

THE IMPACT OF LANGUAGE ON CULTURE AND TO UNDERSTAND
SECOND LANGUAGE FOR COMMUNICATION, HUMAN LIFE, AND
SOCIETY

Muhammad Sajid Javed*

*Minhaj university Lahore Pakistan, raysajidjaved@gmail.com

***Corresponding Author:**

Email: raysajidjaved@gmail.com

Abstract:

This paper explores the fact that culture and language have a great impact on each other in the way of communication. It is obligatory that we know about language. It is necessary that the need of incorporate and culture knowledge into the other foreign language. When we move to another country, there are many barriers in the way of language. There are many challenges we have to bear in the way of learning. This paper gives a lesson on how language and culture go side by side. The purpose of this paper is to draw attention to how culture affects learning English. The significance of linguistic competency which includes knowledge of vocabulary, grammar, syntax, writing systems, and pronunciation for language production is undeniable. Cultural competency, or the knowledge of all the various belief systems that individuals of a society share and transmit through language, is something that is frequently overlooked. Language is a system of abstract meanings and symbols. This system has meaning-related language so that we can converse with one another. Since language is crucial to the formation of an individual's personality. In addition to improving a person's personality, studying multiple languages can also improve their cognitive abilities and contribute to their social growth. The paper's primary goals were to define and explain language as well as to examine its nature and extent. The function of language in social, emotional, and intellectual growth Gaining an awareness of culture is essential to learning any language. Cultural differences can lead to a lot of blunders. In addition to changing their habits and ideals. While learning English requires a variety of skills, such as speaking, writing, listening, and grammar, this essay will highlight how English language culture affects the acquisition of these four language abilities.

Keywords: Language, Culture, Society, Second language, Communication,



INTRODUCTION

The purpose of this paper to explore the close and unbreakable relationship between culture and language. Language and culture greatly influence one another's modes of communication and social interactions. Language affects people's brains, shapes their thoughts and build new universes. It stands for the locals' cultural standards and preferences. We read, hear, and communicate through language, and we also use it to reflect about our place in the universe. When people are physically together, it generates space, conflict, and isolation between them.

The relativity between language and culture.

Language learning and culture can one learn a language without knowing about its cultural nuances? This intricate relationship has been the subject of a contentious debate. Is it even feasible to "teach" culture? What does an educator mean when they say that "culture" should be "taught" alongside language? Does teaching students about culture only entail exposing them to surface-level aspects like customs, cuisine, and holidays, or does it also involve bringing students' attention to deeper aspects like norms, values, and/or beliefs that are reflected in behavioral patterns? Moreover, which "cultures" ought to be picked to represent the language's culture? There seems to be no end to the inquiries, and the problem at hand is unsolvable. Nonetheless, it appears that everyone agrees on at least one basic tenet: culture is not only intrinsically linked to language but also plays a significant part in language instruction and acquisition. The question is not if culture should be taught or not, but rather what form of instruction might help students better grasp language, communication, and interpersonal relationships.

Language and social context

Through conversational engagement, which abides by several social conventions and rules, we arrive at meaning. Conventions are clearly defined as rules. Norms are unspoken, implicit conventions. Our communication structure is based on turn-taking social norms. Turn-taking is essential to the way discussions flow because people need to feel like they are making a contribution. There are several physical and vocal cues that speakers utilize, almost like a dance, to indicate when their turn will start or stop, even if we may speak at the same time as others or interrupt them. There are instances when there is a lack of mutual understanding and a poor flow to the discourse.

Language and cultural context:

A person's culture is defined by more than just their mother tongue or country of origin. While it is true that languages vary by country and place and that the language we speak affects our reality, speakers of the same language can also have different cultural backgrounds and life experiences because of this. When evaluating a language in its entirety, we tend to think of our own language as superior to other languages. Although there are strong opinions regarding whether languages are more visually pleasing or simpler to learn, there is no language that makes communication between speakers easier or harder than another.

Communication and code Switching

Code-switching can occur frequently during the day or even during a single discussion for those who live or work in multilingual environments. Pressure to switch codes has increased due to growing globalization and outsourcing. Customers who insist on "speaking to someone who speaks English" have shown call center employees in India extreme unfavorable reactions. Because of British colonization, a large number of Indians study English in schools; yet, people find their accents unsettling while trying to make changes to their cable package or make an airplane reservation. Language is the capacity to learn and employ these systems, especially in humans. God has given us the gift of language. Language is what sets humans apart from other animals. The greatest gift that man has is language. Since we think through language, the philosopher believes that language may be the tool of cognition. One of the most crucial aspects of social interaction is language use. We are unable to converse with one another without language. since it is an essential instrument for dialogue.

