

The Role of Culture in English language learning: An analytical study of Literature Graduates

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Abstract

Acquiring about culture is crucial to acquiring the English language. English language learners must learn how to deal with cultural variations in order to communicate in English effectively. Language is influenced by culture in various ways, including word choice, tone, and nonverbal cues. Learners must comprehend the cultural context in which English is used in order to learn it effectively. The actual learning process is also impacted by culture. The attitudes that learners have towards learning a language are shaped by culture, and their backgrounds have an impact on how they approach the learning process. As an illustration, students from collectivist cultures would favor group activities whereas those from individualistic cultures might favor solitary activities. Additionally, knowing about the cultures of nations that speak the English language can improve learners' comprehension of the language and aid in more successful communication. To better understand the language and the people who use it, English language learners should be exposed to a variety of cultural items like literature, cinema, and music. Moreover, culture is important for learning the English language. Communicating successfully and learning the language more deeply can both be facilitated by a grasp of the cultural context in which the language is used.

Keywords: English language, Graduates, Culture, Learnings, Pronunciation, Vocabulary

Introduction:

Learning the English language requires an understanding of culture because it affects how people use the language and how they perceive certain linguistic features including syntax, vocabulary, and pronunciation. The most commonly spoken language in the world, English has a huge impact on cultures all around the world. Therefore, learning the English language requires an awareness of cultural diversity.

Learning English as a second language can be difficult when learners originate from cultures that are very different from those of the English-speaking world. For instance, it may be difficult for non-native speakers of the English language to grasp idiomatic idioms, slang, and colloquialisms that are often employed in the language. Social mores and cultural beliefs may also have an impact on how language is employed in various settings. In order to learn and use English effectively, one must be aware of cultural differences.

The actual learning process is also impacted by culture. English language teachers need to be aware of the variations in learning styles and preferences that exist among people from various cultural backgrounds. As an illustration, students from collective cultures would favor group projects and

collaboration whereas those from individualistic cultures might favor independent study. Additionally, cultural variations in nonverbal cues like facial expressions and gestures can influence how students interact with their peers and teachers.

Additionally, culture affects the environment and content of teaching English as a second language. The cultural context in which English language textbooks and materials are utilized may affect how they are used. For instance, whereas corporate English may be emphasized more in textbooks used in English language courses in Asia, literature and culture may be emphasized more in those used in Europe. Similarly, to this, the sort of English that is taught and acquired might vary depending on the cultural context in which English is used, such as in academic, professional, or social situations.

Teachers can also build a more inclusive and culturally responsive learning environment by having a better awareness of the learners' cultural backgrounds. Cultural barriers may impair English language learners' motivation and involvement in their studies. Teachers who are aware of these difficulties can foster an atmosphere in the classroom that is respectful of and attentive to the needs of all students while also encouraging cross-cultural understanding.

In conclusion, culture is important for learning the English language. Learners can gain English language proficiency more successfully if they are aware of the cultural variables that influence language usage and learning. Additionally, English language instructors who are sensitive to cultural variations can foster a more welcoming and accommodating learning atmosphere that values and respects all cultures. The capacity to communicate effectively across cultural boundaries is becoming more and more important as the globe gets more interconnected. English language learners who are culturally aware and competent will be better equipped to succeed in today's interconnected world. Figure 1 shows various dimensions of culture that affect the literature and writing.



Figure 1 Cultural Dimensions and Literature

Literature Review:

The study of English as a second or foreign language is greatly influenced by culture. We will examine diverse authors' contributions to this literature review in order to better understand how culture affects language learning.

The concept of "culture as a frame" was first suggested by **Kramsch (1993)**, who also wrote one of the early books on the subject. According to her, language cannot be divorced from its cultural environment since culture acts as a lens through which language is viewed and employed. To aid pupils in understanding the target language better, she recommended that language teachers add cultural elements to their instruction. Similarly, to this, **Byram (1997)** contends that language students must cultivate intercultural competence, which entails the capacity to comprehend and value various cultural views.

An investigation of the connection between culture and language learning was published by **Cortazzi and Jin (1994)**. They emphasized the significance of cultural sensitivity and awareness in language instruction since it enables students to interact with native speakers more successfully and comprehend the intricacies of the language's culture. The study also emphasized the significance of teachers taking into account their pupils' cultural backgrounds when planning lessons. Additionally, some researchers have looked into how culture affects the teaching of English. For instance, **Holliday (1994)** contends that in order to promote efficient communication, English language teachers must be knowledgeable of both their own and their students' cultures. Similarly, **Canagarajah (1999)** contends that rather than just emphasizing English as a global language, English language instruction should concentrate on encouraging multilingualism and multiculturalism.

