

دور الوعي الثقافي في تحسين اللغة الانكليزية كلغة ثانية من تصور المدرسين العراقيين للغة الإنكليزية كلغة أجنبية

ايمان صالح حمودي

الجامعة التقنية الوسطى

المعهد التقني بعقوبة

Imansaleh@mtu.edu.iq

الكلمات المفتاحية: الثقافي ، تحسين ، الوعي ، اللغة الانكليزية كلغة ثانية، اللغة الإنكليزية كلغة أجنبية، مدرسين ، تصور.

كيفية اقتباس البحث

حمودي ، ايمان صالح، دور الوعي الثقافي في تحسين اللغة الانكليزية كلغة ثانية من تصور المدرسين العراقيين للغة الإنكليزية كلغة أجنبية، مجلة مركز بابل للدراسات الانسانية، تموز 2024، المجلد: 14، العدد: 3 .

هذا البحث من نوع الوصول المفتوح مرخص بموجب رخصة المشاع الإبداعي لحقوق التأليف والنشر (Creative Commons Attribution) تتيح فقط للآخرين تحميل البحث ومشاركته مع الآخرين بشرط نسب العمل الأصلي للمؤلف، ودون القيام بأي تعديل أو استخدامه لأغراض تجارية.

Registered في مسجلة في
ROAD

Indexed في مفهرسة في
IASJ



The Role of Cultural Awareness in Enhancing English as a Second Language from EFL Iraqi Teachers' Perception

Eman Salih Hmoody
Middle technical university
Baquba technical inslitute

Keywords : Cultural , Enhancing, Awareness, ESL, EFL, Teachers
, Perception .

How To Cite This Article

Hmoody, Eman Salih, The Role of Cultural Awareness in Enhancing English as a Second Language from EFL Iraqi Teachers' Perception, Journal Of Babylon Center For Humanities Studies, July 2024, Volume:14, Issue 3.

This is an open access article under the CC BY-NC-ND license
(<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

[This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.](http://creativecommons.org/licenses/by-nc-nd/4.0/)

خلاصة

كان للثقافة تأثير كبير على دراسة اللغات الأجنبية وتعليم اللغات الأصلية. من المقبول عمومًا أن الثقافة واللغة هما الوسيلة الأساسية التي تظهر من خلالها الثقافة. وبأخذ هذا بعين الاعتبار، يهدف هذا البحث إلى تقييم اتجاهات المعلمين العراقيين نحو المعرفة الثقافية. أهداف هذا البحث هي تحديد معرفة طلاب اللغة الانجليزية كلغة أجنبية العراقيين بالثقافة واللغة، ومدى إدراكهم لأهمية الوعي الثقافي في سياق اللغة والثقافة، أو بشكل مباشر أو غير مباشر. تشمل عينة هذه الدراسة 20 معلماً عراقياً للغة الإنجليزية كلغة أجنبية من قسم التربية والتعليم الأساسي في جامعة ميسان في الفصل الدراسي 2023/2022. يتكون مجتمع هذا البحث من 40 معلماً عراقياً للغة الإنجليزية كلغة أجنبية موزعين على معلمي ومدرسي اللغة الإنجليزية كلغة أجنبية في موضوع البحث. والغرض من الدراسة هو نقل النتائج إلى عدد أكبر من السكان.

أظهرت نتائج هذا البحث أن الوعي الثقافي كان مفيدا في تعلم اللغة الإنجليزية واتفق المعلمون على أنه من المستحيل تعلم اللغة الإنجليزية دون الوعي الثقافي. بالإضافة إلى ذلك، لدى المعلم فهم شامل للوعي الثقافي. ومع ذلك، فإن التحقيق في مواقف المعلمين تجاه الوعي الثقافي كعنصر مهم لم يكن كافيا، وكان بحاجة إلى مزيد من البحث.

Abstract

The culture has had a significant impact on the study of foreign languages and the teaching of native languages. It has been generally accepted that culture and language are the primary media through which culture is manifested. Taking this into account, this research was intended to assess the Iraqi teachers' attitudes towards cultural knowledge.

The objectives of this investigation are to determine the Iraqi EFL students' knowledge of culture and language, and the degree to which they perceive the importance of cultural awareness in the context of language and culture, or directly or indirectly. The sample of this study includes 20 Iraqi EFL English teachers from the Department of Basic Education and Education of Missan University in from the 2022 / 2023 academic semester. The population of this investigation is composed of 40 Iraqi EFL teachers who are distributed among male and female EFL teachers in the subject of the research. The purpose of the study is to transfer the findings to a larger population.

