

**CANADIAN PARENTS FOR FRENCH  
FRENCH SECOND LANGUAGE RESEARCH UPDATE**

**THE IMPORTANCE OF CULTURE IN SECOND-LANGUAGE TEACHING AND LEARNING  
SELECTED BIBLIOGRAPHY  
March 2015**

| REFERENCE   | CONTENT   | URL  |
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| <p><b>Abbaspour, E., Nia, M.R., Zare, J. (2012) How to Integrate Culture in Second Language Education? Journal of Education and Practice, 3(10)</b></p>   | <p>Whether culture should be taught as a separate subject is a controversial issue in the field second language education. Another equally important question is what the main aims of teaching culture are. Regarding the importance of teaching culture in second language classrooms, many scholars today believe that culture and language are inseparable and culture learning must be an integral part of language learning. The present study gives an account of the important place that culture holds in foreign and second language education. It further elaborates on what culture is and different approaches to teaching it. Finally, some key and practical issues concerning integrating culture into second language classrooms will be addressed.</p>  | <p><a href="http://www.academia.edu/1924016/How_to_Integrate_Culture_in_Second_Language_Education">http://www.academia.edu/1924016/How_to_Integrate_Culture_in_Second_Language_Education</a></p>   |
| <p><b>Byram, M., Gribkova, B., Starkey, H. (2003) Developing the Intercultural Dimension in Language Teaching: A Practical Introduction For Teachers, Language Policy Division, Council of Europe, Strasbourg</b></p> | <p>It has been widely recognised in the language teaching profession that learners need not just knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways. This was the major innovation of 'communicative language teaching'. At the same time, the 'communicative approach' introduced changes in methods of teaching, the materials used, the description of what is to be learnt and assessment of learning.</p> <p>The Council of Europe's 'Common European Framework of Reference' embodies these innovations and also emphasises the importance of 'intercultural awareness', 'intercultural skills', and 'existential competence'. The 'Common European Framework', like other recent publications, thus introduces the 'Intercultural Dimension' into the aims of language teaching. Its essence is to help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors. It is the hope that language learners who thus become 'intercultural speakers' will be successful not only in communicating information but also in developing a human relationship with people of other languages and cultures.</p> | <p><a href="http://lrc.cornell.edu/rs/roms/507sp/ExtraReadings/Section0/Section0/uploads/File1235272745204/InterculturalDimensionByram.pdf">http://lrc.cornell.edu/rs/roms/507sp/ExtraReadings/Section0/Section0/uploads/File1235272745204/InterculturalDimensionByram.pdf</a></p> |

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| <p><b>Byers-Heinlein, K., Garcia, B. (2015) Bilingualism Changes Children's Beliefs about what is Innate, Concordia University, Montreal</b></p>                                       | <p>Young children engage in essentialist reasoning about natural kinds, believing that many traits are innately determined. This study investigated whether personal experience with second language acquisition could alter children's essentialist biases. In a switched-at-birth paradigm, five- and six-year-old monolingual and simultaneous bilingual children expected that a baby's native language, an animal's vocalizations, and an animal's physical traits would match those of a birth rather than an adoptive parent. We predicted that sequential bilingual children, who had been exposed to a new language after age three, would show greater understanding that languages are learned. Surprisingly, sequential bilinguals showed reduced essentialist beliefs about all traits: they were significantly more likely than other children to believe that human language, animal vocalizations, and animal physical traits would be learned through experience rather than innately endowed. These findings suggest that bilingualism in the preschool years can profoundly change children's essentialist biases.</p> | <p><a href="http://infantresearch.concordia.ca/Concordia_Infant_Research_Laboratory/Publications_files/Byers-HeinleinGarcia2014BilingualismChangesBeliefs.pdf">http://infantresearch.concordia.ca/Concordia_Infant_Research_Laboratory/Publications_files/Byers-HeinleinGarcia2014BilingualismChangesBeliefs.pdf</a></p> |
| <p><b>Desjardins, C. (2015) How Bilingualism Affects Children's Beliefs, Concordia University News January 13, 2015, Concordia University, Montreal</b></p>                            | <p>A recent study —How Bilingualism Affects Children's Beliefs — suggests that certain bilingual kids are more likely to understand that it's what one learns, rather than what one is born with, that makes up a person's psychological attributes. This finding raises the possibility that early second language education could be used to promote the acceptance of human social and physical diversity.</p>   | <p><a href="http://www.concordia.ca/cunews/main/stories/2015/01/13/how-bilingualism-affects-childrens-beliefs.html">http://www.concordia.ca/cunews/main/stories/2015/01/13/how-bilingualism-affects-childrens-beliefs.html</a></p>   |
| <p><b>Knutson, E.M. (2006) Cross-Cultural Awareness for Second/Foreign Language Learners, Canadian Modern Language Review 62(4) 591-610, University of Toronto Press, Ontario.</b></p> | <p>This article talks about a reconsideration of curricular objectives with respect to the teaching of culture, in the interest of broadening the scope of language curriculum without over-extending the instructional agenda. Recent research and theory support a relational approach to culture learning, emphasizing the understanding how the home culture and the target culture relate to one another. Emphasis is put on the learner, who is encouraged to reflect on his/her own culture; a look at oneself as a cultural subject. The article explores the notions of cultural identity and attitudes towards the other, arguing for increased emphasis on an understanding of self as cultural subject and openness of mind toward cultural differences. Furthermore, the article touches on the importance of language within culture and what it means in terms of defining one's identity. Topics and activities for a curricular module on cross-cultural awareness are suggested.</p>  | <p><a href="http://utpjournals.metapress.com/content/e303581wn157px08/fulltext.pdf">http://utpjournals.metapress.com/content/e303581wn157px08/fulltext.pdf</a></p>   |

