

Cross-Cultural Influences on English Language

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Abstract – Language is a tool used by humans for communication with each other. Mostly, there is a great difference among linguistic forms of different countries. English has been generally applied in a range of foreign trade events as a frequent language around the world. Along with the coming of the financial economy. The paper concludes that the distinction between cultural and linguistic is often challenging to make, that a second language learning is not culturally value-free, that acculturation and linguistic knowledge go hand in hand, and that acculturation indicates identity shift. Globalization in different countries, institutions and among individuals promotes English language as the most important and widely used language in the world. Cultural awareness may be obtained by observing the role models in the cultural system of the language carefully. People from one community exchange their beliefs with people from another culture in cross-cultural contact. The language of cross-cultural contact is English. The research reveals the major importance, barriers and others issues related to cross-cultural communication. The main objectives of the research is to bring out that English as Foreign language will support cross cultural communication in this global arena. Empirical research method has been adopted to bring out the suggested outcomes.

Keywords: Cross Cultural Communication, Values, Customs, Immigrants, Gestural Communication, Acculturation.

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I. INTRODUCTION

Communication is entirely cultural -- it draws on ways we have learned to speak and give gestural messages. We do not often talk as we do, because variables like meaning, attitude and mood combine with the different cultural forces that affect our decisions. Any single one affects the transmission and, whether it contributes to misinterpretation, may be blamed for conflict or the worsening of conflict. A cultural response to dispute involves working overtime to consider and apply these diverse means of contact through cultures in order to strengthen interactions across cultures. In today's modern world, English language is not limited to high class society, kingdoms, palaces, or royal hierarchy. In Present day world, modern information and communication technology helps to allocate a wide range of knowledge spontaneously across the countries. Regrettably, the standard is not yet satisfied to the international rank. It is a complicated, nuanced mechanism since everything is not shared during correspondence and even everything is not received identically. Knowledge bits, concepts or feelings cannot be explicitly conveyed. The prosperous cross-cultural aspects and warm welcome in English are reflective of future wealthy growth in technology, society and politics that encourages social

connections and people's mobility. International organizations, modern communications and electronic media helped in this a lot. There exists an equal chance of development and contradictions. Common global perspective of peace, growth and gain also is of great concern in this. English as a foreign exchange tool is already a day of mediation that helps everybody through ethnic and cross-cultural aspects. The types of welcome, the forms etc. of models and dialogues in reading texts shows cultural information and cultural influence that the students acquire.

II. CROSS-CULTURAL COMMUNICATION

For any establishment of diverse employees or plans to pursue global business, cross-cultural cooperation is important. This contact group gives an understanding of how individuals from diverse backgrounds are talking, connecting and perceiving the environment. It also varies from the cultural background of a person and is not the same for every individual. Sometimes similar words vary in meaning. It is because of the difference in cultural history of two or more than two people who are involved in communication. Therefore, the larger the difference between the

transmitter and receiver of history, the greater is the gap between interpretations attached to specific terms and behaviours. The communication process is a continuous process of sharing of meanings with people.

1. In communication like cross cultural, people from one culture share their views, information or messages with people of different culture. Cross-cultural misperception takes place with the misunderstanding between members who belong to different cultures and the when the sender's idea is not reached to the receiver who is from different cultural history. Consequently, the chances of cross-cultural miscommunication develops more with the development in difference between the sender's and the receiver's cultures. Many times misapprehension, misestimating and misperception can lead to cross-cultural miscommunication. Therefore, intercultural contact, if lack of comprehension occurs, will become intercultural mis-communication. The cultural disparity limits the accuracy of message transmission. Cultural behavior study, body language study, societal history study according to culture helps to avoid these kinds of problems. The citizens in terms of their dealings with the other world, community, culture and people can be inspired by good cross-cultural contact. The teaching rooms in the foreign language enable students improve their awareness of language variations. Cultural analysis therefore motivates and targets the students to learn the languages.
 - a. Accept wider range for the perception among individuals of different culture.
 - b. Create comfortable and enjoyable teaching classes that inform the learners about the possible mistakes during interpretation, communication, comprehension and translation.
 - c. Cross-cultural cooperation creates and facilitates world stability and harmony
 - d. Facilitate collaboration and coordination.
 - e. Enhance the learner's contact abilities with other cultural citizens.
 - f. Enhance foreign and intercultural comprehension.
 - g. Mutual vocabulary, market and socio-political understanding and enrichment.

