



Investigating the Inclusion of Linguistic and Regional Materials in Teaching English and Informing Students about the Cultural Heritage of their Country

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Abstract

In order to deepen students' subject knowledge and increase awareness of the historical and cultural heritage of their native land, the article examines the possibilities and peculiarities of incorporating linguistic and regional material into the English language teaching process in high school. This is done by using "local" material. The authors of the paper discuss aspects of practical English language methodology that are intended to improve secondary school students' linguistic and regional competency. They also provide pedagogical and methodological justification for the need to develop these skills. The representation of language and regional competence as a synthesis of language, linguocultural, and communicative competences, the emphasis on the system-activity approach in English language instruction, and the creation of didactic materials based on the language space with a regional and cultural background are what make the study novel. Research techniques include component analysis, logical comparison, and descriptive and structural methodologies. The application of a system-activity approach and competence-oriented tasks in English using "local" language material is concluded to be necessary in order to enable students to become authors of their own education as well as participants. This will also increase student motivation to learn the material and enhance basic competencies and universal learning activities. Mastering language skills, gathering and evaluating factual material in accordance with linguistics sections and classroom instruction, independent work gathering material in "local" languages, receiving approval for using it in their own research papers, reflecting on completed tasks, and creating new objectives should be the primary activities.

Keywords: English Language; Cultural Heritage; Regional Competence.

1. Introduction

The whole spectrum of linguistic and local history, linguodidactic, and ethnolinguistic works by English scholars are included in the discussions of the relationship between language and culture in school curricula and the application of the educational potential of English language and literature lessons (Caltanova, 2011), etc. The main goals of teaching English as a subject are to create a desire among students to learn the language, to emphasize the development of citizenship and patriotism, to value the English language as the official language of the English Federation, and to preserve the spiritual wealth of the English and other Russian peoples. Nonetheless, there is still no mechanism in place for the ongoing integration of a regional component into the English study process. This is made feasible by skillfully incorporating linguistic and regional studies components into the English language curriculum taught in schools. Since it allows students to improve their linguistic, communicative, and cultural competence, the term "linguistic and regional competence" is currently seen ambiguously (Shakirova et al., 2019).

The objects of research may include local onomastics, phraseology, dialect speech, media and historical documents, writers' language and biographies, family genealogies at the lexical, phonetic, and grammatical levels, and speech etiquette and folklore (Rakhimova & Yusupova, 2016). The development of linguistic and regional skills has already been incorporated into the English language learning program at school, according to textbooks, while considering the instruments of linguistic and area studies in basic general education. But only one hour is allotted to the study of

dialectology in grades 6 and 10, despite the fact that dialectology is a crucial topic for research in order to increase the relevance and role of linguistic and regional studies in secondary education (Gok et al., 2019; Erofeeva et al., 2020).

2. Literature Review

A survey of the literature reveals that previous research has looked at culture from a variety of angles. For example, factors influencing instructors' or students' attitudes toward the idea of culture and its integration in language teaching and/or learning have been researched in relation to English language teachers' and/or learners' perceptions and attitudes about these aspects of culture (Rezaeifard & Chalak, 2017). Some additional researchers who looked at how culture was presented in the teaching materials focused mostly on the cultural components found in textbooks or classroom materials (Iriskulova, 2012). The majority of researchers (Aydemir & Mede, 2014) concentrated on English language teachers at various institutions, such as high schools or universities, according to a review of studies done in the Turkish context. Their findings revealed contradictions regarding the notions of culture that language teachers perceived and their opinions about the integration of culture into language teaching and materials.

For example, in the Çamlıbel (1998) study, over half of the teachers—experienced or not—perceived culture as irrelevant, and in the Işık (2002) study, teachers expressed unfavorable opinions regarding cultural content in the materials. However, in Önalın's (2004) research, the majority of teachers expressed favorable sentiments and perspectives toward the incorporation of culture into language instruction. Furthermore, educators claimed that they integrated cultural knowledge into their lessons and that they primarily characterized culture in terms of social relationships, norms, values, and traditions. In contrast to these studies, Çalışkan (2009) focused on university-level language learners and discovered that while there were differences among the participants in terms of gender, age, date of birth, high school graduation, and prior experience in the United States or England, most of them showed positive attitudes toward cultural learning and its integration into language teaching materials, tasks, and course books.

There is a dearth of empirical study on the opinions of Turkish prospective teachers regarding the integration of culture into language learning and teaching processes, other from these studies. For instance, Genc and Bada (2005) examined how the introduction of a culture course affected the opinions of ELT students at a state university regarding the target culture. However, despite ELT students' understanding of the significance of the cultural dimension in language acquisition and their lack of cultural knowledge, Atay (2005) discovered that their behaviors and viewpoints appeared to be very different from the application of culture education in language classes. In summary, the pertinent literature showed that teachers and language teaching materials impact how much culture is incorporated into language instruction, and that teachers' perceptions of culture and culture teaching, as well as the quantity and kinds of cultural elements included in language education, have an impact on students' feelings or attitudes and cultural awareness (Serap Atasever, 2018).

3. Methodology

During the research, the following techniques were applied: component analysis, logical comparison, and descriptive and structural techniques. The scientific, instructional, methodical, and didactic efforts of the Kazan Linguistic-Methodological School's scholars received particular attention. The term "linguistic and regional studies" was taken into consideration in the writings of both foreign and local experts from the 20th and 21st centuries, and the authors' perspectives on its incorporation into the educational process were compared thanks to the combination of descriptive and structural approaches. The study's intermediate conclusions were derived using the logical comparison approach, and the function and positioning of regional language studies within the English language teaching curriculum as exemplified by general and higher education were established. The objectives of linguistic and geographical research were studied using the component analysis approach (Erofeeva & Rakhimova, 2015). The degree to which local language content is included in English language instruction can be presented, and the term "linguistic and regional studies" can be examined from both a theoretical and practical standpoint thanks to the scientific research methodologies indicated above.

