



**PROFESSIONELE BACHELOR IN HET ONDERWIJS
SECUNDAIR ONDERWIJS**

Bachelor thesis

**Culture in the EFL classroom
How and why integrate culture in the EFL
classroom?**

PROMOTER
LIEVE CUYPERS
ENGLISH

NATASHA EVANS
FRENCH - ENGLISH
ACADEMIC YEAR 2016-2017

Preface

Choosing to write my bachelor thesis about culture in the EFL class was by far one of the easiest decisions I've made during my journey to become a foreign language teacher. Having been born and raised in England, I spent a great deal of my life surrounded by the British culture and lifestyle. When I moved to Belgium at the age of 13, I attended a Flemish and Walloon secondary school. The English lessons were always the highlight of my week, but they also made me realise that my fellow pupils weren't learning much in the way of the culture that is very much a part of the language. I found this such a shame and spent my break times telling other pupils what life in Britain was really like.

By the time I had decided to become an English teacher, I knew that culture was something I wanted my pupils to discover and experience. During my teaching practices, I spent a lot of time trying out different work forms to see what motivated the pupils the most. When a pupil asked me if I could send him my presentations, so he could look at them again in his free time, I knew I had found my calling.

I would like to thank several people for their support during the making of this bachelor thesis. First and foremost, my promoter, Miss Lieve Cuypers, for always being on standby when I needed help and being such a wonderful guide during this whole process. Your wisdom and expertise meant an awful lot, so thank you very much! Furthermore, I'd like to thank Mrs Heidi Devue and the Provinciale Middenschool Diepenbeek for allowing me to test my culture booklets in their school. I'd also like to thank my family for their patience, help, and last but not least, moral support by means of cups of tea during the past year and a half. It wouldn't have been possible without you all!

Table of contents

Preface.....	3
Table of contents.....	4
Introduction	7
1 Culture	8
1.1 What is culture?	8
1.2 In what way are language and culture linked?	10
1.3 Why use culture in the EFL classroom?	11
1.3.1 The benefits of learning about culture	11
1.4 What are the guidelines for teaching culture?.....	13
2 The Belgian curriculum.....	14
2.1 Community education (het gemeenschapsonderwijs GO!)	14
2.1.1 General Secondary Education.....	14
2.1.2 Technical and Art Secondary Education.....	16
2.1.3 Vocational Secondary Education.....	16
2.2 Subsidised free school (vrij gesubsidieerd onderwijs).....	17
2.2.1 General Secondary Education.....	17
2.2.2 Technical and Art Secondary Education and Vocational Secondary Education	18
3 Motivating work forms that can be used to teach culture in the EFL classroom.	19
3.1 Observation.....	19
3.1.1 Semi-authentic material.....	19
3.1.2 Videos and films.....	19
3.1.3 Commercial television	20
3.1.4 Objects and the comparison method	20
3.1.5 Culture assimilator	20
3.1.6 Culture capsule	20
3.1.7 Culture island	21
3.2 Listening.....	21
3.2.1 Total Physical Response	21
3.3 Reading.....	21
3.3.1 Newspapers and magazines	21

3.3.2	Literature.....	22
3.4	Speaking.....	22
3.4.1	Interviews.....	22
3.4.2	Role play.....	22
3.5	Formulaic language.....	22
3.5.1	Proverbs.....	22
3.5.2	Quotes.....	22
3.6	Websites.....	23
4	Survey.....	25
4.1	Workbooks used in the EFL class.....	25
4.2	Cultures discussed in the EFL class.....	26
4.3	Cultural topics that teachers would like to see added to the EFL workbooks.....	27
5	English textbooks for the EFL classroom.....	29
5.1	Analysis of EFL workbooks.....	29
5.1.1	New Contact 1 Two-in-one.....	30
5.1.2	Connect 1.....	31
5.1.3	New Takeaway Next 1.....	32
5.1.4	Spark 1.....	33
5.1.5	New Contact.....	34
5.2	Conclusion.....	35
6	Developed material.....	36
6.1	How can we link British culture to the pupils' day to day lives?.....	36
6.1.1	British food.....	36
6.1.2	Is British culture different to yours?.....	36
6.1.3	Christmas traditions.....	38
6.1.4	Music around the world.....	39
6.1.5	Miscommunication.....	40
6.1.6	London and beyond.....	41
6.2	How can we link British culture to the curriculum of a year 2 EFL class?.....	42
6.3	Worksheets/activities/exercises.....	43
6.4	Reflection.....	143
	Conclusion.....	145
	Attachments.....	146

Literature list.....185
Consulted works.....189

Introduction

Bennett, Bennett and Allen (2003) once said “the person who learns language without learning culture risks becoming a fluent fool.” Learning a language is indeed more than just being able to use vocabulary and grammar. The learning process doesn’t and shouldn’t stop when the learner is capable of exercising all of the language skills. To successfully speak a foreign language, one needs to understand the world in which it is used. With English being an official language in 54 sovereign states and 27 non-sovereign entities, it is essential to understand the setting in which English is spoken. Nowadays however, the language skills have taken such a prominent role in the EFL class that there is often a lack of time to integrate British culture in the English lessons.

So why should EFL teachers integrate culture in their lessons? How can this be done in a motivating way? Is it possible to link each cultural topic to the pupils’ day to day lives and the curriculum of a year 2 EFL class? By means of this bachelor thesis, an answer will be given to all of these questions and EFL teachers will be able to gain a greater insight into the ways that British culture and the pupils’ culture can be integrated in their lessons. The booklets have been created to show pupils what Britain is really like from the perspective of a British teacher. However, before delving into the world of work forms, this paper covers the broad definition of culture and why it is an important part of language teaching. The secondary school EFL curriculum is also discussed and more than 300 EFL teachers from across Belgium have given their opinion on how they teach culture and how the cultural input in workbooks can be improved.

This paper can also help other foreign language teachers discover new and interesting ways of teaching the language in question.

1 Culture

1.1 What is culture?

Throughout the years there have been an array of definitions for 'culture'. Goodenough (1957) states that: "...a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves (p. 167)." Ethnicity can be defined as the common characteristics of a group of people, especially regarding ancestry, culture, language or national experiences. Saville-Troike (1989) states that the meaningful context for language learning has been widely recognised. Therefore the focus in this paper will be on culture seen in the context of countries.

Over time there has been a clear evolution of the definition. Mead (1961) proclaims that culture can be learned, however Fox (1999) argues that "culture is relative and changeable in space and time" (p. 90). Kramsch defines culture as "a membership in a discourse community that shares a common social space and history, and common imaginings" (Kramsch, Language and culture, 1998). Culture can also be described as "a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create" (Liddicoat, Papademetre, Scarino, & Kohler, 2003, p. 45). Brown (2007) supports this idea adding that culture characterises a certain group of people in a given period of time. It must also be noted that there is a clear relationship between perspectives, practices and products within culture (Figure 1) (National Standards in Foreign Language Education Project, 1996).

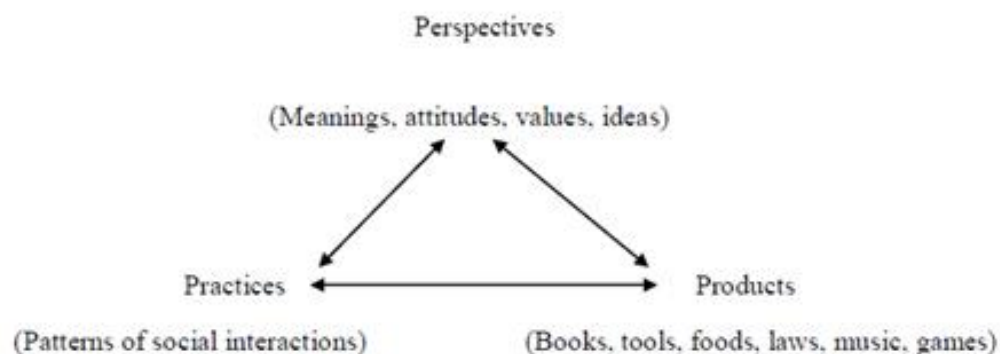


Fig. 1: What constitutes culture? (The National Standards for Foreign Language Learning, 1996, p. 43)

Weaver's definition of culture is symbolised by an iceberg (Figure 2). This demonstrates that a large part of our cultural wisdom or determinism can't be seen as it is very often unknowingly incorporated in our day to day lives (Weaver, 1993).

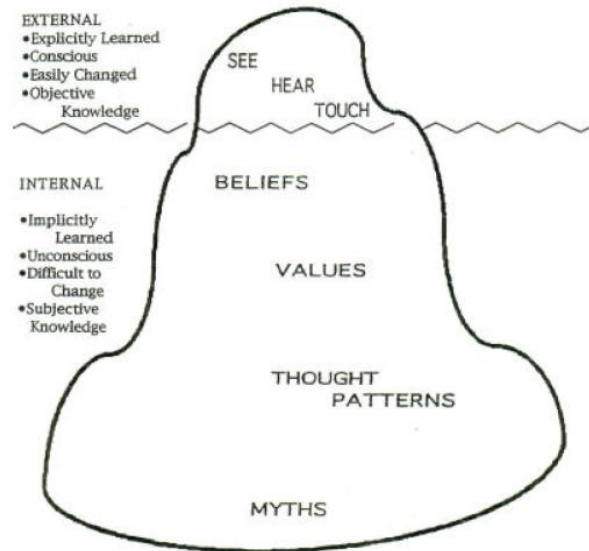


Fig. 2: The Cultural Iceberg
 (Source: Weaver, 1993, <http://home.snu.edu/~hculbert/iceberg.htm>)

Tang (2006) rightly observes that 'culture' is a difficult term to define as there is no single definition that satisfies everyone. Damen (1987) however identifies the six characteristics of culture as follows:

1. Culture is learned.
2. Cultures and cultural patterns change.
3. Culture is a universal fact of human life.
4. Cultures provide sets of unique and interrelated, selected blueprints for living and accompanying sets of values and beliefs to support these blueprints.
5. Language and culture are closely related and interactive.
6. Culture functions as a filtering device between its bearers and the great range of stimuli presented by the environment.

The awareness of these characteristics are a key part of teaching different and often new cultures. However, it is also important to be aware of the link between language and culture. This will be discussed in the following paragraph.

1.2 In what way are language and culture linked?

Having covered the definition of culture, it is also important to understand the link between language and culture. Several authors have worked around this topic and some of their findings, which are discussed in the paragraph below, can help EFL teachers gain more of an insight into this unique relationship.

According to Liddicoat, et al. (2003) culture and language shouldn't be looked upon as two different topics as they rely on one another (Figure 1). Mitchell and Myles (2004) agree that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p. 233). The nature of the relationship between language and culture never ceases to intrigue people from a wide variety of backgrounds (Wardhaugh, 1961).

Brown (2007) states that "language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialised instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture" (pp. 189-190).

Krasner emphasises that linguistic competence in itself isn't enough for someone to be competent in a language. Language learners need to adapt their language and actions depending on the cultural context. (Krasner, 1999, pp. 79-88) For example, when greeting a friend in England, pupils need to be aware that a spoken greeting is more appropriate than giving three kisses as is done in Belgium. According to the National Standards in Foreign Language Education Project, pupils can't truly master a language until they have also mastered the cultural context in which the language occurs. By studying other languages, pupils gain more of an insight of the cultures that use that language. (National Standards in Foreign Language Education Project, 1996).

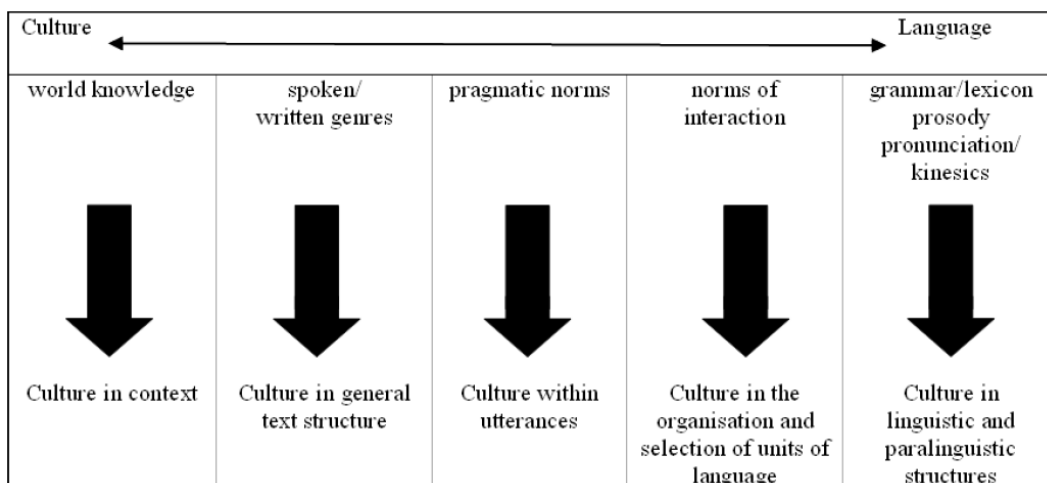


Fig. 3: Points of articulation between culture and language (Liddicoat et al. 2003, p.9)

1.3 Why use culture in the EFL classroom?

As mentioned above, culture is part and parcel of language. So that implies that culture should be integrated in the EFL classroom. According to Roh (2001) the ultimate aim of foreign language teaching should be the understanding of language and culture.

Furthermore, he adds that neglecting to discuss cultural issues may cause problems for the learner later on in life, as they may not be able to communicate as well as if they had received a sufficient cultural background. If teachers aren't aware that cultural learning can benefit their pupils in learning a new language, then culture can easily be forgotten in the classroom.

Damen (1987) states that learning culture in the classroom provides two distinct advantages. Firstly, the classroom serves as a culturally protective wall around the learners. They are able to make mistakes without there being any serious consequences. Secondly, it is in a classroom that pupils are able to experiment with intercultural communication. With a teacher as a guide, the pupils will be able to discover a lot about culture. This is a journey that leads to a discovery of the different cultures within the classroom and of the world outside the school gates. Both are often a lot different than what the pupils are used to.

Hinkel (1999) rightly says that a second or a foreign language can't be learned or taught without addressing the culture and community where it is used. As English is a world language, EFL teaching must maximise its cultural and geographical scope and integrate other English speaking cultures outside the UK and the USA (Wandel, 2003). These cultures being those in South Africa, Nigeria, Australia, Canada and India. Learning a language in the cultural context will help the learners to understand how native speakers use the language under certain circumstances.

We can conclude that language cannot be dealt with separately from culture. In other words, teaching a foreign language should include teaching the culture of the target society (Bada, 2000).

1.3.1 The benefits of learning about culture

1.3.1.1 Discover one's inner self

By teaching culture, pupils discover a lot more about themselves than they would care to realise. This is an important step because before pupils can learn more about another culture, they need to have a clear understanding of their own roots and background. This is necessary because the pupils need to 'decentre' from their own culture before learning and analysing a new one (Byram, 1989; Kramsch, 1993). However, it might take a lifetime for people to be aware of their own determinations so the main focus should be on encouraging the pupils to look at the world from a different point of view and with an open mind.

1.3.1.2 Cultural awareness

Pupils need to be aware that learning a new language is a lot more than being able to speak or write in the target language. It's about understanding the world in which the language is used to avoid problems and miscommunication. A key part of teaching culture in a foreign language is raising the pupils' awareness about the target culture (Krasner, 1999). Cultural awareness means that one becomes aware of another cultural group. This entails the

understanding of their behaviour, their expectations, their perspectives and values (Cortazzi & Jin, 1999). Becoming culturally aware all starts with the internalisation of culture. Internalising culture is a three-step process (Agar, 1994). Step one, mistake, is when something goes wrong; step two, awareness, is when learners are conscious of the ideas of the new culture; step three, repair, is when learners try to adjust to the new culture.

According to Gaston (1984), there are four stages of cultural awareness: recognition, acceptance/rejection, integration/ethnocentrism and transcendence. During the recognition stage, the learner becomes conscious of one's own culture and is able to observe another culture in a non-judgmental fashion. In the next stage, they need to learn to cope with the obscurity of the new culture and either accept or reject it. During the third stage, a learner either starts thinking biculturally or becomes more ethnocentric. In the final stage, a learner is able to appreciate one's own culture and the new culture(s) if they choose to. When this final stage has been achieved, a learner is either able to "transcend culture and oneself as a product of culture, but is no longer a prisoner of culture" or decides to reject the new culture.

Hughes (1986) provides some techniques for teaching cultural awareness. These will be discussed in the chapter on the work forms.

1.3.1.3 Experiences stay with the pupils for a longer amount of time

Being confronted with a new culture isn't always easy for the language learner. Culture can be experienced by pupils, and even teachers, as a culture bump (Archer, 1986). This is when someone from a certain culture finds himself in a peculiar and uncomfortable situation while interacting with people from a different culture. This is due to the fact that people behave differently in certain situations, depending on their culture and what they perceive as a 'normal' way of interacting. A culture bump can also occur when an individual has expectations of a behaviour and experiences something completely different. A person doesn't have to leave one's own culture in order to experience a culture bump.

Culture bumps are instantaneous, usually over within a couple of minutes. For native English speaking teachers who teach English, the occurrence of culture bumps is inevitable. They provide the ideal chance to integrate and teach the target culture in class. Furthermore, knowledge acquired by experience is going to stay with the pupils a lot longer than learning something from a book (Jiang, 2001). Being able to cope with these culture bumps is another way in which the pupils can become culturally aware.

1.3.1.4 Growing up in a globalised world

With immigration on the rise, more and more pupils are confronted by different cultures at school. Jensen (2015) states that "ethnic and cultural diversity create a learning environment that is positive for learning outcomes. In this way, having immigrant children in the classroom or school could serve as a channel for transferring positive impacts to native peers." Therefore, by addressing the topic in class, pupils will have a greater understanding of those around them and this will hopefully reduce the likelihood of conflict occurring between peers.

1.4 What are the guidelines for teaching culture?

Byram and Risager (1999) say that a language teacher's role is to be "a professional mediator between learners and foreign languages and culture". This dual role isn't so much the problem when teaching culture. The problem lies in deciding what type of cultural content should be included in the lessons taught. A lesson can focus on daily living tips, like etiquette or other cultural differences that can be found in music, TV or films (John Rucynski Jr, 2011).

Brown (2007) provides four guidelines for teaching cultural issues:

1. A pupil's own identity and culture is very personal and sometimes a sensitive subject. Teachers need to tread carefully and show empathy when discussing the target culture and relating to the pupils' own culture.
2. Teachers should be aware and make use of the cultural connotations and nuances of the target language and the first language.
3. Teaching culture should be an opportunity for teachers to show their pupils that no one culture is better than another.
4. The celebration and appreciation of diversity among cultures is a message teachers need to portray to their pupils. The class should be a model of openness, tolerance and respect.

Peterson and Coltrane (2003) say that culture shouldn't be instructed with a preconceived opinion. The teacher mustn't judge the target culture or the pupil's own culture.

2 The Belgian curriculum

Restating the idea made by Mcleod (1976), Lessard-Clouston (1997) maintains that second and foreign language teachers teach their pupils about the culture of the second or foreign language, regardless of whether culture is overtly included in the curriculum or not.

In previous years, culture wasn't always specified as part of a curriculum. It did however, play an underlying but nevertheless important part in the success or failure of second language acquisition (Damen, 1987). According to Lafeyette (1988), the most amount of time is spent on the grammatical and lexical aspects of language, leaving culture the neglected component.

Setting goals is an important part of teaching culture. Richards (2001) states that there are three reasons for setting goals in language teaching. Firstly, humans are usually motivated to pursue certain goals. Secondly, the effectiveness of teaching and learning is improved when working with targets. Finally, a curriculum can be effective due to the fact that the objectives are clearly stated. In addition, by stating the desired cultural objectives, both teachers and learners can work towards finding suitable measurements to evaluate these cultural goals and to see how they can be attained effectively (Tran-Hoang-Thu, 2010).

Recently, culture has been given a more prominent part of the foreign language curriculum (Tang, 2006). This is an important evolution because it isn't just the teachers and publishers whose job it is to teach culture, it is also the curriculum's task to incorporate it in its objectives.

The integration, or lack of integration of culture in the curriculum of the Flemish community, will be stated in the following paragraphs.

Two main curriculums will be discussed to see if culture is touched upon during the six or seven years of secondary education.

2.1 Community education (het gemeenschapsonderwijs GO!)

2.1.1 General Secondary Education

2.1.1.1 First stage

English is taught from the 2nd year of secondary education onwards. In the first stage, English is only taught in General Secondary Education. Cultural objectives are specified with the focus being on well-known cities, facts and information of the (whole) Anglo-Saxon world. However, these have to be incorporated in the language skills.

2.1.1.2 Second stage

In the 3rd year and 4th year, the cultural objectives are divided into five categories. The objectives are as follows:

- listening (descriptive level of knowing): the pupils can recognise cultural expressions that are specific for the region in which the target language is spoken;
- reading (descriptive level of knowing): the pupils can recognise cultural and non- cultural expressions that are specific for the region in which the target language is spoken;
- oral interaction: the pupils can recognise cultural expressions during a conversation;
- knowledge: the pupils can distinguish similarities and differences between their own culture and the culture of an area where the target language is spoken;
- attitudes: the pupils are open-minded when it comes to the similarities and differences between their own culture and the culture of an area where the target language is spoken.

2.1.1.3 Third stage

In the 5th and 6th year, the pupils can either have two or four periods of English a week.

For those who have two periods a week, the objectives are as follows:

- listening, watching and reading (descriptive level of knowing): the pupils can look up information about cultural expressions that are specific for the region in which the target language is spoken. The same is applied to writing but for this skill the pupils use the structured level of knowing;
- speaking: (structured level of knowing): the pupils can look up and present information about cultural expressions that are specific for the region in which the target language is spoken. The pupils can discuss an element of the popular Anglo-Saxon culture during a presentation. They can also link the topic of their presentation to a certain cultural expression that is specific for the region in which the target language is spoken;
- knowledge: the pupils can distinguish similarities and differences between their own culture and the culture of an area where the target language is spoken;
- attitudes: the pupils are open-minded when it comes to the similarities and differences between their own culture and the culture of an area where the target language is spoken.

For those who have four periods of English a week, the focus is on two things. Firstly, a scientific approach to the languages. Secondly, an independent approach to the development of linguistic language skills. The objectives are as follows:

- the pupils can compare the ways of communicating in their own culture and in other cultures;
- the pupils can recognise and distinguish their own and other cultural expressions and stereotypes;
- the pupils can recognise and solve miscommunication during intercultural communication that is caused by cultural differences;
- the pupils can discover cultural expressions that are specific for the region in which the target language is spoken;

- the pupils can discover culture by means of visual language.

2.1.2 Technical and Art Secondary Education

Technical Secondary Education is only taught in the second and third stage. The objectives are as follows:

2.1.2.1 Second stage

- listening, reading and oral interactions (descriptive level of knowing): the pupils can recognise cultural expressions that are specific for the region in which the target language is spoken;
- attitudes: the pupils are open-minded when it comes to the similarities and differences between their own culture and the culture of an area where the target language is spoken.

2.2.2.2 Third stage

- listening and watching (descriptive level of know): the pupils can look up cultural expressions that are specific for an area where the target language is spoken;
- reading (descriptive level of knowing): the pupils can recognise cultural expressions that are specific for an area where the target language is spoken;
- attitude: the pupils are open-minded when it comes to the similarities and differences between their own culture and the culture of an area where the target language is spoken.

However, some specialisations don't cover all of the objectives stated above. For the pupils studying to become a sports or fitness coach only the attitude, as stated above, is important. The pupils need to be able to link this to their internship. For the pupils studying medical/social administration there aren't any cultural objectives. The same applies to the pupils studying societal safety.

2.1.3 Vocational Secondary Education

The only cultural objective mentioned for stages 2 and 3, is aimed at the pupils' attitude towards culture. The objective is identical to the objectives in the previous stages. The differences or similarities that are discussed in class concern lifestyle, values and standards.

2.2 Subsidised free school (vrij gesubsidieerd onderwijs)

English culture is more specifically described in the curriculum for subsidised free schools, compared to community education.

The VVKSO curriculum states that one of the main focuses of English teaching is on the development of the communicative language skills. Context is a significant part of language teaching. According to this curriculum, it is fine to use a context that incorporates topics known to the pupils, for example, English tea. However, it is important to also adjust and broaden their horizon when teaching culture. Teachers have to prepare their pupils to function in a multicultural society where mastering the English language will create more opportunities for them. If pupils aren't introduced to the English world and the expansion of the multicultural society from the very beginning, they won't be in sync with today's society. Stereotypical ideas of the English speaking world are looked at critically by pupils and teachers and the pupils' horizons are broadened by means of listening and reading activities. The choice of teaching method/material, as mentioned in previous paragraphs, is very important.

2.2.1 General Secondary Education

The cultural objectives of this curriculum for General Secondary Education will be summarised in the following paragraphs.

2.2.1.1 First stage

As mentioned above, English is only taught from year 2 onwards.

The objectives during the second year are:

- The pupils show interest in the presence of modern foreign languages in their surroundings, even outside of school, and are interested in the socio-cultural world of the language users;
- They are aware that manners and use of language can differ;
- They understand the correct message during interactions of English speakers, so as to avoid miscommunication. The pupils are open-minded towards other cultures;
- They are aware of similarities and differences with their own surroundings and sensitivities;
- They can recognise a stereotype or unjust attitudes about "being different" and are aware that a stereotype isn't always true to everyone/everything.

2.2.1.2 Second stage

During year 3 and 4, the objectives are the same as in the curriculum for community education.

2.2.1.3 Third stage

In the third stage, the pupils can choose between an option with more or less periods of languages. In both options the curriculum also advises the teachers to allow their pupils to discover culture by means of visual language, such as films, plays, advertisements, video clips, websites... The topics can cover the cultures of the different English speaking countries or the influence of the Anglo-Saxon culture on our society.

The cultural objectives are the same as in the GO! curriculum. The only added objective is the following for those pupils with extra language periods: the pupils can compare how information is portrayed in their own culture and other cultures during three types of communication: interpersonal, intergroup and mass communication.

2.2.2 Technical and Art Secondary Education and Vocational Secondary Education

The objectives for the second and third stage are identical to those in the GO! curriculum. The only extra cultural objective is that the pupils in the third stage of Technical and Art Secondary Education have to be able to present their cultural experiences.

3 Motivating work forms that can be used to teach culture in the EFL classroom

3.1 Observation

3.1.1 Semi-authentic material

The teacher can ask the pupils to find some images of British food online. This can be done in class or at home. The pupils also have to find some images of food belonging to another culture. The pupils can then project these images to show to the rest of the class. Together, the class can decide which pictures they are going to use and create a *culture wallchart* (Tomalin & Stempleski, 1993). This approach is also known as the *culture island* (Hughes, 1986). The idea is to create something that catches the pupils' eye and arouses curiosity so that the pupils ask questions and give comments. Bringing in authentic materials, such as food, is also a motivating way of encouraging pupils to learn a bit more about another culture.

3.1.2 Videos and films

Videos and films are another great way of visualising another culture.

Swaffar and Vlatten (1997) state that films allow learners to observe real-life communication when native speakers interact in semi-authentic settings. Films also provide visual clues which support comprehension and often interest and motivate pupils. Thus, the pupils are able to discover cultural behaviours of the target culture by means of something other than texts. The teachers however, need to know the target culture well and select the films with caution.

A topic that is often discussed in the EFL class, is British food. A clip can easily be used to talk about this topic. For example, a clip about food in Britain and what a British family eats throughout the week. The pupils can then compare the British traditions to their own traditions. According to Tomalin & Stempleski (1993) this type of observation helps pupils to learn more about their own cultural background and how this impacts their own demeanor. Pupils can then become lenient towards behavioural traits that are different to their own. Furthermore, by integrating film in the classroom, pupils will be confronted by language and cultural issues at the same time (Stephens, 2001). Herron et al. (1995, p. 775) add that videos and films are ideal for contextualising language and they illustrate the new target culture in a more efficient way than other teaching aids. The pupils are also more motivated to work with videos and films than audio tracks as they are less abstract/ambiguous. Therefore, pupils are more motivated to learn the culture and the target language.

For pupils who are in the early stages of learning the new language and culture, the focus of the watching exercise can be adapted. A British television show can be used to demonstrate the different ways of greeting one another. After the pupils have viewed a specific clip, the teacher can discuss the cultural norms that were represented in the clip and what those norms say about the values of the culture. Again, the pupils can observe the differences between the new culture and their own. They can then discuss which strategies they would use to avoid miscommunication in the target language. It is the teacher's job to help the pupils understand that socially appropriate communication is often different in other cultures.

3.1.3 Commercial television

According to Scollon (1999), commercial television can provide a rich source of culture that is often used unconsciously. By asking the right questions and using the correct activities, a teacher can make the pupils aware of the culture being used.

3.1.4 Objects and the comparison method

Peterson and Coltrane (2003) say that some teachers find working with objects in class to be very effective when working around a new culture. A tea set for instance, can be set up in front of the class. The pupils have to work individually or in pairs to learn a bit more about each object in the set. This means doing some research on the item. The pupils can then either present their findings to the rest of the class or write a brief summary about the cultural relevance of the object. This often leads to a class discussion about a certain topic, in this case tea and teatime. The pupils will learn more about the object, the idea around it and its importance in British society. The teacher can then ask the pupils to compare the new target culture and object to their own culture.

As mentioned above, if pupils want to learn more about another culture, they need to have a clear understanding of their own culture. This is necessary because the pupils need to 'decentre' from their own culture before learning and analysing a new one (Byram, 1989; Kramsch, 1993). Cummins (1981) also believes that concepts and skills are developed in the native language before they are able to be used in the second language or target language. So another way of discussing objects is if the teacher begins a lesson with a presentation of one or more items in the target culture. These objects shouldn't be too different to what the learners are familiar with in their own culture. The discussion then focuses on why these differences may cause problems (Hughes, 1986).

In a speaking or writing unit, for example, the pupils can compare their culture to the target culture. This can be done for numerous topics; daily routines, clothing, housing, etc.

3.1.5 Culture assimilator

Social psychologists designed the culture assimilator to make the adjustment to a foreign culture easier. This concept consists of a critical incident of cross-cultural interaction that could be misunderstood by the pupils. The teacher then presents four possible explanations from which the pupils have to choose. If they choose the wrong explanation they have to do some research on the topic to figure out the correct response (Hughes, 1986). This can also be presented as a silent reading exercise.

3.1.6 Culture capsule

A culture capsule is very similar to a culture assimilator except for the fact that it can't be used as a reading exercise (Hughes, 1986). The culture capsule also starts in the form of a presentation. The teacher shows one essential difference between a British/American custom and a foreign custom. Visualisation is important to clearly demonstrate the difference. A set of questions is then given to the class to encourage a class discussion.

