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A COMPREHENSIVE STUDY ON THE CULTURAL EFFECTS OF LEARNING ENGLISH AS A SECOND LANGUAGE ON THE STUDENTS OF UNDERGRADUATE LEVEL

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ABSTRACT

The complexity of the English modal auxiliary system has been a major problem in learning and teaching of English as the second language. The modal auxiliary system of the standard formal English is complex, with the same modals expressing different notions, ranging from probability through permission to obligation. Literature has shown that ESL learners face problems in comprehending and using the English modal system accurately. Modals are not only auxiliaries in the prescriptive grammarian sense but they also appear to contribute to the semantics of communication and communication without the knowledge of grammar will fail as structure will be lacking. Grammar, as prescribed is a set of rules which speakers of a language use to make meaning. Modals, the focus of this study, are part of grammar and their expressions have formed an important part of the grammar and semantics of all languages, including English. This paper brings out the cultural effects of learning English as a second language on the students of undergraduate level.

Key words: Communication, cultural effects, English as a second language, grammar, learning, Undergraduate level.

Introduction

English in India today is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a "library language", a "window on the world", now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It is predicted that by 2010, a surge in English-language learning will include a third of the world's people. The opening up of the Indian economy in the 1990s coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities.

The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling. The English teaching profession has consistently recommended a relatively late (Class IV, V, or VI) introduction of English, and this is reflected in spirit in policy documents. The dissatisfaction with this recommendation is evident in the mushrooming of private English-medium schools and the early introduction of English in state school systems. The popular response to systemic failure has been to extend downwards the very system that has failed to deliver.

The level of introduction of English has now become a matter of political response to people's aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction. There are problems of systemic feasibility and preparedness, for example, finding the required number of competent teachers. But there is an expectation that the system should respond to popular needs rather than the other way round.

Review of Literature

Abdollah Keshavarzi (2015) says that teachers in general and English teachers specifically, are always concerned with the kind of material they are going to present to their students. One of the most challenging kinds of material for English classes is literature. Although some scholars have pointed out to the shortcoming of literature use in practice, it is so vast and so practicable that instructors cannot stop using it. Language learning requires acquiring four skills of reading comprehension, writing, listening and speaking. Some sources provide materials that can meet some of these abilities, but literature has proved a good source that fulfills these four skills. Also, language learning deals with culture, and hence with social understanding. It is this feature of language that demands materials dealing with culture. Literature is culture; that is, it is not to say that literature deals with culture, but it should be said that literature is the culture of the people using that language. Besides, it can be claimed that the use of literature in language classes encourages more thoughtful and purposeful language learning. In this respect, the learners are not only exposed to the real use of language, but also they become critical thinkers. As such, the present paper will debate the reasons behind using literature as a good source in teaching English language.

The study of E. Julia Kim (2014) considers the ongoing "grammar correction debate" in second language writing by examining how a focus on formal accuracy would affect the revising processes of ESL writers and the students' written products. A case study approach was used to find out how two ESL students would respond in the two different rewriting situations: (a) when there is no explicit expectation for them to produce grammatically correct text, and (b) when this expectation was clearly present. The protocol analysis and interviews with the participants showed that students' revision processes had not been affected by the kind of instruction and expectation given. In both tasks, students concentrated on building up their content, rather than attending to grammar and mechanics. The explicit instruction to work on the grammar did not result in a better written product in terms of formal accuracy, either. Based on these findings, this study claims that teaching and attending to grammar may not necessarily inhibit students from developing fluency and that ESL students do need guidance in developing skills in both rhetorical and formal aspects of English composition to be able to produce academically acceptable prose.

In a study conducted by Janeczek (2011) in Saudi Arabia studied on culture and language aspects. This study provides the profile of college student of English in advanced levels of study in the English Department of a College of Languages & Translation, Saudi Arabia. Utilising qualitative data collection methods, the responses and scholastic history of the student provide insights into his personal qualities and aptitudes as a native-like speaker of English as proven by CEPA scores and direct communication with the case in English. The story of the student indicates a strong influence of the second language culture on the learning of this language. The case has been studied and presented against a rich research and literature backdrop that explored culture and language concepts and their interrelatedness from different perspectives, emphasising the significance of acculturation as part of second/foreign language acquisition/learning. The paper ends on notes and implications for pedagogy and further research in culture and language in EFL learning settings.

Ren Yuxin's (2010) study was aimed at assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 145 parents, who had one or more than one school going children. Out of these, 116 parents belonged to tribal families and 29 families

belonged to non-tribal families. The age range of the sample was 25-35 years, and they all belonged to Santoshpur village of Sundargarh district consisting largely of tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The respondents were required to indicate their agreement or disagreement with each of the statements about children's education in a four-point Likert type scale, where 1 denotes strong disagreement and 4 denotes strong agreement. Mean scores were calculated separately for tribal and non-tribal samples, and for male and female respondents. The 't' test was used to examine the significance of difference between tribal and non-tribal communities as well as across gender with regard to their attitude towards children's schooling and education. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children. The results also indicated that there was no significant difference in the attitude of tribal and non-tribal parents. Gender difference was also found to be non-significant. The difference between tribal and non-tribal respondents was evident in their future plans to provide facilities for higher studies for their children. The study suggested that, although government endeavors at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard. Future implications of the present study for policy formulation as well as for further research were pointed out.

