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**Prominence about Culture in English Learning and Teaching**

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**Abstract**

This section will discuss the importance of culture in teaching English by studying how the culture and cultural norms of a society negotiate with the language used within that particular society. Culture is defined as the characteristics of a specific set of individuals, demarcated all through human communication, cuisine, faith, music, arts, and public customs. Culture is what makes a country stand out from others. Every country possesses various cultural rituals and cultural activities. Culture is also known to be the values and beliefs of the populace of that culture. Through culture and perception of other people's culture, people can understand the world's happenings. This varies within a society, region, and sub-group. Even the culture of a particular region also differs from the culture followed by the entire country. Every workplace possesses cultures that are dissimilar to each other, making that place unique.

**Keywords:** Culture, Teaching, language, importance, regions, different.

When the learning and teaching process of a language is measured, interdependence is found between language learning and cultural learning, so it could be understood that human communication education is cultural education. It could also be exemplified that English education is related to cultural education. This tells that professors who are involved in teaching foreign languages ought to be aware of the cultural aspects of that particular language, which could possibly enhance the cultural awareness of the students and thereby improve the communication competency and vocabulary of the students learning that culture. For precise understanding, this could also be mentioned as the teachers who teach alien languages

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are alien culture instructors, and part of teaching aimed at alien languages is associated with foreign culture teaching.

Culture is considered to be the central part of all contexts, and this has been acknowledged through many previous studies. It does not mean that culture is the one that alerts language usage or determines the behavior of the people who interact through that language. Rather, it is considered to be the meaning associated with the context with which it is associated and judged by culture. Consequently, the situation remains necessary for human communication students to also be custom learners and practice part of the language learning in an effective manner. Learners of other languages must be aware of using the specified context in the right places. In order to achieve this skill, language teachers must provide opportunities for the students so that they get much closer to the target culture and can gain skills that could help them establish the cultural meanings of place, person, time, and circumstances.

Anthropologists and teachers have recognized the importance of cultural learning associated with language learning long before and exemplified that the language learned will mirror the cultural value of the society to which that language belongs. The language learners are not accounted to be full only with the linguistic competencies. Learners of other languages must be aware of the cultural values of that language in order to learn about contexts like the culturally suitable way of greeting and addressing people, making requests, expressing gratitude, or exhibiting healthy conversations without any flaws. Language learners must be aware of the intonation patterns and behaviors of their own speech community and also the target speech community since both may have slight variations. This could possibly guide people in pursuing their language skills and being more successful in communication along with appropriate cultural behavior. In many places, the culture is taught to the students entrenched within the language modules of learning. In such cases, so as to make undergraduates conscious about part of the cultural structures that are depicted by the language, the instructors can conduct a discussion session regarding the cultural practices of the target language. English language fitness plays a momentous part in confirming that business is not mislaid to substitute workers with larger firmness in this zone: improved English produces greater undergraduate flexibility. Degree students are well able to participate with spread/trained overseas laborers who take up expert service aimed at which English is an obligation. English is now in performance, as it is in most nations. Teachings that have been refined from across degree colleges illustrate that nevertheless, one might wish else, the solitary way to

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hold up English language privileges and inspire administrations to bring in strategies that back fairness and societal impartiality is to reveal wherefore this might value their while. It was considered that English originated to split the rich from the deprived and that a culture of dependence on British refugee educators of English had a destructive consequence on the budget. The acceptance of English to assist a parallel meaning in Kannada and Hindi has likewise not been fruitful, and while there have been positive anticipations that English might succeed in degree colleges, it has done so in a method that lingers to help habitually the mid and specialized programs. The predictions aimed at English in college degrees are probably unsure of the imaginable future. Even if peacekeepers and representatives practice English as a connection dialectal to cross-sociopolitical discourse and treaties, English is doubtful to yield on the part of a noteworthy language to substitute local language occupations. The cost of increasing the ability of English language teachers will be significant but not essentially positive.

Teaching in any field basically involves performing in ways that shape beliefs and values. At the end of sessions, instructors will provide paradigms of specified attitudes, values, and assumptions. These paradigms might involve producing at least a minimal impact or even may attest to be counter-productive, yet basically, the historical records seemed to have better influence over the language learners. In some cases, like missionaries, the teachers may be involved in insisting on particular values and beliefs over the students. When foreign language teaching is considered, the instructors will specifically describe the types and various ways of reasoning, but more indirectly and specifically, will promote the values and beliefs of the culture represented by the target language.

Mostly in language classrooms, the students are concerned with the use of vocabulary that suits the particular context in order to provide better understanding through better communication. However, the culture of students' atmosphere, besides the society in which the context is shaped, has a greater impact on its meaning. It is not only the culture of the target language involved in exploring the meaning of the context but also the learner's built-in culture, which is also found to influence the meaning of the context simultaneously. Beginner generation students convey towards the degree college a distinctive human communication position that signifies the resulting levels of human communication ability:

- Persons who have spoken skills in their local human communication but have no perusal or put down abilities in that human communication.

