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THE IMPORTANCE OF LINGUOCULTUROLOGY IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

Language is the most effective means of communication for human being to express cultural aspects of life and culture plays a crucial role in language learning. In this regard, one of the most essential issues is to incorporate culture into language which is the key to effectively use a language in real conversation situations. In this regard, acquiring language skills is not enough for communication and cultural patterns also help gain comprehensive understanding of language. Different ways for creating cultural communication have been used in language teaching including the use of literature, film, etc. The purpose of this research is to thoroughly investigate the importance of cultural patterns in language learning and effective communication. With the development of technology, approaches towards language teaching strategies have been changed considerably. Today, new methods such as using films in classroom environment are broadly utilized in language teaching which facilitate the development of language and culture competence.

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DILÖYRƏNMƏDƏ LINQVOKULTUROLOGIYANIN ƏHƏMIYYƏTI

XÜLASƏ

Dil onun daşıyıcılarının dünyagörüşünü, təfəkkür və həyat tərzini ifadə edən adlandırma və ünsiyyət vasitəsidir, qanunauyğun olaraq, milli mədəniyyət dilöyrənmədə həlledici rol oynayır. Bu baxımdan dilöyrənmənin mühüm məsələlərindən biri linqvokulturoloji vasitələrdən məqsədyönlü istifadədir, yəni reallaşan kommunikasiya üçün səmərəli açar olan mədəniyyətin dilə daxil edilməsidir. Dil bacarıqlarının əldə edilməsi ünsiyyət üçün kifayət deyil və kulturoloji nümunələr də dilin hərtərəfli başa düşülməsinə kömək edir. Dilöyrətmədə mədəni ünsiyyət yaratmaq üçün müxtəlif üsullardan, o cümlədən bədii ədəbiyyatdan, filmdən istifadə edilir. Bu tədqiqatın məqsədi dilöyrənmə və dilöyrətmədə, uğurlu kommunikasiyada mədəniyyət nümunələrinin əhəmiyyətini hərtərəfli araşdırmaqdır. Texnologiyanın inkişafı ilə dilöyrətmə və dilöyrənmə strategiyalarına yanaşmalar əhəmiyyətli dərəcədə dəyişir. Bugün filmlərin sinif mühitində istifadəsi kimi yeni metodlar dilin tədrisində dil və mədəniyyət kompetensiyalarının inkişafını asanlaşdıran texnologiya şəklində dəyərləndirilir.

Açar sözlər: *dil öyrənmə, mədəniyyət, ədəbiyyat, film, texnologiya*

Introduction

Teaching a foreign language involves attention to the strategies and methods. Particularly, researchers consider that effective language teaching is directly connected to the understanding of culture. Language reflects culture and students can better understand and use foreign languages when they are also aware of cultural patterns and traits, then it appears to be easier to communicate in the target language. "Language has to be seen first of all as a cultural achievement and as a cultural tool" (Senft, Ostman, and Verschueren, 2012, p. 6).

Looking back at the history, language teaching was associated with literature which evaluated as a part of culture. Nowadays, the attitudes towards culture in language teaching has been changed and it has give rise to the emergence of new approaches such as intercultural competence, socioloinguistics etc. The improvement in technology also necessitates the new cultural phenomenon in language learning through social media (Andersen, 2006). Thus language teaching should adopt new cultural realities for the provision of effective teaching.

This exploration could reveal additional factors influencing students' proficiency levels, highlighting the importance of involving the school's educational community. As Bastidas and Jiménez (2021) said, the educational landscape reflects the community's socioeconomic status, which is influenced by institutional management and the government at various levels.