Language is a basic kind of communication that is verbal, tactile, and physically intrinsic. A group of people's culture is characterized by its language, religion, food, social customs, music, and artistic expression. Language is thus a vehicle through which culture is expressed; consequently, acquiring a new language without an understanding of its culture is insufficient. While language and culture seem like two separate disciplines, they are actually closely related and have a mutually reinforcing effect. According to Gleason (1961). Languages are not only cultural artifacts; they are also their symbols. Language development typically influences the culture it is associated with, and language frequently expresses cultural patterns of thought and tradition. Language and culture are tightly linked; you can only fully comprehend someone if you speak their language. The world we live in now is rapidly becoming more globalized due to the advancement of technology. As a result, communicating with one another through language becomes even more crucial. We utilize language as a means of communicating our ideas, thoughts, feelings, and opinions to others. Chomsky stated, "The purpose of language is for communication," as evidence for this claim. Krech also provided an explanation of language's primary purpose in terms of the following three aspects:

Smith (1987a), Kumagai (1994) in *Discourse Across Cultures*, suggests that comprehension of appropriate conversation topics, appropriate speech acts (e.g., requests, agreement, disagreement), forms of address, and acceptable conversation topics may be more important for effective cross-cultural communication than knowledge of grammar, phonology, and syntax. or lexis because these forms are culturally specific. diverse cultures have diverse cultural upbringings, ideas, attitudes, and backgrounds, and languages are utilized differently in different countries around the world. Despite their apparent separation, language and culture are interwoven and influence one another. According to Gleason (1961),

languages are both the products and the emblems of their respective cultures. Language development typically influences the culture it is associated with, and language frequently expresses cultural patterns of thought and tradition.

Language is a system of signals that encodes and decodes information. These signals might be written symbols, speech sounds, or gestures. Communicating meaning and ideas to other people is the purpose of language. The primary goal of language development is to facilitate interaction and communication with others. According to Alyasery (2018), using Halliday (1973, p. 10), there are seven distinct domains in which language functions can be divided, including: Language serves a personal function when it conveys thoughts, feelings, and individuality. Heuristic function: the process by which knowledge and learning are acquired through language. The imaginative function of language is used to craft stories, novels, poetry, tongue twisters, and other literary works.

According to Byram (1990) and Byram & Flemming (1998), teaching "target language culture" in addition to English is necessary to help language learners integrate into the cultures of English-speaking nations. According to the second study, in nations where English is a widely used language, teaching of the "target language culture" should not occur alongside English instruction (Kachru, B. 1985). The idea of teaching "target language culture" in addition to English is also rejected by two other viewpoints. Though one point of view advocates for teaching "local culture" in English language instruction.

Language's place in life

Language plays an unparalleled role in our lives. It has evolved from being limited to a tool for sharing thoughts and ideas with others to a way of establishing friendships, cultural bonds, and business partnerships. We communicate with one another through language to express our needs, our feelings, and our questions. We may adapt our language to fit every circumstance. For example, we use different language and a different tone when we speak to our young children than when we hold business meetings. Effective communication is sending a message to another person by words, gestures, or actions. The following can be used to describe language's significance in both individual lives and human civilization.

Medium of Thoughts:

Language is how we think. We use words to think. We refer to thought as sub-vocal speech. A linguistic deficit impairs an individual's ability to think clearly.

Medium of Expression:

We express our emotions and experiences through language. Put another way, language serves as a means of expressing our emotions and experiences. He uses signs and gestures to communicate his thoughts and feelings.

Medium of Communication:

Language is how we speak to one another. People from all over the world are now able to communicate and share ideas because to the development of the concept of globalization. Even if language has become more important in communication, technology has nevertheless played a part. Even if people are from different corners of the world, having a common language has made communication easier. Language has developed into a vital instrument for communication among nations, cultural groupings, different businesses and organizations, communities, and friends.

Moral Development

A child's moral growth and language are related. The child is roughly eighteen months old when the process starts. Can you imagine trying to teach a youngster right from wrong without using language as a tool? Language serves as a window into our consciousness, allowing us to recognize the things we might be accepting and bringing into the world. We utilize language on a subconscious level to confirm and deny events on a daily basis.

