

Is it a Practical Strategy of Foreign Language Teaching? Unpacking the Integrated Language and Culture Instruction (ILCI) Method in its Application to Learning of German as a Foreign Language in Zimbabwe

Alfred Ndhlovu¹

¹University of Zimbabwe, Department of Modern Languages, Harare, Zimbabwe
Correspondence: Alfred Ndhlovu, University of Zimbabwe, Harare, Zimbabwe.
E-mail: alfnhdhlovu@yahoo.com

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Abstract: It is without doubt, that most contemporary methods of language teaching are based on the Communicative language Teaching (CLT) model. The principle that these methods share is that language can only be considered meaningful when it is not taught separately from its context, which is the context of the target language speakers. In other words, second and foreign language teachers are encouraged to pursue methods of instruction that seek to simultaneously improve not only the linguistic knowledge of the L2/foreign language learners (such as vocabulary and grammar) but also their learning of the “appropriate” contextual meaning of this knowledge. To mention a few, these methods include the integrated content and language learning instruction (ICLI), theme based language instruction (TBI), Task based instruction (TBI) and the integrated language and culture Instruction (ILCI). The last method of instruction which is the central subject of discussion in this study is not commonly addressed by most researchers despite its growing popularity in most foreign language teaching classrooms. It is mainly related to the theme based language instruction since it advocates for the teaching of language in tandem with topics in culture and civilisation and realises the importance of both culture (as content) and language (as a medium of communication). This study unpacks this method, looking at its benefits and limitations when it comes to its application to the foreign language classroom. The major concern of this study therefore, is pedagogical implications of this method in actual foreign language teaching. To illustrate this, the study gives insights into learning of German in Zimbabwe, with the University of Zimbabwe as a close example. The underlying position in this study is that, while the integrated language and culture Instruction (ILCI) method is a very attractive method on paper, there are a number of obstacles that can censor its practical application. These include (among others), complications arising from language learning material (mainly textbooks) and institutional course structure that maintains language and culture as two parallel structures.

Keywords: Integrated Language and Culture Instruction, Foreign language pedagogy in Zimbabwe

I. Introduction

Most scholars who subscribe to the integrated language and culture Instruction (ILCI) usually begin their justification of this method by highlighting the indispensable relationship between language and culture. Based on and being guided by the principles of communicative competence, they argue that for language to generate an “appropriate” meaning, it should be taught alongside its culture, which acts as its necessary context (Stern, 1992). For instance, Neff and Rucynski (2013) begin their discussion with the question; “What is the role of culture in language teaching?” (p.12). As a way of providing an answer to this question, Neff and Rucynski argue that the role of a teacher is to act as a trained mediator between foreign languages and cultures. However, the intimate relationship that exists between culture and Language is no longer a subject of debate since it is now an acknowledged academic reality (Byram, 1988, 1989).

While culture can simply be understood as a way of life and a context within which people exist, think, feel and relate to others (Brown, 2000a)¹, a consensus is unachievable when it comes to what constitutes it and what should be taught as culture in foreign language learning. For instance, Schulz (2007) observes that, although numerous scholars support the idea of integrating cultural knowledge into foreign language learning, there is however, “no agreement on how culture can or should be defined operationally in the context of foreign language in terms of concrete instructional objectives, and there is even less consensus on whether or how it should be formally assessed” (p.13).

Furthermore, the need to integrate cultural learning in L2/foreign language learning is not a new phenomenon, it is drawn from the interest of linguists such as Hymes, Widdowson and others who emphasized on the need to situate language learning in its proper contexts and therefore, save the language learner from the trouble of struggling to construct linguistic meaning.

This article will therefore, begin by exploring the significance of the Communicative language Competence model, a model which exerts great influence to integrative approaches of language learning and teaching that are discussed in this study. These approaches which will be discussed under the sub headline; “related methods”² include the integrated content and language learning instruction (ICLI), theme or topic based language instruction (TBI), Task based instruction (TBI) and the integrated language and culture Instruction (ILCI). This background will be followed by a discussion of these methods themselves, starting with the integrated content and language learning instruction(ICLI), followed by the theme based language instruction(TBI), Task based instruction (TBI) and finally the integrated language and culture Instruction(ILCI) which is main focus of this study. The final section of this study will primarily focus on the integrated language and culture Instruction (ILCI) and its application to the Zimbabwean foreign language context.