Literature Review

The relation between language and culture is excessively strong and inseparable that language related concepts are clearly explained when cultural nuances are taken into consideration. Language is the continuation of culture because this is the only way to understand foreign languages. As cultural comprehension grows, this contributes to language proficiency and competence. As Kuo and Lai (2006) stated, "Culture is the foundation of communication" (p. 2). It is obvious that culture is a changeable phenomenon and is subject to constant changes because of social and historical issues. The proneness of culture to changes leads to the formation of new language symbols. In culturally diverse societies, cultures of different ethnic groups cause to borrow new vocabulary through native speakers before and with the advent and spread of information technology. Currently, technology has been influencing languages through different perspectives that creates new points. Considering the fact that culture reflects in language, teaching foreign languages through adopting methods that involve culture-based matters tend to help better understanding of other languages. As a result, those who learn foreign languages are able to communicate properly and have culture comprehension. In this respect, Holme (2003) stated that five factors can give an explanation for incorporating culture into language teaching:

- Communicative view
- Classical-curriculum view
- Culture-free language view
- Deconstructionist view
- Competence view

He stated that the purpose of communicative view is to create a situation in which students can respond questions that being asked. Regarding this, films or other video materials can be used in order to create conversation environment for students who want to enhance language and

culture competence. The content of video materials does not only arise interest in certain issues, but it extends conversation among young learners. The second view, which is classical-curriculum view, focuses on reasoning and logical thoughts. Culture-free language or instrumental view is given as a tool for transmission of culture and the promotion of host culture. In addition, the deconstructionist view necessitates the comprehension of meaning in the context of material given. The last one of rationalizing the importance of culture in language learning and teaching is that competence view manifests that culture knowledge guide learners to understand the true meaning of each concept.

The approaches of teaching languages differ because of state policy, current tendencies etc. It is the must to improve four language skills (speaking, listening, reading, and writing) in order to gain language proficiency. However, most researchers now consider that cultural competence plays a crucial role in functioning properly in foreign languages. Language teaching comprises three stages which in the first stage, literature knowledge was incorporated into language teaching. While in the context of historical and geographic nuances, culture came first in language teaching. The third stage covers the intercultural aspects of language teaching which has become the focal point for linguists. It means that grammar, vocabulary, etc., are not considered enough to effectively and efficiently communicate with native speakers. Foreign language learners should not merely know issues on linguistics, but also cope with contextual issues while conversing with people in foreign languages. (Senft, Ostman, and Verschueren, 2012). Acquiring language skills without understanding the cultural meanings of language use generally gives rise to misunderstandings and misinterpretations. In language teaching, teaching cultural topics such as national holidays, traditions, music, etc., help absorb the cultural patterns to some extent. What is the most essential issue in correctly integrating culture into language lessons does not merely create language communication, but also facilitate the process of cultural communication through properly expressing the true meaning of culture-based concepts in language (Kovacs, 2017).

It seems impossible to effectively converse in foreign languages without comprehensibly learning their culture. As a matter of fact, communication competence can be achievable goal if culture is incorporated into language teaching. In other words, learning a language through culture are likely to strengthen communicative interaction for foreign language learners. However, the question of effectiveness of language teaching through authentic materials always triggers mind whether learners absorb culture related information or it appears to be ineffective to teach language and cultural patterns with available sources. In this matter, a number of things ranging from learners' learning style, teaching methods to materials etc. affect language acquisition. In real conversation situations, dealing with this problem is much more practical than learning from books which may lead to misunderstandings of language and culture. Therefore, the use of video or audio materials and films in foreign language teaching also facilitate the learning process (Elmes, 2013).

Challenges in Teaching Language and Culture. Political, economic, educational, and cultural relations between countries continue to develop and strengthen, and language as a means of communication plays an important role in all areas. The development of public, national, political relations activates the confusion of languages.

When working with a multi-ethnic group, a teacher can make the learning process more comfortable and effective for students by understanding and taking into account the students'

psychological, cultural, and linguistic characteristics. The use of an ethno-oriented approach to teaching foreign languages, which has been actively developed by scientists recently, will help minimize adaptation difficulties, avoid communication errors, and anticipate interference.

The nature of the challenges in teaching has changed excessively and these tendencies have modified education policy, strategies, and teaching methods in XXI century. Intercultural competence and learner-centered approaches have become the priority for educators since these reflect in students' academic success and learning skills. Notably, gaining proficiency in foreign languages has turned out to be the necessity in the multicultural and culturally diverse world. It is an undeniable fact that teachers' role in effective teaching stands in the first place. Teachers encounter a number of challenges in language teaching which may also stem from culture, social, and other issues. Regarding this issue, R. Meigham (1968) (as cited in Harrison, 1990) highlighted four important points in order to meet learners' expectations:

- Before starting the teaching process, teachers should make assumptions based on"interpretive schemes" and "education ideology."
- When beginning the teaching process, teachers should determine the important

working points.

