



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH



Exploring The Impact Of Context And Culture On English Language Learning
Nasra Abdallah Mohamed Taha¹ , Mahmoud Ali Ahmed²

^{1,2}Sudan University of Science & Technology

ABSTRACT

Culture, as conceived in this study, is the power that shapes the identity of the person and his society. Its components are arts, letters, manners, behavior, beliefs, knowledge, values and shared tradition which make a society different from other societies and color the action and thought of its members. Different cultures, accordingly, have different attitudes, traditions and upbringing, and what might be perceived in one culture as an adequate personal space might be seen in another culture as another person's space. Cultural barriers, in this respect, affect the learning experience and the whole atmosphere of the class. An urgent question that comes to the scene of introducing a foreign language to the learners of a different culture is how to avoid or overcome the cultural barrier. During the process of language learning some crucial cultural factors may be notified, seriously hindering the effective learning process, and commonly known as cultural barriers. Effective language learning among different cultures is especially challenging, due to the different ways of thinking, seeing, hearing, and interpreting the world provided by cultures. Cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy. The present study is mainly focused on the positive and negative impacts of cultural barriers on English language teaching/learning process.

المستخلص

الثقافة ، كما تصور في هذه الدراسة ، هي القوة التي تشكل هوية الشخص ومجتمعه. ومكوناتها تتشكل من الفنون واللغة والآداب والسلوك والمعتقدات والمعرفة والقيم والتقاليد المشتركة التي تجعل المجتمع مختلفاً عن المجتمعات الأخرى. تختلف الثقافات عن بعضها البعض في طريقة التفكير والمواقف والتقاليد والتنشئة ، وما يمكن رؤيته في ثقافة واحدة كفضاء شخصي يمكن رؤيته في ثقافة أخرى كفضاء شخص آخر. الحواجز الثقافية ، في هذا الصدد ، تؤثر على تجربة التعلم وجو الطبقة بأكمله. إن السؤال الملح الذي يأتي في إطار تعليم لغة أجنبية لمتعلمين من ثقافة مختلفة هو كيفية تجنب أو التغلب على الحاجز الثقافي. خلال عملية تعلم اللغة ، قد يتم إبراز بعض العوامل الثقافية الهامة ، مما يعيق بشكل خطير عملية التعلم الفعالة ، ويعرف عادة باسم الحواجز الثقافية يعد تعلم اللغة بين الثقافات المختلفة تحدياً خاصاً ، نظراً للطرق المختلفة للتفكير ، ورؤية ، وسماع ، وتفسير العالم الذي توفره الثقافات. تعتبر الحواجز الثقافية هي تلك التقاليد التي تصبح عقبات في طريق التفاهم أو التدريس / تعلم لغات مختلفة ، من بينها لغة الجسد ، والمعتقدات الدينية ، وآداب السلوك والعادات الاجتماعية جديرة بالاهتمام. تركز الدراسة الحالية بشكل رئيسي على التأثيرات الإيجابية والسلبية للحواجز الثقافية على عملية تعليم / تعلم اللغة الإنجليزية.



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH



Keywords: Barriers, Acquisition, Cultural Shock, Acculturation, EFL, ELT.

INTRODUCTION

Culture is an integral part of every human's life. Each individual is born in a special cultural context which results in acquiring its different aspects in life. In general terms, culture may be defined as a set of social beliefs, values, religions, credence and ideologies accepted by most members in a social community. During the process of language learning some crucial cultural factors may be notified, seriously hindering the effective learning process, and commonly known as cultural barriers. Effective language learning among different cultures is especially challenging, due to the different ways of thinking, seeing, hearing, and interpreting the world provided by cultures. Cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy.

Literature and Discussion

The recognition that language and culture are two faces of the same coin, and that the objective of learning one language cannot be realized if the cultural context is excluded raises important questions like: Can the acquisition of the skills of translation be improved by identifying the cultural patterns involved? The answer of this questions starts by investigating the nature of culture and the particular nature of its relation to language and the acquisition of its skills. In his book *Culture and Foreign Language Acquisition*, Christopher Spackman, in this respect, states that:

Culture is to humans what water is to fish—that which surrounds us and that we are only aware of when it is gone. Culture as a process undermines the idea that culture can be learned through superficial aspects like food, costume holidays. It is experienced through language, because language is inseparable from culture. Learning a new language while living in the culture involves coming to terms with the new ocean you are swimming in. This is acculturation which can have two meanings. The general meaning is just the process or act of adjusting to a new culture. (2008, pp.3-4)

