

Quiz Questions

Prof. Dr. Britta Freitag-Hild – Teaching Culture in a Globalised World

1. Basic Concepts (00:13:46)

1.1 Define the term 'culture'.

Habits, language, beliefs, knowledge etc. acquired by people from the same society.

1.2 Why is the film *Babel* suitable for teaching cultural aspects?

The film is suitable for connecting the story to the relevant cultural context and background knowledge. It represents cultures and provides opportunities to help students to understand cultures and different ways of behaving.

1.3 Name the three dimensions of culture and give an example for each.

1. Mental Dimension (experiences, memories, ideas etc.)
2. Material Dimension (texts, paintings, food etc.)
3. Social Dimension (institutions, schools, universities etc.)

1.4 Describe possible projects to implement foreign cultures into the TEFL-classroom.

Ideal: to be in the foreign country, email projects, films, cultural texts

2. Principles for teaching Culture in a Globalised Word (00:21:00)

2.1 Inter and Transcultural Learning

2.1.1 Explain Inter- and Transcultural Learning.

Since the 1990s, intercultural learning has become more and more important. It is the most important goal of foreign language education according to the CEF, to ensure that learners develop their intercultural communicative competence

2.1.2 What is meant by becoming an intercultural speaker?

- a. to be willing to learn a foreign language;
- b. to be able to integrate in a foreign country;
- c. to be able to communicate with people who speak a different language and live in a foreign cultural context.

2.1.3 Name the factors of intercultural communication.

- Knowledge
- skills (interpret and relate)

- attitude
- education
- skills (discover and/or interact)

2.1.4 Define the term 'Transculturality'.

There has been a shift from intercultural to transcultural. This launched discussions about whether it is actually the same concept and where they come from. Today, transculturalism comes from cultural studies describing and analyzing the cultural complexity. Cultures are constantly changing as well as connected to other cultures and emerge from each other.

2.2 Role of literature in Inter- and Transcultural Learning

2.2.1 List at least three positive aspects of using the film *Babel* (2002) in the TEFL-classroom.

1. Change perspectives
 2. Comment on characters' behavior and explore their lives.
 3. Negotiate between different perspectives in meaningful interaction about Transculturalism.
 4. Students get personally involved in the story when reflecting and discussion universal themes.
 5. Cultures are connected in the film which also draws attention to cultural diversity.
 6. It draws attention to global cultural issues.
- etc.

2.2.2 Name three task examples for teaching literature in the EFL classroom.

1. Warming up
2. Self-reflection
3. Understanding and changing perspectives e.g. by interviewing characters

Other options:

4. Analysis of reader response
5. Negotiation of meaning
6. Relating to context
7. Reflection of learning process

3. Three teaching examples (00:49:20)

3.1 List the three teaching examples that Prof. Dr. Britta Freitag has used in the past.

1. Exploring South Africa: the 'rainbow nation',

2. Crossing cultures and identities: Benjamin Zephaniah's *We are Britain* (2002),
3. Raise your voice - change climate change

3.2 Prof. Dr. Britta Freitag chose Benjamin Zephaniah's *We are Britain* (2002) because

- a. her classroom was unusual multicultural and many pupils spoke other languages at home than German, therefore these poems seemed very suitable;
- b. she has made positive experiences;
- c. her colleague recommended it to her.