

Especially trying instances occur when politicians wade into usage of controversial speech fueling speculation: The president eyes him for a top diplomatic job; Many people don't want a cliff-edge concept of inclusive society; Many suggest that the coup was a false flag event staged by the minister to gain power but common sense dictates the event went too far to be a false flag.

Given all above the traditional student mastering the so-called British standard should be aware not only of the traditional existing varieties of British English, but also of the fact that the accepted standard is also changing rapidly due to enhanced globalization and unheard of intensity of political, social and cross cultural changes which occur in Britain itself especially due to the impact of Brexit.

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## AN APPROACH TO TEACHING CULTURE

Culture in its widest sense refers to everything related to the customs, institutions, and achievements of a country, group, or community.

It has traditionally divided into two distinct groups – big “C” and small “c”. Big “C” – the art, music, and literature of a country or ethnic group may include achievements such as the plays by Shakespeare, the Mona Lisa, the Taj Mahal, and Handel's oratorios. Small “c” refers to our ‘everyday’ culture and includes what we learn at school, our social customs, how men and women's lives differ, what time we get up and go to bed, what we do in our free time, what we eat and so on.

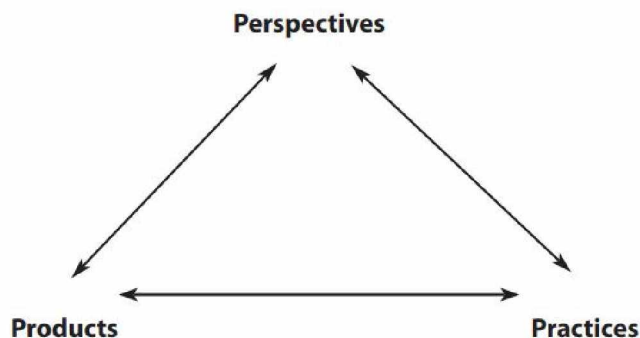
However, there is another way of understanding of culture. When we start really thinking about culture, we realize that it includes a lot more or at least influences nearly everything in the human experience. Anthropologist John H. Bodley defined culture as, “what people think, make, and do” (1994). This definition has been developed in further detail by what is now called the 3P model of culture (Frank, 2014). The 3P's are perspectives, practices, and products.

*Perspectives* (views, attitudes, popular beliefs) describe “what members of a culture think, feel, and value” (Frank, 2014). This includes ideas about what is important in life, and beliefs about how younger people should relate to older members of society. Perspectives define what members of a particular culture consider appropriate and inappropriate behavior. Perspectives shape practices.

*Practices* include the traditions and typical behaviors in a culture. The way people communicate can differ greatly from one culture to another, not just in terms of language but also what people talk about; with whom; how direct they are when communicating; the gestures they use; their use of eye contact; etc. Practices include other behaviors as well, from the formal for example wedding ceremony traditions – to the informal, such as how people dress and eat on a day-to-day basis.

Cultural *products* might be tangible (e.g., a sculpture, a painting, a piece of literature, etc.) or intangible (e.g., political system, a system of education, a dance, etc.)

To depict the relationship of the three components of culture (3Ps) there has been developed a model of a culture triangle.



This triangle model of the cultural framework represents how products, practices, and perspectives are interrelated, and allows to see the relationships among the three elements of culture.

According to Lange, defining culture in terms of the 3Ps avoids “the common, overworked conflict between C and c by interweaving the formal and informal aspects of daily life, as one normally lives it in any culture”. Regarding materials and resources for teaching culture, the 3P approach “permits the use of any document – be it an advertisement, newspaper article, or literature text – for cultural learning where appropriate” (Lange, 1999). This “re-conceptualized approach” to culture shifts the focus of teaching culture to a study of underlying values, attitudes, and beliefs, rather than simply learning about cultural products and practices.

One of the challenges teachers traditionally face when introducing cultural products or practices is that delivered information can appear to be disconnected and possibly lead to stereotypes. By using the 3P cultural framework teachers can ensure that “culture is explored in a systematic and contextual way, as well as allows for some flexibility” (Lange, 1999). In addition, this framework helps teachers link together the knowledge about products and practices, while helping students relate products and practices to perspectives and acquire a deeper understanding of culture overall, thus, developing their cultural sensitivity and cultural skill, raising their cultural awareness and intercultural competence.

Therefore, it seems that teaching “culture”, “culture studies” can be compared to teaching a “fifth” language skill, in addition to listening, speaking, reading and writing. What the “fifth” language skill exactly teaches is the mindset and techniques to adapt the use of English to learn about, understand and appreciate the values, ways of doing things and unique characteristics of other cultures. It involves understanding how to use the language to accept difference, to be flexible and tolerant.