In view of this immense and bulky presence of culture in the learning situation of a foreign language, those interested in planning and teaching of translation from or into a foreign language must realize that the cultural background aspects are not less important than the linguistic ones. Without this realization, an important factor will be missing and real satisfactory ends will be illusion. If we accept that the acquisition of a Foreign language is the acquisition of a Foreign culture, we should think of how this Foreign culture is acquired in the presence of the deeply- rooted beliefs and mechanisms of the culture of the mother tongue. However, studying the interlocking of language and culture and its consequences in the acquisition of the skills of translation starts with understanding the nature of culture.

An important fact about culture is that although each culture develops its own specific ways of expressing itself, all cultures share many common universal traits.



These common universal traits of culture, therefore, reveal that culture is the way of life based on shared traditions and expectations. They also show that culture is a complex set of learned patterns of behavior and thought which distinguish a group of people. Language, which is the verbal as well as the written tool of expressing this way of life, necessarily interacts with all the aspects and patterns of culture. Although researchers and scholars have differing views about the extent to which language and culture influence each other, yet today, as Emma Watson believes “most researchers acknowledge that both nature and nurture play a role in language acquisition” (2012,p.1).The behaviorist B.F. Skinner (1904 – 1990) is one of the prominent exponents of this attitude .This is evident when he writes in his book *Are Theories of Learning Necessary?*(1989) that “ language is acquired through principles of conditioning, including association, imitation and reinforcement (1989 p. 145) Skinner, thus, thinks that the learners of a particular language acquire words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Children learn language and acquire its skills through contact and interaction with adults of the same culture rather than instinctively and automatically. They acquire it, therefore, in a social and cultural context.

Culture, in this sense, is a hidden force that provides meaning, direction and mobilization. Creating a positive culture is of a great importance to the success of teaching a foreign language and a good translator. This requires the growth of behaviors that develop a constructive culture and discourage ones that would support a defensive culture. Actually, the learners of a foreign language

may experience what is called “cultural shock”. John Macionis and Linda Gerber define the cultural shock as “the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, or to move between social environments”. (2010, p 54).

They believe that the acquisition of a foreign language passes through different stages. In the learning situation during the honeymoon phase, the learner sees the differences between the native language and the foreign one in a romantic light. He/she appears fascinated by the new language, and associates with those who speak. Yet, differences start to appear giving way to unpleasant feelings of frustration and anger. The learner might even regard the foreign language as strange and offensive to his language and culture. Culture, here, changes into a real barrier which creates a real challenge to both the teacher and the learner. This barrier sometimes leads to behavioral and psychological negative effects. It may, in this sense, cause symptoms difficult to overcome like insomnia, classroom drowsiness, unconscious search for distraction and the tendency to leave the class or not to come at all. The learner can also resort to cultural specific body language and signs. He / she might also develop symptoms of loneliness. The cultural shock may create the feeling of helplessness, irritability, anger, stress reaction, a deep sense of hostility towards language and the instructor and boredom. The cultural barrier, in this respect, does not only affect the student’ s acquisition of language but even his lifestyle and his attitude to the instructor of the new language and accordingly to into or from this language.



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH

Sudan University of Science and
Technology
Deanship of Scientific Research
Journal of Linguistic and Literary Studies



It is true that some learners can overcome the cultural shock and the cultural barriers, yet, as Laray Barna believes, “there is no true way to entirely prevent culture shock, as individuals in any society are personally affected by cultural contrasts differently.” (2009, p. 14) Similarly, Victora Christofi, states that “culture shock has many different effects, time spans and degrees of severity” (2007, 54). John Macionis comments on the negative outcomes of the interference of culture in learning of a foreign language saying: “many people are handicapped by its presence and do not recognize what is bothering them.” (2010, p.56). Gregory Mavarides, also maintains that the cultural barriers give way to feelings of frustration and “may heighten the sense of disconnection from surroundings”. (2009, 28) The learners of a foreign language and the translator, accordingly, face real difficulties which they cannot overcome. They need the support of other parties. The main interest at this stage should be directed to the goal of encouraging the learners to overcome the effects of cultural barriers, to move them into what may be called an adjustment phase, at which they develop positive psychological and behavioral attitudes towards the target language and begin to accept its cultural aspects. The foreign language, at this phase, is expected to make sense to the learners where their negative reactions and responses are reduced to the minimum. At this time, the learner can be moved to what is called “the mastery phase”, where he / she becomes able to participate fully and comfortably in the new host language and its activities. It should not be understood, however, that a total conversion to the new language and its culture takes place. Learners, who become later on translators, unquestionably, keep many traits from their

