

Language teaching equals culture teaching: An analysis of how culture teaching is embedded in English Language Instruction

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Abstract

Some aspects in language teaching involves the deliberate or incidental enaction of cross-cultural interaction, within or without the culture where a language classroom can be contextualized from. Language instruction has been inextricably linked with the promotion or demotion of culture and cultural literacy within learners. This qualitative study explores these interactions within selected English college classrooms in the Philippines by random classroom observations and documentation. Each episode has been treated and analyzed with pertinent theories further building up the hypothesis where culture is an inevitable circumstance in the language classroom. The study identifies moments where these interactions, or 'teachable culture moments', take place. Towards the end, the study makes the case for a more culturally-inclusive and culturally-literate classroom by integrating culture teaching within the language classroom.