Mohamed Amin Mekheimer (2016) investigated the effect of first language (L1) transfer on Arabic ESL learners' acquisition of the relative clauses, the passive voice and the definite article. He used Contrastive Analysis (CA) and Error Analysis (EA) to analyze 50 papers written by Arabic ESL students at the ACTFL Advanced Mid proficiency level. The analysis was paired with interviews with five advanced students to help determine whether L1 transfer was, in fact, influencing students' errors predicted by CA. Students in this study made L1 errors along with other errors. Although no statistical difference was found between the frequency of transfer and other (non-transfer) errors, L1 transfer errors were still common for many learners in this data. The frequency of the relative clause L1 transfer errors was slightly higher than other errors. However, passive voice L1 errors were as frequent as other errors whereas definite article L1 errors were slightly less frequent than other errors. The analysis of the interviews suggested that L1 still played a crucial role in influencing learners' errors. The analysis also suggested that the frequency of transfer errors in the papers used in this study might have been influenced by CA-informed instruction students received and students' language level. Specifically, learners reported that both factors helped them reduce the frequency of L1 transfer errors in their writing. The teaching implications of this study include familiarizing language instructors with possible sources of errors for Arabic ESL learners. Language instructors should try to identify sources of errors by conducting their own analyses or consulting existing literature on CA paired with EA. Finally, I recommend adopting a CA-informed instruction to help students reduce and overcome errors that are influenced by their L1.

Abu-Rabia (2012) states that Chinese students and teachers often say that the major challenge they face in acquiring English is that "China does not have a good English language environment" by which they mean there are insufficient opportunities to use English in real life situations and a lack of exposure to authentic English language material. Based on a review of the use of English in China and the author's own experiences living and teaching there, this paper will show that China's English language environment is actually much richer than is commonly believed. It argues that the two main issues which need to be addressed are raising awareness of the amount and type of English language material and opportunities to use the language available and developing ways for students and teachers to use such material and opportunities, both in and outside of the classroom.

Ando (2014) analyses and expounds the implementing of communicative activities in English Reading classroom. It is mainly undertaken from these aspects: 1) polishing teacher's role in communicative activities; 2) Specific communicative activities in classroom; 3) Teacher's questions; 4)

Teacher's evaluation. It is believed that communicative activities in classroom is an effective way both for teachers' reading teaching and for students' reading learning if they are properly implemented. According to the new national Syllabus for English majors, English Reading class is aimed at training students' English reading comprehension and improving their reading speed: training students' ability of meticulous observation of language, and such logic reasoning abilities as assuming, judging, analyzing and summarizing, improving their reading skills, including skimming, scanning and so on, and helping students enlarge vocabulary, absorb language and cultural background knowledge through reading training. It goes without saying that ability training has become a higher priority. Implementing communicative activities is one of the effective ways to train students' abilities and their absorption of knowledge. As a matter of fact, communicative activities in classroom is an effective way both for teachers' reading teaching and for students' reading learning if they are properly implemented.

Aldosari (2011) discusses the use of grammatical terminology in English language teaching. Accepting that it is a common feature of many classrooms, the paper attempts to help teachers understand the role and nature of terminology. A distinction is made between terms which are transparent (e.g. 'countable'), opaque (e.g. 'verb') or iconic (e.g. '-ing form'). A number of criteria for evaluating the suitability of terminology for classroom use are also offered. In this way it is hoped that teachers will be better equipped to make well-informed decisions about the terms they choose to use in the classroom. This is a proposal for an action research plan designed to find out how to improve students' listening comprehension skills, enhance their performance and help to promote better learning. This plan is focused on the minority students who major in English in our University. Listening comprehension is one of the most difficult courses for them. As their teacher, the author would like to conduct an action research in her classroom teaching in order to make some changes in her teaching, to assist the students to become active listeners, and to improve their overall listening comprehension skills.

Dr. Bhaswati Patnaik (2015) examined an ESL writing class, which consisted of 36 students, at a community college of Hong Kong. The students took part in three online collaborative writing tasks by sending drafts to peers who gave them suggestions and comments for improvement and working together on the completion of the writing tasks via email. The 36 students worked in small groups of four to six. They wrote, responded and revised using the email system offered by the Web interface of their course book. The results were evaluated by means of questionnaire, interview with participating students, report of the peer observer, written work, e-responses and reflective summaries of students. The overall results suggest that students generally enjoyed the supportive atmosphere created by online collaborative tasks and regarded the use of online collaboration as a means of improving their writing by enhancing their motivation, awareness of the audience and the importance of revising, and by reducing their stress and cultivating their positive attitudes towards writing. The data show that the inclusion of the online component has potential in supporting learning and bringing about positive learning effects on writing as learners were found to enjoy the benefit of interacting with the other learners both in-class and out-of-class in the study.

