



## 10º Simposio de Ensino de Graduação

### INTERCULTURALISM IN EFL COURSEBOOKS

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#### 1. Introdução

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Now we are living in a globalized world, therefore there is the necessity of understanding other cultures as well as having a common language to make communication possible among nations. In this case the English language has been being used all over the world in order to make people understand each other. This language is not only important for business, but also for academic purpose and it is the most used language in tourism.

As it should not be different, many Language schools have been being created to teach English to local people in several different countries. The point is the materials developed to teach English are supposed to reach as many countries at once as possible. For instance, kids from Japan sometimes have to study with an English textbook used in Germany for the same purpose, to teach English. With this example one can notice that at least three cultures are in contact at the same time: the Japanese, the German and the English or American cultures. There is no problem since the textbook mentioned provides enough information about culture which allows the students and the teacher to understand and to communicate with each other.

Even though the majority of English teaching materials available in the market are concerned with the culture issue, sometimes it is possible to find coursebook activities which fail in the attempt to reach students' culture awareness; therefore miscommunication can happen when students do not learn culture in a proper way.

It has been noticed that communication is not only about knowing the language structure itself, but it is also knowing some aspects related to culture. Within this point of view one cannot study language separately from culture or vice versa. When speaking a foreign language one cannot put aside his or her background knowledge and that involves his or her own culture which will be in many situations in conflict with the one from the target language. Encountering two or more cultures together involves a lot of interaction that goes beyond using a common language. There are certain situations in which miscommunication occurs only because there is a misinterpretation involving culture awareness. As now we learn English in order to interact with the whole world and not only with English speaking countries, it is essential that we have an open-mind towards other ways of life, therefore learning other cultures is a way of developing awareness and respect as well as it can be a fun way of learning the language structure. Therefore teaching cultural aspects of a language can also work as a motivator for who studies the language.

#### 2. Objetivos

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This paper is about Interculturalism and the effects it has in teaching English as a Foreign Language. It is aimed at analyzing three English course books available in the market in order to see their perspectives about the culture issue.

Throughout studies and coursebooks analyses this paper wants to propose a discussion about the following questions:

1- How are Intercultural activities presented in the coursebooks?

2- How much can culture information found in the coursebooks help students to acquire the language?

3- How can Brazilian students find their own culture in the coursebook?

### 3. Desenvolvimento

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In order to reach its purpose this study used qualitative research. This qualitative research was aimed to gather enough information about Intercultural aspects contained in English course books used to teach EFL (English as a Foreign Language). This subject analyzed important characteristics related to interculturalism.

For this analyze two well-known course books used to teach at language institution and one book used to teach elementary school were chosen based on their popularity. The two firsts are imported, and the second is made in Brazil. The idea of having two imported books and a national one is to analyze how a Brazilian material deals with intercultural issues. The three books are considered to be elementary level. The choice of level was based on the idea that students should be introduced to intercultural activities since an early start of their studies in a target language.

The collected data was placed into a frame in order to be studied accordingly to the theories previously presented. The aim was to verify how the coursebooks present or not intercultural activities throughout a qualitative research.

### 4. Resultado e Discussão

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The qualitative results are being analysed through the intercultural perspective. As the coursebook analyses are not completed yet. The discussion is incomplete.

### 5. Considerações Finais

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It is believed that this paper will contribute to English classes in the way teachers and students will become aware of the intercultural issue.

As when acquiring a foreign language learners must find their place in this “new speech” community. Therefore having Intercultural competence is extremely important for this to happen. According to Corbett (2010) the idea about acquiring a foreign language has changed from copying the native speaker to finding learners’ own space within a target language.

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