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| <p><b>LeBlanc, B., Dicks, J. (2003) Learning a Second Language Through Culture , The Journal of the Imagination in Language Learning Vol VII, Jersey City</b></p> | <p>This study focuses on curriculum and interactive learning, where students are encouraged to contextualize cultural elements of the Acadian culture. Allowing learners to create and interact with a new environment through music, dance, theatrical representations, and role-playing enriches the students' understanding of the language and culture. By participating in such activities, students learn how to interpret and analyze data. The authors refer to the project "The Magical Discovery of our Roots" which focuses on activities that foster this type of learning, and found that students' understanding and appreciation of culture is an extremely important variable in language learning and acquisition. By incorporating objects, music, art and other culturally significant communications, students can more easily identify with the new culture and this encourages language-learning motivation.</p> <p>The activities that LeBlanc and Dicks use are a combination of the latter project, while incorporating elements from the multidimensional curriculum (LeBlanc, 1990; Edwards,</p> | <p><a href="http://www.njcu.edu/cill/vol7/leblanc-dicks.html">http://www.njcu.edu/cill/vol7/leblanc-dicks.html</a></p>   |
| <p><b>Lessard-Clouston, M. ( 1997) Towards an Understanding of Culture in L2/FL Education, The Internet TESL Journal</b></p>                                      | <p>The inevitability of teaching and learning culture in a foreign language course, may now reflect an axiom in second-and foreign-language (L2 and FL) pedagogy, but it remains unclear to many L2 and FL educators just how this has come to be the case and what impact this has on their classroom practice. This article addresses these issues by working towards an understanding of culture in L2 and FL education. In doing so, we will examine how L2 and FL culture teaching has developed, where it currently stands, and what directions to take for future research on this topic</p>   | <p><a href="http://iteslj.org/Articles/Lessard-Clouston-Culture">http://iteslj.org/Articles/Lessard-Clouston-Culture</a></p>                                   |
| <p><b>Little, D., Simpson, B. (2003) European Language Portfolio: The Intercultural Component and Learning How to Learn</b></p>                                   | <p>The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences.</p>   | <p><a href="http://www.coe.int/t/dg4/Linguistic/Source/Guide_dimintercult_EN.pdf">http://www.coe.int/t/dg4/Linguistic/Source/Guide_dimintercult_EN.pdf</a></p> |

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| <p><b>MacFarlane, A. (1999) Brief Interethnic Exchanges and Classroom Language Learning, Second Language Education Centre, University of New Brunswick, NB</b></p>    | <p>A study examining interethnic contact in the context of the SEVEC (The Society for Educational Visits and Exchanges in Canada) School Year Group Exchange Program was carried out to test the hypothesis that certain classroom language learning limitations may be overcome by providing young learners of both official languages with opportunities for contact with native speakers and their culture beyond the classroom. The study involved three stages and three groups of participants: all 1992-93 school year group exchange participants, an exchange between grade six classes in Ontario and Quebec, and 126 school year participants from ten to fifteen years before. Almost all participants considered their exchange experience a success. In particular, two exchange features encourage L2 use: the homestay context and the one-on-one interaction opportunities where the participants are partnered. Compared to the classroom context, the exchange expands the range of discourse types and vocabulary through the introduction of L2 use contexts unavailable in the classroom. Exchanges also accommodate more learning styles.</p> | <p><a href="http://www.unb.ca/fredericton/second-language/resources/pdf/colloquiumjoe.pdf">http://www.unb.ca/fredericton/second-language/resources/pdf/colloquiumjoe.pdf</a></p>   |
| <p><b>Mady, C. (2009) English-French School Groups Exchanges in Canada and their Impact-2009, Society for Educational Visits and Exchanges in Canada, Ottawa.</b></p> | <p>This study was conducted to determine the effect of short term L2 exchanges on motivation, attitude and competence of participants. 243 youth participated- the majority aged 13 and 14 from 5 provinces and a variety school programs. They were given pre- and post-questionnaires about their attitudes regarding L2 learning, culture, and their own knowledge. Their journal entries were also examined. The results showed overall improvements for the students L2 levels. Most anglophones improved with speaking and francophones improved in all linguistic skills and even some strategies. Each exchange was 7-10 days. They were most likely to affect 13 year old anglophones or 14 year old francophones. Students from immersion programs improved the most. Many participants made goals to continue to improve their L2 skills. Anglophones aspired to study and travel, whereas francophones planned to pursue linguistic training for job-related purposes. Both groups acknowledged similarities and differences between their own culture and the target one and the language used in and outside of the classroom.</p>                     | <p><a href="http://www.sevec.ca/wp-content/themes/sevec/PDFs/Research-English-French%20School%20Group%20Exchanges%20in%20Canada%20and%20Their%20Impact%202009%20EN.pdf">http://www.sevec.ca/wp-content/themes/sevec/PDFs/Research-English-French%20School%20Group%20Exchanges%20in%20Canada%20and%20Their%20Impact%202009%20EN.pdf</a></p> |
| <p><b>Nadeau, J-B (2006) Langue et culture française, Journal de l'immersion 28(3), ACPI, Ottawa</b></p>  | <p>This article addresses the importance of immersion through a Canadian perspective. In the article, he touches on many aspects of immersion phenomenon. He provides personal observations of his own niece's experiences, and he also provides public points of view by intellectuals such as John Saul and Graham Fraser. He mentions organizations like Canadian Parents for French (CPF), la Société éducative de visites et d'échanges au Canada (SEVEC), l'Association canadienne des professeurs d'immersion (ACPI), as well as touching on events such as Francofièvre in Saskatchewan. Nadeau speaks to the importance of immersion for our culture, and emphasizes that knowing and teaching Quebec culture is an important tool in the Canadian context.</p>   | <p><a href="http://www.acpi.ca/journaux/V28N3.pdf">http://www.acpi.ca/journaux/V28N3.pdf</a></p>   |

