

AN ANYSIS OF TEACHING AND LEARNING ENGLISH AT ACCESS MICRO- SCHOLARSHIP PROGRAM

Abstract

The study aims to explore whether the teaching process transfers cultural values, beliefs and identities to non-native speakers. Further, the study examined the role of cultural content in the syllabus, attitude towards culture teaching and teaching methods and techniques used by instructors towards the culture transfer among EFL students of English Access program. The study collected the responses of 10 teachers and 30 students from the sample population by questionnaire technique. Data was further analyzed by using the quantitative approach. The findings revealed that attitude towards culture teaching have a positive but insignificant effect on EFL student learning. Local information has a positive and significant effect on EFL student learning.

KeyWords: Cultural Teaching, Teaching Methods/Techniques, English as a Foreign Language (EFL)

Introduction:

Education has been playing a crucial role in the human development and cultural influence, as it enables the students to understand the cultural facts, traditional beliefs, and implement society concepts in practical life. However, linguistics in education proves to be highly beneficial to reduce the cultural gap between the people. It helps people to understand the cultural practices, patterns, believes, and lives of people in foreign countries. English was a preferred medium of communication and social interaction in subcontinent. As Urdu has capacity to absorb words from other languages. New words have been included in its vocabulary since past. Urdu became a common language of

communication for all the groups of society in subcontinent Hindustan.

In 1500, Persian language made its impact on Urdu language. In 1540, when Portugal came in Hindustan through seaports, Urdu became a common language of communication between rulers and invaders. After Portugal, English language enriched Urdu vocabulary. Urdu is also called a common language: a common language of communication for all the people. Right now, in modern era, same practice of code mixing is continued. Especially, in this all process the education has been playing a crucial role, where children are guided to get command over the English literature, read books that are relevant to European histories, and get command over novels which teaches them about the foreign cultural values. Thus, the purpose of current study is to explore if teaching and learning process really transfers cultural values, beliefs, and identities through language to non-native speakers. Further study aims to discover the impact of teaching and learning English for transferring cultural values in classroom.

Problem Statement:

Pakistan is Free State now but we can't free our National language from the shackle of English. In Pakistan there is a shift from mother tongue to Urdu and from Urdu to English. At home, child speaks mother tongue then starts speaking Urdu at school level. And when grows older he acquires English language for academic and practical purposes.

Specifically, when it comes to the foreign scholarship programs, the teaching methods and classroom culture leaves deep impact on students' perspectives towards foreign cultures. This convinces them to believe how English Nations have been doing better at national and international level, and understand their religious practices, law implications, and

living styles. This also leaves deep impact on children's psychology and successfully diverts them from their original practices to adopted ones. This not only affects their language patterns, but also convinces them to change their lifestyle, dressing, traditional beliefs, and sometimes religious practices. Thus, it is become important to investigate how teaching and learning culture is affecting students' cultural aspects at foreign scholarship programs.

Research Aim:

This research therefore aims to investigate the teaching techniques that are used in teaching cultural aspects in the class by using the syllabus content at the ACCESS Micro-scholarship program. Following the research aim, it could be worth to further understand and analyze the following research questions that;

- What are teaching techniques used in teaching cultural aspects in the class by using the syllabus content at the ACCESS Micro-scholarship program?
- How teaching and learning cultural aspects in English Language Class Room held at ACCESS Micro-Scholarship Program influence the cultural values in Classroom?
- How far the impact of foreign culture is impaired to students through English Language Classroom at the ACCESS Micro-Scholarship Program?

Literature Review:

A lot of literature has been published to highlight the impact teaching and learning methods on cultural values and beliefs of the students and teachers now, the purpose of current study is to discover the impact of teaching and learning English for transferring cultural values in classroom. The findings will be helpful to improve the education setup, without affecting the cultural and traditional practices of the

Pakistani students. Thus, this section of the study presents the review of already published literature to develop a strong theoretical base of the study.