3.1.7 Culture island

A culture island is created by decorating the EFL classroom with posters, pictures and a frequently changing bulletin board to attract pupils' attention and encourage conversation in the target language (Hughes, 1986).

3.2 Listening

3.2.1 Total Physical Response

TPR or Total Physical Response is a language teaching method created by James Asher. It is primarily used as a listening exercise. This method is an example of the comprehension approach to language teaching. Listening is key to language development. The idea of TPR is that the pupils are not forced to speak the target language but they have to respond to what the teacher is saying by means of a physical response or movement. At the beginning stages the pupils can respond in their native language. The teacher has to wait until the pupils have acquired enough language by way of listening that they start speaking spontaneously. TPR is mostly used to teach grammar and vocabulary but can also be integrated in a culture lesson. As the pupils don't have to use the target language right away they will often be more at ease. This method is often used with adult learners as well. They are often reluctant to use the new language and this is an easy way of getting them to participate in the lesson.

Due to the fact that the pupils are expected to listen and respond with a physical movement, the teacher can decide what the input is. The teacher can use oral commands to which the pupils respond. TPR can be used to act out a cultural experience. For example, the teacher can ask 10 pupils to come to the front of the class. They then have to pretend that they are queueing for the bus in England. A desk can be placed at the front of the class to mark the door of the bus. The pupils are most likely to stand everywhere, and not in a queue, as they are not accustomed to doing so in Belgium. The teacher can then show a clip of how people queue for a bus in England. The pupils will then be able to observe that the people stand in a clear line. This will demonstrate a cultural difference. As mentioned above, knowledge obtained from experience tends to be more deeply rooted than from books. So the next time the pupils visit England, they won't be as likely to forget to stand in a queue.

3.3 Reading

3.3.1 Newspapers and magazines

Newspapers and (teen) magazines can be vehicles to teach culture. If the pupils have to learn from articles by themselves, it can be discouraging due to the cultural interference and language difficulty. However, when the pupils are assisted and guided by a teacher, they can learn culture more easily (Blatchford, 1986).

Newspapers and (teen) magazines can be used in class to demonstrate cultural differences between the target language and the pupils' language (Hughes, 1986). The teacher can bring a British newspaper and a Belgian newspaper into class. Both newspapers have to discuss the same topic, for example the presidential elections. The teachers and pupils can then analyse both the newspapers and the articles and see if culture plays a role in the way the story has been portrayed. The same idea can be applied using (teen) magazines.

3.3.2 Literature

Literary texts are often filled with cultural information and when chosen correctly, they can give great insight into a certain culture or cultural topic. One study found that pupils learnt more when they studied a topic, in this case the colonisation of the Ivory Coast, by means of a poem compared to a simple fact sheet. Due to the contextualisation of the poem, the pupils were able to empathise with the personal history of the inhabitants of the Ivory Coast. (Scott & Huntington, 2000). Literature can be used to teach upper-intermediate and advanced second language pupils. By studying and analysing literature in the target language they will gain a greater insight into the new culture on different levels. This can encourage an appreciation of literary text in their first language as well as the target culture (Valdes, 1986).

3.4 Speaking

3.4.1 Interviews

The teacher can invite someone from a different culture to join the class for one of the lessons. Pupils can then interview the guest on a topic they have just learnt about, i.e. food. This will give the pupils the chance to hear a real person speaking about their culture. This is another great way for the pupils to see how it may differ from their own. Bateman (2004) states that when foreign language learners take part in ethnographic interviews, their attitude towards the speaker and the target culture improves. Moreover, they learn how to communicate with someone who has a different cultural background.

3.4.2 Role play

Role play is such a broad work form that is ideal to use in class. It is a great way to directly involve pupils in an example of miscommunication due to cultural differences (Hughes, 1986). Certain pupils can act out several short scenes including a misinterpretation of something that has been said/that has happened in the target culture. The cause of the problem can then be demonstrated by the same pupils in the final scene. Another dynamic would be to ask different sets of pupils to clarify the cause of the problem in the final scene. The class and teacher can then see how the cultural backgrounds of the pupils have influenced their clarification. The class can then discuss whether there are any cultural differences.

3.5 Formulaic language

3.5.1 Proverbs

Another way for pupils to discover the values of a culture is by using proverbs in class. Discussing well-known proverbs in the target language will encourage pupils to reflect on the proverbs in their mother tongue and uncover any similarities or differences to the target language. These differences might indicate a historical and cultural background. (Ciccarelli, 1996).

3.5.2 Quotes

Quotes are also a simple way of integrating a view or opinion into any lesson. Most quotes are by well-known people so this is a nice way of introducing the pupils to someone they may not have heard of.

3.6 Websites

The following websites contain cultural content on an array of topics and can be used to integrate culture in the EFL class.

Website name	URL	Content
True tube	https://www.truetube.co.uk/	This website is aimed at schools and provides (short) videos and lesson plans. The creators come from a rich variety of backgrounds so the content is very diverse. Those videos that are only suitable for pupils older than 14 years old are clearly marked to say that they contain advisory content.
BBC	http://www.bbc.com/culture/	The BBC also has a culture page where pupils can discover more about film, music, art, books,...etc
Time for kids	http://www.timeforkids.com/destination/england/history-timeline	<i>Time for kids</i> offers a wide range of information on countries all around the world. The pupils can discover a bit more about the history of the country. If the teacher clicks on “day in the life”, the pupils can see what life is like in that country and they can compare it to Britain and Belgium. The teacher needs to select a country and then in the list to the left of the screen click on “day in the life”.
Colours in culture	http://www.informationisbeautiful.net/visualizations/colours-in-cultures/	This website demonstrates how different colours mean different things to different people from different cultures. Tip: when using this in class be cautious of those pupils that may be colour blind.
Slate – Images of classrooms around the world	http://todayspictures.slate.com/20101014/	By showing pupils these pictures they will have more of an idea what school life can be like for pupils in other countries. The class can then discuss the similarities and differences. The teacher should state that these are specific examples and that there will be some differences depending on locality (village, city, deprived/middle class/upper class...)
National Film Board	https://www.nfb.ca/playlist/bridging-cultures/	This website offers 10 films/documentaries that can help bridge the cultural divide.
American Academy of Child and Adolescent Psychiatry	https://www.aacap.org/App_Themes/AACAP/docs/resources_for_primary_care/diversity_and_cultural_competency_curriculum/goal_modules_short_list_of_movies_that_include_culture.pdf	This PDF document contains a list of films that have cultural content.
Film Education	www.filmeducation.org	<i>Film Education</i> offers films and video clips on different topics (i.e. Shakespeare). The website is aimed at teachers and

		language learners. The clips can be used for a portfolio or an assignment. 'This is England' is a good video for both UK culture and cross-curricular work.
--	--	---

Christine Roell, a lecturer of English and Spanish at the Nordhausen University of Applied Sciences in Germany, has also written an interesting article on intercultural training with films. In the article she discusses how culture is represented in the different films. More information can be found by clicking on the following link:

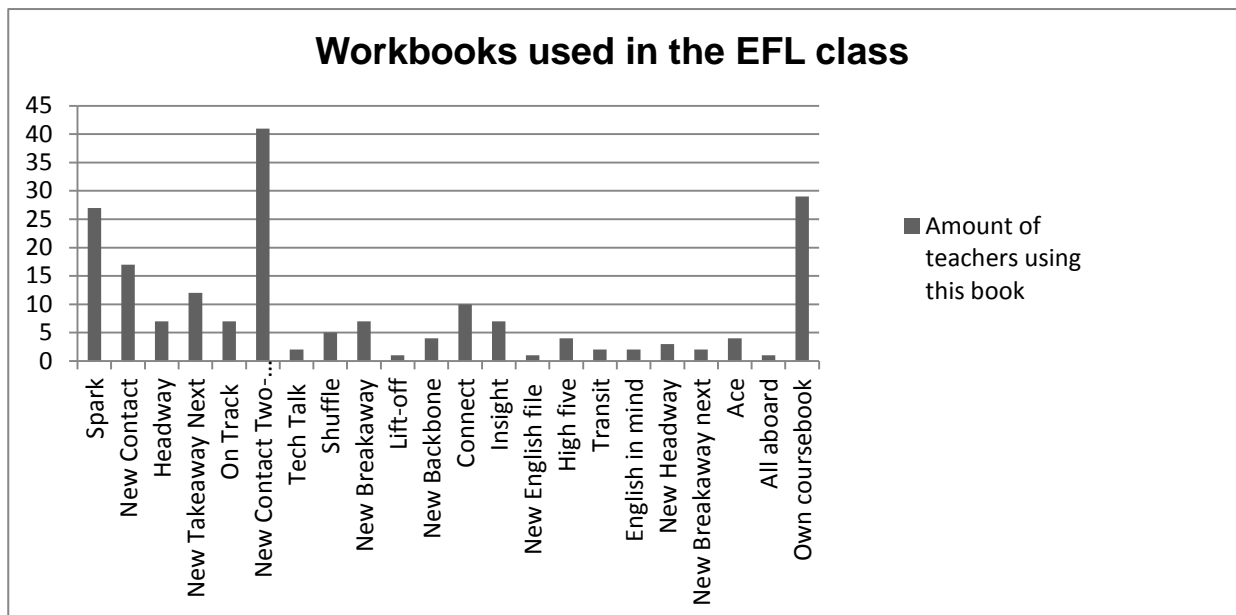
https://americanenglish.state.gov/files/ae/resource_files/48_2-etf-intercultural-training-with-films.pdf

4 Survey

Between the beginning of October 2016 and the end of November 2016 a survey was conducted asking secondary school EFL teachers in Belgium to answer specific questions about the use of culture in their classrooms. A questionnaire was sent to more than 900 schools and 333 teachers responded. In the following paragraphs the results of the different questions will be visualised and explained.

4.1 Workbooks used in the EFL class

A total of 238 teachers answered the question “Is culture integrated in the book/course material that you use to teach English? Please state YES/NO and the book/course material you use to teach.” The following bar chart gives an overview of which books are the most popular in the schools that responded to the survey.



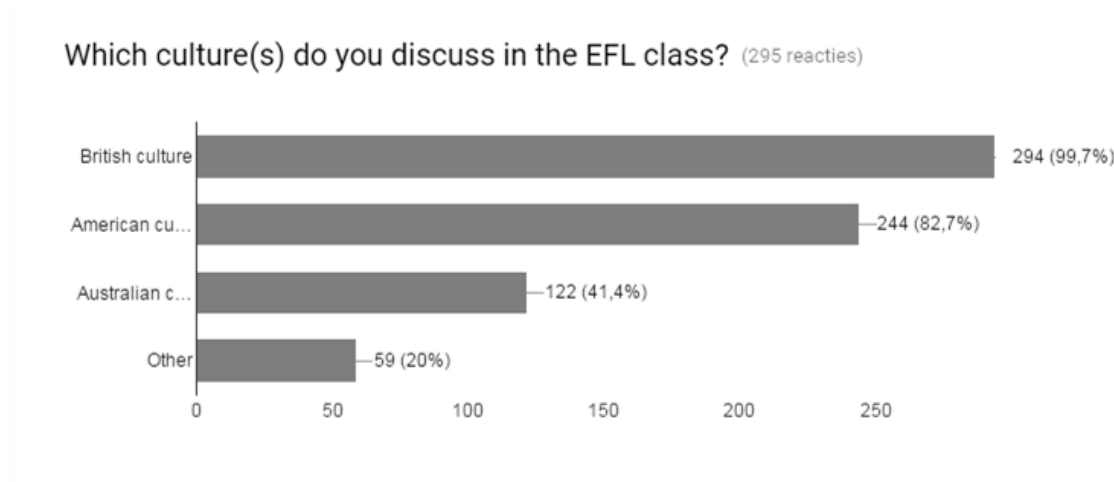
Graph 1: workbooks used in the EFL class

The most widely used books are *New Contact Two-in-one*, *Spark*, *New Contact*, *New takeaway next* and *Connect*. Out of all of the teachers that work with *New Contact Two-in-one*, *Connect* and *New Takeaway*, 100% of the teachers feel the books contain enough culture. A further 93% of the teachers feel *Spark* has a sufficient amount of cultural input. However, only 88% of EFL teachers think *New Contact* covers enough cultural topics.

The five workbooks mentioned above will be analysed and discussed in a following chapter to see if the teachers’ opinions were accurate.

4.2 Cultures discussed in the EFL class

Another question integrated in the survey was “Which culture(s) do you discuss in the EFL class?”. 89% percent of the participants answered this question. In the following graph the results can be seen. This was a multiple choice question so the teachers could indicate as many options as they pleased.

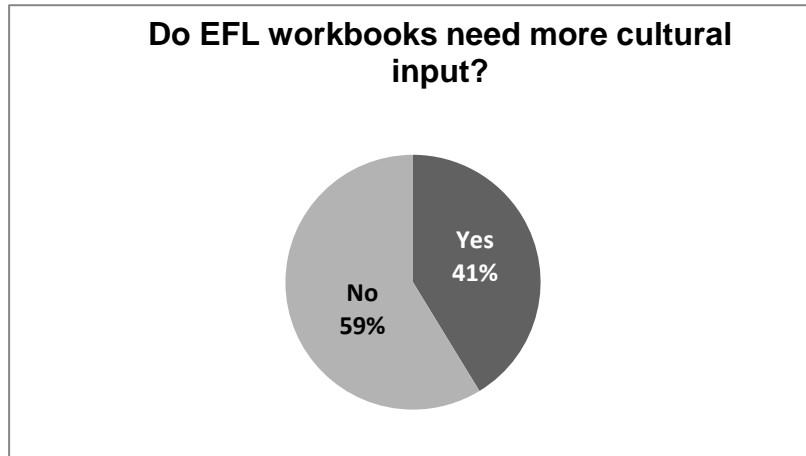


Graph 2: Cultures discussed in the EFL class

Nearly all of the teachers state to teaching the British culture whereas only 82,7% state that they integrate the American culture. This emphasises the fact that the Belgian education system prefers the use of British English to American English. Only 41,4% of teachers discuss the Australian culture. This is a rather low percentage considering Queen Elizabeth II has been the head of the Commonwealth of Australia since 1952. An important part of British culture and history that seems to be forgotten by more than half of the EFL teachers. Only 1 in 5 teachers discuss other cultures during the English lesson. Considering the diversity of cultures in Belgian schools, one would expect this percentage to be a lot higher. When teaching any culture it is important to link it to the pupils' background and culture. For some reason most EFL teachers don't seem to make the time to touch upon this subject.

4.3 Cultural topics that teachers would like to see added to the EFL workbooks

The participants also had to answer the following question: “Do EFL workbooks need more cultural input?”. 252 teachers answered this question. In the following pie chart the results can be seen.



Graph 3: Do EFL workbooks need more cultural input?

Those who felt there needed to be more cultural input were asked to sum up what they felt should be added. In total there are 20 topics that teachers feel aren't discussed enough in the English lessons. Literature, music and habits/traditions/customs were the most popular choices. In the following grid the topics and the amount of teachers choosing each topic can be seen.

Which cultural topics would you like to see added to the EFL workbooks?

Topic	Amount of teachers choosing each topic	Percentage of teachers
History of British speaking countries	9	8,00%
Music	13	11,00%
Films	4	4,00%
Geography	1	1,00%
Sports	2	2,00%
Education	2	2,00%
Difference between Britain & America	2	2,00%
Religion	1	1,00%
Art	4	4,00%
Language (slang, proverbs...)	3	3,00%
Literature	17	15,00%
Famous British people	4	4,00%
Food	6	5,00%
Sightseeing (well-known cities, buildings)	8	7,00%
Habits/Traditions/Customs	12	10,00%
British culture	2	2,00%
News related topics	2	2,00%
Information and differences about all English speaking countries	6	5,00%
Stereotypes	1	1,00%
Difference between our culture and other cultures	1	1,00%
None	12	10,0%

Grid 1: Cultural topics that teachers would like to see added to EFL workbooks

5 English textbooks for the EFL classroom

Textbooks play a crucial role when teaching a language. It has been suggested that they should contain topics which encourage the discussion of cultural stereotypes (Wandel, 2003). It goes without saying that the textbooks should include the target culture. However, when analysing a range of textbooks from around the world, Cortazzi and Jin (1999) discovered that the target culture wasn't always used. They also state that textbooks can have different functions in cultural learning. According to these authors, the different roles of a textbook are as follows: a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology. These functions will be discussed shortly.

A textbook can be a teacher in the sense that it contains topics about English speaking cultures that will be used to teach the learner something new. These English speaking cultures have people with different ethnicities. For example, Britain has a lot of inhabitants of Indian and Asian ethnicity something the EFL books don't always mention. Secondly, a textbook can be a map if it provides a structured plan of language and cultural elements. It can also be seen as a resource in which the teacher and learner can find useful materials and topics that can be used for both linguistic and cultural learning. Additionally, its function can be as a trainer for inexperienced or untrained teachers as it serves as an extra guidance. Furthermore, a textbook can be considered an authority as its cultural content is reliable, valid and written by experts. It can also work in a negative sense when a teacher becomes reliant on the textbook and no longer uses the book with a critical eye. The lessons may also lack creativity and become very monotonous. When this happens the textbook has a restricting function and can be seen as a de-skinner. Finally, a textbook can be regarded as an ideology in the sense that it reflects a worldview or cultural system and a social construction that may subtly be forced on both teacher and pupil.

5.1 Analysis of EFL workbooks

Following the survey of 333 EFL teachers, the most popular workbooks have been analysed to see if they contain enough cultural input. The criteria used was based on the findings of the authors that have been discussed in the previous chapters.

Strategy/Method	Topic
Discussion of cultural stereotypes	
Cultural context of the target culture	
Language and culture are not separate, but are acquired together	
There aren't any preconceived opinions about culture, expressed by the authors of the book	
The book allows the teachers to relate to the pupils' lives	
Diversity among cultures is celebrated and appreciated	
The book uses the method of 'observation' (cfr. 3.1)	
The book uses the method of 'listening' (cfr. 3.2)	
The book uses the method of 'reading' (cfr. 3.3)	
The book uses the method of 'speaking' (cfr. 3.4)	
The book uses the method of 'formulaic language' (cfr. 3.5)	

5.1.1 New Contact 1 Two-in-one

New Contact 1 Two-in-one is an English workbook created by publisher *Plantyn*. This book can be used during the first stage of secondary education and is aimed at pupils who are more technically orientated.

Strategy/Method	Topic
1. Discussion of cultural stereotypes	- reading text p. 172-176 - images p. 355
2. Cultural context of the target culture	Yes, see nr. 7
3. Language and culture are not separate, but are acquired together	- Romeo & Juliet is used to teach the numbers from 1 to 20 (p. 23) - sorry & thank you p. 28 – the general use is demonstrated but the cultural use isn't explicitly mentioned. - school life in the USA is used to explain the grammatical topic 'to be' and 'can' - saying goodbye p. 131 – the general use is demonstrated but the different ways of saying goodbye that are often used aren't discussed. - do & don't is linked with stereotypes p. 174-176 - a cultural context is used as grammar practice p. 280-281
4. There aren't any preconceived opinions about culture, expressed by the authors of the book	There aren't any preconceived opinions present.
5. The book allows the teachers to relate to the pupils' lives	Throughout the book, the authors have used interesting topics that the pupils can easily relate to.
6. Diversity among cultures is celebrated and appreciated	- the different nationalities are discussed but the context in which these people live isn't mentioned p. 34-37, 46-52 - schools around the world are portrayed p. 82-84
7. The book uses the method of 'observation' to teach culture (cfr. 3.1)	- flags (UK & USA) p.12 - British & American celebrities p.12 - American & British buildings p. 13 - American vs. British English p. 14, 80, 107 - the Statue of Liberty & Shakespeare p. 15 - Romeo & Juliet p. 23 - Prince Harry p. 33 - school life in the UK p. 60 - the school uniform p. 124 - facts about the USA p. 141 - Top Gear p. 182 - Cutty Sark p. 186-187 - the West End p. 264-265 - a British packed lunch p. 341 - LA vs. California p. 354
8. The book uses the method of 'listening' to teach culture (cfr. 3.2)	- school life in the UK – listening exercise p. 61 - monuments in London p. 271 - Henry VIII p. 274 – 275

	- Paddington station p. 343
9. The book uses the method of 'reading' to teach culture (cfr. 3.3)	- Harry Potter's school p. 92 - the school uniform p. 123 - facts about the UK p. 138-140 - facts about the USA p. 142-144 - time zones & Greenwich p. 184-185, 188-189 - monuments in London p. 272-274 - birthdays around the world p. 315 - the Queen mum's birthday p. 317 - the Golden State p. 353 - California holidays p. 357
10. The book uses the method of 'speaking' to teach culture (cfr. 3.4)	- National Maritime museum, Greenwich p. 30 - the Cutty Sark p. 32
11. The book uses the method of 'formulaic language' to teach culture (cfr. 3.5)	Isn't present

5.1.2 Connect 1

Another English workbook by publisher Plantyn is *Connect 1*. This workbook can be used during the second year of secondary education in subsidised free schools.

Strategy/Method	Topic
1. Discussion of cultural stereotypes	This is briefly discussed by means of images p. 12
2. Cultural context of the target culture	The British and American cultures are represented but Connect 1 doesn't cover any other cultural topics.
3. Language and culture are not separate, but are acquired together	This isn't always the case for this workbook, however, the 'tea room menu' p. 256 is a good example of how language and culture can be acquired together in an exercise.
4. There aren't any preconceived opinions about culture, expressed by the authors of the book	There aren't any preconceived opinions.
5. The book allows the teachers to relate to the pupils' lives	Throughout the book, the authors use interesting topics that the pupils can easily relate to.
6. Diversity among cultures is celebrated and appreciated	There aren't a wide range of cultures that are discussed, so the diversity isn't really explored.
7. The book uses the method of 'observation' (cfr. 3.1)	- different flags of different countries p.10 - London monuments & sights p. 170, 173, 184 - Oxford Street p. 208 - British food, Tesco, American food p. 232-240 - scones, carrot cake p. 250, 253 - 4 July p. 263
8. The book uses the method of 'listening' (cfr. 3.2)	- The Beatles p. 111 - Anthony Horowitz p. 285
9. The book uses the method of 'reading' (cfr. 3.3)	- British school day p.56 - the writer 'Roald Dahl' p. 83-85 - London p. 171 - Eurostar p. 174 - platform 9 ¾ p. 178

	<ul style="list-style-type: none"> - the different time zones p. 181 - British & American food p. 236-237 - camp Lakota p. 272 - facts about New York p. 286
10. The book uses the method of 'speaking' (cfr. 3.4)	The main way of introducing cultural topics is by means of 'observation' or 'reading'. Speaking should be integrated by the teacher, even though it isn't explicitly mentioned in the workbook.
11. The book uses the method of 'formulaic language' to teach culture (cfr. 3.5)	Isn't present

5.1.3 New Takeaway Next 1

New Takeaway Next is an English workbook by publisher VAN IN, it can be used in the third stage of technical education in all schools.

Strategy/Method	Topic
1. Discussion of cultural stereotypes	- stereotypes about poverty, depending on which country you live in p. 151
2. Cultural context of the target culture	Cultural context is used but it is very minimalistic.
3. Language and culture are not separate, but are acquired together	<ul style="list-style-type: none"> - the verbs are taught by means of gap fill exercises. The context of these texts contain cultural information. p. 16-18 - superlatives, taught by means of cultural context p. 87 - vocabulary, taught by means of a reading exercise that has a cultural context (historical facts) p. 140 - vocabulary, taught by means of a text about British pubs p. 232 - vocabulary, taught by means of a listening exercise about Irish food p. 236 - vocabulary, taught by means of a gap fill exercise using a text about life in Wales p. 250
4. There aren't any preconceived opinions about culture, expressed by the authors of the book	There aren't any preconceived opinions.
5. The book allows the teachers to relate to the pupils' lives	The authors have used interesting topics that the pupils can easily relate to, but they could have integrated more topics.
6. Diversity among cultures is celebrated and appreciated	Other countries aren't really discussed. There is one clip where the pupils get to see what life is like in Jamaica p. 251
7. The book uses the method of 'observation' (cfr. 3.1)	<ul style="list-style-type: none"> - celebrities p. 6, 10 - WWII p. 80 - Wimbledon p. 81 - facts about Ireland p. 217
8. The book uses the method of 'listening' (cfr. 3.2)	<ul style="list-style-type: none"> - Madame Tussauds p. 12 - nationalities p. 74 - the national anthem of Ireland p. 218-219

	<ul style="list-style-type: none"> - Guinness p. 230 - Irish food p. 235
9. The book uses the method of 'reading' (cfr. 3.3)	<ul style="list-style-type: none"> - Kate Middleton p. 16 - historical facts p. 140 - timeline of Irish facts p. 220 -222 - Irish food p. 237-238 - information about Limericks p. 227 - fact sheet about Wales p. 250-251 - areas in America p. 253-254
10. The book uses the method of 'speaking' (cfr. 3.4)	<ul style="list-style-type: none"> - quiz about Ireland p. 215
11. The book uses the method of 'formulaic language' to teach culture (cfr. 3.5)	<ul style="list-style-type: none"> - idioms p. 136-137

5.1.4 Spark 1

Spark 1 is an English workbook by publisher Pelckmans, it can be used in the first stage of secondary education.

Strategy/Method	Topic
1. Discussion of cultural stereotypes	This isn't specifically discussed.
2. Cultural context of the target culture	Cultural context is used, but it is very minimalistic.
3. Language and culture are not separate, but are acquired together	- vocabulary by means of American and British celebrities p. 40
4. There aren't any preconceived opinions about culture, expressed by the authors of the book	There aren't any preconceived opinions.
5. The book allows the teachers to relate to the pupils' lives	The authors have used interesting topics that the pupils can easily relate to, but they could have integrated more topics.
6. Diversity among cultures is celebrated and appreciated	There aren't a wide range of cultures that are discussed, so the diversity isn't really explored.
7. The book uses the method of 'observation' (cfr. 3.1)	<ul style="list-style-type: none"> - images showing people of different nationalities on page 44, are used to introduce nationalities and countries - map of the British Isles, created using words containing cultural topics p. 52 - video of Keeping Up Appearances p. 165
8. The book uses the method of 'listening' (cfr. 3.2)	- 'please'/'pardon', integrated in a listening exercise p. 24
9. The book uses the method of 'reading' (cfr. 3.3)	<ul style="list-style-type: none"> - quiz about British facts p. 9 - American and British celebrities p. 40 - types of houses in different countries p. 110-111 - flyer about a gym in Covent garden p. 221 - TV-guide, different popular British & American TV shows are mentioned p. 227 - UNICEF in Africa p. 235 - Turkish menu p. 258
10. The book uses the method of 'speaking' (cfr. 3.4)	The main way of introducing cultural topics is by means of 'observation' or 'reading'. Speaking should be integrated by the teacher even though it isn't explicitly mentioned in the workbook.

11. The book uses the method of 'formulaic language' to teach culture (cfr. 3.5)	Isn't present.
--	----------------

5.1.5 New Contact 1

New Contact is a workbook by publisher Plantyn, it is aimed at language orientated learners in the first stage of secondary education.

Strategy/Method	Topic
1. Discussion of cultural stereotypes	- habits in Britain and Belgium p. 112
2. Cultural context of the target culture	Cultural context is used.
3. Language and culture are not separate, but are acquired together	- Coldplay, by means of grammar practice p. 182 - exercises on the negative form, context based on famous people such as Shakespeare and Da Vinci p. 185-186
4. There aren't any preconceived opinions about culture, expressed by the authors of the book	There aren't any preconceived opinions.
5. The book allows the teachers to relate to the pupils' lives	The authors have used interesting topics that the pupils can easily relate to.
6. Diversity among cultures is celebrated and appreciated	Yes, exercise with images p. 26
7. The book uses the method of 'observation' (cfr. 3.1)	- celebrities – nationalities p. 9 - skylines in UK and US p. 10 - cartoon with Churchill and Robin Hood p. 12 - President Obama p. 19 - Countries and nationalities p. 20 - Nelson Mandela p. 27 - images of Oxford and Newbury p.28 - images of school buildings p. 44-45 (linked to vocabulary) - images of Lake District and Kings Canyon Nation Park, Australia
8. The book uses the method of 'listening' (cfr. 3.2)	- colour of flags from around the world p. 89 (linked to colour vocabulary) - Céline Dion p. 186
9. The book uses the method of 'reading' (cfr. 3.3)	- well-known places & well-known literature characters and famous people p. 11 - difference between Belgian and British schools p. 59 - facts about different countries (the teacher must make the pupils aware that these facts aren't true for all people/countries) p. 111 - the Queen, Rolls Royce, the Royal family, Wimbledon p. 120 - Facts about London p. 122 - NYE traditions around the world p. 130-132 - Birthday traditions in Germany p. 165 - Admiral Nelson, Shakespeare p. 190 - Famous towns in Britain (used to teach the comparative and superlative) p. 226 - London museums p. 241

	- Famous places in London p 251-252
10. The book uses the method of 'speaking' (cfr. 3.4)	- Admiral Nelson, Shakespeare p. 190 - Henry VIII, Queen Victoria (asking questions as above) p.192
11. The book uses the method of 'formulaic language' to teach culture (cfr. 3.5)	Isn't present.

5.2 Conclusion

After having analysed the most widely used workbooks, it can be concluded that culture is mainly taught by means of 'reading' and 'observation'. 'Listening' is used in some workbooks more than others but it isn't a real focus when teaching culture. 'Speaking' is hardly integrated at all, which is strange considering an important part of teaching culture is asking the pupils' opinions and seeing what they know about a certain topic. Discussing their own frame of reference in relation to that of others is also essential. A lot of the grammatical and vocabulary topics were taught using a made up context (stories, conversations,...), teachers can replace these with factual information that cover cultural topics and topics that relate to the pupils' lives. The method of 'formulaic language' is never used and diversity among cultures isn't celebrated in most of the EFL workbooks. Stereotypes are very rarely touched upon, so teachers should be aware of this when teaching. Pupils mustn't think that a certain fact or opinion applies to everyone or everything.

6 Developed material

6.1 How can we link British culture to the pupils' day to day lives?

In the following booklets I have integrated several motivating work forms. Each booklet has been designed based on the wishes of the EFL teachers that participated in the online survey. The booklets aim to integrate the pupils' day to day lives as much as possible. The following paragraphs give a brief summary of what each booklet contains and how its content can be linked to the pupils' day to day lives.

6.1.1 British food

Nick's family

The clip demonstrates what Nick's family, who live in Britain, eat on a daily basis. The differences between a weekday, a Saturday and a Sunday are demonstrated. The types of takeaway food are also discussed. Thanks to this clip the pupils can get a clear idea of what a British family can eat. Of course not all British families eat the same thing, this should be explicitly mentioned. The teacher can then ask the pupils if there are any clear differences between the food they eat at home and the food Nick's family eats. They can also see if what the pupils eat on a Sunday differs from a weekday. The class can then determine if this is related to their culture and/or upbringing.

