
INFLUENCE OF NATIVE CULTURE IN THE TEACHING OF ENGLISH LANGUAGE

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Abstract:

Learning language must understand the culture and understand culture must understand the language. Nevertheless for many teachers, the culture of teaching is still a pretty new concept, from the perspective of cross- cultural study. In a foreign language teaching, (especially English) teaching culture and language should be of the same stature to enhance student's sensitivity to cultural differences, reduce cultural errors and pragmatic failures. This paper describes how to combine classroom culture teaching to help students in the language learning process for a better understanding of Indian and Western culture .It also talks about cross-cultural communication in English language teaching in India with some new basic concepts.

Key words: Native culture , English Language , teaching culture , communication.\

INTRODUCTION

In the perspective of English teaching and culture teaching, U.S. linguist Edward Sapir (E. Sapir) has said that "culture is the community doing and thought, and language is thought to form the concrete." We can come to understand the culture in two ways: First, general culture, that is, People commonly referred to as capital letter "C" culture (i.e. literature, history, philosophy, politics, etc.); second is the narrow culture, that is lowercase "c" culture, that consists ordinary members of society, social habits or an adaptation of their culture capacity. Language and culture as a pair of twin brothers, had each other close link, they are also like two sides of coin. Language learning cannot be independent of outside cultural learning. Similarly, the cultural learning cannot be independent of language learning. Culture and teaching language cannot be separated, therefore culture must be taught while teaching a target language. If languages are taught without their cultures, students are only the strangers who aren't familiar with the target languages. It is important to mention that cultural elements of the target language should be taught carefully. The two synchronous learning is a shortcut to master the language. In short the socio-cultural background knowledge of English-speaking countries while teaching English has become an important issue which cannot be ignored.

Culture as a complex social phenomenon is the main mode of production in society, lifestyles, and ways of thinking, speech mode, values, and ethics. Culture has a social and national attributes. Each culture has a unique style and content. However, the import of cultural communication through language requires attention to culture in foreign language teaching.

Language and culture are inseparable; the two influence each other to interact. Understand the language must understand that culture and understand the culture must understand that language. Learning a foreign language is not only to master the voice, grammar, vocabulary and idioms, but also to understand people who speak the language and the culture of that country. In this sense, foreign language teaching is not only knowledge of the language teaching, but also to understand and master the target language and country's cultural background.

Language is a special kind of social and cultural phenomenon. Each language has a particular social and historical background, generated and developed, and therefore reflected in each language. For example, for a foreigner to understand the meaning of "police Uncle," is something bewildering because they do not understand the cultural background In the East. The army and police relationships in India is so intimate, hence foreigners do not understand why "the police" as "Uncle. If a lucky dog (lucky) is often literally translated as "lucky dog", which we do not know the Western saw a dog as a family member and having a great relationship. However "Dog" is, in the Indian context appears to be derogatory, as we often say "running dog", pup, "dog stuff", etc., used to describe the disgust people. By teaching the relevant cultural background knowledge, students can see that the literal meaning of the word beyond the meaning of the culture. English social etiquette due to their own cultural influences and limitations, there are some differences. The "Seven do not ask": like do not ask each other's income, do not ask weight, do not ask age, do not ask religion, marital status, do not ask, do not ask, "Where", do not ask, "do eat."In India people like to talk about the age, marriages, children, salaries etc even on their first meet with unfamiliar person. Although, it seems preposterous for the westerners, who never like such things to be asked by someone because of their individual approach to 'privacy'. This will enable the students to talk with English-speaking countries have a clearer understanding of taboo. Students should also introduce to some cultural background knowledge, to highlight the differences between Indian and Western cultures, and Anglo-American cultural differences. For example: In response to someone else's praise, the Indian people are often too modest. For example: when people praise: "You speak a foreign language very well!" Indian people tend to answer "where, where, to put it well." Or "do not deserve it; there is still a long way' etc. But the Anglo-American will say "Thank you." or "Thank you for saying so." If someone sneezed, the Indian people's reaction was "someone wants to you," "Some people say to you," or jokingly said, "Who scolded you", the British or Americans said "God bless you" (God bless you).

Even when westerners pay vote of thanks they remark any of these "You have really helped me", "I can't imagine how I would have managed it without you", "Thank you for enduring so much trouble I brought to you", " I really thankful for your help". Etc. However Indians in general and humbly remark "sorry for wasting your time", I am not ease for bringing your so much trouble". In another example seeing a beautiful painting made by the British, an Indian asked inquisitively," What great painting is this? The British immediately replied, "Yes, I have painted it on my own". The Indian replied habituated to his routine "Really, I can't believe it so". Although Indian remarked it in surprising unassuming tone, but it made dishonored to the British assuming that Indian does not believe that he is able to paint such kind of painting.

The teaching of cross-cultural English communication strategy should enable to students to understand the macro-level cultural differences led to the root of the West. Teachers should be noted that the East-West cultural background of the origin. First of all learners should pay attention to understand their own cultural patterns. We can understand their own culture

through the model as a bridge towards understanding of other cultures, so that will help the target language on the subject.