Language's function in intellectual development

It concerns the organization of concepts, ideas, and mental processes that humans use to interpret their surroundings. Children learn through developing in other areas. Physical development: by playing, touching, tasting, and listening with the senses. socially and emotionally through interacting with others and playing with other kids. Language and communication abilities are essential components of intellectual development. The development of language aids in cognitive organization and helps us make sense of the world. Cognitive development is the process by which we use our minds and arrange our ideas to make sense of the environment. Understanding is the cornerstone of intellectual growth. In the age of globalization, learning a second language—any language can have positive social and developmental effects. Learning two languages provides numerous advantages, as many people are exposed to two languages from an early age. The ability to visualize things even when they are not in front of you is called imagination. Youngsters employ their imagination for role-playing, storytelling, painting, drawing, reading, building models, and dressing up.

It adheres to a predetermined formula: trial and error Determine the issue Formulate a solution and forecast potential outcomes. The ability to articulate imaginative concepts in a novel way is creativity. Activities include dancing, music, painting, drawing, collage, and cardboard box toys. Ideas that present data in a comprehensible manner. Activities: mass (weight), volume, speed, time, color, numbers, and shape Memory is the capacity to store and retrieve data, concepts, and occurrences. Asking, explaining, or writing about a visit, dates, and days of the week are examples of activities. The capacity for concentration and attention. If a child is engaged in the activity or task, they will focus better.

Role of Language Emotional Development

There are two ways to look at the connection between language and feelings. First, language might be considered "emotive" in a broad sense. From this vantage point, it is widely believed that people "have" emotions, at least occasionally, and that "being emotional" has its own agency and affects the communicative situation in a number of ways. The other approach to the connection between language and emotion reverses the previously mentioned perspective's directionality. It is predicated on the idea that language "reflects" and in some sense relates to worldly objects, including emotions. She contends that emotions constitute a semantic domain that should be studied within the framework of a semantic metalanguage, or more specifically, within the framework of primitives or indefinable (semantic universals) shared by all languages spoken by people.

The significance of culture in English language instruction and learning

The importance of context and the situations in which language can be utilized correctly and responsibly are mentioned by Saloomeh (2018). Referring to Krash's ELT can be leveraged to enhance the classroom environment. This is particularly relevant for undergraduate students, who have already made decisions about their education and could be resistant to or uninterested in an ambitious lesson plan if they don't see any return on their investment. Similar to an efferent reading, this perspective only provides information that isn't deep enough to elicit critical thought in the classroom, which limits teachers and students to only being aware of the culture of the nation from whence the material was derived. Students' understanding of the culture of the nation that generates this "amounts to facts," and it might stay as detached as if it were taken from a printed tourist brochure, as there is no other lead surrounding this knowledge that could guide them to contextualize it. "There are a lot of things to take into account, such connecting new information to what is already known, using organizing principles to make sense of contradicting facts, and actively and critically interacting with experience and knowledge. Thus, as Rosenblatt's aesthetic reading perspective has previously established, it is essential to maintain open lines of communication between teachers and students so that cultural feedback can flow easily from one to the other. Consequently, this upholds the dynamic atmosphere of individual and group artistic exploration. Culture plays a critical role will determine whether speakers are casual and stay outsiders or understand the meaning. Communication and culture are closely intertwined because culture impacts people's perceptions of messages, how they encode them, and the circumstances in which they are conveyed, observed, or understood. It also determines who talks to whom, what they talk about, and how they communicate. Communication is based on culture.

As a result, when speakers of other languages who have also been taught the culture will encode their messages, they will do it with a profound comprehension of what they are saying, its ramifications, and its history, rather than just from a blank slate. They will be far more capable of doing than just conveying basic wants and concepts; also, they will be much more fitted to engage with and fully contribute to the target language culture.

Culture Influence on Vocabulary

Language is the medium through which culture is communicated. Language explanations will take into account changes in the country or culture, and terminology will unavoidably reflect cultural variances. As an illustration, the color white is associated with virtue, piety, and purity in Yemen. For this reason, a girl wears white clothing on her wedding day as a representation of her kindness, chastity, and loyalty. However, if we look at Chinese culture, the color white is entirely opposed, and it is only used at funerals to honor the memory of a deceased family member. Therefore, studying a language requires much more than just understanding its grammar rules and word meanings; it also entails learning about a variety of other topics, such as historical events, customs, food, and habits. To put it concisely, culture is a multifaceted idea with a variety of meanings that may all be expressed verbally. It is crucial to learn language while keeping the cultural context in mind.