Nick also shows the viewers what he takes to school. The teacher can then ask the pupils what they eat at school and if this is different to Nick's lunch. The teacher can also ask the pupils what they think of a British packed lunch; do they find certain things strange, like the packet of crisps for example.

British dishes

Different British dishes can be presented by means of a PowerPoint presentation. The teacher explains what each dish is and what the main ingredients are. The teacher can also explain where the dishes or the name of the dish originally comes from. For example, Haggis originates from Scotland and Eton mess is named after the famous boarding school that Prince William and Prince Harry once attended. The teacher can then ask the pupils if they have ever tried any of these dishes or if there are any similar types of food in Belgium or in their parents'/grandparents' home country.

6.1.2 Is British culture different to yours?

Saying sorry

The teacher can ask the pupils whether they think the British exaggerate with the amount of times they say sorry. The class can discuss whether the usage of the expression is as frequent in Belgium and whether they personally apologise a lot or very little. The teacher can also ask the class when they say sorry; do they apologise for the same reasons as the British, for example when they are sick.

“No, thank you”

The class can discuss what the British mean with “no, thank you”. The pupils can then determine whether they use the expression for the same reasons or if this is something typically British. The teacher can also ask the class how they decline an offer. The pupils can then uncover whether this differs depending on their cultural background. By discussing the different cultures in the class, the pupils can learn more about each other and accept things about others that they maybe once found strange.

The solution to every problem

Tea is an important part of British culture and can be drunk at all times. However, something a lot of people don't seem to know is that Brits often drink tea to cheer themselves up. This is an interesting fact that the teacher can talk about with the class. The teacher can then ask the pupils what they do when they are feeling sad. It is interesting to see whether the pupils have the same tendency as the British or whether it is different depending on their upbringing and/or culture.

A brew

The pupils will discover that another word for ‘a cup of tea’ is ‘a brew’. The clip demonstrates that this can cause problems when communicating with non-native English speakers. The teacher can then ask the class whether they have ever heard of this word. It is also interesting to see if they can relate to the problem in their native language. This is an important message to pass on, as many Belgian schools have foreign pupils. The Dutch native speakers need to be aware of the possible unknown terms that are alien to the foreign pupils and they should therefore adapt their language accordingly. This will help avoid similar situations.

Queueing

Before the teacher shows the clip, the pupils are asked to come to the front of the class and have to pretend that they are waiting for the bus, with the classroom door being the entrance of the bus. The pupils then have to decide how they are going to stand. By reenacting the situation, the pupils get a better picture of their behaviour and how it is possibly influenced by others. A pupil then has to describe how the rest of the class is standing and what they think of the situation. The class has to decide whether this is a ‘normal’ way of waiting for the bus and whether they think it is different in Britain. After viewing the clip, the class can discuss what they saw and whether they can relate to the situation.

Lunch at school

After watching the clip, the teacher can ask the pupils whether they eat similar things at school or if there is a big difference between lunch in a British school and lunch in a Belgian school. The teacher can also ask the pupils whether they use the words “please” and “thank you” as frequently as the British. If the pupils speak another language at home, the class can discuss whether that language has any similarities or differences.

“Cheers”

After watching the clip, the teacher can ask the pupils whether there is a word for “cheers” in Dutch or in their mother tongue. The pupils can then discuss whether the expression in their

native language is used by young and/or old and why they think this is. The teacher can also ask the pupils if they know of any similar expressions in English.

British homes

The clip about British homes gives the pupils a clear insight into what it is like to live in Britain. However, not all homes are like the ones in the clip, so this should definitely be emphasised by the teacher. The pupils can then see if their homes are similar or different to the one in the clip and if life in Britain looks better or worse than in Belgium. The teacher can also ask specific questions that relate to their lives: "Where is the letterbox/washing machine in your house? Are your taps different to the old fashioned ones they can have in Britain?"

6.1.3 Christmas traditions

A Christmas poem

By introducing this topic by means of poetry, the teacher can see whether this type of literature appeals to the pupils and can ask them whether they enjoy reading poetry in their native language or a different language. The poem also allows pupils to learn more about the different traditions or habits that take place around Christmas time. The teacher can ask the pupils whether the image of Christmas that is portrayed in the poem is similar to the way they picture Christmas. By using this approach, the pupils who don't celebrate Christmas are also included in the conversation and the other pupils get an idea of how other cultures and religions envision Christmas.

The pupils can also share the different names they use for 'Santa Claus' in their mother tongue.

M&S advertisement

This advertisement gives the pupils an idea of what 'Father Christmas' looks like to a lot of people. It is also a nice way of showing the pupils what British advertisements look like at Christmas time. They often cost a lot of money to make and it's interesting to see if the pupils have seen similar adverts on the television in Belgium. The idea behind this advert is obviously to sell an M&S product, the class can discuss whether this type of advert would influence them into buying something. The teacher can also ask the pupils what they think of the message that is portrayed: buying something for someone else. The following question can be asked: Is it always necessary to buy presents at Christmas? The teacher can talk to the pupils about the amount of poverty around the world, that a lot of people can't buy any presents and that doesn't mean that they are unhappy. "Money can't buy happiness" is something that the class can then talk about together. The pupils can ask each other who they are going to buy something for if they decide they want to buy a present at all. If they aren't going to buy a present, will they give the receiver something alternative, for example, will they spend the day with a sibling or help their parents with the chores?

Christmas in history

This advert tells the story of a well-known moment in history: the Christmas truce of 1914. The message at the end of the clip is that Christmas is a time for sharing. The pupils can discuss whether they agree and how they plan on sharing at Christmas. The teacher can

also ask the pupils if they know whether any of their relatives fought during this war and what they know about WWI.

The British Royal Family at Christmas

The teacher can ask the class what they know about the British Royal Family and whether they think they have a prominent role in Britain. The class can discuss whether the Belgian Royal Family is as important to the Belgians and what they know about the Belgian royalty. It is interesting for the pupils and teacher to see whether the class knows more about the British or Belgian Royal Family.

The Queen's Christmas message

The Queen's Christmas message has been a Christmas tradition for a long time. The class can discuss whether Belgium or other countries have similar traditions during important religious moments of the year. This is a nice way to learn from each other for both pupils and teacher and no one feels excluded from the lesson. The teacher can also ask the class whether they know the Belgian national anthem.

6.1.4 Music around the world

Music shows

By discussing a British music show and British singers the teacher can relate to the pupils' lives by asking them if there are any Belgian shows and singers that are similar. It's possible that the pupils prefer singers from other countries. This can help other pupils discover the different types of music and artists that are in the world.

Music and quotes

By integrating quotes, the pupils are introduced to a new idea or opinion as well as a person that they may not have heard of before. In this booklet quotes by Einstein and Richter have been used. The pupils can see an image of both men and one of the quotes that they are known for. If the pupils have never heard of these men, then the teacher can explain briefly who each person was and what they did. Another option is that the pupils look up the information online. One part of the class can look up Einstein and the other part Richter. The pupils can then talk about what music means to them and their culture. This is a way of killing two birds with one stone: The pupils learn something new about important figures in history and they get to talk about what music means to them.

Music in history

The pupils are introduced to a famous band the Beatles and the singer Britney Spears. The latter is probably more well-known to the pupils than the former. The teacher can ask the pupils what type of music they prefer; recent music or older music. The pupils get to tell each other which artists they listen to.

The teacher then works with an advertisement which features the well-known song 'Dance of the Sugar Plum Fairy'. The pupils get the chance to learn about a classical song that dates back to the late 19th century but that is still often used in the media today. This demonstrates that a Russian composer still plays a part in today's culture. The Nutcracker a very famous ballet that is mostly played at Christmas time, can then be discussed. The teacher can ask the pupils if they have ever been to a ballet or if they would like to go to one and why (not).

The pupils are then given the chance to choose their favourite artist and present this person or this group to the rest of the class. Again, this gives the pupils and teacher a chance to learn a bit more about one another and an artist that was possibly unfamiliar to them.

6.1.5 Miscommunication

Mr Bean

During the Mr Bean clip, the pupils get the chance to witness different types of reactions that are caused by different kinds of circumstances. The teacher can then ask the pupils what their reaction would be in these circumstances and compare them to Mr Bean's reaction. Is there a difference due to their culture? Do the pupils have different reactions? Why do they think this is? Has this got something to do with the British sense of humour? What do the pupils know about the British sense of humour?

Not everything is as it seems

After watching the clip, the teacher can ask the pupils whether they have ever had a first impression of someone that was incorrect. The teacher can also discuss how people are often judged based on their looks or their actions. Have the pupils ever been judged? Have they ever judged someone? Judging someone is a natural reaction but the teacher should point out that the pupils should be aware of it and not act on it. By being curious, the pupils can uncover the person or the situation for what it really is. The teacher can ask the pupils if they can relate to this situation. What would they do if they were in this situation?

The President and Condoleezza

This clip demonstrates how someone can be misunderstood due to the existence of homonyms. In this case, the homonyms are related to a person's name. The teacher can explain what homonyms are and briefly ask the pupils if they know of any homonyms in their mother tongue or another language. The teacher can also ask the class if homonyms have ever caused any problems while trying to communicate.

Role play

Different problems are demonstrated. These problems are due to the cultural background of the actors. By asking the pupils what they think the problem is, they have to relate to their own cultural background and see if they can find the source of the problem. Often the problem is something new because it is related to another culture. This also shows the pupils that they can encounter problems unknowingly in other countries and that it is good to do some research before visiting a new place. The teacher can also emphasise that pupils need to be understanding if foreigners make similar mistakes when communicating with them, as they probably didn't mean it as badly as it came across.

6.1.6 London and beyond

Poem

The poem, which is written by an unknown person, gives the pupils the chance to see if they have the same image of London in their head. The poem will also reveal if some pupils don't know what London looks like. The pupils are given the opportunity to brainstorm out loud and observe that everyone has a different perspective of things. Afterwards, they can discuss what their favourite weather is. Is this influenced by their cultural background? Do those pupils whose parents or grandparents were born in a warm country, for example, prefer warm weather?

Poster about Britain

The poster will help talk about the stereotype that often surrounds British people; that they live in the rain 24/7. The pupils can discuss whether there are any other stereotypes about Brits, Belgians or another nationality, that they feel are untrue.

Rhyme

By means of a rhyme, the pupils will be confronted by a possibly unfamiliar accent that is very present in Britain. This type of clip also gives the pupils the chance to discuss the presence of rhymes during their childhood.

Fun facts about London

The teacher can ask the pupils who has visited London and what their first impression was of the city. If there aren't any pupils who have visited the city, the teacher can show a clip or pictures that demonstrate what life can be like in the capital. They can then compare London to a city closer to home, for example, Antwerp or Brussels. While the pupils learn more about the cultures in London, they can also compare it to life in their hometown or one of the major cities in the country.

This topic can allow the pupils to talk about their roots. The teacher can ask the pupils to work in pairs or groups to compare where everyone is from and whether the cultures there are different.

Accents

The teacher can ask the pupils if they think the people in Britain have different accents, the pupils can discuss this and compare it to Belgium. The pupils can also talk about their own experiences of listening to the English language; do they struggle listening to certain programmes or series on TV because the accent is difficult to understand? What makes English difficult to understand when it comes to an accent?

6.2 How can we link British culture to the curriculum of a year 2 EFL class?

As previously mentioned, the year 2 EFL objectives need to be incorporated in the language skills. In the following booklets, different work forms have been tested: videos, poems, images, role-play, crosswords, advertisements, TPR, etc. All the language skills have been integrated, however, as the learners are in the beginning stages of foreign language learning, the amount of writing has been limited. Here is a brief summary of how the different cultural objectives are integrated in the booklets:

Objective 1: The pupils show interest in the presence of modern foreign languages in their surroundings, even outside of school and are interested in the socio-cultural world of the language users. This objective is used throughout all of the booklets. Each exercise or activity gives the pupils the opportunity to learn more about the presence of English in their surroundings and elsewhere. By demonstrating what life is like in other areas of the world, the pupils are given the chance to discover the socio-cultural world of the language users.

Objective 2: They know that manners and use of language can differ. This objective is used in 'London and beyond' and 'miscommunication'. The pupils learn more about different accents, cockney slang and how different ways of using a language or having different manners can cause problems when communicating. The teacher should explain that cockney is informal English and that the Queen's English is formal English.

Objective 3: They understand the correct message during interactions of English speakers so as to avoid miscommunication. The pupils are open-minded towards other cultures. This objective is integrated in all of the booklets, as understanding the correct message is part of listening exercises which have frequently been used. As previously stated, the 'miscommunication' booklet focuses on this topic in more detail. In each booklet the teacher needs to emphasise the importance of being open-minded towards other cultures. The teacher could also add a short revision about the functions 'understanding/not understanding a message'. For example, formal and informal phrases such as 'Could you...?' vs. 'Can you...?'

Objective 4: They are aware of similarities and differences with their own surroundings and sensitivity. Each booklet gives the teacher a chance to compare the pupils' surroundings and culture to that of the target language. There are also several opportunities for the teacher to talk about the pupils' 'sensitivity' or in other words, the pupils' day to day lives, their feelings and that of others.

Objective 5: They can recognise a stereotype or unjust attitudes about 'being different' and are aware that this isn't always true for everyone/everything. Stereotypes such as "the people in Britain live in the rain 24/7, everyone eats Sunday lunch, Christmas is all about presents, all British Indians have an accent, all Londoners speak cockney..." can be discussed with the class. It is upto the teacher to recognise that certain topics can be perceived by pupils as stereotypes and to address the matter accordingly.

Objective 6: The focus is on well-known cities, facts and information of the (whole) Anglo-Saxon world. In 'London and beyond', the city of London is discussed. In each booklet the focus is on facts and information of the Anglo-Saxon world. However, the whole Anglo-Saxon world isn't integrated but the teacher does have the opportunity to add information here and there, as each booklet allows the pupils to talk about their culture or other cultures. While the pupils tell each other what they know about certain cultures, there will always be an opening

to integrate even more of the Anglo-Saxon world depending on the topic that is being discussed.

6.3 Worksheets/activities/exercises

The booklets that were discussed in a previous paragraph and that integrate culture, can be found on the following pages.

British food



1. Nick's family

a. Watch the clip about some of the food Nick's family eats.

Ex. 1 What are the names of the following food/drink mentioned in the clip?



.....



.....



.....



.....



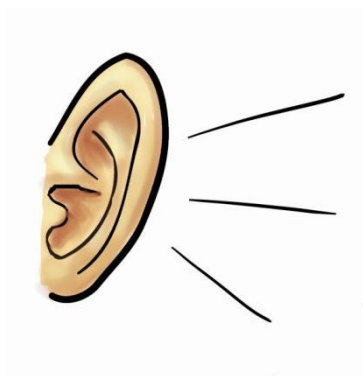
.....



.....

2. Other British dishes & desserts

- a. Your teacher is going to introduce some famous British dishes. Listen carefully as you will need to use this information during a card game!



- b. The class will now be divided into groups. Each group will receive a deck of cards, your teacher will explain what you have to do.

c. Now that you have matched the cards correctly, fill in the missing word next to each picture. You have to choose from the words below.

A cup of tea – fish and chips – Christmas pudding – jam roly-poly – carrot cake –
Battenberg cake – a Cornish pasty – bubble and squeak – mushy peas – a
Yorkshire pudding – (a packet of) crisps – Sunday lunch – haggis – a battered
sausage – toad in the hole – trifle – Eton mess – spotted dick – Chelsea bun –
curry – a pot of tea



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



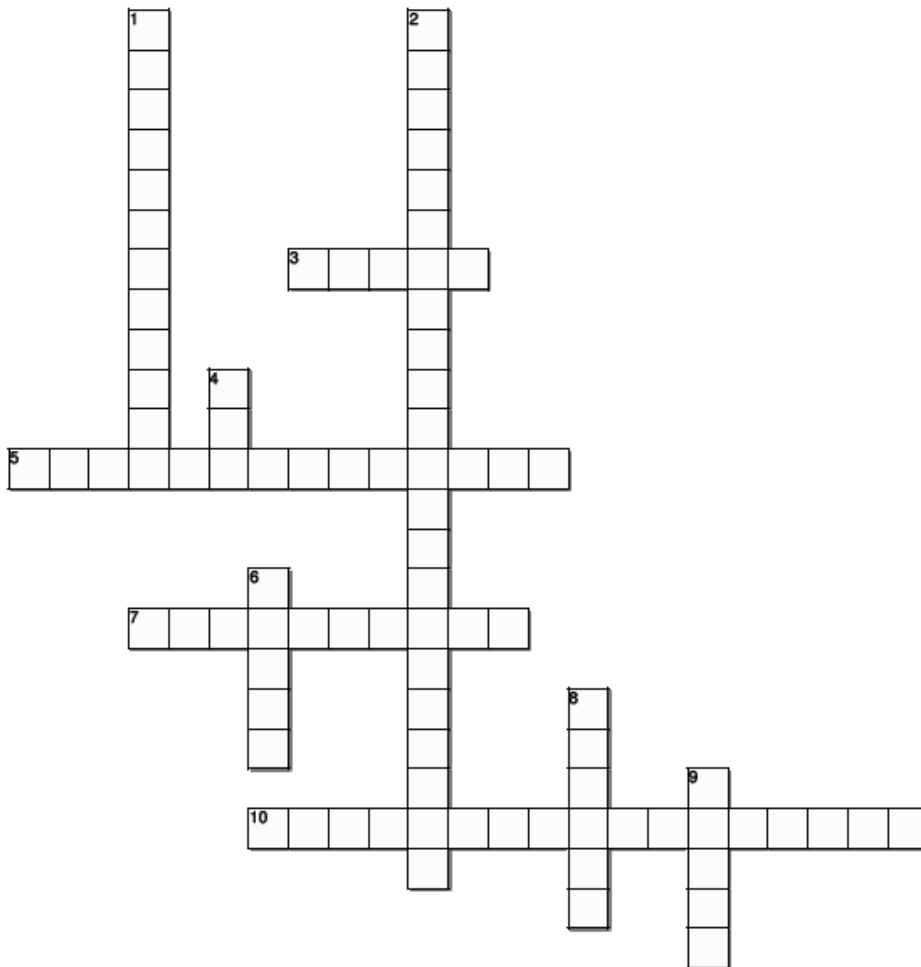
.....

d. Crossword puzzle

Your teacher is going to hand out a crossword puzzle! Listen carefully to what you have to do!

British food

Complete the crossword below



Created with TheTeachersCorner.net Crossword Maker

Horizontal

- 3. A British cake, often served with jam and cream.
- 5. A British dish that used to be served in newspaper.
- 7. Often served with fish and chips.
- 10. A dessert that is eaten on Christmas day.

Vertical

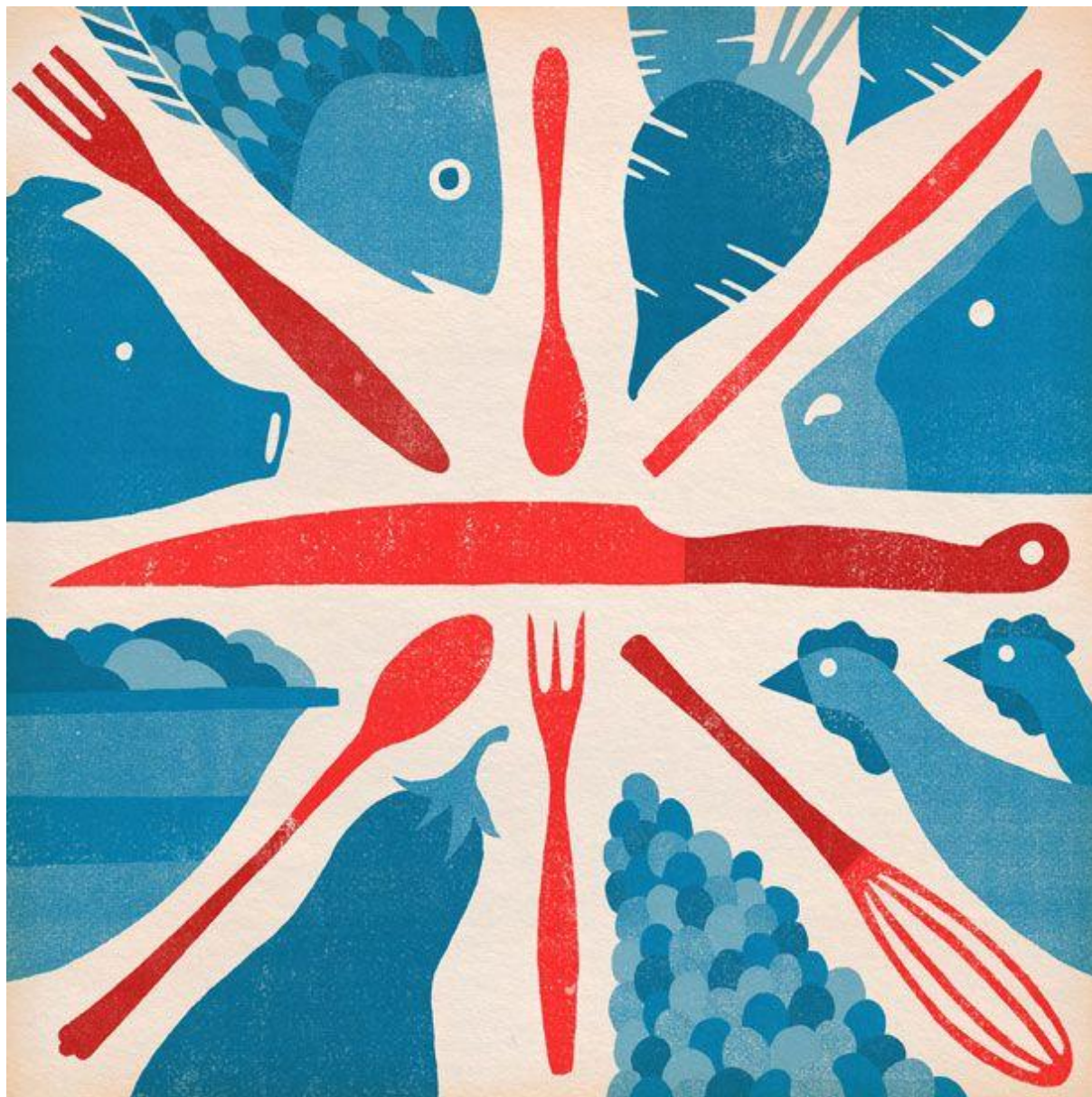
- 1. The name for lunch on a Sunday (UK).
- 2. A British breakfast.
- 4. A warm British drink.
- 6. In Belgium these are served with mayonnaise.
- 8. A type of food that you eat out of a packet.
- 9. An Indian dish that is very popular in the UK.

e. To finish off!

Are you ready for a fun game?

British food

Teacher's version



Objectives

Cultural knowledge

- The pupils can name the different types of foods that are eaten in the UK/England;
- The pupils can match the type of food to the correct picture;
- The pupils can name the types of food that contain meat.

Skills

- The pupils are able to use the present simple when talking about their favourite food and the food/dishes in the UK

Attitudes

- The pupils are willing to listen to each other;
- The pupils respect each other's food choices.

1. Nick's family

- a. Watch the clip about some of the food Nick's family eats.

<https://www.youtube.com/watch?v=aKblilKwJwg>

Ex. 1 What are the names of the following food/drink mentioned in the clip? *The pupils are given the option to watch the clip twice.*



a packet of crisps



curry and rice



fish and chips



cup of tea



Sunday lunch



a Yorkshire pudding

Ex. 2 Your fellow pupil is going to draw something on the board, you have to give the correct name. Write the word down:

A pupil has to choose one of the foods they have seen in the previous exercise and draw it on the board. The other pupils then have to guess what has been drawn.

Word 1:

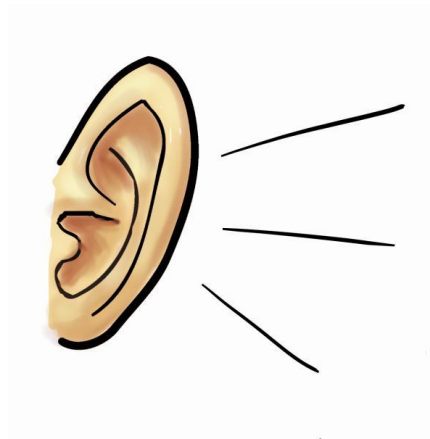
Word 2:

Word 3:

Word 4:

2. Other British dishes & desserts

- a. **Your teacher is going to introduce some famous British dishes. Listen carefully as you will need to use this information during a card game!**



By means of a PowerPoint presentation the different types of British food can be presented by the teacher. Extra information (ingredients, origin of name, origin of dish...) can be given if the pupils don't know much about the type of food. Give a clear explanation with each type of food. If the pupils can't follow, compare the dish to something they eat on a regular basis. For example, if they don't understand what 'chips' are, you can explain that in Belgium they are eaten with mayonnaise. This is a simple way of explaining what something is without using the translation straight away.

- b. **The class will now be divided into groups. Each group will receive a deck of cards, your teacher will explain what you have to do.**

The class is divided into groups of four. Each group receives two stacks of cards. One stack contains the names of the food, the other stack has pictures of the different types of food. The pupils have to work together to match the correct name to the correct picture. The types of food are based on the PowerPoint presentation. When the pupils have finished, the teacher checks the combinations. If they are correct the pupils can write the correct names down in their booklet.



c. Now that you have matched the cards correctly, fill in the missing word next to each picture. You have to choose from the words below.

A cup of tea – fish and chips – Christmas pudding – jam roly-poly – carrot cake – Battenberg cake – a Cornish pasty – bubble and squeak – mushy peas – a Yorkshire pudding – (a packet of) crisps – Sunday lunch – haggis – a battered sausage – toad in the hole – trifle – Eton mess – spotted dick – Chelsea bun – curry and rice – a pot of tea



a packet of crisps



Sunday lunch



a Yorkshire pudding



curry and rice



fish and chips



haggis



mushy peas



a battered sausage



bubble and squeak



toad in the hole



Cornish pasty



trifle



Battenberg cake



Eton mess



carrot cake



spotted dick



jam roly-poly



Chelsea bun



Christmas pudding



a scone



a pot of tea

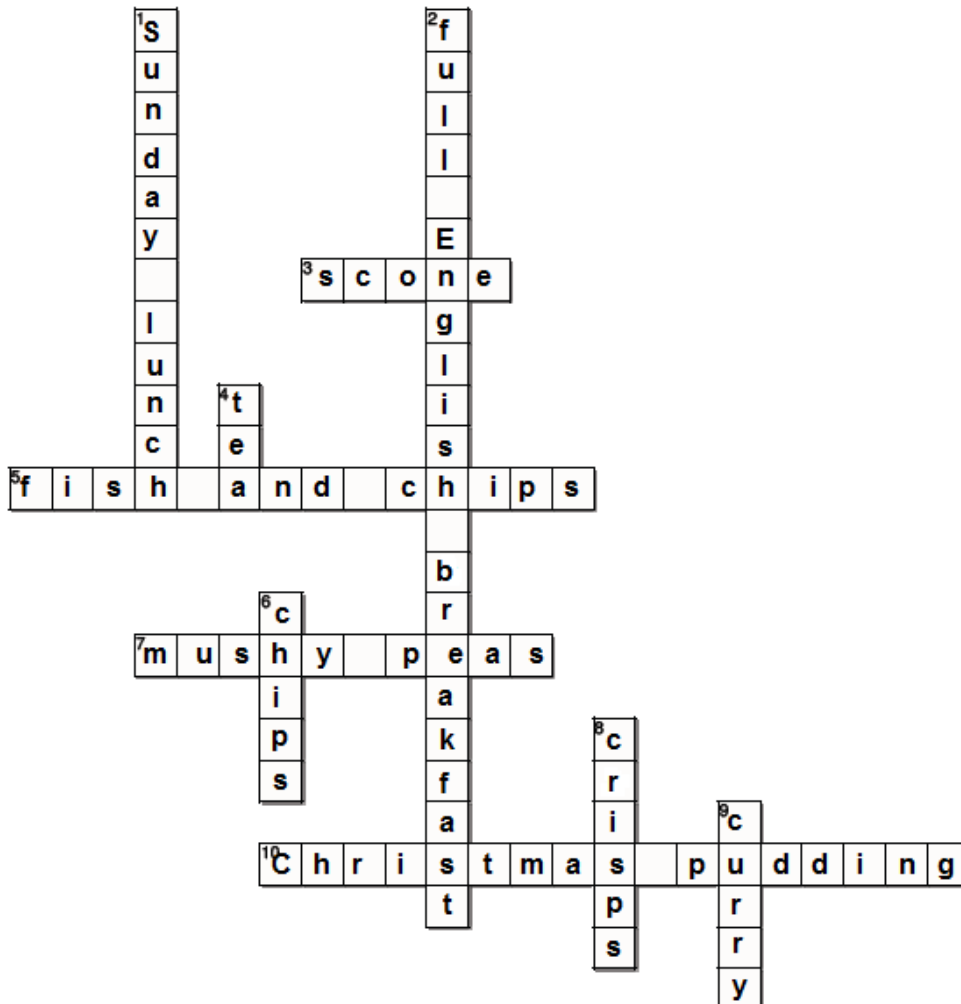


a cup of tea

d. Crossword puzzle

British food

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Maker](http://www.theteacherscorner.net)

Horizontal

- 3. A British cake, often served with jam and cream.
- 5. A British dish that used to be served in newspaper.
- 7. Often served with fish and chips.
- 10. A dessert that is eaten on Christmas day.

Vertical

- 1. The name for lunch on a Sunday (UK).
- 2. A British breakfast.
- 4. A warm British drink.
- 6. In Belgium these are served with mayonnaise.
- 8. A type of food that you eat out of a packet.
- 9. An Indian dish that is very popular in the UK.

e. To finish off!

Game 1: Board race

The idea of 'board race' is explained in the following clip. We can integrate this type of activity in this lesson by creating two columns, for example 'main course' and 'dessert'. The pupils then have to write as many examples down as they can remember from during this lesson. Another example could be 'meat' and 'vegetarian'. This can test if the pupils understood what the ingredients of each dish or type of food were. The pupils can then discuss who is a vegetarian, vegan or flexitarian and why they have chosen this lifestyle.

See example: <https://www.youtube.com/watch?t=2&v=wam5Psc0SiU>

Game 2: Hangman

Hangman is also a fun and interactive way of engaging all of the pupils and getting them to figure out which word is missing. Once the pupils have figured out the word the teacher can ask the class what they remember about this type of food. This is an easy and effective way of summarising what was discussed during the lesson.