Basu (2012) states that although Communicative Language Teaching is accepted by many English teachers in China as one of the most effective approach in English language teaching, there are still a number of misunderstandings about it. By comparing Johnstone; Sato and Kleinsasser and Thompson as well as Spada, this article focuses on four of the main misunderstandings, which are commonly held by the language teachers and researchers. At present, the most popular misunderstanding of CLT should be that CLT is an approach to foreign language education which focuses on meaning to the exclusion of any attention to language forms. But, with the view of most applied linguistics---especially British applied linguistics, this characterization of CLT is not consistent, because they have recognized the importance of a formal language component with CLT.

According to their understanding, CLT should be a language educational approach that was intended to include communication, which was not intended to exclude form. However, many language teachers in China was affected by applied linguists who argued that grammar is too complex to be taught, and second language acquisition researchers, who claimed that grammar can only be acquired unconsciously through exposure to the target language, so they believe that a special attention should be given to the meaning, not the form.

Maehr (2016) says that English for specific purpose (ESP) has for about 30 years been a separate branch of English language Teaching (ELT). Recent years in China, with the development of international trade and foreign exchange, more and more in-service and pre-service staffs are expected to learn practical and useful English language in order to adapt to the new situation. A course design in this case is initiated for a group of service agents from the airline. The aim of this course is to help the airline agents, whose services will inevitably involve communications with foreign guests in English, develop their language skills in air transport profession. This English for Specific Purposes (ESP) course is designed for a group of service agents from the airline. As the domains of air transport are mediated through the use of English as an auxiliary language, English proficiency becomes a necessity to airline personnel since nowadays more and more foreign guests visit China by air for traveling and business purposes. The aim of this course is to help the airline agents, whose services will inevitably involve communications with foreign guests in English, develop their language skills in air transport profession. China Eastern Airline has long been engaged in personnel in-service training programs. According to a joint contract with Nanjing University of Aeronautics and Astronautics, the airline began to send groups of its personnel to Nanjing for their English training in summer, 2007. There will be 24 learners from the airline coming this summer. All the learners are expected to study in Nanjing for one month and all their accommodation and tuition fees are all sponsored by the airline. Therefore, a study of the course design is preferred in this case.

Zuleika Firdosh Homavazir (2016) presents the findings of a corpus based research that investigated Malaysian ESL learners' use of modals in two written tasks. The aim of the study was to investigate the distribution and functions of modals used in the students' writing. The research design comprised a qualitative technique through discourse analysis supplemented with some descriptive statistics derived from a concordancer which identified modals used by the students at two different levels. The findings showed that the preferred modals for the two levels are modals can, will and could which were used to express ability and certainty. Modals of probability/possibility showed lower frequencies of use in the writing. Also, students at the lower level were less competent in using past form modals as compared to those at the higher level. This study indicates that the students were able to perceive the conceptual meaning of each modal and their communicative function. The complexity of the English modal auxiliary system has been a major problem in learning and teaching of English as the second language.

Rao, P. S. (2019a) states, "It is evident that English is used in all fields predominantly as a main or official language. The importance of English language increases day by day across the world. So the need to learn English language and use it as a foreign or second language for various purposes is essential today for everyone irrespective of regions, countries and contents." In his another findings, Rao, P. S. (2019b) asserts, "As English is a global language, the responsibility of teachers is to spread the teaching of English as a second language or a foreign language to all parts of the world in order to promote English for the benefits of people. Moreover, it is essential for everyone to learn the English language to face the challenges in the global market. Therefore, one must realize the importance of English in the contemporary world and make others realize and learn English language not only for communication but also for other purposes." As there is

a huge demand for English, everyone must learn it in order to compete in the present global phenomenon.

ANALYSIS

Questionnaire

Q1. Do you agree that in classroom teaching culture may impact the learning of English language?

- a) Highly agree
- b) Agree
- c) Partially agree
- d) Disagree
- e) Highly disagree

Q2. Do you agree that while teaching in the class a teacher should give respect to all the cultures?

- a) Highly agree
- b) Agree
- c) Partially agree
- d) Disagree
- e) Highly disagree

Q3. Do you agree that students belonging to different cultures, may face problems in learning English language?

- a) Highly agree
- b) Agree
- c) Partially agree
- d) Disagree
- e) Highly disagree

Q4. Do you agree that when students of different languages meet, it is possible that misunderstandings may arise equally often from linguistic as from cultural differences?

- a) Highly agree
- b) Agree
- c) Partially agree
- d) Disagree
- e) Highly disagree

Q5. Do you think that the study of culture in language classes can hinder progress in learning English?

