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The Importance of Teaching Culture to Develop the Interest and Competence of Iraqi EFL Learners

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Abstract

Teaching culture ought to be a important piece of teaching English as a foreign language since one of the principle aims of teaching a foreign language is intercultural communicative competence (ICC)by which Interest and Competence will increase. There is a well known saying in English “acquisition of knowledge in another language is like acquiring a new life.” Many Iraqi EFL learners have a direction of Internalized Foreign Language knowledge, the may experience issues utilizing this knowledge in various settings. This is because of numerous interactive factors influencing their execution, for the most part lack of target culture perceptions. The detailed study is expected to distinguish the culture perspectives appropriate to be coordinated into the Iraqi EFL classrooms, scan for the sources whereupon the understudies get their knowledge of the objective culture and analyze their frames of mind towards it and the capacity to accomplish something effectively or proficiently. This examination was directed to three fundamental classifications of subjects the will be the understudies, instructors and specialists in the field of Teaching EFL.

La Importancia De La Enseñanza De La Cultura Para Desarrollar El Interés Y La Competencia De Los Estudiantes Iraquíes De Inglés Como Lengua Extranjera

Resumen

La enseñanza de la cultura debería ser una parte importante de la enseñanza del inglés como lengua extranjera, ya que uno de los principales objetivos de la enseñanza de una lengua extranjera es la competencia comunicativa intercultural (CPI), por la cual el interés y la competencia aumentarán. Hay un dicho bien conocido en inglés que “adquirir conocimiento en otro idioma es como adquirir una nueva vida”. Muchos aprendices iraquíes de inglés como lengua extranjera tienen una dirección de conocimiento del idioma extranjero internalizado, y pueden experimentar problemas al utilizar este conocimiento en varios entornos. Esto se debe a numerosos factores interactivos que influyen en su ejecución, en su mayor parte la falta de percepciones de la cultura objetivo. Se espera que el estudio detallado distinga las perspectivas culturales apropiadas para coordinarse en las aulas de EFL iraquíes, busque las fuentes con las cuales los estudiantes obtienen su conocimiento de la cultura objetiva y analicen sus estados de ánimo hacia ella y la capacidad de lograr algo de manera efectiva o hábilmente. Este examen se dirigió a tres clasificaciones fundamentales de asignaturas, que serán los suplentes, instructores y especialistas en el campo de la enseñanza EFL.

Introduction

Each individual who has endeavored to take in a second or foreign language knows the challenges of talking as smoothly as a local. Some attempt to manufacture familiarity by concentrating just on syntactic development and articulation of new sounds. For other people, familiarity is basically the capacity to talk quickly decisively. In any case, is familiarity more than speed and good grammar? Are wavering an imperative piece of familiarity and fathomability?¹ It is vital to show language and culture

¹ Cargill, Margaret, and Patrick O'Connor. *Writing scientific research articles: Strategy and steps*. John Wiley & Sons, 2013.

as an incorporated entire, presumably in light of the fact that social measurement, alluded to different as ‘foundation studies’ in English like Iraqi Civilization and its Culture, Civilization in French, has for quite some time been a piece of reasoning of the language teaching calling regardless of whether it has not been a piece of its training to increase the capability. In fact numerous schedules and rules allude to the significance of social learning and all the more as of late intercultural competence, yet there is as yet an absence of good practice, and deficient consideration regarding the social/intercultural measurement in teacher training. There are many teaching circumstances where a fairly correct articulation of the objective language must be gone for : the guidance of teachers of the language, the readiness of language specialists and albeit many rehearsing teachers may deny the likelihood the planning of migrant speakers who wish to absorb into the host culture. Language includes the association of various dimensions, every one of which is intricate. With a very interactive frameworks the impact of segregating one section are to a great extent erratic. One can’t fabricate punctuation to an abnormal state and the work on something unique; attempting to train one component of the framework might be minimal in excess of an accommodation for the teacher² . Language learning turns out to be intensely embedded in culture learning, with the goal that understudies are essentially figuring out how to impersonate the foreign condition. Truth be told social conduct alteration is by all accounts the objective of ongoing writing on teaching culture³ . With a couple of exemptions, research about on culture learning neglects to make a distinction among intellectual and subjective culture learning⁴ . Bennett(2014) likewise contends that this procedure ‘at last speaks to the colonization of one culture by another-for this situation, the “burden of new ‘mental structure’ through English⁵ . Cultural awareness is concerned about non-linguistic elements of culture and progressively centered around inquiry of progress from mono-cultural and intercultural competence.

² Cowan, J. Ronayne, ed. *Language for special purposes.2 Vol. 2. No. 1. Unit for Foreign Language Study and Research, University of Illinois at Urbana-Champaign, 1977.*

³ Nostrand, Howard L. “Empathy for a second culture: Motivations and techniques.” *Responding to new realities 5 (1974): 263-321.*

Triandis, Harry C. “*The analysis of subjective culture.*” (1972).

