



НАУЧНАЯ АРТЕЛЬ

АКАДЕМИЧЕСКОЕ ИЗДАТЕЛЬСТВО



ISSN (p) 2411-7161

ISSN (e) 2712-9500

№ 1/2026

**НАУЧНЫЙ ЖУРНАЛ
«IN SITU»**

Москва
2026

НАУЧНЫЙ ЖУРНАЛ «IN SITU»

Учредитель:
Общество с ограниченной ответственностью «Издательство
«Научная артель»

ISSN (p) 2411-7161
ISSN (e) 2712-9500

Периодичность: 1 раз в месяц

Журнал размещается в Научной электронной библиотеке
elibrary.ru по договору №511-08/2015 от 06.08.2015

Журнал размещен в международном каталоге
периодических изданий Ulrich's Periodicals Directory.

Верстка: Мартиросян О.В.
Редактор/корректор: Мартиросян Г.В.

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450057, ул. Салавата 15

Подписано в печать 26.01.2026 г.
Формат 60х90/8
Усл. печ. л. 07.50
Тираж 500.

Отпечатано
в редакционно-издательском отделе академического издательства
«Научная артель»
<https://sciartel.ru>
info@sciartel.ru
+7 (495) 514 80 82

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ФИЛОЛОГИЯ

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Hanoi University of Mining and Geology

INCORPORATING CULTURE INTO THE ENGLISH CLASS OF NON-ENGLISH MAJORED STUDENTS**Abstract**

In recent years, the inclusion of cultural content in foreign language education has come to be widely acknowledged as an essential element of effective English language education. For students who do not major in English and who typically have limited access to authentic linguistic and cultural environments, the integration of culture into language teaching can significantly support the development of communicative ability and increase learning motivation. This study explores the integration of cultural components into the English classroom for non-English majored students by employing three pedagogical strategies: written materials, audio-visual resources, and quiz-based activities. Written materials, including texts, articles, and brief readings, are used to systematically present cultural products, practices, and perspectives. Audio-visual resources such as videos, songs, and documentaries offer authentic language exposure, enhance listening comprehension, and promote cultural awareness. Furthermore, quiz-based activities are implemented to consolidate cultural knowledge, stimulate learner engagement, and evaluate students' understanding in an interactive and motivating manner. Adopting a qualitative and descriptive research design, the study examines the effectiveness of these approaches in fostering cultural understanding and learner participation. The results indicate that the use of diverse and interactive cultural resources not only supports language development but also enhances intercultural awareness, leading to more meaningful English learning experiences for non-English major students.

Key words:

culture, intercultural communication, incorporation, pedagogical,
written resources, audio-visual, quizzes.

1. Introduction

Over the last several decades, globalization has significantly intensified the demand for effective communication in foreign languages. As international interaction becomes more frequent in educational, professional, and social contexts, foreign language learners are required to develop competencies that go beyond the mere acquisition of grammatical structures, vocabulary, and functional language forms. Communication is now understood as a dynamic process in which learners must actively construct and negotiate meaning rather than simply produce linguistically accurate sentences. In this respect, successful language use depends not only on linguistic knowledge but also on the ability to apply language appropriately within specific social and cultural contexts. Scholars in language education increasingly stress the inseparable relationship between language and culture. The framework highlights the importance of developing learners' sensitivity to cultural norms, values, and communicative conventions alongside linguistic competence. Such an approach enables learners to interpret meaning more effectively and to interact with speakers of other languages in a socially appropriate manner.

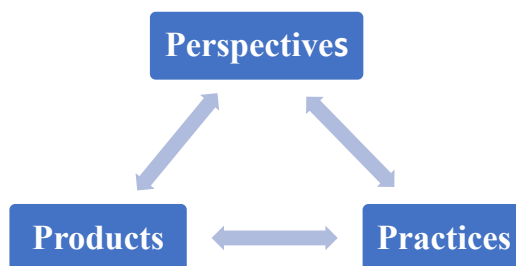
Similarly, the National Standards in Foreign Language Education Project (1999) of the United States emphasizes the central role of culture in language instruction, identifying it as a core component of second language learning rather than an optional supplement. The standards signify that language learning is incomplete without an understanding of the cultural contexts in which the language is used. Considering this growing pedagogical emphasis on culture, the study seeks to explore the significance and major alternatives of incorporating cultural instruction into the teaching of English as a foreign language.

