



Contributions Of Culture In Development Of English Insights Among Students: A Critical Study

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Abstract

They have less effective nowadays because they lack a second language, rather than being isolated. The saying "a person who speaks two languages is worth two" originates from Spanish. Because of this, pupils who get inadequate second language training are unable to appreciate their full potential. The purpose of this essay is to show the value of learning a second language, in this case, English, as well as how to speak with others from diverse cultures in a natural way while acknowledging and embracing their varied emotions. Language and culture are closely related to one another. Language not only reflects culture, but also is shaped and impacted by it. As a result, teaching English also involves educating about the language's culture. This essay aims to show ways to encourage students' intercultural awareness in an English language classroom. It can be challenging for any teacher to provide pupils in an English language classroom an awareness of culture that extends beyond cuisine and national attire.

This article emphasizes on the necessity for teachers of English to be sensitive to their students' vulnerability by employing methods that foster cross-cultural understanding. It also provides a thorough analysis of the role of culture in English language learning and teaching.

Keywords — verbal communication, civilization, classroom, facilitate, techniques.

Introduction

Every language is the pride of the people who use it. No doubt, The language of the English is English. The truth is that practically every nation in the globe speaks this tongue. It holds a significant position in India. It has great relevance in many areas of life, including political, social, educational, cultural, and financial ones. Pt. Nehru rightly said, "English language is ours by historic necessity."

Today, English plays a significant role in India. Wherever we go in the country, it is used very much almost in every circle. Through the bazaar, we pass and we find that majority of the boards hanging in front of the shops are in English. Advertisement boards displayed at the focal points of different cities are in English. In the cinema halls, in the hotels and restaurants, in the offices of administration —local, regional or central-almost every record is in English. At home, in the street, in the bazaar, in business, in studies, in

routine talks, English holds a good position. Even many illiterate people are heard using words of English in their day today routine of life.

It is undoubtedly, right to say that In India's national life, English has played a key role and will continue to do so. In our nation, English holds a special place in importance. It contributed significantly to the development of modern India. Indians should not overlook studying it because it has grown to be one of the most widely spoken languages in the world. With love and care, it is both taught and learned. It has a favourable situation. The one who studies this language takes delight in it. English is a world language in addition to being the official language of England. It might be referred to as the language of global civilization. Neon should underestimate the importance of English. C.Rajgopalacharya said, "English language is the greatest gift of goddess Saraswati 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 of language and cultures in the process of learning and teaching. "Language can build bridges from one cognitive system another." (Seelye, 1968) Understanding a second language has grown essential due to the globe's expanding bilingualism preferably one that is spoken internationally. "Undoubtedly, English has gained itself as a status of a world language, an International language or a lingua franca in almost all setting." (Seidlhofer, 2003) English may also be used in place of other words such "English as a global language, English as a world language and English as a medium of intercultural communication." (Seidlhofer, 2003).

Students still struggle to truly integrate and interact with the people in their new surroundings even after learning all the vocabulary, pronunciation, and grammar. To overcome this problem, the teacher and learner have to realize that concentrating on forms and structures of the language is not adequate. Intercultural awareness and earing is a must to facilitate students authentically communicate in todays world. We inherently educate culture each time we teach a language. Forms of location, thanks for visiting, formulae, gestures, body language, manners, and distances kept by speakers encourage cultural understanding. A student, who is learning English, will need to comprehend the cultural influences in the behavior of the other culture exert over hisown behavior, his actions, his opinions and his forms of linguistic expressions. Culture and language are unquestionably linked.

According to Tang (1999), language is culture and culture is language. He contends that in order to speak a language fluently, one must embody the spirit of the nation and its native speakers. One of the remarkable abilities of man is language. Actually, a man's language determines whether he is nice or terrible. Language is what sets a man apart from an animal. One may win people over by speaking their language. He might lose his self-respect and denigrate himself in society by using the same phrase. Language most clearly reveals a man; therefore talk so that I may see you, says Ben Johnson. Language-fluent instructors may make an impression on their pupils. A teacher's use of beautiful

language might endear students to him. Speakers who have a strong command of the language can draw in sizable crowds.

Society and language have a close relationship. The idea of a human civilization without language is absurd. Our culture is made up primarily of language. It aids in the maintenance of human civilisation and culture. In order to protect national unity and integrity, it is also necessary. Every language has a strong affinity for the culture of the people to whom it belongs. It exists inside the spheres that mould and modify it. No language that we can think of exists in a vacuum. Every language is a creation of its culture. According to C.C. Fries, "The only basis for correctness in a language is the usage of its native speakers." As a result of the cultural framework that language evolves in, it serves the demands of the society (culture) in which it does so. Why, for instance, does one African language have 120 different terms for "walking"? Because walking is the sole way to get from one place to another in that civilization, diverse walking styles are described using various terminologies.

