



DEVELOPING CULTURAL AWARENESS BY USING BINGO BREAK STRATEGIES TO THE SECOND LANGUAGE CLASSROOM

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Abstract

This research focused more about developing cultural awareness especially in language classroom. Many conflicts happened around us as the effect of lack of different culture awareness. So “cultural discussion” become the important subject in this world and not except for language classroom. But many teachers now assume that culture and language must be taught separately. This of course waste many times and is not effective in teaching both subjects. The purpose of this research is to describe the relevance of culture and language, and offer one strategy to teach culture in language by using bingo break or vice versa.

Keywords: awareness, language, second language classroom, bingo breaks

INTRODUCTION

Culture can be found in all aspects of human life. It must be there in every place, tribes, and nations of this world moreover for each people. Because culture born from the people's belief, that consists of norms and values, and it's applied in social practice. Therefore culture is agreed that involve the component such as belief, norms, values and social practice. As (Lustig and Koester 2010:25) stated that Culture is a learned set of shared interpretations about beliefs, values, norms, and social practices, which affect the behaviors of a relatively large group of people.

Culture also means tradition or habit of the people who reside in one location, in which that involve the kind of food, dress, music, language, etc. it is not the purpose to describe all kind of culture, instead we only concern to the culture which is appropriately and relevant to the language learning. In this paper, the writer will describe the relationship culture and language.

Culture and language are the two things that cannot be separated. Culture will die if languages die. So, you can maintain your culture by using your language regularly in communication. Thus Englebert (2004:37) asserted “to teach a foreign language is also to teach a foreign culture.” So an important aspect of learning any foreign language is learning its culture.

Further, the language classroom is the best place to develop cultural awareness, but many teachers don't focus or never include culture when they teach the language skills in classroom. According to Solano (2009:384) that there are many reason that the teacher or educator not including cultural aspects in their instruction, they are; 1) the assumption that language alone is enough to communicate successfully; 2) the lack of resources that address culturally relevant and appropriate issues; 3) the lack of opportunities for language teaching professionals to receive training in the field and develop cultural awareness themselves; 4) and in some cases the apparent feeling that there is no need to explore cultural matters.

DISCUSSION

A. What is Culture?

According to English British dictionary, culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time. This point of view proves that culture is belonging to the people, not animals. By Culture, the people can show their identity, and it exists as long as the people survive. Culture also can influence human behavior, include when they interact or communicate with the people either from the same or different culture.

Robinson (1988:8) explains culture's definition based on behaviorist, functionalist, cognitive, and symbolic perspective. According to behaviorist, culture consists of discrete behaviors or set or behaviors. For functionalist, culture is viewed as a social phenomenon. While cognitivist, culture is the form of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them. And according to the symbolic, culture

is a system of symbols and meanings. This concepts proves that culture always exist in all aspects of human's life.

While Kroeber and Kluckhohn as cited Klopf (1987:26) claims that culture refers to non-biological conditions of human life, what might be called "artifacts, socio-facts, and menti-facts." Humans are immersed in culture, or in cultures, they conclude, from birth to death, and become human beings through participation in culture.

Based on all definition above, the writer can conclude that culture is the Result of people's idea that born from trust and become tradition agreed by a group of society.

B. What is Important of Culture

Gilmore in Communication MDR (2016:7) statethat for its intrinsic value, culture provides important social and economic benefits. With improved learning and health, increased tolerance and opportunities to come together with others, culture enhances our quality of life and increases overall well-being for both individual and communities. One of the importance of culture here will be discussed is focusing on the learning, means that culture has important role to the language skill or language learning especially second language learning.

C. Culture and Language

Culture and language are the two things that cannot be separated. Culture will die if languages die. So, you can maintain your culture by using your language regularly in communication. Thus Englebert (2004:37) asserted "to teach a foreign language is also to teach a foreign culture." So an important aspect of learning any foreign language is learning its culture.

The most striking linguists dealing with the issue of language and culture are Sapir and Whorf. The core of their theory which is commonly referred to as linguistic relativity is that "a) we perceive the world in terms of categories and distinctions found in our native language and b) what is found in one language may not be found in another language due to cultural differences" (Genc & Bada, 2005: 74).

