

IMPROVING PUPILS' CONSCIENCE OF LEARNING ENGLISH LANGUAGE THROUGH CULTURE

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Abstract

Instead of being isolated, they are less successful now since they do not speak a second language. Spanish is where the proverb "a person who speaks two languages is worth two" originated. As a result, students who get insufficient second language instruction are unable to realize their full potential. This article aims to demonstrate the need to learn a second language, in this case, English, as well as how to communicate with people from other cultures in a natural manner while accepting and appreciating their range of emotions. Culture and language have many similarities. In addition to reflecting culture, language also shapes and is influenced by it. As a result, learning about the culture of the language is a part of teaching English. This paper demonstrates strategies for fostering multicultural awareness among English language learners. Teaching students about culture beyond food and national costume in an English language classroom may be difficult for any instructor. This article places a strong emphasis on the need for English teachers to be sensitive to their students' vulnerabilities by using strategies that promote intercultural understanding. It also offers a detailed explanation of the part that culture plays in teaching and learning English. Language is a component of culture and has a significant impact on how that culture develops. It is seen by some sociologists as the cornerstone of culture. They contend that culture could not exist without language. Language is shaped and affected by culture while it reflects it. Thus, culture has a significant role in language instruction, as the English teaching community generally agrees. The link between culture and language is illustrated in this paper.

Keywords: verbal communication, civilization, classroom, facilitation, techniques.

1. Introduction

Every language is something that its speakers take great pleasure in. Without question, English is the language of English. Almost every country on Earth speaks this language. In India, it occupies an important significance. It has a lot to do with politics, society, education, culture, and finances, among other areas of life. The proper quote from Pt. Nehru is "English language is ours by historic necessity." Indian culture nowadays is heavily influenced by English. It is widely utilized practically wherever we go in the nation. We stroll around the market and observe that the bulk of the signs hanging in front of the stores is written in English. English-language advertisements are posted on billboards in prominent locations around various cities. Nearly all records are in English at movie theatres, motels, restaurants, and administrative offices, whether local, regional, or central. English has a strong presence everywhere—at home, on the street, in the bazaar, in commerce, in academia, and everyday conversations. Even many illiterate persons can be heard utilizing English language in their daily lives. Without question, it is accurate to state that English has played a significant part in Indian culture and will do so in the future. English has a specific significance in our country. The disparity in cultural backgrounds

is therefore one of the main obstacles to English study and instruction. Lack of cultural background knowledge among students can significantly impede the advancement of English instruction and turn into a clear issue. The conventional goals of teaching English currently include speaking, listening, reading, and writing, and the requirement for cultural background information in language learning has been progressively raised. The suggested answer to the issue is to present the history of the nation together with background information on its customs, background knowledge in culture, and language. To address issues brought on by cultural differences, assist students in understanding the essence of the language, and enhance their overall proficiency in English, this paper primarily addresses how to impart cultural background knowledge and expose students to it during the English language instruction process in institutions.

"The ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement" is how linguist Robert Lado defines the objective of learning a foreign language (Lado, 1964: 25). Thus, teaching target language culture is inextricably linked to teaching English. Even when students in traditional instruction grasp many aspects of hearing, speaking, reading, writing, and translation—including pronunciation, grammar, and vocabulary they cannot be considered to fully comprehend and master the English language. As a foreign language, English represents the unification of both language and culture. Increasing students' understanding of how cultural variations are represented in language is one goal of teaching them English. The teacher must assist students in realizing that opinions about nature and human civilization vary greatly between different nationalities and social groups, in order to assist students, improve their comprehensive English ability and a solid command of the necessary cultural background information, it is crucial to include cultural background knowledge as one of the course elements in the English teaching process.

2. Literature Review

It made a significant contribution to the growth of contemporary India. Given that English has become one of the most frequently spoken languages in the world, Indians shouldn't ignore mastering it. It is both taught and learned with tenderness and care. It is in a good situation. The person who studies this language finds it enjoyable. In addition to being the official language of England, English is a global language. One may describe it as the language of world civilization. Neon should not undervalue the value of English. The English language, according to C. Rajagopalachari, is the goddess Saraswati's greatest gift to India.

