How Language Creates Bonds among Cross-Cultural Communities

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Abstract—The objective of this thesis is to evaluate how the use of language creates bond among cross-cultural communities. Language is an important aspect of human relationships because it is the primary way of communication. The use of language becomes more vital and intricate in cross-cultural communities due to the fact that language reflects culture. Another objective that will be evaluated is the challenges faced when using different languages in cross-cultural communities and how these barriers impact the bond created in cross-cultural communities. The significance of language in cross-cultural communities is becoming a more prominent topic in development literature and social studies on a global scale. The operational principles and mindset of a community are developed and expressed in their methods of thinking, behaving, and engaging with the outside world through language and culture. Language has an essential role in integrating economic, political, and social changes, as well as other developing towns, is intertwined with the cultures of these communities. The concepts of cross-cultural communities are built on the interconnections of various cultural and environmental elements. Secondary data were used to gather information for the topic of interest in this thesis and content analysis was used to examine the data gathered. The preservation of indigenous languages is vital to many people today because it protects their cultural heritage, just as language has always been a significant force in communities as a means of preserving one's own culture or controlling other people groups.

Keywords—Language, Cross-cultural, Communication, Community, Sociocultural.

1. Introduction

Language is an important aspect of human relationships because it is the primary way of communication. The use of language becomes more vital and intricate in cross-cultural communities due to the fact that language reflects culture (Jackson, 2008). Since language is more than just the words used to communicate, it is critical to employ a person's chosen language. It has personal or cultural value, spiritual meaning, and evokes strong emotions. When having conversations and developing relationships, using one's preferred language rather than another has several advantages, including being more open to the information that one wishes to share, reducing cultural barriers, and deeper relationships (Jakobson and Halle, 2020). The objective of this thesis is to evaluate how the use of language creates bond among cross-cultural communities. It will also look into various challenges faced when using different languages in cross-cultural communities and how these barriers impact the bond created in cross-cultural communities.

When figuring out how to communicate in, an individual's first language refers to the language utilized and heard the most (Jakobson and Halle, 2020). However, an individual's favored language may not generally be their first language, as in the circumstance of a child whose family migrates to another country and starts communicating in an unknown dialect not long after learning their first language (Tomasell, 2009). In several places, the terms first language and preferred language are interchangeable because some of the research refers particularly to a person's first language. However, the phrase preferred language will be used frequently because it is the language in which a person normally thinks, rather than their first language, that will have the greatest impact on them.

One of the ways that culture expresses itself is through language. Everyone is aware of how revealing a person's use of words can be about them, particularly regarding their background. National languages, family languages, regional dialects, occupational idiolects, gender, age, and class are among the roots of language levels in their historical development (Montgomery, 2008). Accents, dialects, and languages have a multidimensional aspect that matches and follows that of culture. Early in life, the most significant influences on our linguistic fluency occur and most individuals speak with their upbringing's accent, especially in emotionally intense settings.

The significance of language in cross-cultural communities is becoming a more prominent topic in development literature and social studies on a global scale. It is an essential role in integrating economic, political, and social changes, as well as other developing towns, is intertwined with the cultures of these communities (Extra and Verhoeven, 2020). As a result, it is impossible to comprehend such shifts without taking into account the cultural influences entrenched in the language. Cultures around the world have evolved to meet the survival demands of groups of people to maintain societal coordination. This is certainly true of the cultural elements observed in cross-cultural studies.

The sociolinguistic concept of cross-cultural communities is central to our understanding of language as a vessel of creating bond in these communities. Cross-cultural communities can be referred to as a group of language users joined together by a limited range of shared linguistic registers and codes (Berry et al., 2002). The ingroup members control access to a speech community, and newcomers must go through a socialization process that includes learning collective rules and practices as well as learning the group's speech. The result is that language barriers do not exist independently of social institutions, implying that implementing a common language does not always eliminate community hurdles to cross-cultural communication (Fromkin et al., 2018).