How is the relationship between language and culture? Does language influence the culture or vice versa? Or might they influence each other? We needn't explain more about culture's definition in this session, instead the language's definition.

Language as cited Klopf (1987:134) is a series of sounds, and when these sounds are combined as symbols, they acquire meaning, symbols being things like words that stand for

other things. We can express our feeling, our need, and our idea by language, either in verbal or nonverbal. Different people have different idea, different feeling, so the people also have different ways to communicate.

Having many languages does not guarantee that you can communicate with other well, if you don't know the culture of them. You have to interact with other from different culture.

Both of language and culture have a function of communication because they both carry meanings. On the one hand, language carries syntactic, semantic and pragmatic meanings for language users to communicate (Brooks, 1997 in Chia-lhinHsin 2006). On the other hand, culture carries meanings and cultural meanings are expressed through patterns of behavior, e.g., language. In order to communicate successfully across Languages and cultures, one must understand culturally different norms of interaction and people's values and thought (Saville-Troike, 2003 in Chia-LhinHsin 2016). Sometimes linguistic correct sentences could cause misunderstanding or confusion when they are in a different cultural context (Schulz, 2007).

D. What is Cultural Awareness?

According to Collin's dictionary, cultural awareness understands of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

According to HETI (Health Education Training Institute), claims that cultural awareness is sensitivity to the similarities and differences that exist between two different cultures and the use of this sensitivity in effective communication with members of another cultural group.

Cultural awareness based on the perspective of Stephanie and Cantatore (1991) is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perception.

E. The Importance of Cultural Awareness for the Second Language Learning

By developing cross cultural awareness, we can begin to understand different perspectives, to adapt our own behavior, and to suspend judgment of what is normal or better.

As Cornish (2012) has presented in UOL mentoring training that we need to understand each other's cultural backgrounds to make sense of different viewpoints and

opinions. Cultural Awareness is important in creating cross cultural understanding and acceptance. Cultural awareness can give us a better understanding of our own culture and how it is perceived by outsiders.

Hymes (1964) in Abushihab (2016: 52) emphasize on the importance of integrating language with culture. This will provide effective information about how cultures work and how to develop the pragmatic competence of foreign language learners.

Allwood, 1990; Kramersch, 2000, Genc and Bada, 2005; Turkan and Celik, 2007; Neff and Rucynsky, 2013 in Abushihab: 2016:51) assure that learners cannot be competent in the foreign language effectively if they don't have an awareness of its culture.

According to Tavares and Cavalcanti, in Yeganeh and Raisse, 2014: 534) the aim of teaching cultures is to heighten student's awareness and to develop their curiosity towards both the target and home culture.

F. How to Develop Culture Awareness?

According to Bisk, in seeking to develop an advance level of cultural awareness, there are several key factors to consider, including:

1. Communication

Subtle difference in how people communicate, both verbally and non-verbally, can make the difference between a deal going through and an agreement falling apart. Certainly, it's helpful to speak the local language. However, it's possible to be an effective communicator in any country.

2. Observation and sensitivity

The most reliable tools could be your level of sensitivity and your powers and observation. When you are in foreign country, learn how those around you conduct themselves and their business. Listen more than you talk and chances are you'll learn more, faster.

3. Flexibility

You may face situation in which you are not in control or don't have to deal with uncertainty, be patient with yourself as well as with business partners or potential customers. Keep focus on the big picture.

4. Self – awareness

It's not easy to absorb and understand everything that is happening around you in cross -cultural business settings. At such times it can be beneficial to tap into your

self –awareness skills. Ask yourself, “Why do I think this? And why am I feeling this way?” and then adjust your responses or actions as necessary.