When it comes to teaching, the use of curriculum and course content is of great significance. The history also reflects that literature has been used to derive human mind and guide them ethical principles and cultural values. The publication of the Children's Literature started when Renaissance saw the first development of the movable printing press. Firstly, this was established in the form of books and textbooks just for the sake moral instructions to the children. The example of such storybook is Foxe's Book of Martyrs. In short, different historical events were shaped as a story to impress the children by their leaders and to build some leading skills in them. The writers used to make the story books very much interesting by adding different animated effects and by drawing the sketches, and adventures, and images.

During the rise of Puritanism, the mind of the child was considered as a blank slate, and it was considered that such motivational story books would change their mind according to the script. These story books were used to guide the children through their different stages of life. In actual, when parents came to know the importance of well grooming and the role of literature in that then they were more concerned about the mental development of their children. The parents were also concerned about the spiritual values and their existence in the minds of their Children. That is why they were more inclined to the story books, which could guide the children through different stages of life. It also helped the students to understand the history of their Culture. Literature also played an important role to tell the children about the ethical and spiritual values. The story books consisted of so many stories by which the messages of evil to

punishment and kindness to fruitful life were given to the children.

Literature and Social Values:

Children's literature plays a very important role in their life. Children's access to the different type of literature is very much important for the success of children. Along with this the teaching patterns and classroom atmosphere also leaves deep impact on students' psychology and convince them to adopt new methods of living. In the classroom setting, teachers use different resources to refer to their historical events or success. They also recommend several cultural books to leave a deep influence over the students' minds. Crippen (2012) highlighted that children's literature has been helping them to understand the moral values. It provides them knowledge of different cultures and histories. It helps them to understand the importance of relationship, love, and care. It guides them about their responsibilities. Literature also helps students to know about their religion and guide them how to obey the beliefs and traditions. It also helps the children to develop their emotional intelligence and the creative skills. It develops the social and personality skills of the children. Not only for positivity but also the literature helps them to understand the evils of the society and helps them to distinguish between rights and wrong .

Teaching Methods and children Development:

Teaching atmosphere in classrooms and selection of literature has always been supporting the Children for their development. It not only helps them to live a better life but also provides pleasure to learning new concepts. People and even children face so many problems in their daily life, and so learning helps them to escape from these problems and to go to in a World where all the things are ideal and perfect. In this relax the mind; the learners pick the basic concepts of the

writers which leave a deep impact on the reader's mind. In this way, the children learn a lot . Especially, the course content and teachers' suggested literature builds the experience of the children. When children read different stories then they came to know about different places of the World, they gain experiences of different cultures, and they meet different people in their imaginative world, sketched by the writer of the storybook. They learn about the past, understand the present, and become able to predict about future. They discover the common goals, similarities, and differences among people, time, cultures, and places. Every book provides a new experience to its reader .

Jackie (2011) highlighted that teaching environment and course content also provide a strong language model for the children. The children who want to learn a new language and want to get command over it then stories help them to make proper sentences and to understand the story structure of that language. Especially, those children for who English is the second language, they need story books to read them and to understand the sentence making and another vocabulary. Literature develops the thinking skills of the children and makes them able to make reasoning for different things . It explains cause and effects, predictions, character motivation, action visualization characters, and other settings. Rose (2010) had also highlighted that during the courses or education set up the reader able to make a critical analysis of the storybook and then to respond creatively. Thus, the education makes the children stronger so that they can understand their problems and can take some actions to solve them. When they read different books, then they come to know about different problems and their solution. When they face the same problem in their life, then the solution exists in their mind, and so they become able to solve their problems.

Foreign Courses and Cultural Impacts:

The above analysis makes it clear that literature and teaching methods have been proven to be highly influencing on students' psychology. The selection of literature and teaching techniques leaves deep impact on students' psychology and convinces them to believe on whatever they read. Students' minds are innocent and thus influence through selection of literature and teaching techniques drive them to the designed direction. In this way, when the Pakistani students are enrolled in foreign courses, the teaching methods and the classroom environment let them feel honored for being part of international environment. This drags them out of their cultural values and convinces them to get inspired by foreign leaders and lifestyles. They are suggested to read the literature regarding World War, role of international leaders, implications of European laws, and impact of their religious beliefs on their practices. This convinces the students to believe that foreign countries are performing far better than our society, and this is because their culture and ethical beliefs. This drives their attention from learning of their own culture and they are inspired by foreign dressing, lifestyle, religion, and cultural practices.