The results of this investigation demonstrated that cultural awareness was beneficial in the learning of English and the teachers concurred that it was impossible to learn English language without cultural awareness. Additionally, teacher have a thorough understanding of cultural awareness. However, the investigation of teachers' attitudes towards cultural awareness as a significant component was insufficient, it needed more research.

Section One: Preliminary Remarks

1.1 Introduction

It has been that language and culture are closely associated; they cannot be considered separately. In the learning of a language, the language user must pay attention to the culture associated with it. This is why it is important to consider the culture when teaching and learning, English. Only focusing on the language without taking into account the culture will specificity. In a nation that teaches English as a foreign language (EFL), the role of the teacher is significant in the promotion of cultural awareness among students (Ardila, 2008: 125).

The EFL teacher must recognize that students are a part of the global speakers, so it's crucial to teach culture and language at the same time. Culture has a significant impact on language instruction. The capacity for



language and culture is intrinsically linked. By instructing the culture, the EFL teacher will educate the students about their cultural heritage and will communicate across different cultures and communities. They take on the role of preparing themselves as a facilitator in the class a comfortable learning process. Effective methods of teaching foreign languages include additional abilities beyond the building of linguistic competence. They also develop cultural knowledge and understand the different cultures of languages to avoid having a failed communication (Baker, 2012: 77).

However, students can enhance their comprehension of other cultures and increase their appreciation of their native culture if they can travel abroad and utilize the language they learned in accordance with the cultural pattern that is prevalent in their language.

They can augment their desire to learn a language. The EFL teacher's role is to promote cultural understanding in the students and incorporate it into the language acquisition process. One reason for integrating culture into language acquisition is that the attitude and speech of an individual can be differentially interpreted by listeners who have different perspectives cultural backgrounds. Understanding other cultures, understanding their own culture will be enhanced. Additionally, today, EFL teachers only focus on teaching skills without taking into consideration the value of culture in the learning of a foreign language (Brown, 2007).

Teachers must instruct students in how to increase their knowledge and understanding of respecting others while also maintaining an effective and pleasant relationship with students from different ethnicities, faiths, and cultures. However, the deficiency of someone who has less cultural knowledge will lead to misunderstandings in communicating with different cultures. This is why the teacher must have more cultural knowledge and comprehension in order to instruct and the students during class time, as well as outside of class. To have the abilities, the teacher candidates must be trained (Badrkhani, 2017: 529).

The study would find Iraqi teachers' perception cultural awareness a factor in learning English as a foreign language. Teachers would spontaneously describe their own personal opinion as their reflection of their perception by giving questionnaires.

1.2 Problem of the Study

Understanding a language is more than just knowing the grammar, the pronunciation and the meaning; it's also concerned with the culture and specific properties of the language.



First, students believed that they did the cultural differences in the classroom because they lacked the knowledge necessary to augment their cultural knowledge in the foreign language classroom.

Second, students lack information regarding culture and the English language in the classroom of foreign languages. This research addresses the issue according to the findings of the study, there are some recommendations and findings .

1.3 Aim of the Study

This study aims to reveal the role of cultural awareness in improving English as a second language from the perspective of Iraqi English teachers.

1.4 Question of the Study

This study aims to answer the following question:

From the perspective of Iraqi English teachers, what role does cultural awareness play in improving English as a foreign language?

1.5 Limits of the Study

This study aims to elucidate the meaning of cultural awareness by conducting a test on a group of teachers from the English Department, School of Basic Education, Missan University, in the second semester of the academic year 2022 / 2023, in order to be of great benefit to the readers.

1.6 Value of the Study

This study will be useful for university students to benefit from culture and know its importance to improve their performance in EL skills, including reading, writing and speaking in English. In addition, it is essential for teachers of English as a foreign language and specifically for those who are interested in teaching English language skills at university level and who focus on cultural aspects.

1.7 Definition of Basic Terms

1. Cultural Awareness: It is a vital tool that describes the degree to which culture affects the way language is spoken and written, and the communication between cultures. This understanding includes both spoken and written behavior. Cultural awareness is the awareness of one's culture. cultural differences between the language and the target language (Brown, 2001: 5).