⁵ Cargill, Margaret, and Sally Burgess, eds. *Publishing Research in English as an Additional Language: Practices, Pathways and Potentials. University of Adelaide Press, 2017.*

Literature Review

According to Geert Hofstede(1986) It relates them to the maker's 4-D model of cultural differences among social requests, in light of ask about on business related characteristics in excess of 50 countries. Differentiations in foreseen teacher/Students and Students/Students association are recorded with reference to the four parts of Individualism versus Collectivism, huge versus little Power Partition, strong versus fragile Uncertainty Avoidance, and Masculinity versus Womanliness. A couple of effects of language contrasts among teacher and understudy are moreover discussed. The heaviness of modification in culturally different learning conditions should be fundamentally on the teachers⁶ .

As per Stern(1983) Intercultural studies ought to thusly be socially taught control. That is the reason social studies and cultural studies give the foundation and the framework paying little respect to whether language talk or academic messages are the objects of research and learning. In any case, culture doubtlessly differentiates from and transcends the ordinary linguistic or theoretical segments of language teaching. 'The treatment of culture in the language projects, as it were, and we prescribe genuinely centers around linguistic features in the life of society ⁷.

As per understudies expect access to instructive program and instructional systems that are "culturally essential" and "culturally responsive". Culturally appropriate/responsive teaching strategy uses "cultural referents to concede knowledge, capacities, and outlooks" and henceforth "empowers understudies rationally, socially, deep down, and politically." This article takes a gander at the impact of culturally-noteworthy direction on the academic performance of English language learners (ELLs) with barged in on guidance. The data assembled in a 10-month long intercession program for non-taught banish understudies from Iraq attest that immersion in a learning circumstance perfect with the home culture would altogether be

⁶Hofstede, Geert. "Cultural differences in teaching and learning." *International Journal of intercultural relations* 10.3 (1986): 301-320.

⁷Bremer, Katharina, et al. *Achieving understanding: Discourse in intercultural encounters*. Routledge, 2014.

able to upgrade the understudies' learning results. Yet content learning was also determinedly affected, this article revolves around the understudies' acquisition of training, since it was their nonappearance of English capability capacities that recognized them as in risk for academic frustration⁸.

Language and Culture

Culture is closely linked to language and its use and that in order to communicate successfully and proficiently knowledge of culture is important. A language is a part of culture, and a culture is a part of language; the two are interwoven so that one cannot separate the two without the significance of either language or culture. The acquisition of a second language, is also the acquisition of a second culture (Brown 2007:189).

The relationship between using language for communicative purposes and developing a cultural awareness is fundamentally important. Learners need to understand that speaking another language is not merely a question of one-to-one relationships. It is only as a result of such a realization that they will 'acquire new ways of conceptualizing the reality they take for granted as natural' (Byram 1997:10). The recognition, for example, that a word in English may sometimes have similar and sometimes different cultural associations when used by speakers of another language is essential if communication is to be achieved without ambiguity. When words have culturally different associations, learners need to anticipate such potential problems to avoid misunderstanding. Language and culture are inextricably linked when social relationships are involved. Two cultures may, for example, have politeness forms which not only have to be learned as language but which also have to be used appropriately (Field, 2000:157).

Incorporating Culture in Iraqi EFL Learners

Deep culture or invisible culture can be comprehended as those mind bog-

⁸ Nykiel-Herbert, Barbara. "Iraqi Refugee Students: From a Collection of Aliens to a Community of Learners--The Role of Cultural Factors in the Acquisition of Literacy by Iraqi Refugee Students with Interrupted Formal Education." *Multicultural Education* 17.3 (2010): 2-14.

gling implications identified with the standards, perspectives, convictions, qualities, and philosophies that, by and large terms, are shared by a gathering or network ⁹. These cultural implications are intricate and always conflictive. Most grown-ups find foreign languages very troublesome. They should drudge and battle and put in extend periods of time of diligent work to make even little gains in their capacity in another language. the procedure of language learning can be partitioned into two sections. The initial segment of this procedure manages how the new language goes to the student. As such, it is concerned about the language condition that encompasses the understudy. The second part manages how the student goes to the new language and gain capability. It is worried about the diverse systems that the understudy utilizes in his endeavor to increase his language aptitudes ¹⁰.