Attachment: Cards templates for the card game

(a packet of) crisps



Sunday lunch



a Yorkshire pudding



haggis



mushy peas



a battered sausage



bubble and squeak



toad in the hole



a Cornish pasty



trifle



Battenberg cake



Eton mess



carrot cake



spotted dick



jam roly-poly



Chelsea bun



Christmas pudding



curry



fish and chips



a pot of tea



a cup of tea



Is British culture different to yours?



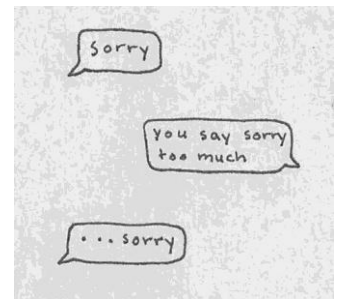
Clip 1

1. Which word do British people love to say?

2. When do you think this word is used by the British? Tick the correct box(es).

This word is used when...

- You walk into someone
- Someone walks into you
- You didn't hear what someone said
- You are late
- You are early
- You ask someone for help
- You pay for something using coins
- You want the attention of a waiter in a restaurant
- You are sick



3. Do we use this word a lot in Belgium? Why (not)? Discuss with the rest of the class.

Clip 2

1. Do British people always mean what they say when they say “No, thank you”?

2. When the Belgians say “Nee, bedankt”, are they really telling the truth? Discuss with the rest of the class.

Clip 3

1. What is the solution to a lot of British people's problems ?

2. When you are sad or have a problem, what do you do?



Clip 4

1. What is another word for 'a cup of tea'?
-



Clip 5

Listen to your teacher and follow the instructions.

1. What do you have to do in Britain when you wait for the bus?
-

2. Do the Belgians do the same?
-

Clip 6

1. What do the pupils always have for lunch at school? Tick the correct box.

- A warm meal
- A packed lunch (= sandwiches, a drink, a snack...)
- The pupils can choose between a packed lunch and a warm meal

2. Which words do they repeat a lot when they are asking for their food?
-

Clip 7

1. What does "cheers" mean? Tick the correct box(es).

- Thank you
- Before drinking we say "cheers"
- Goodbye = Cheerio
- How are you?



Clip 8

1. Where is the letterbox in a British house?

2. In which room can you find the washing machine?

3. What is another word for 'toilet'?

4. How many taps does a basin have in a British house ?

5. What do all British plug sockets have?



a letterbox



a washing machine



a toilet



a basin



plug sockets

Is British culture different to yours?

Teacher's version



Objectives

Cultural objectives

- The pupils can give 3 examples of when British people say “sorry”;
- The pupils can say what some British people mean when they say “no thank you”;
- The pupils can give a well-known solution to a lot of British people’s problems;
- The pupils can give another name for ‘a cup of tea’;
- The pupils can describe how most British people wait for the bus;
- The pupils can say what most British pupils have for lunch at school (warm meal/packed lunch);
- The pupils can explain what “cheers” means;
- The pupils can give another word for ‘toilet’;
- The pupils can name what every plug socket has in Britain.

Skills

- The pupils are able to answer the questions about cultural habits in the UK using the present simple

Attitudes

- The pupils are willing to listen to each other;
- The pupils show respect for cultural habits/traditions that are different to their own.

Clip 1

<https://www.youtube.com/watch?v=em2EclEtRxQ> - Saying sorry: 1:35

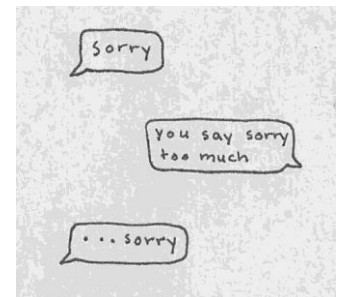
1. Which word do British people love to say?

Sorry

2. When do you think this word is used by the British? Tick the correct box(es).

This word is used when...

- You walk into someone
- Someone walks into you
- You didn't hear what someone said
- You are late
- You are early
- You ask someone for help
- You pay for something using coins
- You want the attention of a waiter in a restaurant
- You are sick



All of the above answers are correct.

3. Do we use this word a lot in Belgium? Why (not)? Discuss with the rest of the class.

Ask the pupils whether they think it's strange to say "sorry" a lot? What do they say when they are sorry? Maybe they don't say anything at all? Explain to the pupils that the British are extremely polite and that sometimes it seems over the top. This is just part of the culture and otherwise you will seem rude.

Clip 2

<https://www.youtube.com/watch?v=em2EclEtRxQ> - "No thank you" 1:54

1. Do British people always mean what they say when they say "No, thank you"?

No, they are just being polite.

2. When the Belgians say "Nee, bedankt", are they really telling the truth? Discuss with the rest of the class.

Same approach here as with "sorry". Does their cultural background play a role in their response? Discuss with the class.

Clip 3

<https://www.youtube.com/watch?v=em2EclEtRxQ> – The solution to every problem → a cup of tea: 3:13

1. **What is the solution to a lot of British people’s problems ?**

A cup of tea

2. **When you are sad or have a problem, what do you do?**

Discuss with the class if the solution is linked to the culture in which they were brought up?



Clip 4

<https://www.youtube.com/watch?v=joW8biol9Q> A cup of tea? 0:30

1. **What is another word for ‘a cup of tea’?**

A brew

Ask the pupils why this word could be problematic. Ask them to think back to the lady’s reaction in the clip.



Clip 5

Listen to your teacher and follow the instructions.

Ask all of the pupils to come to the front of the classroom. They have to pretend that the door to the hall is where they have to get on the bus. Ask the pupils to now pretend that they are waiting for the bus. Don’t mention the words ‘queue’ or ‘line’. Now wait and see what happens. Ask a pupil to describe how they are standing. Is this a ‘normal’ way of waiting for the bus? Ask the pupils to sit back down and watch the following clip.

<https://www.youtube.com/watch?v=joW8biol9Q> 1:05

1. **What do you have to do in Britain when you wait for the bus?**

You stand in a queue.

2. **Do the Belgians do the same? Discuss with the rest of the class.**

Clip 6

<https://www.youtube.com/watch?v=l-26VCOXjFA> - Play the entire clip.

1. **What do the pupils always have for lunch at school? Tick the correct box.**

- A warm meal
- A packed lunch (= sandwiches, a drink, a snack...)
- The pupils can choose between a packed lunch and a warm meal

2. **Which words do they repeat a lot when they are asking for their food?**

“Please” and “thank you”.

Is there a difference between school lunch in Britain and in Belgium? Do the pupils say “please” and “thank you” as often as these children? Why (not)?

Clip 7

<https://www.youtube.com/watch?v=yuUDrSOgKos> – Cheers! 1:51

1. What does “cheers” mean? Tick the correct box(es).

- Thank you
- Before drinking we say “cheers”
- Goodbye = Cheerio
- How are you?



Tip! Explain to the pupils that not everyone says “cheers”, young and old use this expression but it is most frequently used by younger generations.

Clip 8

<https://www.youtube.com/watch?v=ATjMxH3-e4Y> – Play the entire clip

Tip! Mention that not all British homes look like this so as to avoid stereotyping.

1. **Where is the letterbox in a British house?** (*Explain what a letterbox is by referring to the picture.*)
In the front door.
2. **In which room can you find the washing machine?**
In the kitchen.
3. **What is another word for ‘toilet’?**
A loo.
4. **How many taps does a basin have in a British house ?** (*Explain what a tap and basin is by referring to the picture.*)
Two taps, one for hot water, one for cold water.
5. **What do all British plug sockets have?**
An on/off switch.



Christmas traditions



1. Your teacher is going to read the following poem. Is it a happy or a sad poem? Do you celebrate Christmas? Do you like Christmas? Why (not)?

Christmas Sights

See the red stockings hanging in a row
Over the fireplace in an orange glow

Look, the tree is full of decorations
Try the eggnog, it's a sweet temptation


The carolers are singing down the avenue
They'll sing "Jingle Bells" for you

Christmas Eve is ending with good cheer
That means Christmas Day is near

Boxes will be opened by eager girls and boys
Books and puzzles and sweaters and toys

Gift wrap will be scattered everywhere
But just for one day, nobody will care

See the red stockings, now the mantel's clear
They're packed in a box to be used again next year



© ClassroomJr.com. All Rights Reserved.

2. Do you know the British name for 'Santa Claus'?
-

3. Write the correct number under each picture.

1. red stockings
2. the fireplace
3. eggnog
4. carolers
5. a sweater (= a _____ is British English)
6. the mantel



THINKSTOCK



4. A Christmas clip

- A. What type of clip is it? Circle the correct answer.
a music video / an advertisement / a short story

- B. What is the name of the well-known reindeer that pulls Father Christmas' sleigh?

- C. What day is it when Father Christmas leaves his house?

- D. Jake wants a present for someone in his family. Who is the present for?

- E. What does Mrs. Claus eat and drink when she delivers the present?

- F. Where in the house does she find the food and drink?

5. Christmas in history

- A. When does this story take place?

- B. Which two countries are represented in the clip?

- C. What is the name of the song that they are singing?

- D. What does the one man give the other man at the end of the clip?

- E. Complete the following sentence: "Christmas is a time for"

6. The British Royal Family at Christmas

A. What is the name of the lady that can be seen at the beginning of the clip?

B. What do all of the women wear to church?

C. When do the members of the Royal Family open their presents?

D. What do the royals give each other for Christmas?

E. Where does the Royal Family go on Christmas morning?

F. What do they have for breakfast and for lunch?

G. What do they watch at three o' clock?

H. The Queen's Christmas message 2015

- A. What is the name of the famous building that can be seen at the beginning of the clip?

- B. What is the name of the song that can be heard at the beginning of the clip?

- C. Why does everyone have a Christmas tree according to the Queen?

- D. Which member of the Royal Family was born in 2015? The pictures below can help!



Christmas traditions

Teacher's version



Objectives

Cultural objectives

- The pupils can give one of the British names for Santa Claus;
- The pupils can match the words (red stockings, the fireplace, eggnog, carolers, a sweater and mantel) to the correct picture;
- The pupils can give the British name for 'a sweater';
- The pupils can give the name of Father Christmas's well-known reindeer;
- The pupils can say what Father Christmas eats on Christmas Eve when he drops off the presents ;
- The pupils can name the year in which the *Christmas truce* took place;
- The pupils can name Queen Elizabeth II when shown a picture;
- The pupils can name Buckingham Palace when shown a picture. The pupils can also name the city in which it can be found;
- The pupils can say what takes place at 15h00 on Christmas day;
- The pupils can name the newest member of the Royal Family who was born in 2015.

Skills

- The pupils are able to use the Christmas vocabulary in a sentence;
- The pupils are able to use the present simple in a sentence when talking about; Christmas traditions and the British Royal Family.

Attitudes

- The pupils are willing to listen to each other;
- The pupils show respect for cultural traditions that may be different to their own.

1. Your teacher is going to read the following poem. Is it a happy or a sad poem? Do you celebrate Christmas? What do you do? Do you like Christmas? Why (not)?

Tip! If some pupils don't celebrate Christmas, ask them which traditions are important to them.

Christmas Sights

See the red stockings hanging in a row
Over the fireplace in an orange glow

Look, the tree is full of decorations
Try the eggnog, it's a sweet temptation


The carolers are singing down the avenue
They'll sing "Jingle Bells" for you

Christmas Eve is ending with good cheer
That means Christmas Day is near

Boxes will be opened by eager girls and boys
Books and puzzles and sweaters and toys

Gift wrap will be scattered everywhere
But just for one day, nobody will care

See the red stockings, now the mantel's clear
They're packed in a box to be used again next year



© ClassroomJr.com. All Rights Reserved.

2. Do you know the British name for 'Santa Claus'?

Father Christmas, Saint Nicholas

3. Write the correct number under each picture.

1. red stockings
2. the fireplace
3. eggnog
4. carolers
5. a sweater (= a *jumper* is British English)
6. the mantel



6



2



4



5



3



1

4. A Christmas clip

<https://www.youtube.com/watch?v=V5QPXhStb5I>

- A. What type of clip is it? Circle the correct answer.
a music video / an advertisement / a short story
- B. What is the name of the well-known reindeer that pulls Father Christmas' sleigh?
Rudolf the Red-nosed reindeer
- C. What day is it when Father Christmas leaves his house?
Christmas Eve
- D. Jake wants a present for someone in his family. Who is the present for?
His sister
- E. What does Mrs. Claus eat and drink when she delivers the present?
Mince pies and sherry
- F. Where in the house does she find the food and drink?
On the mantel

5. Christmas in history

<https://www.youtube.com/watch?v=NWF2JBb1bvM>

- A. When does this story take place?
Christmas 1914
- B. Which two countries are represented in the clip?
England and Germany
- C. What is the name of the song that they are singing?
Silent Night
- D. What does the one man give the other man at the end of the clip?
A bar of chocolate
- E. Complete the following sentence: "Christmas is a time for sharing"

6. The British Royal Family at Christmas

<https://www.youtube.com/watch?v=-djJ7n-c3MA>

A. What is the name of the lady that can be seen at the beginning of the clip?

Queen Elizabeth II

B. What do all of the women wear to church?

Hats and dresses

C. When do the members of the Royal Family open their presents?

On Christmas Eve

D. What do the royals give each other for Christmas?

They share jokes.

E. Where does the Royal Family go on Christmas morning?

To church

F. What do they have for breakfast and for lunch?

A full English breakfast and a turkey dinner.

G. What do they watch at three o' clock?

The Queen's speech.

Tip! The previous exercises can be linked to family relations (family tree), so this is a good way of revising the topic.

Literature linked to the Royal Family

The book *Two weeks with the Queen* (written by Morris Gleitzman) can be used to test the pupils' reading skills and they can learn a little bit more about the Queen and London. The following booklet can help EFL teachers work with this juvenile book in class: <http://www.pearsonschooolsandfecolleges.co.uk/Secondary/Drama/11-14/NewWindmillsFiction/Resources/P-T/TwoWeeksWithTheQueen.pdf> . The book can be bought on the following website: <https://www.amazon.com/Two-Weeks-Queen-Morris-Gleitzman/dp/014130300X>

H. The Queen’s Christmas message 2015

<https://www.youtube.com/watch?v=pyb-7TwS8J4>

- A. What is the name of the famous building that can be seen at the beginning of the clip?

Buckingham Palace

- B. What is the name of the song that can be heard at the beginning of the clip?

God Save the Queen – The national anthem

- C. Why does everyone have a Christmas tree according to the Queen?

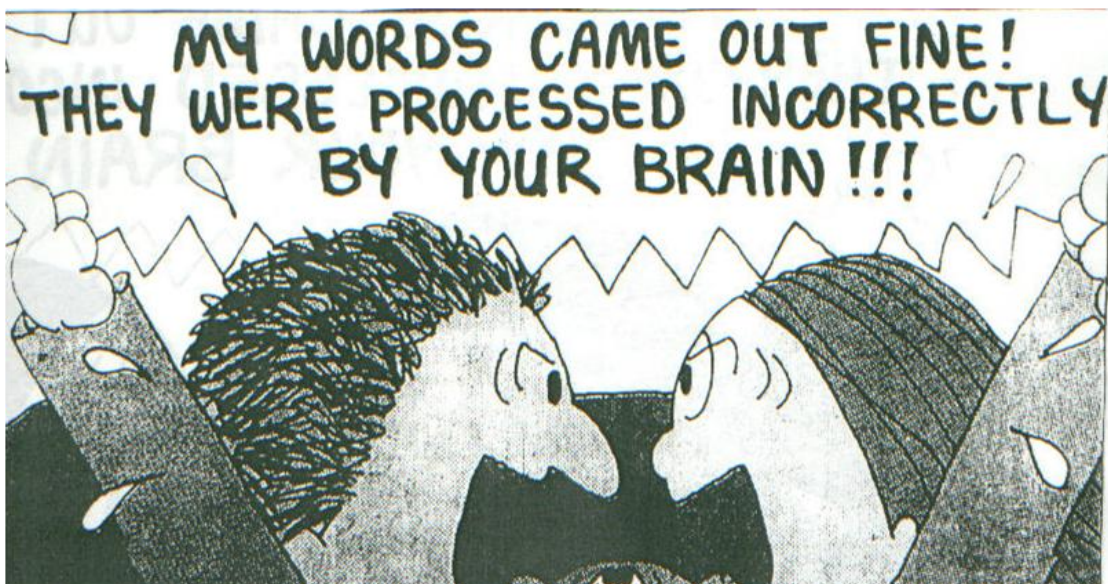
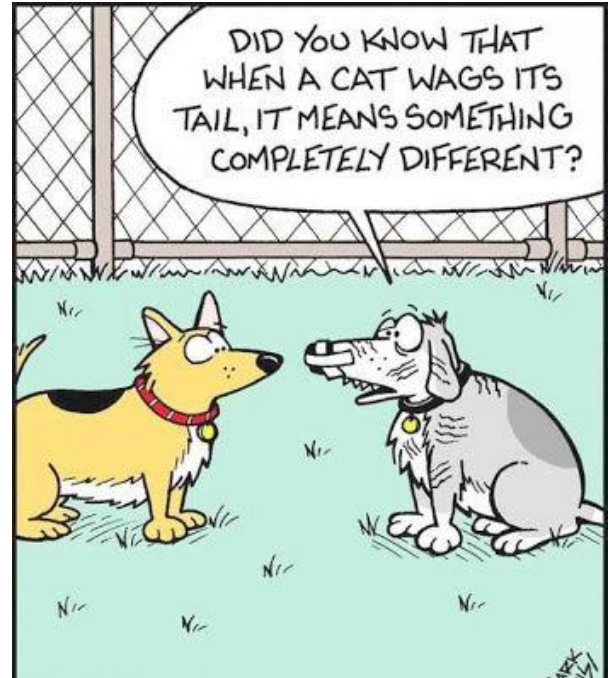
A painting of Queen Victoria and her Christmas tree made everyone want one.

- D. Which member of the Royal Family was born in 2015? The pictures below can help!

Princess Charlotte



Miscommunication



1. Watch the Mr. Bean clip and answer the following questions.

A. What does Mr. Bean do when he wakes up and realises it's Christmas morning?

Does this mean he is happy or sad? _____

B. How does Mr. Bean feel when he sees his exam?

How can you tell? _____

C. What does Mr. Bean do when he is on the diving board?

What does this mean? _____

D. How does Mr. Bean stop himself from falling asleep?

What do you do when you are tired and need to stay awake?

E. Does Mr. Bean like his food?

F. What does he do when the waiter asks him if the food is nice?

Is this something typically British? _____

G. How does Mr. Bean feel during his trip out to the cinema?

Does he enjoy the film? _____

Does he pretend to like the film? _____

2. Fill in the missing words

Body language is used to express _____. It exists both in animals and _____. The interpretation of body language depends on where someone _____ and what their _____ is. Because everyone's body language is different, this can cause problems when communicating. We call this _____.

3. Not everything is as it may seem

Watch the clip and fill in the missing word: When speaking to someone from another country we mustn't _____ them, as things may not be as they seem!

4. Watch the clip and answer the following questions.***Problem no. 1***

A. What does the President want to know?

B. What is the answer to the President's question?

C. What is the name of the President? He was President of the United States from 2001 until 2009.

D. What is the problem? Tick the box with the correct answer.

- Condoleezza doesn't answer the question.
- Condoleezza doesn't pronounce the name correctly.
- Condoleezza pronounces the name correctly but the President doesn't realise she means 'Hu' and not 'who'.

Problem no. 2

E. Condoleezza says "yes sir" a lot, but the President gets confused. What does he think she is saying?

F. Does Condoleezza offer the President a coffee?

5. Role play:

Your teacher is going to choose two pupils to come to the front of the class. They are going to act out a scene. You then have to guess what the problem is.

Scene 1

Why was the waiter angry?

- The customer's English was bad
- The customer swore at the waiter
- The customer didn't say 'please'

Scene 2

What did Sophie do wrong?

- She ate all of the food
- She swore
- She said no to the food

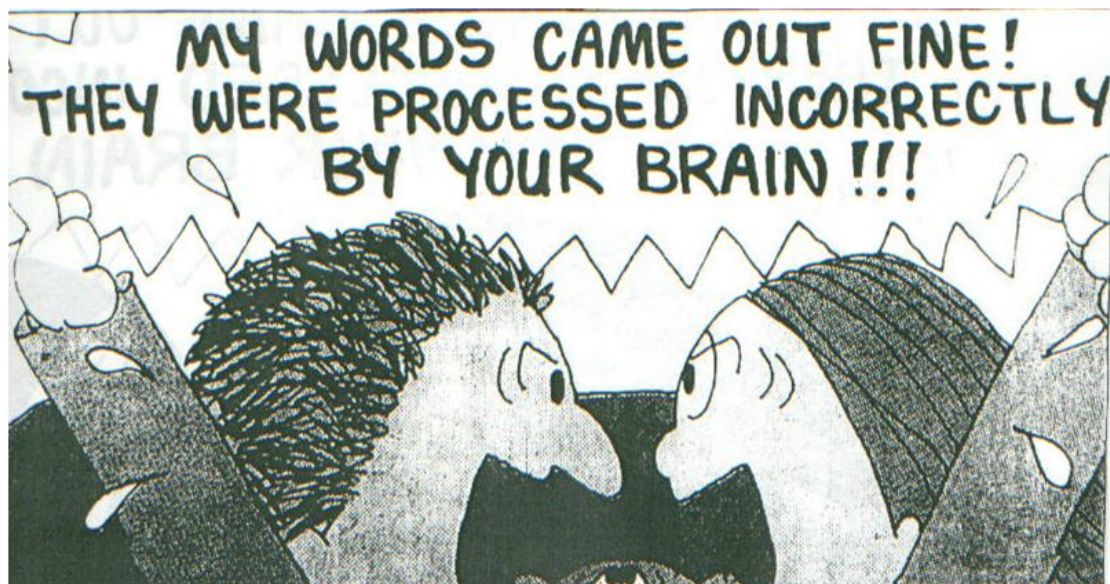
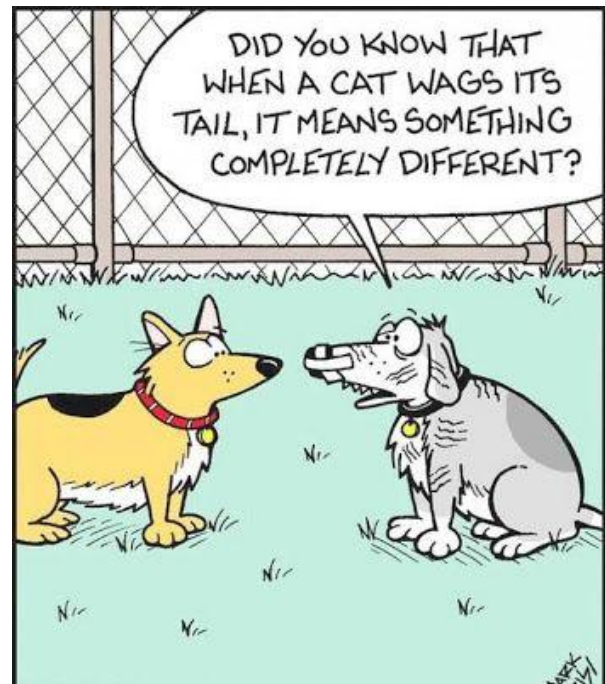
Scene 3

What did Sarah do wrong?

- She didn't say thank you
- She didn't say if she would ring Misa or not
- She put the business card in her pocket

Miscommunication

Teacher's version



Objectives

Cultural objectives

- The pupils can name the possible causes of a miscommunication problem by means of a class discussion;
- The pupils can name Mr Bean when shown a picture. They can also give his nationality and his name in real life;
- The pupils can name George W. Bush when shown a picture.

Knowledge

- The pupils can give a definition of 'miscommunication';
- The pupils know when to use formal English and when to use informal English;
- The pupils know what homonyms are and can give an example in English.

Skills

- The pupils are able to use the present simple in a sentence when talking about miscommunication and body language;
- The pupils are able to act out a situation illustrating miscommunication in front of the class.

Attitudes

- The pupils are willing to listen to each other;
- The pupils show respect when talking about each other's body language.

1. Watch the Mr. Bean clip and answer the following questions.

<https://www.youtube.com/watch?v=9cX6Valy2yA>

A. What does Mr. Bean do when he wakes up and realises it's Christmas morning?

He jumps up and down.

Does this mean he is happy or sad? *He is happy that Christmas Day is finally here.*

B. How does Mr. Bean feel when he sees his exam?

He looks worried and panics.

How can you tell? *By his facial expressions.*

C. What does Mr. Bean do when he is on the diving board?

He looks away from the water and holds on to the bars and the floor.

What does this mean? *He is scared of heights.*

D. How does Mr. Bean stop himself from falling asleep?

He holds his eyes open.

What do you do when you are tired and need to stay awake?

E. Does Mr. Bean like his food?

No, he thinks it is disgusting.

F. What does he do when the waiter asks him if the food is nice?

He pretends he is enjoying his food.

Is this something typically British? *Yes, the British try and stay polite even if they don't like something.*

G. How does Mr. Bean feel during his trip out to the cinema?

He is scared.

Does he enjoy the film? *No, it is probably a horror film.*

Does he pretend to like the film? *Yes, he doesn't want his date to think he is scared.*

2. Fill in the missing words

Body language is used to express *feelings*. It exists both in animals and *humans*. The interpretation of body language depends on where someone *lives/is from* and what their *culture* is. Because everyone's body language is different, this can cause problems when communicating. We call this *miscommunication*.

3. Not everything is as it may seem

<https://www.youtube.com/watch?v=8Ox5LhIJSBE>

Watch the clip and fill in the missing word: When speaking to someone from another country we mustn't *judge* them, as things may not be as they seem!

4. Watch the clip and answer the following questions.

<https://www.youtube.com/watch?v=D3a3fgUkw6c>

Problem no. 1

G. What does the President want to know?

Who is the new leader of China?

H. What is the answer to the President's question?

Hu.

I. What is the name of the President? He was President of the United States from 2001 until 2009.

George W. Bush

J. What is the problem? Tick the box with the correct answer.

- Condoleezza doesn't answer the question.
- Condoleezza doesn't pronounce the name correctly.
- Condoleezza pronounces the name correctly but the President doesn't realise she means 'Hu' and not 'who'.

Problem no. 2

K. Condoleezza says "yes sir" a lot, but the President gets confused. What does he think she is saying?

Yassir

L. Does Condoleezza offer the President a coffee? *No, she asks him if he wants to speak to Kofi.*

5. Role play:

Your teacher is going to choose two pupils to come to the front of the class. They are going to act out a scene. You then have to guess what the problem is.

Scene 1

Why was the waiter angry?

- The customer's English was bad
- The customer swore at the waiter
- The customer didn't say 'please'

Sticking two fingers up at someone (so the opposite way of the peace sign) is often compared to the offensive gesture known as 'the finger'. The V sign, when the palm is facing toward the person giving the sign, has long been an insulting gesture in England, and later in the rest of the United Kingdom, Ireland, Australia, Canada, India, Pakistan and New Zealand.

Scene 2

What did Sophie do wrong?

- She ate all of the food
- She swore
- She said no to the food

Refusing food is often perceived as rude in several countries such as Greece, Lebanon and Vietnam.

Scene 3

What did Sarah do wrong?

- She didn't say thank you
- She didn't say if she would ring Misa or not
- She put the business card in her pocket

Putting a business card in a pocket or a wallet is considered rude by the Japanese. The business card should be on display throughout the meeting and once the meeting is over the card is only allowed in a card holder.

Attachment: miscommunication cards

Scene 1- On holiday in England

Waiter

Hello, how can I help you?

....

What would you like to drink?



....

(look shocked and walk away)

Scene 1 - On holiday in England

Customer

....

I would like something to drink please.

....

Could I have two pints please?



...



(look confused)

Scene 2 - On holiday in Lebanon - Dinner at a friend's house

Mustafa: Hello Sophie, welcome to my house.

Sophie: Thank you for inviting me Mustafa.

Mustafa: Would you like some tea?

Sophie: Yes please!

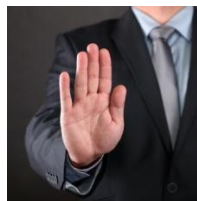
Mustafa goes and gets some tea. Sophie reads the newspaper.

Mustafa: Here is your tea Sophie.

Sophie: Thank you!

Mustafa: Would you like some of this cake I made?

Sophie: Oh, no thank you!



Mustafa walks away in shock.

Scene 3 – In Japan

Misa: My name is Misa and I work for Vogue magazine. What is your name?

Sarah: Hi, my name is Sarah.

Misa: How old are you Sarah?

Sarah: I'm 17 years old.

Misa: You are very tall, do you work as a model?

Sarah: No, I still go to school.

Misa: I am looking for new models to work for Vogue magazine. Here is my business card. Please call me if you are interested.

Sarah: Okay thank you. I will ring you when I have time.

Sarah puts the business card in her pocket.

Misa: Oh okay then, bye!

Misa walks off angrily.

Music around the world



1. Music shows

1. What is the name of the show?

2. What is the name of the singer?

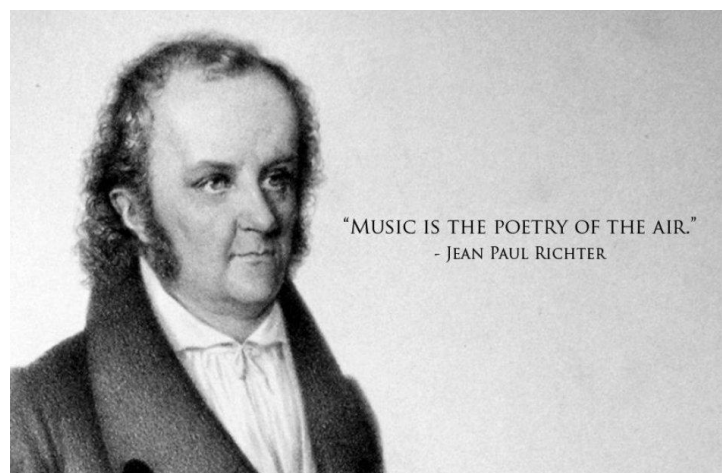
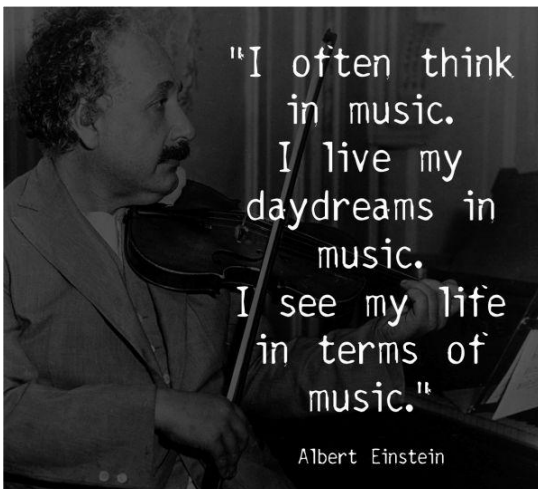
3. Since 2010 he has been a member of a boy band. What is the name of this boy band?

