

## **Chapter Two**

### **Literature Review**

This chapter attempted to present literature in this research. Firstly, it explains the definition about culture generally, the concept and the characteristic of culture. Secondly, it provided the definition of cultural awareness, cultural variations, and benefit of cultural awareness. Thirdly, since the the research discussed about cultural awareness in English as a foreign language teaching, it explicates the level of cultural awareness generally. Fourthly, it pointed out cultural awareness in English as a foreign language teaching that becomes guideliness for this research. Lastly, it interpreted the conceptual framework which theories are correlated in this research.

### **Culture**

Culture is a particularly difficult term to explain. This is because culture changes over time, and it is performed by individuals in personalized ways. Moreover in the recent decades, most of researchers identified the definition of the culture. One of the general definition proposed by Hammami and Email (2013) that culture is what people constantly learn, acquire, and pass on to other that are acceptable and unacceptable pattern of behavior, traditions, religions, custom and value through verbal or nonverbal communication. Further explanation about culture is delivered by Brown (2011) (as cited in Peterson, 2004, p. 9) said that culture is divided into big C and little c. Big C culture is often described as objective culture. Big C *visible* culture includes a culture's literature, classical music, architecture, historical figures, and geography, whereas big C *invisible*

culture includes core value, attitudes or beliefs, society's norms, legal foundations, assumptions, history, and cognitive processes. Meanwhile little c culture is often described as subjective culture, as people's every day thinking and behavior, or as a common traditions, practices, and custom of people. Little c *invisible* culture includes popular issues, opinions, viewpoints, preference or tastes, and certain knowledge such as facts, whereas little c *visible* culture includes gestures, body posture, and use of space, clothing styles, food, hobbies, music and artwork. Thus understanding own culture and that others will help us achieve intercultural competence, or the skills, knowledge, attitudes, and cultural awareness and we need to interact successfully with someone from another culture.

### **Concepts and Characteristics of Culture**

Based on the definitions of culture mentioned above, the concept of culture also can be considered as culture in social live. Sewell (2005) categorized culture into five parts. It consists of culture as learned, culture as institutional sphere, culture as creativity, culture as the system of symbols, and culture as practice. The first, culture as learned behavior which means that the culture as a whole includes practice, believes, institutions, customs, habits and myths built up by humans and passed on from generation to generation. Second, culture as institutional sphere, which means culture is based on the assumption that the social formation is formed by clusters of institutional spheres, such as the spheres of politics, economy, society and culture. Third, culture as creativity or agency which means that the used of culture has grown at a strong tradition. Fourth,

culture as the system of symbols and meanings which means disentangle which aims to analyze the influence of a demographic, geographical, biological, technological and economic. Last, culture as practice which means culture as a scope of practical activity shot through by willful action, power relations, struggle, contradiction, and change.

In addition to recognize the concept of culture, understanding more about the characteristics of a culture is needed. By understanding the characteristics of culture in general, the concept of culture can be understood easily. The characteristics of the culture are divided into five parts that consist of culture is learned, culture is shared, culture based on symbol, culture is integrated and culture is dynamic (Haviland, Prins, McBride, & Walrath, 2013). Culture is learned which means the process of people learn culture from family, peers, institution or media and acquire value and behavior appropriately in that culture while culture is shared that involved ideas, values, perception and standard of behavior enables group of people shared culture to their member as socially action to know common identity (Haviland, Prins, McBride, & Walrath, 2013). Haviland et al. (2013) argued that culture is based on symbol which means that in group of society do some of agreement about symbol of culture such as language and art that representative all of member of the society to use the symbolic component of culture. Haviland et al. also said culture is related to what people do for living, the tools they use, the way they work together, what they believe right and wrong. These aspects of culture are related to one another and truly understand, so people from different community must learn about all aspect to being interconnected. The

last, culture is dynamic means that the society make adjustments to system cultural changing such as the idea or symbol that affect the entire environment in which the society must adapt and interact with system changing (Haviland, Prins, McBride, & Walrath, 2013).

Additionally, those characteristic of culture can help us to learn about the different aspects of a community such as symbols, art and language and integrate those aspect to society to understand each other, and adapt with other cultural changing in the society that influence entire environment.