2. Literature Review

2.1. Concept of Cross-cultural Communities

The concepts of cross-cultural communities are built on the interconnections of various cultural and environmental elements (Arvizu and Saravia-Shore, 2017). Cross-cultural concepts are constructed with international languages such as English, French, and Spanish, and so on, that have been unquestionably strong through the technologic effect of fewer systems generally known as local languages in the world over the course of time (Duszak, 2011). Communities operate in a sociocultural context, which is defined as a set of conditions that are context bound. The mindset of a community and their operational principles is expressed and developed in their methods of behaving, thinking, and engaging with the outside world through language and culture (Extra and Verhoeven, 2020). Despite the fact that it is crucial in creating a sense of belonging that leads to awareness or a sense of not belonging that leads to non-commitment or dejection, the language used in development does not. This paradigm, which is considered as a philosophy of self-expression or life, is the whole process of the intercultural communities.

Robbins (1999) analyzes the social power of language in communities by placing linguist use in a social framework. He demonstrates how people cannot be excluded if they do not have the precise skills or qualifications required in negotiations, for example, dominant language command, certain interaction styles, or special knowledge (Robbins, 1999). In this perspective, language skills involve not only the ability to determine the correct form of a language, such as morphological, syntactic, or grammatical understanding

but also the ability to adjust language to social settings and events. This means that, on a practical level, language abilities are seen as a resource that can motivate or persuade individuals to take certain acts, while on a symbolic level, language is seen as a powerful asset that groups or individuals can employ in a social context (Genesee et al., 2006). According to Jakobson and Halle (2020), what constitutes a proper, dominant or natural language varies depending on the situation, making the ability to define or redefine legitimate language in any particular environment or situation critical to community's ongoing struggle for communication.

Cross-cultural identity refers to the willingness of respondents to use different languages and to participate in both cultures for various functions. This phenomenon supported the theory of social adaptation of Schumann (1986), in which a group applied an integrative negotiating approach between the two cultures. The group embraces the lifestyle and values of a broader society to different degrees, but preserves its own way of life and values for the use of intragroup. While psychological and social connection is an essential component of cross-cultural assimilation with the target language group, Schumann maintains that it is not necessary to adopt the values and lifestyle of the target language group to acquire and use the target language successfully (Schumann, 1986).

2.2. Use of Language in Cross-Cultural Communities

According to Fromkin et al. (2018), language in cross-cultural communities implies looking at how to motivate, organize, and inspire individuals to make use of the resources at their disposal to accomplish a common vision of their own goals. From this viewpoint, language is a powerful tool that may cause individuals to act in various ways, depending on how they are used. Language can take any form; however, it is impacted by individual, social, and cultural elements. Evani et al. (2016) supported this by stating that whatever option we make, we are using language to explain an action or to convey meaning and there is always a significant contrast in how language is used to foster communal bonds. As a result, speaking in any language will involve mastery of a distinct set of possibilities and alternatives. The level to which a person can express meaning in a language, on the other hand, impacts the reality he or she perceives. As a result, the reality of individuals who have grown up with the language and lived with it differs from those who have learned it but not lived it.

Friedmann (1994) explained that the language selection employed in the group for communication signals its identity code. Schumann (1986) underlined the relevance of examining people's conduct in the field of acculturation for psychological impacts. Arvizu and Saravia-Shore (2017), research on quantitative acculturation models, included statistical process measurement and conceptualization processes. It was stated by Montgomery (2008) that language-culture linkages are measured by the degree to which the target language is familiar and used by a group. These studies show that language is connected with culture in the acculturation

process. Tomasello (2009) believes that balancing two cultures and two languages are a complex process involving varied stress degrees throughout acculturation at different stages (Konner, 2011). One of the main reasons why people prefer one language over another is that they have emotional attachments to it. The emotional ties to a language arise from childhood when children use language to make sense of the world and to interact with others. According to Kim, 2012, a person's first language connects them to their culture and gives them a sense of self. Another study by Newton et al. (2005) seeks to understand the value of marketing language suggests that individuals tend to maintain a more profound and emotional link with their first language. Their earliest recollections of comfort or home are in that language, because they recall their parents speaking to them as little children and feel tied to certain terms.

