



THE INFLUENCE OF CULTURE ON ENGLISH LANGUAGE LEARNING AMONG UNIVERSITY STUDENTS

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Abstract

The relationship between culture and language learning has attracted increasing attention in modern linguistics. As language is closely connected to cultural context, developing cultural awareness can significantly enhance learners' communicative competence. This study explores how cultural factors influence English language learning among university students, with particular focus on motivation, comprehension, and speaking ability. A mixed-method approach was applied to collect and analyze data. The findings reveal that exposure to cultural elements positively affects students' engagement and language performance. The study highlights the importance of integrating cultural content into language teaching practices.

Key words : Culture, language learning, English as a foreign language, cultural awareness, university students, communication skills, motivation.

Introduction

Language is more than a tool for communication; it also carries cultural meanings and values. When learning English, students often concentrate on grammar rules and



vocabulary, while paying less attention to cultural context. This approach can limit their ability to communicate naturally and appropriately in real-life situations.

In the modern global environment, English is widely used as a means of international communication. Therefore, understanding cultural differences becomes essential for effective interaction. Cultural knowledge includes traditions, social behavior, customs, and ways of thinking in English-speaking societies.

The purpose of this research is to analyze how cultural awareness influences English language learning among university students. It particularly looks at its impact on students' interest, speaking ability, and overall language development.

Methods

The research was carried out among university students learning English as a foreign language. A mixed research design was applied to gather both numerical and descriptive data.

Participants

The study involved 50 students from different academic levels. All participants were actively studying English as part of their university program.

Data Collection

Information was collected using several methods:

Surveys to understand students' views on the role of culture in language learning

Interviews to explore personal experiences and opinions

Classroom observations to evaluate participation and teaching approaches



Procedure

During the study, students were introduced to various cultural materials, including videos, films, reading texts, and classroom discussions related to English-speaking cultures. Their development was observed over a certain period.

Results

The analysis revealed a clear connection between cultural familiarity and success in learning English.

Firstly, students showed greater enthusiasm when cultural content was included in lessons. Learning became more engaging, as they could relate language to real-life contexts. Activities such as watching films or discussing traditions made lessons more interesting.

Secondly, students improved their speaking skills. They became more confident and started using expressions that sounded more natural. Cultural knowledge helped them better understand idiomatic language and informal communication.

In addition, listening and comprehension skills also improved. Students found it easier to understand different accents and communication styles when they were familiar with cultural contexts.

Overall, the majority of students demonstrated noticeable progress after being exposed to cultural elements in the learning process.

Discussion

The results highlight the important role of culture in language acquisition. Cultural awareness helps learners use language more effectively and appropriately.



One major advantage is that culture provides meaningful context. Without context, language learning may become mechanical and less practical. Understanding cultural background allows students to apply language in real situations.

Motivation is another key factor. When lessons include cultural topics, students become more interested and involved. This increases their willingness to participate and practice.

However, some limitations should be considered. Access to cultural resources may be limited in certain educational settings. Additionally, teachers may not always prioritize cultural teaching due to time constraints.

To address these issues, it is important to integrate cultural components into the curriculum through interactive methods, multimedia tools, and real-life examples.

Conclusion

In summary, cultural awareness plays a crucial role in learning English effectively. It not only improves language skills but also helps students communicate more confidently and naturally.

The study suggests that educators should combine language instruction with cultural learning. This approach can lead to better educational outcomes and prepare students for real-world communication. Future studies may focus on developing more practical strategies for integrating culture into language teaching.

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