2. Content

2.1. What is culture?

Singer (1987) defines culture as *'a pattern of learned, group-related perception—including both verbal and nonverbal language attitudes, values, belief system, disbelief systems, and behaviour.'* Moore (1996) states that, *'Culture is the whole of the knowledge, ideas and habits of society that are transmitted from one generation to the next.'* These definitions clearly signify that language is an aspect of culture since language is basically 'learned and shared by man as a member of society'. In relation to foreign language learning, these definitions imply that when somebody learns a foreign language, he participates to some extent in the culture of the native speaker of the language being learned.

According to the National Standards for Foreign Language Education Project, culture can be defined from various aspects that can be summarized within a *3P model*: **Perspectives** (attitudes, values, beliefs, ideas - what members of a culture think, feel and value) – **Practices** (patterns of social interactions and behaviors - how members communicate and interact with one another) and **Products** (tangible and intangible creations, which include technology, music, art, food, literature, etc.- the things members of a group create, share and transmit to the next generation). These aspects encompass human life completely, the relationship among which can be illustrated in the Culture Triangle as follows:



Source: National Standards for Foreign Language Education Project

2.2. Significance of incorporating culture in foreign language teaching

In contemporary foreign language education, culture is increasingly recognised as an integral component of language learning rather than a supplementary element. Language does not function in isolation; it is embedded within social practices, values, beliefs, and communicative norms. Consequently, integrating cultural content into foreign language instruction plays a crucial role in developing learners' communicative competence, intercultural awareness, and overall language proficiency.

One of the primary significances of integrating culture into foreign language education lies in its contribution to communicative competence. Effective communication requires not only grammatical accuracy but also pragmatic and sociolinguistic knowledge. Cultural instruction enables learners to understand how language is appropriately used in different social contexts, such as expressing politeness, making requests, or interpreting idiomatic expressions. Without cultural awareness, learners may produce linguistically correct utterances that are socially inappropriate or misunderstood. As a result, cultural integration supports learners in achieving meaningful and contextually appropriate communication.

Furthermore, cultural integration fosters the development of intercultural communicative competence. By engaging with cultural practices, perspectives, and products of the target language community, learners gain the ability to interact with people from diverse cultural backgrounds. This process encourages comparison between learners' own culture and the target culture, promoting empathy and open-mindedness. As a result, students are better equipped to avoid stereotypes and cultural misunderstandings, which are common challenges in intercultural communication. It is also in this respect that integrating culture

in foreign language education prepares learners for global citizenship.

In addition, incorporating culture into language instruction enhances learner motivation and engagement. Cultural topics such as traditions, festivals, daily life, music, and social issues provide meaningful and relatable contexts for language use. Exposure to authentic cultural materials, including videos, songs, and literary texts, makes learning more dynamic and relevant to real-world experiences. This relevance often increases learners' underlying motivation and stimulates their interest in the language-learning process.

More importantly, teaching culture promotes critical thinking and cultural reflection. Learners are encouraged to analyse and evaluate cultural similarities and differences rather than memorize factual information. Classroom activities such as discussions, debates, and case studies enable students to reflect critically on cultural values and practices, thereby fostering higher-order cognitive skills alongside linguistic development.

In short, integrating culture into foreign language education is essential for developing communicatively competent, culturally aware, and globally minded learners. By embedding cultural content into language instruction, educators can create meaningful learning experiences that enhance motivation, promote critical thinking, and prepare learners for effective participation in a multicultural world.

2.3. Recommended strategies of incorporating culture into the English class

2.3.1. Utilizing written resources

Written resources provide structured knowledge, historical depth, and opportunities for critical reflection. Well-selected texts enable learners to explore cultural practices, values, institutions, and identities while simultaneously developing language skills. These resources are generally comprised of three main categories: culture-focused textbooks, reference works, and broader cultural and literary texts.

