

including music, media, cinema and literature. The sociological sense, on the other hand, is culture with a small c, such as the organization and nature of family, home life, interpersonal relations, work and leisure, and customs. The semantic sense encompasses the conceptual system embodied in the language, which conditions how we perceive things by the use of language. The pragmatic aspect of culture refers to people's sociolinguistic competence, which involves their knowledge of the world and social skills that are keys to successful communication.

2.2 Cultural Instruction in EFL Classrooms

Due to the close relationship between culture and language, cultural learning and language learning are consequently two intrinsically bound issues. Language educators have become increasingly aware that a foreign language can hardly be learned or taught without addressing the culture of the community where the language is used (Brooks, 1968; Brown, 1994; Kramsch, 1998). O'Neill (2000) argued, "In the foreign language class, a valuable goal of learning is to understand and accept cultures different from one's own" (p. 71). To make the discussion of cultural instruction more systematic, Paige, Jorstad, Siaya, Klein and Colby (2003) defined culture learning as "the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively" (p. 176).

In this section, cultural instruction in EFL classrooms is discussed by reviewing the role of culture in EFL history, frameworks of cultural goals, approaches, activities and materials regarding cultural instruction, and cultural assessment in the language classroom.