Kormos, (2017), did a study that looked into how people's decisions are influenced by speaking in a different language discovered that people will make less emotionally driven decisions or more logical decisions in a language other than their native tongue since the emotional connotations are different. This means that, while they may be able to process information equally effectively in a second language, they will not feel emotions as intensely, and as a result, they may remain emotionally attached to their original language. Language allows users to fulfill the fundamental role of articulating ideas, making requests, and addressing issues (Trask, 2003). The ability of language to modify ideas has long been recognized by historians and social studies professionals. As one analyzes a message individually and collectively, meanings emerge. However, the same collection of messages can have multiple meanings. According to Evani et al. (2016), while those who share the same language experience inside the same speech group are likely to derive similar meaning from it, it is improbable that everyone else will. The entire development process is based on the complicated principles of growth, evolution, and maturation.

2.3. Challenges Created by Language in Cross-cultural Communities

Communication has an essential role in supporting and expanding our development activities, using the channels or instruments used effectively in our contact between society, the official sector, and people A. (Duszak, 2011). In this context, language power is not only a major asset of humanity but also a source of many challenges. The challenges stem from the fact that language impacts our perceptions of individuals, processes, ideas and events ideas, processes, and events in areas such as status, credibility, and attitudes toward topics such as gender and race. Language not only influences but also reflects our attitudes (Newton et al., 2005). The words that we use and the way we speak indicate authority, prestige, affiliation, appeal, and interest. From this perspective, there is a proof that the way we use language has the ability to cause misunderstandings (Genesee et al., 2006).

Negative emotions can also be evoked by language. For example, forcing people to speak a given language might project a bad connotation in the manner in which it is spoken.

Repression of a language, according to Extra and Verhoeven, 2020, can cause it to flourish when given the chance, and people will be less inclined to use the imposing language. Other times, a person may have bad feelings toward their first language since it has been informed, it is inferior to another and must be replaced. Newton et al. (2005), for example, have stated concern about how language and information sharing lead to the creation of social relationships that increase transactional ideas in portraying the process-oriented aspect of human interaction. The evident disadvantage of these limits has a direct impact on the goal of development communication, that is, the language we employ for development. This could be due to the fact that the rate at which information is shared to improve knowledge has not yielded the desired outcomes, as seen by the sluggish shift in awareness required to promote development. Miller and Johnson-Laird (2013) claimed that the complexity of language challenges confronting development has always put language at the center. They claim that economists, policymakers, political scientists, and policy analysts have dominated development discourse, but these challenges also interest interdisciplinary scholars because language plays a crucial role in development. Miller and Johnson-Laird (2013) argued that it is unfortunate that language concerns have been put primarily in the hands of linguists or national policymakers. The way people use language to communicate is influenced by their linguistic community's background to a larger extent.

Communication is the process by which people exchange their points of view, meanings, or information. Message sender and message recipient are both involved in any conversation. Communication is also influenced by a person's cultural background and is unique to each individual (Bernard and Dressler, 2017). Many times, the same word might have many meanings. It occurs as a result of two or more people participating in communication having different cultural backgrounds. As a result, the wider the disparity in background between senders and receivers, the greater the disparity in meanings linked to certain words and behaviors. The process of communication involves a constant exchange of meanings with others. People from a particular culture communicate their opinions, facts, or messages with people from different cultures in cross-cultural communication (Peterson, 2003). Cross-cultural miscommunication happens when people from different cultures are confused or misunderstood, and the sender's intended message is not received by the receiver from a different cultural background. As a result, the risks of cross-cultural misinterpretation increase as the cultural differences between the sender and receiver grow. Cross-cultural miscommunication is frequently caused by misinterpretation, misevaluation, and misperception (Genesee et al., 2006). As a result, when there is a lack of understanding, cross-cultural communication can turn into cross-cultural miscommunication. The cultural difference reduces the precision with which a message is conveyed.

Most researchers that work with populations that have been traditionally excluded from mainstream research have come up with a significant discovery that highlights the need of assessing the impact of language on the target audience

Extra and Verhoeven (2020), Evani et al. (2016), and Kormos (2017). They do, however, acknowledge that human variation is a crucial aspect in interacting with groups of people or a community, and they claim that when language use is monitored it may be assessed to see if it is effective (Evani et al., 2016). This paradigm enables for evaluation and feedback, which will undoubtedly improve social development communication approaches and strategies.