Foreign Language dictates from 1960s forward has seen a requirement in the expansion of communicative competence beside linguistic performance. This new thought process opened a lead of multifaceted augmentations to EFL, with the presentation of culture as one of the key parts near the underlying sociolinguistic and pragmatic abilities of the entire system of communicative competence. Noteworthiness of teaching culture requires giving an comprehensive meaning of the term itself. Since the primary developments of fix firmly and deeply culture with language, the phrasing has been illuminated many time by researchers who are testing diverse aspects of attitude taken in the classroom exercises. As culture has been translated distinctively in assortments of definitions, meeting diverse frames of mind and methodologies in language classroom isn't a long way from expectations. Language is the primary and important channel through which examples of the culture are transmitted . Bernstein's (1971,1973) theory of social learning and social transmission are obvious Halliday's reasoning on this point ¹¹. Wilga Rivers, in a to some degree restricted translation, has discovered the formative capacity of Nigel's language deservng of thought by language teachers¹³ .

Byram, Michael, Adam Nichols, and David Stevens, eds. Developing intercultural competence in practice. Vol. 1. Multilingual Matters, 2001.

¹¹Bernstein, Basil. *Applied studies towards a sociology of language. Routledge, 2004.*

¹² Butzkamm, Wolfgang, and Michael Lynch. "Evidence for the Bilingual Option: Re-Thinking European Principles in Foreign Language Teaching." *Journal for EuroLinguistiX 15 (2018): 1-14.*

¹³ Bernstein, Basil. *Applied studies towards a sociology of language. Routledge, 2004.*

In her 1976 article, "The Natural and the normal in Language Learning," she tended to the issue of diving understudies straightforwardly into complex language circumstances as opposed to presenting them to the elements of language methodically after some time. Along these lines, she exhibits them to the capacities as entirely essential to utilization of the grown-up language framework i.e., the ideational, printed and relational elements of language .

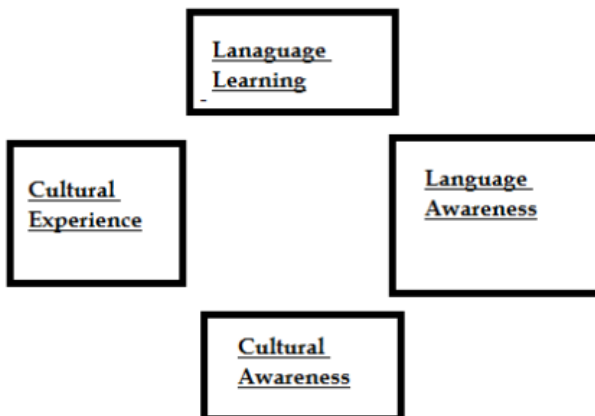
Wilkins(1976) for one has utilized semantics as the premise of communicative way to deal with language teaching and has categorized language into employments and ideas, or 'capacity' and 'thoughts' individually. Wilkins proposes that program creators initially figure out which things from these classifications are valuable to the program. This is particularly pertinent for English for explicit reason educational program. These things would be chosen based on the specific needs of the learners. At that point a lot of linguistic structures suitable to the learners' dimension for encoding these capacities and thoughts would be picked. In portraying these capacities, Wilkins acknowledge Halliday as a source. Jan Van Ek(1975) has utilized Wilkins model to determine the 'limit' dimension of language capability which portrays the base of general capacity required for oral correspondence .

Kachru(1976:225) noticed that in Iraq and numerous nations," English is utilized to instruct and keep up the indigenous examples of life and culture, to give a connection in socially and linguistically pluralistic social orders, and to principle a coherence and consistency in instructive, authoritative and legitimate framework." Most ongoing research in contrastive talk investigation has been a major concerned about the interrelationship of language, content and culture. Language learning is integrative not simply aggregate. Each new component that is included must be incorporated into the entire of what has gone previously. The model that best speaks to that the language learning progress in an extending spiral . The progression isn't just vertical. The spiral likewise speaks to has language learning exercises are best organized. Both Language and culture are interwoven.

Intercultural communicative competence in EFL education

A large portion of published research on utilizing news in EFL training has

been chiefly coordinated to enable learners to enhance the four language aptitudes (perusing, tuning in, talking, and composing) and also grammar and vocabulary. In EFL instructions as, ICC is comprehended as “the capacity to adapt to one’s own social foundation in association with others” who “hold distinctive linguistic codes” and “diverse arrangements of qualities and models of the world”. ICC is produced in social connection amid the procedure of correspondence. The language student fundamentally needs to utilize the foreign language to find out about and adapt to profound, possibly abnormal, and even conflictive social qualities amid the way toward significance arrangement. In any case, Byram (1997) clears up that in instructive settings the intercultural speaker can really make evaluative examination of “reports” and “occasions” to end up mindful of contentions and belief systems, and comprehend “express and verifiable qualities” in one’s very own and others’ cultures.