4. From which country is this boy band from? Do you know any other singers or bands from this country?

5. The show that can be seen in the clip has become very popular in several countries. It has become a big part of British culture and other cultures around the world. Do you know of any shows that are similar in Belgium?

2. Music and quotes

Read the following quotes, do you agree with these sayings? Is music important to you? Discuss with the rest of the class.



3. Music in history



A. Look at the pictures and circle the correct missing word.

TOTP or (Tip of the Pods/Top of The Pops) was a (American/British) music chart (television/radio) show made by the BBC. The show started in 1964 and ended in 2006. A lot of famous musicians performed on the show, including the (American/British) boy band 'The Beatles and (American/British) pop princess Britney Spears.

B. What do you know about Britney Spears and the Beatles? Read the following text and write the correct words by the correct person.

Britney Spears was born on December 2, 1981, in McComb, Mississippi. In 1962 she starred in *The All-New Mickey Mouse Club* at age 11, and began a very successful career as a pop singer and performer. A few of her famous songs are "...Baby One More Time", "Oops!...I did it again", "Toxic", "Womanizer" and the most recent single "Slumber party". She has also starred in a few films.

The Beatles were a legendary rock group from Liverpool, England. They started singing together in 1960, and went on to transform popular music. The Beatles were one of the most popular bands of all time, some of their songs are "Yesterday," "Hey Jude," "Penny Lane," "With A Little Help From My Friends," "Norwegian Wood (This Bird Has Flown)," "Day Tripper" and "Come Together." A picture of them in Abbey Road, London has become very famous. This picture was the cover of their album 'Abbey Road'. Every year lots of tourists try to recreate the same picture.



One Direction



The Beatles

from Liverpool – rock band – pop singer – 1960 → 1970 – Abbey road - 1992 → present – actress – Oops!...I Did It Again - born in Mississippi — Beatlemania

Britney Spears	The Beatles

C. Listen to the following Beatle’s song, what is the name of the song?

What do you think of when you hear this song? Circle the answer(s).

birthday party – Christmas – peace – school – holidays – problems – family – old music – a message – hip hop – rock and roll – pop music – classical music

Why did you choose these answers? Discuss with the rest of the class.

What is the message of this song? Explain in Dutch.

D. Watch two famous singers cover this famous song to celebrate 50 years of the Beatles. What are the names of these singers?

E. A lot of men want to be performers like the Beatles. But are they as good?

The first time you watch the clip you are going to answer the following questions:

1. What are these five men doing in the clip? Circle the correct answer(s).

dancing – singing – rapping – playing football

2. What type of clip is this?

a music video – a short story – an advertisement

3. What type of song are they dancing to? Circle the correct answer.

a hip hop song – a piece of classical music – a rock song – a pop song

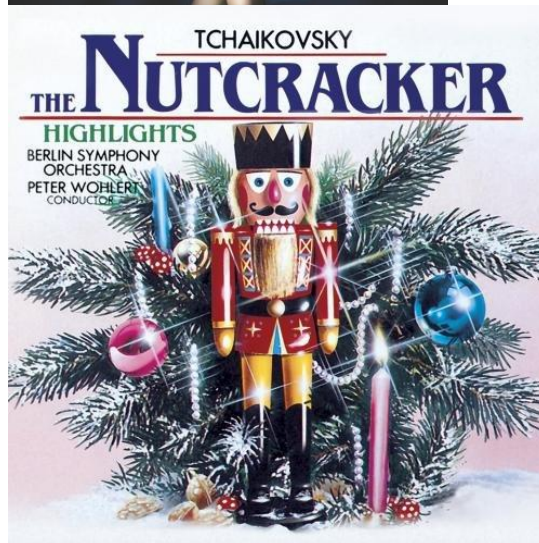
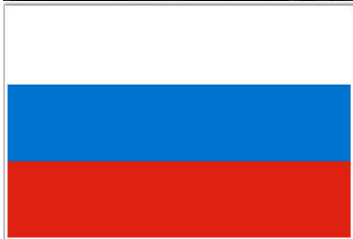
- D. This is a very famous song called ‘Dance of the Sugar Plum Fairy’. It is usually played at Christmas time all around the world. Do you know this song?**

Watch the original version of ‘Dance of the Sugar Plum Fairy’. For what type of performance is this music used? Circle the correct answer.

a theatre performance – a Broadway musical – a pantomime – a ballet

Fill in/choose the missing words. Use the hints below to help.

This song was created for the ‘The Nutcracker’ which is a _____. The music was written by Tchaikovsky, a famous (Russian/American/British) _____ composer. He has also written the music for the ballet _____.



E. My favourite artist

- a) Go to <https://www.stardoll.com/en/dolls-games/> and search for your favourite artist. Fill in the following biography so that you can tell your partner more about your favourite singer. You can use the example to help you.
- b) Dress your singer up and click on ‘save doll’.
- c) Go to Wikipedia and write down three of his/her songs/films. Add this to the biography.
- d) Present your favourite artist to the rest of the class.

An example:

Biography

Name: P!nk, her real name is Alecia Beth Moore

Birthday: September 8th 1979

Profession: American singer-songwriter

Interesting fact: She follows a strict vegetarian diet.

Songs: *Dear Mr. President, So what & funhouse*

Biography

Name:

Birthday:

Profession:

Interesting fact:

Songs:

Music around the world

Teacher's version



Objectives

Cultural objectives

- The pupils can name the Beatles and Britney Spears when shown a picture. They can also name their nationality and job;
- The pupils can name the X factor when shown a clip;
- They can spell the name 'TOTP' in full when given the abbreviation;
- They can name the song title 'Dance of the Sugar Plum Fairy' when they listen to the song;
- They can name the composer of 'Dance of the Sugar Plum Fairy' and state whether it is a modern or classical song;
- They can state what type of performance 'The Nutcracker' is.

Skills

- The pupils are able to use the present simple in a sentence when talking about their favourite artist/music and music in general;
- The pupils are able to create a biography of their own favourite artist.

Attitudes

- The pupils are willing to listen to each other;
- The pupils show respect when talking about their favourite music/singer/band.

1. Music shows

1. What is the name of the show?

https://www.youtube.com/watch?v=8U_F3jK0Sw

The X factor

What is the name of the singer?

Louis Tomlinson

2. Since 2010 he has been a member of a boy band. What is the name of this boy band?

One Direction

3. From which country is this boy band from? Do you know any other singers or bands from this country?

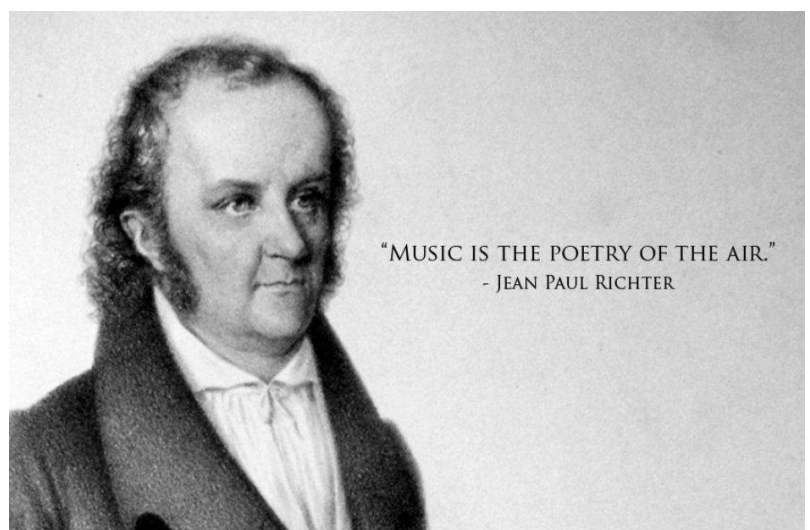
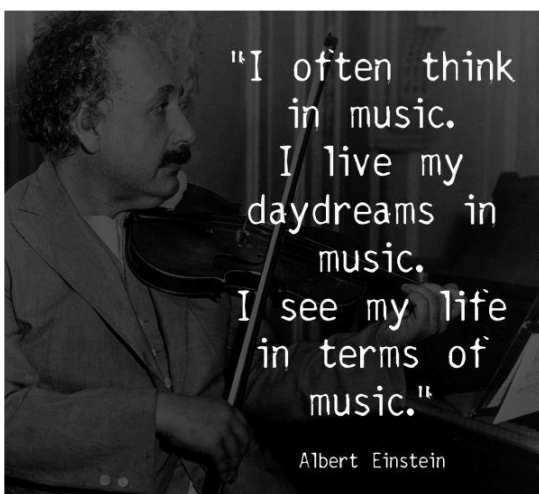
England. Pupils' own answers.

4. The show that can be seen in the clip has become very popular in several countries. It has become a big part of British culture and other cultures around the world. Do you know of any shows that are similar in Belgium?

Pupil's own answers.

2. Music and quotes

Read the following quotes, do you agree with these sayings? Is music important to you? Discuss with the rest of the class.



3. Music in history



A. Look at the pictures and circle the correct missing word.

TOTP or (Tip of the Pods/Top of The Pops) was a (British/American) music chart (television/radio) show made by the BBC. The show started in 1964 and ended in 2006. A lot of famous musicians performed on the show, including the (American/British) boy band 'The Beatles and (American/British) pop princess Britney Spears.

B. What do you know about Britney Spears and the Beatles? Read the following text and write the correct words by the correct person.

Britney Spears was born on December 2, 1981, in McComb, Mississippi. In 1962 she starred in *The All-New Mickey Mouse Club* at age 11, and began a very successful career as a pop singer and performer. A few of her famous songs are "...Baby One More Time", "Oops!...I did it again", "Toxic", "Womanizer" and the most recent single "Slumber party". She has also starred in a few films.

The Beatles were a legendary rock group from Liverpool, England. They started singing together in 1960, and went on to transform popular music. The Beatles were one of the most popular bands of all time, some of their songs are "Yesterday," "Hey Jude," "Penny Lane," "With A Little Help From My Friends," "Norwegian Wood (This Bird Has Flown)," "Day Tripper" and "Come Together." A picture of them in Abbey Road, London has become very famous. This picture was the cover of their album 'Abbey Road'. Every year lots of tourists try to recreate the same picture.



One Direction



The Beatles

from Liverpool – rock band – pop singer – 1960 → 1970 – Abbey road - 1992 → present – actress – Oops!...I Did It Again - born in Mississippi — Beatlemania

<p>Britney Spears <i>pop singer</i> <i>1992 → present</i> <i>actress</i> <i>Oops!...I Did It Again</i> <i>born in Mississippi (USA)</i></p>	<p>The Beatles <i>from Liverpool</i> <i>rock band</i> <i>1960-1970</i> <i>Abbey road</i> <i>Beatlemania</i></p>
---	---

C. Listen to the following Beatle’s song, what is the name of the song?

<https://www.youtube.com/watch?v=cKolD582AVI>

“Let it be”

What do you think of when you hear this song? Circle the answer(s).

Pupils’ own answer.

birthday party – Christmas – peace – school – holidays – problems – family – old music – a message – hip hop – rock and roll – pop music – classical music

Why did you choose these answers? Discuss with the rest of the class.

What is the message of this song? Explain in Dutch.

Het is wat het is, laat het zijn.

D. Watch two famous singers cover this famous song to celebrate 50 years of the Beatles. What are the names of these singers?

<https://www.youtube.com/watch?v=FwFgvRISgU4>

John Legend and Alicia Keys

E. A lot of men want to be performers like the Beatles. But are they as good?

<https://www.youtube.com/watch?v=xdVQHSHXapak>

The first time you watch the clip you are going to answer the following questions:

1. What are these five men doing in the clip? Circle the correct answer(s).

dancing – singing – rapping – playing football

2. What type of clip is this?

a music video – a short story – **an advertisement**

3. What type of song are they dancing to? Circle the correct answer.

a hip hop song – a piece of classical music – a rock song – a pop song

F. This is a very famous song called ‘Dance of the Sugar Plum Fairy’. It is usually played at Christmas time all around the world. Do you know this song?

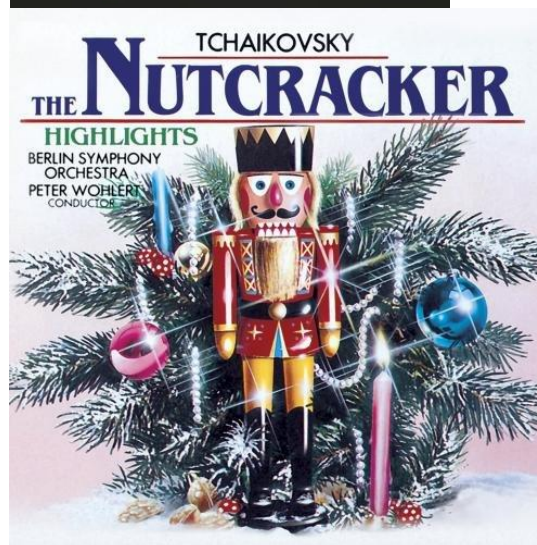
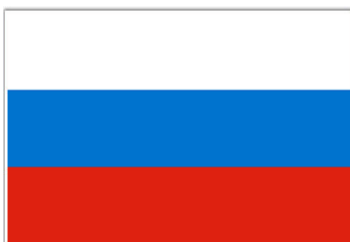
https://www.youtube.com/watch?v=Wz_f9B4pPtg

Watch the original version of ‘Dance of the Sugar Plum Fairy’. For what type of performance is this music used? Circle the correct answer.

a theatre performance – a Broadway musical – a pantomime – a ballet

Fill in/choose the missing words. Use the hints below to help.

This song was created for the ‘The Nutcracker’ which is a *ballet*. The music was written by Tchaikovsky, a famous (Russian/American/British) *Russian* composer. He has also written the music for the ballet *Swan Lake*



G. My favourite artist

- e) Go to <https://www.stardoll.com/en/dolls-games/> and search for your favourite artist. Fill in the following biography so that you can tell your partner more about your favourite singer. You can use the example to help you.
- f) Dress your singer up and click on 'save doll'.
- g) Go to Wikipedia and write down three of his/her songs/films. Add this to the biography.
- h) Present your favourite artist to the rest of the class.

An example:

<u>Biography</u>
Name: P!nk, her real name is Alecia Beth Moore
Birthday: September 8 th 1979
Profession: American singer-songwriter
Interesting fact: She follows a strict vegetarian diet.
Songs: <i>Dear Mr. President, So what & funhouse</i>

Biography

Name:

Birthday:

Profession:

Interesting fact:

Songs:

Test

Name: _____	Class: _____
Date: _____	Score: / 5
Test: music around the world	

1 . What does 'TOTP' stand for?	

2. What type of show was 'TOTP'?	

3. The Beatles were from which country?	

4. What is Britney Spears' job?	
She is a _____	
5. 'Dance of the Sugar Plum Fairy' is played during which ballet?	
'Dance of the Sugar Plum Fairy' is played during _____	
<u>Criteria</u>	
-0,5 per spelling mistake	

Test – key

Name: _____	Class: _____
Date: _____	Score: / 5
Test: music around the world	

1 . What does 'TOTP' stand for?	
<i>Top of The Pops</i>	
2. What type of show was 'TOTP'?	
<i>A British music chart show</i>	
3. The Beatles were from which country?	
<i>England</i>	
4. What is Britney Spears' job?	
She is a <i>singer/actress</i>	
5. 'Dance of the Sugar Plum Fairy' is played during which ballet?	
<i>'Dance of the Sugar Plum Fairy' is played during the Nutcracker.</i>	
<u>Criteria</u>	
-0,5 per spelling mistake	

London and beyond



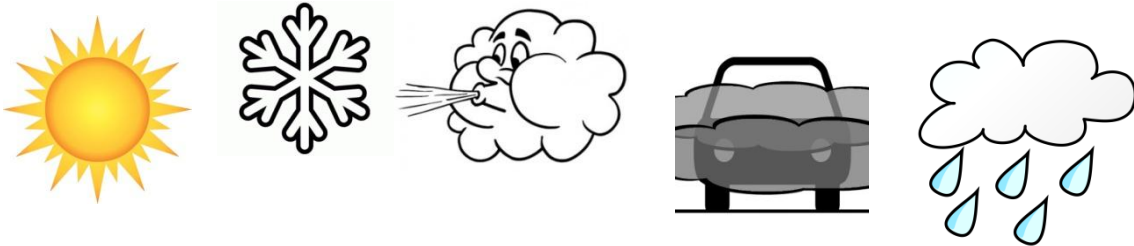
1. Read the poem and answer the following questions.

What is the weather like in the poem?

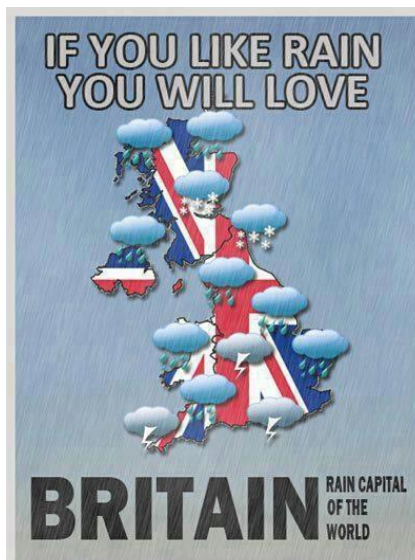
Tight London streets
 From the fourth floor
 Can only see across
 Dark sky
 On a rainy evening
 Drops falling furiously
 In a streetlamp glow
 Wet leaves of a tree
 Top floor architecture
 Finished off with
 Fancy facades and statues
 That are never seen
 From the street
 - Unknown

What is your favourite weather?

warm weather – cold weather – windy weather – foggy weather - rainy weather



2. Take a look at the following picture. Is this something people always say about Britain? Have you heard this before? Discuss with the rest of the class.



3. The following sentence belongs to a very well-known rhyme*. Watch the clip and answer the questions below.

*rijm



The family in the clip are British but come from another country. This is why their accent is different. Can you guess which country they are from? The following pictures may help. Choose from the options below.



The family is from...

- Spain
- Portugal
- Turkey
- India

4. Fun facts about London

Fill in the missing word. Choose from the options below.

British Spaniards – British Portuguese – British Turks – British Indians

_____ form a large group in London with a population of around 542,857 or 6.6% of the population. Most of them live in West London, home to London's Hindu community. However they also live in many other parts of the UK.

Read the following text about London. Indicate whether the statements are true or false.

London is the capital of England and the United Kingdom. The river Thames runs through the city. Nearly 10 million people live in London, that is nearly as many people as in the whole of Belgium. 11 million people live in Belgium. London is a multicultural city. In 2011, 59,8% of the Londoners were White, 18,4% were Asian, 13,3% were Black, 5% were of mixed race, 1,3% were Arab and 2.1% were of another race. 300 different languages are used in London. 36,7% of the London population is born outside of the UK. A lot of these people were born in India, Poland, the Republic of Ireland, Bangladesh and Nigeria.

Statement	True/False
London is the capital of the UK	
The river Severn runs through London	
10 million people live in London	
London only has one culture	
People who live in London are called 'Londoners'	
There are only 50 languages spoken in London	

5. Where are you from? Look at the list of countries below. Then answer the questions. If your country isn't on the list, ask your teacher for the translation and add it to the grid!

Where were you born?





I was born in _____

Where were your parents born? Where were your grandparents born?

My parents were born _____

My grandparents were born in _____



<p>The United Kingdom</p>	
<p>France</p>	
<p>Germany</p>	
<p>Spain</p>	

<p>Italy</p>	 <p>A map of Italy and its surrounding regions. Italy is highlighted in orange. Neighboring countries include Germany, Austria, Hungary, France, Switzerland, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, and Albania. The Mediterranean Sea is shown, with the Tyrrhenian Sea to the west, the Adriatic Sea to the east, and the Ionian Sea to the south. Major cities like Milan are marked. Other countries shown include Algeria and Tunisia.</p>
<p>The Netherlands</p>	 <p>A map of the Netherlands, highlighted in orange. Major cities like Amsterdam, Rotterdam, and The Hague are marked. Neighboring countries are Germany to the east and Belgium to the south. The North Sea is to the west.</p>
<p>Turkey</p>	 <p>A map of Turkey and the surrounding Middle Eastern region. Turkey is highlighted in orange. Neighboring countries include Georgia, Armenia, Azerbaijan, Iran, Iraq, Syria, Jordan, Saudi Arabia, Kuwait, Egypt, Libya, Greece, Bulgaria, Romania, Serbia, Macedonia, Albania, and Italy. The Black Sea is to the north, the Mediterranean Sea to the south, and the Caspian Sea to the northeast. Major cities like Ankara and Istanbul are marked. Water bodies like the Aegean Sea, Ionian Sea, and Gulf of Sidra are also shown.</p>

<p>Greece</p>	 <p>A map of the Balkan and Mediterranean region. Greece is highlighted in orange. Neighboring countries labeled include BOS., SERBIA, MONT., BULGARIA, ALBANIA, ITALY, and TURKEY. Bodies of water labeled include the Black Sea, Aegean Sea, Ionian Sea, and Mediterranean Sea. The word 'GREECE' is written in large bold letters over the country.</p>
<p>Poland</p>	 <p>A map of Central Europe. Poland is highlighted in orange. Neighboring countries labeled include Russia, Lithuania, Belarus, Ukraine, Germany, Czech Rep., and Slovakia. The city of Warsaw is marked with a star, and Katowice is marked with a dot. The Baltic Sea is labeled to the north. The word 'Poland' is written in large bold letters over the country.</p>
<p>The United States</p>	 <p>A world map where the United States (including Alaska and Hawaii) is highlighted in red. The text 'United States of America' is written in red below the map.</p>
<p>Morocco</p>	 <p>A world map where Morocco is highlighted in red. The word 'Morocco' is written in red below the map.</p>

6. Accents

In the United Kingdom there are a lot of different accents. Two well-known accents are 'The Queen's English' and 'Cockney'.

Listen to the following clips of these two accents. Which one is which? Have a guess! Tick the correct box.

	The Queen's English	Cockney
Clip 1		
Clip 2		

Which accent do you prefer? Discuss with the rest of the class.

Watch the clip about the cockney accent and fill in the missing words.

- A. It is the accent of the true _____.
- B. A regular person might say 'doctor' but a cockney says _____.
- C. 'H', don't need _____ get rid of _____!
- D. Cockneys say _____ instead of 'hell'.
- E. 'Water' is pronounced like _____.
- F. There are _____ types of 'TH' sounds in English.
- G. Cockneys replace the 'TH' sound with a _____ or a _____.
- H. The sounds come from around the _____.
- I. The cockneys say _____ instead of 'my'.
- J. The cockney word for wife/girlfriend is _____.
- K. They don't say money, they say _____.

Watch the clip about the Queen's English and indicate whether the statements are true or false.

Statement	True/False
Posh people don't say 'yes'	
Posh people never say 'yah'	
'Jolly well' means 'okay, good'	
Posh people say 'anyhow' and not 'anyway'	
'Indeed' is used to agree or say yes	
'Gosh' is used when someone is sad	

London and beyond

Teacher's version



Objectives

Cultural objectives

- The pupils can name 'British Indians' when given a text describing the group of British inhabitants;
- The pupils can name the capital of England and the United Kingdom.

Knowledge

- The pupils know that 'Cockney slang' is informal English and that the 'Queen's English' is formal English

Skills

- The pupils are able to say where they are from and where their parents/grandparents are from

Attitudes

- The pupils are willing to listen to each other;
- The pupils show respect when talking about their own cultural background and different cultures.

1. Read the poem and answer the following questions.

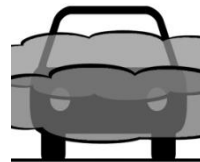
What is the weather like in the poem?

It is raining.

Tight London streets
 From the fourth floor
 Can only see across
 Dark sky
 On a rainy evening
 Drops falling furiously
 In a streetlamp glow
 Wet leaves of a tree
 Top floor architecture
 Finished off with
 Fancy facades and statues
 That are never seen
 From the street
 - Unknown

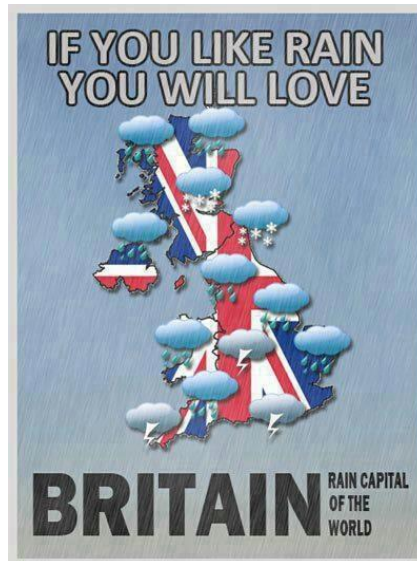
What is your favourite weather?

warm weather – cold weather – windy weather – foggy weather - rainy weather



Once the pupils have chosen their favourite weather get the pupils to ask each other the question. When they have done this ask them what the weather is like in Belgium or their country of origin.

2. Take a look at the following picture. Is this something people always say about Britain? Have you heard this before? Discuss with the rest of the class.



Discuss with the class if they associate Britain with bad weather. Why is this/isn't this? Do they see images of bad weather in Britain online or on the television?

3. The following sentence belongs to a very well-known rhyme*. Watch the following clip and answer the questions below.

<https://www.youtube.com/watch?v=0HkoKsrBGyc>

*rijm



Explain to the pupils that rhymes play an important role in the lives of British children. They are a part of the British culture. Ask the pupils if rhymes were important during their childhood in their native tongue.

The family in the clip are British but come from another country. This is why their accent is different. Can you guess which country they are from? The following pictures may help. Choose from the options below.



The family is from...

- Spain
- Portugal
- Turkey
- India

Tip! Avoid stereotyping by explaining to the pupils that not all Indian women wear these types of clothes on a daily basis. Some do, some don't. It is however a big part of their culture/heritage.

The teacher should also explain why there are so many Indians in Britain (due to the colonisation of India by the British during more than 3 centuries.)

4. Fun facts about London

Fill in the missing word. Choose from the options below.

British Spaniards – British Portuguese – British Turks – British Indians

British Indians form a large group in London with a population of around 542,857 or 6.6% of the population. Most of them live in West London, home to London's Hindu community. However they also live in many other parts of the UK.

Ask the pupils if religion is important to them and ask them why (not).

Read the following text about London. Indicate whether the statements are true or false.

London is the capital of England and the United Kingdom. The river Thames runs through the city. Nearly 10 million people live in London, that is nearly as many people as in the whole of Belgium. 11 million people live in Belgium. London is a multicultural city. In 2011, 59,8% of the Londoners were White, 18,4% were Asian, 13,3% were Black, 5% were of mixed race, 1,3% were Arab and 2.1% were of another race. 300 different languages are used in London. 36,7% of the London population is born outside of the UK. A lot of these people were born in India, Poland, the Republic of Ireland, Bangladesh and Nigeria.

Indicate these countries on a map by means of a PowerPoint. Add a few images of the country itself so that the pupils have a better understanding of what some of the people and country look like.

Statement	True/False
London is the capital of the UK	True
The river Severn runs through London	False, the river Thames runs through London
10 million people live in London	False, explain the importance of 'nearly' in this sentence if necessary
London only has one culture	False, London has a lot of cultures
People who live in London are called 'Londoners'	True
There are only 50 languages spoken in London	False, there are more than 300 languages spoken in London.

5. Where are you from? Look at the list of countries below. Then answer the questions. If your country isn't on the list, ask your teacher for the translation and add it to the grid!

Where were you born?





I was born in _____

Where were your parents born? Where were your grandparents born?

My parents were born _____

My grandparents were born in _____



<p>The United Kingdom</p>	
<p>France</p>	
<p>Germany</p>	
<p>Spain</p>	

Italy	 A map of Italy and its surrounding regions. Italy is highlighted in orange. Neighboring countries include Germany, Austria, Hungary, France, Switzerland, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, and Albania. The Mediterranean Sea is shown, with the Tyrrhenian Sea to the west, the Adriatic Sea to the east, and the Ionian Sea to the south. Major cities like Milan are marked.
The Netherlands	 A map of the Netherlands, highlighted in orange. Major cities like Amsterdam, Rotterdam, and The Hague are marked. Neighboring countries are Germany to the east and Belgium to the south. The North Sea is to the west.
Turkey	 A map of Turkey and the surrounding Middle Eastern region. Turkey is highlighted in orange. Neighboring countries include Iraq, Iran, Georgia, Armenia, Azerbaijan, and Syria. The Black Sea is to the north, and the Mediterranean Sea is to the south. Major cities like Istanbul, Ankara, and Baghdad are marked.

Greece	 A map of Greece and its surrounding regions. Greece is highlighted in orange. Neighboring countries include Bosnia (BOS.), Serbia, Montenegro (MONT.), Bulgaria, Albania, Macedonia (MACE.), Italy, and Turkey. The Black Sea is to the north, the Aegean Sea to the east, the Ionian Sea to the west, and the Mediterranean Sea to the south.
Poland	 A map of Poland and its surrounding countries. Poland is highlighted in orange. Neighboring countries include Russia, Lithuania, Belarus, Ukraine, Slovakia, Czech Republic (Czech Rep.), and Germany. The Baltic Sea is to the north. The city of Warsaw is marked with a star, and Katowice is marked with a dot.
The United States	 A world map where the United States of America is highlighted in red. The text "United States of America" is written in red below the map.
Morocco	 A world map where Morocco is highlighted in red. The text "Morocco" is written in red below the map.

Tip! Be wary that some pupils may have moved to Belgium because they had to flee their country. Don't ask questions that could cause upset, for example "How did you arrive in Belgium?", "Who did you come to Belgium with?" etc.

6. Accents

In the United Kingdom there are a lot of different accents. Two well-known accents are 'The Queen's English' and 'Cockney'.

Listen to the following clips of these two accents. Which one is which? Have a guess! Tick the correct box.

	The Queen's English	Cockney
Clip 1		x
Clip 2	x	

Ask the pupils who they saw in the second clip. Show a part of the clip a second time. Ask the pupils what they know about Princess Diana and Prince William. If they don't know who they are then give the pupils a bit more information. Ask the pupils if the Belgian royal family is an important part of Belgian culture. Ask them whether they think the British find their royal family important. Is there a difference? Why is this?

Clip 1: <https://www.youtube.com/watch?v=NsJ1bVV1vk0> – cockney

Clip 2: <https://www.youtube.com/watch?v=YQXbGxYJUFU> – Queen's English

Which accent do you prefer? Discuss with the rest of the class.

Watch the clip about the cockney accent and fill in the missing words.