2. Culture: refers to all lifestyles passed down from parents to children, including art, beliefs and institutions culture is seen as a way of life for society as a whole (Browaey, 2015: 356).

3. Language: It is a traditional system of spoken, handwritten (signatures) or written symbols that people use to express themselves as members of social groups and as participants in their culture (Buckler, 1999: 301)





Section Tow: Methodology

2. Introductory Note

The main purpose of this section is to provide an overview of the process
To achieve the goals of this study, the following work will be carried out:
Population and selection of the required sample.

The instrument of this study was a questionnaire, which was designed as
the main instrument.

Validity and reliability of the questionnaire.

Statistical methods used to analyze collected data.

2.1 Population and Sample

The sample of this study included 20 Iraqi EFL teachers at Missan
University/Department of Basic Education and Faculty of Education
starting from the 2023 academic year. The population of this study
consisted of 40 Iraqi English teachers, distributed among males and
females.

EFL teachers are the subjects of the research question and the researcher
wishes to generalize the findings to them.

2.2 Instruments

To accomplish the goals of the study, a questionnaire has been developed
as the primary instrument.

2.2.1 Construction of the Questionnaire

A questionnaire is a research instrument consisting of a series of questions
and other prompts designed to collect information from respondents
(McColly, 1970: 156). In order to understand how teachers perceive the
importance of cultural awareness in English learning in Missan, we created
a questionnaire using the following resources: literature relevant to the
problem, which are books, journals and articles related to the research
topic.

The type of scale used by the researcher was derived from Likert scale.
What matters is the number of positive and negative statements about the
attitude object (Margono, 2004: 176). Each item has 3 options that are
available: (1) Strongly Agree, (2) Agree, and (3) Disagree. The
questionnaire contains 13 items that concern the teachers' perception of
culture as a contributor to learning English and other aspects as a
supplement to data about learning English. The teachers could spend up to
10 minutes on each question, which is minimize by the fact that the
questions are asked in a preplanning manner. The total number of teachers
included in this study is 20.



The questionnaire was distributed to all of the teachers in order to collect the most information. Next, the researcher collects the questionnaire from the sample in order to analyze the results of this study.

KL analysis data comes from the percentage of respondents' answers, and the formula used is from Sugiyono. (Sugiyono, 2005:375): $P = f/n \times 100\%$.

2.2.1.1 Face Validity

Ebel (1972:78) states that the nominal value of the measurement is achieved when the object appears to measure what it is intended to measure. In order to ensure the legitimacy of the questionnaire, the first draft was discussed with many experts in the fields of linguistics, teaching methods, literature and other fields, as shown in the following table (1):

Table (1) Academic ranking, name and location of jury members.

	Academic Rank	Name	
1	Dr. Prof. (in ELT)	Sadoonn Salih Muttar	College of Basic Education, University of Misan
2	Lect. (in ELT)	Dijla Abboud Shareef	College of Basic Education, University of Misan
3	Asst. Prof. (M. A. in Literature)	Hussein Jassim Al- Hussein	College of Basic Education, University of Misan
4	Asst. Lect. (M.A. in ELT)	Haifaá Khadhum Al Dahamat	College of Basic Education, University of Misan
5	Asst. Prof. (M.A. in Applied Linguistics)	Issa Safaa	College of Basic Education, University of Misan





The Role of Cultural Awareness in Enhancing English as a Second Language from EFL Iraqi Teachers' Perception



6	Asst. Prof. (M.A. in Applied Linguistics)	Khaled Wahhab Jabber	College of Basic Education, University of Misan
7	Lect. Instr. (in ELT)	Majid Bani	College of Basic Education, University of Misan

The jurors have been requested to assess the appropriateness or not of the components of the questionnaires. Considering the jurors' opinions, some components have been incorporated and others have been discarded. The final composition of the teacher's questionnaire comprises of 13 components.

2.2.1.2 Pilot Administration

After verifying the legitimacy of the questionnaire, a pilot version was administered to a sample of 10 EFL teachers who were selected from the University of Misan/ Department of Base Education College and Education College from the academic year 2022/ 2023. Regarding the time allotted for responding to the questions, it has been observed that EFL teachers took 10 minutes to respond to the questionnaire's questions.