¹ The concept of culture can be defined and discussed from different perspectives and thus discussing these definitions can take a study of its own. Hence, highlighting them here is beyond the scope of this article.

² Since they are related to the Integrated language and culture Instruction (ILCI) which is main focus of this study.

1.1 Background

1.1.1 The Communicative Competence Approach

The CC approach to language teaching approach emerged as a development and movement from the era dominated by grammar-translation method towards the views that saw the need to consider the context of language use. The concept is usually associated with Dell Hymes. In 1966, Hymes, convinced that language users needed more than just grammar to communicate effectively and appropriately, and proposed the idea of Communicative Competence. His ideas were further refurbished by scholars such as Widdowson (1978), who argued that, in language learning, there are rules of language use, without which, the rules of grammar are useless. Hence these scholars were suggesting that the contextual setting of L2/foreign language languages is important and needs to be emphasised. This is what Hymes refers to as “appropriateness” (1972, 277) of language use or Norton as “rules of use” (2000, 15). These scholars argue that foreign language learning should go beyond the level of acquiring grammatical rules; and foreign language learners need to know how to use the target language in its situated context (Neuner, 1997). The Communicative Competence (CC) model was also later elaborated by Canale and Swain (1980) who provided a taxonomy of linguistic competencies that are valued by the Communicative Competence (CC) method.

These competences are grammatical, sociolinguistic, discourse and strategic competences. However, by ensuring that the learner acquires correct or appropriate forms of not only the structure of the language but also linguistic norms based on the study and understanding of the target language community, the CC method of L2/foreign language teaching has been accused of being a form of enculturation (Alptekin, 2002). Put differently, the process of integrating language and culture (with the view of teaching learners the target language norms alongside the target language) is seen as a process of enculturation, where one acquires new cultural frames of reference and a new world view which reflects the target language culture and its speakers.

Norton (2000) has also questioned the over reliance of most modern methods of SLA and foreign language teaching on Hymes’ “rules of use”. According to her, it is important for language learners “to explore whose interests these rules serve” because what is considered appropriate must be understood with reference to inequitable relations of power between interlocutors (p.15). In this light, though the CC approach is seemingly intended to benefit learners, some scholars view it as establishing “native” speaker dominance over the language learner. It is however, this approach to foreign language teaching and learning that has exerted great influence in what is known as the Communicative language Teaching (CLT) and to most contemporary integrated language teaching methods.

1.1.2 Communicative language Teaching (CLT)

According to Brown (2000b), CLT is currently recognised as the general norm in the fields of L2/foreign language learning. Following this view, one would note that, most contemporary methods of second and

foreign language learning are motivated by the principles of CC and CLT. For example, Brumfit and Johnson (1979) consider one of the popular methods of L2/Foreign language instruction, the integrated content and language learning instruction (ICLI) as an ultimate dream of Communicative language teaching.

It is difficult to discuss CLT without making reference to CC. For instance, Savignon (2007), expresses the idea that “the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence” (p.209). Based on the work of Berns (1990), (Savignon, 2007) cites a number of tenets of CLT which are as follows:

- Language teaching is based on a view of language as communication. That is, language is seen as a social tool which speakers and writers use to make meaning; we communicate about something to someone for some purpose, either orally or in writing.
- Diversity is recognized and accepted as part of language development and use in second language learners and users as it is with first language users.
- A learner’s competence is considered in relative, not absolute, terms of correctness.
- More than one variety of a language is recognized as a model for learning and teaching.
- Culture is seen to play an instrumental role in shaping speakers’ communicative competence both in their first and subsequent languages.
- No single methodology or fixed set of techniques is prescribed.
- Language use is recognized as serving the ideational, the interpersonal, and the textual functions, as defined by Halliday, and is related to the development of learners’ competence in each.
- It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes, in all phases of learning. Learner expectations and attitudes have increasingly come to be recognized for their role in advancing or impeding curricular change (p.211).

These tenets can be compared and contrasted to the six characteristics of CLT that are provided by Brown (2000b). For instance, in both descriptions, communication is given a paramount value over accuracy and fluency. The third point above states that “a learner’s competence is considered in relative, not absolute, terms of correctness” and the third point in Brown’s list states that “fluency and accuracy are seen as complementary principles underlying communicative techniques”(p.43). In the light of the above views, Communicative language teaching can be taken to represent the conceptualisation of the principles of Communicative Competence (which may apply to general communication) to second and foreign language learning.