- h. Recognize and understand the linguistic and behavioral patterns of the target and the native culture properly.
- i. To achieve unity in the field of language learning and teaching.

III. INFLUENCE ON HUMAN RELATIONSHIPS

To be friendly with others is an essential element in preserving harmonious ties. The use of friendly terms in Indian and English varies slightly. Although it is possible that in every society people make variations in respectful words, where and what to tell. It can be quite awkward if you don't add the courteous terms. For instance, take "Thank you" When they get support from someone because it's only a little help, they still disregard it. But it is seen in a somewhat wider way in western countries. In cases like ordering things, having a message, and just engaging in a group, they use it, aside from getting support. It is often puzzling to the Indian when a westerner says thank you after selling the products to the Indian. For we think that it ought to be ourselves who should say so, and that "thanks me for that." The misconception of the community of others is the explanation for that misconception. If we treat this situation the same as we Indian do, it will not be very polite. There is another point regarding to the difference in using "Thank you". We Indians can not need or use less as a token of close partnerships and just be grateful. For Indians, their emotions are more introverted. However, citizens are more open to emotions in western nations, but even with their parents they should not omit this. The different vocabulary of friendly terms is the product of different cultures.

IV. IMPACT OF CULTURAL DIFFERENCES ON LANGUAGE

Each country has its own conception of the world and each creates a consistent collection of generation-by-generation set of rules from its own premises.

They are increasingly recognised as the main part of the life of citizens. This is culture's creation.

The social and geographical circumstances consequently vary from nation to region, or even in the same place, societies in various nations have more variations, less similarities. Cultural influence on language mainly embodies in cultural differences' influence on language. So, I will put emphasis on cultural differences' influence on language.

In England, nearly all types of weather, but the most severe, can be encountered. You will never predict when weather can arise in various forms. In one day, we don't just have multiple kinds of

temperature. But in summer and vice versa we might very well get a winter spell. This weather instability had a definite influence on the vocabulary of the Englishman. The following example will attest to the regional condition of the language. The east wind is warmth, the spring and the lovely stuff in Chinese opinion. One poem in China was interpreted as follows:

"Hard it was to see each other

Harder still to part!

The east wind has no force

The hundred flowers wither

It's difficult for to meet and to part

The east wind too weak to revive, flowers dead."

The Englishman finds it hard to understand. Because according to England's location, in their eyes, the east wind should be bitter cold wind while the west wind symbolizes warmth. Like John Mansfield's famous poem "Ode to the west wind".

"It's a warm wind, the west wind, full of bird's cries,

I never hear the west wind but tears are in my eyes,

For it comes from the west lands, the old brown hill,"

And April's in the west wind, and daffodils. The disparity between western and Chinese winds and east winds is because of the effect of community on language. The West Wind will carry warmth to them, according to the position of England, while the East winds in China can give us energy. So they use west wind in English to stand for the wonderful stuff while we use East winds in China to stand for beautiful things.

V. LINGUISTIC INFLUENCES IN INDIA

The importance of linguistic knowledge to non-literal expression was recorded in earliest studies. Adults view non literal speech in general with paralinguistic and kinesic traits, such as facial features, movements, intonation and tone. They are used to express sentiment and intentions; by complementing oral expression with nonverbal sense details they call attention to colours of significance in expressive voice, signifying to the listener that the wording that is not completely conveyed by oral statement alone has an extra value. In a low and dry sound, for example, verbal utterances may suggest the ironic intent of a speaker by stressing an opposition to an emotionally charged expression, like "Isn't that a wonderful day?" "When the breeze was alarming. The condition, the emotional utterance and the existence of intonation jointly aim to express the purpose of

the speaker's incompatible literal understanding of this sentence.