The most common challenge that many students experience in recognizing and valuing other cultures is that they do not have an awareness of themselves as cultural beings. This can be only possible when there is an interrelationship between language and culture in the process of learning and teaching. "Language can build bridges from one cognitive system another" (Seelye 1968). The world's growing bilingualism has made learning a second language—preferably one that is widely spoken—essential. English has unquestionably established itself as a global language, an international language, or a *lingua franca* in practically all contexts (Seidlhofer: 2003).

Other phrases like "English as a global language, English as a world language, and English as a medium of intercultural communication" may also be replaced with "English" (Seidlhofer: 2003). Forms of address, expressions of gratitude for the visitor's presence, formulas, gestures, body language, etiquette, and the spaces between speakers all promote cultural understanding.

The cultural influences that one culture's behavior has on another's behavior, activities, opinions, and linguistic expressions must be understood by a student studying English. There is no doubt that culture and language are related. Language is culture, and culture is language, claims Tang (1999). According to him, to speak a language fluently, a person must exemplify the culture and native speakers of that country. Language is one of the outstanding human talents. A man's language tells you if he's lovely or awful. What distinguishes a man from an animal is language. Speaking in their language might help one gain their favor. By employing the same words, he runs the risk of losing his self-respect and lowering his social standing.

Ben Johnson asserts that language is the best way to view a guy; as a result, speak out so I can see you. Multilingual teachers may influence their students. The use of poetic language by a teacher may win the pupils' affection. Speakers who are fluent in the language may captivate large audiences. Language and society are closely related. It is inconceivable to imagine human civilization without language. Language makes up the majority of our civilization. It contributes to preserving human civilization and culture. It is also vital to preserving national integrity and unity.

In this paper, the author designs the objective of research as following:

1. Instructors must teach English via its culture to help pupils meet these obstacles in the outside world. If a teacher needs to transmit cultural knowledge to a student in an English language classroom that goes beyond regional food and costume, they will undoubtedly feel uncomfortable;
2. Every child can effectively acquire their first language. Their speech is frequently characterized by local idioms from the area where they were born and reared;
3. Children can learn any number of languages throughout their lifetimes, but learning English is frequently plagued with disappointment and hopelessness. English appears to be more challenging to comprehend and speak for them; and
4. The mother tongue may be interfering, and their lack of knowledge of the local culture may also be a factor.

3. Research Method

Every language shares a close relationship with the people who speak it. It is contained by the spheres that shape and alter it. We can't think of a language that exists alone. Each language develops from its culture. C.C. Fries asserts that "the only basis for correctness in a language is the usage of its native speakers. "Language serves the needs of the society (culture) in which it emerges because of the cultural context in which it does so. Why does one African language, for example, have 120 distinct words for "walking"? In that society, walking is the only means of transportation, hence different walking techniques are characterized using various terms.

In societies that have English roots, it is possible to travel by car, plane, bicycle, etc. As a result, English has fewer phrases to describe walking, which is a less prominent sort of movement. English does, however, have terms like "auto," "speed limit," "motor," "pedal," etc. The cultural requirement to express mobility in a way other than on foot led to the development of all these phrases.

4. Results and Discussion

Results

Teachers can describe the skills that students need to acquire to learn English and enhance their ability to communicate across cultural boundaries. Some instructional strategies are available to teachers. Cultural settings can be used by teachers to help students practice their English. They may assess how well the kids understand both the English language and the culture. They may carefully arrange cultural teachings and activities that can be included in lesson plans, just as they can with English language activities. They must place special attention on the student's proficiency in the language, expertise, confidence, and ease of learning the language and the culture.

Students should be taught to recognize and understand how people from a certain culture often behave in typical, everyday circumstances. Specifically, to help the students comprehend how members of the target culture behave. Both English language and culture training may be taught via discourse, role plays, and brainstorming.

There are other engaging alternatives to this system for teaching English. Through technology, they are a wide range of technologies might be developed to enhance English learning. These tools might be used to create the best possible linguistic environment. Drama offers a context for listening and productive language usage, motivating pupils to use their language abilities and linguistic resources.