Research Methods:

The research can be conducted via adopted of two types of methodology; qualitative and quantitative methodology. The qualitative methodology is based on the analysis of already published or established facts and results are inferred from already established data. For this purpose, the researcher used the review of already published literature and interview methods. This methodology is further divided into multiple other methods, such as systematic review of the literature or inclusion-exclusion patterns. On the other hand, the quantitative research methodology is based on the quantifiable methods via survey, pools, questionnaire based

interviews, and analysis of statistical data. In the quantitative methodology, the research collects data from specific sample population size, and then analyses the collected data to obtain statistical outcomes. Finally, the results are displayed in form of statistics; including graphs, tables, and other statistical formats. Furthermore, different software, such as SPSS, has been used to analyse the data and test hypotheses.

Figure 1 Research Methodology Research Process:



To achieve the objective of this study, a checklist was established with respect to sociocultural and intercultural perspectives. The purpose of this checklist was to test if the textbook of the course influence the native culture, and if yes then how it is going to deal with students' psychology. In this methodology process, the entire data was collected on the basis of book analysis and final data was manipulated to test if the syllabus content at Access Micro-Scholarship Program influence the native culture of Pakistan or not.

The objective of this study is also highly associated with teachers' experience and their approach towards teaching the students. Therefore, an informed consent was sent to the teachers of the Access Micro-Scholarship Program, in which purpose of study and measures of confidentiality were addressed. After their approval, the 10 teachers were selected

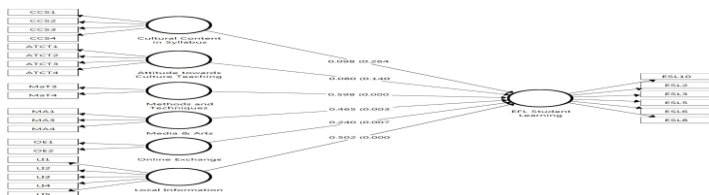
as study participants. The purpose of this participation was to check what theories or strategies do they use to influence the students and how it effect their perspectives towards native culture.

Last but not least, research question also investigates the impact of foreign culture is impaired to students through English Language Classroom at the ACCESS Micro-Scholarship Program. Thus, this can be known through the students of the program. Therefore, informed consent was shared with the students of the Micro-scholarship program to let them know about the purpose of study. The consent included the purpose of study, its significance, and confidential measures. After getting their response for the participation, the questionnaire was sent with multiple choice questions. The response of the 30 students was then analyzed to check how the course is going to affect students' cultural beliefs. The findings were arranged in word format, which were later used to analyze data and obtain answers of research questions.

Data Collection:

The sample size was based on the at least 10 teachers, 30 students, and course book content. All of these participants were associated with ACCESS Micro-Scholarship Program to evaluate the direct impact of foreign courses and teaching methods on the students' cultural beliefs and values. Finally, the survey was conducted with students to analyze and develop the ways to integrate cultural learning into the English Language Classroom at the ACCESS Micro-Scholarship Program. Before the survey, informed consent was also shared with the students. The consent included the purpose of study, its significance, and confidential measures. After getting their response for the participation, the willing students were sent the survey sheet with MCQs. Each MCQ had five-leveled options to reflect students' response as

strongly agree to strongly disagree. The findings of these survey questionnaire were stored in an excel format, which were later used to derive statistical conclusion of the study and answer the research questions.



Research Analysis

The purpose of current study is to explore if teaching and learning process really transfers cultural values, beliefs, and identities through language to non-native speakers. Further study aims to discover the impact of teaching and learning English for transferring cultural values in classroom. For this purpose, study has been completed into three portions, where three different techniques were used to obtain the findings. This section of the study now presents the analysis of the collected data to answer the research questions of the study.

