



## FACTORS RELATING TO EFFECTIVE LANGUAGE ACQUISITION INCLUDE KNOWLEDGE OF HISTORICAL CONTEXT

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<p><b>Received:</b> 11<sup>th</sup> June 2023 <b>Accepted:</b> 11<sup>th</sup> July 2023 <b>Published:</b> 14<sup>th</sup> August 2023</p>	<p>The difficulties associated with language instruction in academic institutions are the focus of this study. This topic is crucial for ESL students because it has connections to other areas of the language that can help students deepen their understanding of the English language. The crux of the matter is that to master the language fully, one must also understand the place and culture from whence it originated. The article focuses on illuminating the historical significance of learning a language, from acquiring new knowledge to understanding the past. Systematic analysis of the issue is the standard method of investigation. It will aid in the development of intercultural communication skills. In this view, language is a social phenomenon that includes linguistic elements and sociocultural, historical, and economic factors. This document contains valuable information that might be implemented into the current curriculum of various educational institutions.</p>

**Keywords:** Sociocultural, Historical, ESL, Acquisition Language, Applied Linguistic.

### INTRODUCTION

The intersection of language, history, and culture has become a focal point in recent research on effective strategies for teaching English as a second language.

The necessity of learning English has been highlighted again by the rapid speed of globalization and the considerable changes in the various relationships between different nations and people. A thorough understanding of all foreign languages is increasingly important in today's competitive global economy; this will allow young specialists to find work more quickly and efficiently, learn about other cultures and ways of life, and gain a better grasp on global issues. Knowing a language other than one's native tongue has recently been viewed as a significant personal accomplishment. In today's world, where so much of life is spent online, communicating effectively is crucial. As a result, they can speak with one another and share their respective scientific, technological, cultural, economic, and scientific advancements.

Access to national culture significantly impacts every individual's educational and cultural background and tastes. Russian specialists' savvy in communicating across cultural boundaries significantly elevates the status of their specialized education. Language courses that are well-designed and supported increase experts' language proficiency, boosting their competitiveness (Garayeva et al., 2015; Grigoryeva et al., 2015).

Kazan Federal University has as one of its primary goals the preparation of linguistically competent specialists who can socialize in multicultural groups and apply their knowledge in all fields of modern life. One of the most pressing problems in contemporary education is the need for a competency-based framework—individual enlightenment. The only way for a young specialist to succeed in today's rapidly evolving world is to cultivate his primary linguistic and socio-linguistic competencies.

Education must be viewed as an ongoing process in order to keep up with the dynamic nature of today's globalized world. According to recent studies, fundamental trends in educational institutions (Garayeva et al., 2015; Levina et al., 2015) should prioritize improving the overall quality and efficiency of the learning process.

Even among the well-educated, it is clear that many recent grads need to improve their command of the English language for professional communication. Due to the ever-increasing pace of change in today's information culture, young professionals must commit to learning and improving their skills.

Therefore, students must cultivate not only the subject knowledge and abilities but also the personal traits that will enable them to identify new solutions to current problems during their training.

Some linguistic phenomena go unremarked by students because they need to familiarize themselves with the linguistic and cultural history of the English language. One characteristic of language evolution that is quite typical of any society is the gradual decline in the use of specific terms or the rapid adoption of many new linguistic items by

various population subsets. Regardless of geography or period, language has always been at the heart of cultural and social exchange.

An emerging academic field, Linguoculturology examines how languages reflect and perpetuate the customs and beliefs of their respective societies. Beginning in the early 20th century, academics began studying culturology as a legitimate scientific discipline. They primarily utilized several historical and societal perspectives during their research. This method comes in handy when linguistic data alone cannot explain specific facts. According to Byram, people's social identities are also traded during the conversation. The idea of "communicative competence" in language education recognizes this, placing equal emphasis on students' mastery of grammatical structures and their conceptualization of domain-specific vocabulary (Byram et al., 2002).

Today, various tools and strategies foster students' information literacy (Garayeva et al., 2015).