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| <p><b>Perregaux, C. (1998) Avec les approches d'éveil au langage, l'interculturel est au centre de l'apprentissage scolaire Bulletin suisse de linguistique appliquée Vol.67, Switzerland</b></p> | <p>This article examines language awareness activities, which are a relatively new addition to language classrooms. These types of activities are of particular importance to multilingual and multicultural classrooms, as they provide all students with opportunities to be involved in the classroom, by comparing their language, by sharing their knowledge, and by reflecting on language structures and functions. Furthermore, students become less "lingocentric," as they begin to understand that their language is only one of many possible languages. Language awareness activities also enable students to develop a scientific and methodological approach to language, which further develop their language skills and abilities. Teachers who used language awareness activities in their classrooms reported increased cultural awareness among their students, and increased motivation and willingness to use their second languages. The article provides several examples of language awareness activities that encourage an understanding of the structure of the target language, as well as differences between the target language and other languages.</p> | <p><a href="https://doc.rero.ch/record/20664/files/101-110_Perregaux.pdf">https://doc.rero.ch/record/20664/files/101-110_Perregaux.pdf</a></p>   |
| <p><b>Roy, S. (2008) French Immersion Studies: From Second-Language Acquisition (SLA) to Social Issues, The Alberta Journal of Educational Research Vol 54, Alberta</b></p>                       | <p>This article concerns the future of French Immersion (FI) and the necessity of knowing others who have different linguistic and cultural backgrounds. According to Roy, FI is an integral program in a world of increased mobility. The article continues on to document the historical and political contexts of FI's birth and growth, whilst exploring the program's strengths. One core attraction of FI is that it aims at additive bilingualism, ensuring knowledge of French and English. The layout of the program's options is also highlighted. Lastly, Roy emphasizes the theoretical change occurring in FI: the sociocultural, sociolinguistic and critical theories are exploring the reasons why, how and with what success students are learning French</p>  | <p><a href="http://ajer.synergiesprairies.ca/index.php/ajer/article/viewFile/653/634">http://ajer.synergiesprairies.ca/index.php/ajer/article/viewFile/653/634</a></p>   |
| <p><b>Thanasoulas, D. (2001) The Importance of Teaching Culture in the Foreign Language Classroom, Radical Pedagogy 2001</b></p>  | <p>The article addresses the contribution and incorporation of the teaching of culture into the foreign language classroom. More specifically, some consideration will be given to the why and how of teaching culture. It will be demonstrated that teaching a foreign language is not tantamount to giving a homily on syntactic structures or learning new vocabulary and expressions, but mainly incorporates, or should incorporate, some cultural elements, which are intertwined with language itself. Furthermore, an attempt will be made to incorporate culture into the classroom by means of considering some techniques and methods currently used. The main premise of the paper is that effective communication is more than a matter of language proficiency and that, apart from enhancing and enriching communicative competence, cultural competence can also lead to empathy and respect toward different cultures as well as promote objectivity and cultural perspicacity</p>   | <p><a href="http://www.radicalpedagogy.org/radicalpedagogy/The_Importance_of_Teaching_Culture_in_the_Foreign_Language_Classroom.html">http://www.radicalpedagogy.org/radicalpedagogy/The_Importance_of_Teaching_Culture_in_the_Foreign_Language_Classroom.html</a></p> |