Classroom Activities Teachers should promote discussion among the students on the English language and culture they are learning. To help students learn English more quickly and to extend their viewpoint and understanding, teachers in exchange programs might encourage them to develop engaging and informative projects about the target culture.

Strong interest and motivation are two factors that greatly influence achievement. Teaching Aid: Culture and language are intertwined. In the context of the student's learning, teachers might use pertinent cultural information when teaching English. They can utilize comparative legislation to direct their focus on the contrasts in Western culture and improve their comprehension of core linguistic concepts. This may be accomplished by contrasting the relevant aspects of the two cultures, such as famous people, buildings, way of life, etc. Additionally, comparisons may be drawn between objects, such as stamps and newspapers, or between things, such as clothing, such as saris or skirts, or between things, such as Eastern or Western medications. Additionally, this will foster and promote the understanding of cross-cultural communication.

Discussion

The learner feels wonder and anxiety because he lacks appropriate language skills and cultural awareness when he enters an English lesson. Because of this, translating English into non-Western cultures takes more than just translating words on a page. It also involves translating the entire culture, literary traditions, aesthetics, social mores, and non-verbal communication.

What makes English imperative?

As is common knowledge, most developed nations speak English as their primary language. Today, we need college grads, but we also need grads who are ready to compete on the global stage. Without a doubt, a lack of English will make our students less social and competitive. In the modern, globally integrated world, understanding international concerns has become crucial. For businesses to reach their full potential, maintaining a particular form of interaction across nations is essential. This connection can only be kept alive by being conversant in the "Lingua Franca," or English. The most often used language in business, industry, information technology, diplomacy, and collaborative work is English.

Since English is a language that everyone speaks and understands, it has worldwide relevance in nations like Pakistan, India, Africa, Russia, and France, it is the second language, while it is the native tongue of the United Kingdom, United States, Canada, and Australia. Only Chinese is spoken by more people around the globe than this language, with 350 million people. Therefore, English is the sole language that can be used to link people from different nations throughout the world. Naturally, a thing's strength is determined by how well-liked and practical it is across the board.

More people may form stronger connections with one another thanks to the English language. For everyone, it is advantageous to learn about various civilizations and cultures. Thanks to English, we may establish diplomatic, cultural, intellectual, and economic links with other countries. Even Mahatma Gandhi recognized the value of English to us. "English is a language of international commerce and diplomacy. It also contains many rich literary treasures and introduces us to Western thought and culture." Therefore, if a student speaks English, it will be for his convenience and confidence when he travels across borders to look for meaningful jobs. A student will encounter several barriers, problems, and difficulties when working with others from varied cultural backgrounds. His familiarity with the English language and its culture will be crucial in helping him understand how to get along with his coworkers.

There cannot be a language in a vacuum. A suitable setting is required for language learning and teaching. When learning your mother tongue, you can do it in a natural setting. It is easy to learn since it is commonly spoken in the family and even in the neighborhood, which is not the case with other languages. A young child will frequently encounter a foreign language. Youngsters seldom find such an environment outside of the classroom, where they spend most of their time learning a foreign language. As a result, studying a foreign language becomes challenging for students. It falls on the instructor to

establish a suitable environment for the student. To start, it's important to cultivate good speech habits that place an appropriate focus on pronunciation accuracy, stress, rhythm, intonation, etc. Speaking and listening should be followed by reading and writing. In the beginning, it's important to pay more attention to speaking and listening.

According to Thompson and Wyatt, Indians must be able to understand spoken and written English as well as speak and write it themselves. An English teacher should only have linguistic objectives. According to Palmer, pursuing literature implies omitting the way to language. The instructor must convey to the pupils the image of the Englishman, who is well-known around the world, as well as the unique, still-preserved mannerisms that are part of English culture. If they need to avoid an embarrassing circumstance, the English are very courteous and have created an entire language.

These are the sentences that are often utilized.

"I'm sorry."

"Would it be too much trouble to...?"

"I don't suppose you could....."