<https://www.youtube.com/watch?v=1WvIwKL8oLc>

- A. It is the accent of the true *Londoner*.
- B. A regular person might say 'doctor' but a cockney says *doctaah*.
- C. 'H', don't need *em* get rid of *em*!
- D. Cockneys say '*hew*' instead of "hell".
- E. 'Water' is pronounced like '*wa'er*'.
- F. There are *two* types of 'TH' sounds in English.
- G. Cockneys replace the 'TH' sound with a '*V*' or an '*F*'.
- H. The sounds come from around the *mouth*.

- I. The cockneys say 'me' instead of 'my'.
- J. The cockney word for wife/girlfriend is *missus*.
- K. They don't say money, they say *dosh/dough*.

Watch the clip about the Queen's English and indicate whether the statements are true or false.

<https://www.youtube.com/watch?v=A0-Dex6X9m4>

Statement	True/False
Posh people don't say 'yes'	True
Posh people never say 'yah'	False
'Jolly well' means 'okay, good'	True
Posh people say 'anyhow' and not 'anyway'	True
'Indeed' is used to agree or say yes	True
'Gosh' is used when someone is sad	False

Discuss orally why some of the answers were false. The pupils don't have to write this down.

6.4 Reflection

Between February and December 2016, I had the opportunity to see if it is possible to teach culture in a fun and motivating way. Before discussing my findings, I'll discuss the classes I had the pleasure of teaching in the Provinciale Middenschool in Diepenbeek.

The first four periods I spent in a year one class, this was in February. They had never had English before and the main aim of the English lessons was to learn more about culture. This was the perfect time and place to test out my work forms. The topic of these lessons was British food. The pupils were very motivated and were constantly asking questions. There were plenty of opportunities to relate to the pupils' lives and it was clear to me that they enjoyed telling me, and each other, more about their eating habits. At the end of the lesson, I asked the pupils which work form they had enjoyed the most. They unanimously agreed that the card game was the most exciting part of the lesson. The booklet was meant to fill two English lessons but after testing it out myself, I found that you need about three lessons if you really want to take your time to explain everything. It also gives the pupils more chance to remember all the different types of food, as there are a lot of new things that they have to remember. Rushing this topic is something that should be avoided.

The remaining three periods were taught in a year 2 class. These lessons took place in December. These classes just so happened to be the classes that I had taught in February. The English teacher told me that they were looking forward to learning more from a native speaker. I was pleased to hear that they were keen on coming to my lesson. I asked the pupils at the beginning of the lesson what they had remembered about my lesson on British food. A lot of pupils said the carrot cake. It dawned on me that this was one of the types of food that I had spent the most time on, because I knew it sounded strange and I wanted to know if it appealed to the pupils. It was nice to know that this had stuck with the pupils.

I managed to test three other booklets in these classes: 'Miscommunication', 'Christmas traditions' and 'Is British culture different to yours?'. The pupils enjoyed all of the topics but the most popular one seemed to be 'Is British culture different to yours?'.

In my opinion the booklet 'Is British culture different to yours?' was the most popular because a lot of time was spent discussing their culture and comparing it to what they were learning about the British culture. It was a very rewarding lesson, the pupils were often in awe that another culture that seems so similar could be so different. At the end of the lesson, the pupils waved me goodbye saying "cheerio", proud that they could say something different and typically British.

I taught 'Christmas traditions' two weeks before the Christmas holiday when the pupils were in the festive spirit. I was most pleased with the reaction the video about WW1 produced; total and utter silence. The pupils were very moved by the video, which is exactly what I was hoping to achieve. It made them sit and think about how some people's lives can be very different, this type of discovery is what cultural learning is all about. This lesson should be taught in two periods as one period doesn't give enough room for conversations with the class.

'Miscommunication' made the pupils laugh the most, thanks to the videos I had carefully chosen. First the pupils learnt about body language and afterwards we discussed miscommunication. This booklet also needs two to three lessons if the teacher wants enough time to discuss the pupils' findings.

I can conclude by saying that it is possible to teach culture in a motivating way but there are a few conditions. Firstly, the teacher needs to invest a lot of time and effort into finding the correct way of exploiting these cultural topics. Furthermore, the teacher needs to be very knowledgeable about the culture that is going to be discussed. Finally, the teacher needs to be motivated to teach culture. If the teacher doesn't understand the importance of integrating culture then the idea of cultural discovery could become lost among the exercises.

Conclusion

This bachelor thesis was written with the aim of finding out why and how teachers can integrate culture in the EFL classroom. With the intention of finding an answer to the research questions, the definition of culture was explored, how it is linked to language and why it is important to teach this topic in today's classes. Secondly, research was done on how culture can be taught in a motivating way that is linked to both the pupils' lives and the year 2 EFL curriculum.

As we live in a globalised world, culture is an important part of life that everyone is confronted with on a daily basis. Culture is a strong tool for several reasons. Firstly, it can help the language learner discover more about one's inner self. Secondly, learning more about culture will allow the learner to be aware of different frames of reference. Finally, by being confronted with a cultural experience, the learner will retain this information for a longer period of time which will help avoid possible problems in the future. The conducted survey proved that culture is of great importance to EFL teachers and that they feel it should be utilised more in the English lessons.

Based on the booklets created and the lessons taught, it can be concluded that it is possible to integrate culture in the EFL class and that the results are ever so rewarding. However, it can be time consuming but the EFL teacher needs to understand that educating children or adults in this topic can be of great benefit to them. The use of culture in the EFL class is a great opportunity for English language learners to discover and understand more about each other, themselves and the world around them. This is something all teachers should embrace!

Attachments

Attachment 1: PowerPoint slides for the lesson on 'British food'

Slide 1



Slide 2



Slide 3

Time to learn a bit more about life in Britain!



The slide contains two images. On the left is a photograph of a classic red telephone booth in London, with the Big Ben clock tower visible in the background. On the right is a map of the United Kingdom, with the four constituent countries labeled: Scotland (blue), Wales (green), Northern Ireland (purple), and England (red with a white cross).

Slide 4




WALKERS
Cheese & Onion

Crisps
A packet of crisps

The slide features a blue packet of Walkers 'Cheese & Onion' crisps. The packet is shown with several golden-brown crisps in front of it. To the right of the packet, the text 'Crisps' and 'A packet of crisps' is displayed.

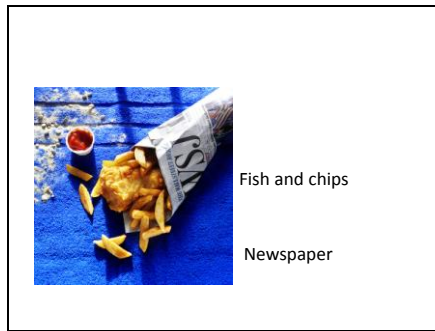
Slide 5



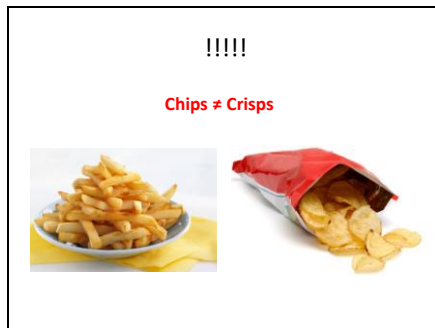
(Vegetable) curry and rice

The slide shows a white bowl filled with a vegetable curry served over a bed of white rice. The curry includes various vegetables and is garnished with fresh green herbs.

Slide 6



Slide 7



Slide 8



Slide 9



Slide 10



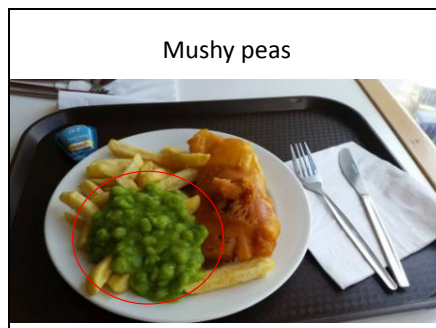
Slide 11



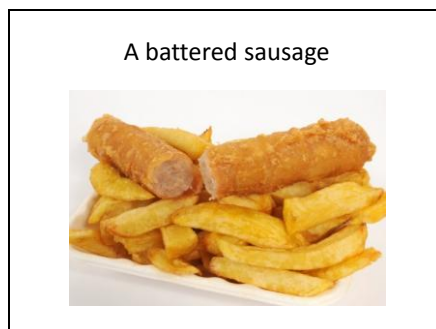
Slide 12



Slide 13



Slide 14



Slide 15



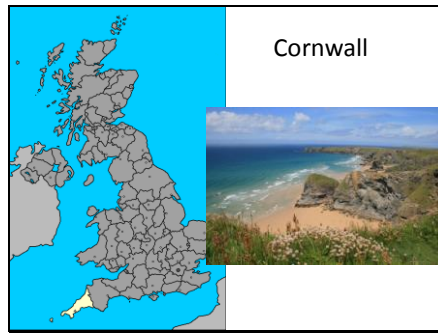
Slide 16



Slide 17



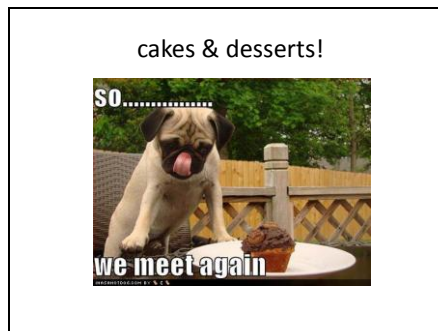
Slide 18



Slide 19



Slide 20



Slide 21



Slide 22



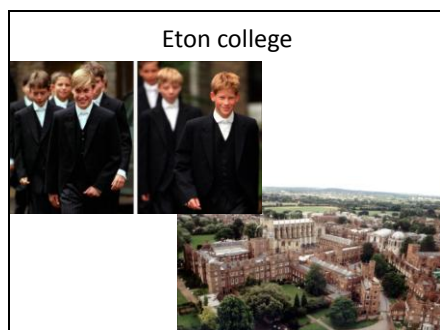
Slide 23



Slide 24



Slide 25



Slide 26



Slide 27

Spotted dick



Slide 28

Jam Roly-Poly



Slide 29

?



Slide 30



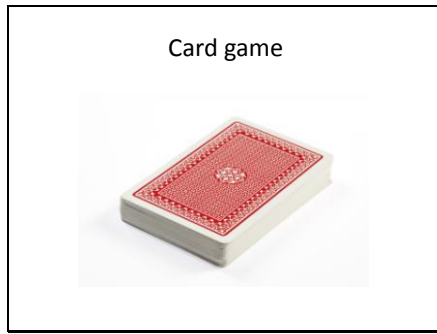
Slide 31



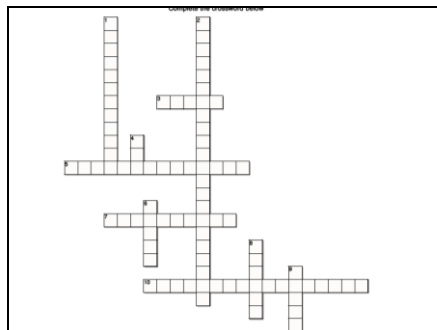
Slide 32



Slide 33




Slide 34



Slide 35

Make your own menu!



-Starter

-Main course

-Dessert

Attachment 2: PowerPoint slides for the lesson on 'Christmas Traditions'

Slide 1



Slide 2



Slide 3



Slide 4



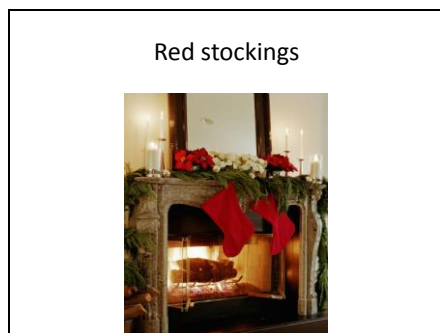
Slide 5



Slide 6



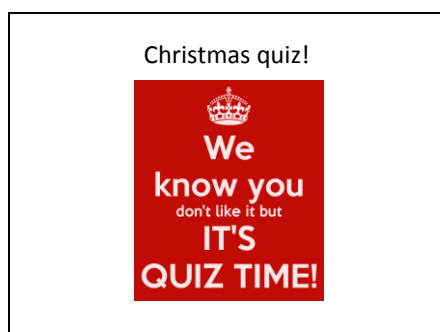
Slide 7



Slide 8



Slide 9




Attachment 3: PowerPoint slides for the lesson on 'Miscommunication'

Slide 1

Mr. Bean


- ▶ What does Mr. Bean do when he wakes up and realises it's Christmas morning?
He jumps up and down.
- ▶ Does this mean he is happy or sad?



Slide 2

Mr. Bean


- ▶ How does Mr. Bean feel when he sees his exam?
He looks shocked and worried.
- ▶ How can you tell?
By his facial expression. He also searches for some more questions that aren't there!



Slide 3

Mr. Bean


- ▶ What does Mr. Bean do when he is on the diving board?
He looks away from the water. He holds on to the bars and floor.
- ▶ What does this mean?
He is scared of heights.



Slide 4

Mr. Bean



- ▶ How does Mr. Bean stop himself from falling asleep?
He holds his eyes open.
- ▶ What do you do when you are tired and need to stay awake?



Slide 5

Mr. Bean


- ▶ Does Mr. Bean like his food?
No, he pulls a face because he thinks it's disgusting.
- ▶ What does he do when the waiter asks him if the food is nice?
He pretends he is enjoying the food.
- ▶ Is this something typically British?

Slide 6

Mr. Bean

- ▶ How does Mr. Bean feel during his trip out to the cinema?
He is scared.
- ▶ Does he enjoy the film?
No, it is probably a horror film.
- ▶ Does he pretend to like the film?
Yes, he doesn't want his date to think he is scared.



Slide 7

Body language

Body language is used to express feelings . It exists both in animals and humans . The interpretation of body language depends on where someone lives/is from and what their culture is. Because everyone's body language is different, this can cause problems when communicating. We call this miscommunication .

Slide 8

Not everything is as it seems

Watch the clip and fill in the missing word:

When speaking to someone from another country we mustn't judge them, as things may not be as they seem!



Slide 9

Problem no. 1


- › What does the President want to know?
The name of the leader in China.
- › What is the answer to the President's question?
Hu



Slide 10

Problem no. 1


- ▶ **What is the problem?**
- ▶ Condoleezza doesn't answer the question.
- ▶ Condoleezza doesn't pronounce the name correctly.
- ▶ Condoleezza pronounces the name correctly but the President doesn't realise she means 'Hu' and not 'who'.



Slide 11

Problem no. 1

- ▶ **What is the problem?**
- ▶ Condoleezza doesn't answer the question.
- ▶ Condoleezza doesn't pronounce the name correctly.
- ▶ Condoleezza pronounces the name correctly but the President doesn't realise she means 'Hu' and not 'who'.




Slide 12

Problem no. 2


- ▶ Condoleezza says "yes sir" a lot, but the President gets confused. What does he think she is saying?

Yasser

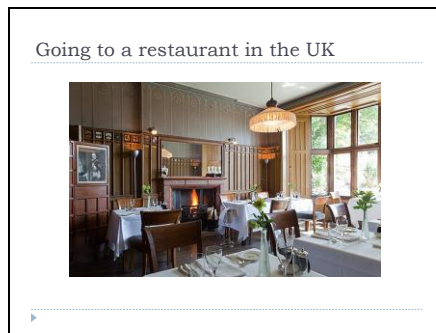


- ▶ Does Condoleezza offer the President a coffee?

No, she asks him whether he wants to speak to Kofi Annan, the Secretary-General of the UN.




Slide 13



Slide 14

Going to a restaurant in the UK

- ▶ Do the customers get the table they wanted?
- ▶ Did they reserve a table?



https://www.youtube.com/watch?v=oDYTH0C6_Fk – Going to a restaurant


While the first pair practises their scene outside the classroom, the other pupils can watch a clip about going to a restaurant and answer the questions.

Slide 15

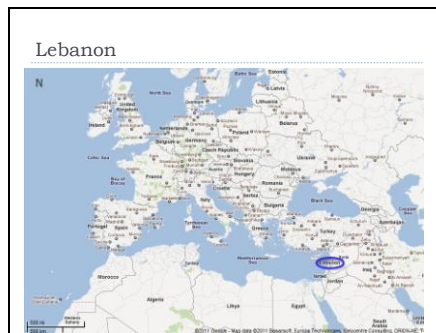
Scene 1 – Ordering drinks in the UK

Why was the waiter angry?

- ▶ The customer's English was bad
- ▶ The customer swore at the waiter
- ▶ The customer didn't say 'please'



Slide 16



Slide 17



Do you know any famous people from Lebanon? → Amal Clooney, wife of George Clooney, is from Lebanon. She is a well-known lawyer and activist.

Slide 18



<https://www.youtube.com/watch?v=w3OwhvjhsQ8> – Lebanese food

While the two pupils are preparing their dialogue outside the classroom, the other pupils can watch the clip about food in Lebanon and compare it to the food they are used to.

Slide 19

Scene 2 - On holiday in Lebanon - Dinner at a friend's house


What did Sophie do wrong?

- ▶ She ate all of the food
- ▶ She swore
- ▶ She said no to the food

Slide 20

Japan

▶ Is life in Japan the same as in Belgium? What is different/the same?



While the two pupils prepare their scene outside the classroom, the other pupils can watch the clip and discuss the differences between Japan and Belgium.

<https://www.youtube.com/watch?v=10Te-jNrdfo>

Slide 21

Scene 3 – A conversation in Japan

What did Sarah do wrong?

- ▶ She didn't say thank you
- ▶ She didn't say if she would ring Misa or not
- ▶ She put the business card in her pocket

Attachment 4: List of contacted schools for the survey

The schools that chose to participate in the survey are highlighted in yellow.

The schools that responded by email saying they did not wish to participate in the survey, are highlighted in blue.

The schools that aren't highlighted didn't respond to my email and didn't fill in the survey.

Limburg

GO! Hotelschool Hasselt (3500 - Hasselt)
 GO! KA1 Atheneum Plus (3500 - Hasselt)
 GO! KA1 Van Veldeke Methodeschool (3500 - Hasselt)
 GO! KA2 Sport-en Topsportschool (3500 - Hasselt)
 GO! KTA1 Industrie-Informaticaschool (3500 - Hasselt)
 GO! KTA2 Villers (3500 - Hasselt)
 GO! MS3 Sport-en Topsportschool (3500 - Hasselt)
 Humaniora Kindsheid Jesu (3500 - Hasselt)
 Middenschool Kindsheid Jesu (3500 - Hasselt)
 PIKOH (Prov. Kunsthumaniora Hasselt) (3500 - Hasselt)
 Prov. Handelsschool Hasselt (3500 - Hasselt)
 Prov. Middenschool Hasselt (3500 - Hasselt)
TIHH Hasselt (Technisch Instituut Heilig Hart) (3500 - Hasselt)
 Virga Jessecollege (1ste & 2de graad) (3500 - Hasselt)
 Virga Jessecollege (3de graad) (3500 - Hasselt)
 VTI Hasselt - campus Groenplein (3500 - Hasselt)
 i-MaS (Instituut Mariaburcht Stevoort) (3512 - Stevoort)
 SJB Zonhoven - Sint-Jan Berchmansinstituut (3520 - Zonhoven)
 VMS Zonhoven - Vrije Middenschool Zonhoven (3520 - Zonhoven)
 Don Bosco Technisch Inst. Helchteren (3530 - Helchteren)
 Inspirocollege - campus Filip Neri (3530 - Houthalen)
 Inspirocollege - campus Sint-Paulus (3530 - Houthalen)
 Lucerna College (Vrije Nederlandstalige School) (3530 - Houthalen)
 GO! MS2 Drukkerijschool Campus Herckerhof (3540 - Herk-de-Stad)
 Sint-Martinusscholen - 1e graad (3540 - Herk-de-Stad)
 Sint-Martinusscholen - 2e & 3e graad (3540 - Herk-de-Stad)
 GO! MS Linus Campus Schans-Luchtballon (3550 - Heusden-Zolder)
 Sint-Franciscuscollege - campus Berkenbos (3550 - Heusden-Zolder)
 Sint-Franciscuscollege - campus Heusden (3550 - Heusden (Limb.))
 Spectrumcollege - Middenschool & Bovenbouw OHvM (3560 - Lummen)
 Spectrumcollege - Bovenbouw Sint-Jozef (3580 - Beringen)
 Spectrumcollege - Bovenbouw Sinte-Lutgart (3580 - Beringen)
 Spectrumcollege - Bovenbouw VTI (3580 - Beringen)
Spectrumcollege - Middenschool Sint-Jan (3580 - Beringen)
 Spectrumcollege - Middenschool OLVI (3583 - Paal)
 PMD (Prov. Middenschool Diepenbeek) (3590 - Diepenbeek)
 PSSD Green High (Prov. Secundaire School Diepenbeek) (3590 - Diepenbeek)
 Don Boscoschool (3600 - Genk)
 GO! campus Genk - Altea (3600 - Genk)
 GO! campus Genk - Middenschool (3600 - Genk)
 GO! campus Genk - Middenschool (OKAN) (3600 - Genk)
 GO! campus Genk - Tech. Atheneum De Wijzer (3600 - Genk)
 Kunstschool Genk (3600 - Genk)
 Onze-Lieve-Vrouwlyceum Genk (3600 - Genk)

Regina Mundi Genk (3600 - Genk)
 Sint-Jozefinstituut Bokrijk (3600 - Genk)
 Technisch Instituut Sint-Lodewijk (3600 - Genk)
 GO! Atheneum Alicebourg (3620 - Lanaken)
 Heilig Hartcollege Lanaken (3620 - Lanaken)
 Sint-Vincentiusmiddenschool (3620 - Lanaken)
 Technisch Instituut Sparrendal (3620 - Lanaken)
 Campus de helix (3630 - Maasmechelen)
 GO! Atheneum Maasland - campus Maasmechelen (3630 - Maasmechelen)
 Nikola Tesla Middenschool (3630 - Maasmechelen)
 PTSMM - Prov. Technische School Maasmechelen (3630 - Maasmechelen)
 Harlindis en Relindis - Eerstegraadsschool Kinrooi (3640 - Kinrooi)
 GO! Atheneum Maasland - campus Dilsen-Stokkem (3650 - Dilsen-Stokkem)
 Instituut Maria Koningin - vest. Lanklaar (3650 - Lanklaar)
 Instituut Maria Koningin - vest. Rotem (3650 - Rotem)
 SHD - Stedelijk Humaniora Dilsen (3650 - Dilsen-Stokkem)
 Middenschool Meeuwen (3670 - Meeuwen-Gruitrode)
 GO! Atheneum Campus Van Eyck (3680 - Maaseik)
 GO! Middenschool Campus Van Eyck (3680 - Maaseik)
 GO! Tech. Atheneum Campus Van Eyck (3680 - Maaseik)
 Harlindis en Relindis - Eerstegraadsschool Maaseik (3680 - Maaseik)
 Harlindis en Relindis - Onderwijscampus 2e + 3e graad (3680 - Maaseik)
 GO! Atheneum Tongeren (3700 - Tongeren)
 GO! Techn. Atheneum Campus Plinius (3700 - Tongeren)
 PIBO - Prov. Instituut voor Biotechnisch Onderwijs (3700 - Tongeren)
 VIIO Tongeren 1e - 2e graad (3700 - Tongeren)
 VIIO Tongeren 3e graad (3700 - Tongeren)
IKSO - Instituut voor Katholiek Secundair Onderwijs (3730 - Hoeselt)
 GO! Atheneum Martinus (3740 - Bilzen)
 GO! Atheneum Martinus (Paardenhumaniora) (3740 - Bilzen)
 GO! Atheneum Tongeren - vest. Bilzen (3740 - Bilzen)
 HGI-Bilzen (Heilig Grafinstituut) (3740 - Bilzen)
 PSSB (Prov. Secundaire School Bilzen) (3740 - Munsterbilzen)
 Sint-Lambertuscollege (3740 - Bilzen)
 TISJ Bilzen (Technisch Instituut Sint-Jozef) (3740 - Bilzen)
 PSS Voeren (Prov. Secundaire School Voeren) (3798 - 's Gravenvoeren)
 GO! Campus Tichelrij (3800 - Sint-Truiden)
 GO! Scholengroep Domein Speelhof (3800 - Sint-Truiden)
 KCST - Katholieke Centrumscholen Sint-Truiden (3800 - Sint-Truiden)
 Scholengroep O.-L.-Vrouw - campus Sint-Aloysius (3800 - Zepperen)
 Scholengroep O.-L.-Vrouw - campus Tuinbouw (3800 - Sint-Truiden)
 Technicum Sint-Truiden (3800 - Sint-Truiden)
 GO! Atheneum Borgloon - Campus De Linde (3840 - Borgloon)
 VIIO Borgloon (3840 - Borgloon)
 GO! Atheneum Overpelt (3900 - Overpelt)
 GO! Middenschool De Wingerd (3900 - Overpelt)
 WICO - campus Mater Dei (3900 - Overpelt)
 WICO - campus TIO (3900 - Overpelt)
 WICO - campus Sint-Hubertus (3910 - Neerpelt)
 WICO - campus Sint-Maria (3910 - Neerpelt)
 GO! Kon. Atheneum Mercurius (3920 - Lommel)
 GO! Middenschool Mercurius (3920 - Lommel)
 PROVIL (Prov. Instituut Lommel) (3920 - Lommel)

WICO - campus Sint-Jozef (3920 - Lommel)

WICO - campus Salvator (3930 - Hamont)
Don Boscocollege (3940 - Hechtel)
Biotechnicum (3950 - Bocholt)
GO! Atheneum Bree (3960 - Bree)
Middenschool Heilig Hartinstituut (3960 - Bree)
Sint-Augustinusinstituut Bree (3960 - Bree)
TISM Bree (Technisch Instituut Sint-Michiel) (3960 - Bree)
Bovenbouw Sint-Michiel (3970 - Leopoldsburg)
GO! Kon. Atheneum (3970 - Leopoldsburg)
GO! Middenschool Leopoldsburg (3970 - Leopoldsburg)
Middenschool Sint-Michiel (3970 - Leopoldsburg)
GO! Campus Russelberg (3980 - Tessenderlo)
Pius X - College (3980 - Tessenderlo)
Pius X - Middenschool (3980 - Tessenderlo)
Technisch Heilig-Hartinstituut (3980 - Tessenderlo)
Agnetencollege Peer (3990 - Peer)

Antwerp**Hiberniaschool - Middelbare Steinerschool Antwerpen (2000 - Antwerpen)**

Instituut Dames van het Christelijk Onderwijs (2000 - Antwerpen)

Instituut Sint-Maria - campus Van Rijswijk (2000 - Antwerpen)

Koninklijke Balletschool Antwerpen (2000 - Antwerpen)
Onze-Lieve-Vrouwecollege (2000 - Antwerpen)
Sec. Handelsschool St.-Lodewijk - campus Lombarden (2000 - Antwerpen)
Sec. Handelsschool St.-Lodewijk - campus P. Van Hoboken (2000 - Antwerpen)
Sec. Handelsschool St.-Lodewijk - campus St.-Jacobsmarkt (2000 - Antwerpen)
Sint-Lievenscollege (1ste graad + Kantoor en Verkoop) (2000 - Antwerpen)
Sint-Lievenscollege (ASO/TSO 2de & 3de graad) (2000 - Antwerpen)
Sint-Lievenscollege - Middenschool (2000 - Antwerpen)
Sint-Ludgardisschool (2000 - Antwerpen)
Sint-Norbertusinstituut - campus Amerikalei (2000 - Antwerpen)
Sint-Norbertusinstituut - campus Lange Winkel (Verzorging) (2000 - Antwerpen)
Sint-Norbertusinstituut - campus Sint-Jan (2000 - Antwerpen)

Sted. Lyceum Cadix (2000 - Antwerpen)

Sted. Lyceum Meir (2000 - Antwerpen)
Technicum Noord-Antwerpen (2000 - Antwerpen)
Atheneum Jesode-Hatora-Beth-Jacob (Israëlitisch) (2018 - Antwerpen)
Atheneum Tachkemoni (Israëlitisch) (2018 - Antwerpen)
de! Kunsthumaniora - campus Harmonie (2018 - Antwerpen)
GO! Kon. Lyceum Antwerpen (2018 - Antwerpen)
Middenschool Jesode-Hatora-Beth-Jacob (Israëlitisch) (2018 - Antwerpen)
Middenschool Tachkemoni (Israëlitisch) (2018 - Antwerpen)
PIVA (Prov. Instituut) (2018 - Antwerpen)

Prov. Instituut Sint-Godelieve - campus Brialmontlei (2018 - Antwerpen)**Prov. Instituut Sint-Godelieve - campus J. Jordaens (2018 - Antwerpen)**

Secundaire School Yavne (Israëlitisch) (2018 - Antwerpen)
Secundaire School Yavne - afd. Yeshiva Tichonit (Israëlitisch) (2018 - Antwerpen)
Sint-Lucas Kunstsecundair (2018 - Antwerpen)
Sint-Norbertusinstituut - campus Lokkaard (Verpleegkunde) (2018 - Antwerpen)
Sted. Lyceum Durllet (2018 - Antwerpen)

