CHAPTER 6

CONCLUSION

On the basis of the present study the following conclusions are derived. Firstly culture- oriented syllabus is practically viable. Secondly, both the teachers as well as the students felt that cultural materials should be included in the English syllabus.

The present study elicited very important and interesting responses from the teachers and the students. After a thorough analysis of the questionnaires it is evident that a change in the English syllabus is inevitable when it is taught as second language. The students firmly believe that learning English is useful to them but they feel that the syllabus does not cater to their present needs and it is not motivating. The responses of the teachers as well as the students indicate that there is a strong need to improve the teaching techniques that are presently followed in the classroom. English language syllabus and the teaching methodology should cope with the changing pace of science and technology and its demands and needs.

The study also gives a clear picture that the teachers and the students are favourable to a great extent in including familiar local cultural materials as well as the unfamiliar multi- cultural components in English syllabus. They are of the opinion that this will preserve and develop local culture from perishing and on the other hand, they strongly emphasised on the inclusion of multicultural components in English syllabus in the emerging scenario of globalization.

Many students expressed that second language learning is effective with the incorporation of cultural material in the syllabus because it aids in comprehending of the lesson more easily and effectively. Intercultural awareness stimulates curiosity in language learning and enhances the analytical abilities of the students. Students are
aware of the important role English language is playing in the present, but unfortunately they rated themselves as either average learners or below average learners.

Majority of the students felt that culture could be productively taught through the genre of short stories. The teachers felt that teaching culture that is portrayed in the lesson evokes fruitful interaction and assimilation. When it comes to culture, not only food habits and attitudes, many other important elements that crop up in the lesson need to be discussed in the classroom.

The students were of the opinion that potential teachers and carefully chosen text material also would be of great sources of cultural information. For a corresponding question in the questionnaire for teachers, most of the teachers responded that teacher training programmes that are conducted at the college and university level should give them insightful inputs regarding local and global cultures. Thus, both the teachers and the students were conscious of the important role that culture plays in language acquisition.

Nevertheless, assimilating cultural elements in English language syllabus requires alterations and judicious planning on the part of the syllabus designers, and the curriculum developers. The duration of the course, the level of the students and their varied social, cultural and educational background and also the availability of adequate human resources are some of the major concerns to be addressed cautiously and diligently.

Another question to be addressed in this regard is, how much percentage of cultural component should be included and how many English language classes should be allotted per week in college and university time tables. If the teachers are
provided with sufficient teaching and interaction time focus on analysing and enumerating the cultural component is possible. On the whole, as per the questionnaire analysis 20% to 30% of culture components will prove beneficial for the students.

Another aspect that needs to be looked at carefully is the nature of materials. Culture is a very broad concept and as such all the aspects of culture cannot be included in the syllabus. So, the curriculum developers should arrive at that which will be fit the needs of majority of the students. Based on the analysis given by the students, short stories written by different authors from different countries suit the students needs. This will facilitate the students to participate in the class room discussion and improve their language competency. When the stories are a proportionate amalgamation of local and multicultural elements it makes language learning enjoyable and desirable to the students. Knowledge of cultures acts as a great language learning motivator.

Literature plays a major role in English language teaching and learning process. It is a valuable store house of vast amount of authentic materials that helps the learners to enrich their language learning abilities and skills through cultural enrichment. Cultural element enables the learners to have a different and a positive outlook towards different countries with different cultures. This improves the learners’ tolerance levels towards target culture. Literature can be compared to a tree with several branches. Prose, poetry, novel and short stories are a few important branches of the same tree. All these branches of the tree facilitate smooth learning of language through culture. As such, all the genres of literature have an equal responsibility in preparing the students for the global challenges.
The methods and techniques to be employed are central to imparting right kind of knowledge of cultures. Culture can be taught through visuals, culture capsules and through many other interactive ways. The average number of students in a classroom are sixty (60). So, the teachers should frame their methodology that suits their classroom situation and the students needs. One of the best ways to learn language is through audio-visual aids. Many degree colleges and universities are establishing English language laboratories for providing better language learning facilities to the students. Apart from including listening, speaking, reading and writing components cultural material as portrayed in the lesson should also be included in the software or it has to be done by teacher’s own interest in making the students face the challenges of the present world.

**Suggestions and Recommendations**

On the basis of the research work the following recommendations and suggestions are brought forth:

Firstly, English language learning needs in India, particularly, in Andhra Pradesh are to be understood and viewed from the social and cultural, inter-cultural and multilingual point of view. Secondly, the syllabus at the under graduate level should be structurally simple and functionally feasible to the students. The main intention of English language teaching is to help the learners learn and use the language during different communicative, social, contextual and cultural situations. Thirdly, the role of teachers with regard to the syllabus should be re-structured. Teachers must act as cultural assimilators and cultural interpreters. With the advent of globalization, teachers’ role has changed significantly. Therefore the teachers should gear up and equip themselves with more open-mindedness and receptiveness to the
changing needs of the students and of the world. This demands a reformation in the educational policies in the country. Accordingly, the teachers should be trained in utilizing the latest technology as a part of their language teaching tools besides the text book. Refresher courses, workshops and seminars should be conducted periodically to update their knowledge from time to time. Apart from all this, the teachers must develop an inclination to welcome and adapt new technologies and techniques.

In most of the countries, especially in the Indian context, English occupies the place of a second language. It is aimed to develop language competency of the learners but there is no mention of the necessity of teaching culture through syllabus. As a result the students learn the language without properly understanding the context in which a particular word or gesture is used. This results in the lack of understanding and appreciating the text which creates gaps between the seeker and the sought. The gap widens if it is neglected and therefore, language and culture should be taught and learnt simultaneously.

Culture occupies an important place in language learning and hence it has to occupy an important place in a language classroom as well. Through inclusion of cultural components in the text books learners learn the strategies of acculturation. This will act as a rich motivational force in learning the language. With this idea as a major premise the present research work was conducted. The analysis of the questionnaires given to both teachers and students proved the positive relationship that culture and second language acquisition has.
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