When our pupils first learn the language, they frequently disregard certain fundamental manners. If we act courteously and respect the locals and their customs, we will discover that they are more tolerant of us than they were in Britain. The pupils should keep in mind that it's often a good idea to grunt at our audience when speaking English. Maintaining eye contact is crucial above everything else while listening. Students should be aware of this if they are chatting to someone while standing. When listening, it's important to keep a safe distance from the speaker. Ought to feel at ease where they are.

A student who is completely unfamiliar with the English language and even makes the effort to learn it is aware that it is a time-consuming and difficult endeavor and that his efforts will be in vain without an understanding of the culture. Even when he does a fantastic job of teaching, a competent subject teacher is never fully happy. To improve the effectiveness of his instruction, he is always looking for novel teaching strategies. The teaching-learning plan is effective because it combines both goals and concepts. Learning and teaching a language both require practice. Any strategy the language teacher decides on is appropriate. But because of his comprehension of and use of some key concepts, he can instruct the same language with success. No matter how it is taught and studied, it has to include a few essential elements to foster success. The study of the English language should not be seen as being restricted to the memorization of a few words and sentences with correct pronunciation by students. It goes far beyond that.

The following are a few of the language elements that both the student and the instructor should thoroughly research: Sentence structure and grammar the lecturer should cover the rules for employing inflected forms, some of which adhere to traditional grammar rules and others which are informal. Syntax is necessary to understand the logical rules that regulate how we arrange words. (System of sounds) Phonology The teacher must show how to speak English with the standard accent expected of students learning the language.

Since English spelling may be highly complex, it is crucial to learn to think about English pronunciation in terms of vowels and consonants rather than alphabet letters. The instructor should introduce students to the language's vocabulary, particularly the words included in the Oxford English Dictionary. It is crucial to teach semantics, a branch of linguistics that focuses on understanding meaning as it exists at the levels of words, phrases, and sentences. Usage of pragmatics I should instruct students on the functions and consequences of language in a given situation as a pragmatics instructor.

This is an excerpt from a report: "It's an uphill journey all the way to November." The literal meaning of November is "the eleventh month of the year." However, "the Presidential election to be held in November" is being referred to here. Another illustration is the term "red-letter days," which refers to significant and memorable days like Christmas and is straightforward and easy to hear. But without the teacher's explanation, students frequently struggle to understand them. Because of this, teaching English listening skills requires introducing cultural background.

Similarly, speaking involves more than just intonation and pronunciation. Pupils can only become more proficient in spoken English and communicate well by reading a great deal, learning complex vocabulary, and becoming familiar with western culture. Because the material is from real life and helps students become familiar with standard pronunciation and intonation, speak English appropriate for the occasion, and understand western way of life and customs, teachers should emphasize factuality of language in oral training. Examples of this material include daily dialogues with tape, magazines, newspapers, and reports. If not, miscommunication and annoyance will unavoidably arise. Let's examine a few instances.

Numerous ingrained English idioms cannot be arbitrarily altered. For instance, "How do you do?" is the appropriate response to "How do you do?" Rather than inquiring how much anything costs, individuals typically ask "How much, please?" Alternatively, "How much do I owe you"; "Waiter, bill please" while making a payment. rather than "Pardon me, sir. We have completed our meal. Tell me the price, please. "Who's speaking, please?" while requesting the other person's name over the phone or "Please tell me who it is," rather than "Who are you?" "What is your location?" What last name do you have? or "What unit do you have?" Speaking requires speakers to employ appropriate vocabulary for the situation, as well as conventional pronunciation and tone. We might list a plethora of instances of sentences that, while technically valid, are inappropriate for the context.

A student once asked a foreign guest for guidance after the guest lectured. To the amazement of the foreign guest, he said, "I am desirous of exploring your feeling on the lecture." "Your English is too beautiful to be true," he said. However, the pupil declined to acknowledge the remarks. He replied that the passage was taken from out of the book. The guest clarified those expressions such as "desirous of exploring your feelings" were inappropriate for spoken English and that instead, one should say something like "May I have your views on the lecture?" or "I'd like to hear your views on the lecture."