2. Related Methods

The integrated language teaching approaches are not only related to one another but also share the principles of CC and CLT. For instance, Sherris’ (2008) definition of integrated content and language

instruction as a task-based instruction and assessment of knowledge, skills, and academic language within a content area demonstrate the close relationship between integrated content and language instruction and Task based Instruction (TBI). This section therefore, provides a brief discussion of these approaches, their strengths and weaknesses and how they are related to one another and to the CC/CLT concepts.

2.1 Integrated Content and Language Learning Instruction (ICLI)

This method of teaching seeks to teach a school subject using a foreign language (Basturk & Gulmez, 2011). Content and language integrated learning (CLIL) refers to any educational situation in which an additional language and not the most widely used language of the environment, is used for the teaching and learning of subjects other than the language itself (Marsh & Langé 2000). This method is usually considered suitable for bilingual communities such as the Canadian French/English communities where, as Basturk and Gulmez (2011) note, it can not only economize the expenses of staffing but also assist learners to be culturally integrated into both language communities.

The approach is also based on the well-known assumption that foreign languages are best learnt by focusing in the classroom not so much on language – its form and structure – but on the content through which language is transmitted (Wolff, 2013). The immersion method is usually cited by most scholars as a good example of a content and language integrated learning (CLIL) approach to language teaching (Wolff, 2013) (Brown, 2000b, p.234). Other terms related to this teaching technique are Content Based instruction (CBI), Bilingual Teaching (BT), “bilingual content teaching” and “bilingual subject teaching”. Through integrated content and language instruction, second language learners develop the ability to generate thoughtful spoken and written discourse about concepts in a content area, and they develop proficiency in understanding and producing the types of texts specific to that area. Students also develop the ability to carry out other content related tasks (Sherris, 2008). Furthermore, with the advent of content and language integrated learning model (CLIL), foreign languages are now taught easily and without a waste of time (Basturk & Gulmez, 2011).

One of the limitations of this method is that, teachers are supposed to be capable of teaching both the subject (e.g. Mathematics or Engineering) and a foreign language. In addition, although Wolff (2013) argues that this method can be applied to all levels of language teaching, the method is evidently suitable for primary and secondary learners where teachers do not necessarily need to be experts in particular areas of teaching. For instance, in primary schools, it is quite common for a single teacher (who can be multilingual) to teach many subjects. In contrast, it is very uncommon to find a foreign language teacher who is also an expert in other areas of study at university level, where lecturers are encouraged to pick particular academic areas they can consider as their areas of expertise. Collaboration or tandem teaching might be difficult to practise due to limited staffing at this level.

2.2 Theme or Topic Based Language Instruction (TBI)

Theme or topic based language instruction(TBI) can be described as a method of teaching that advocates for language teaching based on particular themes or topics. Brown (2000b), describes theme or topic based language instruction (TBI) as a “weak”³ version of integrated language teaching approaches, where the integrated content and language learning instruction (ICLI) represents the “strong” version. According to Brown, while the primary purpose of the “strong” version is to instruct learners in subject matter area, and language carries a secondary priority, the “weak” method places equal importance to both the subject or content and the target language. It is considered very effective in many instructional settings. While Brown, evidently relates the theme based language instruction (TBI) to the integrated content and language learning instruction (ICLI), in terms of “strong” and “weak” versions of integrated language teaching approaches, I am of the opinion that, of all the integrated language teaching approaches discussed in this study, it is the theme based language instruction (TBI) that is closely related to integrated language and culture Instruction (ILCI). This is mainly because in both instances, both language and subject (culture) are considered important and should be taught not in isolation but rather in tandem with each other.

The major challenge that this approach presents to the L2/Foreign language instructor is that of identifying relevant topics that the students are also interested in. Most L2/Foreign language scholars⁴ encourage instructors to discuss with learners before they select topics they think may be suitable for their subjects and learners.

2.3 Task Based Instruction (TBI)

Brown’s (2000b) discussion of Task Based instruction is based on Skehan’s (1998) understanding of a task in which;

- meaning is primary;
- there is communication problem to solve;
- there is some sort of relationship to comparable real-world activities;
- task completion has some priority; and
- the assessment of the task is in terms of outcome (p.50).

Hence, in this approach, the contextual meaning (the real world application of what is learnt) and the task itself are of paramount importance. Unlike in the theme based integrated language approach, where both the meaning and the language are considered crucial goals, in this case, the target language itself

³ Not in terms of “bad” or “good” (Brown, 2000b, 236).

