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CULTURAL EFFECTS ON LANGUAGE ACQUISITION

Annotation

This article examines the influence of cultural factors on language acquisition. Language learning is not only a linguistic process but also a social and cultural phenomenon. The study analyzes how cultural awareness, cultural identity, communication styles, and intercultural competence affect second language acquisition. A mixed-method approach consisting of a questionnaire and literature analysis was employed. The findings indicate that learners who actively engage with the target culture demonstrate higher motivation, better communicative competence, and greater confidence in language use. The study highlights the importance of integrating cultural content into language teaching programs and emphasizes the role of intercultural communication in improving language acquisition outcomes.

Key words: culture, language acquisition, intercultural communication, second language learning, cultural awareness, communicative competence, motivation, identity, EFL learners.

ВЛИЯНИЕ КУЛЬТУРНЫХ ФАКТОРОВ НА ПРОЦЕСС ОВЛАДЕНИЯ ЯЗЫКОМ

Аннотация

В данной статье рассматривается влияние культурных факторов на процесс овладения языком. Изучение языка является не только лингвистическим, но и социально-культурным процессом. Анализируются такие аспекты, как культурная осведомленность, культурная идентичность, стили общения и межкультурная компетенция. В исследовании использованы анализ литературы и анкетирование. Результаты показывают, что учащиеся, активно взаимодействующие с культурой изучаемого языка, демонстрируют более высокий уровень мотивации и коммуникативной компетенции.

Ключевые слова: культура, овладение языком, межкультурная коммуникация, изучение второго языка, культурная осведомленность, мотивация, идентичность.

MADANIY OMILLARNING TIL O'ZLASHTIRISH JARAYONIGA TA'SIRI

Annotatsiya

Mazkur maqolada madaniy omillarning til o'zlashtirish jarayoniga ta'siri tahlil qilinadi. Til o'rganish nafaqat lingvistik, balki ijtimoiy va madaniy jarayon ham hisoblanadi. Tadqiqot davomida madaniy xabardorlik, madaniy identifikatsiya, muloqot uslublari va madaniyatlararo kompetensiyaning ikkinchi tilni o'zlashtirishga ta'siri o'rganildi. Tadqiqotda adabiyotlar tahlili va so'rovnoma metodidan foydalanildi. Natijalar madaniyat bilan o'rta me'yorda tanish bo'lgan talabalar tilni samaraliroq o'zlashtirishini ko'rsatdi.

Kalit so'zlar: madaniyat, til o'zlashtirish, madaniyatlararo muloqot, ikkinchi tilni o'rganish, madaniy xabardorlik, kommunikativ kompetensiya, motivatsiya, identifikatsiya.

Introduction. In the era of globalization, foreign language proficiency has become an essential requirement for academic, professional, and intercultural communication. Governments around the world, including Uzbekistan, have placed increasing emphasis on improving foreign language education to prepare citizens for participation in the global community. However, language acquisition is not solely a matter of mastering grammar, vocabulary, and pronunciation. It also involves understanding the cultural context in which the language is used.

Culture and language are closely interconnected. Language serves as a medium through which cultural values, beliefs, traditions, and social norms are expressed and transmitted. Therefore, successful language acquisition requires learners to develop not only linguistic competence but also cultural awareness. Learners who understand the cultural

dimensions of a language are more likely to communicate effectively and appropriately in real-life situations.

The purpose of this study is to investigate the impact of cultural factors on language acquisition and to identify the ways in which cultural awareness contributes to successful second language learning. The study also seeks to explore the relationship between intercultural competence and language proficiency among English language learners.

Literature Review. The relationship between language and culture has been widely discussed in the fields of linguistics, education, and intercultural communication. According to Kramsch [1], language and culture are inseparable because language reflects the values and worldview of a particular society. She argues that language learners must acquire cultural knowledge in order to understand the meanings behind linguistic expressions.

