



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ
ՈՒՍՈՒՑԻՉՆԵՐԻ
ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ ԴԱՍԸՆԹԱՑՆԵՐ
ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ**

Մասնագիտություն

Անգլերեն լեզու

Թեմա

**Լեզվամշակութային
կոմպետենցիայի
զարգացումը անգլերենի
դասերին**

Կատարող

**Թաթույան Հասմիկ
Բագրատի**

Ղեկավար

Միքայելյան Տիգրան

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Developing lingo-cultural competence

Introduction

Lingo-culturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language. It is “appropriate” language (2002). Lingo-culturological approach in teaching English focuses on the semantic concept. Through this angle the process of learning the English language implies not only traditional study of phonetics, grammar, and vocabulary but also the English language mastering through its national concepts.

Lingo-culturology has to deal with lots of issues related to the language, such as the role of culture in formation of linguistic concepts, connection between the linguistic symbol and cultural sense of the word. It is essential to identify cultural semantics which can be obtained from the interaction of two different fields - language and culture.

The concept of lingo-culturological competence can be defined as the ability and willingness to adequate understanding and interaction with the representatives of other lingo-cultural societies based on the acquisition of knowledge about the world, reflected in terms of language and it forms the foundation of cognitive.

Chapter -1

It should be noted that the relationship of language to culture involves many difficult and contradictory problems. One problem may occur when cultural information of linguistic items mainly acquires some implication, which is hidden. A well-known expression "French leave" means 'leave of absence without permission'. Originally it was used as a term describing a custom, prevalent in France in the 18th century but regarded in England as impolite, of leaving a social function without saying farewell to one's host or hostess. It is now used of any unauthorized absence or departure, from one's place of work. From this example it is evident that only knowing the origin of the linguistic item students will be able to fully understand the meaning of it and use it in the language properly. Moreover sometimes the meanings of some words can change in course of time. Not only language and culture, but also language and history

are undivided. The evolution of language includes many facts which pertain to the functioning of language in the speech community.

What is cultural competence in language learning and how can we develop cultural competence in the classroom?

Cultural linguistic competence as it relates to education, is having an awareness of one's own cultural identity and an understanding about differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

It is well understood that language and culture cannot be analyzed in isolation. Several actions have been taken in order to set the context for this attempt to happen.

Being aware of the importance of culture in foreign language teaching-learning became our motor to engage in a collaborative and dialogical process. This explains why the concept of collaborative teaching achieves relevance in this experience. In what follows, we relate the experience and achievements of this collaborative work. Later, we present a theoretical proposal that fosters the approximation of culture in EFL teaching from an intercultural perspective. Finally, in the conclusions, we reflect upon the importance of teachers' collaboration in order to face the challenges that educational processes are posing such as the role of culture teaching in learning a language.

In today's multicultural world, when the importance of learning a foreign language as a means of communication is increasing, the issue of forming a linguistic and cultural competence of the students/schoolchildren has become particularly relevant as it is not enough to be a fluent in a foreign language. It is important to comprehend the mentality and culture of the people speaking the language to overcome the cultural barrier generated by the national peculiarities of the communicators and to be ready for professional and personal communication with representatives of other countries.

The linguistic and cultural competence of students is formed by integrating linguistic and cultural academic courses that reveal the relationship and interaction of the national and foreign language culture. The basis of the formation of a linguistic and cultural competence of a student is presented by a linguistic and cultural approach. The linguistic and cultural approach is a set of methodological components aimed at the social and cultural training of a student, the formation of

the unity and integrity of his/her common cultural, special and professional competences based on the totality of knowledge and skills and their effective application in practice, as well as relevant professional and personal qualities of the student, his/her value orientations, abilities to self-determination and self-expression in culture.

