die – Na mou duši (na psí uši, na kočičí svědomí)

Question 13d

Cross-fingers – wishing of a good luck

We do that to say that things are crazy

This symbol means Well done or It is OK

This symbol means Sorry, it is not good or I failed (e.g. examination)

Question 13b

There is not difference between *Beefeaters* and *Yeomen*. Both of them are members of the guard in the Tower in London. Yeoman is the official name and Beefeaters was used in history. Yeomen were usually well off and even though there was a shortage of beef meat in Britain Yeomen could afford to buy it. That is why the British started to use the name Beef+eaters=Beefeaters.