



The Study on Cross-Cultural Communication of English as Foreign Language

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ABSTRACT

Globalization in different countries, institutions and among individuals promotes English language as the most important and widely used language in the world. Cultural knowledge can be gained through careful study of function patterns within the cultural system of the language. In cross-cultural communication, people from one culture share their views with people of other culture. English serves as a common language for cross-cultural communication. 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, English as Foreign language (EFL), learners.

Introduction

Today in this globalized world, English language is not limited to high class society, kingdoms, palaces, or royal hierarchy. Now a day, modern information and communication technology helps to distribution a wide range of knowledge across the countries in seconds. Unfortunately, the standard is not yet satisfied to the international level. Communication is a multilayered, dynamic and complex process because during communication everything is not communicated and even everything is not identically received. Pieces of information, ideas or thoughts cannot be communicated directly.

The flourishing cross-cultural aspect and its warm welcome/acceptance in the English language teaching indicates the future affluent growth of technological, social and political fields that facilitates the social contacts and mobility among people. 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 language as a medium of international communication now a day is mediating to benefit all from the cultural and cross-cultural aspects. An EFL classroom language teaching is automatically linked to culture teaching. The greeting forms, addressing forms etc. of models and dialogues in reading texts shows cultural knowledge and cultural impact that the learners learn. Learners' communication with people of other culture need to focus the behavioral cultural influences as well as their own culture's influence (their thoughts, forms of expressions etc.) on the other culture which they have to maintain to achieve the standardized effective target language teaching and learning.

Literature review

Cross-cultural communication

Communication is the process by which people exchange their views, meanings or information which they want to convey. In each communication there is an involvement of message sender and message receiver. Communication also depends on a person's (sender's and receivers) cultural background and is not the same for each person. Many times with same word differ in meaning. It is because of the difference in cultural background of two or more than two people who are involved in communication. Therefore, it demonstrates that the greater the difference in background between senders and receivers, the greater the difference in meanings attached to particular words and behaviors. The communication process is a continuous process of sharing of meanings with people.

In cross-cultural communication, people from one culture

share his/her views, information or messages with people of other culture. Cross-cultural miscommunication occurs with the confusion or misunderstanding between people who belong to different cultures and the when the sender's intended message is not reached to the receiver who is from other cultural background. Therefore, the chances of cross-cultural miscommunication becomes more with the increase in difference between the sender's and the receiver's cultures.

Many times misinterpretation, misevaluation and misperception leads to cross-cultural miscommunication. Hence, cross-cultural communication can become cross-cultural miscommunication when there is lack of understanding. The cultural difference lowers the precision level of conveying a message. Cultural behavior study, body language study, societal background study according to culture helps to avoid these kinds of problems. Efficient cross-cultural communication can motivate the behavior of the people regarding coping with the other environment, society, culture and people.

The foreign language teaching classrooms helps the learners to develop their insight regarding the differences in the language. So, cultural study in target language learning atmosphere motivates the learners to-

1. Accept wider range for the perception among individuals of different culture.
2. Create comfortable and enjoyable teaching classes that inform the learners about the possible mistakes during interpretation, communication, comprehension and translation.
3. Cross cultural communication develop and support maintaining prosperity and peace in the world
4. Facilitate communication and co-operation.
5. Increase the communication ability of the learner with other cultural different individuals.
6. Increase the international and intercultural understanding level.
7. Mutual understanding and enrichment of language, business, socio-political affairs etc.
8. Recognize and understand the linguistic and behavioral patterns of the target and the native culture properly.
9. To achieve unity in the field of language learning and teaching.

Language teaching is linked with culture teaching

With foreign language learning, the learner also learns about the culture related to the concerned language. According to McLeod "by teaching a language..one is inevitably already teaching culture implicitly" Language and culture are inseparable in language

acquisition process because of the following reasons:

1. Language codes can only be taught in combined situations because socio-cultural communication needs not only one but various elements like: approachable and suited contents, their links, teacher's positive attitude towards the target culture etc.
2. Language learners' need focus on the paralinguistic patterns and the kinesics of the culture that they want to acquire because every culture and language differs in this.
3. Language teachers' should possess deep knowledge of culture and language, its complexities and various processes of intercultural mediation regarding foreign language learners.

Globalization facilitates communication or due to globalization, people are more concerned towards language study that supports proper and free communication between people who belong to different culture or society. Knowledge of foreign language, practice plus understanding of the differences of different cultures is required for good and successful communication ability. In reality cultural exchange becomes cultural interference (knowingly or unknowingly) due to cultural differentiations. Therefore it is good not to judge other people who belong to different culture on individual's culture, values and rules.