- a) Highly agree
- b) Agree
- c) Partially agree
- d) Disagree

e) Highly disagree

Q6. Do you agree that Learning about a foreign culture can change the student's attitude towards her/ his own culture?

a) Highly agree

b) Agree

c) Partially agree

d) Disagree

e) Highly disagree

Q7. Do you agree that to develop cultural awareness, a teacher needs to establish a good working relationship with students?

a) Highly agree

b) Agree

c) Partially agree

d) Disagree

e) Highly disagree

Q8. Do you agree that the teachers have to face various problem while translating the content, as translating is greatly affected by cultural variations?

a) Highly agree

b) Agree

c) Partially agree

d) Disagree

e) Highly disagree

Q9. Do you agree that teachers should know the cultural background knowledge influences language learning and teaching?

a) Highly agree

b) Agree

c) Partially agree

d) Disagree

e) Highly disagree

Assessment of the Questionnaire

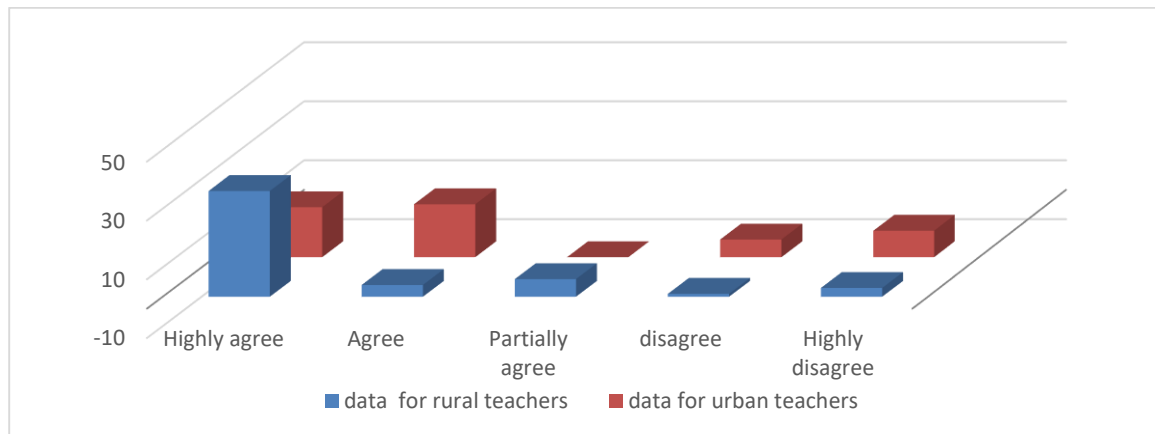
In a classroom, there are always different students which may have differences in their cultures. Hence, the researcher asked the respondents whether they agree that in classroom teaching culture may impact the learning of English language. In this regard, the researcher noticed that all the respondents have different views. Hence, the researcher tried to put the obtained data as per table and chart given below.

Table 1: Data Values for the Question Number 1

S.NO.	Variables	Data of rural teachers	Data of urban teachers
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1	Highly agree	36	17
2	Agree	04	18
3	Partially Agree	06	00
4	Disagree	01	06
5	Highly disagree	03	09

Chart 1: Data Values for the Question Number 1

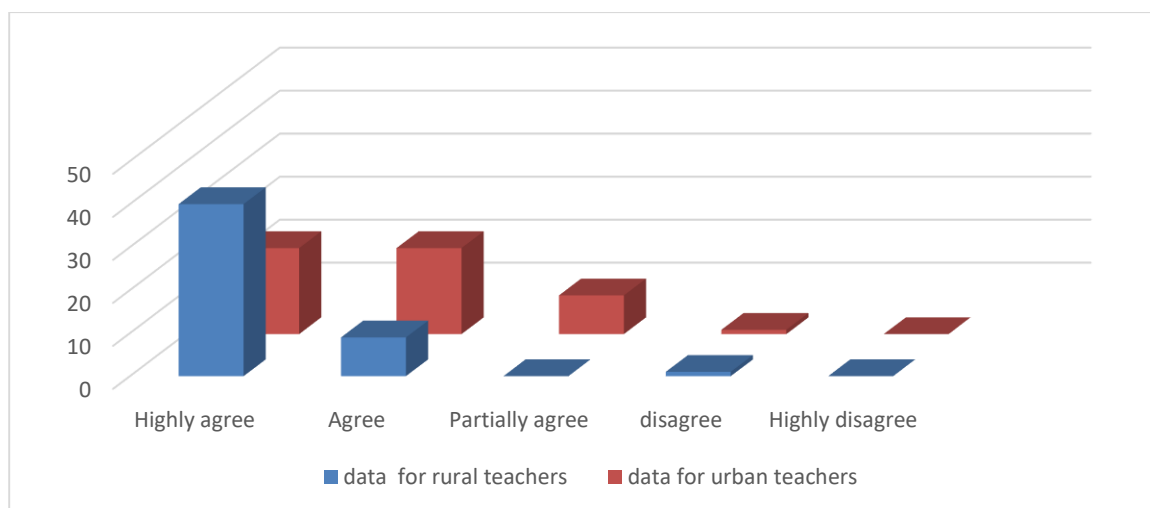


The researcher further asked the respondents whether they agree that while teaching in the class a teacher should give respect to all the cultures. In this regard, it was found whether rural or urban, all think that they should respect of other culture.