⁴ For instance, Dörnyei (1994) encourages instructors to make the syllabus of the course relevant, increase the attractiveness of the course content, discuss with the students the choice of teaching material and increase student’s interest and involvement in the classroom tasks.

plays a subordinate role to target task completion and relevance to real life experience. In this light, it is believed that TBI promotes student creativity and learner autonomy. Williams and Burden (1997) propose that, task is any activity that learners engage in during the process of learning a language and that students may learn more efficiently when they focus more on particular tasks than focusing on the target language itself.

TBI is also understood as an approach which advocates for language learning through interaction in the target language based on clearly defined tasks. It encourages introducing authentic texts to learning situations, enhancing the learner's personal experiences, and linking classroom language learning with real life experiences (Nunan, 1991). Since I have already highlighted, the close relationship that exists between the integrative language teaching approaches and the CC/CLT concepts, it comes as no surprise that Brown (2000b) understands the task based language teaching as a perspective "within a CLT framework" (p.50), that forces one to carefully consider all the techniques they use in the classroom, looking at the following points:

- Do they ultimately point learners beyond the forms of language alone to real-world contexts?
- Do they specifically contribute to communicative goals?
- Are their elements carefully designed and not simply haphazardly or idiosyncratically thrown together?
- Are their objectives well specified so that you can at some later point accurately determine the success of one technique over another?
- Do they engage learners in some form of genuine problem-solving activity? (pp. 50-51).

Task based language teaching is therefore, a "technique" that regards the task as the important part of language instruction that needs to be carefully planned and structured so as to achieve production in target language learning.

III. Integrated Language and Culture Instruction (ILCI)

While there is evidently no dearth in literature that covers other approaches to integrated language teaching, such as integrated content and language learning instruction (ICLI), theme based language instruction (TBI), Task based instruction (TBI), literature that addresses the integrated language and culture Instruction (ILCI) in particular seems to be scarce. Although the adoption of this method is nowadays highly encouraged, there is not much literature to provide a guideline of how it can practically be utilised in actual L2/Foreign language classroom. Following this state of affairs, most language instructors use this method as an experimental technique done without a proper manual, and usually when things go wrong they think they are the ones to blame. It is therefore, the duty of applied linguists to probe the application issues of this method basing on different contexts and materials used. In this study for example, the context chosen is that of the Zimbabwean Foreign language context, with the learning of German as an example and the material in use is the Studio D language textbook.

Firstly, let us explore what is meant by integrated language and culture Instruction (ILCI). The most conspicuous article that deals with this approach is by Crawford-Lange and Lange (1989) who view this method of teaching as a “unified” teaching of language and culture that focuses on culture as a *process* (p.258). According to Crawford-Lange and Lange, this *process*;

1. makes the learning of culture a requirement in language programs;
2. integrates language learning and culture learning;
3. addresses the affective as well as the cognitive domains;
4. considers culture as a changing variable rather than a static entity;
5. exemplifies that participants in the culture are the authors of that culture;
6. relates to the native culture; and
7. relieves the teacher of the burden of being the cultural authority (p.258).

While these views are evidently motivated by the native speaker model that puts most of the significance to the native speaker’s culture (as the “author” of that culture) as compared to the learner’s cultural identity, it is the emphasis on learning of culture alongside language that is of paramount significance.

The Integrated language and culture Instruction (ILCI) is usually described by eight stages which are:

- *Identification of a cultural theme*, where the teacher identifies a relevant cultural theme.
- *presentation of cultural phenomena*, cultural phenomena represents occurrences of the cultural theme and can be presented to students by means of pictures, bulletin board displays, slides etc.
- *dialogue (Target/Native Cultures)*, where the similarities and differences as to how the theme is taken in both the learners’ L1 communities and the Target language are explored.
- *transition to language learning*, where the connection between the cultural theme and language resources is established.
- *language learning*, where, using the language textbook as a source of the language material to be presented and practised, learners have an opportunity to learn the TL.
- *verification of perceptions (Target/Native Cultures)*, where learners examine resources, using the language they have learned, in order to develop, confirm, or modify their initial perceptions.
- *cultural awareness*, where having verified their initial perceptions against new perceptions, the learner is considered culturally competent and the teacher can assess this development.
- *evaluation of language and cultural proficiency*, where language and cultural proficiency are examined together. (Crawford-Lange & Lange, 1989, pp. 259-261).

