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Abstract ABSTRACT
The purpose of the study is to investigate the integration of culture into a college general English Reading and Writing class consisting of one teacher and fifty-six students from seven departments. The research questions explored in the study are: (1) How are cultural contents presented in the language classroom? (2) What are the learning outcomes of the students in the class? (3) What are the difficulties encountered by the teacher and the students? The study follows the research framework of “naturalistic inquiry” for qualitatively collecting and analyzing data including observations, interviews, analysis of the teaching materials in the class and the student’s assignments along with their culture projects. Results indicate that the cultural contents presented in the classroom were laid particular stress on those of target culture and international target culture, while contents and the importance of source culture were neglected. Implicit and explicit presentation of oversimplified generalization and stereotype led to students’ belittling source culture and worshiping target or international target culture. Although diversity could be found in students’ assignments and the Culture Project, interculturality was found to be insufficient especially in reflecting on the source culture. English as a foreign language in the country as well as contextual factors of the class affected the integration of culture into the class negatively. Finally, the study proposes suggestions for the integration of culture into the EFL classroom in Taiwan.
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