Byram (1995) proposed the idea of "intercultural competence" and emphasized the significance of helping language learners build this competency. He advocated that learning a language should include both verbal proficiency and the exploration of cultural contrasts and parallels.

Chen and Starosta (2002) investigated how culture affects language acquisition and communication. They maintained that in order to help students become good communicators, language teachers should teach cultural knowledge and sensitivity. Culture influences both the form and substance of the communication, they claimed.

The effect of cultural values on language learning was the subject of a study published by **Kuo and Anderson (2006)**. They discovered that students from collectivist cultures had a tendency to be more driven to study English than students from individualist cultures and that students from collectivist cultures also had a tendency to prioritize group effort and peer support in language acquisition.

An analysis of the influence of culture on the usage of English as a common language was published by **Alptekin & Alptekin (2014)**. They discovered that, in order for learners to communicate effectively, they must be aware of how cultural variations impact English as a lingua franca.

In one study, **Dörnyei and Ushioda (2009)** place a strong emphasis on the role that culture plays in inspiring language learners. The authors contend that a major factor influencing learners' motivation to study a language is how they perceive themselves in relation to the culture of the target language.

Similar to this, **Vygotsky's (1978)** sociocultural theory contends that learning is a social and cultural activity and that in order to improve their language abilities, language learners must interact meaningfully with speakers of the target language.

Matsuda and Friedrich (2011) looked more recently at the function of culture in writing in a second language. They stated that to teach writing effectively, language teachers must be aware of the effects that cultural differences might have on the rhetorical norms and discourse patterns utilized in writing. **Duff and Uchida (1997)** discovered that cultural and linguistic identities can interact in complex ways and that learners may need to navigate conflicting identities when using English in a study focusing on Spanish-speaking English learners. They recommended that language teachers be aware of these relationships and foster a supportive learning environment for all students' identities.

Intercultural competence was first introduced by **Byram and Morgan (1994)**, who described it as the capacity for appropriate and successful communication across cultural divides. They maintained that culture should be taught as a fundamental component of language instruction and that language learning should be viewed as a means of fostering intercultural competence. The specific cultural elements that can affect language learning have been looked at by other scholars. For instance, **Brown (1994)** talked about the significance of face-saving behavior in East Asian cultures and how it can affect English communication. He made the case that language instructors must be conscious of these cultural distinctions and assist pupils in creating techniques for navigating them. Figure 2 shows how the cultural diversity can be handled for making an environment of learning language:

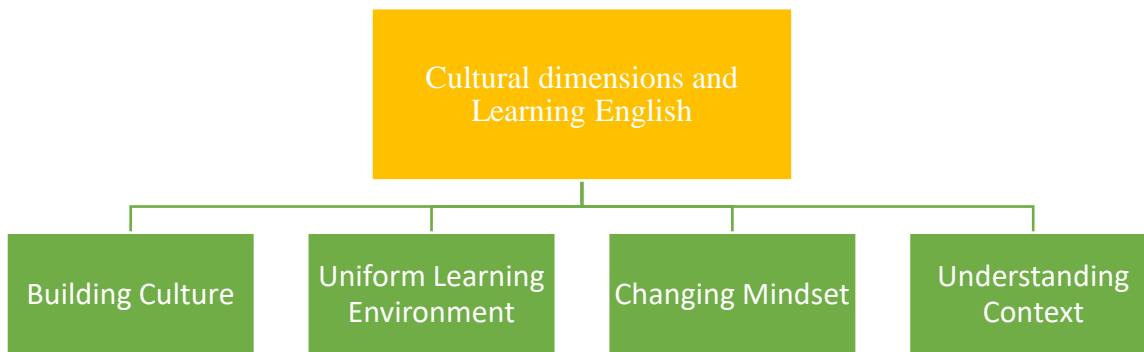


Figure 2 Cultural Dimensions and Learning English

Conclusion:

In conclusion, culture is important for learning the English language. A language's culture reflects the social, historical, and cultural context of its speakers. Culture and language are interwoven, and failing to grasp a language's cultural background can result in misunderstandings and poor communication. Being a universal language, English is impacted by various civilizations from around the globe. The ability to communicate successfully and steer clear of cultural misunderstandings can therefore be facilitated by an awareness of the cultural nuances of English. The process of learning the English language can also be made more interesting and pleasurable for students by introducing cultural factors. They are able to connect with the language more deeply and gain a better understanding of the culture that supports it. Additionally, culture plays a bigger part in learning English than just the language itself. Additionally, it affects the larger social and

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economic backdrop. Learning English can increase a person's possibilities for social mobility, professional advancement, and education. In conclusion, it is impossible to deny how important culture is when learning English. It is a crucial component of language learning that promotes social and economic mobility, effective communication, and language enjoyment.

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