Culture learning in Spanish companion book websites: An analysis of tasks

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Graduation Year
2008

Document Type
Dissertation

Degree
Ph.D.

Degree Granting Department
Secondary Education

Major Professor
Linda Evans, Ph.D.

Keywords
Foreign language education, Computer-assisted language learning, Intercultural competence and technology, Standards for foreign language learning, Foreign language online tasks

Abstract
The Internet with its World Wide Web feature opened up a whole new frontier for language-culture learning that foreign language textbook authors have integrated into their programs. Designing tasks that progress beyond promoting learners' passive consumerism and reiteration of facts remains a goal and a challenge. Thus, three research questions characterized this study that sought to examine the online tasks associated with six current Spanish textbook programs. The design focused on an analysis of these tasks in light of prevailing culture learning concepts and other pedagogical paradigms posited by reputable foreign language educators to determine if they filled the gap left by textbooks in facilitating second culture acquisition. The first question asked for evidence that learners were encouraged to recognize their own cultural conditioning. Evidence was present only to a miniscule degree. The second question sought to determine the extent of opportunities provided to learn about the target culture - Hispanic - as they mirrored the objectives of the perspectives on culture learning. Low-level thinking skills and a predominance of tasks concerning products, in contrast to those concerning behavioral practices or perspectives, characterized the extent of target-culture learning. The third question sought to discover if learners were engaged in process-based tasks, whether they were prompted to identify authentic problems, suggest solutions, and apply new knowledge. Evidence for these situations was minimal. Additional findings revealed factual information questions to be a majority with a few tasks inviting learners to respond to hypothetical and creative situations. Results indicate that in this early stage, the World Wide Web remains an authentic venue for culture learning; however, future directions ought to include expanding the scope of adjunct tasks as they complement the multiple presentations of culture in the companion textbook chapters.

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as cultural translation. Each central paradigm and its associated theories are addressed in turn, including equivalence, purpose, description, uncertainty, localisation and cultural translation. Readers are encouraged to explore the various theories and consider their strengths and implications for translation today and in the future. The book closes with a survey of the way translation is used as a model in postmodern c... A Companion to Translation Studies. by Esmaeil Haddadian Moghaddam Intercultural Studies Group, Universitat Rovira i Virgili, Tarragona, Spain. A Companion to Translation Studies Kühn, Piotr and Karin Littau, eds., 2007. Clevedon: Multilingual Matters. The book consists of nine chapters, an introduction by the editors, a bibliography and an index. The book is number 34 in the Topic in Translation series that already contains such important titles as Contemporary Translation Studies (Gentzler 1993/2001) and Literary Translation: A Practical Guide (Landers 2001). This book offers a comprehensive account of modern Spanish culture, tracing its dramatic and often unexpected development from its beginnings after the Revolution of 1868 to the present day. Specially-commissioned essays by leading experts provide analyses of the historical and political background of modern Spain, the culture of the major autonomous regions (notably Castile, Catalonia, and the Basque Country), and the country's literature: narrative, poetry, theatre and the essay. Spain's recent development is divided into three main phases: from 1868 to the outbreak of the Spanish