Textbook Analysis:

The ACCESS Micro-scholarship Program is essential for non-native of the European Countries to get command over English Language and know more about their culture at the ages of 13 to 20 at their home countries. After completing this course, the students can apply for their education in abroad. In other words, completion of ACCESS Program enables the participants to complete and participate in future exchanges and study in the United States and other Western Countries. Thus, the use of syllabus is management's choice, which is set according to the students' level of understanding with language, and dependent on the host country. However, the teachers create classroom environment, recommend multiple source books, and use various activities to generate an environment similar to the destination countries.

The source books, recommended books, and video data were analyzed to test how it affects the native culture of the Pakistani Students. The findings revealed that the classroom environment is established to attract the students towards culture of target language countries (western countries). The teachers are hired with reflection of Western culture and complete command over the language (both; spoken and comprehension). Usually the male and female teachers wear western dress (Jeans and Shirts), and they are encouraged to discuss more about western culture, western heroes, and western novels. Most of the course content of the ACCESS included Shakespeare's novels or plays (including videos and recommended books), the videos were about either World War or the history of the United States, and classroom activities included discussion on topics related to western world. Most of the time, the discussion was about the well-known personalities and their decision. For example, the common discussion topics included Trump's policies, impact of Brexit, Globalization, Gender differences, role of UN, and others.

Figure 2 Checklist Analysis of how culture influences the students of ACCESS Micro-Scholarship Program in Pakistan:

The checklist findings (Appendix B) reflect that cultural content is not parallel to the course objectives. The reason of this conclusion is that most of the course content includes recommendation of western authors, discussion western leaders, and video content from the western influencers. The main objective of the course is to improve students' language skills and enable them to learn, speak, and write English properly. This may include the discussion of Quaid-e-Azam and his achievements rather than recommending novels of Shakespeare with purely western approach. Similarly, the students can be encouraged to write

more about PM Imran Khan's policies rather than discussion on Brexit or Trump's Policies. This reflects that objective of the course is not achieved with cultural content; instead the purpose is to attract the students towards western achievements and cultural practices.

Teaching and Learning Aspects and Influence on Cultural Values:

ACCESS Micro-Scholarship is thought to be the first step towards the education in abroad and therefore it is considered that learning their culture is crucial. Thus, a survey was conducted to better evaluate how the teaching methods are adopted by the teachers and what cultural aspects influence the course content. Ten teachers, including senior and fresh, participated in the study survey. The questionnaire was established according to five scale, from strongly agree to strongly disagree. Each teacher had two weeks to fill the questionnaire and send us back via email. The questionnaire was distributed in three sections; cultural content, cultural attitude, and teaching methods. Out of 10 teachers, 6 were male and 4 were female teachers;

Figure 3 participants (Teachers) of the study survey:

Most of the teachers are of the view that students have to learn about the destination culture and therefore it is must to let them know more about western society. In case, students are sent to abroad for education, their survival is possible when they have better knowledge of their culture. Therefore they prefer to use cultural literature in the syllabus content, and show some video content to reflect the dressing, food, and living style requirements. This helps the students to get merge with new audience easily.

Figure 4 Literature Content in ACCESS Classes:

The findings revealed that almost all the teachers agree for using the literature with target language country's culture and the reason is to prepare the students for new culture. Knowledge of overt culture is crucial to understand how to behave in the new destination.

Further findings revealed that teachers' attitude towards teaching culture varies according to their approach towards its importance. The teachers who think that knowledge with destination culture is crucial they try to use more material regarding western culture. The teacher are not curious to teach the western culture or influence the native culture in negative way; rather the purpose of using cultural content is to reflect broader aspect of western culture. This helps the students in their future to adjust and tolerate the difficulties, they face after leaving their host country.

