

Socio-cultural Factors and Teaching a Foreign Language

By

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Abstract

Teaching a new language to learners has several bases and considering the culture of the target language is one of them. Whenever teaching a new language has not been accompanied by teaching the new culture, many problems have been reported, so far. This paper presents a study on how noticing socio-cultural factors in language classes (EFL) for teaching the culture of new language assists educators to intensify the quality of their teaching. In this study, we consider “cultural constitutes of the target language” as an important factor in learning a new culture. And also we need to know what “socio-cultural competence” is. The technique is exposing language learners to new language’s culture and equipping teachers with strong social and cultural pedagogical materials, and then analyzing the student’s efficiency in class, their ability in doing the tasks, and the amount of saved time to find out how teaching Target Culture (TC) effects learning a new language. Results show that how perceiving socio-cultural constitutes raises students' consciousness beyond mere memorizing of communication strategies to self-understanding and empathy with teachers, other learners and/or native speakers of the target language. The findings demonstrate that understanding social and cultural features of target language in one hand enables the learners to perceive the new language better and helps them to decide how, when and where to apply target language structures and saves time in class in the other hand.