Byram’s (1997) ICC, an Educational model intended for foreign language teaching, comprises of three segments or deliverers (Byram, 1997):

1. Knowledge of surface culture Primarily knowledge about an specific culture, but instead knowledge of how social gatherings and social personalities work, both one’s own and others. In the event that it tends to be foreseen with whom one will connect, knowledge of that individual’s reality is valuable.
2. Aptitudes of exposure, of relating, and of translating that engage the intercultural speaker/peruser to research social ramifications that are unprecedented and cloud to him/her.
3. Frames of mind : Curiosity and transparency, preparation to suspend

doubt about different cultures and convictions about one's own. This implies a readiness to relativise one's own qualities, convictions and practices, not to accept that they are the main conceivable and normally right ones, and to have the capacity to perceive how they may look from the point of view of a pariah who has an alternate arrangement of qualities, convictions and behavior. This can be known as the capacity to 'decentre'.

- 4. The client of artistic writings to invigorate full of feeling and subjective comprehension of otherness and utilization of understudies' scholarly creative energy
- 5. The chance to gather information for oneself, either by venturing outside the classroom into the general public in which learners live, or at a separation with the assistance of old and new innovation .

Research Design

The fundamental explanation for teaching Culture is to increase Interest and Competence to EFL learners in a classroom, the job of teacher is in this way to create abilities, frames of mind and attention to values the same amount of as to build up a knowledge of a specific culture or nation or of various cultures inside one's very own nation. The information of the examination in investigation of teachers in EFL learners classrooms. Here the Learners were in English Language Proficiency.

Learner Names	English Learning Experience	Main Textbooks
Mustafa	Lived in Iraq from Birth	American Cutting Edge Tactics of Listening
Yasser	Lived In Iran for 5 years	American Cutting Edge
Mehdi	Never lived in English Speaking Country	Interchange

Fig 2 : Basic Information of Learners in EFL Class Room

Gathering of Information and data was in a period of about multi month through very close door gatherings and classroom interviews. Here in the examination every one of the information was offered, likewise to follow their general manners towards culture in language classroom.

This investigation on the three learners prepared reasonable request

1. What if Culture, how might you describe culture
2. Is Culture to be told and how it will be significant to EFL Learners.
3. How Culture should be told to EFL Learners.
4. Culture should be told in EFL Learners in Language Class or which Class. Are it should be taught autonomously.

An examination was finished concerning the Culture by teachers to EFL learners and came up to an objectives, what might be their individual emotions and practices, for the most part regarding the help of Culture, how and when to educate culture.

	Belief	Comment	Practice	Comment
Why Culture ought to be instructed to EFL Learners	No Reason	Learners don't have to think about different Cultures	Direct Learner's attention to culture bound expressions	Second Language forms and functions are inevitably culture bound
How Culture ought to be instructed to EFL Learners	Group Discussion and Role Plays	Criticality in Perspective	No Intentional Cultural practice, Incidental ones are taken for granted	Absence of time to raise culture explicit issues
Whose Culture ought to be instructed	Target Culture	Except if a second opinion taken capability won't be accomplished	Discussing Culture familiar Topics	Learners Low level of Tolerance.

The examination suggests that our Learners have made various points of view in with respect to culture, where, how and whose. Buttjes recognizes three essential positions towards teaching Culture. The primary 'pragmatic-communicative Oriented' which implies teaching about culture, which is proposed to help issues of correspondence in the language . The second system is to give learners the criticality in understanding Foreign people

their viewpoints and their characteristics. This can be called as Ideological understanding centered. The third procedure is to ask learners to go past irrelevant affirmation of explicit history and culture and current conditions and separate their own social condition with fundamental cognizance. This can be called as Political action presentation .

The eventual outcome of the dissimulate answers to beginning two request, we can envision particular systems' in their preparation. All of the Iraqi learners in EFL Class room were interested in continuing with the communicative procedure, which joined the use of truly material and exercise, for instance, work plan. This system could have allowed all the three learners absolutely and by shot, to give a setting to show language as social action. Regardless, as indicated by Byram's (1989) Model, to be explicit, social care with a comparative focus, and social contribution with foreign culture focus were generally absent from the watched classroom practice.

Conclusions This examination consider exhibits that outcome news in the EFL setting can upgrade learners' ICC improvement at a fundamental estimation. An examination of the practices in teaching culture for EFL teachers, working with monolingual halfway learners in private language Institute in Iraq. While these attributes deduces that the practices and emotions included here are unequivocal to the setting of study, we feel that the outcomes recommendations for both educational undertakings fashioners and teacher direction programs. This examination further recommends that teacher preparing EFL understudies may meld culture as the 6th segment of language. This idea may profit uncommon teachers who instruct EFL learners by helping them with coherently repaying ramifications of culture and making a situation to investigate substances and real structures' accustomed to the setting to update Interest and Competence.

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