Linguistic and cultural competence consists of the following components:

- cognitive (getting knowledge);
- value orientated (relation to activity);
- communication and activity (development and implementation of communicative qualities of a person);
- emotional and motivational component (motivation for creative activity)

The integrated contents of linguistic and cultural courses focus on human values and the values of national cultures as a way of integrating general cultural and professional knowledge in order to eliminate its fragmentation as well as ethno-cultural and professional identity of an individual.

This integration implies the allocation of the following semantic units:

- traditional household and ceremonial culture
- every day and formal etiquette
- art and the dialogue of cultures in art
- cultural components with a typically national flavor, national character
- “National world views” reflecting specifics of world perception and national mentality of representatives of a certain culture.

The linguistic and cultural course includes mythologized cultural and linguistic units based on a myth or archetype (e.g., within the courses “World Art Culture” and “Cultural Studies” the following issues are discussed:

- mythological beliefs of the Celts in monuments of art
- pagan symbols in the art of Britain (5-11cc.) and Ancient Russia, symbols of Bulgar and Celtic art
- symbols, stereotypes, standards (e.g., paintings by Bruegel, Bosch, Picasso and others help decode the symbolic nature of the language)

- Images as an important linguistic entity which contains basic information about the connection of words and culture. For example, students should identify elements of the English mentality and English character in the works of William Hogarth, Reynolds, Gainsborough;
- etiquette – a set of specific for the culture rules of behavior that meet certain social roles (e.g., the course “Cultural Studies” deals with such elements of intercultural communication as manners and etiquette including verbal and body languages, nonverbal communication and national mentality that determine the behavior of representatives of different cultures, character, values, traditions and customs reflected in the culture and the language). x concepts as objects of emotions (they are not only reflected about but are also experienced). For example, such emotional concepts as sadness, grief, love, joy, hope, and craving in different languages and cultures (many of them do not have exact equivalents in English and their conceptual content is specified by a nation) reveal the values of cultures; concepts of British, Russian, and Tatar mentality: home, family, traditions, freedom, sense of humor, etc. When considering the concepts of “water”, “sun”, “moon”, the symbolic meaning of water, solar and lunar signs in different cultures on the basis of the language of art is pointed out.
- Content components enriched by value-semantic components and basic values of different cultures aimed at identifying the reasons for the dialogue of cultures.

As I teach English comparatively younger generation, I work with schoolchildren of the age group from 8-14 I have taken “ Studying Idioms” as one of the linguo-cultural competence development tools in EFL Studies.

Chapter-2

Idioms as linguistic cultural competence development

Idioms offer a fascinating insight into cultures. By exploring them, we can better understand each other and create cultural bridges. Like other types of figurative language, idioms appear to be the natural decoders of customs, cultural beliefs, social conventions, and norms. Idioms, as a major component of native-like communication, enable a language learner to understand the thoughts, emotions and views of the speakers of target language.

An idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning. Idioms occur frequently in all languages; in English alone there are an estimated twenty-five million idiomatic expressions.

Every language has its own unique collection of sayings and phrases. These expressions often contain meanings that may not be obvious by simply looking at the individual words contained therein. We call these expressions "idioms."

An idiom is a widely used saying or expression that contains a figurative meaning that is different from the phrase's literal meaning. For example, if you say you're feeling "under the weather," you don't literally mean that you're standing underneath the rain. "Under the weather" is an idiom that is universally understood to mean sick or ill.

Idioms often summarize or reflect a commonly held cultural experience, even if that experience is now out of date or antiquated. For instance, you might say that someone should "bite the bullet" when they need to do something undesirable. The phrase's origin refers to wounded soldiers literally biting down on a bullet to avoid screaming during a wartime operation. That common occurrence from the past resulted in a phrase we still use today.

These phrases are also unique to their language of origin. In other words, English idioms are different from Spanish or French idioms.

