13% респондентів) не цікавиться вивченням румейської та урумської, але на певному рівні володіють новогрецькою.

Близько 4% респондентів не володіє жодною із трьох зазначених в опитуванні мов і не проявляє інтересу до їх вивчення; близько 6%, навпаки, хотіли би вивчити всі три мови. Решта опитуваних цікавляться вивченням принаймні однієї з мов надазовських греків. Також не може не тішити той факт, що деякі респонденти відмічали володіння в тій чи іншій мірі обома мовами – румейською та урумською.

Отже, первинне опитування дає підстави стверджувати, що інтерес до вивчення мов надазовських греків існує, і незважаючи на війну, певна робота з їх збереження і поширення – зокрема румейської мови – ведеться: в своєму телеграм-каналі мовний активіст Микола Ахбаш викладає самовчитель румейської мови для всіх, кого це цікавить. Юлія Лабецька ініціювала проєкт, спрямований на документування та збереження в електронному репозитарії текстів румейських народних пісень, які будуть містити повний опис, запис в різних грефічних системах та переклад на три мови. Розробник програмного забезпечення Микола Макмак розробив чат-бот, створений на базі існуючих словників румейської та урумської мови. Чат-бот функціонує на платормі Telegram та дозволяє легкий пошук перекладу окремих слів.

Подібні опитування будуть продовжуватися, наразі має бути розроблений більш детальний опитувальник і напрацьована методика опитування за допомогою соцмереж. Такі опитування можуть бути використані для пошуку найоптимальніших шляхів вирішення мовного питання в середовищі надазовських греків, а також стануть в пригоді при розробці освітніх та культурних проєктів з боку академічної спільноти.

Список літератури

Кутна Ю.Б., Потіпак Ю.А. Ідіом приазовських греків-румеїв: визначення статусу та проблеми дослідження. *Вісник Донецького національного університету*. Серія Б : Гуманітарні науки. 2014. Вип. 1-2. С. 153–157.

UDC 378.016:81'243

Pavlenko Olena,
Doctor of Philology, Professor,
Professor of English Philology Department,
Mariupol State University
h.pavlenko@mu.edu.ua
https://orcid.org/0000-0002-3747-4651

INCORPORATING CULTURAL ASPECTS IN EFL TEACHING

In recent years there has been a growing interest in the issues regarding cultural dimension in foreign language teaching, English in particular, that due to its worldwide reach and increased recognition proves to be a global language and dominant lingua franca for international communication both in general and specific contexts. Regarding this, scholars and researchers as well as experts in the field put forward their reflections, views and proposals on matters relating to culture-centered approach in teaching English as a foreign language (EFL). Some of them appear to be deeply controversial rather than arguable, thus provoking debates and discussions on the key issues that are of current relevance to professionals engaged in transnational education (C. Chapelle, D. Debra, H. Haster, S. Kaycheng, S. Nieto, etc.).

Among those that cover the problems in question were, in particular, the ones considering the statement whether *EFL teachers should teach students the language, but not form their cultural competence and awareness. The issues above* often spark heated debates on the thematic forums and conferences, which due to a *growing increase of IT makes it possible to provide* teaching and learning beyond the classroom and further discuss approaches, methods and techniques applied in more *inclusive, accessible and less time-consuming format* (Online conference "Language as a Means of Intercultural Communication" held on 11-12 May, 2023 with thematic panels "Language as a Scope of the Present", "Interpreting Culture in Translation", "Online/Offline Communication in Time and Space"and "Evolution of Foreign Language Teaching Methods"; the webinar "The Task-Based Learning Approach: what, when and how" held and organized by Cambridge Centre for Teaching and Learning on 12 October 2022; the Transform4Europe webinar "Do you hear what I hear? Avoiding the pitfalls of intercultural communication" held on 30 May, 2022).

In this paper we share commentaries and ideas that we consider to be the most pressing ones during the plenary meetings and the follow-up workshops. Drawing from the discussion regarding the appropriateness of incorporating intercultural awareness in our teaching process, a major part of the participants aimed to highlight the variations in discourse expectations among different cultures. The debate also delved into the correlation (or absence of it) between enhancing trainees' communication skills as well as motivating them to navigate the intercultural communication. Apparently, the discussions promote intellectual curiosity about the above-mentioned problems. The speakers' unanimous opinion was vividly reflected in their claim that one cannot teach language without teaching the culture and that the concept of culture in the language classroom held diverse meanings for different individuals. Yet, they support the notion that traditional language teaching has often concentrated solely on mastering the language code, offering limited opportunities for developing such understanding. Furthermore, they put forward the ideas of viewing the process of EFL teaching in the broader aspect of language education which plays a crucial role in fostering intercultural understanding. The reflections on this were also articulated during panel discussions regarding the proofs that cultural approach employs authentic materials, cultivates intercultural communication skills, and thus, promotes critical thinking. The methodology used strives to build cultural competence, preparing the trainees as global citizens capable of navigating a diverse world. By exploring various English-speaking cultures and questioning stereotypes, it goes beyond linguistic proficiency, thus fostering a holistic perspective on language and its societal intricacies.