2.2.1.2 Reliability

Robustness refers to the consistency of evaluation results (Grolund, 1976: 102). However, two weeks later, the questionnaires were read to the same experimental sample. Gronlund (1981:199) mentioned that reliability is crucial for evaluating results. Brown (2001:221) describes reliability as the accurate description of analytical tools that can increase the evaluator's reliability. The statistical processing this information is provided by the competent authorities of both parties. The Pearson correlation coefficient formula yielded a result of 0.86, and using the Alpha Cronbach formula, the result is 0.87.

2.2.1.4 Scoring Scheme

In order to obtain results that are objective and reliable, accurate evaluation procedures should be used (Harrocks & Schannover, 1968:76). In order to achieve the purpose of the research, the questionnaire was designed using a three-part scale for responses: (1) "Strongly agree", (2) "Agree", and (3) "Disagree".

Table (2) Shows Questionnaire about Iraqi EFL teachers' role towards cultural awareness in enhancing their perception

No	Items	L	SA	A	D
----	-------	---	----	---	---





1	Learning English is a fun thing			
2	Iraqi culture has been influenced by Islam			
3	I think culture and language are connected			
4	I think the culture of the Iraqi people is completely different from the culture of the American/British people.			
5	I think you can learn a language without knowing the cultural aspects			
6	I fully understand about English culture			
7	I think that culture is different from one country to another			
8	I learn English only for academic purposes			
9	Culture awareness is needed in English learning			
10	Culture awareness is needed with limitation			
11	Mostly of English culture cannot become a model for our people			
12	I feel comfortable when I speak with a native speaker			
13	often read non-scientific articles from the US and UK English			

SA: Strongly Agree

A: Agree

D: Disagree

2.2.1.5 Statistical Means

The Statistical Tools:

The following statistical means have been used to answer the items of this study:

1-Percentage 2-Pearson Correlation Coefficient





section three

The results

3.1 Introductory Note

This chapter contains a tabular presentation of the data and a discussion of the questionnaire results. It includes a detailed explanation and presentation of research findings on the role of cultural knowledge in improving English as a foreign language from the perspective of Iraqi English teachers.

3.2 The Analysis of Results

Table (3) below shows that culture has an effect on the learning of the English language, as each item has a higher weighted average than the theoretical degree of (2).

Table (3) Number, Item Content and Weighted Mean

No	Items content	Weighted Average	Weight Percentage
1	Learning English is a fun thing.	3	100%
2	Iraqi culture is influenced by Islamic aspects.	3	100%
3	I think culture and language are connected.	3	100%
4	I think the Iraqi people and American culture	2.25	75%
5	\The British are completely different	3	100%
6	I fully understand about English culture	2.75	92%
7	I think that culture is different from one country to another	3	100%
8	I learn English only for academic purposes	2.6	87%
9	Culture awareness is needed in English learning	2.5	83%
10	Culture awareness is needed with limitation	2.5	83%
11	Mostly of English culture cannot become a model for our people	3	100%
12	I feel comfortable when I speak with a native speaker	2.75	92%
13	I often read non-scientific articles from the United States. British English	2.75	92%
Average:		2.77	