An idiom most often reflects the national specificity of the people. It is a figurative interpretation of reality and an emotional model of communication. Idioms are highly interactive items. They are strong and colorful examples of cross-cultural relations. The source of their origin is sometimes difficult to ascertain. They are firmly assimilated in various languages and have become part and the whole of these cultures. The main difficulty is whether an idiom is appropriate in the given context when a non-native speaker tries to translate an idiom from his native language into English. It may confuse a listener. The problem is often one of collocation, which is a central characteristic of the language in use. The way native speakers use English in the real world is largely idiomatic and it assumes that a fluent non-native speaker should be similarly idiomatic. When even very good learners of the language speak or write English, the effect is slightly odd. Since idioms evaluate the whole narrative summarizing the main events or opinion, a native speaker's unconscious knowledge of collocation is an essential component of their idiomatic and fluent language use and is, therefore, an important part of their communicative competence.

A large number of idioms are of folk origin; however, there are huge numbers of the biblical, mythological and author-specific idioms. Knowing culture, literature and traditions of different nationalities will help the language learner to communicate with a native speaker adequately. In this way, an idiom is the key, which enables people to open the gate of the national culture, history, traditions and beliefs of different people

2. TEACHING IDIOMS TO ARMENIAN STUDENTS

Without profound knowledge of foreign languages, students would find it difficult to integrate in this area and fully realize their own personal abilities. The Armenian national curriculum aims to develop skills of communication based on “dialogue of cultures” that means to respect every lingua-cultural identity, creation of a positive attitude and interest towards cultural diversity and the whole world.

As well as, Armenian and English belongs to the same Indo-European language family, and sometimes there are concept equivalents with the slightest difference. For example in English we say “from top to toe” .You can use from top to toe to emphasize that the whole of someone's body is covered or dressed in a particular thing or type of clothing.

(E.g. they were sensibly dressed from top to toe in rain gear.)

With the same concept in Armenian we use the same idiom by just “changing the places”. In Armenian we say “from toe to top”.(նոսրից գլուխ)

Since idioms are often used to express commonly shared or universal ideas, there are often dozens of idioms that apply to the same concept. However, depending on which idiom you choose, you can convey an entirely different attitude about the subject about which you are writing.

For example, there many different idioms that express the concept of death. If you were to write that someone “passed away,” you are using an idiom to describe death in a graceful, delicate way.

Alternatively, you could say that a person “kicked the bucket,” a much harsher and cruder way of describing the act of dying. Though both idioms ultimately mean the same thing, they convey completely different attitudes towards death.

Certain idioms are unique to different areas of the world. For instance, “that dog won’t hunt” is a common idiom in the Southern United States that means that something doesn’t work or make sense. On the other hand, if someone were to refer to a mess or a disaster as a “dog’s dinner,” they are likely British. In fiction writing, the strategic employment of specific idioms can often add a regional flavor and authenticity to your characters.

Here are some common idiom examples:

Idiom: “You can’t judge a book by its cover”

Meaning: Don’t assume you know something based solely on its outward appearance.

Idiom: “Every cloud has a silver lining.”

Meaning: Good things come as a result of bad things.

Idiom: “Once in a blue moon”

Meaning: Very rarely

Idiom: “Back to the drawing board”

Meaning: Restart a process from the beginning

Idiom: “We’ll cross that bridge when we come to it”

Meaning: We’ll worry about that problem when it arises.

Idiom: “A penny saved is a penny earned”

Meaning: It’s just as useful to save money as it is to make money.

Idiom: “Don’t count your chickens before they hatch.”

Meaning: Don’t rely on something good happening until it has already happened.

Idiom: “A bird in the hand is worth two in the bush”

Meaning: It’s better to have something that’s small but certain than the possibility of something greater that may never materialize.

Idiom: “The Ball is in your court”

Meaning: It is up to you.

My English students get acquainted to the concept of "idioms" in the 7th grade. (O.V. Afanasyeva, I.V. Mikheeva "Student's Book English VII")

Unit -2 "ENGLISH - A LANGUAGE OF THE WORLD"

English idioms are a part of the cultural elements of the language which should be mastered by EFL learners. By developing a clear understanding of figurative language, such as idiomatic expressions, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level.