In this regard, we consider *homestay immersion* in the English-speaking countries, i.e., the United Kingdom and the USA essential and more advantageous to achieve this target as well as facilitate the rapid progression of trainees' language proficiency. The natural way of learning and improving their language skills via the programme in question comes to be provided when they *share the everyday life of the hosting family* practicing the language through communication and various activities (learning as a fun) supported by a "Closer Supervision" option. That could include, for instance, their *engagement in cooking sessions* (learning typical dishes, sharing in the gastronomic culture, and savoring trainees' creations with the host family), *exploring filmography* to improve comprehension, accent understanding, and cultural insights with the host's supervision, *engrossing into animated discussions* with community's 'Constructive Conversation & Debates', covering political, historical, social and more other issues, *experiencing walking or shopping tours* to discover landmarks and local stories as well as featuring diverse shopping habits and country's consumer behaviour, or *embracing* various board games for language learning and socialization. All these activities prove to provide a unique blend of language practice and cultural immersion. IN this light, Chapelle and Debra (Chapelle: 2016, Debra: 2018) accentuate on the necessity for EFL teachers to

consider a number of issues including the curriculum, methodology and the materials used in the context of what learning objectives they set for the course: either to enhance trainees' *cultural awareness* or to teach *cultural information.*

The challenge is to decide on what and how to assist in advancing students' global citizenship via using English as their foreign language. Furthermore, among Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates (USA, 2023) "fostering a sense of belonging through a positive, safe, welcoming, and inclusive school environment <...> where each student is welcomed by creating authentic peer and educator engagement with respect for cultures represented within school communities" occupy a prominent place (Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, 2023:9). Accordingly, social and cultural contexts form peculiar attitudes and values (personal, social, societal and human) that appear to be frequently used in a variety of approaches and terms. In his regard, Haste considers it essential to clarify the abovementioned concepts for developing "a common language and shared understanding" (Haste, 2018:1) and provide some clear definitions for the terms that according to him, include "affective outcomes", "aptitudes", "attributes", "beliefs", "dispositions", "ethics", "morality", "mindset", "social and emotional skills", "soft skills" and "virtues" or "character qualities" (Haste, 2018:1). In practice these concepts are recognized in terms of *cognition* that include *rules of addressing and greeting* that come out in other languages due to the cultural differences, *entailing dissimilar language expressions* (idioms, proverbs and sayings, cultural, historic and ethnic realia etc.), *writing essays* of various types as well as understanding *etiquette and social norms* etc. Still, we can find many other different language aspects closely intertwined with culture.

Thus, there has been still plenty to talk from the theoretical ground to its practical implementation. To adequately cultivate this in language education, we find it indispensable to move beyond isolated fragments of theory regarding the target language culture by prioritizing the forming of cultural awareness and the ability to accumulate trainees 'cultural knowledge to facilitate and encourage effective barrierless communication.

References

Chapelle, Carol A. *Teaching Culture in Introductory Foreign Language Textbooks*. London: Palgrave Macmillan UK, 2016. http://dx.doi.org/10.1057/978-1-137-49599-0

Rader, Debra. "Exploring culture and language." In *Teaching and Learning for Intercultural Understanding*, 39–55. Abingdon, Oxon; New York, NY: Routledge, 2018.: Routledge, 2018. http://dx.doi.org/10.4324/9781315103495-5

Soh, Kaycheng. "Language Learning and Culture Teaching: Culture in Language." In *Teaching Chinese Language in Singapore*, 3–8. Singapore: Springer Singapore, 2020. http://dx.doi.org/10.1007/978-981-15-1149-3_1.

Haste, H. (2018), Attitudes and Values and the OECD Learning Framework 2030: A critical review of definitions, concepts and data, OECD, https://www.oecd.org/education/2030-project/contact/Draft_Papers_supporting_the_OECD_Learning_Framework_2030.pdf

Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates

U.S. Department of Education Miguel A. Cardona, Ed.D. Secretary of Education Office of Planning, Evaluation and Policy Development Roberto J. Rodríguez Assistant Secretary March 2023 https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf