Євгенія Процько,
кандидат педагогічних наук, доцент,
доцент кафедри англійської мови та методики її навчання,
Уманський державний педагогічний університет імені Павла Тичини
Yevheniia Protsko,
PhD in Education, associate professor,
associate professor at English and Methodology Department,
Pavlo Tychyna Uman State Pedagogical University

CULTURAL ASPECT TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Because of social and urgent integrative coperation among nations, the cultural and educative role of foreign language teaching, priority is for English, is recognized as a main issue to be investigated, especially in countries which are heading toward European integration. Since, teaching English is provided within a certain context, culture plays a role as a form of interaction, social practice, and repetitive uses of the symbols, and as framework of values and beliefs.

Culture is involved in every case of use of a foreign language. Learning is a boundless and also an endless process when a participant goes from one linguistic and cultural context to another. It is obvious that the language learner can easily switch between cultures and becomes an intercultural person. That is why one needs a multicultural approach to English teaching. It may help a learner to find the exact particular information about national traditions and worldview of English-speaking countries, giving the techniques for comparison between the native and a foreign culture.

If to take the origin of English teaching, we need to emphasize Robert Gardner's theory (1960) that determines the process of learning a foreign language to be related to individual differences, such as language aptitude or ability to learn a foreign language and variables of motivation and attitudes towards language (Gardner, 1985). Later he recommended teaching in accordance with the Socio-Educational Model: motivation, context aspect in which the foreign language is taught, anxiety level and parental support (Gardner, 2001, 2005). This new theory excluded individual features for foreign language studying. Gardner stressed on the relationship between socio-educational factors and language learners' outcome (Softa, Gjergji, (2022).

We support the idea that in context of English language teaching, culture plays an important role. It is related to a sociocultural competence which becomes a key component of communicative competences that should be acquired by language

learners. According to the basic studies of Celce-Murcia, Dornyei, and Thurrel (Celce-Murcia, Dornyei, and Thurrel, 1995), sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication. It is clear that English cannot be taught without its culture, therefore, teaching English as second and foreign language should also teach its culture.

Scientists views vary on the instruments to be used in the classroom in order to develop cultural awareness in learners. Thus, the most effective way for making learners sensitive to alternative cultural perspectives is using role play and drama, because students take the role of another person.

Role-based activity is a popular method for communicative use of language where students are encouraged to use language in context applying their creative and imaginative skills. Being based on real-life situations, students may implement authentic aids from English speaking countries (for example, train tickets, menus). As for drama, it is practical for direct involving students in cross-cultural misunderstanding.

To cut the long story short, language and culture are closely related, a teacher can't provide English separating each other. It is proved by the fact that language is a part of a culture and a culture is a part of a language. Therefore, language learning is culture learning and consequently, language teaching is a cultural teaching. English language teaching curriculum should also integrate with cultural competence. We demonstrate language learners should obtain this competence to be able to use language in an acceptable cultural context.

REFERENCES

1. Celce-Murcia, Dornyei, Z. and Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specification. Issues in Applied Linguistics, 6 (2); 5-35.
2. Gardner Robert C., (2005). Integrative motivation and second language acquisition Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk - May 30, 2005, London, Canada [Electronic Resource]. URL: http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf
3. Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dornyei &R. Schmidt (Eds.), Motivation and second language learning (pp. 1-20). Honolulu, HI: University of Howaii Press.
4. Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London, UK: Arnold.
5. Softa V., Gjergji E. (2022). The Cultural Aspect of Learning Environment in Foreign Languages as a Means of Empowering Social and Integrative Attitudes. European Journal of Sustainable Development. 11, 4, 79-90.