Language usage, however, differs from one citizen to another. There is no uniform formula for expressing non-literal language that transcends various items. In fundamental terms, socio-cultural backgrounds and interactions affect linguistic production. Each person's linguistic development is special. In addition, language feedback from life interactions promotes acquisition to different degrees, which is especially essential in the non-literal language processing field. Capelli, Nakagawa and Madden, contrast the abilities of children and adults to continue with non-literal languages in a study that explores the production of non-literal language among children (sarcasm). They clarify why children are less meaning based than on foreign problems to grasp non-literal words. However, they illustrate that children rely on intonation to understand sarcastic utterances vary from adults. [9] [9] [9]

Adults say, through reading the meaning, to grasp the purpose of the speaker, that they recognise non-literal, including sarcasm, language usage. To conclude, Capelli et al. maintain that children should understand foreign sarcasm because 'children can remember the voice's derogatory sound, and use this to correctly deduce a key purpose of the speaker (to offend or to express something critical) without understanding that it is not a literal statement.' Lastly, they propose that the initial child reliance on foreign signs may be a phase in the progress of language learning toward a more cultivated perception of ironic language. In turn, Champin, Windmueller in their analysis,

For Rosenblatt, Bosco, Better, and Gardner, children are not based on intonation, at least until they are eight. According to the evidence, the confusion of sarcasm by children is more influenced by the evident breach of reality between what the speaker says and what the speaker implies (Winner et al.). These results are supported by Filippova and Astington, who indicate that semantic hints are more important in the exact ironic perception than intonation. Furthermore, Winner et al. resolve, "when the sentence meaning directly contradicts the facts, children are more likely not only to notice the discrepancy but to recognize the utterance as non-literally intended".

Therefore, when there is a disjunction between the context of the situation and the non-literal utterance, children can identify the speaker's intention and then interpret the statement as non-literally intended, thereby continuing to engage in the conversation. Language experience influences the use of intonation to convey sarcasm, according to Cheang and Pell. In their cross-linguistic study to compare how English and

Cantonese speakers recognize sarcasm, they expound that there are particular, though different, acoustic markers which signal sarcastic speech in both languages. Their experiment reveals that sarcasm is more easily identified in one's native language, and more problematic to recognize in a foreign language. Cheang and Pell submit that the difficulty in identifying sarcastic utterances in an unfamiliar language might be due to transferring a generalized conceptualization of sarcastic interpretation in their L1 to all other languages, consequently misattributing sarcastic intent in cross-linguistic contexts. An example of the potential to misattribute sarcastic features can be seen in the researchers' study in which both Cantonese and English speakers rely on acoustic features like fundamental frequency to infer a speaker's intention and attitude. Despite the mutual reliance on acoustic features, the respective languages display opposing inferences: Cantonese speakers use a high F0 to convey sarcasm, whereas English speakers do the opposite. From this study, Cheang and Pell conclude that speakers should be aware of the language community they are in and adapt their acoustic cues accordingly. Their experiment determines that beginning L2 learners might experience constraints on their abilities to process extra linguistic cues (e.g., facial expressions, intonation, gestures) that signal irony because they are concentrating on vocabulary and syntax. In contrast, more advanced L2 learners focus less on rudimentary linguistic knowledge, enabling them to be more attentive to contextual cues that help them to recognize ironic utterances. Thus, Shively et al. conclude that identifying the use of irony improves with proficiency and experience in the target language.

VI. CONCLUSION

From the above, we can come to the conclusion that: language is closely attached to culture. Language includes vocabulary and language influences. Language is therefore an essential instrument for the protection of history, the sharing of culture and culture. English is also the international language that is spoken by people of different nationalities and languages. It is the reference language for almost every scientific, literary and philosophical modern terminology. An English dictionary provides a precise concept and meaning of a confusing term thus solving a problem convincingly and decisively. Therefore, those English-speaking nations provide the entire world with words and terms that convey their own specific meanings of ideas and thoughts, acts and events. Consequently, those nations determine the direction that the entire world takes or even aspires to take, according to their own understanding. In a nutshell, the English language embodies the culture of the most achieved nations, their communication tool and shows their frame of mind. Those who don't have good command over English, regardless of their profession would be at a disadvantage. They would find it difficult to express

their ideas meaningfully, and as a result, they are most liable to be misunderstood.

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