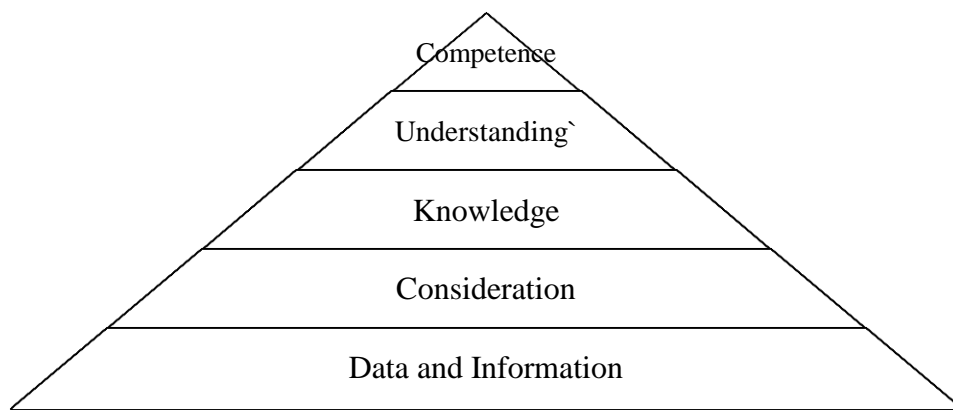
### **Cultural Awareness**

Cultural awareness is the competence to know cultural background, issues, and relationship that involves conscious attention and knowledge through the mind and sense (Lum, 2010). In other words, “cultural awareness is ability to communicate with others people and to understand and accept the negative and positive cultural traits that other people carry as much as they understand and accept their own” (Hammami & Esmail, 2013, p. 9). Some experts argue about cultural awareness, such as Tomlinson and Masuhara (2004) split sense of cultural awareness into two parts, namely the definition of cultural and awareness.

Tomlinson and Mashura (as cited in Saniei, 2012, p. 9) stated that cultural can be interpreted as remarking to the totality of a way of life shared by a group of people associated by common and different characteristics, activities, beliefs, circumstances and remarking to the beliefs and behavior of a community of people who share capability, attitudes, interests and goal. Moreover Tomlinson and Mashura (as cited in Saniei, 2012, p. 9) also said that awareness can be interpreted

as an understanding of own culture or the other culture. Therefore, researcher can interpret that cultural awareness is as an understanding of a difference in the form of activities, beliefs and interests that existed in groups of people.

Cultural awareness can improve the ability to appreciate affectively of cultural differences and to understanding the value of each cultures (Tomalin & Stempleski, 2013). In line with statement above, Wunderle (2006) stated that there are five levels to appreciate and understanding cultural awareness, namely:



**Figure 2.1 Pyramid of Cultural Awareness (Wunderle, 2008)**

**Data and information.** In this level, data means as source of a wide range of cultural differences collected, and then the data becomes information received by people or group community. Furthermore data and information will assist the communication process, because both of them are the basis connective to convey a value of culture to know cultural differences one another.

**Cultural consideration.** Once you have a clear data and information about a culture, the following step is able to gain an understanding of the culture that involved the value of the culture. In this level, cultural considerations will help us to make strong the communication and interaction that will happen.

**Cultural knowledge.** Information and cultural considerations owned, it is not easy to be applied in a cultural knowledge. Cultural knowledge is an important factor because not only know about the other culture, but also important to know own culture. Cultural knowledge is in desperate need special training to be able to open the understanding of the history of a culture.

**Cultural understanding.** Knowledge of the own culture and the other culture that is followed through a variety of specialized training activities in order to understand the differences in a particular culture. Therefore, it is important to increase cultural understanding through advanced training for cultural understanding will provide cultural awareness in the process of thinking, motivating factors, the process of making a decision.

**Cultural competence.** Cultural competence is the highest level of cultural awareness. Cultural competence is used to determine a decision and cultural intelligence. This is very important, because the understanding of cultural intelligence can focus on planning decisions in certain situations.

### **Cultural Variation**

Along with the knowledge of level of cultural awareness, understanding target culture or own culture is desired to develop cultural knowledge. Developing culture is required to classify the cultural variation of cultural awareness.

Wunderle (2008) revealed that in the taxonomy of culture of developing cultural awareness, there are cultural variation discussed such as behaviors, values and cognition. However the common variations of culture are behavior and value. It can be seen from Cortazzy and Jin's (1999) argument that cultural awareness

means to become aware of members of another cultural group including their behavior and value.

**Table 2.1 Cultural Variation**

Behaviour	Values
Language	Evaluating good and bad individuals' attitude
Social rule	
Custom	
Structure	

Wunderle (2008) stated that cultural variations consist of three parts namely behaviours, values and cognitions. However there are only two common variations of culture happened in group of culture (Cortazzy & Jin, 1999). Wunderle said behaviours consist of language, social rules, customs and structure. Wunderle further mentioned that language refers to language style, including the degree of context sensitivity that is extent to which language emphasizes surrounding circumstance or context and makes use of body language. Social rule points out to norms, laws, regulation that existed in the group of culture that involved society to obey all of them as long as they are still staying in certain group of culture (Wunderle, 2008). Chew and Knottnerus (2002) also supported Wunderles' argument that behavior consist of structure which means structure of social background characteristics that enables relation among people sharing the same characteristics of social background or differing in the of social background characteristics. In line with what Wunderle said, Gibowicz (2007) also expressed

that custom associated with behavior that means habitual practice in usual way of acting in given circumstance that come before laws and exist without laws.