Because it allows one to trace the etymological properties of the lexical unit analyzed, the historical approach is frequently utilized when focusing on the semantic meaning of the word. From this vantage point, it is clear that learning English entails more than just the grammatical and lexical basics taught in school. By systematically studying language, history, and culture, one can develop Linguoculturology competence, a set of specialized abilities essential for actual application. The ability to fulfill one's duties is the most common explanation. The term "competency" refers to a person's "intellectual and personal ability to use the language and develop various skills" (Zimnyaya, 2003). Competence, she argues (Zimnyaya, 2003), is the only way to show one's true abilities.

This suggests that a tight relationship exists between the semantic meaning of the term and the linguistic symbol and that cultural factors play a significant role in developing linguistic concepts.

Language and history interact in crucial ways, and identifying cultural semantics is a vital part of this process. A country's language and history are inextricably intertwined, each shaping the other. There could be a slew of contentious issues as a result. An issue may develop when the background story on linguistic elements is mainly implied and not explicitly stated. French depart, a common idiom, denotes "to leave or absent oneself without permission." The word initially referred to the practice, common in 18th-century France but considered rude in England, of departing a social gathering without formally thanking the host or hostess. Its current meaning is "unauthorized leaving of one's place of employment." As seen from this illustration, pupils will fully grasp the meaning or appropriately employ a linguistic object once they comprehend its origin. There is also the possibility that the definitions of certain words will shift throughout time.

Not only are languages and culture inseparable, but also language and history. Many external and internal variables influence the development of a language. Societal events, wars, innovations, population movements, and other significant events are all examples of what we might call "extralinguistic" influences. They have all involved language, the mind, and the body. Researchers sometimes use the term "extralinguistic factors" to describe political and economic relationships with other people and the development of culture, fashion, and literature. All these factors from the world's past set the stage for the language's development. Three Germanic tribes are said to have invaded and settled in Britain towards the close of the fifth and beginning of the sixth centuries, according to historical accounts. Like all significant historical events, the Anglo-Saxon migrations left a linguistic imprint on English. Many people mistakenly identified the Anglo-Saxons as pagan. Names of legendary heroes, Anglo-Saxon kings, and poets from the past provide linguistic evidence of Anglo-Saxon paganism. Pagans revered the elements, many deities, and the stars. Trees, animals, and other natural objects were frequently used in naming humans. Hengiest and Horsa (both meaning "horse"), Athelstan (meaning "precious stone"), and Cynewulf (meaning "wolf leader") are among the most well-known and later recorded—a historical context for the development of specific language features.

Language is a significant social phenomenon, and this course aims to help students acquire a scientific approach to language by providing them with a thorough grasp of the shifts that have happened in English over time. As a result, language change is an inevitable yet intricate process that reflects a community's social and political evolution and is intrinsically linked to the nation's past. However, there are rules that any social phenomenon must follow. Internal rules of language evolution include simplification, assimilation, and analogy, among others. They have a narrow scope and may take on a variety of forms. A protracted historical evolution, predetermined by many changes and transformations that have occurred over more or less prolonged periods, accounts for the idiosyncrasies of grammar, pronunciation, and word stock. The history of the language may help us comprehend and treat its proper use. A scientific explanation of the norms of contemporary English will benefit from an understanding of the principles of the development of language and the ability to explain specific facts with knowledge of the history of both the language and the people. That is why it is so crucial for children to learn about the English language's past. This course's primary objectives are:

1. In which the entire development and interdependence of individual elements of the structure of language - phonetic, grammatical, and lexical - are carried out, the relationship between the language and the people who speak it is taken into account. Students need to be able to scientifically justify a specific linguistic phenomenon and explain it adequately, as this will serve them well in their future endeavors; to provide a basis for the relevant scientific treatment of language modification, students should be offered factual material. (speech, writing)
2. By studying the evolution of the English language over time, students are confident that modern English results from several distinct historical periods. As a result, today's English is the end product of countless years' worth of linguistic change. Some language components may seem "wrong" and have no modern explanation, but they

may represent the last vestiges of ancient regulations. Understanding the structure of a current language requires familiarity with the history of that language. For instance, the process of i-mutation, which is predominantly portrayed in the production of plural forms of nouns (man-men, foot-feet), can only be understood using familiarity with the history of the English language.