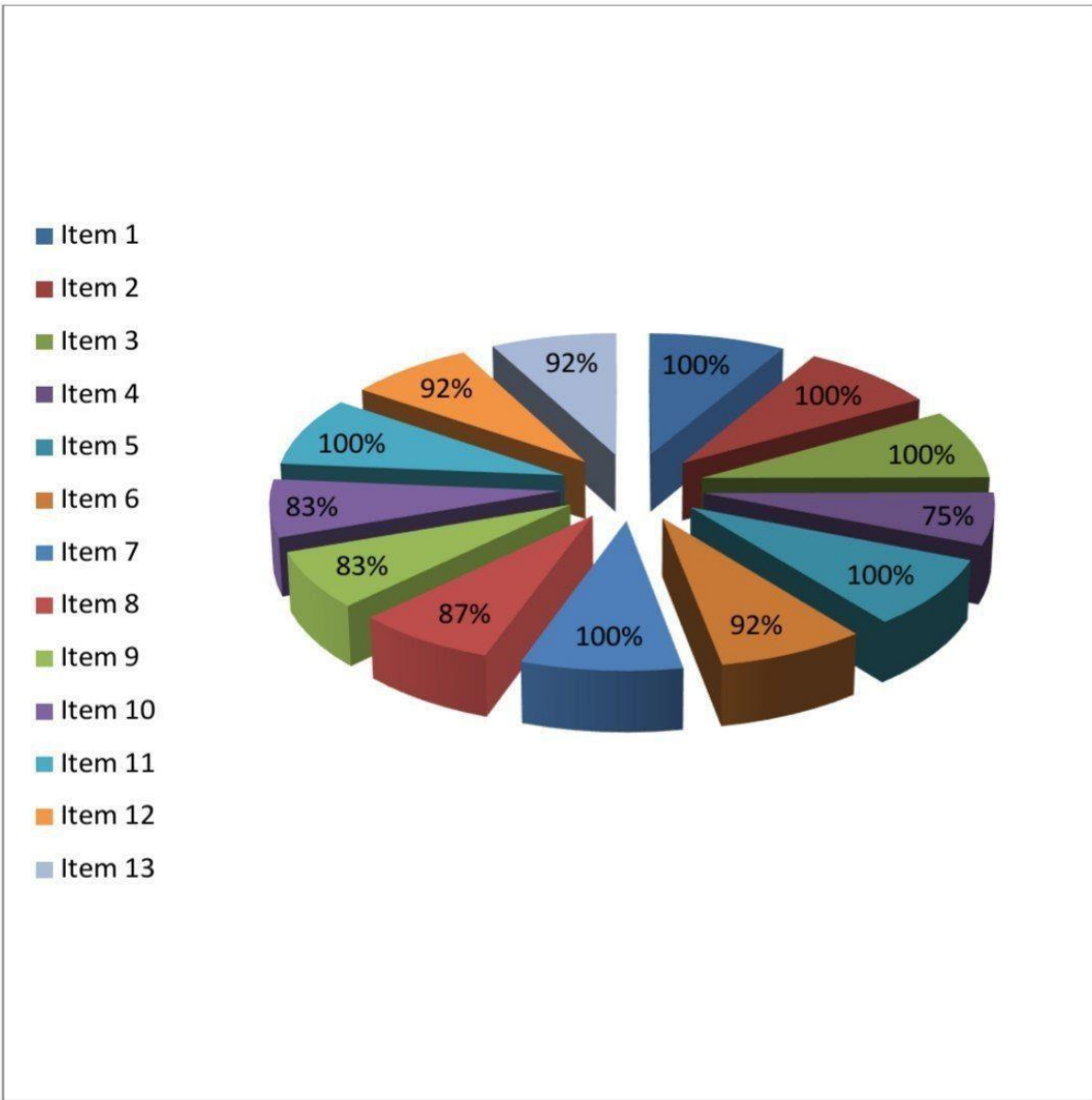


Figure (1) shows weighted average about Iraqi EFL teachers role towards cultural awareness in enhancing their perception section four

4.1 Conclusions

The previous result indicates that cultural awareness plays a crucial role in enhancing the teaching and learning of English as a foreign language. Iraqi EFL teachers believe that cultural awareness helps to improve the quality of language teaching, enhances learners' motivation, and promotes understanding and tolerance among students from different cultural backgrounds.



4.2 Recommendations

It is clear that the results of this study show that culture has a significant impact on the English language.

4.3 Suggestions

1. It is important to study the impact of dialects on learning English.
2. The researcher aims to investigate the impact of culture on English language learning.

References

1. Ardila, A. (2008). *Language, culture, policy and standards in teacher preparation*. Routledge press.
2. Badrkhani, P. (2017). *Iranian Male and Female EFL Teachers' Attitudes toward Intercultural Education: Teaching L2 and Transfer of Culture* London press.
3. Baker, W. (2012). *From cultural awareness to intercultural awareness: Culture in ELT*. Routledge press.
4. Browaeys .m .(2015) *understanding cross cultural management* routledge press
5. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach in Language*. New York: American press.
6. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York, NY: Pearson Education.
7. Buckler, N. (1999). *Teaching and learning culture*. In N. Pachler. (Ed.), *Teaching modern foreign languages at an advanced level*. London: Routledge press.
8. Grolund, F. (1976). *Reliability and its Major Techniques*. Cambridge press.
9. Harrocks, D. & Schannover, T. (1968). *Schemes and Types in Teaching Methods*. Routledge press.
10. Margono, R. (2004). *Reliability, validity, and psychometric properties of the Persian version of the Tayside students questionnaire*. Cambridge press.
11. McColley, S. (1970). *Techniques Of Teaching Methods*. Routledge press.

