

**Examining EFL curriculum through a dynamic intercultural perspective:  
Implications for TC integration into EFL pre-service teacher training  
curriculum**

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**Abstract**

Language and culture are inseparable and, without presenting them together, teaching language is inaccurate and incomplete (Kramsch, 1993; Byram, 1997; Pulverness, 2003). Nowadays, cultural training is core in many second language curricula designs (Sysoyev & Donelson, 2002; Willems, 2002). In the case of teaching English as a global language however, the presentation of culture is problematic for two key reasons. First, it is difficult to identify a clear source of target culture amongst several varieties of English. Second, the global events influence attitudes towards English and its associated influence of Western culture (Karmani, 2005). From another perspective, researchers have found language teachers often lack a profound understanding of the role of culture in EFL teaching (Kim, 2002; Al-Qahtani, 2003).

The aim of this paper is to report on preliminary implications regarding the integration of culture into pre-service EFL teacher training. Currently, a qualitative case study to explore the major issues surrounding the integration of culture into the EFL pre-service teacher training curriculum of Saudi Teachers Colleges is being conducted. As a first stage of this case study, official and public documents have been analysed through a cyclical inductive approach and self-reflection based on the Liddicoat et al. (2003: 34) framework. To date, analysis has demonstrated that the role of culture is minimized throughout key curriculum documents. Major trends, however, discovered in the curriculum documents include implicit and inadequate status of culture, embedded construct of culture, poor treatment of culture, separated, uni-dimensional, and static views of culture learning throughout the curriculum modules. As a further direction, educational policy and context needs to be considered to find out how EFL pre-service teacher education may respond to such implications. Responses will set departure points for continued research to do with developing context-specific cultural integration into the curriculum.