Table 2: Data Values for the Question Number 2

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	40	20
2	Agree	09	20
3	Partially Agree	00	09
4	Disagree	01	01
5	Highly disagree	00	00

Chart 2: Data Values for the Question Number 2

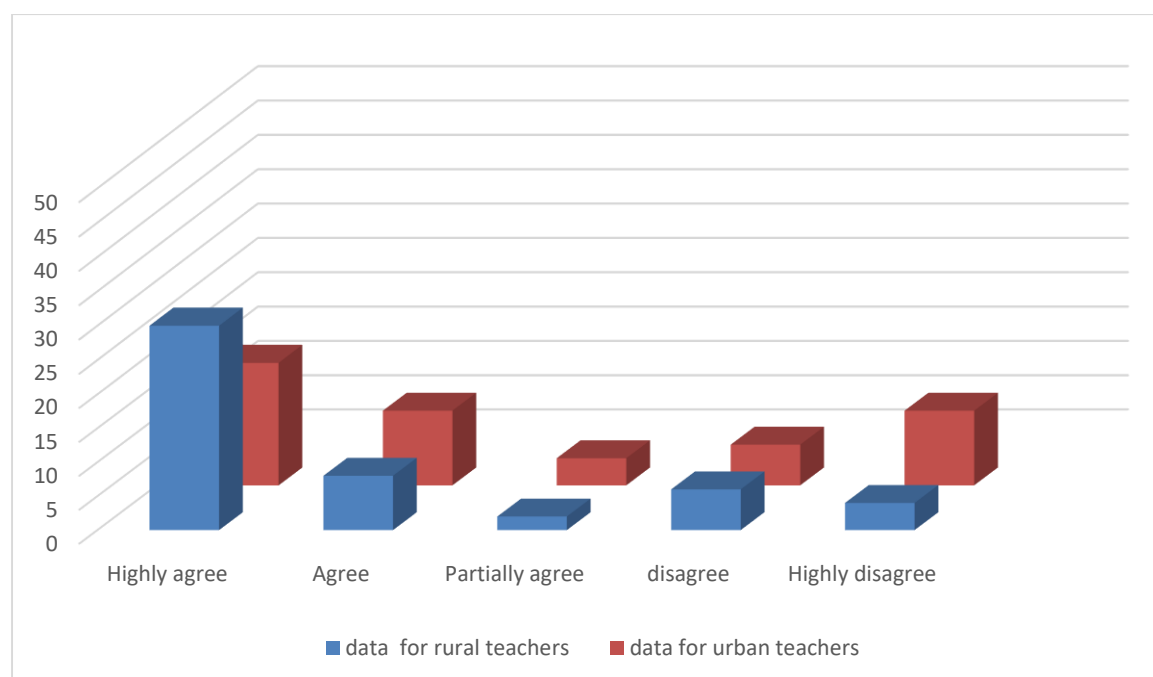


The researcher further asked the respondents whether they agree that students belonging to different cultures, may face problems in learning English language. In this regard, the researcher noticed that all the respondents have different views. Hence, the researcher tried to put the obtained data as per table and chart given below

Table 3: Data Values for the Question Number 3

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	30	18
2	Agree	08	11
3	Partially Agree	02	04
4	Disagree	06	06
5	Highly disagree	04	11

Chart 3: Data Values for the Question Number 3

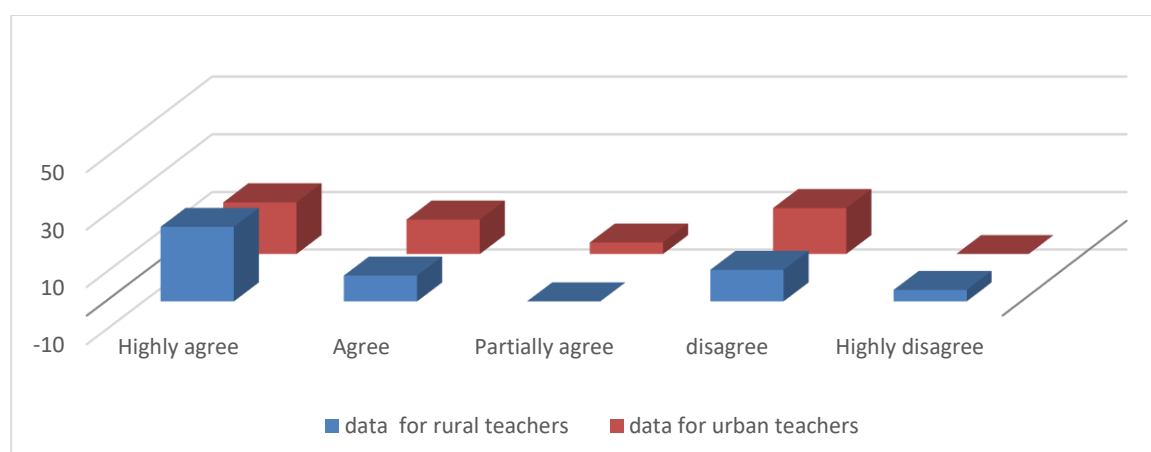


It may happen that people from different cultures may have problems during interaction. Hence, it was asked to the respondents whether they agree that when students of different languages meet, it is possible that misunderstandings may arise equally often from linguistic as from cultural differences.

