

# WHAT STOPS YOU FROM ADAPTING TO A DIFFERENT LANGUAGE BASED ON YOUR CULTURAL DIFFERENCES

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## ABSTRACT

This study focuses on the complexity of cultural diversity by implanting a particular language. Globalization needs an understanding in language and culture. The quantitative research using case study with [number] participants reflects that some discouraging cultural aspects, i.e., speaking styles and non-verbal communication codes, identity pressure, and local norms hamper motivation to learn a culturally specific language per se. Similarly, it is argued that the better learners demolish such barriers; more idiomatic learning they entail and better intercultural connection leads to.

## 1. INTRODUCTION

Importance of language adaptation in a globalized world. The recent merge of people all over the world but a lot earlier than now not everyone had to learn multiple languages. With businesses expanding worldwide, educational opportunities, and technology growing there is a language that not only keeps different parts of the world together but makes sure cross language communication works too (Ferring, 2003).

## 2. PURPOSE OF STUDY

The major aim of this study is to explore the problem of cultural context people have while acquiring new language. If so, it could be stated as a main goal for society to take and give prompts of communication in the most convenient way. These problems sometimes include learning how to perceive the language we hear and the meaning behind its words. But we can make a better world around us if we begin by changing our languages. Language adaptation and cultural diversity are interrelated, the formers archives prove that it has a big influence over the later. Cultural hangovers, culture shock and ethnocentrism are the main obstacles in learning and adapting to a different language.

The cultural difference between the students like values, ways of communication and social standard puts obstacle in adopting the learning and making interconnections with the new language learned after that.

- **Cultural Impact on Language Change**

### Definition of Culture and Language

Culture is these standard patterns of behaviour, thought and values underpinning every social group. Language, on the other hand is a formal means of communication that belongs to a particular community. A close relationship exists between culture and language, and each of them dances with the other. After all, each of them is dependent on and indispensable to the training complex determined by them in the same way in the same manner.

### Interaction between the Language and Culture

Language, as well as its materials, is also embedded in the various cultures. A person will discuss his intellect, emotions, and events with him primarily according to his culture. Some believe in indirect language, while others prefer being direct, which is actually expressed through the usage of that language.

- **Cultural Barriers to Language Adaptation**

### Communication Styles

The difference between high-context and low-context communication cultures Edward T. Hall explains his theory of the difference between high-context and low-context cultures, which is able to help explain how the differences in cultural approaches to communication will influence language adaptation. High-context cultures tend to rely much on implicit communication and mutual cultural knowledge, whereas low-context cultures resort more to direct, literal communication. Such a difference may cause serious adaptation obstacles when switching to a language from an opposing cultural background.

### Direct vs. indirect communication

The preference that learning individuals might possess for directness or indirectness in communicating in language may perhaps be a major influence on how well they adapt to the language. Cultures which are more indirectly communicative may not thrive well with the directness required in some languages, and conversely, when the culture is highly directly expressive, it may flounder on the fact that the language requires them to be more directly communicative. This can cause problems in communicating and also a failure to express in a proper manner.

### **The Sapir-Whorf Hypothesis**

Sapir-Whorf hypothesis states that language structure shapes the way speakers of that language perceive and relate to the world. According to the theory, "learns may involve a shift in thought patterns rather than a rigid following of grammatical prescripts." Before learning a new language, it is necessary to acquire the cultural beliefs because "learns may involve a shift in thought patterns rather than a rigid following of grammatical prescripts."

### **Emotional Bond with One's First Language**

In most cases, language has an origin related to cultural identity. Emotional attachment to the native language means that a sense of not being able to hold a new one completely, since this act implies a foreign way and break-up from its cultural background, which is hard to carry.

### **Apprehension of losing cultural identity through changing one's language**

As more people get new languages, some can easily feel overwhelmed by losing cultural background. Maybe it is this fear that makes a person not want to become one of the new language's subjects completely. This weakens the process of adaptation.

Collectivism and individualism are two principles diametrically opposed and lodged deeply in society. In turn, these values will act as drivers for the introduction of the new language and how it will be utilised. Collectivist values lend merit to the emphasis put on collectivism or individualism can have explicit impact on the learning and use of the language. Especially, collectivists may pose a language barrier in the absence of individual expression while people from the individualistic cultures are not provided with the linguistic skills that enable them to negotiate social hierarchies of complex honorifics.

### **The resistance to facing riddling cultural norms and language barriers**

Because of such contradictory linguistic norms, the innate cultural attitude of a human being cannot come in line with the expectations of it, and the process of language acculturation fails.

In extreme cases, people might express this resistance either by eliminating those words that somehow question their ethnic identity or by misunderstanding concepts that are put forth by a new linguistic environment but conflict with deep-rooted identification based on culture.

### **How social instances in different cultures can, of their own accord, harm communicative practice**

A set of social norms makes communication a tool where the individual has to collaborate with other people. This includes splitting maintenance in a conversation, determining appropriate small talk topics, and even deciding whom to address formally or informally.