4. Results

The term "linguistic and regional studies" refers to a variety of approaches that make it possible to examine a region's cultural history and unique qualities through an analysis of linguistic facts as they have emerged during the people's historical evolution. There are various methods for defining this phrase. Let's talk about a few of them. Linguistic and regional studies are regarded as a distinct category of research work, reflecting the analysis of local accents and

language. First and foremost, the significance of learning language through the historical and cultural heritage of the people is noted. The necessity of studying the regional historical and cultural component within each section of linguistics is emphasized. The authors justify the need for a methodical and structured organization of English classes along with the curriculum, advancing it in communicative and cultural terms. They do this by describing the cultural and historical material of the region in terms of synchronic and diachronic linguistic and regional studies. In moderation, locally relevant content with a theme should assist English language teachers in recreating the "linguistic environment" of the past and present.

The goals of linguistic and regional work at schools are provided by modern methodological literature, which also offers particular ways to incorporate local content into the structure of English classes, extracurricular activities, and the teaching of English as a foreign language. The introduction of regional linguistic studies is thought to be the primary means of incorporating the regional component into the school curriculum, even though the majority of works only address primary general education. This is because one of the primary goals of this science is to increase students' awareness of the rich culture of their home country, which is sometimes not fully understood in the history curriculum. Regional and linguistic studies are also discussed as a useful tool for teaching English to speakers of other languages and as a means of successfully adjusting to a new sociocultural context. For a more thorough introduction of linguistic and regional studies into the educational process, there is a work style called linguistic and regional excursion. In addition to being immersed in English culture, students use language material to solve communicative tasks. This work supports the development of regional linguistics as a scientific field and allows for the integrative learning of phonetics, grammar, vocabulary, and other language-related sciences.

One way to organize the educational process at a school is to incorporate elements of language and regional studies into the curriculum. In English classes, learning about and from a living countryman instills a passion and familiarity with their little country's past, which ultimately helps to humanize education in general. Examining the peculiarities of language use in the fiction written by fellow countrymen is another recommendation made by regional language materials. Text-oriented activities help pupils become more literate and familiar with local content while also fostering their sense of language growth. Using onomastics data is important for linguistic and regional studies; in particular, it provides information about local toponymy, ergonomics, etc.

According to this research, secondary school English classes should have a framework for developing linguistic and regional competency. The system-activity approach to teaching and competence-oriented tasks are the cornerstones of our system. Through autonomous learning, a student can gain new knowledge through the use of the system-activity approach. Given that the lesson's language content will expose students to the quirks of their home country, their motivation to learn English and their ability to perform their own linguistic discoveries will help them become more proficient in the language where they live. In the framework of the system-activity approach, the work is anticipated to be split into the following stages.

1. Language material acquisition. The first lesson of the English study program for students in grades 5 through 9 covers language, speech standards, language, and language. Yelabuga local language resources can be used to help kids learn more about their tiny country (Erofeeva et al., 2020).
2. Gathering and evaluating factual data by grade levels and languages departments. By examining the English language textbook program's structure, we can deduce that, while vocabulary, orthography, orthoepy, and other linguistic topics are studied in the context of these sections, the majority of the teaching material in grades 5-7 touches upon "morphology," and in grades 8-9 it touches upon "syntax." Following the topic of "Language and Speech," the textbook program begins with a review of the content examined, with a focus mostly on orthography. Therefore, we believe that it is possible to regularly incorporate regional content—such as dialect terms, onomastics, and the toponymy of the city of Yelabuga—into the study of these themes.
3. Working independently to get information (linguistic exploration, etc.).
4. Validation through the composition of original research publications, conference presentations of your experiences with locally linguistic materials, and application of the meta-subject's principle.
5. Evaluation of completed tasks and creation of new objectives.

5. Discussion

A meta-subject field to increase students' understanding of the historical and cultural aspects of a certain place is linguistic and regional studies. The study of local writers' language, vocabulary, and onomastics is prioritized over local folklore and family lineages in scientific literature. There hasn't been much research done on systematic and ongoing

ways to teach English classes for grades 5 through 11 using local language content. The prospects for this work are determined by active processes in the English language learning system and a shift in emphasis in the field of examining the interplay of language and culture. There is no integrated system for secondary school pupils to develop their local linguistic competency, despite several works that address linguistic and regional studies and the possibilities of incorporating local material in the system of language teaching. The prospects for more research involve examining the unique aspects of secondary school students' linguocultural competency formation on Yelabuga linguistic space material, which is predominantly evident in lexical units with regional and cultural backgrounds. A system of formation of local language competence of students based on the system-activity approach and competence-oriented English assignments should be the study's output. The theoretical underpinnings of schoolchildren's linguistic and regional competence formation will be examined, along with the linguistic and regional minimum in secondary English language instruction as demonstrated by Yelabuga linguistic space and the methodological aspects of students' linguistic and regional competence formation based on contemporary educational technologies.

6. Conclusion

The integration of native language content into the English language learning process creates a vast area for study based on the subject's current instructional resources and educational frameworks. The application of the system-activity approach, which enables students to become both participants and authors of the educational process and increases motivation to learn the subject, is what we believe accounts for the peculiarities of the formation of linguistic and regional competence in English lessons. Competence-oriented tasks, on the other hand, enable students to acquire a deeper mastery of the material and expand linguistic, communicative, linguocultural, and regional competence.

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