Although there is a language foundation needed to read English articles, proficiency in reading comprehension is not solely dependent on language proficiency. Understanding one's cultural background is equally crucial. Reading is a process that involves integrating one's understanding of language, cultural background, and other professional information. It also involves making constant estimates and corrections based on the language that is available, cultural background, and logical reasoning. Chinese individuals learn Chinese language generally without any problems stemming from their cultural background. But when we read English-language publications, the cultural differences between China and the West frequently cause us a lot of problems.

The impact of cultural background on reading will be explored, using a few popular terms or expressions from reading materials as an example. These terms and expressions are frequently unclear to Chinese learners who are not familiar with western society. Numerous references derived from literature, history, and religion are frequently found in English-language works and have gained widespread usage. However, these allusions are not always simple to understand without familiarity with western culture and history, and appreciation cannot exist in the absence of comprehension. Consider a Herculean task, which calls for extraordinary physical or mental strength. Greek mythology's Hercules was a physically built hero. He had committed a grave transgression and was given twelve nearly unachievable tasks to complete. Hercules accomplished everything and was granted immortality as a reward. English-speaking writers are generally less aggressive in tone and language than most Chinese writers when it comes to persuasive writing, such as social or political essays and editorials. Letting the facts speak for themselves is the goal. As a result, words like "we must," "we should not," "it is wrong to," "it is absurd," "it cannot be denied," and "resolutely demand" are used very infrequently in these kinds of writing. Generally, the language is modest, and the tone is subdued. Of course, facts are crucial in today's Chinese social and political writings, but militancy and taking a strong stance are also heavily emphasized. This is a significant attitude difference. There are more distinctions in addition to the three previously listed. We wouldn't write in normal English if we couldn't understand these distinctions.

The Value of Cultural Background Information in Language Instruction

Therefore, when teaching English, we shall not only impart knowledge and develop students' language proficiency but also improve instruction on relevant cultural background information. When teaching aural comprehension, we frequently encounter students who lament that despite spending a lot of time listening, they haven't learned anything. Why is it the case? While it's possible that some students struggle with the subject and have very bad English, a more significant factor may be their lack of familiarity with the cultural backgrounds of the United States and England. Aural comprehension is an assessment of one's whole competency, which encompasses one's command of the English language, breadth of knowledge, analytical prowess, and creative capacity. It is intimately linked to an understanding of American and British culture, politics, and economics.

Perhaps we have all experienced this: regardless of the subject matter, we are typically easy to understand when we listen to something we are familiar with. We can infer the meanings of new terms from the context of the material, even if there are several. On the other hand, we could feel somewhat challenged by new information or anything strongly tied to our cultural heritage. Even if the content is simple, our lack of cultural background prevents us from understanding the implication; even in cases where the meaning is clear, we can only grasp its literal form.

5. Conclusions

Language is therefore deeply ingrained in culture. Culture is the culmination of traditions, beliefs, manners, decorum, spirituality, and mind. In this essay, I propose the idea that a student can only live a sophisticated lifestyle if they are proficient in English. No rustic expression may show. The student should be taught the appropriate behavior and etiquette, as well as all the external activities carried out by the people from whom the language originated, to eliminate this sort of weakness. The pupils' learning will be enhanced by this cross-cultural interaction.

One culture or language is distinct and different from another, as this paper has indicated. Cultural differences can be defined as the ways in which other groups, civilizations, or nations with customs, laws, and lifestyles from other ethnic groups are socially organized, created, and conveyed. As a result, learning the target language is difficult, and it is crucial to recognize cultural distinctions because only then can one properly appreciate and utilize the languages of others. In conclusion, to prevent misunderstandings in the classroom and during conversation, teachers should allow students to attempt to comprehend and study cultural differences in addition to drawing attention to them. To overcome the challenges posed by cultural differences, students must get direct instruction and expand their awareness of cultural background knowledge. Overall, cultural considerations are significant while teaching English. The goal of teaching English to pupils is to develop their ability to communicate in both the language and its culture. Cultural introduction helps students become more aware of the target language's culture through effective language instruction and study of cultural background information. Students can enhance their proficiency in both English as a comprehensive language and English as a cultural communication tool by practicing this. The goal of teaching foreign languages is achieved in this way.

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