Table 4: Data Values for the Question Number 4

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	26	18
2	Agree	09	12
3	Partially Agree	00	04
4	Disagree	11	16
5	Highly disagree	04	00

Chart 4: Data Values for the Question Number 4

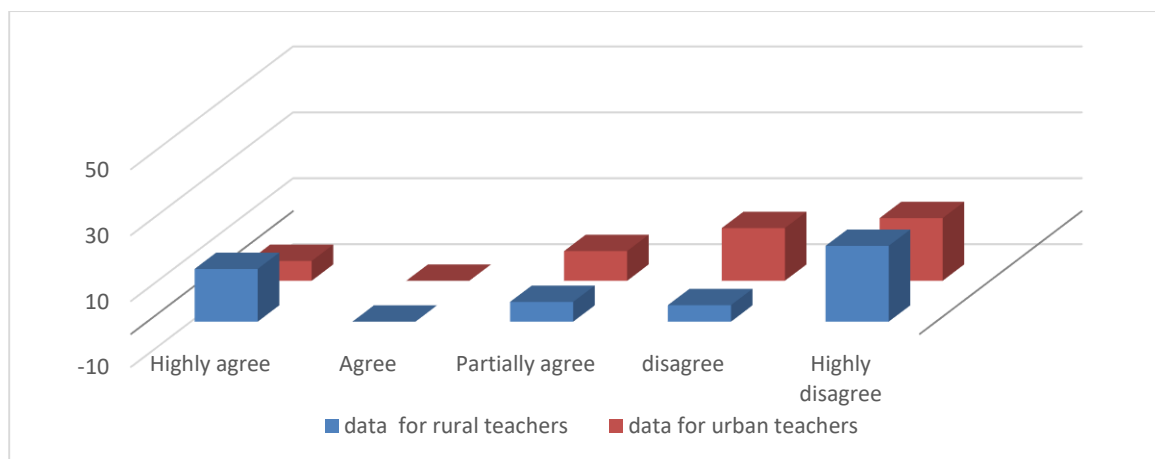


The researcher further asked the respondents whether they think that the study of culture in language classes can hinder progress in learning English. In this regard, the researcher noticed that all the respondents have different views, hence, we tried to put the obtained data as per table and chart given below.

Table 5: Data Values for the Question Number 5

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	16	06
2	Agree	00	00
3	Partially Agree	06	09
4	Disagree	05	16
5	Highly disagree	23	19

Chart 5: Data Values for the Question Number 5

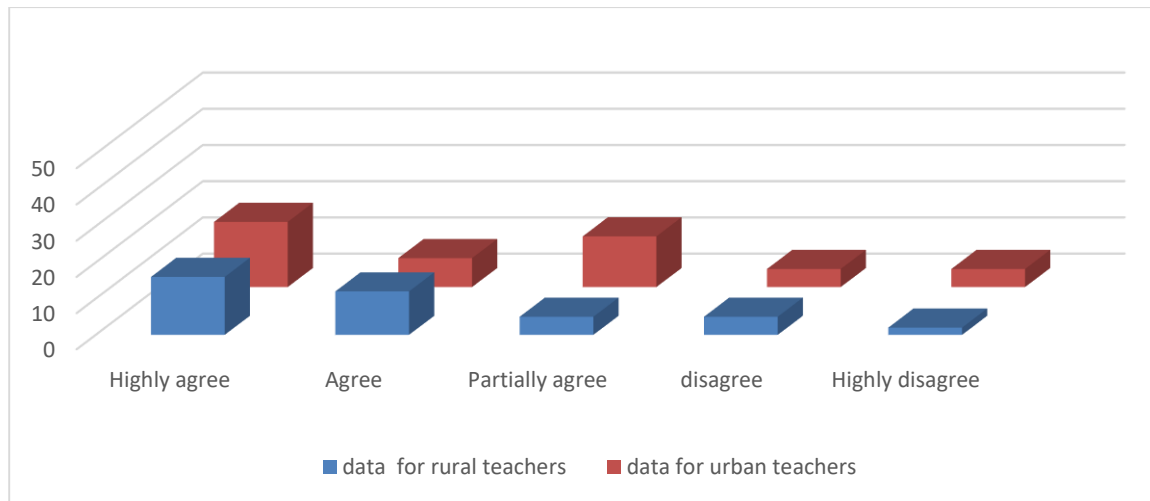


Classroom teaching impact a lot on the students, but it all depends upon the classroom environment and teaching strategies. When the researcher asked whether the respondents agree that Learning about a foreign culture can change the student's attitude towards her/ his own culture, the researcher got reply as below.

