

LANGUAGE AND CULTURE IN ENGLISH CLASSROOMS.

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Annotation. Although we teachers are all too busy teaching our kids English, we must never lose sight of the fact that teaching a language is just as much a cultural exchange as anything else. This makes the issue ideal for debate. Occasionally, we could become so engrossed in finishing the English assignment that we overlook crucial chances to establish cultural connections with our students, connections that can improve their learning. This brief blog article will cover the advantages of using students' first language (L1) and culture in the classroom, and I'll share a few personal anecdotes about how it benefited me as a teacher.

Keywords: Syntax, Coordination, Syntactical processes, Meaning, Relation, Word combination, Sentence.

Annotatsiya. Garchi biz o'qituvchilar farzandlarimizga ingliz tilini o'rgatish bilan band bo'lsak-da, til o'rgatish boshqa hamma narsa kabi madaniy almashinuv ekanligini hech qachon unutmasligimiz kerak. Bu muammoni muhokama qilish uchun ideal qiladi. Ba'zan biz ingliz tilidagi topshiriqni bajarishga shunchalik berilib ketamizki, o'quvchilarimiz bilan madaniy aloqalar o'rnatish, ularning o'rganish darajasini oshirishi mumkin bo'lgan aloqalarni o'rnatish uchun muhim imkoniyatlardan mahrum bo'lamiz. Ushbu qisqa blog maqolasi talabalarning birinchi tili (L1) va sinfda madaniyatidan foydalanishning afzalliklarini o'rganadi va men o'qituvchi sifatida bu menga qanday foyda keltirgani haqida bir nechta shaxsiy hikoyalar bilan o'rtoqlashaman.

Kalit so'zlar: Kalit so'zlar: Sintaksis, Koordinatsiya, Sintaktik jarayonlar, Ma'no, Munosabat, So'z birikmasi, Gap.

Аннотация. Хотя мы, учителя, слишком заняты обучением наших детей английскому языку, мы никогда не должны упускать из виду тот факт, что преподавание языка — это такой же культурный обмен, как и все остальное. Это делает проблему идеальной для обсуждения. Иногда мы можем настолько увлечься выполнением задания по английскому языку, что упускаем важные шансы установить культурные связи с нашими учениками, связи, которые могут улучшить их обучение. В этой краткой статье в блоге будут рассмотрены преимущества использования первого языка учащихся (L1) и

культуры в классе, а также я поделюсь несколькими личными историями о том, какую пользу это принесло мне как учителю.

Ключевые слова: Ключевые слова: Синтаксис, Координация, Синтаксические процессы, Значение, Связь, Словосочетание, Предложение.

Introduction:

Prior to getting into the meat of this article, let me clarify the differences between ESL and EFL. ESL is English that is taught mostly in English-speaking nations, whereas EFL is English that is taught primarily in foreign contexts as a foreign language. For one primary reason, it would likely be simpler to incorporate L1 language and culture in EFL circumstances than in ESL contexts. While students in EFL environments will mostly be from the same language and culture, those in ESL contexts typically come from a variety of L1 backgrounds (e.g., Asian, Middle Eastern, South American, etc.).

Therefore, in order to integrate all of his or her students' languages and cultures fairly and effectively in the classroom, an ESL teacher would need to possess a deeper understanding of each of them. However, teachers typically work with students who are monolingual and monocultural in EFL environments. For this reason, this piece was designed mostly with EFL scenarios in mind, however it might also be used in ESL contexts, albeit with a little more work.

According to Jenkins (2010), "Languages have strong, inseparable, and complex ties to culture," and mastering a language essentially provides access to a people's customs and culture. Though English teachers all over the world are focused on making sure their students acquire the linguistic skills needed to advance their nations, L1 language and culture also play an important role in the language classroom. In my opinion, incorporating L1 language and culture has two primary benefits; it builds rapport which eases apprehension and breaks down barriers, and it potentially saves precious class time. In my experience, I have found that students really appreciate when their teacher exhibits interest in their customs and cultural practices. For students, it signifies that not only is the teacher concerned with teaching English, but he/she is also considerate of and interested in learning about the host country's way of life. For example, in Saudi Arabia going out on family outings and frequently visiting family members makes up a major part of the fabric of society. I therefore try my best to include both topics that I know are significant to the students and things that they are extremely familiar with whenever I get the chance to try to connect lesson content with their lives. For instance, I might use family get-togethers as an example of figuring out proper protocol in relation to time when Saudi families get together in a lesson on cultural viewpoints on "time." Connecting the curriculum to the lives and cultures of

the students helps to break down barriers across cultures, fosters a sense of mutual respect and appreciation, and keeps students engaged in the classroom.

Conclusion:

As a result, teaching culture is a crucial and fundamental component of teaching foreign languages. Language serves as our medium as teachers, and culture is a message to our students. From the very beginning of instruction to the end of the teaching session, teachings should address culture. This means that rather than being disregarded or ignored, linguistic constructions should be utilized as ingrained cultural components of the language and taught as such. Role plays, culture capsules, proverbs, literature, cinema, convention clusters, semantic mapping, and the use of other authentic materials are just a few of the many methods that teachers might teach culture. Those who are knowledgeable about culture will make good English language instructors, those who study the culture with discipline and always search for creative and innovative ways to include culture in lesson content and materials.

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