THE IMPACT OF CULTURAL FACTORS ON ENGLISH LANGUAGE LEARNING

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ABSTRACT:

This post will discuss how culture influences how people learn English. People frequently consider language and society to be inextricably related or as components of the same entity that complement one another. Language and culture are intricately interwoven. If you want to be able to communicate effectively in a second or foreign language, you should consider how words are utilized in different cultures. This is due to the societal context making them more important. Without a doubt, being able to write, read, and comprehend written language, as well as speak and comprehend spoken language, necessitates a high level of linguistic ability. People frequently overlook cultural competency, which is understanding the many belief systems that are shared and transmitted through language in a specific culture (Bentahila & Davies, 1989).Whatever language you choose to study, you must have a thorough understanding of and appreciation for various cultures. According to Mitchell and Myles (2004) (p. 235), language and culture are not antagonistic; rather, they are taught together and one influences the growth and progress of the other. Many blunders can be attributed to cultural differences. Language influences people's rules and routines, as well as how they perceive themselves and what they do. This article will examine how the English language culture influences learning and proficiency in speaking, writing, listening, and grammar. It will emphasize that knowing the English language entails more than simply these four skills.

Keywords: *English language learning, language and culture relationship, influence of culture, cultural awareness.*

1.INTRODUCTION

The goal of this research is to delve into the strong and unbreakable bond that exists between culture and language. It will also investigate what teaching approaches and strategies may be employed to help students better grasp language when teaching second languages through cultural lenses. Gleason proposed in 1961 that language is both a part of and a manifestation of society. Cultural variables must be deeply and totally integrated into second language teaching and learning. Students can only learn a language properly if cultural issues are naturally and naturally included in the classes and curriculum. To assist students in bridging and overcoming cultural gaps, second language teachers should place a greater focus on cultural diversity, look for essential cultural components in all areas of the language curriculum, and employ appropriate teaching approaches in all learning activities. Language is a means of communicating. We utilize words, signs, and body language as components of language to express how we feel, what we think, what we want, and how we feel about things. Language, both spoken and written, is the most basic form of communication. A group's language, faith, food, social standards, and musical practices are all cultural characteristics of that group. As a result, because language is a means for culture to be expressed, simply

learning a new language is insufficient; you must also completely comprehend that civilization.Kumagai (1994) and Smith (1987a) argue at the start of Discourse Across Cultures that knowing speech-act expressions (like "please" or "thank you," "agree" or "disagree," etc.), good conversation starters, quiet times, forms of address, and speech-act expressions (like "agree" or "disagree," etc.) may be more important for good cross-cultural communication than knowing phonology or grammar. When interacting with people from different countries and cultures When English is the primary language of communication, it is not a good idea to employ cultural biases to predict how other people would use discourse techniques or comprehend linguistic patterns.

Different cultures utilize different languages and comprise people from a diverse spectrum of cultural origins, perspectives, and attitudes. Many people believe that society and language are distinct entities, although they are in fact intertwined and influence one another. According to Gleason (1961), languages are not just ways for nations to express themselves, but also their symbol systems. Language development frequently has an impact on the culture to which it is linked, and it is common for language to share cultural concepts and practices. Furthermore, language is both a product of and a response to societal change (Armour-Thomas & Gopaul-McNicol, 1998). In other words, language is not a separate entity, but rather a social activity formed and created by the social institutions in which we live and work. Culture and language cannot coexist, that much is obvious. They also change throughout time, which is known as "transfusion." Before learning a language, it is crucial to comprehend the cultural beliefs that are important to the target community.Language is a collection of signals that can be used to store and retrieve information. Sounds, textual symbols, and hand gestures can all be used to convey messages. The primary aim of language is to communicate ideas and thoughts with others. Communication and engagement with others are crucial to language development. Alyasery (2018) identifies seven kinds of language functions based on Halliday (1973, p. 10). Language is employed to manage its environment and achieve specific objectives. This is referred to as its instrumental role.

Regulation function: the ability of words to tell others what to do. The listener may be bothered or pleased by the limitations.

A language acts as a representation when it is utilized to tell, explain concepts, provide information, or make assertions.

Interacting: knowing the slang, jargon, jokes, anecdotes, cultural norms, politeness, and formality that are expected in social circumstances is essential for maintaining social harmony.

The ability to express one's sentiments, emotions, and thoughts is a personal function.

The heuristic function is how language learners acquire and use information.

It improves imagination by allowing you to create up stories, poetry, narratives, tongue twisters, and other things with words.