III. Methods and Materials

Secondary data were used to gather information for the topic of interest in this thesis. Secondary data refer to data that have been published as a result of other studies of processes. The secondary data gathered were analyzed using content analysis method. This is a research technique for identifying the existence of specific concepts, topics, or words in qualitative data. The secondary sources' content was examined with the goal of establishing a link between the use of language in cross-cultural communities and the bonds formed as a result.

IV. Results and Discussion

After laying a basis for the relationship between culture and language, speaking in a person's preferred language might help them form stronger relationships. According to research conducted, language is a vital determinant in the development of intimacy between people (Arvizu and Saravia-Shore, 2017). When people can share what matters most to them with another person and be understood and accepted, they form deeper bonds. While spending time together and sharing hobbies and activities are important in close relationships, the ability to communicate one's innermost feelings is equally necessary. It may be awkward or less significant to reveal crucial information about oneself in a language that is not one's first or favorite language. It is advantageous to speak and comprehend the preferred language of a person to create that level of familiarity with them (Evani et al., 2016).

While listening to the preferred language can open the heart of the individual to deeper connections to one another, there will still be a lack of intimacy and barriers to sharing the intended message as long as there are cultural obstacles anything that can lead to incomprehension and friction between two cultures (Duszak, 2011). People with diverse cultural backgrounds have varied experiences, appearances, values, habits, beliefs, and ways of interpreting the world around them. Cultural and linguistic variety is a trait of most nations today, because as a result of historical events and human migration, people from different groups live together. The preservation of cultural history and identity is vital in multilingual society in the languages of different ethnic and cultural groupings (Peterson, 2003). Language loss entails cultural and identity loss. The suppression of languages by minority populations was employed as a deliberate policy to repress such minority cultures in numerous civilizations throughout history. As

a result of the colonization and migration process, a great number of global languages were lost.

The importance of linguistic knowledge in interpreting non-literal speech has been documented in previous investigations. Adults interpret non-literal speech primarily through paralinguistic and kinesics characteristics such as facial expressions, gestures, intonation, and volume (Pandey, 2014). These cues are used to convey emotion and intent; they supplement oral speech with non-verbal meaningful information to draw attention to the nuances of meaning in communicative discourse, indicating to the listener that the utterance contains additional meaning that is not fully communicated through the oral statement alone. Individuals and civilizations utilize languages differently. There is no universal rule for communicating nonliteral language that can be applied to all people (Hunsinger, 2006). Sociocultural environments and experiences have a significant impact on linguistic development. Each person's language development is unique. Furthermore, linguistic input from life events aids acquisition to variable degrees; this is especially true for non-literal language processing.

Cultural behavior analysis, body language analysis, and societal background analysis based on culture can all help to prevent these issues. People's behavior in dealing with the other environment, society, culture, and people can be motivated by effective cross-cultural communication. Foreign language teaching classrooms assist students in developing their understanding of language differences. As a result, cultural research in a target language learning environment stimulates students.

V. Conclusion

Speaking to a person in their preferred language builds on the idea that language and culture are essentially intertwined for emotional connections, historical considerations, and feelings of inclusion or exclusion in the community. It is very beneficial because it can help people to react to what they are accustomed to, and people feel that they can communicate easily leading to deeper connections and stronger relationships (Duszak, 2011). Addressing people in their preferred language can likewise assist with intersection of social contrasts, as an appreciation for the other culture and language is exhibited and individuals share, to a degree, in the social personality addressed by the language. These are significant benefits of language in creating community bonds in addition to being an effective of building relationship in culturally diverse communities. Cultural beliefs, values, norms, and language attitudes are essential variables in shaping economic progress and explain the reasons why certain countries succeed in developing while others fail. As a consequence, our understanding of language must take into account that civilizations always change and are not homogeneous internally. Nevertheless, language culture does not alone govern our identities and lives, because gender, class, politics, religion, incentives, and institutions have an impact on us all. Therefore, the importance of language in

cross-cultures as a development agent tool is undeniable in the sense that it is an active participant in the construction of social behavior.

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