Sted. Lyceum Lamorinière (2018 - Antwerpen)
 Sted. Lyceum Quellin (2018 - Antwerpen)
 H. Pius X-instituut (2020 - Antwerpen)
 H. Pius X-instituut - vest. Abdij (Bovenbouw) (2020 - Antwerpen)
 Sted. Lyceum Expo (2020 - Antwerpen)
 Sted. Lyceum Olympiade (2020 - Antwerpen)
 Sted. Lyceum Pestalozzi (2020 - Antwerpen)
 Sted. Lyceum Zuid (2020 - Antwerpen)
 GO! De Scheepvaartschool - Cenflumarin (2050 - Antwerpen)
 Sint-Annacollege (2050 - Antwerpen)
 Sint-Annacollege - Middenschool (2050 - Antwerpen)
 Sted. Lyceum Linkeroever (2050 - Antwerpen)
 GO! Kon. Atheneum Antwerpen (2060 - Antwerpen)
 Instituut Sint-Maria - campus Loveling (2060 - Antwerpen)
 Lucerna College Antwerpen (2060 - Antwerpen)
 Scheppersinstituut - campus Sint-Eligius Antwerpen (2060 - Antwerpen)
 Sted. Lyceum Hardenvoort (2060 - Antwerpen)
 Sted. Lyceum Lange Beeldekens (2060 - Antwerpen)
 Sted. Lyceum Offerande (2060 - Antwerpen)
 GO! Atheneum Deurne (2100 - Deurne)
 GO! Spectrumschool - campus Ruggeveld (2100 - Deurne)
 Prov. Instituut Sint-Godelieve - campus Rivierenhof (2100 - Deurne)
 Scheppersinstituut - campus Sancta Maria (2100 - Deurne)
 Scheppersinstituut - campus Sint-Eligius Deurne (2100 - Deurne)
 Sted. Lyceum Lakbors - vest. De Handelsschool (2100 - Deurne)
 Sted. Lyceum Lakbors - vest. De Kappersschool (2100 - Deurne)
 Sted. Lyceum Waterbaan - campus Rochus (2100 - Deurne)
 Sted. Lyceum Waterbaan - campus Waterbaan (2100 - Deurne)
 Annuntia-Instituut (2110 - Wijnegem)
 GO! Spectrumschool - campus Plantijn (2140 - Borgerhout)
 IMS Borgerhout (Instituut Maris Stella - Sint-Agnes) (2140 - Borgerhout)
 IMS Borgerhout (Instituut Maris Stella - Sint-Agnes) (2140 - Borgerhout)
 Xaveriuscollege (2140 - Borgerhout)
 SJI-Borsbeek - Sint-Jozefsinstituut (2150 - Borsbeek (Antw.)
 GO! Atheneum MXM (2170 - Merksem)
 Groenendaalcollege - campus Sint-Jan (2170 - Merksem)
 Sint-Eduardusinstituut (2170 - Merksem)
 Sint-Elisabeth-Instituut (2170 - Merksem)
 Sint-Ludgardisschool (2170 - Merksem)
 Sted. Lyceum Merksem (2170 - Merksem)
 Stella Maris (2170 - Merksem)
 GO! Campus Atheneum Ekeren (2180 - Ekeren)
 Moretus Katholiek Onderwijscentrum Ekeren - campus Lambertus (2180 - Ekeren)
 Moretus Katholiek Onderwijscentrum Ekeren - campus Lourdes (2180 - Ekeren)
 GO! Campus De Vesten - Atheneum (ASO) (2200 - Herentals)
 GO! Campus De Vesten - Atheneum (TSO-BSO) (2200 - Herentals)
 GO! Campus De Vesten - Middenschool (2200 - Herentals)
 kOsh - campus Bovenrij (2200 - Herentals)
 kOsh - campus Burchtstraat (2200 - Herentals)
 kOsh - campus Collegestraat (2200 - Herentals)
 kOsh - campus Scheppersstraat (2200 - Herentals)
 kOsh - campus Wolstraat (2200 - Herentals)
 GO! Atheneum Campus Hof Van Riemen (2220 - Heist-op-den-Berg)

Heilig-Hartcollege - vest. Biekorf (2220 - Heist-op-den-Berg)
Heilig-Hartcollege - vest. Klooster (2220 - Heist-op-den-Berg)
Sint-Lambertusinstituut (2220 - Heist-op-den-Berg)
Sint-Michielsinstituut - campus Schriek (2223 - Schriek)
VTI-Zandhoven - Vrij Technisch Instituut (2240 - Zandhoven)
Daltonatheneum Het Leerlabo (2260 - Westerlo)
Vrije Sint-Lambertusscholen Westerlo - Bovenschool (2260 - Westerlo)
Vrije Sint-Lambertusscholen Westerlo - Middenschool Oosterwijk (2260 - Westerlo)
Vrije Sint-Lambertusscholen Westerlo - Middenschool Westerlo (2260 - Westerlo)
Kardinaal van Roey Instituut - vest. Lille (2275 - Lille)
Kardinaal van Roey Instituut (2290 - Vorselaar)
Heilig-Grafinstituut - 1ste graad (2300 - Turnhout)
Heilig-Grafinstituut - afd. Klinkstraat (2300 - Turnhout)
Heilig-Grafinstituut - afd. Patersstraat (2300 - Turnhout)
HIVSET (2300 - Turnhout)
Michaëlschool Turnhout (2300 - Turnhout)
Sint-Jozefcollege (2300 - Turnhout)
Sint-Pietersinstituut (2300 - Turnhout)
Sint-Victor (2300 - Turnhout)
Stedelijke Handelsschool Turnhout (2300 - Turnhout)
Talentenschool Turnhout - campus Boomgaard (Atheneum) (2300 - Turnhout)
Talentenschool Turnhout - campus Boomgaard (Middenschool) (2300 - Turnhout)
Talentenschool Turnhout - campus Boomgaard (TA met Hotelschool) (2300 - Turnhout)
Talentenschool Turnhout - campus Zenit (2300 - Turnhout)
Vrije Technische Scholen van Turnhout (2300 - Turnhout)
ASO Spijker (2320 - Hoogstraten)
Klein Seminarie Hoogstraten (2320 - Hoogstraten)
VITO (Vrij Instituut voor Technisch Onderwijs) (2320 - Hoogstraten)
VTI Spijker (2320 - Hoogstraten)
Sint-Claracollege (2370 - Arendonk)
GO! Atheneum Malle (2390 - Oostmalle)
Immaculata Instituut (2390 - Oostmalle)
Mariagaarde Instituut (2390 - Westmalle)
Maris Stella Instituut (2390 - Oostmalle)
Sint-Jan Berchmanscollege (2390 - Westmalle)
GO! Campus Het Spoor - Atheneum (2400 - Mol)
GO! Campus Het Spoor - Middenschool (2400 - Mol)
GO! Campus Het Spoor - Technisch Atheneum (2400 - Mol)
Rozenberg Secundair Onderwijs (2400 - Mol)
Sint-Jan Berchmanscollege (2400 - Mol)
Sint-Lutgardis Mol (2400 - Mol)
Technisch Instituut Sint-Paulus (2400 - Mol)
't Peperstraatje (2440 - Geel)
GO! Campus Geel - Atheneum (2440 - Geel)
GO! Campus Geel - Technisch Atheneum (2440 - Geel)
GO! Middenschool Geel (2440 - Geel)
Sint-Aloysiusinstituut (2440 - Geel)
Sint-Dimprnacollege (2440 - Geel)
Sint-Jozefinstituut (2440 - Geel)
Sint-Maria-Instituut (2440 - Geel)
SMIK (Sancta Maria Instituut Kasterlee) (2460 - Kasterlee)
GO! Atheneum Lier - campus Anton Bergmann (2500 - Lier)

GO! Atheneum Lier - campus Arthur Vanderpoorten (2500 - Lier)
GO! Atheneum Lier - campus Louis Zimmer (2500 - Lier)
GO! KTA Lier - campus OKAN (2500 - Lier)
Middelbare Steinerschool Lier (2500 - Lier)
Sint-Aloysiusinstituut voor Verpleegkunde (2500 - Lier)
Sint-Gummaruscollege (2500 - Lier)
Sint-Ursula-instituut (2500 - Lier)
Sint-Ursulalyceum (2500 - Lier)
VTI Lier (2500 - Lier)
Sint-Gabriëlcollege (2530 - Boechout)
Regina Pacis Instituut (2540 - Hove)
Sint-Jozefinstituut (2550 - Kontich)
Sint-Ritacollege (2550 - Kontich)
VTI Kontich (2550 - Kontich)
GITHO (Gem. Inst. voor Technisch en Handelonderwijs) (2560 - Nijlen)
Sint-Calasanzinstituut (2560 - Nijlen)
GTI Duffel (Gemeentelijk Technisch Instituut) (2570 - Duffel)
SNOR-Duffel (Sint-Norbertusinstituut) (2570 - Duffel)
Heilig Hart van Mariainstituut - Bovenbouw (2590 - Berlaar)
Heilig Hart van Mariainstituut - Middenschool (2590 - Berlaar)
GO! Atheneum Berchem (2600 - Berchem)
Middelbare Steinerschool De Es (2600 - Berchem)
Onze-Lieve-Vrouwstituut Pulhof (2600 - Berchem)
Schoonheidszorgen 'Denise Grésiac' (2600 - Berchem)
Sint-Willebrord - Heilige Familie - campus H. Familie (2600 - Berchem)
Sint-Willebrord - Heilige Familie - campus Willebrord (2600 - Berchem)
Sted. Lyceum Berchem (2600 - Berchem)
de! Kunsthumaniora - campus Ieperman (2610 - Wilrijk)
Sint-Ursula-Instituut (2610 - Wilrijk)
Sint-Ursula-Instituut - vest. Sint-Camillus (2610 - Wilrijk)
Sted. Lyceum Topsport (2610 - Wilrijk)
GO! Middenschool Den Brandt - campus Aartselaar (2630 - Aartselaar)
GO! Atheneum Mortsel (2640 - Mortsel)
GTI Mortsel (2640 - Mortsel)
KaSO Mortsel (2640 - Mortsel)
Onze-Lieve-Vrouw-van-Lourdescollege (2de graad) (2640 - Mortsel)
GO! KTA da Vinci (2650 - Edegem)
Onze-Lieve-Vrouw-van-Lourdescollege (1ste + 3de graad) (2650 - Edegem)
Don Bosco Technisch Instituut (2660 - Hoboken)
GO! Atheneum Hoboken - School of Economics and Science (campus Noord) (2660 - Hoboken)
GO! Atheneum Hoboken - School of Humanities and Care (campus Zuid) (2660 - Hoboken)
Sint-Agnesinstituut (2660 - Hoboken)
Sint-Agnesinstituut - Middenschool (2660 - Hoboken)
BIMSEM - Berthoutinst. - Klein Seminarie (2800 - Mechelen)
COLOMAplus (2800 - Mechelen)
GO! Busleyden Atheneum - campus Botaniek (2800 - Mechelen)
GO! Busleyden Atheneum - campus Caputsteen (2800 - Mechelen)
GO! Busleyden Atheneum - campus Pitzemburg (2800 - Mechelen)
GO! Busleyden Atheneum - campus Stassart (2800 - Mechelen)
GO! Busleyden Atheneum - campus Zandpoort (2800 - Mechelen)
PTS campus Mechelen - Prov. Scholen voor Tuinbouw en Techniek (2800 - Mechelen)
Scheppersinstituut Mechelen (2800 - Mechelen)

Sint-Romboutscollege (2800 - Mechelen)
 Technische Scholen Mechelen (2800 - Mechelen)
 Technische Scholen Mechelen - Middenschool (2800 - Mechelen)
 Ursulinen Mechelen (2800 - Mechelen)
 GO! Atheneum Willebroek - campus De Vaart (2830 - Willebroek)
 GO! Atheneum Willebroek - campus Vaartland (2830 - Willebroek)
 GO! Middenschool Den Brandt - campus Niel (2845 - Niel)
 GO! Technisch Atheneum Den Biezerd (2845 - Niel)
 GO! Atheneum Boom (2850 - Boom)
 GO! Middenschool Den Brandt - campus Boom (2850 - Boom)
OLVI Boom - afd. Bovenbouw ASO (2850 - Boom)
OLVI Boom - afd. Bovenbouw ASO (Gasstraat) (2850 - Boom)
OLVI Boom - afd. Bovenbouw TSO-BSO (2850 - Boom)
OLVI Boom - afd. Bovenbouw TSO-BSO (Gasstraat) (2850 - Boom)
OLVI Boom - campus Brandstraat (Middenschool) (2850 - Boom)
 PTS campus Boom (Prov. Scholen voor Tuinbouw en Techniek) (2850 - Boom)
 College Hagelstein (2860 - Sint-Katelijne-Waver)
 SUI (Sint-Ursula-Instituut) (2861 - Onze-Lieve-Vrouw-Waver)
 GO! Atheneum Klein Brabant - campus 't Kasteeltje (2870 - Puurs)
 SJABI Puurs - campus Begijnhof (2870 - Puurs)
 SJABI Puurs - campus Kerkplein (1ste graad) (2870 - Puurs)
 SJABI Puurs - campus Schuttershof (2870 - Puurs)
 GO! Atheneum Klein Brabant - campus De Linde (2880 - Bornem)
 OLVP Bornem - afd. Bovenbouw (2880 - Bornem)
 OLVP Bornem - afd. Middenschool (2880 - Bornem)
 GO! Atheneum Schoten (2900 - Schoten)
 Sint-Cordula-Instituut (2900 - Schoten)
Sint-Jozefinstituut (2900 - Schoten)
 Sint-Michielscollege Schoten (2900 - Schoten)
 Vita et Pax-College (2900 - Schoten)
 College Essen (College van het Eucharistisch Hart) (2910 - Essen)
DBM-Essen (Don Bosco-Mariaberginstituut) (2910 - Essen)
 GO! Erasmus Atheneum Essen (2910 - Essen)
 Sint-Jozefinstituut ASO - Essen (2910 - Essen)
GITOK - Bovenbouw (2920 - Kalmthout)
 GITOK - Eerste graad (2920 - Kalmthout)
 GO! Atheneum Irishof - campus Kalmthout (2920 - Kalmthout)
 GO! Erasmus Atheneum (2920 - Kalmthout)
 Instituut Heilig Hart (2de & 3de graad) (2920 - Kalmthout)
 Instituut Heilig Hart - Eerste graad (2920 - Kalmthout)
GIB (Gemeentelijk Instituut Brasschaat) (2930 - Brasschaat)
 GO! Atheneum Brasschaat (2930 - Brasschaat)
 GO! Technisch Atheneum Brasschaat (2930 - Brasschaat)
 Mater Dei Instituut (2930 - Brasschaat)
 Sint-Michielscollege Brasschaat (2930 - Brasschaat)
 GO! Technisch Atheneum - campus Stabroek (2940 - Stabroek)
 PITO Stabroek (Prov. Inst. voor Technisch Onderwijs) (2940 - Stabroek)
 GO! Atheneum Irishof (2950 - Kapellen (Antw.))
 GO! Middenschool Irishof (2950 - Kapellen (Antw.))
 GO! Technisch Atheneum - campus Kapellen (2950 - Kapellen (Antw.))
 Mater Salvatoris (2950-Kapellen (Antw.))
 GO! Atheneum Schilde (2970 - Schilde)

Heilig Hart van Maria-instituut (2970 - 's Gravenwezel)
Stella Matutina (2990 - Wuustwezel)

Flemish-Brabant

Don Bosco Halle - School voor Wetenschap & Technologie (1500 - Halle)
GO! Koninklijk Atheneum Halle (1500 - Halle)
GO! Middenschool Halle (1500 - Halle)
GO! Technisch Atheneum Halle (1500 - Halle)
Heilig-Hart College (1500 - Halle)
Sancta Maria Lembeek (1502 - Lembeek)
Onze-Lieve-Vrouwinstituut (1640 - Sint-Genesius-Rode)
Sint-Victorinstituut (1652 - Alseberg)
Regina Caelilyceum (1700 - Dilbeek)
Don Bosco Groot-Bijgaarden (1702 - Groot-Bijgaarden)
GO! Koninklijk Atheneum Vijverbeek (1730 - Asse)
GO! Middenschool Vijverbeek (1730 - Asse)
Sint-Martinus Middenschool Asse (1730 - Asse)
Sint-Martinusscholen - campus ASO Walfergem (1730 - Asse)
Sint-Martinusscholen - campus TSO/BSO Nieuwstraat (1730 - Asse)
Sint-Angela Instituut (1740 - Ternat)
Sint-Jozefsinstituut (1740 - Ternat)
VKO (Vrij Katholiek Onderwijs) (1745 - Opwijk)
SIGO! Lennik (1750 - Lennik)
Sint-Godelieve-Instituut (1750 - Sint-Martens-Lennik)
IMI-Roosdaal (Immaculata Maria-instituut) (1760 - Roosdaal)
GO! Campus KAD - Middenschool Liedekerke (1770 - Liedekerke)
GO! KTA Liedekerke (1770 - Liedekerke)
GO! Middenschool Campus Wemmel (1780 - Wemmel)
GO! Technisch Atheneum Campus Wemmel (1780 - Wemmel)
GTSM (Gem. Technische en BeroepsSchool Merchtem) (1785 - Merchtem)
Sint-Donatusinstituut (Bovenbouw) (1785 - Merchtem)
Sint-Donatusinstituut - Middenschool (1785 - Merchtem)
Tuinbouwschool Merchtem (1785 - Merchtem)
GO! Het Atheneum (1800 - Vilvoorde)
GO! KTA Campus De Brug (1800 - Vilvoorde)
GO! KTA HORTECO Vilvoorde (1800 - Vilvoorde)
Het College Vilvoorde (1800 - Vilvoorde)
TechnOV - Technologisch Onderwijs Vilvoorde (1800 - Vilvoorde)
Virgo+ Vilvoorde (1800 - Vilvoorde)
GISO Machelen (1830 - Machelen (VI.Br.))
GTIL (Gemeentelijk Technisch Inst. Londerzeel) (1840 - Londerzeel)
Virgo Sapiensinstituut (1840 - Londerzeel)
GO! Koninklijk Atheneum Grimbergen (1850 - Grimbergen)
Sint-Godelieve Instituut (1880 - Kapelle-op-den-Bos)
Sint-Theresiacollege (1880 - Kapelle-op-den-Bos)
Koninklijk Atheneum Zaventem (1930 - Zaventem)
ZAVO S.O. - afd. Groenstraat (1930 - Zaventem)
ZAVO S.O. - afd. Hoogstraat (1930 - Zaventem)
HHC Tervuren - Heilig Hartcollege (1970 - Wezembeek-Oppem)
De Wijnpers - Provinciaal Onderwijs Leuven (3000 - Leuven)

GO! KA² Ring (Koninklijk Atheneum 2 Ring) (3000 - Leuven)

GO! Koninklijk Atheneum Redingenhof (3000 - Leuven)

GO! Middenschool Redingenhof (3000 - Leuven)

Heilige-Drievuldigheidsschool Leuven (3000 - Leuven)

Lemmensinstituut Leuven (3000 - Leuven)

Miniemeninstituut Leuven (3000 - Leuven)

Paridaensinstituut Leuven (3000 - Leuven)

Sancta Maria Leuven - vest. Charles Deberiot (3000 - Leuven)

Sancta Maria Leuven - vest. Sint-Jacobsplein (3000 - Leuven)

Sint-Pieterscollege Leuven (3000 - Leuven)

VTI Leuven (Vrij Technisch Instituut) (3000 - Leuven)**Don Bosco Groenveld (3001 - Heverlee)**

Heilig Hartinstituut Heverlee (3001 - Heverlee)

SALCO-Haasrode - Sint-Albertuscollege (3001 - Heverlee)

Eureka Onderwijs (3010 - Kessel-Lo)

GO! Middenschool Ter Beuke (3010 - Kessel-Lo)

Heilig Hartinstituut Kessel-Lo (Sint-Jozefinstituut) (3010 - Kessel-Lo)

De Zonnewijzer - Middelbare Steinerschool Leuven (3018 - Wijgmaal (VI.Br.))

GITO Tervuren (3080 - Tervuren)

Koninklijk Atheneum Tervuren (3080 - Tervuren)

GITO Overijse (3090 - Overijse)

Sint-Ignatius (3090 - Overijse)

Sint-Martinuscollege Overijse - afd. Lipsius (Waversesteenweg) (3090 - Overijse)

Sint-Martinuscollege Overijse - afd. Nahon (Brusselsesteenweg) (3090 - Overijse)

Montfortcollege (3110 - Rotselaar)

Sint-Jozefsinstituut - Bovenbouw (3130 - Begijnendijk)

Sint-Jozefsinstituut - Middenschool (3130 - Begijnendijk)

GO! Atheneum Keerbergen (3140 - Keerbergen)

GO! Kon. Technisch Atheneum GITBO (3140 - Keerbergen)

GO! Middenschool Keerbergen (3140 - Keerbergen)

Sint-Michielsinstituut - campus Keerbergen (3140 - Keerbergen)

Don Bosco-instituut ASO (3150 - Haacht)**Don Bosco-instituut TSO - BSO (3150 - Haacht)**

Middenschool Don Bosco (3150 - Haacht)

Sint-Angela-Instituut (3150 - Tildonk)**DIA (Damiaaninstituut Aarschot) (3200 - Aarschot)****GO! Campus KAMSA (3200 - Aarschot)**

S.I.B.A. (Sted. Inst. voor Technische Beroepen) (3200 - Aarschot)

SIMA Aarschot (Sted. Inst. voor Technische Beroepen) (3200 - Aarschot)

Sint-Jozefcollege (1ste graad Bekaf) (3200 - Aarschot)

Sint-Jozefcollege (2de en 3de graad Schaluin) (3200 - Aarschot)

SMA Instituut Sancta Maria (3200 - Aarschot)

GO! KA Prins van Oranje (3290 - Diest)

GO! KTA I Diest (3290 - Diest)

GO! KTA II Diest (3290 - Diest)

GO! Middenschool Prins van Oranje (3290 - Diest)

Katholieke Scholen Diest - campus St.-Jan (3de graad) (3290 - Diest)

Katholieke Scholen Diest - campus Voorzienigheid (1ste graad) (3290 - Diest)

Katholieke Scholen Diest - campus Voorzienigheid (2de graad) (3290 - Diest)

GO! Koninklijk Atheneum Tienen (3300 - Tienen)

PISO Tienen - Prov. Instituut voor Secundair Onderwijs (3300 - Tienen)

VIA - ASO Bovenbouw - campus Broekstraat (3300 - Tienen)

VIA - Bovenbouw Dienstensector - campus Ooievaartstraat (3300 - Tienen)

VIA - Eerste Graad (3300 - Tienen)
VIA - School voor Wetenschap & Techniek - campus Waaiberg (3300 - Tienen)
Sint-Janscollege (3320 - Meldert (VI.Br.))
Bovenbouw Sint-Gertrudis (3400 - Landen)
GO! Campus D'Hek Landen (3400 - Landen)
Middenschool Sint-Gertrudis (3400 - Landen)
KORZO - Sint-Leonardusinstituut (Middenschool) (3440 - Zoutleeuw)
KORZO - Sint-Tarcisiusinstituut (Bovenbouw) (3440 - Zoutleeuw)
Middenschool TintelStroom (3440 - Zoutleeuw)

East-Flanders

Atheneum Wispelberg (9000 - Gent)
Freinetatheneum De Wingerd (9000 - Gent)
Freinetmiddenschool Gent (9000 - Gent)
GO! Atheneum Voskenslaan (9000 - Gent)
GO! Koninklijk Lyceum (9000 - Gent)
GO! Koninklijk Lyceum Middenschool Gent (9000 - Gent)
GO! KTA MoBi - campus Gent (9000 - Gent)
GO! Middenschool Voskenslaan (9000 - Gent)
Hotelschool Gent (9000 - Gent)
HTI Sint-Antonius (Hoger Technisch Instituut) (9000 - Gent)
IVG Gent (vrijzinnig-humanistisch) (9000 - Gent)
IVV Sint-Vincentius (Inst. voor Verpleegk.) - Campus Molenaarsstraat (9000 - Gent)
Kunsthumaniora Sint-Lucas (9000 - Gent)
Middelbare Rudolf Steinerschool Gent (9000 - Gent)
Nieuwen Bosch Humaniora (9000 - Gent)
OLVI-Gent (Onze-Lieve-Vrouwe-Instituut) (9000 - Gent)
PHTI Gent (Prov. Handels- en Taalinstituut) (9000 - Gent)
PIHS Gent (Prov. Instituut voor Haartooi en Schoonheidszorgen) (9000 - Gent)
PM Gent (Prov. Middenschool) (9000 - Gent)
Secundair Kunstinstituut (9000 - Gent)
Sint-Barbaracollege Humaniora (9000 - Gent)
Sint-Bavohumaniora (9000 - Gent)
Sint-Lievenscollege - Handelsschool Sint-Joris (9000 - Gent)
Sint-Lievenscollege Humaniora (9000 - Gent)
Sint-Paulusinstituut - campus De Deynestraat (9000 - Gent)
Sint-Paulusinstituut - campus Marathonstraat (9000 - Gent)
Sint-Paulusinstituut - campus Patijntjestraat (9000 - Gent)
Sint-Pietersinstituut Gent (9000 - Gent)
VIP-School - afd. De toren van Babel (9000 - Gent)
VIP-School - afd. Martelaarslaan (9000 - Gent)
VISO Gent (Vrij Instituut Secundair Onderwijs) (9000 - Gent)
GO! Atheneum Mariakerke (9030 - Mariakerke)
Visitatie Mariakerke (Broeders van Liefde) (9030 - Mariakerke)
VISO Mariakerke (Vrij Instituut voor Secundair Onderwijs) (9030 - Mariakerke)
GO! KTA MoBi - campus Drongen (9031 - Drongen)
GO! KTA-GITO Groenkouter (9040 - Sint-Amandsberg)
Sint-Janscollege Humaniora - campus Heiveld (9040 - Sint-Amandsberg)
Sint-Janscollege Humaniora - campus Visitatie (9040 - Sint-Amandsberg)
EDUGO - campus De Brug (1ste graad) (9041 - Oostakker)

EDUGO - campus De Toren (ASO-humaniora) (9041 - Oostakker)
 EDUGO - campus Glorieux (School voor Wetenschap en Techniek) (9041 - Oostakker)
 BenedictusPoort - campus Ledeberg (9050 - Ledeberg)
 GO! Atheneum Gentbrugge (9050 - Gentbrugge)
 Don Bosco (School voor Wetenschap en Techniek) (9051 - Sint-Denijs-Westrem)
 Sint-Paulusinstituut - campus Loofblomme (9051 - Sint-Denijs-Westrem)
 Don Boscollege (9052 - Zwijnaarde)
 GO! Koninklijk Atheneum Zelzate (9060 - Zelzate)
 GO! Middenschool Zelzate (9060 - Zelzate)
 Sint-Laurenscholn Secundair Onderwijs (9060 - Zelzate)
 EDUGO - campus Lochristi (9080 - Lochristi)
 College van Melle (van de Paters Jozefieten) (9090 - Melle)
 GO! Tuinbouwschool Melle (9090 - Melle)
 Lucerna College (Vrije Nederlandstalige School) (9090 - Melle)
 SFI Melle (Sint-Franciscusinstituut) (9090 - Melle)
 Berkenboom Humaniora (9100 - Sint-Niklaas)
 Broederschool Biotechnische & Sport (9100 - Sint-Niklaas)
 Broederschool Handel (9100 - Sint-Niklaas)
 Broederschool Humaniora (9100 - Sint-Niklaas)
 Forum Da Vinci (9100 - Sint-Niklaas)
 Forum Da Vinci - Campus Villa Da Vinci (9100 - Sint-Niklaas)
 Heilige Familie secundair (9100 - Sint-Niklaas)
 Onze-Lieve-Vrouw-Presentatie (9100 - Sint-Niklaas)
 Sint-Jozef-Klein-Seminarie (9100 - Sint-Niklaas)
 Technisch Berkenboom-Instituut (9100 - Sint-Niklaas)
 Technisch Instituut Sint-Carolus (9100 - Sint-Niklaas)
 Vrije Technische Scholen BSO/TSO (9100 - Sint-Niklaas)
 GO! Kon. Atheneum Beveren-Waas (9120 - Beveren-Waas)
 GTI Beveren - Gemeentelijk Technisch Instituut (9120 - Beveren-Waas)
 Sint-Maarten Campus - Bovenschool (9120 - Beveren-Waas)
 Sint-Maarten Campus - Middenschool (9120 - Beveren-Waas)
 GO! Lyceum aan de Stroom (9140 - Temse)
 Sint-Jorisinstituut Bazel (9150 - Bazel)
 GO! Atheneum Lokeren (9160 - Lokeren)
 GO! Technisch Atheneum Lokeren (9160 - Lokeren)
 VLOT! Campus Sint-Lodewijkcollege (9160 - Lokeren)
 VLOT! Campus Sint-Teresiacollege (9160 - Eksaarde)
 VLOT! Campus Sterrenhof Hotelschool (9160 - Lokeren)
 VLOT! Campus VTI Sint-Laurentius (9160 - Lokeren)
 GO! Middenschool De Moerbeke (9180 - Moerbeke-Waas)
 Sint-Laurenscholn Secundair onderwijs (9185 - Wachtebeke)
 Broederschool Stekene (9190 - Stekene)
 GO! Koninklijk Atheneum Dendermonde (9200 - Dendermonde)
 GO! KTA Dendermonde – CLW talent - afd. Leopoldlaan (9200 - Dendermonde)
 GO! KTA Dendermonde – CLW talent, afd. Hoogveld (9200 - Dendermonde)
 GO! KTA Dendermonde – CLW talent' (9200 - Dendermonde)
 GO! MAD (9200 - Dendermonde)
 GO! MAD (Middenschool Athenea Dendermonde) (9200 - Dendermonde)
 Óscar Romerocollege 1ste graad (9200 - Dendermonde)
 Óscar Romerocollege Economie en IT (9200 - Dendermonde)
 Óscar Romerocollege Talen en Exacte Wetenschappen (9200 - Dendermonde)
 Óscar Romerocollege Techniek en Engineering (9200 - Dendermonde)
 Óscar Romerocollege Welzijn en Maatschappij (9200 - Dendermonde)

GO! Middenschool De Veerman (9220 - Hamme (O.-VI.))
KoHa Heilig Hartinstituut Middenschool (9220 - Hamme (O.-VI.))
KoHa Sint-Jozefinstituut (9220 - Hamme (O.-VI.))
PTI Hamme (Prov. Technisch Instituut) (9220 - Hamme (O.-VI.))
Mariagaard (9230 - Wetteren)
Scheppersinstituut Wetteren (9230 - Wetteren)
Sint-Gertrudiscollege Wetteren (SGW) (9230 - Wetteren)
SJI Wetteren (Sint-Jozefinstituut) (9230 - Wetteren)
OLVI - PIUS X (9240 - Zele)
SIVIBU (Sint-Vincentiuscollege) (9255 - Buggenhout)
ABKA (Academie voor Beeldende Kunsten Aalst) (9300 - Aalst)
DvM Handels-, Technisch en Beroepsonderwijs (9300 - Aalst)
DvM Humaniora (9300 - Aalst)
GO! Atheneum Aalst (9300 - Aalst)
GO! KTA Dé Handelsschool (9300 - Aalst)
GO! Lyceum Aalst (9300 - Aalst)
Sint-Augustinusinstituut (9300 - Aalst)
Sint-Jozefcollege (9300 - Aalst)
Sint-Maarteninstituut (9300 - Aalst)
TechniGO! - campus De Ledebaan (9300 - Aalst)
TechniGO! - campus De Voorstad (9300 - Aalst)
TechniGO! - Middenschool (9300 - Aalst)
Technisch Instituut Sint-Maarten (9300 - Aalst)
VTI De Puytenput (9300 - Aalst)
VTI Dé Vakschool (9300 - Aalst)
Instituut Sint-Vincentius a Paulo (9308 - Gijzegem)
Stella Matutinacollege (SMC) (9340 - Lede)
GO! Kon. Atheneum Ninove (9400 - Ninove)
GO! Middenschool Ninove (9400 - Ninove)
Heilige Harten Secundair (9400 - Ninove)
PTI Ninove (Prov. Technisch Instituut) (9400 - Ninove)
Sint-Aloysiuscollege (ASO) (9400 - Ninove)
Sint-Jozefschool (9420 - Mere)
GO! Campus KAD - Atheneum Denderleeuw (9470 - Denderleeuw)
GO! Campus KAD - Middenschool Denderleeuw (9470 - Denderleeuw)
IKSO (Instituut voor Katholiek Secundair Onderwijs) (9470 - Denderleeuw)
IKSO (Instituut voor Katholiek Secundair Onderwijs) (9470 - Denderleeuw)
GO! Atheneum Geraardsbergen (9500 - Geraardsbergen)
GO! Middenschool Geraardsbergen (9500 - Geraardsbergen)
Sint-Catharinacollege - campus Boelarestraat (9500 - Geraardsbergen)
Sint-Catharinacollege - campus Collegestraat (9500 - Geraardsbergen)
Sint-Jozefinstituut (9500 - Geraardsbergen)
Technisch Instituut Sint-Jozef (9500 - Geraardsbergen)
GO! Atheneum Herzele (9550 - Herzele)
Sint-Paulusinstituut (9550 - Herzele)
GO! Da Vinci Campus (9600 - Ronse)
KSO Glorieux (9600 - Ronse)
GO! KAZ - Koninklijk Atheneum Zottegem (9620 - Zottegem)
Onze-Lieve-Vrouwcollege - campus Bevegem (9620 - Zottegem)
Onze-Lieve-Vrouwcollege - campus Centrum (9620 - Zottegem)
Onze-Lieve-Vrouwcollege - campus Grotenberge (9620 - Zottegem)
PTI Zottegem (Prov. Technisch Instituut) (9620 - Zottegem)
GO! KTA Brakel De Rijdtmeersen (9660 - Brakel)

