

Title: A Culturally Sensitive Approach to Teaching English

Abstract:

Non-native teachers in an English foreign language (EFL) setting are constantly confronted with a learner's culture in the classroom which can be an area of concern. Due to this issue, it is imperative that teaching English in the EFL classroom is culturally sensitive for learners of English. One theory of EFL education that can support English teachers in this approach is the sociocultural theory (SCT) –a concept conceived by the Russian researcher and theorist Lev Vygotsky. SCT offers an explanation as to how children and adults acquire knowledge and assumes that all learning is initially social. Through SCT, teachers can become more aware and utilize culturally appropriate tools in the classroom. This presenter will inform the audience on the advantages of SCT and identify possible tools for teachers.

Biographical Information:

Nicole Domay is an English teacher in Ulsan, South Korea who is completing her Master's degree in Applied Linguistics and TESOL at the University of Leicester in England. She has been teaching in a classroom for about 3 years and has a background teaching language to people with special needs for 2.5 years. Her experience has been with a range of ages with the bulk of experience with young learners. She is a member of the KOTESOL branch in the Busan-Gyeongnam Chapter.