Preface

There are a number of reasons for what might appear to be an over-indulgence in hyphens in our title. For the authors of this book, teaching culture together with language has necessitated a great deal of learning, for we were not professionally trained in the study of culture — for example, in social anthropology — and it has been fundamental to our work that we have had to adapt our professional expertise. The second set of hyphens is a statement of our perception of the 'object' of the teaching and learning process, and simultaneously of the reality of the integration of language and culture on which that process is founded. Since language and culture are inseparable, we cannot be teachers of language without being teachers of culture — or vice versa.

Let it be said here already that, although we are aware of the contentious nature of definitions and descriptions of 'culture', we write from our own perspective as 'teachers of language and culture' for other teachers with similar professional and academic backgrounds. We propose therefore to take 'culture' to refer to the knowledge and practices of people belonging to particular social groups, for example national groups. More of this later, but in the meantime who are we?

Although only two authors are named, other colleagues have contributed in different ways. For this is a book which draws upon various research projects, recently completed or still in progress, carried out at the University of Durham, the Institut National de Recherche Pédagogique in Paris, the Thames Valley University, London, Roskilde University Centre, Denmark and the University of Braunschweig, Germany. Each project is being reported separately but this book is intended to provide links between them and therefore uses the work of all of them in some degree, and that work is the product of many people:

Sylvia Duffy: Monkwearmouth College, Sunderland and University of Durham.
Anne Hardwick: St Leonard's R.C. School, Durham and University of Durham.
Janet Mayes: St Aidan's R.C. School, Sunderland and University of Durham.
Val Minns: Formerly Wolsingham Comprehensive School and University of Durham.
Richard Turner: Peterlee College and University of Durham.
Ana Barro: Thames Valley University.
Hanns Grimm: Thames Valley University.
Celia Roberts: Thames Valley University.
Brian Street: University of Sussex.
Frédéric Fesquet: Lycée Jules Uhry, Creil and INRP, Paris.
François Vigneron: Collège Berthelot, Le Mans and INRP, Paris.
Peter Doyé: University of Braunschweig.
Michael Bacon: University of Braunschweig.
Ulrike Biermann: Richarda-Huch-Schule, Braunschweig and University of Braunschweig.
Bettina Borck: University of Braunschweig.
Francis Jarman: University of Hildesheim.
Ingo Kümmritz: University of Braunschweig.
John Lees: Formerly University of Bath.
Arnim Mennecke: University of Braunschweig.
Jeremy Vanstone: Formerly University of Exeter.
Gisela Wheeler: Bede Sixth Form College, Cleveland and University of Durham.
Andrea Winter: University of Braunschweig.
Karen Risager: Roskilde University Centre.

In addition, others have contributed to our collection of case-studies, either by writing themselves or by providing us with the opportunity to observe and describe their work. We are grateful to:

Dianne Wall: University of Lancaster.
Edward Woods: University of Lancaster.
Sheila Watts: University of Dublin.

The two named authors are responsible for the text and trust that they have not misrepresented the work of others. Carol Morgan is now Lecturer in Education at the University of Bath and was Senior Research Assistant
at the School of Education, University of Durham; she was appointed to the project ‘Cultural Studies/"Civilisation" for advanced language learners — an experiment in French and English schools’, but she gave vital support to other projects on language and culture teaching in the School. Michael Byram is Reader in Education at the University of Durham.

Our thanks are due to many others, who do not appear as ‘authors’, but without whom there would be no book: to the pupils and students of the schools, colleges and institutions of higher and further education in which projects have been based; to those who gave us permission to work there; and above all to our secretaries Catherine Callan and her successor Sally Wagstaffe.

Although this present volume is an independent work, it is best understood in the context of other publications. Most directly, it continues the attempt made in Cultural Studies in Foreign Language Education (Byram, 1989) to demonstrate the coherence and necessity of integrating linguistic and cultural learning in the foreign language classroom. It takes further some of the themes started there — particularly the sketch of a psychological theory of cultural learning — and offers some more concrete realisations of the argument. It also introduces new themes — assessment and evaluation, and teacher education — and indicates their implications for practice. This volume also relates to others: first, to the reports of research on pupils’ cultural learning (Byram & Esarte-Sarries, 1991; Byram, Esarte-Sarries & Taylor, 1991); and second, to a collection of articles which stake out the ground for research and development in cultural studies (Buttjes & Byram, 1991). There is a wider context too, in the work of many other authors who will be referred to in the text. Two should nonetheless be mentioned here, for those readers new to the field, as crucial texts: Enseigner une culture étrangère (Zarate, 1986) and Zur Integration von Landeskunde und Kommunikation im Fremdsprachersunterricht (Melde, 1987).

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