Instituut Stella Matutina (9660 - Michelbeke)
 Sint-Franciscusinstituut (9660 - Sint-Maria-Oudenhove (Brakel))
 Viso Cor Mariae (ASO-TSO) (9660 - Brakel)
 Bernardus Bron - campus Technicum (9700 - Oudenaarde)
 Bernardus Technicum (9700 - Oudenaarde)
 Bernarduscollege (9700 - Oudenaarde)
 GO! atheneum Oudenaarde - campus Fortstraat (ASO & TSO) (9700 - Oudenaarde)
 GO! atheneum Oudenaarde - campus Bergstraat (BSO) (9700 - Oudenaarde)
 Instituut voor Verpleegkunde Sint-Vincentius (9700 - Oudenaarde)
 PIVA Oudenaarde (Prov. Instituut Vlaamse Ardennen) (9700 - Oudenaarde)
 GO! Erasmusatheneum Deinze (9800 - Deinze)
 IDEAAL - Leiepoort - campus Sint-Hendrik (9800 - Deinze)
 IDEAAL - Leiepoort - campus Sint-Theresia (9800 - Deinze)
 IDEAAL - Leiepoort - campus Sint-Vincentius (9800 - Deinze)
 IDEAAL - VTI Deinze (9800 - Deinze)
 GO! Atheneum Merelbeke - campus Technisch Atheneum (9820 - Merelbeke)
 GO! Atheneum Merelbeke - Popelin lyceum (9820 - Merelbeke)
 GO! Atheneum Erasmus De Pinte (9840 - De Pinte)
 GO! Campus De Beuk (9880 - Aalter)
 IDEAAL - Emmaüsinst. Bovenbouw - Campus St.-Gerolf (9880 - Aalter)
 IDEAAL - Emmaüsinst. Middenschool (9880 - Aalter)
 College O.-L.-V.-ten-Doorn (9900 - Eeklo)
 GO! Atheneum De Tandem (9900 - Eeklo)
 Instituut voor Verpleegkunde Sint-Vincentius (9900 - Eeklo)
 PTI Eeklo (Prov. Technisch Instituut) (9900 - Eeklo)
 Campus Zomergem - Bovenbouw SL (9930 - Zomergem)
 Campus Zomergem - Middenschool SV (9930 - Zomergem)
 GO! Einstein Atheneum (ASO Talen, Wetenschappen & Kunst) (9940 - Evergem)
 MUDA-instituut voor Muziek en Dans - Atheneum voor podiumkunsten (9940 - Evergem)
 Sint-Franciscus Evergem (9940 - Evergem)
 Edward Poppe-Instituut - Middenschool (9980 - Sint-Laureins)
 GO! Middenschool & Atheneum COUMA (Mevr. Courtmans) (9990 - Maldegem)
 Virgo Sapientiae Instituut - Bovenbouw (9990 - Maldegem)
 Zusters Maricolen - Middenschool (9990 - Maldegem)

West Flanders

GO! Koninklijk Atheneum I Brugge-Centrum (8000 - Brugge)
 GO! Middenschool Brugge-Centrum (8000 - Brugge)
 Hotel- en Toerismeschool Spermalie (8000 - Brugge)
 Kunsthumaniora Brugge (Sted. Academie voor Schone Kunsten) (8000 - Brugge)
 Sint-Andreasinstituut ASO (8000 - Brugge)
 Sint-Jozef Humaniora (8000 - Brugge)
 Sint-Jozefsinstituut (8000 - Brugge)
 Sint-Leo Hemelsdaele (8000 - Brugge)
 Sint-Lodewijkcollege (8000 - Brugge)
 St.-Franciscus-Xaveriusinstituut (8000 - Brugge)
 Technisch Instituut Heilige Familie (8000 - Brugge)
 VTI Brugge - campus Boeveriestraat (8000 - Brugge)
 Middenschool Sint-Pieter (8020 - Oostkamp)
 Abdijschool van Zevenkerken (8200 - Sint-Andries)
 Brood- en banketbakkerijschool Ter Groene Poorte (8200 - Sint-Michiels)
 GO! Atheneum Jan Fevijn - campus Sint-Michiels (8200 - Sint-Michiels)

GO! KTA Brugge (8200 - Sint-Michiels)
 Hotel- en Slagerijschool Ter Groene Poorte (8200 - Sint-Michiels)
 Immaculata Instituut (8200 - Sint-Michiels)
 O.-L.-Vrouw Hemelvaartinstituut (8200 - Sint-Andries)
 O.-L.-Vrouw Hemelvaartinstituut - afd. Spes Nostra (8200 - Sint-Andries)
 Sint-Lodewijkscollege (8200 - Sint-Andries)
 Vrij Handels- en Sportinstituut (8200 - Sint-Michiels)
 VTI Brugge - campus Zandstraat (8200 - Sint-Andries)
 Spes Nostra Instituut (8210 - Zedelgem)
 MAKZ Atheneum Knokke-Heist - campus Knokke (8300 - Knokke)
 MAKZ Middenschool Knokke-Heist - campus Knokke (8300 - Knokke)
 Sint-Bernardusinstituut (SIBE) (8300 - Knokke)
 Sint-Jozefslyceum (8300 - Knokke)
 MAKZ Atheneum Knokke-Heist - campus Heist (8301 - Heist-aan-Zee)
 MAKZ Middenschool Knokke-Heist - campus Heist (8301 - Heist-aan-Zee)
 O.-L.-Vrouw Ter Duinen - campus Heist (8301 - Heist-aan-Zee)
 GO! Atheneum Jan Fevijn - campus Assebroek (8310 - Assebroek)
 Instituut Mariawende-Blydhove - campus Blydhove (8310 - Assebroek)
 Instituut Mariawende-Blydhove - campus Mariawende (8310 - Sint-Kruis)
 Middelbare Steinerschool Brugge (8310 - Assebroek)
 O.-L.-Vrouwecollege Assebroek (8310 - Assebroek)
 SASK (Sint-Andreaslyceum Sint-Kruis-Brugge) (8310 - Sint-Kruis)
 MAB Koninklijk Atheneum Maerlant - campus Blankenberge (8370 - Blankenberge)
 Maerlant Middenschool Blankenberge (8370 - Blankenberge)
 Sint-Jozef Sint-Pieter (8370 - Blankenberge)
 O.-L.-Vrouw Ter Duinen - campus Zeebrugge (8380 - Zeebrugge)
 de STUDIO (8400 - Oostende)
 Ensorinstituut (GO! Koninklijk Technisch Atheneum) (8400 - Oostende)
 Koninklijk Atheneum Centrum Oostende (8400 - Oostende)
 Koninklijk Atheneum Pegasus - Campus Stene (8400 - Oostende)
 Maritiem Instituut Mercator (8400 - Oostende)
 Petrus & Paulus - campus Centrum, afd. Onze-Lieve-Vrouwecollege (8400 - Oostende)
 Petrus & Paulus - campus Centrum, afd. St.-Jozefsinstituut (8400 - Oostende)
 Petrus & Paulus - campus West, afd. St.-Lutgardisinstituut (8400 - Oostende)
 Petrus & Paulus - campus West, afd. Vrij Technisch Instituut (8400 - Oostende)
 Sint-Andreasinstituut (8400 - Oostende)
 Vesaliusinstituut Oostende (8400 - Oostende)
 MAB Koninklijk Atheneum Maerlant - campus De Haan (8420 - De Haan)
 Autonome Middenschool Bredene (8450 - Bredene)
 Koninklijk Werk IBIS (8450 - Bredene)
 Atlas Atheneum (8470 - Gistel)
 Sint-Godelievecollege - afd. Gistel (8470 - Gistel)
 Sint-Godelievecollege - afd. Eernegem (8480 - Eernegem)
 Athena - Campus Drie Hofsteden (8500 - Kortrijk)
 Athena - Campus Pottelberg (8500 - Kortrijk)
 Don Boscollege Kortrijk (8500 - Kortrijk)
 Guldensporencollege - campus Groeninge (8500 - Kortrijk)
 Guldensporencollege - campus Kaai (8500 - Kortrijk)
 Guldensporencollege - campus Plein (8500 - Kortrijk)
 Guldensporencollege - campus Zuid (8500 - Kortrijk)
 PTI Kortrijk - campus Techniek & Design (8500 - Kortrijk)
 PTI Kortrijk - campus Tuinbouwschool (8500 - Kortrijk)
 RHIZO Campus oost (8500 - Kortrijk)

RHIZO Esthetiekschool Kortrijk (8500 - Kortrijk)
 RHIZO Kappersschool Kortrijk (8500 - Kortrijk)
 RHIZO Lyceum OLV Vlaanderen (8500 - Kortrijk)
 RHIZO School voor mens & samenleving (8500 - Kortrijk)
 RHIZO Sportschool Kortrijk (8500 - Kortrijk)
 VTI Kortrijk (8500 - Kortrijk)
 Athena - Campus Heule (8501 - Heule)
 Spes Nostra aso (8501 - Heule)
 Spes Nostra tso-bso (8501 - Heule)
 RHIZO Hotelschool Kortrijk (8510 - Marke)
 Spes Nostra Kurne (8520 - Kurne)
 Guldensporencollege - campus Harelbeke (8530 - Harelbeke)
 VTI Harelbeke (8530 - Harelbeke)
 RHIZO College Zwevegem (8550 - Zwevegem)
 GO! De Startbaan XL (8560 - Wevelgem)
 Sint-Pauluscollege (8560 - Wevelgem)
 Sint-Pauluscollege (8560 - Moorsele)
 VTI Gullegem (8560 - Gullegem)
 St.-Vincentiusinstituut Anzegem (8570 - Anzegem)
 GO! Atheneum Avelgem (8580 - Avelgem)
 GO! Middenschool Avelgem (8580 - Avelgem)
 St.-Jan Berchmanscollege - Bovenbouw (8580 - Avelgem)
 St.-Jan Berchmansmiddenschool (8580 - Avelgem)
 GO! Atheneum Diksmuide (8600 - Diksmuide)
 GO! Technisch Atheneum Diksmuide (8600 - Diksmuide)
 Sint-Aloysiuscollege Diksmuide (8600 - Diksmuide)
 VTI Diksmuide (8600 - Diksmuide)
 Margareta-Maria-Instituut (ASO) (8610 - Kortemark)
 Margareta-Maria-Instituut (OLVT) (8610 - Kortemark)
 Margareta-Maria-Instituut (TSO/BSO 1ste graad) (8610 - Kortemark)
 Margareta-Maria-Instituut (TSO/BSO 2de/3de graad) (8610 - Kortemark)
 GO! Atheneum Nieuwpoort - Campus De Vierboete (8620 - Nieuwpoort)
 Sint-Bernarduscollege (8620 - Nieuwpoort)
 Annuntiata-Instituut (8630 - Veurne)
 Bisschoppelijk College Veurne (8630 - Veurne)
 GO! Atheneum Veurne (8630 - Veurne)
 VTI Veurne (8630 - Veurne)
 GO! Technisch Atheneum De Panne (8660 - De Panne)
 Immaculata Instituut (8660 - De Panne)
 Hotelschool Ter Duinen (8670 - Koksijde)
 Leerwijzer (Erkende Privéschool) (8670 - Oostduinkerke)
 Da Vinci Atheneum (8680 - Koekelare)
 Sint-Martinusinstituut (8680 - Koekelare)
 De Bron (8700 - Tielt)
 GO! Atheneum Campus de Reynaert (8700 - Tielt)
 Handelsinstituut Regina Pacis (8700 - Tielt)
 Sint-Jozefsinstituut (8700 - Tielt)
 VTI Tielt (8700 - Tielt)
 Land- en Tuinbouwinstituut Oedelem (8730 - Oedelem)
 Middenschool Sint-Lutgart (8730 - Beernem)
 Instituut Sancta Maria (8755 - Ruiselede)
 Sportschool Meulebeke (VILO Ter Borch) (8760 - Meulebeke)
 Prizma - Middenschool Ingelmunster (8770 - Ingelmunster)

GO! Sec. Onderwijs Groenhove - campus Atheneum (8790 - Waregem)
 GO! Sec. Onderwijs Groenhove - campus Middenschool (8790 - Waregem)
 Heilig Hartcollege (8790 - Waregem)
 Heilig Harthandelsinstituut (8790 - Waregem)
 O.-L.-V.- Hemelvaartinstituut (A-stroom & B-stroom) (8790 - Waregem)
 VTI Waregem (Vrij Technisch Instituut) (8790 - Waregem)
 Barnum (8800 - Roeselare)
 Broederschool - Instituut O.-L.-Vrouw van Vreugde (8800 - Roeselare)
 Burgerschool Roeselare (8800 - Roeselare)
 Klein Seminarie (8800 - Roeselare)
 MSKA Roeselare - campus Groenestraat (8800 - Roeselare)
 MSKA Roeselare - campus Tant (8800 - Roeselare)
 MSKA Roeselare - Freinetschool De Bonte Specht (Kwadraat) (8800 - Roeselare)
 VABI Roeselare - Vrij Agro- & Biotechnisch Instituut (8800 - Roeselare)
 VISO - campus Delbekestraat (8800 - Roeselare)
 VISO - campus Polenplein (8800 - Roeselare)
 Vrije Middelbare School (8800 - Roeselare)
VTI Roeselare (8800 - Roeselare)

Brussels

GO! Atheneum Brussel (1000 - Brussel)
 Imelda-Instituut (1000 - Brussel)
 Instituut Anneessens - Funck (1000 - Brussel)
 Maria-Boodschaplyceum (1000 - Brussel)
 Sint-Jan Berchmanscollege (1000 - Brussel)
 GO! Kunsthumaniora Brussel (1020 - Laken (Bru.))
 GO! Lyceum Martha Somers (1020 - Laken (Bru.))
 Hoofdstedelijk Atheneum Karel Buls (1020 - Laken (Bru.))
 Jan-van-Ruusbroeckcollege (1020 - Laken (Bru.))
Maria Assumptalyceum (1020 - Laken (Bru.))
 Regina Pacisinstituut (1020 - Laken (Bru.))
 GO! Atheneum Emanuel Hiel (1030 - Schaarbeek)
 Sint-Lukas Kunsthumaniora, afd. Schaarbeek (1030 - Schaarbeek)
GO! Atheneum Etterbeek (1040 - Etterbeek)
 GO! Atheneum Anderlecht (1070 - Anderlecht)
 GO! COOVI Secundair (1070 - Anderlecht)
 Imelda-Instituut - afd. Scheut (1070 - Anderlecht)
 Lucerna College Brussel (1070 - Anderlecht)
 School voor Verzorging - campus Nightingale (1070 - Anderlecht)
 Sint-Guido-Instituut - afd. Sainte-Adresse (1070 - Anderlecht)
 Sint-Guido-Instituut - afd. Dr. Jacob (1070 - Anderlecht)
 Sint-Guido-Instituut - afd. Itterbeekselaan (1070 - Anderlecht)
 Sint-Guido-Instituut - afd. Verheyden (1070 - Anderlecht)
 Sint-Lukas Kunsthumaniora, afd. Anderlecht (1070 - Anderlecht)
 Sint-Niklaasinstituut (1070 - Anderlecht)
 GO! Atheneum for Business (1080 - Sint-Jans-Molenbeek)
 GO! Atheneum Koekelberg (1081 - Koekelberg)
 GO! Technisch Atheneum Zavelenberg (1082 - Sint-Agatha-Berchem)
GO! Technisch Atheneum Jette (1090 - Jette)
Sint-Pieterscollege (1090 - Jette)
 GO! Victor Hortaschool (1140 - Evere)

Don Bosco - School voor Wetenschap & Techniek (1150 - Sint-Pieters-Woluwe)

GO! Meertalig Atheneum Woluwe (1150 - Sint-Pieters-Woluwe)

Mater Dei-Instituut (1150 - Sint-Pieters-Woluwe)

Sint-Jozefscollege (1150 - Sint-Pieters-Woluwe)

Lutgardiscollege (1160 - Oudergem)

GO! Koninklijk Atheneum Ukkel (1180 - Ukkel)

Literature list

Websites

- https://en.wikipedia.org/wiki/List_of_territorial_entities_where_English_is_an_official_language retrieved on 9/09/2016
- <http://www.indymedia.be/index.html%3Fq=node%252F35560.html> retrieved on 12/12/2016
- <https://en.wiktionary.org/wiki/ethnicity> retrieved on 12/12/2016
- <http://thecommonwealth.org/our-governance> retrieved on 12/12/2016
- www.biography.com/people/britney-spears-9542229 retrieved on 12/12/2016
- <http://www.biography.com/people/groups/the-beatles> retrieved on 12/12/2016
- <http://www.freetoursbyfoot.com/how-to-get-to-abbey-road-crossing-in-london/> retrieved on 12/12/2016
- <https://eclass.upatras.gr/modules/document/file.php/PDE1439/Culture%20in%20Second%20Language%20Teaching.pdf> retrieved on 11/11/2016
- <https://blog.gaijinpot.com/exchanging-business-cards-japan/> retrieved on 12/01/2017
- https://en.wikipedia.org/wiki/V_sign#As_an_insult retrieved on 12/01/2017
- Jensen, P., (2015), Immigrants in the classroom and effects on native children. *IZA World of Labor 2015*. Retrieved on 20/12/2016, from <http://wol.iza.org/articles/immigrants-in-classroom-and-effects-on-native-children.pdf>
- Peterson, E., Bronwyn, C. (2003). Culture in Second Language Teaching. *ERIC digest*, EDO-FL-03-09, pp. 1-2. Retrieved on 07/08/2016, from <https://eclass.upatras.gr/modules/document/file.php/PDE1439/Culture%20in%20Second%20Language%20Teaching.pdf>

Curriculum GO, retrieved on 10/10/2016

- <http://pro.g-o.be/blog/documents/2014-014.pdf> - ASO – 3e graad – Basisvorming 7 AV Engels (1e jaar: 2 lestijden/week, 2e jaar: 2 lestijden/week)
- <http://pro.g-o.be/blog/documents/2015-030.pdf> ASO – 3e graad – Specifiek gedeelte pool Moderne talen 3 AV Engels (1e leerjaar: 1 lestijd/week, 2e leerjaar: 1 lestijd/week)
- <http://pro.g-o.be/blog/documents/2014-019.pdf> TSO&KSO-3e graad
- <http://pro.g-o.be/blog/documents/2011-044.pdf> TSO - 3e graad – sportclub- en fitnessbegeleider
- <http://pro.g-o.be/blog/documents/2003-037.pdf> TSO - 3e graad – medico-sociale administratie
- <http://pro.g-o.be/blog/documents/2010-031.pdf> TSO - 3e graad – maatschappelijke veiligheid
- <http://pro.g-o.be/blog/documents/97213.pdf> TSO- 3e graad - public relations
- http://pro.g-o.be/blog/documents/V_LP_AB_83_9.pdf Technisch Engels in de 7^e leerjaren
- <http://pro.g-o.be/blog/documents/2010-025.pdf> BSO - 2e graad Engels basisvorming
- <http://pro.g-o.be/blog/documents/2010-027.pdf> BSO - 2e graad Engels kantoor/verkoop
- <http://pro.g-o.be/blog/documents/2012-043.pdf> BSO - 3e graad (j1&2) Engels basisvorming
- <http://pro.g-o.be/blog/documents/2012-044.pdf> BSO - 3e graad (j1&2) Engels kantoor/verkoop
- <http://pro.g-o.be/blog/documents/2014-042.pdf> BSO - 3e graad (j3) Engels basisvorming
- <http://pro.g-o.be/blog/documents/2011-034.pdf> BSO - 3e graad (j3) Engels handel, kantooradministratie en gegevensbeheer

Curriculum VVKSO, retrieved on 11/10/2016

<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2011-002.pdf> - Engels 1e graad
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2012-006.pdf> - Engels 2e graad alle ASO-studierichtingen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2014-003.pdf> - Engels 3e graad ASO moderne-talen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2014-002.pdf> - Engels 3e graad ASO zonder optie talen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2012-056.pdf> - Engels 2e graad TSO-KSO behalve handel-talen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2012-065.pdf> - Engels 2e graad TSO handel-talen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2016-015.pdf> - Engels 3e graad TSO-KSO behalve handel-talen
<http://ond.vvksso-ict.com/leerplannen/doc/Engels-2014-020.pdf> - Engels 3e graad TSO handel-talen
<http://ond.vvksso-ict.com/leerplannen/doc/Moderne%20Vreemde%20Talen-2010-099.pdf> – Engels 2^e graad BSO
<http://ond.vvksso-ict.com/leerplannen/doc/Moderne%20vreemde%20talen-2012-058.pdf> – Engels 3^e graad BSO
<http://ond.vvksso-ict.com/leerplannen/doc/Moderne%20vreemde%20talen-2014-018.pdf> Engels 3^e graad 3^e jaar BSO

Workbooks

Claus D., Leys, B. (2014). *New Takeaway Next 1 leerwerkboek*. Wommelgem: Uitgeverij Van In. Retrieved on 11/12/2016 from https://api.knooppunt.net/v1/resources/content/CDS/Van%20In/Published%20content/NEW%20Takeaway%20NEXT/NEW%20Takeaway%20NEXT%20Part%201/leerkracht/7.0/teacher/ingevuld_leerwerkschrift/552919_ingevuld%20werkschrift.pdf
 Claeys, G., Deltour, C., Plaquet, A. (2016). *New Contact 1 Two-in-one leerwerkboek*. Mechelen, België: Uitgeverij Plantyn. Retrieved on 11/12/2016 from http://content.plantyn.com/Pages/ViewItem.aspx?cp=%2FCMS%2FCDS%2FPlantyn%2FPublished%20Content%2FeBooks%2FNCTO10NW_23776&mode=normal& knp_cc=J3Q24EATY9U6QZJ3Q24EATY9U93G
 Spetebroot, A., Willekens, S. (2016). *Connect 1 leerwerkboek*. Mechelen, België: Uitgeverij Plantyn. Retrieved on 11/12/2016 from [http://www.plantyn.com/shop/pt-fr/connect-1-leerwerkboek-\(incl-scoodle\)](http://www.plantyn.com/shop/pt-fr/connect-1-leerwerkboek-(incl-scoodle))
 Dekoster, K. (2009). *Spark 1 leerwerkboek*, Kapellen: Pelckmans. Retrieved on 11/12/2016 from <https://p.pelckmans.be/#/lesmateriaal/engels/spark/spark-1>
 Claeys, G., Passchyn, Roger. *New Contact 1 leerwerkboek*. Mechelen, België: Uitgeverij Plantyn. Retrieved on 11/12/2016 from <http://methodes.plantyn.com/newcontact/1ste-graad/new-contact-1/>

Books and articles

Agar, M. (1994). *Language shock: Understanding the culture of conversation*. New York, NY: William Morrow.
 Archer, C. (1986). *Culture bound*. New York, NY: Cambridge University Press.
 Bada, E. (2000). *Culture in ELT*.
 Bateman, B. (2004). *Achieving affective and behavioral outcomes in culture learning: the case for ethno-graphic interviews*. Foreign Language Annals.

- Bennett, J. B. (2003). *Developing intercultural competence in the language classroom. In culture as the core: Perspectives in second language learning*. USA: Information Age Publishing.
- Blatchford, C. (1986). *Culture bound*. New York, NY: Cambridge University Press.
- Brown, H. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education.
- Brown, H. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York, NY: Pearson Education.
- Byram, M. (1989). *Cultural studies in foreign language education*. Philadelphia: Multilingual Matters.
- Byram, M. S., & Risager, a. K. (1999). *Language teachers, politics and cultures*. Multilingual Matters.
- Ciccarelli, A. (1996). *Teaching culture through language: Suggestions for the Italian language class*. Italica.
- Cortazzi, M., & Jin, L. (1999). *Culture in second language teaching and learning*. New York, NY: Cambridge University Press.
- Cummins, J. (1981). *Tests, achievement, and bilingual students, Focus, No. 9*. Arlington, VA: National Clearinghouse for bilingual education.
- Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.
- Fox, L. (1999). *Dialog on Language Instruction*.
- Gaston, J. (1984). *Cultural awareness teaching techniques*. Brattleboro, VT: Pro Lingua Associates.
- Goodenough, W. H. (1957). *Report of the Seventh Round Table Meeting on Linguistics and Language Study*. Washington: Georgetown University Press.
- Herron, C. M. (1995). *A comparison study of the effects of video-based versus text-based instruction in the foreign language classroom*.
- Hinkel, E. (1999). *Culture in second language teaching and learning*. New York, NY: Cambridge University Press.
- Hughes, G. H. (1986). *An argument for cultural analysis in the second language classroom. In J.M. Valdes (Ed.), Cultural bound (pp. 162–169)*. New York: Oxford University Press.
- Hughes, G. H. (1986). *Culture bound*. New York, NY: Cambridge University Press.
- J., R. (2011). *Using the Simpsons in EFL classes*. Japan: English teaching forum.
- Jiang, W. (2001). *Handling 'culture bumps'*. *ELT Journal*.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- Krasner, I. (1999). *The Role Of Culture In Language Teaching: Dialog on Language Instruction*.
- Layette, R. C. (1988). *Toward a new integration of language and culture*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Liddicoat, A., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning*. Canberra ACT: Commonwealth of Australia.
- Mead, M. (1961). *Report on a conference on the meaning and role of culture in foreign language teaching*. Georgetown University.
- Mitchell, R., & Myles, F. (2004). *Second language learning theories (2nd ed.)*. London: Arnold.
- National Standards in Foreign Language Education Project. (1996). *Standards for foreign language learning in the 21st century*. Yonkers, NY.
- Peterson, E. C. (2003). *Culture in second language teaching*.
- Peterson, E., & Coltrane, B. (2003). *Culture in second language teaching*. ERIC Clearinghouse on Language and Linguistics.

- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, England: Cambridge University Press.
- Roell, C. (2010). Intercultural Training with Films. *English Teaching Forum* , pp. 1-15.
- Roh, S. (2001). *Toward a reconceptualization of the integration of culture and language in the Korean EFL classroom*. Louisiana University.
- Rucynski, J. (2011). Using the Simpsons in EFL classes. *English Teaching Forum* , pp. 8-18.
- Saville-Troike, T. (1989). *The Ethnography of Communication*.
- Scollon, R. (1999). *Culture in second language teaching and learning*. New York, NY: Cambridge University Press.
- Scott, V., & Huntington, J. (2000). *Reading culture: Using literature to develop C2 competence*. Foreign Language Annals.
- Stephens, J. (2001). *Teaching culture and improving language skills through a cinematic lens: A course on Spanish film in the undergraduate Spanish curriculum*. ADFL Bulletin.
- Swaffar, J., & Vlatten, A. (1997). *A sequential model for video viewing in the foreign language curriculum*.
- Tang, Y. (2006). *The Modern Language Journal*.
- Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Hong Kong: Oxford University Press.
- Tran-Hoang-Thu. (2010). *Teaching Culture in the EFL/ESL Classroom*. San Diego, California.
- Valdes, J. M. (1986). *Culture bound*. New York, NY: Cambridge University Press.
- Wandel, R. (2003). *Context and culture in language teaching and learning*. Tonawanda, NY: Multilingual Matters.
- Wandel, R. (2003). *Context and culture in language teaching and learning*. Tonawanda, NY: Multilingual Matters.
- Wardhaugh, R. (1961). *Report on a conference on the meaning and role of culture in foreign language teaching*. Georgetown University.
- Weaver, G. (1993). *Education for the intercultural experience*. Yarmouth, Maine: Intercultural Press.

Consulted works

- Hough, D. (1997). *A critical approach to learning and teaching culture in the EFL classroom in Japan*. Japan: US Department of Education. Retrieved on 13/08/2016 from <https://eric.ed.gov/?id=ED419421>
- Al-Jarf, R (n.d.). *Impact of Online Instruction on EFL Students' Cultural Awareness*. King Saud University, Riyadh, Saudi Arabia. Retrieved on 13/08/2016 from <http://files.eric.ed.gov/fulltext/ED497400.pdf>
- Yeh, E. (2014). *Teaching Culture and Language through the Multiple Intelligences Film Teaching Model in the ESL/EFL Classroom*. Ohio University, Athens, Ohio. Retrieved on 13/08/2016 from <https://eric.ed.gov/?id=EJ1060447>
- Lopes, A. (2013). *Exploring Culture-Related Content in the COCA with Task-Based Activities in the EFL Classroom*. Portugal. Retrieved on 20/10/2016 from <https://eric.ed.gov/?q=culture+in+the+EFL-class&id=ED565062>
- Trejoy Vences, P., Fay, R. (2015). *Developing General Cultural Awareness in a Monocultural English as a Foreign Language Context in a Mexican University: A Wiki-Based Critical Incident Approach*. Mexico: Language Learning Journal. Retrieved on 20/10/2016 from <https://eric.ed.gov/?q=culture+in+the+EFL-class&id=EJ1059299>
- Jin, S. (2015). *Using Facebook to Promote Korean EFL Learners' Intercultural Competence*. Pennsylvania State University: Language Learning & Technology. Retrieved on 20/10/2016 from <https://eric.ed.gov/?q=culture+EFL&id=EJ1075828>
- Mao, W. (2009). *Teaching Culture within and beyond Language*. Zhenjiang, China: English Language Teaching. Retrieved 20/10/2016 <http://files.eric.ed.gov/fulltext/EJ1083702.pdf>
- Moirano, C. (2012). *Teaching the Students and Not the Book: Addressing the Problem of Culture Teaching in EFL in Argentina*. Argentina. Retrieved on 20/10/2016 from <https://eric.ed.gov/?q=culture+EFL&id=EJ1062574>