The identification of relevant cultural themes seems to be central in this method. Failure to choose suitable themes can possibly ruin the other stages that follow. This, as I have already mentioned above, demonstrates the close connection between the integrated language and culture Instruction (ILCI) and the theme or topic based language instruction (TBI).

3.1 Benefits of the ILCI Method

The common benefits of the integrated language and culture Instruction (ILCI) are;

- This method can facilitate a smooth flow of the L2/Foreign language learning process that does not need learners to deal with the task of figuring out the meaning of the target language they learn at a later stage of their learning process, since they experience a situated form of learning the Target language.
- By addressing the pedagogical needs of both the target language and the culture simultaneously, this method can save considerable time. Wolff (2013) expresses a similar view, that if language and content (culture) are learnt and taught in integration not in isolation, the time available for teaching content and language doubles.
- If well-articulated (where a dialogue between the learner and the target language culture is promoted) and taught with reference to both the target language and the learner's culture, this method can enable learners to develop cultural competence and tolerance or rather what Byram (1997) refers to as *Intercultural Communicative Competence*.

3.2 Pitfalls of the ILCI Method

It is with great concern to point out that, despite its popularity and acceptance, the integrated language and culture Instruction (ILCI) method still reels under serious issues that may undermine its progress. For instance, while Crawford-Lange and Lange (1989) were concerned with the view that culture study remains largely peripheral both in textbooks and in the classroom, another concern relates to the ambiguity that is associated with the learning of culture.

3.2.1 Ambiguity on What is/is Not Culture

While most foreign language teachers usually have material (in abundance) that regulates and guides their language instructional activities, the same cannot be said about teaching cultural knowledge. Since culture constitutes almost everything that a group of people do in a systematic manner⁵, identifying a boundary of what is and is not culture is usually not an easy task. This fact also problematizes means of assessing it. Hence most teachers end up teaching culture based on their intuitive and unregulated knowledge of what it is rather than based on properly laid down guidelines that regulate cultural content and methods of teaching and assessing it.

While culture can simply be understood as a way of life and a context within which people exist, think, feel and relate to others (Brown, 2000a), a consensus is unachievable when it comes to what constitutes

⁵ Lado (1957) defined it as a “structured systems of patterned behaviour.” (p.111)

it and what should be taught as culture in foreign language learning. For instance, Schulz (2007) observes that, although numerous scholars support the idea of integrating cultural knowledge into foreign language learning, there is however, “no agreement on how culture can or should be defined operationally in the context of foreign language in terms of concrete instructional objectives, and there is even less consensus on whether or how it should be formally assessed”. (p.13)

3.2.2 Dependency on Adequate Teacher Training

This method depends mainly on L2/Foreign language teacher training that will highlight the means by which a fusion of culture and language content can be taught at the same time. As Crawford-Lange and Lange (1989) observe, teachers may not have been adequately trained in the teaching of culture. They may be familiar with a variety of culture-teaching strategies, but they do not know how to integrate these strategies into a systematic study of culture, nor how to integrate culture study with language learning (p.258).

The integrated language and culture Instruction (ILCI) method depends mainly on the identification of relevant cultural themes which correspond to the language materials and themes. Hence, failure to identify or choose suitable themes can be disastrous for L2/foreign language teachers and can lead to failure to capture the interest of learners and to achieve their teaching objectives. Hence, adequate training on how to link culture and language in a foreign language classroom needs to be emphasised. When teaching these separately this should not be a matter of concern. The issue of adequate training that reflects the skill of knowing the suitable themes, materials, strategies and time management can be a concern that affects both “native” and non-native L2/foreign language teachers. Some may ride on the idea that “native” speaker teachers are always well equipped with L2/foreign language teaching techniques, but that might imply that *any* “native” speaker is capable of teaching an L2 or foreign language, which will be, of course, a misplaced idea.