The communication problem arises when it comes to communication between cultures. As an example, many students did not hesitate to say "senior citizens" to the elders in the West. The meaning of the word they think it means a higher social status. From the literal meaning, indeed it is, but learning a language should not have the words too literally, here, "senior" and the person's social status had nothing. In India older people are generally respected by the good care. Old age is not a feel shameful thing, but a symbol of rich experience, is a symbol of status. However, in Western countries, old age is considered to be a very terrible thing. In the West, people advocating individualism, in old means that the lonely and sad. Once the children grow up, they will leave home, parents will not give too much attention. Therefore, people in Western countries try to avoid being called "old man" but with the literal meaning of good "senior citizen" instead.

Each country has its unique cultural form. Language is the carrier of culture, the use of language shows the characteristics of different countries. If a person did not understand the cultural background of a language, even if he understood the speaker's every word used by and grammar rules, he cannot understand some of the hidden meanings. Indian people to meet often ask, "Have you had your meal?" the questioner not really wants to know whether to eat another person, but a way of greeting. Westerners do not have such habits. a student studying in India often encounter this problem. He sees this as a question, not that this is a greeting. He did not know how to answer, so feel very upset. He asked a student, "Why do you always ask me eaten yet? I have money to eat." Obviously, he misunderstood the question of implied meaning.

. In India no father says 'Thank You' to his son or daughter for having a cup of tea or daily chores. No Indian husbands pay vote of thanks to their wives for home service. Even an invitation to dinner, lunch is politely refused for the first time as a mode of custom.

The ultimate goal of foreign language teaching is to train students in cross-cultural communicative competence, while the cultural knowledge and cultural ability to adapt is an important part of communicative competence. The languageuser has not only to follow certain grammatical rules, but also to follow certain social norms, ethics, lifestyle and values of others and so on, know when to say what to say and in what manner to say. The right communication will not offend other people's taboos and so on. Western cultures take much concern of privacy than Asians. Therefore, while communicating to foreigner privacy should be taken into account, otherwise, would be considered meddlesome, or even unpleasant. It is difficult to imagine that one does not have the background knowledge of a culture of people how to conduct verbal communication with the people. Being a part and parcel of higher learning, teachers should continue to strengthen cultural knowledge, import, and to combine language and culture, to overcome language and cultural communication in the misuse of the phenomenon to students inter - cultural communicative competence Human culture and languages have many common characteristics. These characteristics in foreign language teaching and learning process can play an active role. At the same time, we must recognize that each culture and language has its own uniqueness. Between the vastly different culture and language teaching and learning of language play a negative role. Language and culture are interrelated. Cultural differences often lead to differences in languages, so language teaching and culture teaching cannot be completely separated. In fact, if the culture teaching is done well, the level of language teaching will be significantly increased; on the contrary, the quality of language teaching will be affected.

Therefore, language teachers should handle the relationship between the two kinds of language and culture to culture, through to language teaching into teaching, and actively help students overcome the ethnic culture and mother tongue caused by learning difficulties.

In the cultural process of teaching, teachers may use communicative approach, structuralism, pedagogy, etc. teaching strategies, not only focus on language form and language structure, imparting the knowledge of the culture, but also attach importance to the use of language skills, culture, teaching pragmatics, right cultural factors (including the Western social customs and patterns of behavior content) to collate and analyze more and pay attention to strengthen the comparison of western culture to help students go beyond the local culture

Teachers should Make full use of a variety of ways, channels, and means to enable students to experience the absorption of different cultures. In addition to using the classroom and teaching materials, teachers can also be used for more diverse and effective manner, channels, and means to enable students to experience the absorption of different cultures. Teachers can gather in peacetime teaching material related to English culture, stories, pictures, photographs, physical, etc., which can organize the students to watch pictures of some English-speaking countries, in-kind to enable them to understand the state of art, sculpture, architectural style and pristine favor a more intuitive access to cultural knowledge. Secondly, to sing the English songs is a feasible way, to get the cultural knowledge, Songs often reflect a country, the aspirations of a nation, with people's emotions, and can show different times and different geographical and cultural styles.

In summing up, due to language and culture are closely related, if the student lacks the necessary cross-cultural awareness, lack of background and cultural knowledge and understanding of the cultural differences are not conducive to the integrity of foreign language learning. This requires a conscious college English teachers to train students in cross-cultural awareness, and students learn about their culture and have good knowledge of English and strong ability to adapt to master the full understanding of the culture and target language and cultural similarities and differences in order to really learn a foreign language, and in practical application to achieve application freely.

It can be suggested that instead of teaching culture of the target language completely, it is more useful to take a cross - cultural approach to English language teaching. By focusing the cross – cultural values, the students will become more conscious to the world's cultural beliefs. It is clear that the students will show tolerance to the universe which they live in when they learn different values of various countries Language is the carrier of culture. Language is developed with the development of the nation, and language is an integral part of social culture. Language is inseparable from culture, and the impact of culture on English language teaching i.e. L2 is inseparable from culture and education. As Culture and education is diverse, teachers should be strengthened to put together comparison of differences between Indian and Western cultures, using flexible means to enhance the cultural sensitivity of students to cultivate cultural awareness, and to create various forms of language environment so that students deepen their understanding of culture knowledge and understanding of the language with the use of cross-cultural communication capabilities.

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