original language and their culture such as accents and grammatical constructions. The main question, here, is how to restrict the interference of such aspects in the acquisition of the skills of the new language, and to create a state of biculturalism. It is possible even that some learners experience a reverse cultural shock, where they return to the same negative manifestations described above and find it difficult, if not impossible, to accept the new language. The challenge, therefore, is how to motivate the learners to take on parts of the new language while thinking they sacrifice some of the patterns of their original language. It is also how to help them to integrate both languages, and to understand the nature of each language.

Actually, a dynamic relationship between language and culture is always at play in language classrooms. The understanding of cultural interference in language learning requires the application of socio-cultural theories rather than cognitive theories. While cognitive theories challenge behaviorism and rely on the concept of the thinking mind, where learning is a process of active construction of knowledge in the mind, socio-cultural theories maintain that learning happens through social / cultural interaction that mediates the construction of knowledge. Cognitive theories, therefore, highlight thinking as it occurs in the mind of the individual and socio-cultural theories consider the relationship between thinking and the social, cultural, historical and institutional context in which it occurs. James Lantolf and Sterne Thorne, two of the major researchers who have developed a socio-cultural theory in the field of applied linguistics explain socio-cultural theories in their book *Socio-cultural Theory and Foreign Language Learning*, saying:



Socio-cultural theory holds that specifically human forms of mental activity arise in the interaction we enter into with the specific experiences we have with the artifacts produced by our ancestors and by our contemporaries. Rather than dichotomizing the mental and the social, the theory insists on the seamless and didactic. In other words, not only does our mental activity determines the nature of our social world, but this world of human relationships and artefacts also determine to a large extent how we regulate our mental processes. (2006, p.79)

Learning English as a foreign language should be seen within what Lantolf and Thorne refer to above as a “social process”. The classroom activity, in this sense, changes into a kind of socio-cultural interaction that mediates the construction of knowledge and leads to the student’s development of a framework for making sense of language experience that is congruent with the cultural system in which the learner and learning are located. It is through this act of social and cultural process that students are socialized to communicate using the new language. Individual learning and achievement, in this respect, are mediated by such supportive socio-cultural interaction. The importance of this socio-cultural approach is that it promotes our knowledge, not only of language but also of all patterns of the learning experience. The socio-cultural approach places a premium on learning experiences, social participation, use of mediating devices and position within various activity and communities of practice. While learning a language, the receivers acquire not only the skills of language, but also ways of interacting, thinking and valuing through the use of this language. Actually, the culture of the new acquired language interacts

formidably with the learners’ initial original culture.

It is evident, then, that much interest is given to culture for the immense role it plays in human life in general and in acquiring the skills of a particular language in particular. It is a role realized by many linguists and many researchers interested in language acquisition. Besides culture of learning which results in communication reluctance in EFL classrooms, communication avoidance does seem to have its roots in culture of teaching. Culture of teaching is what follows teachers and becomes subconsciously incarnated in various instances of pedagogical performance. It includes “teachers’ understanding of Foreign language learning processes and their beliefs about what constitutes effective instruction.”

The first problem regarding culture of teaching in EFL contexts is the focus on grammar translation in the examination system. Learning is driven by the exam, and too much attention is paid to learning for the sake of passing the exam. Under the influence of traditional culture, less attention is paid to creative expression, critical thinking, and problem solving in the education process. Teaching is largely didactic and text bound, with little time allowed for discussion.

The Foreign problem in EFL culture of teaching is teachers’ attitude toward communication in classroom. Sudanese teachers feel that communicative methods were good for teaching those students who planned to go to English-speaking countries to live and study, but not for other students of English. They also believed that their traditional methods such as teaching



grammar provided enough knowledge for living and studying in an English-speaking country and suited their students' purposes.