Wunderle (2008) also said that the value is based on the evaluating of the general good and bad decision of the culture. Wunderle explained that in order to evaluate the good or bad of a culture, decision relies on the attitude of individuals or groups of a culture. Dekker (2016) elaborated Wunderles' argument that attitude towards culture can be described as one's feeling, thought and general disposition about the differences among people. Dekker also said that there are positive and negative attitude towards culture. The positive attitude towards culture facilitates the member of cultures' group to build relationship with the regardless of difference in cultural background and negative attitude refers to the result of stereotype that causes ineffective cross cultural understanding (Dekker, 2016).

In respecting to the theory presented by Wunderle about cultural variations of culture awareness above, evidently there is other cultural variation described by Philipsen (2003) that is about cultural communication. Philipsen (2003) said that "cultural communication is a complex human practice that encompasses two interrelate aspects of social life" (p.35). The first aspect the use of particular meaning of communication and second aspect is role of communication in performing culture. The researcher examines both of these aspect involved the interaction between two parties to create cultural communication effectively in understanding the meaning and role of culture.



**Benefits of Cultural Awareness**

In addition to know cultural variation of cultural awareness is generalized above, cultural awareness has some of benefit such as understanding and respecting other people and their way of life, especially for students to know the similarities and differences in the lives of various cultural groups (Peck, 1984). According to Cakir (2006) the benefit of culture refers to all aspects of shared life in community, which means learning a target culture serves the development of cross-cultural communication. Kourova and Modianos (2013) said that cultural awareness helps not only to bridge differences of cultural background, but also to bring them closer to the richness of the variety of their own local culture. In addition, according to Levin and Adelman (1982) that cultural conflicts occur as a result of misinterpretations, ethnocentrism, stereotypes, and prejudice. Preventing these conflicts is possible with increased awareness of our own attitudes as well as sensitivity to cross-cultural differences (Shemshadsara, 2012). In addition Abushihab (2016) said that teaching culture helps in changing learners' attitude towards foreign language and they may have positive interest and motivation in learning foreign language.

**Cultural Awareness at EFL Teaching**

Cultural awareness in the classroom involved the complex approach between teachers and students. Cultural awareness provides an understanding of the culture of the students to the target language. Hadley (1993) argued that cultural understanding should be promoted in several ways, so students can prepare themselves to the target culture. Cultural awareness that is taught in the

classroom, consist of greeting, expressions, and other utterance that are found in the dialogue or what students heard that represented the part of culture (Cakir, 2006). In addition, cultural awareness is taught in the classroom to help students to discuss the differences between their own culture and other culture. In line with teaching of culture in the classroom, the students need to know about the fundamental of teaching culture. There are fundamental of teaching culture in general, including cognitive, an effective and behavioral (Stern, 1992). Stern argued that cognitive associated with a form of knowledge that consists of geographical knowledge; it is about the contributions of the targets culture to world civilization, and knowledge about the different way of life as well as understands the values and behaviors. Besides, Stern also said that the effective associated with the curiosity of students in foreign language and cultural empathy for the target culture, and Stern also said that the behavioral related to the students' ability to interpret the behavior relevant culturally, and to conduct themselves in culturally appropriate ways ( as cited in Kumaravadivelu, 2008, p. 112). Hence, those are review of cultural fundamental of cultural awareness is taught to the students to gain their understanding of culture, curiosity about the target culture and consciousness to appreciate any cultural differences.

### **Reviews of Related Research**

Several studies have been conducted to find out the cultural awareness' role in the classroom. One comes from (Barany, 2016, p. 257-282). The study aimed to establish an awareness of the values and significance of cultural practice in both of learner own culture and the target language culture. The result showed

that culture has to be integrated into the teaching of all language skill in such away that enables learners to speak in culturally appropriate ways. In the term of foreign language classroom practice cultural awareness refers to activities connected with behaviour and speech pattern, such as appropriate for conversation topics, opening and closing, conversation, criticizing and complaining, stereotyping, reacting to culture shock, personal space restriction and non-verbal communication.

Another study is conducted by Shemshadsara (2012). The goal of this study is critically analyze assumption and influences of culture awareness in language teaching and learning. The findings generated that development of cultural awareness in English language classes may be influenced by the number of constraints, namely teacher cultural knowledge, the availability of native English speaker, time allowance for culture teaching in each lesson even system of education itself.