Further he stated that to strengthen cultural awareness, we can do as follows;

1. *Appreciate difference*; a culture is built or more than just food, music, art and clothing. Its foundation includes stories, values and beliefs passed down through generations. Learn to value a culture’s contributions to the greater human story.
2. *When in doubt, ask*; don’t be afraid to ask questions, you won’t be perceived as less intelligent, as people generally appreciate the interest, and enjoy sharing information about their nation and its culture. By being humble and acknowledging that you’re still learning you may be more likely to gain acceptance in a new culture.
3. *Smile*; you may have heard the saying, “A smile is the same in every language.” Indeed, a smile can be great ice breaker and stress reliever. Have a smile ready when facing unexpected challenges and look for humor in predicament.

Especially for language teaching, Verbova (2006) based on her research claims that among techniques that can be applied to achieve cultural awareness are role play and drama. In a role play students take on the role of another person. Role play is where students are encouraged to use language imaginatively and creatively. Drama is similarly useful for directly involving students in cross-cultural misunderstanding. In this technique selected members act out in a series of short scenes a misinterpretation of something that happens in the target culture and is clarified in the final scene.

Additionally, Cornish (2012) suggest of how to develop cultural awareness. They are as follows;

1. Engage with other students’ cultures by asking questions.
2. Be Open! Don’t get into the habit of thinking your way is the only way of doing something-how is it done in another country?
3. Think about what you can learn from other students, and what you can teach them.
4. Invite students to share their culture with you.

G. Bingo Break Strategies

Bingo break is a game which is able to be applied for teaching language in classroom. We can play this game for all language skill such as listening, speaking, reading and writing. Of course you can create many variation as much as you can but the most important it must be suitable with the skill and the level you each. This strategy is applied all by means to motivate the students in learning language as well as raise their culture awareness.

To conduct the bingo strategies, there are some steps that you have to do as follows;

1. Prepare pen and paper, it's for students asking signature from others in classroom.
2. Divide group in variable size.
3. Advance preparation: prepare a grid with five squares across and five squares down. Then fill in the squares with cues. And include a few free spaces as most bingo cards do.
4. Do the procedure as follows;
 - a. Hand out on card to each participant. Allow them twenty minutes to mingle and fill out the squares on the cards with the names of participants who fit the descriptions. Any given participant may not be used to fill in more than one item (this can vary depending on group size). The first person to complete the card (or the person with the most squares completed) within the time period wins.
 - b. Here is a sample list of cues of Bingo.

Table 1. Culture Cue Bingo

Has read novel	Speaks Arabic	Has listened to a non-English-speaking radio station	Has a close friend	Comes from an intercultural family
Has five brothers	Has five sisters	Can speak two languages	Did not eat breakfast this morning	Plays guitar
Loves cake	Loves vegetable	Is left handed	Can sing Indian	Can play tennis ball
Has eaten Korean food	Knows what sensei means	Has never left his or her home state	Knows the first president of India	Can make coffee
Has high grade	Has join course	Got scholarship	Has ever meet actress	Has ever been overseas

5. Instruction: Distribute “culture cue bingo” grid sheets and pencils to each participant.
6. Participant must approach others in the group to get them to “sign off,” i.e. writes their name, in a particular square of the grid whose category they can fulfill. If some people know each other, suggest they seek out strangers.
7. Participants continue to fill in the grid with others in the group until they have completed a full column, row, or diagonal.
8. Participants may only use each name once or twice and must have group members sign their own name on the grid sheet.
9. The purpose of the exercise is to get people to meet each other. You might also ask if they found anything that surprised them, intrigued them, or made them want to learn more about the person in question.

CONCLUSION AND SUGGESTION

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1. Culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
2. Culture and language cannot be separated, because culture can be learned through language. We can assume that culture is the aim or the central purpose of the learning and language is the media to learn about culture.
3. There are some levels have to be achieved in cross cultural communication include cultural awareness, cultural sensitivity, cultural diversity, cultural competence and cultural competence and cultural intelligence.
4. Having high cross cultural communication such as cultural awareness etc., will make better in your society. So it is very important thing to developed o increased.

SUGGESTION

1. As a teacher should seek the strategies to teach culture implicitly.
2. Disappear assumption that language alone is enough to communicate successfully
3. Try to collect and read many resources about culture and teach the similarities and differences culture.
4. Never discriminate your students who are from different with your own culture.

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