MacIntyre and Charos (1996) put forward that the foreign language learners increase in frequency of speaking English outside the classroom and opportunity for interaction among various individuals will have the advantage to increase their perceived competence, willingness to communicate, and frequency of communication. This method of doing things will be important for developing fast learning and easy learning opportunity among the learners who have different culture background. This process will also help in developing the cross cultural understanding among the group of people who are learning of English as foreign language. Various research suggests that students who actively seeking opportunities to speak a second language both inside and out of classroom become more proficient in second language conversation than students who do not seek them. It has also been revealed that the opportunity for intercultural language interaction among the learner also support to develop and understand cultural background required for effective communication. The exposure to English and interaction with native speakers has a greater influence on foreign language learners and leads to more successful communication (MacIntyre & Doucette, 2010).

Barriers to cross cultural communication

Inter-group or inter-cultural communication both becomes a challenge in the field of communication. The main hindrance in cross cultural communication is misunderstanding (Griffin, 2000). The cross cultural variability is the main reason of hindrance in intercultural communication. Other barriers to cross cultural communication are

Cultural mistranslation is the one among many hindrances in communication (Tubbs and Moss, 1994). In cross-cultural communication it can lead to misunderstanding and confusion.

In culture norms are set rules for suitable and proper behavior (Tubbs and Moss, 1994) like greetings, apologies etc. Many times in intercultural communication it creates confusion (Richards and Sukwivat, 1983).

Roles are sources of cultural variability and designed for people in society. Each culture assigned different roles for men,

women, children, parents, husbands etc. For example in North India women should cover her face while talking to other men. Rejection or violation to these laws is regarded as disrespect and insult of the culture.

Beliefs and values slow down the understanding in intercultural communication. Many times people misunderstand and get confused in the communication due to beliefs and values.

Stereotypes are individual's value judgments about people (Pang, 2001). People perceive other on the basis of incomplete or false information regarding other people that lead us to make false obtuse choices in the intercultural communication. Therefore language teachers should guide and facilitate learners to attain various skills that increase their knowledge regarding the target language and culture(s) as well as support them to incorporate their own culture in their performance and conduct.

Methodology and Finding

Cross-cultural communication affecting learners

The learner's questionnaire that was administered was comprised cross-cultural communication related questions. All questions are measured on 5 point Likert scale with strongly agree, agree, neutral, disagree, and strongly disagree. From the total number of communication only top ranking order has been presented in this research. The survey questionnaire data analysis result among the learners of EFL indicates clearly Cross-cultural communication affecting learners. The survey questionnaire data analysis result shows that EFL helps in Information Technology and communication (Facebook, twitter) ($\mu = 2.1744$); ($\sigma = 2.5421$) and therefore learners prefer to take EFL courses. Now a day's to operate in social network like Facebook, twitter and otherlike transport, travel and business (export-import) needs the understanding of cross-cultural understanding. Second category was achieved for carrying out business activities in internet or based on IT need knowledge of English for cross cultural communication insisting EFL learning among learners as it helps in cross cultural communication ($\mu = 1.6371$); ($\sigma = .8923$) which can be observed in research analysis.

Third factor in the category was EFL also helps in solving communication problems ($\mu = 1.6214$); ($\sigma = .8836$) among different culture, society and regions. Foreigners' way of thinking, sight, interpretation and evaluation differs so, naturally these differences reflect on their decisions, thinking, understanding, persuasion, conduct or on the whole life. Therefore a good learner of EFL should always be prepared to face and understand these differences of cross-cultural communication. Finally, English also help co-operation and co-ordination in society ($\mu = 1.6127$); ($\sigma = .8529$) as indicated in the data analysis. In this globalized world, English act as a global language having capability to bring different society, culture closer and enable them to interact and share idea and information for mutual benefits, peace and integrity.

Conclusion

Cultural dimension in language studies is considered as a significant mark point in language teaching and learning process. The cross-cultural communication of English as foreign languages can connect with communities, societies and cultures that help to interact with others and language learners should be guided and instigated to become competent intercultural speakers (Garrido & Alvarez 2006). Various factors can affect the cross-cultural communication. Various factors that affect the learners are: co-operation and co-ordination in society; helps in cross cultural communication; helps to solve communication problems and helps in IT and communication etc.

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