Third, communication reluctance in African students is the result of upbringing and educational experiences. Because social harmony is one of the key priorities and emphasizes social hierarchy to achieve such harmony, Sudanese children are taught not to argue with their seniors or express their own feelings in personal ways. It is considered to be rude to challenge teachers with questions in classroom as well as outside class.. Thus, keeping quiet and being attentive during class time has been a tradition accepted by the educational systems in EFL contexts, and so far there has not been a movement to change this.

Another problem is that in EFL Classrooms, culturally inappropriate materials are used. The first difficulty is about the culturally inappropriate materials which usually result in offensiveness as well as being outside of established socio-pragmatic use. Despite increased awareness of issues of culturally inappropriate content in English materials, culturally inappropriate content is still a problem. Therefore, the topics used in EFL classrooms are one of the difficulties for native speaker teachers.

The first solution to culturally inappropriate materials is that Sudanese teachers should adapt the course-book so that irrelevant or embarrassing topics are left out, or teachers can choose reading texts or topics from the local English language newspapers for class discussion. For example, for many of the students in East Africa, learning about the culture of an English-speaking country is irrelevant, so the teacher should leave out or change such lessons. Second, in considering

cultural variation in learning, maybe our most important task as Sudanese teachers is to learn about the particular pedagogy of our students' home cultures and adapt their teaching to the learning styles of their students. Last but not least, culture learning is very important to be successful in teaching English in African countries. There are numerous ways for Sudanese teachers to learn about another culture. They can spend time with members of the other cultures, read about them, ask people who have been there. However, one of the major problems in culture learning is that some teachers do not consider culture learning as a worthwhile thing to do. Most people are ethnocentric and feel that others must learn about their culture rather than that they should learn about other cultures or many also feel that they already know enough. Triandis advised individualists going to a collectivist culture to pay attention attributes more than they do in their own culture, to learn about the in-groups and out groups, to expect sharp differences in behavior when the collectivist interacts with members of such group, e.g., no criticism of high-status people, or learn about learning styles because not everyone learns best the same way.

Conclusion

In conclusion, it is obvious that each nation has its own culture, which affects learning and teaching process. Therefore, in order to function well in another's culture, educators should seek to understand how difference is produced and eliminated within unequal relations of power because the more they know about cultural differences, the better they are in teaching and the more effective communication between teachers and students become.



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH

Sudan University of Science and
Technology
Deanship of Scientific Research
Journal of Linguistic and Literary Studies



In teaching English as a foreign language, a balance must be maintained between the objective linguistic cognitive variables and the subjective social / cultural determinants. In the activities and practices of English as a foreign language, the two poles must be kept in view and nothing to be sacrificed. A learner's communication without the socio-cultural aspect remains unintelligible. The question of foreign language learning is not only a matter of acquisition of language, but also of thought and habit. Speech has expressive social and cultural tendencies. It is only through this balance that the learners of English as a foreign language they may find the kinds of learning tasks they are asked to do intrinsically motivating, and feel personally involved in learning activities.

References:

- Barna , Laray , (2009) , “*How culture shock affects communication*” Communication . 5. 1, 1-18.
- Christofi, Victoria & Earles Thompson. (2007) “You Cannot Go Home Again: A Phenomenological Investigation of Returning to the Sojourn Country After Studying Abroad” *Journal of Counselling & Development* . 85. 1, P: 53– 63.
- Lantolf, James & Stern Thorne, (2006), *Sociocultural Theory and Language Learning*. New York: Routledge. Taylor & Francis Group.
- 1. Macionis, John & Linda Gerber. (2010). “Chapter 3 Culture.” *Sociology*. *Wikipedia, The Free Encyclopedia*. Toronto: Pearson Canada Inc
- 2. Mavarides, Gregory, (2009), “Culture Shock and Cultural Depression

“. *Foreign Teachers Guide to Living and Working in China* .29 September.

- 3. Skinner, B. F. (1989) *Are Theories of Language Necessary?* New York: Merrill Publishing Company
- 4. Spackman, Christopher, (2008), *Culture and Second Language Acquisition*. New York: Ohio University Press.
- Vygotsky, Lev, (1998), *Thought and Language*. London: The Hit Publications
- 3. Watson, Emma. (2012), “Language and Cognition, [Http: // www. Spark notes.com/psychology/psych101/Language and Cognition/rhtml1018/](http://www.sparknotes.com/psychology/psych101/Language%20and%20Cognition/rhtml1018/), p.1-3