When such norms are subtly widespread or diversified, they play like a food chain in the language learning process that learners, especially newcomers, find impossible to jump out of. Illustrations across different social groups (e.g., politeness forms, honorifics).

Most of the world's languages display an elaborate system of honorifics and politeness, closely related to those people's moral values and social order.

This means that students are coming from communities where no such tradition exists and therefore experience great difficulties in titling people and would most likely feel embarrassed to engage in the discussions because of that deviation.

## **3. METHODOLOGY**

### **Survey Design**

We carried out a survey of numbers of participants, belonging to other cultures, who were either studying or have recently studied a new language. The survey questionnaire contained 10 multiple-choice questions that tried to find out the various facets of culture-related learning of the language.

### **Data Collection**

The survey was distributed online using Google Forms. Students were urged to give an answer to the survey through the language learning forums, international student groups, and various social media groups. The data collection period was [duration]. Over this period, [number] responses were collected.

### **Analysis**

The study required the respondents to help decipher what techniques have always been implemented to communication involving cultural influence on language adaptation, where four key culture dimensions vary. Insights from related literature on language learning and communication across cultures were then integrated into the findings of the study.

## 4. Results and Discussion

### Survey Result

The survey revealed several key insights into the cultural factors that influence language adaptation:

#### Motivation for language learning:

- 30% of respondents cited personal growth as their primary motivation.
- 30% were motivated by connecting with others from different cultures.
- 20% were driven by career opportunities.
- 20% were motivated by traveling experiences.

#### Most helpful factors in adapting to new cultural norms:

- 44% found interacting with locals most helpful.
- 24% benefited from watching cultural content.
- 16% found reading about customs beneficial.
- 16% preferred attending cultural events.

#### Impact of language learning on cultural perception:

- 36% reported that it builds appreciation for other cultures.
- 25% said it encourages curiosity about other cultures.
- 23% felt it fosters respect for cultural differences.
- 16% believed it strengthens empathy towards other cultures.

#### Most exciting aspects of culture when adapting to a new language:

- 36% were excited about festivals and celebrations.
- 25% were interested in historical stories and myths.
- 23% were drawn to traditional foods.
- 16% were interested in local art and music.

#### Role of cultural celebrations in language learning:

- 40% believed celebrations show cultural significance.
- 24% said they introduce new vocabulary.
- 16% felt they provide context for phrases.
- 20% believed they enhance language immersion.

### Interpretation of Results

The results of the survey emphasize the following important elements of how cultural differences impact language adaptation:

**Motivation and Contact:** The fact that 24% of the informants saw contact with other people having different cultures as a key motivating factor behind learning the language indicates that cultural curiosity is indeed what can drive to a great extent the source of language learning motivation. The fact that an impressive 44% of them would be willing to ride with locals as the most effective device in learning the locals' norms clearly indicates the central role of ethnicity in the case of language.

**Cultural Appreciation:** Just less than 1/3 of the people interviewed told us that assignments such as speaking another language tend to help them discover respect or make them curious about other cultures, and thus the process can be used as a channel for better mutual understanding and recognition between nations.

**Cultural Context:** The fascinations for Carnivals, stories of yesteryears, and the fabulous experience to taste the traditional stuff, as exhilarating parts of cultures, demonstrate the fact that the cultural context is a must for better understanding and developing interest in the process of learning the language.

**Cultural Importance:** That the festivity celebrations help to express the meaning inherence of the cultural (40%) and the benefits of the introduction to new vocabulary (24%) shows through the mentioned connection between language and culture in the learning process.

The survey results indicate that the transcendence of cultural barriers in language adaptation is an all-inclusive activity that includes immersivity, the cultural context, and methods of interpersonal contact.

## 5. DISCUSSION

### Cultural Implications on Language Acquisition

The results of the survey clearly point out the fact that the cultural aspects play a significant role in linguistic adjustment. The extent to which students must be close to local people and become a part of cultural activities denotes that learners are self-aware that their language study requires immersion into the culture via attainment of the level in the target language. That again is in consonance with an argument by Byram and Feng (2004) who believe in developing interculturally competent learner skills in teaching of languages.

### Psychological Barriers of Cultural Differences

Although indirect measurement is excluded from the list, there are still abundant psychological barriers pertaining to cultural differences as the survey responses suggest. For example, loss of cultural identity or apprehension regarding the need to cross the unknown and therefore discomfort that the individuals experience when they encounter other cultural beings that consequently leads to resistance in learning the new language. Horwitz et al. conclude similar findings about foreign language anxiety and its negative effect on the learning and development of a language.

### Contradictions and Anomalies

The most interesting confusing result of the findings lies in the fact that as much as 12% agreed on attending cultural events as the most helpful way of learning a new language, though the survey reflects the high preference for festivals and celebrations as the most interesting aspects of culture. How could such a problem arise? This asymmetry or gap can be due to structural problems that bar parts of the population from reaching other parts, transport limitations, or just the absence of programs that will promote interaction between different races as most usual global problems.

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