Textbooks that emphasize cultural content and are specifically developed for language learners constitute a primary resource in intermediate-level classrooms. Notably, titles such as *Exploring British Culture* and *Life in the United Kingdom* (intermediate editions) are commonly adopted due to their effective combination of simplified language and substantial cultural information. These materials address key aspects of British culture, including social practices, historical sites, national celebrations, the education system, and mass media. Moreover, they provide comprehension questions, vocabulary assistance, and guided discussion activities that correspond to learners' language proficiency. Through structured reading texts accompanied by carefully designed follow-up tasks, these textbooks facilitate a systematic and attainable approach to cultural learning while simultaneously fostering students' communicative competence.

Reference works suited to language learners, such as *The Oxford Student's Dictionary of British Culture*, offer concise entries on cultural concepts, institutions, and everyday practices in the UK. These references serve as useful consultation tools for vocabulary building and cultural clarification during reading or project work. When learners encounter unfamiliar cultural terms in readings or class discussions, reference entries help contextualize meanings, making comprehension more effective and autonomous. Additionally, supplementing textbooks and adapted readings with authentic informational articles from institutions such as the *British Council* enhances learners' exposure to contemporary British culture. Articles on topics such as multiculturalism in British cities, popular sports, or seasonal traditions provide up-to-date cultural content that can be incorporated into reading tasks, portfolios, and research projects. These articles are typically written in accessible English and often accompanied by suggested classroom activities, making them particularly suitable for intermediate learners. Briefly speaking, a combination of structured culture textbooks, learner-oriented reference works, and consumable authentic articles constitutes a supportive and effective set of written resources for teaching British culture to intermediate English learners. These resources help students build language proficiency while deepening their understanding of British society, values, and everyday practices.

In order to maximize the outcome of the application, a well-structured procedure must be adopted and conducted by the teacher. '*Britain: Culture Smart!*' can be used as a highly practical resource for foreign language classrooms because it presents British culture in clear, accessible language and focuses on everyday behaviour, values, and communication styles. It is especially suitable for intermediate learners and can be exploited through skill-integrated, communicative activities.

The first step involves guided reading and cultural awareness tasks. Short sections on topics such as values, attitudes, social life, formality, time management, and workplace culture can be assigned as in-class or homework reading. Pre-reading tasks may include brainstorming students' existing knowledge or predicting content from headings. While reading, students can complete comprehension questions or identify key cultural rules and '*dos and don'ts*,' helping them focus on both meaning and cultural insight.

After reading a section, students can compare British norms with those of their own culture through discussion charts, Venn diagrams, or short reflective writing tasks. For example, students might compare greeting styles, attitudes to punctuality, or indirect communication. This approach encourages intercultural competence and helps learners understand that language use is shaped by cultural context.

Differently, teachers can exploit the book through communicative and task-based activities. Role-plays based on real-life situations described in the book - such as meeting colleagues, attending social events, or making small talk - allow students to practice culturally appropriate language. Project work, such as creating a *Survival Guide to Britain* or presenting advice for international visitors, integrates reading, speaking, and writing skills. Overall, the use of such a written material helps learners move beyond grammar to develop confidence, and cultural sensitivity in English communication.

2.3.2. Exploiting audio-visual resources

The incorporation of audio-visual materials represents an effective and motivating approach to teaching British culture, as these resources supply authentic language input and meaningful contextualization. At the intermediate level, learners are typically able to grasp both general meanings and specific information from spoken and visual texts, which makes audio-visual materials especially suitable for cultural learning. When thoughtfully chosen, such resources promote cultural awareness while simultaneously strengthening listening skills, expanding vocabulary, and developing students' communicative ability.

One widely used resource is *BBC Learning English*, which offers short videos and audio clips on British life, customs, and social issues. Programmes such as *6 Minute English* and *News Review* expose learners to contemporary British topics, spoken in clear yet authentic British accents. These materials are especially suitable for intermediate students because they include subtitles, glossaries, and follow-up exercises, allowing learners to engage with both language and cultural content in a structured manner. Another valuable resource is the British Council's Teaching English video collection. Videos on topics such as British festivals, daily routines, food culture, and education provide visual context that supports comprehension. For example, short documentaries on events like *Bonfire Night* or *Christmas in the United Kingdom* allow learners to observe cultural practices directly, making abstract concepts more concrete. These videos are often accompanied by lesson plans and worksheets, which facilitate classroom exploitation through pre-viewing, while-viewing, and post-viewing tasks.