Table 6: Data Values for the Question Number 6

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	16	18
2	Agree	12	08
3	Partially Agree	05	14
4	Disagree	05	05
5	Highly disagree	02	05

Chart 6: Data Values for the Question Number 6

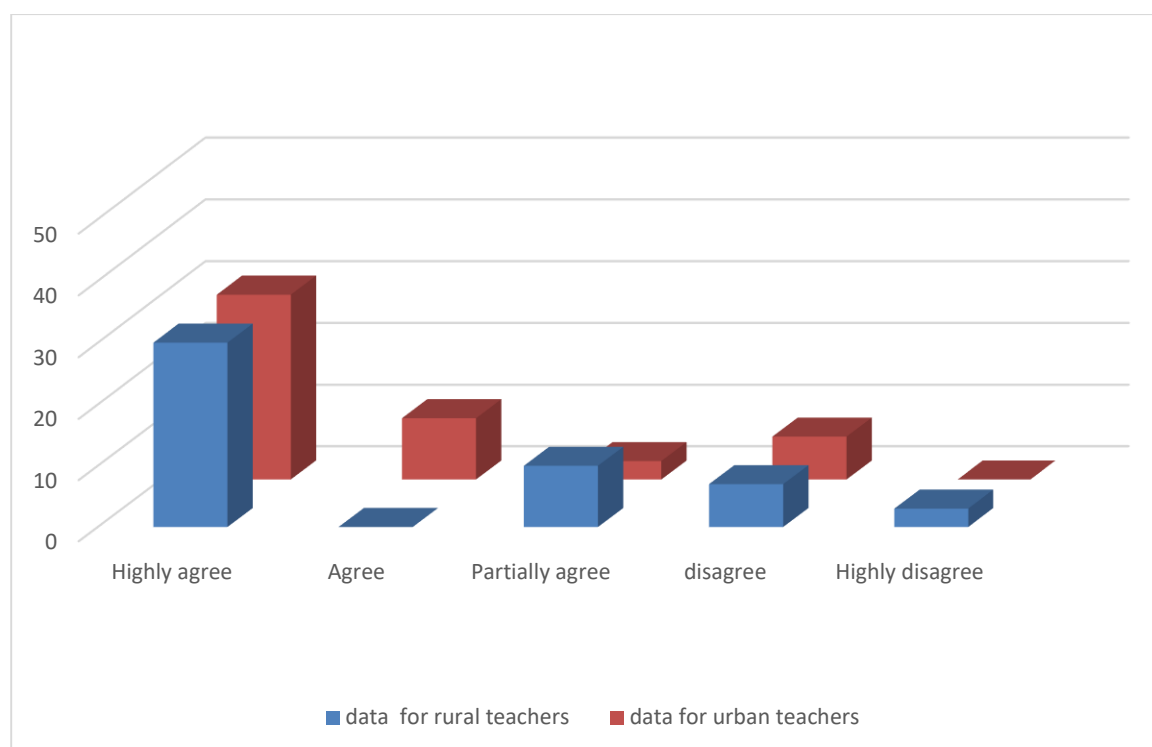


It is a responsibility for teacher that he/she should respect all cultures and it can be achieved by good understanding. Hence, the researcher asked the respondents whether they agree that to develop cultural awareness, a teacher needs to establish a good working relationship with students.

Table 7: Data Values for the Question Number 7

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	30	30
2	Agree	00	10
3	Partially Agree	10	03
4	Disagree	07	07
5	Highly disagree	03	00

Chart 7: Data Values for the Question Number 7

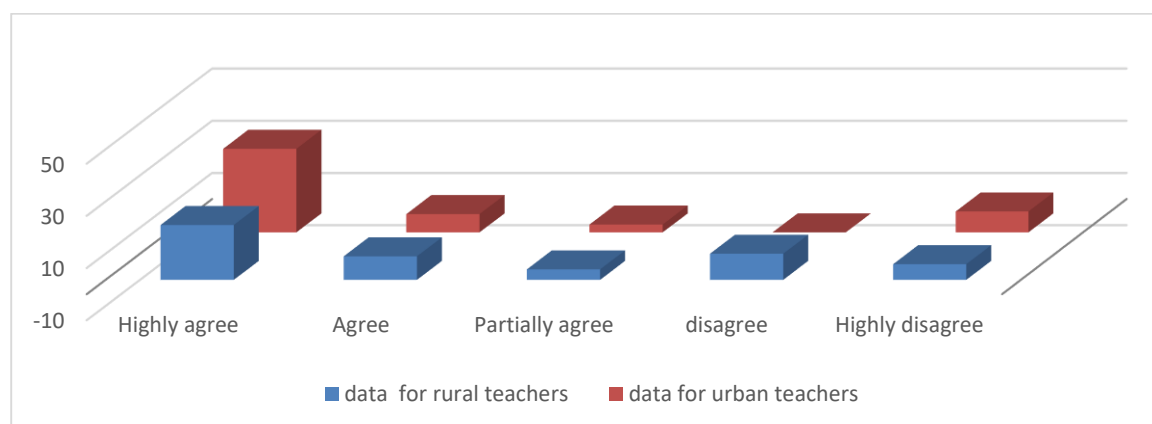


When the researcher asked the respondents whether they agree that the teachers have to face various problem while translating the content, as translating is greatly affected by cultural variations, the researcher got the feedback as mentioned below.