On the subject, four different points of view are given. Byram (1990) and Byram & Flemming (1998) argue that "target language culture" should be taught alongside English so that language learners can become integrated into the cultures of English-speaking countries. According to the second study, teaching the "target language culture" alongside English is not a smart idea in areas where English is the primary language (Kachru, B. 1985). Two more points of view are likewise opposed to teaching "target language culture" alongside English. However, opinions differ on how to incorporate "local culture" into English language lessons (Kramsch & Sullivan, 1996; McKay, 2003). There are two camps that argue on whether "local culture" should be taught alongside languages. One faction believes that because English has become a global language, it should be taught without regard for cultural differences.C. Alptekin (2005)

2.THE ROLE OF CULTURE IN ENGLISH LANGUAGE TEACHING & LEARNING

Saloomeh (2018) discusses the importance of context and the contexts in which language can be utilized correctly and ethically. When it comes to Kramsch 1, culture provides English as a Foreign Language (ELT) teachers with a variety of perspectives that they can use to make the teaching more engaging. This is especially true for first-year college students, who already have strong academic preferences and may be unfriendly or uninterested in a hard lesson plan if there is no personal reward. As a result, it is critical for teachers to understand how to avoid "teaching meaningless symbols or symbols to which the student ascribes an incorrect meaning" (Politzer, 100-101). According to Dimitrios Thanasoulas, there are two major points of view that have affected the evolution of culture training and served as a guide for incorporating it into language teaching thus far (10): The first is about exchanging information and cultural knowledge. This contains both lowbrow information about everyday habits, customs, and folklore and highbrow information that demands a thorough study of literature and the arts (3).

This point of view, like an efferent reading, provides knowledge that isn't profound enough to foster critical thinking in the classroom. As a result, both teachers and pupils can only comprehend the culture of the country from whence the material was obtained. If students have no additional knowledge of the place whose culture this material is based on, it may merely be "facts" that don't make sense, as if they came from a travel brochure. According to Thanasoulas (2001), a different point of view based on anthropology or cross-cultural psychology "has been to incorporate cultural elements into an interpretive framework and establish reference or departure points between the home country and the target country." As the author states, this method is only for teaching cultural material; it is up to the students to adapt that information to their own cultural ideas, assumptions, and ways of thinking. However, this is where the teacher's role may become crucial. Before the teacher allows the pupils to compare and contrast the two cultures, they must go through a critical thinking process comparable to an aesthetic reading. This allows individuals to form their own perceptions and reflections based on their personal experiences.

Regardless, this model must be employed in ELT. Making connections between new information and what you already know, applying organizing principles to make sense of things that don't seem to be connected, and interacting with experience and knowledge in a critical and active manner are all things to consider. As Rosenblatt's aesthetic reading perspective has already said, this means that teachers and students must maintain open channels of communication in order to provide and receive cultural input. As a result, the dynamic atmosphere that allows for both individual and collective artistic expression is maintained. One of the most significant aspects of English Language Teaching (ELT) is culture, which determines whether speakers are lazy users who remain outsiders or adept users who comprehend the meaning of the words and the environment they create. According to Samovar, Porter, and Jain, culture and communication are inextricably linked. Culture influences not just who communicates with whom, what they speak about, and how they communicate, but it also influences the circumstances in which specific signals are transmitted, noticed, or comprehended. Contact is made possible by culture (24).

People who acquire a foreign language and culture at the same time can encode their words with a profound awareness of the meanings and historical context of what they are saying without just speaking. It will not only improve their ability to communicate fundamental wants and thoughts, but it will also improve their ability to fully participate in and contribute to the culture of the target language.

For a long time, applied linguistics experts and language teachers have recognized the importance of teaching second and foreign languages with cultural awareness (Lafayette, 1988; Moorjani & Field, 1988;

Patrikis, 1988; Robinson, 1985; Kumagai, 1994). Sociolinguists, communication theorists, and anthropologists have conducted extensive research on the complicated relationship between how people use language and the cultural values that influence it (e.g., Hall, 1978; Hymes, 1962; Loveday, 1982; Scollon & Scollon, 1981; and so on).

Alyasery (2018) proposes that culture encompasses all of our learnt habits. The expression was coined by the great English scientist Edward B. Tylor in his classic work Primitive Culture, published in 1871. Tylor went on to define culture as "that intricate assemblage comprising law, morals, customs, knowledge, belief, art, and any other proficiencies and practices acquired by man in his capacity as a member of society." Culture is not limited to men. It was created and is owned by women. Cultural notions have been at the heart of anthropology since Tylor's time. Although culture is a vital component of human life, it is fleeting. It is simple to lose and always changing because it is confined to what we can envision. Culture produces structures, written languages, organizations, and other things that people have created. These elements do not constitute culture on their own.