Alternately, *YouTube* represents a valuable pedagogical tool for teaching British and American culture in the EFL classroom, particularly through songs and videos on traditions. As a freely accessible platform, it offers a wide range of authentic audio-visual materials that expose learners to real-life language use, cultural practices, and social values. Songs uploaded on *YouTube* help students explore cultural themes such as identity, social issues, and historical events while improving listening skills, pronunciation, and vocabulary in an engaging way. In addition, videos on festivals, customs, and daily life in the United Kingdom and the United

States allow learners to observe cultural behaviours, rituals, and contexts that are difficult to convey through textbooks alone. The nature of *YouTube* -combining images, sound, and subtitles - supports comprehension and satisfying diverse learning styles. When carefully selected and pedagogically exploited, *YouTube* materials can enhance cultural awareness, motivation, and intercultural communicative competence among language learners. When exploited pedagogically, audio-visual resources significantly enhance both language learning and intercultural understanding.

For the purpose of improving the efficiency of teaching culture, a structured sequence of instructional stages must be designed. The selected material typically consists of a short authentic video (approximately three to six minutes) produced by a reliable source such as the *British Council* or *BBC Learning English*. The video should focus on a specific British tradition or custom, for example *Bonfire Night*, *Christmas celebrations*, or *Afternoon Tea*, and present cultural content through clear visuals and accessible spoken English. Instructional objectives are established in advance, targeting both cultural understanding and the development of listening and speaking skills.

The instructional process begins with a pre-viewing stage, during which learners' background knowledge is activated. At this stage, students are introduced to the topic through visual prompts, key vocabulary, or guiding questions related to the tradition presented in the video. This preparation helps reduce potential comprehension difficulties while encouraging learners to form expectations about the cultural content.

The while-viewing stage involves two successive viewings of the video. During the first viewing, learners are instructed to focus on general comprehension, such as identifying the purpose of the tradition and its significance in British society. In the second viewing, learners complete more detailed tasks, including identifying specific activities, historical references, or social behaviours associated with the custom. These tasks aim to direct learners' attention to both linguistic and cultural features of the video.

The post-viewing stage is designed to promote deeper cultural understanding and communicative language use. Learners engage in discussion activities that require them to compare the British tradition with customs in their own culture. Additional tasks, such as role-plays or short written reflections, allow students to articulate cultural meanings and practise explanatory language.

Alternately, extension activities may be assigned to reinforce learning, including individual or group research on other British traditions. Learners' performance can be assessed through discussions, presentations, or short quizzes, enabling the teacher to evaluate both cultural knowledge and language proficiency.

2.3.3. Applying quiz-based activities

Quiz-based activities are motivating since they make learning active, engaging, and rewarding. Quizzes introduce elements of challenge and competition, such as points, scores, or time limits, which stimulate learners' curiosity and encourage participation. Competition can increase attention and effort without creating excessive pressure. In addition, quizzes provide immediate feedback, allowing students to see their progress, identify gaps in knowledge, and experience a sense of achievement, all of which enhance confidence and motivation. In addition, quizzes break routine classroom practices and add variety and enjoyment, making learning feel more like a game than a test. When used collaboratively, quiz-based activities also promote peer interaction and teamwork, which further increases engagement.

A variety of quiz types can be adopted to make learning British culture interactive, engaging, and culturally meaningful. These quizzes can also be adapted to different proficiency levels and teaching contexts. Multiple-choice and true/false quizzes are effective for introducing or reviewing factual knowledge about British history, geography, traditions, and institutions. For instance, questions about the British monarchy, national holidays, or symbols such as the Union Jack help students build essential background knowledge.

These quizzes are easy to administer and suitable for large classes or quick assessments. Second, visual and picture-based quizzes work well for cultural topics. Students can identify landmarks (Big Ben, Buckingham Palace), traditional foods (fish and chips, afternoon tea), or famous British figures. Visual quizzes are especially helpful for lower-level learners, as they reduce linguistic load while still promoting cultural awareness. Third, matching and categorization quizzes encourage deeper thinking. Students can match festivals with their meanings, British slang with standard English equivalents, or regions of the United Kingdom with cultural characteristics. This type of quiz supports vocabulary development and helps learners see relationships within cultural content. Last but not least, interactive and game-based quizzes (e.g. Kahoot, Quizizz, or team competitions) increase motivation and participation. They can combine facts, images, short video clips, and humor to make British culture more memorable while encouraging collaboration and healthy competition in the classroom.