It is feasible to travel by automobile, airline, bicycle, etc. in cultures that have English ancestry. Walking is consequently less significant, and as a result, English has fewer terms to depict this form of movement. However, English has words like auto, speed limit, motor, pedal etc. All these words were developed from the cultural need to express movement by means other than by foot.

WHY IS ENGLISH A NECESSITY?

As we know that English is the vehicle of upward mobility and is the language of most of the developed countries. We need college graduates who are prepared to compete on the world stage today, not simply grads. Without a doubt, the absence of English will cause our pupils to become more isolated and less competitive. Knowledge of international issues has become essential in today's globalised world. Maintaining a specific type of relationship between nations is vital for enterprises to realise their full potential, and this bond can only be maintained by familiarity with the "Lingua Franca," or English.

English is the dominant language of commerce and industry, of information technology, of diplomacy and collaboration.

English has global significance since it is a language that is spoken and understood by everyone. It is the primary language in the United Kingdom, United States, Canada, and Australia and the second language in countries like Pakistan, India, Africa, Russia, and France. This language is spoken by around 350 million people worldwide, second only to Chinese. Thus, the only language that can be used to connect individuals from various countries throughout the world is English. English is widely spoken by people across the world, unlike Chinese, which is solely spoken in that one nation. Naturally, the strength of something depends on how well-liked it is based on how useful it is everywhere. The English language has the power to connect an increasing number of individuals in deeper relationships. Studying the cultures and civilizations of other countries is beneficial for all of them. We can create political, cultural, intellectual, and economic ties with the rest

of the globe thanks to English. Even Mahatma Gandhi acknowledged how important English is to us. "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure, it gives us an introduction to western thought and culture."

Hence, if a student will converse in English, it would be for his own personal comfort and confidence when he crosses the international borders to find gainful employment. When a student works in different cultures and cultural backgrounds between highly diverse people, he will have to face many obstacles, challenges and difficulties. His knowledge of English and its culture will play a vital role in making him learn how to get along with his co-workers.

TEACHING ENGLISH THROUGH ITS CULTURE

In order to assist the students face these challenges of the world, it is essential for teachers to teach English through its culture. Teacher will surely be apprehensive in an English language classroom, if they need to impart cultural knowledge to a pupil that goes beyond country cuisine and attire.

All kids are capable of successfully learning their first language. Regional idioms from the place where they were born and raised often leave their speech distinctive. Although children have the capacity to acquire any number of languages throughout their lives, learning English is often fraught with failure and despair. For them English seems to be more difficult to understand and pronounce. It could be the interference of the mother tongue and also because of their ignorance about its culture. The student comes to an English class with inadequate linguistic abilities and no knowledge of the culture which gives him the feeling of awe and fear. Therefore, English in nonwestern cultures involves translation of not just words on page but also the whole culture, literary traditions and aesthetics, behavior, etiquettes, norms and non-verbal communication.

No language can exist in vacuum. There is need for proper environment to learn and teach a language. In case of the mother tongue learning generally a natural environment is available. Because it is widely spoken in the family and even in the neighbourhood, it is simple to learn, but this is not true of other languages. Typically, a youngster will come across a foreign language. A child generally encounters a foreign language mostly in the classroom only and rarely finds such atmosphere at home or elsewhere. Therefore, learning a foreign language becomes a difficult task for the learners. It becomes the duty of the teacher to create a proper atmosphere for the learner. To begin with the development of proper speech habits with due emphasis on correctness of pronunciation, stress, rhythm, intonation etc. is needed. Reading and writing should come after speaking and listening. It is necessary to place greater attention on speaking and listening in the beginning. According to Thompson and Wyatt, it is essential for Indians to be able to speak and write English as well as comprehend it when it is spoken or written. The only goals an English instructor should have are linguistic ones. Palmer claims that aiming for literature means missing the path to language.

The teacher needs to portray the image of the Englishman to the students, who is famous across the world and the special kind of refined etiquettes in the English culture that still exist. The English are always very polite and have developed an entire language if they have to evade an embarrassing situation. Following are the commonly used sentences.

