

Soft-skills and Culture Consciousness through English Curriculum: A Quick Review of Educational Institutions

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Abstract:

Language and culture are intertwined in human life, particularly in learning and language instruction. This study aims to describe the cultural understanding of English language learners. This research is qualitative in nature. The introduction of this culture is highly recommended for foreign language instruction that places a greater emphasis on the development of communication skills with the target language. The incorporation of culture into the English-learning process can reduce the likelihood of communication-related misunderstandings.

Keywords: Culture, English language learning, English curriculum, soft skills, personality, behaviour etc.

The term Culture derives from anthropology. Culture refers to the underlying values, beliefs, and behavioural norms that define a community. In general, culture is subjective and represents the significance and comprehension that we often attach to situations. Culture is the most influential determinant of an individual's success or failure. Culture encompasses a vast array of views. The term culture relates to a person's intellectual or behavioural development. Culture refers to the variables that influence the development of an individual. Culture is the pattern of human behaviour in a given society. It can be reflected in a community's Art, Literature, language, Costumes, Customs, and Traditions. There are several cultures in various places of the world. Diversity in the world's cultures is wreaking havoc on the minds of the people. The inhabitants of a community are bound together by their rituals and traditions, the festivals they observe, the attire they wear, the food they consume, and, most significantly, their cultural values. In a society in which individuals determine norms and behaviours, culture is a potent instrument.

Soft Skills are the most comprehensive component of the English curriculum in the current global scenario. It has become one of the most prominent characteristics of society. In the past, spoken English and English proficiency courses proliferated like mushrooms. Personality Development and Soft Skills are currently in high demand among students. Soft skills are interpersonal talents a person shows or uses to interact with others. Soft Skills are divided into verbal and nonverbal communication categories. Thus, Soft Skills cover the personality attributes that determine how one interacts with others. It is typically a distinct aspect of one's personality.

It is now scientifically established that we all possess enormous capabilities and potential, which we typically fail to utilize. Personality is the mental, spiritual, and physical characteristics that differentiate an individual from all others. To achieve or reach the pinnacle of success, one must develop a strong, attractive personality that attracts people. There are numerous elements in life that contribute to this personality. The manner in which a person carries him or herself, the body language, the clothes we wear, the thoughts, and the tone of voice are the major characteristics that define a person's personality, such as pleasing, modest, grateful, caring, understanding, and sharing, among others. The method in which a person acts, feels, and thinks in a given circumstance is primarily affected by the conditioning of his mind by his upbringing and personal life experiences. Personality in its true sense relates to a person's deeper depths and is comprised of their character, behaviour, attitude, and approach. According to Bivona (2002) a psychologist defines.

Personality is the pattern of enduring characteristics that differentiate a person – those patterns of behavior that make each of us unique. (p.92)

This research focuses on classroom teachers' development and practise of soft skills and cultural awakening among English language learners. According to U.G.C. (University Grants Commission) standards, the curriculum for U.G. students in autonomous colleges is designed with complete autonomy. Therefore, it is a fantastic luxury for English teachers to take use of this wonderful chance for exploration while designing college curricula. Many scholars have identified linguistic imperialism as a consequence of global English language teaching enterprises. The creative strategies employed by teachers and students in peripheral communities to use the English

language in a way that meets their needs and aspirations while subtly resisting linguistic imperialism are the focus of this article.

Jim Cummins comments that external factors, such as language culture, are constantly present in the classroom and have an effect on the performance of both teachers and English language learners. Therefore, culture and soft skills are interdependent in the classroom. Each instructor and student is a representative of his or her own culture. These effects can either enhance or hinder performance, as well as impact classroom dynamics.

Cummins argues in his book *Negotiating Identities* that the current way of working with students from varied cultural backgrounds is an attempt to absorb them as a source of rich information. To effectively help students flourish in the modern world, educators in these institutions must be willing to question this approach. Indeed, soft skills are one of the most important requirements for students, as there are several chances and challenges ahead. Today's students are solely focused on topic knowledge and on making money; consequently, they lack soft skills. Plagiarism is rampant among young people with no sense of direction. They lack cultural norms in terms of diet, attire, approach, and so on. Teachers can now instruct students on the complexities of the art of life through the English topic. They can be taught the techniques of soft skills through prose, poetry, or drama. There are a variety of approaches for teaching language skills through literature. The students should be encouraged, inspired, and instilled with an interest in the proper direction of life. A teacher should also serve as a counsellor and advocate for classroom activities. The instructor strives to ensure that classroom activities reflect both the needs and interests of the students as well as any external or customary standards. The components of language learning, especially English, should be given the utmost importance, since English has become the language of computers and the globe. If we do not incorporate pedagogical approaches into culture instruction, we cannot adequately meet the educational needs of our students.

Teachers must play an active role in which they assist the acquisition of soft skills and cultural knowledge and encourage students' participation in the classroom. For example, Edward de Bono, a Maltese Psychologist, Physician, and Writer who invented the term 'Lateral Thinking,' teachers might launch demanding, role-changing, experimental activities that may boost the learners'

happiness and help them progress. Lateral thinking is defined by De Bono as strategies of thinking focused with shifting notions and perceptions. Lateral thinking entails reasoning that is not immediately apparent and ideas that may not be attainable through regular step-by-step logic alone. In addition, he discusses the use of lateral thinking to managerial development and children's problem-solving. Such pieces from various sources should be incorporated into the curriculum so that students can develop their own perspectives and personalities.

In addition to culture and soft skills, life skills can be emphasised when understanding literature through drama. Girish Karnad is an existentialist as a dramatist. Existentialism requires self-awareness in the world of lived experience. Similarly, *L'Étranger* by Albert Camus comments on the concept of existentialism. Existentialism is human existence. For example, "Yayathi" is a play on the subject of responsibility. "Hayavadana" is also concerned with interpersonal interactions. As a humanistic author, Karnad is deeply concerned with humanity, especially the vulnerable and disadvantaged. This type of theatre can be used to engage students in comprehending their peer group, family, and society. They must be made aware of their social duty. Emotional intelligence is also something that can be taught to students.

The dramatic genre has its roots in religious and societal rites. Drama is not meant for reading alone; it must be performed. Performance matters in all aspects of life. As Shakespeare stated, "All the world's a theatre," thus everyone is an actor. Performance as a student, as a family member, as a member of an institution, as an individual, and eventually as a human being offers us an identity, a perspective on life, and, most importantly, a purpose for our existence. Therefore, to perform properly, we must be aware of our speech, movement, attire, and surroundings - official or informal, personal or public, soft or loud, etc. Drama provides us with the opportunity to polish our improvisation, conversation, communication, and soft skills/interpersonal abilities. We wear masks continually; the masks we wear consistently and truly become our identity and, ultimately, our selves. Thus, with consistent work, we may shape our personality and, consequently, our character. Drama frequently encapsulates the essence of a culture or group, regardless of the culture. Therefore, knowing theatre as a performance can facilitate the acquisition of a variety of abilities.

"Strive not to be successful, but to be of service" — Albert Einstein

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