Table 8: Data Values for the Question Number 8

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	21	32
2	Agree	09	07
3	Partially Agree	04	03
4	Disagree	10	00
5	Highly disagree	06	08

Chart 8: Data Values for the Question Number 8



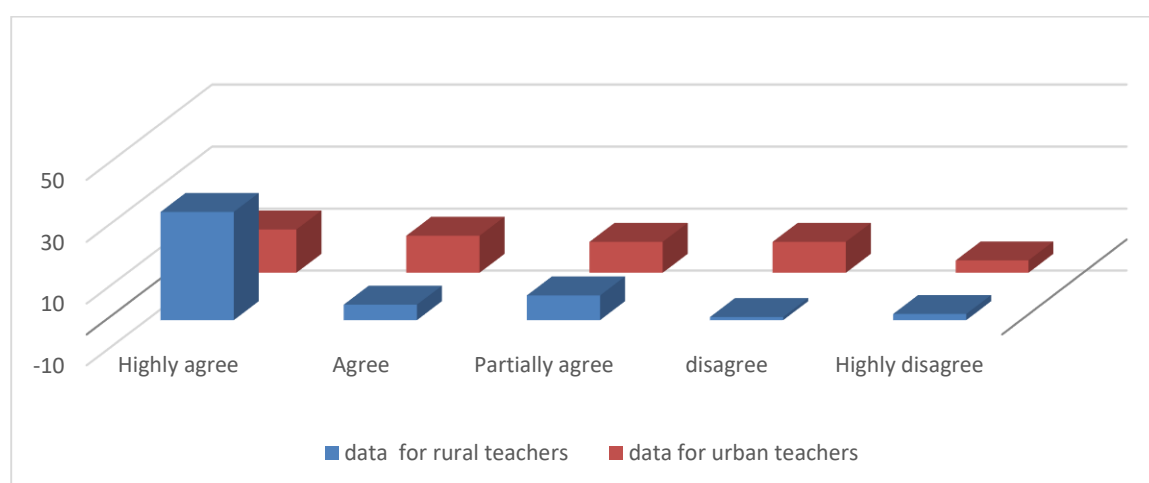
At last, the researcher asked the respondents whether they agree that teachers should know the cultural background knowledge influences language learning and teaching. In this regard, the

researcher noticed that all the respondents have different views. Hence, the researcher tried to put the obtained data as per table and chart given below

Table 9: Data Values for the Question Number 9

S.NO.	Variables	Data of rural teachers	Data of urban teachers
1	Highly agree	35	14
2	Agree	05	12
3	Partially Agree	08	10
4	Disagree	01	10
5	Highly disagree	02	04

Chart 9: Data Values for the Question Number 9



The Variety and Range of English Teaching in India

The teaching and learning of English today is characterised by, on the one hand, a diversity of schools and linguistic environments supportive of English acquisition, and, on the other hand, by systemically pervasive classroom procedures of teaching a textbook for success in an examination, modulated by teacher beliefs influenced to varying degrees by inputs from the English-language teaching profession. One way to broadly characterise English-teaching situations in India is in terms of (a) the teacher's English language proficiency, and (b) the exposure of pupils to English outside school, i.e. the availability of English in the environment for language acquisition.

The Importance of Grammar

English is the lingua franca of trade, science, politics, entertainment, medicine, and technology. Therefore, the demand for English learning is increasing worldwide. Because learning a language entails learning its grammar, scholars as stress the fact that "a knowledge - implicit or explicit - of grammatical rules is essential for the mastery of a language". In order to achieve communicative competence, which is the goal of language acquisition, language learners have to have grammar knowledge in addition to other skills. Grammar is one important tool language learners need for successful interaction with other language users.

Conclusion

It is very clear from the above observation that culture and language are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. If any one of them is separated the other remains incomplete. In EFL or ESL classroom the students ought to be trained English with the culture related with it so the students can get the objective language with social foundation and compare, all things considered, circumstances. Also Rao, P. S. (2019c) says, "School is additionally a spot where one goes to adapt yet in addition there ought to be times where fun is a need. That is the reason an instructor ought to likewise mess around with the understudies.". It is seen that numerous students, who have incredible scholarly execution in English subject, here and there, think that it's exceptionally hard to compare with local speakers or, in actuality, circumstances. This may be the consequence of learning English without legitimate consciousness of its culture. In this manner, the job of culture that it plays in instructing and learning of English as an outside/second language can't be stayed away from while planning course for EFL/ESL students and in the study hall circumstances. The teachers should remember the significance of culture and should have an earlier learning of the social information of the part or exercise he is going to show the students.

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