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- Persons who have oral skills besides restricted perusal and put down skills in the local dialect.
  - Persons who have spoken, understanding and put down skills in part of local human communication that are correct near their status level. Built on these stages of human communication skills the situation might be anticipated that as beginner generation human communication students.
  - Apparently, it will not express the language of England sufficiently well to join part of a fixed English class.
  - Several might lack perusal and put down abilities in the two languages. 2nd- and 3rd-generation undergraduates, on the other hand, still have required former knowledge from part of Indian culture from birth and might be challenged by disagreements about anything projected besides what they experienced at home, part of hopes plus performance within the learning atmosphere.

These undergraduates symbolize a changed group of human communication capacity heights since they might Own an inadequate list of words, permitting them to act publicly but not to understand English, perusal, and put downing fine enough to use successfully within the educational background.

Own restricted capacity within both the family human communication and in English. Nevertheless, it is the undergraduate's human communication abilities. Besides, possibly they are fresh settlers or 2nd or 3rd cohort, economically poor undergraduates are likely to undergo more struggle for their social modifications. Thus, while concentrating on learning an additional language, it is the culture that poses a greater influence in the way of communication and the use of language contexts; consequently, it is necessary for another language learner to be aware of the cultural contexts and their usage for better delivery of meanings.

Race is part of the progression of the communicative method in learning and instructing language, one of the significant parts of society treated by way of an intertwined portion of language. Subsequently, part of the inevitability of integrating customs inside English learning besides teaching has remained acknowledged internationally. Devoid of cultural knowledge, learning and teaching target languages are incomplete and inaccurate. Even though human communication is imparted considering the purpose of learning standards, considering part of social contexts accompanied by the target human communication is also essential. This is the major

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reason for many researchers to research the relationship between the culture and language taught.

The field of teaching is changing at an ever-increasing rate. Traditional concepts of teaching are giving way to newer, more advanced ways of thinking about how we teach and attain knowledge. Its purpose is to inspire conversation, provoke thought, and generate thoughtful responses. The term understanding is said to be a concept that discusses discerning or the human skill to stand conscious of one's psychological process or understanding about understanding. The thinking process progresses under questioning, picturing, and creating. Understanding approaches shape the direction and regulations of the teaching process, and it also involves thinking, planning, checking, and appraising the process of teaching. The understanding methods enable teachers to practice and support what has been taught in the process. At the initial stage, the level of understanding about involvement in part of the related field of education is constant and slow in the academic centuries. The efforts are aimed at developing teachers' autonomy, independence, and self-regulation. It allows the teachers to explore innovation and new methodologies with personal, task, and strategy knowledge on teaching a language. The goal of associating foreign language teaching with foreign culture teaching is to bring about personal and social changes among learners. Intercultural learning can pave the way for people to be more tolerant, kinder, and open. This is adopted more widely among various learners as such learning intercultural aspects enhances respect among the learners.

There is a difference between higher-level educations, which focus on literature, history, geography, and institutions, and level education, which considers everyday life activities, including school, spare time, and so on. Similarly, the cultural aspects are split into small c culture and capital C culture among most foreign language educators. The Small C culture emphasizes the folklore of daily life activities, whereas the Capital C concentrates on intellectual traditions, literature, and arts. The cultural aspects are no longer viewed as a creation of self and other perceptions; rather, they are considered to be the risk of producing and supporting stereotypes among language learners. Nowadays, it has become hard for an average degree student to get placed in the campus selection. The usual reason said by the interviewers is the lack of soft skills. Even if the students have a good academic record and knowledge, they are not bold enough to express it. The basic problem is that the degree students are not getting enough chance to speak in front of people in English, and even if they get a chance, they hesitate to do so because of the thought

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as to what others will think about them. Regardless of the good purpose of encouraging broadmindedness among the carriers of the target culture, the language learners are inclined to recognize them to be a homogenous community of strange behaviors.

English language teaching has experienced fabulous modifications through the years, particularly in the last ten years. Fundamentally, teaching necessarily contains two chief mechanisms: transfer and getting data. Eventually, a teacher attempts his best to convey information in the way he grasped it. The habit of advanced approaches in academic organizations has the prospective not simply to expand teaching but also to enable societies, toughen authority, and stimulate the strength to attain human progress objectives for the motherland. Based on the total educational preferences accessible previously by the current group of students, the current fashion appears to have developed in the area of education, completely altering the look of outdated methods of education. Current fashions, approaches, and progress represent the energetic part of the education division in broad-spectrum with its universalization of the education practice, pressure on value above capacity, growth in the implementation of skills, requirement for qualified ability, etc. Models and techniques are regularly being developed in the area of English language teaching.

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