



## Culture and Languages are taught in ESL Classes a Review

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### Abstract

This article's major argument is that culture and language instruction are intertwined. Learning a new culture is part of teaching language in ESL classes. Knowing their language helps improve one's comprehension of culture. Teachers must instruct students by selecting culturally relevant teaching methods because different students have various cultural backgrounds. In order to improve their communication abilities in everyday situations, it is crucial to investigate the learners in an ESL classroom. They will gain the ability to communicate verbally and in writing. This article's major goal is to provide an overview of the key ideas on how language teachers might instruct in a setting with a diverse student body.

**Keywords:** ESL classroom, cultural context and language instruction

### Introduction

The study takes into account many teaching strategies, such as imparting knowledge of vocabulary, pronunciation, the communicative technique, and pragmatic factors. Many different tactics are needed to promote reading comprehension, writing, classroom management, teacher-student interaction, content production, evaluation, and other language skills in ESL classes. It might be challenging for teachers to implement fresh, useful practises in ESL courses. Because the learners' backgrounds vary, so does their mother tongue. Thus, communicative language instruction has brought about a significant change in the way that culture is conceptualised as well as a more practical approach. The teacher can provide comprehensible input along with background knowledge by adopting various settings. For instance, including images of common objects in the classroom will aid students in expanding their vocabulary.

### Aims and Objectives

The aims and objectives of the study are:-

- How can learners enhance their language skills in ESL classroom
- Teaching language and culture will help learners to deal with the real life communication skills.
- Language teaching will help learners to negotiate the meaning they received.

### Literature Review

Could you repeat what you just said? are examples of clarifying inquiries that language teachers might use with ESL students to help them negotiate meaning. Did you say \_\_\_\_\_? What does the word \_\_\_ mean? Did you grasp what the last sentence of the narrative meant?

These kinds of exercises also equip students with the linguistic skills they need to speak successfully in L2 contexts

they have never encountered before. 2011 (Chirstian). Teachers must use task-based activities as a chance to "create the task" that will assist students in using "strategies that will encourage language development" while they complete the assignment (Christian, 2011, p. 15).

Language teachers might provide tasks on spoken language to teach speaking abilities. For instance, in "adjacency pairs" of many kinds. Invitation

- A. Would you like to stop by tomorrow for a drink?  
B. That certainly would be good. (accept)

Yes, provided it happens after six. Acceptable with restrictions

No (reject)

We likely react negatively toward the bald No response; politeness rules call for a more complex response structure:

- B. I'm grateful, but I'm afraid I have plans for tomorrow night. What about. (etc.)

Language instructors can utilise this real-world speech example in ESL classes.

### Culture and Language Teaching – changing perspectives

The principal sources of the target culture for their students, language teachers must constantly act as cultural brokers. Cultural awareness and content have changed over the course of language teaching history and among various methodologies. According to Bardos (2004), a more expansive definition of culture is currently popular, which states that culture includes anything that has been produced by people. As a result, a teacher can make extensive use of the many themes and phenomena that are easily able to satisfy these needs. In conclusion, "learning a language apart from its cultural foundations hinders one from becoming socialised into its contextual use. Language structure knowledge on its

own does not provide any unique insight into the political, social, religious, or economic system. Or even knowledge of when you ought to speak and when you shouldn't. (Seelye, 1993, p. 10) As a result, when studying and teaching a language, we cannot ignore the culture of those who speak the target language as their native tongue. The ESL students will be able to share what they have read, heard, or written with their classmates if language teachers practise conversation skills in the classroom. They will gain a deeper understanding of the feedback they have received with the aid of these kinds of dialogues. Even when the teacher supports them, conversations like these do not only occur in a classroom with an abundance of learning opportunities. Although students undoubtedly have a vital part to play, the teacher is ultimately responsible. Wallace (2006), p. 19,

However, it can be difficult for a teacher to arrange activities that would allow the students to practise in a real-world setting. Folse (2006) asserts that language instructors need to be able to "build a lesson around an important language component" in addition to being able to point out the L2's grammar rules (P.23). In addition to this, a language instructor has the option of teaching grammatical principles inductively or deductively. However, the difficulty is how to make teaching grammar more engaging because students won't enjoy memorising the rules. Using a task-based approach to language teaching in the lesson plan will benefit the teacher. The goal should be to teach the prepositions to learners at the elementary level by offering them practise assignments with visuals. A teacher may also assign picture composition, which entails creating a narrative based on visual cues.

However, language teachers must put in a lot of planning, arranging, and guiding a lesson. The classroom atmosphere is crucial to language learning, and teachers are essential in fostering a positive learning environment. Given that learning a language takes time (Garrett, 2006), classroom settings should be places where students feel free to struggle and make mistakes.

### The Study of Culture in Language Classes

Some effective methods for teaching languages include:

1. The utilization of real resources, which will be a great source to provide language learners with cultural experience. These include of news broadcasts, movies, TV shows, or printed goods like tour guides, photos, newspapers, magazines, and menus, among others. Different assignments, such as filling out diagrams, charts, or outlines, might be provided to the students to complete as they watch or listen.
2. Using culturally distinctive terms like idioms, proverbs, or collocations.
3. Using role-plays and simulations to practise various culturally appropriate language forms might be helpful. The usage of various regalia from various cultural contexts may also aid in learning more about customs and daily activities unique to the target language culture.

Thus, the language teachers should be trained to formulate concrete objectives regarding the cultural content of the curriculum and develop specific cultural activities according to their objectives.

### Rationale of the Study

The study's justification is that Communicative Language Teaching (CLT) is a strategy that encompasses a wide range of ideas used by language instructors in ESL classrooms. This

method is at the core of instruction and emphasises communication as the objective and mode of language learning. While some educators could describe CLT as instruction where students need to be speaking at all times. (2011) Littlewood How to motivate language learners to communicate in the target language in order to acquire it. Instead of just letting them choose to start talking right away, teachers can allow children time to read, write, or brainstorm alone in order to better prepare them for meaningful interactions with their peers later on in the session. It's crucial for ESL students to be able to communicate not just orally but also in writing and reading in order to succeed in the language learning environment. The input with meaning "must some message to which learners is expected to attend," though. It has some communication intent; the speaker wants to get a point through to the audience. p. 27; Lee & VanPatten, 2003). A image can be used by a teacher to demonstrate how to write a descriptive paragraph, and students are required to note any discrepancies between the picture and the one below. When brainstorming, they have to speak one at a time and then write it down. This will make it easier for language learners to comprehend.

### Conclusion

In conclusion, planning is essential when teaching language and culture in an ESL classroom. The language learners' communication abilities will be enhanced by this. In an ESL classroom, the teachers' involvement is crucial. Teachers in multicultural classrooms ought to give students additional opportunities to interact with one another and gain knowledge from one another's diverse viewpoints. Learning a language involves more than just memorising information and facts; it also involves allowing taught behaviours to be changed. This article's major goal is to demonstrate how crucial it is to teach language and culture to ESL students, but how doing so requires qualified instructors due to the need for careful planning, scheduling, and classroom management. To teach listening and speaking skills and to improve pronunciation, it is necessary to use real-world tasks, authentic materials, and technology in the classroom. As a result, educators can use podcasts to teach vocabulary words in the classroom. It is necessary to provide scaffolding projects for language learners in order to promote their learning and make it engaging.

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