Language is a product of its social and geographical context. Language and culture are intrinsically linked. Throughout evolution, man picks up and perfects the language. We must also pay attention to regional variations in speech. Linguists and historians are vested in the people and vast lands they occupied, their activities, and the things they relied on to get by. Why did they get kicked out of their own country? With whom did they interact? We aim to provide a thorough analysis by emphasizing all of these concerns.

The most accurate reflection of human behavior and social interactions is found in language. As a result, understanding the significance of language in every culture is crucial.

The current primary purpose of teaching foreign languages is building communicative competence, of which linguistic and historical competence is a fundamental component. Linguistic history knowledge encompasses both mental and verbal processes. Competent professionals who are well-trained and equipped to compete in the labor market and develop successful careers are essential to the success of any society. There is a high need for recent graduates and young specialists to be adequately prepared for the corporate culture of society.

Moreover, a systematic approach should underpin linguohistorical competency by considering the underlying structure of languages. Students develop their linguistic, historical competency through authentic interactions with the material and spiritual aspects of the university's linguistic culture.

### METHODOLOGY

The current study has been prepared for in-depth examination by adhering to a core set of methodological principles and ideas. The primary focus was the interconnectedness of language, history, culture, and society. Culture-based evaluation has emerged as one of the most active research foci in second and foreign language education. Since the study of language aids in disclosing history and all primary historical links, a close relationship between the two has been established—context from the Past.

When written to incorporate the cultural values of the people being taught, the language must be used to raise students' awareness and comprehension of historical peculiarities. The paper highlights the need for educators to provide lessons on the evolution of language. If the teaching of a language is divorced from its context in society, pupils risk learning nonsensical linguistic occurrences or mishandling certain symbols. Inappropriate treatment or lack of necessary cultural and historical background can fundamentally ruin the entire process of teaching and learning any language.

### RESULTS

Adapting to today's globalized society increasingly depends on one's ability to communicate effectively across cultural boundaries. Therefore, many Russian higher education institutions must re-emphasize the need to provide urgent and vital conditions for students to learn a foreign language and advance their linguistic and historical abilities. Understanding the evolution of the English language can help students gain insight into the development of American culture and society. Students can learn about the spiritual values and traditions of different cultures. Students' interests, motivation, and learning will all grow, and they will come away with a richer comprehension of the English language and a more profound command of the language's nuances. The course is meant to be the central focus of one titled "History of the English Language." The project management approach may also be helpful in this case. It paves the way for pupils to engage in self-directed learning and academic inquiry as they learn about the English language's past. By participating in projects, students can refresh their memories on previously learned material, share their unique perspectives on various topics, and develop more vital interpersonal and teamwork skills. Knowledge of theory and practice are both necessary for this kind of work. Some examples of potential project themes are shown below.

1. Learn about the history, etymology, lexico-semantic meanings, and grammatical components of toponyms.
2. The activities of others (such as wars, migration, revolutions, etc.)
3. Famous people's antonyms (nicknames that refer to their era, place in history, or impact on culture).
4. The rule of Grimm (essence, manifestation)
5. Historical and linguistically significant occurrences

There are several phases in which work on the project is being done. Specific tasks are completed at each step, with the assistance of an instructor if necessary. The research and analysis skills students develop via these assignments are invaluable in their future endeavors. They learn to evaluate group members' contributions and develop collective solutions to issues. Along with expanding their knowledge, people also improve their communication skills. The ability to communicate effectively across cultures is honed as well. Tests of diagnostic validity were employed to trace the impact of experimental activity on the development of students' experimental linguocultural competence.

### DISCUSSIONS

There exists a body of knowledge in contemporary pedagogy that may be required to answer the research question (Grigoryeva et al., 2015). Studying and instructing any foreign language necessitates a holistic approach to its many interconnected historical, cultural, social, and human components.

However, studies and theoretical analyses reveal that developing and implementing English language teaching materials that focus on the language's historical context still needs to be explored.

### CONCLUSION

It is impossible to teach a language by breaking it down into its parts; instead, all of its facets (e.g., its history, grammar, lexicology, the history of the English language, country studies, stylistics, etc.) must be considered together. Learners may only fully grasp the rules and expressions of a language by first understanding its history, the forces that drive its evolution, and the changes that occur throughout its protracted development. Many components, including course materials and instructional technology, are a part of the experimental model, which is based on studying national and regional cultures.

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