IV. Practical Implications

4.1 Foreign Language Learning in Zimbabwe

At University of Zimbabwe, modern foreign language instructors usually endeavour to follow guidelines of the European framework of reference for language teaching. They also display the desire to keep up with contemporary methods of foreign language teaching. For instance, language teachers in the German section try to ensure that, language is taught in tandem with culture and civilisation. For illustrative purposes, reference to the *Studio D*, A1 (Hermann Funk et al., 2005) a German language text will be made. Since the department offers two courses at every level (per semester), one that caters for language needs and assessment and the other that caters for culture and civilisation needs and assessment, these motivated German language teachers try to design their culture and civilisation courses following the guidelines of topics that are provided in the language teaching material. For instance, the *Studio D* (A1) which is for the first level (first and second semester) has topics such as *Cafe D* and *Im Sprachkurs*. The

topics for culture and civilisation courses are therefore, designed following the guidelines of these topics. For instance, the first topic for the culture course will also be *Cafe D*, where issues that are related to conversations in restaurants are discussed.

4.2 Hindrances to Effective Application of the ILCI Method

4.2.1 Material Implications

The success of this method of teaching is evidently based upon the language teaching material available, mainly because in a formal language learning setting, a teacher is expected to have a properly structured material that acts as his/her canon. If this canon does not allow a smooth integration of culture and language teaching, a problem emerges. For instance, in the example of the topics of the *Studio D*, the second topic is *Im Sprachkurs*, where the focus is on communication within the classroom, one will wonder what culture and civilisation topic may be derived from such a purely linguistic topic. This reminds one of the observations that Crawford-Lange and Lange (1989) make that, identifying “a cultural theme indicates a shift in the manner in which the teacher looks at textbook units” (p.259). Hence, if the teacher, strictly follows the structure of the language text at the expense of both language and cultural competences, the results might not be productive. Furthermore, if the language material needs to capture a bigger picture of cultural relevance and cultural competence, it needs to be designed with the learner in mind. In other words, it needs to represent both the world views of the target language speakers and that of the learners. This might serve teachers, a lot of time they spend trying to restructure lessons to suit their learners. Hence, the presentation of the cultural phenomena needs to be in cognisance of both cultures (that of the target language speakers and that of learners) so as to create a platform a cultural dialogue.

4.2.2 Assessment

Evidently, following the example that of the *Studio D*, it becomes a challenge to separate assessment of purely linguistic components from cultural ones, since what I have observed is that, while discussing issues pertaining to culture and civilisation, teachers can be distracted and be taken away by linguistic mistakes that their learners make and end up focussing on these flaws only. Hence, they end up forgetting that when assessing issues pertaining to culture they need to be relaxed a bit when it comes grammatical rules and language structure. For instance, rather than putting emphasis on grammatical errors, they can give examples of particular expressions that are relevant to the topic in question. Furthermore, when discussing issues related to culture, a strict observation of grammatical errors can negatively affect the students' motivation and most often, they end up deciding to be aloof from classroom proceedings. Hence, when it comes to assessment, teachers need to know how to assess culture and language components.

4.2.3 Institutional Course structure

The endeavour of teaching culture alongside language can be derailed by institutional course structure. This method nullifies the need to have separate courses for language and culture. However, at many institutions where the integrated language and culture Instruction (ILCI) is put to practice (University of Zimbabwe included), there remains two separate courses, one for language and the other for culture and civilisation. One therefore, is prompted to wonder what is taught in one course, which is not taught in the other course. This parallel structure will always entice teachers to go back to traditional methods of teaching language and culture, where they are taught separately.

5. Conclusion

In concluding this discussion, there is need to note that, while most foreign language teachers work tirelessly everyday trying to create lesson plans that are guided by the Integrated language and culture Instruction (ILCI), very few take time to reflect upon practical implications of this and other methods that are related to it. For instance, how the target language learning material functions as a gateway of both the language and cultural elements that are related to it and how that material can be manipulated to maximise target language production. The Integrated language and culture Instruction (ILCI) method itself is appealing as a theoretical model of language teaching. However, more research that focuses on actual classroom performance (in various contexts) of this method needs to be done. In this case, based on the application of this method in learning of German in Zimbabwe, the study explored and highlighted some of its pitfalls in actual foreign language teaching, for instance, issues related to material, assessment and course structure. In terms of suggestions, L2/foreign language teachers need to select learning material that reflects topics that are relevant to both language and culture and to both the target language speaker and learner cultures. Furthermore, teachers need to differentiate between assessment of language and that of cultural topics in order to maintain learner motivation and interest. They can do this in structured segments within every lesson, where one segment focuses on assessing language use and the next one on cultural learning. Lastly, course structures need to be amended in a way that reflects this new dispensation of teaching, which reflects an integrative perspective, where language is now taught as part of culture rather than in isolation of culture and civilisation courses.

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