- In the long run, consecutive points of interaction among learners should be precisely defined.
- Taking these into account, teacher tend to make alterations in their interactive scheme and assessment.

The provision of socialization in classroom environment appears to be enormously important which can be achieved through interaction and adopting viable teaching methods.

Literature in Language Teaching. Literature was widely used in language teaching in XIX century. While teaching language, literature was considered the essential source in terms of having the diverse content. Culture reflects in literature through language and it is one of the main sources of understanding culture and properly learning language communication. However, the development of information technology and new strategies in language teaching lessened the importance of literature use in language classes since the focus on language learning also changed considerably. Although literary sources are not excessively utilized in language teaching, language learners can benefit from literature as the valuable source so as to improve language competence. Arthur (1968) (as cited in Khatib and Rahimi, 2012) stated that literature use in language classes helps learners enrich their vocabulary, effectively learn and use syntactic patterns and increase cultural understanding and respect to other societies. In particular, literature is the most viable source for improving language learners' critical thinking and boost creativity.

When literature is chosen to make use of language learning, learners' language level, perception of literary sources, age, etc., should be considered as this neglection can cause difficulties in understanding the context. According to Turker (1991), the methods of using literature should be chosen carefully as this has an impact on students' comprehension and interest. Storytelling, for instance, may not be an effective way to teach language. This method can demotivate learners because the topic may not interest them and they simply memorize the vocabulary and the story. Using literature as a source of role-playing is more likely to benefit learners so that they can thoroughly analyze the content, clearly understand, and even creatively introduce the story.

Using Films in Language Classroom. One of the new approaches in language teaching is to use films in target language as this provides learners with a wide variety of context, vocabulary, cultural traits and traditions. Film depicts a particular period of time, place, and people which motivate learners to perceive the intended meaning of each element (Bottomley, 2018). Watching a film in classroom environment creates an opportunity for conversation and independence in expressing ideas. The center of the attention should be the provision of dialogue environment. With this way, students in classroom may feel confident and converse with other students in the target language although ideas and reasoning sometimes are not rational. Besides conversational situation, writing and reading skills can be improved significantly through watching films in language lessons. Language learners improve their reading with written materials such as reviews etc., and educators also organize group discussion or assign group presentation with the use of films. This is likely to enhance the scope of knowledge and deepen insight about different aspects of life ranging from culture to society (Stewart, 2006).

Teaching Language and Culture with Virtual Games. When educators introduce English-related cultures in the classroom, it is insufficient to only talk about the "inner circle" ones, especially in globalization. It might lead to what some scholars call "linguistic imperialism" (Kim, A. Z., & Stephanie, P. 2021), which means the establishment and continued reconstitution of structural and cultural inequalities between English and other languages. In this matter, technology plays a certain role. Since technology came into existence, it has substantially affected teaching and learning. Nowadays, both individual language learners, and those who learn foreign languages in education institutions independently develop language competence through virtual online games or educators adopt this strategy in order to provide interactive content for language learners. In particular, virtual education games are effective in enriching vocabulary and two important language-related issues should be the center of attention which are intralexical and extralexical aspects of language learning. The former one deals with phonetics and grammar, while the latter one is directly linked to language learners, teaching methods, even the environment. From this point of view, computer games motivate language learners to understand and enhance vocabulary, as well as, to learn the way of using vocabulary in different contexts (Vasileiadou and Makrina, 2017).

Conclusion

Owing to the fact that the role of culture is indispensable in language comprehension, including culture-related topics in curriculum should become a necessity in language teaching. The previous practices related to language teaching show that the improtance of culture in language teaching was being neglected by language teachers because they mainly concentrated on teaching grammar and vocabulary. However, without understanding the meaning behind the concept lead to the disruption or failure in the process of conversation. To communicate effectively, understanding meaning and the ways of using vocabulary create opportunities for the productive use of language. Thus, the reality is that new approaches in language teaching, for instance, using films about different periods have been widely spread and utilized by language teachers.

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