  As a result, historians are unable to directly demonstrate culture while digging. The broken cups and other antique items discovered are simply pieces of material with cultural patterns on them. They were created and used with the assistance of cultural knowledge. Language, religion, food, social standards, musical traditions, and creative expression are all examples of cultural elements. Cultures are part of what distinguishes countries. Each country has its own set of customs and traditions. Material products demonstrate what a society produces and how it consumes things, but culture is much broader. A culture also comprises the beliefs and ideals of its inhabitants. Another aspect of culture is people's perceptions of their own lives and the world around them. There may also be cultural variances within the same territory, civilization, or subgroup. The culture of a workplace is one factor that distinguishes it from other places of business that accomplish comparable activities. It's likely that the culture of this region differs from that of the rest of the country. People in Yemen's north and south, for example, have diverse ethnic backgrounds, which may be evident in the way they speak, listen to music, and dance.A family's values may also alter based on how closely they adhere to the religion of that society.

3.IMPORTANCE OF CULTURE IN LANGUAGE LEARNING

According to Alyasery (2018), Wei (2005:56) states that language has two primary functions: communication and cultural transmission. Language cannot exist without culture in the same way that culture cannot exist without language. The extent to which a language influences a culture can be shown to vary. According to Brown (1994:165), culture and language are inextricably intertwined and cannot be separated without making either less essential. This is one explanation for the relationship between language and society. According to Jiang (2000, p. 328), culture and language are inextricably intertwined. According to Gao (2006), there is a significant connection between the fundamental notions of education and learning, particularly when it comes to acquiring a language or culture. According to this concept of connectedness, teaching culture also entails teaching language (p.59). Gao believes that foreign language teachers should seek to increase their pupils' abilities to communicate and understand various cultures. They should also grasp the significance of incorporating cultural studies into the educational curriculum. Meanwhile, Wang (2008) claims that teaching foreign languages is similar to teaching foreign cultures, and that teaching cultures is similar to teaching languages.

According to Tomalin (2008), the widespread use of English and the globalization of society are compelling grounds to include culture as a fifth language ability alongside reading, writing, speaking, and listening.In the fifth language skill, people learn how to adapt how they use English so that they may comprehend,

appreciate, and enjoy the unique qualities, practices, and values of other cultures. People must be able to speak more than one language in order to be flexible, open-minded, and willing to consider alternative approaches to achieving their goals. It demonstrates that the person's perspective of view has shifted. According to Tomalin (2008), cultural education should consist of four major components: cultural knowledge (also known as "the big C"), cultural values (also known as the "psyche" of the country or what its people value most), cultural behavior (also known as "the little C"), and cultural skills (which can be learned through the use of the English language to encourage intercultural awareness and sensitivity).

Cultural Influence on Vocabulary

The building blocks of language, vocabulary, are used to transmit culture through language. There is no doubt that cultural distinctions will appear in the vocabulary, and the definitions of the words will reflect these variances as well. In Yemen, for example, the color white is associated with spiritual superiority, religious devotion, and cleanliness. As a result, people believe that a bride who wears white to her wedding reflects virtues such as kindness, purity, and loyalty. White, on the other hand, is completely forbidden in Chinese society and is only worn at funeral ceremonies. According to Arabic tradition, everyone in mourning must wear black throughout the funeral. Men from the United States who order a hot sandwich rather than a hot dog at an Arabian restaurant may be mocked. As a result, learning a language requires more than just understanding its grammar rules and word meanings. You must also be well-versed in its history, culture, traditions, food, and habits. To summarize, culture is a complex concept that can only be expressed through words, each of which has a wide range of meanings and effects. It is critical to learn a language while simultaneously comprehending its cultural context. Failure to do so will very certainly result in mockery and abuse.

Cultural Influence on Listening

The rate at which someone understands anything remains constant regardless of whether the speaker is recognized or not. However, if someone is exposed to new ideas or objects from a foreign culture, it will be impossible to understand what was meant. However, if the content is firmly tied to cultural knowledge that we are unfamiliar with, we may struggle to understand it. According to reports, Mohammed has been eating Alnakheleen every day until now. Unfortunately, Mohammed was injured in a car accident on Alnakheleen, a treacherous mountain road with a high accident rate. Someone who is unfamiliar with the area would be unable to identify that Mohammed was injured on this particular road. The following example demonstrates how crucial society is to our ability to listen: Cultural relationships are one of the unbreakable bonds. Attending may make things both more difficult and easier. As a result, it is critical that we acknowledge the presence of culture and try to harness its power. Curriculum makers must consider this in order to create a curriculum that is culturally appropriate for the kids in that area.