Byram [2] introduced the concept of intercultural communicative competence, emphasizing that language learners should be able to interpret, relate, and interact with members of other cultures effectively. This competence extends beyond grammatical accuracy and includes cultural sensitivity and awareness.

Vygotsky's sociocultural theory [3] highlights the importance of social interaction in language development. From this perspective, language acquisition occurs through participation in culturally meaningful activities and communication with more knowledgeable individuals. Culture therefore provides the framework within which language learning takes place.

Gardner [4] emphasized the role of motivation in second language acquisition. His research demonstrated that learners who possess positive attitudes toward the target language community tend to achieve higher levels of proficiency. Integrative motivation, which reflects a desire to interact with members of the target culture, has been identified as a particularly strong predictor of language success.

Similarly, Schumann's Acculturation Model [5] suggests that the degree of social and psychological integration into the target culture significantly influences language acquisition. Learners who establish closer connections with the target culture often progress more rapidly than those who remain culturally distant.

Recent studies have further confirmed that exposure to authentic cultural materials such as films, literature, podcasts,

and social media contributes positively to language learning outcomes [6; 7]. Such materials provide learners with opportunities to observe real-life language use while simultaneously developing cultural understanding.

Research Methodology. This study employed a mixed-method research design combining qualitative and quantitative approaches. The research consisted of two stages: a review of relevant literature and a questionnaire administered to English language learners.

The participants included 60 undergraduate students studying English at higher educational institutions in Uzbekistan. The participants were selected through convenience sampling and represented different levels of English proficiency.

The questionnaire consisted of four main sections focusing on:

learners' attitudes toward cultural learning;

exposure to English-speaking cultures;

use of authentic cultural materials;

perceived impact of cultural knowledge on communication skills.

The collected data were analyzed using descriptive statistical methods. Responses were categorized and calculated as percentages to identify common patterns and trends.

Analysis and Results. The findings indicate a strong relationship between cultural awareness and successful language acquisition.

Table 1

Students' Perceptions of the Role of Culture in Language Learning

Statement	Yes (%)	No (%)
Learning culture helps language acquisition	88	12
Regularly use English-language media	76	24
Interested in English-speaking cultures	82	18
Cultural knowledge improves communication confidence	85	15

Source: Author's survey results (2026).

The results reveal that 88% of participants believe that learning about culture positively affects language acquisition. Additionally, 82% expressed a strong interest in the cultures of English-speaking countries, while 76% reported frequent engagement with authentic cultural materials such as films, podcasts, and online content.

The data suggest that learners who actively engage with cultural content demonstrate higher levels of confidence in communication. Participants reported that cultural knowledge helped them understand humor, idiomatic expressions, social conventions, and conversational norms more effectively.

These findings support previous studies emphasizing the role of intercultural competence in second language learning. Students who demonstrated greater cultural awareness also reported stronger motivation and a higher willingness to communicate in English. The results indicate that cultural learning not only facilitates linguistic development but also reduces communication anxiety.

Conclusion and Recommendations. The study confirms that cultural factors play a significant role in language acquisition. Language learning is not limited to the acquisition of vocabulary and grammatical structures; it also involves understanding the cultural context in which language is embedded.

The findings demonstrate that learners who engage with the target culture show higher motivation, stronger communicative competence, and greater confidence in language use. Cultural awareness enables learners to interpret meaning more accurately and communicate more appropriately in intercultural settings.

Based on the findings, the following recommendations are proposed:

Cultural content should be integrated into foreign language curricula.

Teachers should incorporate authentic materials such as films, podcasts, literature, and online media into classroom instruction.

Educational institutions should promote intercultural exchange programs and virtual communication projects.

Language teachers should receive training in intercultural pedagogy.

Future research should examine the impact of cultural factors on speaking fluency, pronunciation, and pragmatic competence.

In conclusion, effective language acquisition requires the development of both linguistic and cultural competence. Recognizing the cultural dimensions of language learning can contribute significantly to improved educational outcomes and successful intercultural communication.

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