However, learners with cultural literacy and language weakness are often challenged by idioms. There are several different ways to improve learners' idiom comprehension.

From the lexicological view Idioms can be presented to the students when learning new words and phrases, Also focusing their attention on the prepositions uses. From the grammatical angle idioms are good examples for remembering and revising Tenses. (Their use and formation).

On page 52 there is exercise 7 with 8 idioms to guess and match the meanings.

1. A fat cat	Somebody rich and powerful
2 To let the cat out of the bag	To tell people a secret
3. Like cat and dog	Fighting badly
4. Like a cat on hot bricks (on a hot tin roof)	In a nervous or exited way
5. Like the cat that got the cream	Very pleased about something
6. Put the cat among the pigeons	
7. While the cat is away the mice will play	When their boss is away people often behave badly.
8. Has the cat got your tongue?	Lost your tongue?

Some idioms have their Armenian equivalents so the students are already familiar to them and can easily guess the meaning. As well as we have a chance to revise the use of the articles both the definite and indefinites articles.

Below is represented a chart of the idiomatic use of the verbs “pull” and “push” for my students of the VII grade.

TOPIC	GOAL	OBJECTIVE	METHODS AND ACTIVITIES	HAND OUTS AND MATERIALS	OUTCOME
Idioms with the verbs ‘pull’ and ‘push’	Understanding the essence of idioms	Help the students to apply idiomatic phrases in speech and exercises	Student centred activities 1.Helping students to define the new topic through group work 2. Individual outcome result	1.Definitions 2. Puzzle game with idioms 3.Assement materials	Successful test
Practical work	GREETING	PREAMBLE	STEPS TAKEN FOR REACHING THE GOAL	TEACHING MATERIALS	TIME ALLOCATION
1	General greeting Hi, Dear friends. How are you? Nice to hear that.	Will you kindly tell me what did we speak about last time? Are you pulling my leg? Can you tell me, did anybody really pulled me by my leg? What did I mean?	Students discuss and think of examples individually, and try to come out with definition of : -what is an idiomatic phrase -of how it can be constructed		10 minutes

2 Group presentations Verb 'pull'		Which is the best group to start? Pull forward, please.	4 group presentations	Cards with phrases	15 minutes
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3 Group presentations Verb 'push'	Don't pull faces, I'm sure you enjoy the work		4 group presentations	Cards with phrases	10 minutes
3 Dong the exercise individually				Exercise 72 B	5 minutes
4 Assessment	With explanation about the gained marks		5 studens were active today and they get 6 5 studens were more active today ,they get 7 5 studens were the most active and they get 9		3 minutes
5 Parting and homework	What did you learn today?		Reflection		2 minutes

Conclusion

So, the lingo-cultural approach in teaching a foreign language occupies a large place. The use of a lingo-cultural approach in teaching foreign languages in classes gave definite results. The students began to resort more frequently to the use of learning strategies. The ability to develop oral and written communication skills, to study speech etiquette English language manuals should include all the important moments that characterize life in English-speaking countries.

Using additional material on regional studies, non-standard forms of conducting lessons increases students' interest in the subject. Program material is better absorbed, and the student remains the bearer of his own culture, also being acquainted to other cultures. His knowledge and worldview is enriched,

Thus, as a person, he becomes to some extent the bearer of world culture and begins to better understand and appreciate his own culture. The teaching of culture in connection with teaching a foreign language aims to transfer to the student a minimum of background knowledge that a native speaker has.

As a result, the use of the lingo-cultural approach and the use of various foreign language learning strategies, thereby increasing the effectiveness of the learning process. Thus, linguistic and regional studies are firmly included in the course of teaching foreign languages as its integral element.

So... "Know the ropes, learn the ropes"

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