Cultural Influence on Speaking

Tone and phrasing are simply a minor portion of effective listening. Speaking abilities are more than just these things. To communicate clearly and avoid misconceptions, people must thoroughly comprehend the cultural roots of the language they use. This is why, when teaching spoken English, teachers should emphasize on how students may use the language in real life and include topics that can be employed immediately away. This can assist people in using the appropriate words in the appropriate contexts and settings. Even someone who is highly excellent at a language's grammar may make blunders or not grasp something if they are unfamiliar with the society involved.

As a result, the following section depicts what an unskilled interpreter would see: A translator that looks and acts young and knows how to say words accurately and easily is available. When he was initially asked to

show an overseas acquaintance around, he worked hard to demonstrate his enthusiasm, politeness, attentiveness, and knowledge. He was attempting to be as awake as possible when he said, "You should come from this direction." "Please have a seat in this location." Not moving at a breakneck pace. "Come and join me in this endeavor." "Ensure punctuality." He was startled when the foreigner refused to accompany him the next day, and he assumed it was because the young translator was impolite. The translator appears to be lecturing the foreigner rather than assisting them in an immature manner. Although the translator is fluent in English, there are concerns that he is not suitable for the job because he is unfamiliar with the culture.

You won't be able to decide what to say, when to say it, or to whom to say it if you don't know anything about someone's cultural background or practical language skills.

Cultural Influence on Translating

Many people agree that culture has an impact on translation. When translating something, you must be well-versed in both the source language and the target language. The fundamental issue that makes translation difficult is a lack of awareness of the cultural background. Cultural foundation knowledge includes subjects such as history, geography, philosophy, science, art, and others. Every culture, without a doubt, has its unique set of proverbs. Using idioms and proverbs that individuals who speak Arabic or English frequently use while translating could lead to misconceptions and incorrect notions, especially if the cultural context of the other nation is unfamiliar. To take an example, I identified with Frankenstein more than with Pygmalion. "Pygmalion" and "Frankenstein" are two concepts that can be difficult to grasp. "Frankenstein" is about dealing with the consequences of your deeds, but "Pygmalion" is about enjoying what you've created. comprehending the cultural meanings of the two terms is therefore more crucial than comprehending how the sentence is put together in order to ensure that the translation is correct. Idioms such as "exploit Peter to deceive Paul," "proceed up the central passageway," "accompanied by any or all of Tom, Dick, and Harry," and "dressed in formal attire for a religious gathering" can also be difficult to interpret for language learners. At exactly midnight, light the oil. You are unknowingly exacerbating the situation. Because it fits into a round hole, a square peg can be used to characterize you.

4.TECHNIQUESFORDEVELOPING CULTURAL AWARENESS

varied people have varied perspectives regarding how to best teach children about other cultures in the classroom. Drama and literature, according to the students, have proven extremely beneficial in teaching children to other cultural beliefs. Playing roles is a typical approach to motivate pupils to utilize language in new and distinctive ways. This assists them in improving their open language skills. Because role plays are based on genuine occurrences, it is frequently suggested that real support from English-speaking countries be used. Participating in theatrical events can help kids understand more about how different cultures operate. By conversing with their peers, students can learn how different or similar popular proverbs in the target language are to those in their local dialects. Students can use proverbs as a versatile tool to help them determine what is similar and what is different between two countries they are studying.

5.CONCLUSION

The connection between language and society will become clearer as better teaching methods and strategies for learning a second language are developed. Language is a component of culture, and culture is a part of speech. It is critical to inform both parties about their common vulnerability. Teachers must work hard to ensure that their sessions are exciting and relevant to real life because motivation is such a crucial aspect of learning a second language. Focusing on cultural aspects in ELT programs provides students with the cross-cultural abilities necessary for effective communication in today's global society. To completely comprehend an other culture, students must be exposed to both their own culture and the culture they are

learning at the same time.

Students will need to come up with their own ideas by interacting with local materials or speakers, rather than simply being lectured about people and groups. When selecting instructional materials and approaches for various classrooms, we consider the students' sociocultural backgrounds. You are denying students' experiences if you do not care about the norms and standards they bring to the classroom. When language schools fail to consider cultural differences when teaching, it can lead to frustration and poor results. Languages that emphasize camaraderie and love among speakers can make it difficult for language learners to become fluent. Before they can do so, people must first comprehend the cultural settings in which key social activities take place. Language learners must comprehend what native speakers mean when they use the language, even if they are not attempting to imitate them. Language abilities make us more helpful, and our ability to learn new languages is strongly related to our understanding of cultural ideas.

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