Culture Influence on Listening

It's simpler to understand and grasp the impact of culture on learning English when you're listening to something you know and are comfortable with. Meaning very quickly, The International Journal of Studies on Literature and Language in English (IJSELL) it will be difficult for us to understand the information if it is directly related to cultural background knowledge that we are unfamiliar with. For example, he won't be able to understand that Mohammed is injured in a traffic accident that occurred at Alnaqkheleen because he won't know that Alnakheleen is the name of a dangerous mountain road where many accidents have occurred. We can see how crucial culture is to our ability to listen from the reasons given above: One of its inalienable bonds is culture. It can both impede and facilitate our ability to listen. Thus, we ought to acknowledge the presence of culture and endeavor to leverage it. Curriculum designers need to take this into account when creating a syllabus so that the students' cultural backgrounds can be accommodated.

Culture Influence on Speaking

Similar to the skill of listening, speaking ability involves more than just tone and pronunciation. Individuals must read extensively to gain a thorough understanding of the target language's cultural history; only then can they effectively interact with others and avoid misunderstandings or misinterpretations. As a result, when teaching spoken English, teachers should emphasize the language's practical applications and try to use materials that are inspired by real-world situations. This can help people use acceptable language in places and situations that are appropriate. Consequently, the following is an example of a young interpreter's experience: A youthful interpreter with a natural and consistent pronunciation is present. When he was first assigned to go with a foreign visitor, he made every effort to demonstrate his enthusiasm, kindness, consideration, and competence. In an attempt to appear as vigilant as possible, he said, "You come

this way." "You take a seat here." "Don't move too quickly." "Join me on this." "Avoid being late." He was taken aback to learn the following day that the foreigner had decided not to accompany him, citing the young interpreter's perceived lack of etiquette. The foreigner perceives the interpreter as reprimanding him, rather as offering assistance.

Culture Influence on Translating:

It's common knowledge that culture has a significant impact on translation. It is important that we translate with adequate proficiency in both the source and destination languages. The primary cause of translation difficulties is an inability to comprehend cultural background information. Understanding the cultural context involves learning about a variety of subjects, such as science, philosophy, geography, art, and history. It might be difficult and confusing to translate idioms and proverbs used by many Arabic or English speakers if you do not understand each group's cultural background. For example: I was not Pygmalion, I was Frankenstein. There are two things that could be confusing to us: "Frankenstein" and "Pygmalion." While "Frankenstein" signifies "to suffer from one's own actions," Pygmalion is a symbol of "to enjoy one's own creation." Therefore, knowing the cultural connotations associated with the two phrases determines how well this statement is translated rather than just knowing its structure. Other instances of culturally specific idioms that may be difficult for learners to translate.

Techniques for culture Awareness

There is a wide range of viewpoints regarding the methods that should be employed in the classroom to help students become more culturally aware. It has been discovered that reading and theater are excellent tools for fostering in students an awareness of diverse cultural viewpoints. In role play, students are encouraged to use language in an imaginative and creative way, which is a common strategy for communicative language use. Since role plays are based on real-life events, using real aid from English-speaking nations is always welcome. Drama is also helpful in getting pupils personally involved in understanding cultural differences.

Second Language learning is Culture Learning

This implies that comprehending a foreign culture is essential to learning a second language successfully. It comes out that a child's early experiences with language and culture can be correlated with his or her contacts with family, the group they belong to, and their environment. Our first language naturally develops in babies as a result of the continual nourishment from our surroundings, society, and culture. Learning a new language is similar. Bilingual and second language teachers need to be sensitive to cultural differences and have intercultural training. Children may acquire a second language more quickly if they are given cultural information, immersed in a rich cultural context, and exposed to culturally fundamental content.

Strategies for Teaching Second Languages in a Cultural Context.

The process of learning a second language involves several different elements, including language proficiency, communication skills, grammatical competency, and cultural awareness (Thanasoulas, 2001). In addition to learning new vocabulary and providing lectures on grammatical patterns, teaching second languages should take cultural aspects into account. Cultural activities and objectives should be carefully designed and incorporated in order to improve the context content of second language instruction. The following section describes six ideas for how to incorporate cultural objects into second language classes.