1. "I'm terribly sorry "
2. "Would it be too much trouble ...?"
3. "I don't suppose you could possibly"

When our students learn the language, they tend to ignore some basic etiquette. As in Britain, we will find local people are kinder to us if we will behave politely, respect local people and customs. When speaking English, the students should remember, In general, it's a good idea to sometimes grin at our listener. Above all, it's critical to keep up eye contact while you're listening. If students are speaking to someone while standing, they should keep that in mind. It's crucial to maintain a comfortable distance from the speaker when listening. They should both be comfortable standing where they are.

A student, who is absolutely new to English language, and even attempts to master it, knows that it is a time consuming and challenging effort and all his effort will be doomed to a failure without the knowledge of the culture.

A good teacher of the subject teaches well and even then he is not satisfied with it. He is always after evolving new ways of teaching in order to make his teaching more fruitful. Both aims and principles make the teaching-learning programme effective. Language teaching and learning require practice. Any method the language instructor chooses is acceptable. But he is able to successfully teach the same language thanks to his understanding of and application of some fundamental ideas. No matter how it is studied and taught, it must contain certain key components to cultivate success. A student should not see the study of the English language as limited to the memory of a few words and sentences with proper pronunciation. It goes far beyond than that. In short, the linguistic components the learner and teacher need to research intensively are —

1. Grammar (sentence structure) The principles for using inflected forms, some of which follow classical grammar norms and others of which are colloquial, should be taught by the instructor. To determine the logical principles that govern how we order words, syntax is required.
2. Phonology (system of sounds) The teacher must demonstrate how to pronounce English in the accent that is typically regarded as the benchmark for pupils studying English. It is very important to learn to conceive of English pronunciation in terms of vowels and consonants rather than letters of the alphabet since English spelling may be very complicated.
3. Lexicon (vocabulary) The teacher needs to teach the stock of words in the language especially the words in the Oxford English Dictionary.

4. Semantics (meaning) It is important to teach semantics which is the subfield in linguistics, devoted to the study of meaning as existing at the levels of words, phrases and sentences.
5. Pragmatics (usage) A teacher teaching pragmatics I should teach the uses and effects of language within a context.

Teachers can outline the abilities that students must develop in order to learn English and improve their capacity for intercultural communication. Teachers can incorporate certain methods in teaching.

1. Teachers can use cultural contexts for English practice activities.
2. They can test the students on comprehending English language as well as the culture.
3. They can plan cultural lessons and activities as vigilantly as English language activities which can be incorporated into lesson plans as well.
4. They need to pay emphasis on the fluency expertise, confidence and ease with which the student learns English along with the culture.
5. Students should learn to recognise and comprehend how members of a given culture normally act in regular, daily situations. i.e. to enable the students understand the behavior of the people in the target culture.
6. Discourse, role plays and brainstorming can be used for both English language and cultural instruction.

Along with this methodology, there are other attractive alternative to teach English. They are —

1. Through Technology — A broad range of technologies could be designed for the betterment of learning English. These technologies could function for creating an optimal language environment.
2. Drama provides a setting for listening and meaningful language output, compelling students to use their language resources and advancing their linguistic skills.
3. Classroom Activities — teachers should encourage the students to discuss what they learn about the English language and the culture.
4. Exchange Programmes — teachers can also encourage the students to formulate interesting and insightful projects on the target culture that it may broaden their perspective and awareness and assist them to acquire English easily.
5. Motivation — A strong interest and motivation is a tremendous driving force for success.
6. Teaching Material — Language resides in culture. In teaching English, teachers can add the relevant cultural knowledge in the students' learning context. They can use the comparative law to guide their attention to the differences in western culture, so as to enhance their understanding of basic knowledge of language to grasp. This can be done by comparing the two cultures in question, including celebrities,

architecture, lifestyles and so on. Comparisons can also be made between musical instruments such as the Harmonium or the Guitar, clothes such as saris or skirts or may be Eastern or Western medicines or physical contrasts such as stamps and newspaper. This will also cultivate and encourage the awareness of cross cultural communication.

CONCLUSION

Thus, the language is rooted in the solid soil of culture. And culture is a sum totals of traditions, conversions, etiquette, and arid decorum, spiritual self and mental self. My hypothesis in this paper is that a student may be able to do justice with the proficiency in English only through adopting sophisticating ways of living. A kind of rustic expression may not come out. For removing this kind of a shortcoming the learner should be imparted the ways of behavior and etiquette including all kinds of outward activities being done by the persons from where the language originated. This cross cultural communication will enrich the acquisition being done by the students.

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