Quizzes can be used as an effective pedagogical tool to teach British traditions and customs by promoting active engagement, cultural awareness, and meaningful language use provided that they are carefully designed. The first step involves the design and selection of the quiz. The teacher prepares a culture-based quiz focusing on a specific British festivals or customs, such as *Easter*, *Remembrance Day*, *St Patrick's Day*, tea culture or table manners. Quiz items may include multiple-choice questions, true–false statements, matching activities, or short-answer questions. The language level of the quiz is adjusted to suit intermediate learners, ensuring clarity while maintaining authentic cultural content. Learning objectives are established to target both cultural understanding and language development.

The instructional process begins with a pre-quiz stage. At this stage, the quiz is used diagnostically to activate learners' background knowledge and stimulate curiosity. Students complete the quiz individually or in small groups without prior instruction. This encourages prediction and discussion, as learners are required to make informed guesses based on their existing cultural awareness. The teacher withholds from immediate correction, allowing learners to reflect on their responses.

Following the pre-quiz, an input stage is conducted. Learners are exposed to cultural information through short texts, images, or audio-video materials related to the tradition in focus. This input provides accurate explanations of the origins, practices, and social significance of the custom. The teacher highlights key vocabulary and cultural references to support comprehension.

The quiz is then reused in the post-input stage. Students revisit the same quiz or an expanded version of it and discuss their answers in pairs or groups. This stage enables learners to confirm or revise their initial responses and reinforces newly acquired cultural knowledge. The teacher provides feedback and clarification, encouraging learners to justify their answers using information from the input materials. Finally, follow-up activities are incorporated to extend learning. Learners may be asked to design their own quizzes on British traditions or compare British customs with those of their own culture. Assessment can be conducted through quiz performance, group discussions, or reflective writing tasks. These well-designed procedures ensure the efficient exploitation of quiz in the students' acquisition of cultural norms.

3. Conclusion

Overall, the research has highlighted the significance and effectiveness of incorporating culture into the English classroom for non-English-major students through the use of diverse instructional resources. Integrating cultural content into language teaching enables learners to move beyond the mechanical acquisition of grammar and vocabulary and to develop a more meaningful understanding of how English is used in real social contexts. The exploitation of written resources, such as culture-focused textbooks and informational articles provides learners with structured and accessible cultural knowledge while supporting reading comprehension and vocabulary development. Similarly, audio-video resources offer authentic exposure to spoken language, visual context, and cultural practices, which enhances learners' listening skills,

motivation, and intercultural awareness. In addition, quizzes serve as an interactive and learner-centred tool that encourages active participation, reinforces cultural knowledge, and promotes reflection through prediction, discussion, and feedback.

For non-English-major students, these resources are particularly valuable as they make cultural learning engaging, manageable, and relevant to learners' academic and social needs. When integrated systematically through appropriate pedagogical procedures, written materials, audio-video resources, and quizzes complement one another to create a balanced and effective approach to culture teaching. Overall, the findings of this study suggest that incorporating culture through varied and well-designed resources not only enhances linguistic competence but also fosters intercultural communicative competence, motivation, and global awareness among learners in the English as a foreign language classroom.

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STUDY OF BUSINESS LANGUAGE WITHIN ACADEMIC COMMUNICATION: THE AZERBAIJANI CONTEXT

Abstract

The article explores the development trends of modern Russian business language and their impact on the teaching of academic communication. It analyzes changes in the lexical-semantic and grammatical characteristics of business language, the influences of globalization, technological and socio-economic formations, as well as the role of Western business culture models. The exemplary tasks presented in the article focus on business correspondence, familiarization with documentation, dialogue, and situational practice, serving to develop students' business communication skills. The relevance of the topic also stems from the teaching of "Academic Communication" as a major subject in the Azerbaijani audience, which is part of the core professional module within the framework of the Bologna education system. The exemplary tasks provided by the author can be considered typical exercises aimed at ensuring students' professional adaptation in the academic communication environment, overcoming cultural barriers, and developing written business documentation skills.

Keywords:

business language, academic communication, stylistic transformation, business correspondence, loanwords, situational tasks, academic writing ethics.