Figure 5 Teaching's Attitude and Cultural Influence at ACCESS Program:

The above findings make it clear that teachers do not use cultural content to influence the native culture; instead their purpose is to spread awareness regarding new culture. Further investigation revealed that teachers; either guided or by intention, use western literature to influence the students towards new language. The use of western literature and western culture associated content help them to improve students' vocabulary. Also, it provokes students to learn more about new culture and do their best with adoption of new cultural perspectives.

Figure 6 Teaching Method in ACCESS Program Classes

Impact of Foreign Culture on Students:

Most of the students who join ACCESS Program are willing to prove them at international platforms. They are already inspired by the western culture and their education

system and therefore they hope to join best colleges or universities of the United States or other countries in future. It is very rare that the students, doing ACCESS Program, has aim to improve his English language without any preference to go abroad in future. This reflects that it is not only the course content or classroom culture but already students' psychology and attraction to western culture play a significant role. Most of the students like to view English movies, read Western novels, and learn from International influencers. This becomes clear with their response via questionnaire which was sent to them via email. Each student had to respond via questionnaire within two weeks. The collected data was arranged in Excel to further analyse data statistically and make strong conclusion.

When the students were asked about do they like English media artwork and literature, the response of the students is as following;

Figure 7 Students' inclination towards English Culture:

The above figure makes it clear that most of the students are already influenced by English culture and that is why they like to watch English media. Total 30 students participated in the survey, out of which >80% liked to read English literature, preferred English newspaper, and had some English friends. Not only this but also most of the students like to browse English website. However, some students were neutral regarding response to English websites, because almost all the data on Internet is present in English language and very few of us like to browse something in Urdu. However, if we talk about specific English literature associated websites, then almost 60% of the students prefer to stay connected with Western society; either via influencers, singers, celebrities, or friends.

Further adoption of western culture and students' curiosity to know more is provoked by the teachers, friends,

or families. However, the findings of current literature did not support this assumption, as ratio of agreed and disagreed students was almost same. Very few of the students had celebrated holidays in western countries, and mostly disagreed for the being influenced by their relatives. However, the response made it clear that classroom discussions have provoked them to learn more about English culture and customs. This proves that classroom discussions and teaching methods leave deep impact on students' psychology and preference towards other cultures. Thus, if the teachers will focus on helping the students in learning English while using native culture as a source then students will get influenced by native culture.

Figure 8 Impact of surrounding on students:

Though learning with target language country' culture is important but too much discussion and high inclination towards English culture leaves negative impact on students' perspectives towards native culture. Though learning English helps the students to learn about culture but it does not mean to make Western leaders as their heroes and Western culture as their preference.

Conclusion:

The findings in the current study revealed that the main objective of the course is to improve students' language skills and enable them to learn, speak, and write English properly. The questionnaire responses of the teachers revealed that teachers' attitude towards teaching culture varies according to their approach towards its importance. The teachers who think that knowledge with destination culture is crucial they try to use more material regarding western culture. This helps the students in their future to adjust and tolerate the difficulties; they face after leaving their host country.

Further investigation revealed that teachers; either guided or by intention, use western literature to influence the students towards new language. It provokes students to learn more about new culture and do their best with adoption of new cultural perspectives. The same objectives of the course can be achieved by using information of native culture in English and a little knowledge with new culture and western regions.

The analysis of the students' response to the learning content also revealed that Total 30 students participated in the survey, out of which >80% liked to read English literature, preferred English newspaper, and had some English friends, which means that the students are already inclined towards the Western culture. However, they are not influenced by either their friends or families; instead their personal approach is inclined towards western culture. Further, classroom discussions and teachers' recommended literature provoke their interest to English culture and thus leaves negative impact on their native culture.

Recommendations:

The analysis makes it clear that learning of new culture is important to help students in adjusting at new place and tolerate the difficulties with great ease. However, too much discussion and high inclination towards English culture leaves negative impact on students' perspectives towards native culture. Though learning English helps the students to learn about culture but it does not mean to make Western leaders as their heroes and Western culture as their preference. Thus, it is recommended to use the native culture content in English language to let students learn new language without getting influenced by the western culture, whereas 10% of the course must include knowledge with new culture to enhance their tolerance.

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