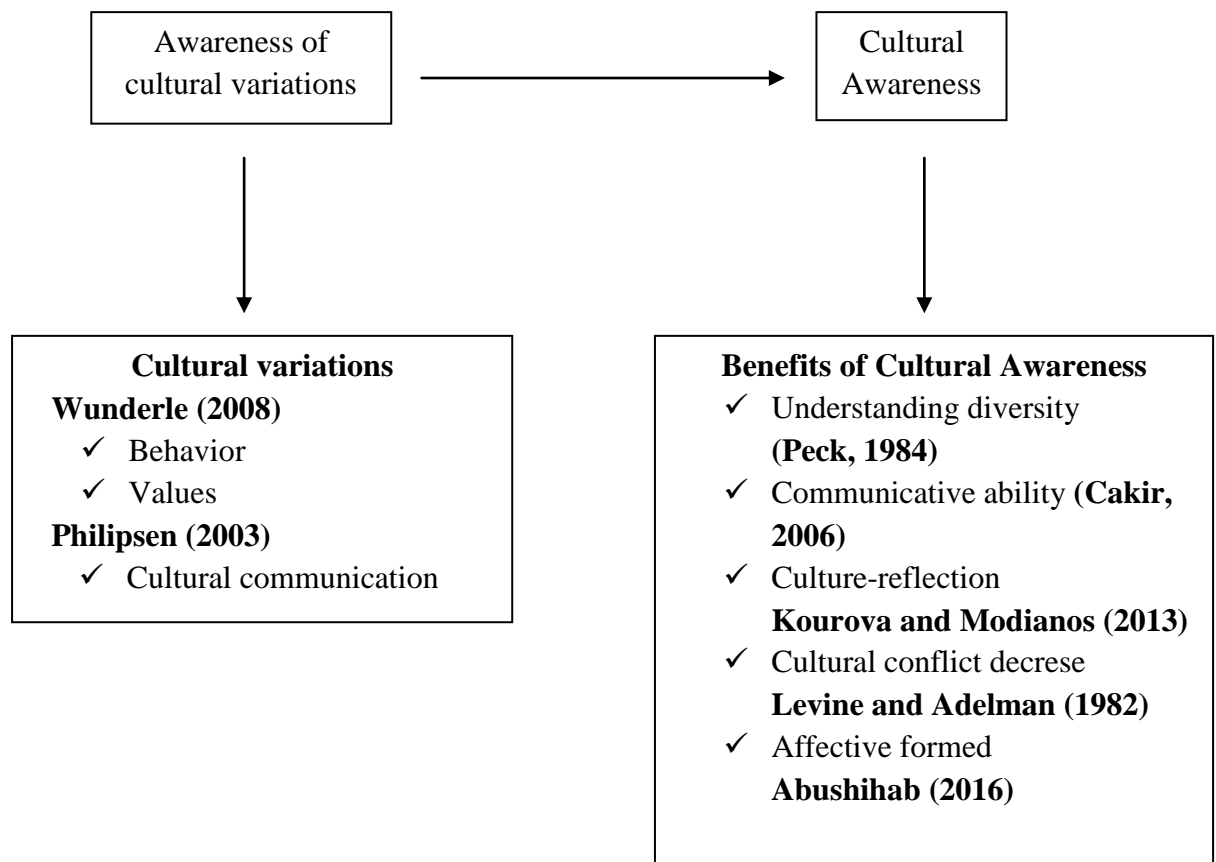
Another study is also presented by (Dongfeng, Xueqing, & He, 2014, p. 134-139). This study is about investigating and analyzing current status of cross cultural awareness in English teaching and focuses on high school teacher and students' attitudes towards cross cultural awareness cultivation. The finding through analyzing the interview and questionnaire, shows three prominent problem in cross cultural teaching. Firstly, from the perspective of practice, teachers lack of cross cultural knowledge and do not have enough English teaching time. Secondly, from the perspective of teaching objectives, due to limitations of syllabus, many schools essentially base the main teaching objective

and requirements of college entrance examination, and language ability. Thirdly, from the perspective of students, due to the above factors, students are weak in cross cultural awareness knowledge, leading to their poor understanding of English culture and therefore they cannot have a good grasp and flexibility in the use of English knowledge they have learned.

### **Conceptual Framework**

An explanation of the language and culture has been described by connecting them into teaching English as a foreign language. According to Cakir (2006) that developing cultural awareness in EFL classroom can keep in mind that language is learned with the culture of social group. Developing cultural awareness is taught by recognising cultural variations of cultural awareness that is applied in English as a foreign language teaching classroom. Additionally, there are also benefits of cultural awareness that is obtained by teaching culture in English as a foreign language.

Furthermore this research focuses on the cultural variations and benefit of cultural awareness in English as a foreign language classroom. Some theories showed that the cultural variations and benefit of cultural awareness in the classroom are targeted for student understanding.



**Figure 2.2 Conceptual Framework of Cultural Awareness**