Educate Students about Culture with the Use of Computer Technology

Teachers report that there are numerous benefits to using modern computer technology for learning second languages and cultures (Salaberry, 1999; Rost, 2002). In the classroom, second language learners can benefit from increased independence and the ability to work on their materials at any time of day thanks to computers and the language learning programs they are connected to. Students learning a second language typically come from diverse cultural and national origins. Because a typical classroom has limited space, Currently, 4 billion webpages' worth of material and the conversations of 580 million network members combine to create one enormous library. Multicultural relationships can be fostered in the classroom without the presence of students thanks to computer technology. Creating different virtual places that meet the needs of individual users is a simple task when using computers. learner's needs. Second language learners have access to relevant materials and learning information at any time and from any location with the use of computers and the Internet. Access to websites in other nations can be obtained instantaneously through the World Wide Web. In addition to learning about the cultures of other nations, students can locate materials written in the target language. These websites provide information on a variety of topics, including sports, news, entertainment, and health.

View of students as culture resources

There has never been more diversity in terms of culture and ethnicity in second language classes as there is today. Instructors can make use of the resources that this offers. Teachers can include aspects of their own cultures into the classroom by using international, immigrant, or exchange students as knowledgeable sources. These presentations not only teach students about cultural diversity, but also allow them to organize and create links between their own culture and the target language's culture.

Utilize the Role Playing as a Sociocultural Method

From a multicultural standpoint, role play is another useful teaching technique. There is now no more effective method for teaching second languages than the sociocultural approach (Wertsch, 1991). The primary objective of a sociocultural approach is to prepare pupils for cross-cultural communication and dialogue. According to Savignon (1997), sociocultural strategies are one of the best ways for students to gain sociocultural competency within the context of communicative competence in a second language. Additionally, Tomalin and Stempleski (1993) pointed out that role-playing exercises can be utilized to investigate cultural behavior and communication patterns. During one of these role plays, for example, the students can pretend to be in a situation where there were cultural misunderstandings.

Provide Resources for Cultural Learning

With the help of appropriate resources, students can engage in real cultural experiences. These include movies, television programs, news broadcasts, websites, periodicals, newspapers, menus, and other written materials. Depending on the students' ages and proficiency levels, teachers can alter their approach to teaching linguistics across cultures: the impact of culture on second language acquisition. For example, beginning language learners can focus on cultural customs like welcomes by watching and listening to video excerpts from a television program in the target language. Apart from offering a comprehensive translation, the instructor could also give the students a task to finish an outline, chart, or diagram as they view a video or hear a discussion.

Conclusion:

Language is what sets humans apart from other animals. Man's greatest asset is language. Since we think through language, the philosopher believes that language may be the tool of cognition. The ability to develop a shared intentionality and theory of other minds, along with a gradual modification of their ape-like communication techniques, is regarded to be the beginning of language in early hominins. Linguistics is the study of languages. Language-related human activity continues to expand in a circular circle. In general Language is a customary system, or socially shared code, that uses arbitrary symbols and conventions to describe concepts through certain symbol combinations. Human speech is incredibly complex. Given its correlation with multiple facets of a child's development, language plays a significant part in the developmental trajectory of an infant. Literature is communicated through language. Culture influences language, and language influences culture. It is important to emphasize to the two that they are highly dependent on one another. Given the importance of motivation in second language acquisition, educators ought to make language teaching as engaging and relevant to the student's environment as they can.

Instead than having teachers merely impart facts about people and their cultures, learners will need to create their own meanings through their interactions with native speakers or text. When selecting instructional materials and methods for certain teaching contexts. In language classrooms, failing to take into account the differences in learners' cultures can cause dissatisfaction and eventually lead to failure. Because it is a "social" use of language that fosters camaraderie and warmth among speakers, knowledge of a language necessitates mastery of the cultural settings in which significant social acts take place. This paper goals are to explore the close relationship that exists between language and culture and to provide approaches for applying linguistics across cultural boundaries. Comprehending the correlation between culture and linguistics will facilitate the creation of pedagogies and instructional approaches for teaching second languages. The ability to communicate in language gradually more essential in today's information-driven society. It asserts that culture is an essential component of language development and cannot be replaced. Acquiring a thorough understanding of language requires learning both culture and language in tandem.

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