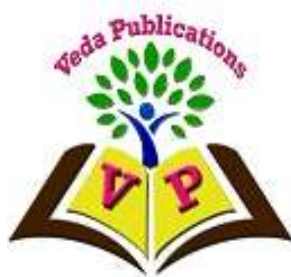**NATIONAL SEMINAR PAPER**

JOELL
Veda Publications

# INTERDEPENDENCE OF LANGUAGE AND CULTURE: A LINGUISTIC STUDY

Dr.Gomatam Mohana Charyulu[1], Ganesh.D[2]

[1](Associate Professor of English,Department of Sciences and Humanities,VFSTR (Deemed to be University) Vadlamudi, Guntur AP.)

[2](Department of Sciences and Humanities,VFSTR (Deemed to be University))

**ABSTRACT**

Culture is something different with various complexities and deepest dedication towards the regular activities of the Individual. It refers to vibrant social structures and exchanged samples of actions, feelings, emotions, attitudes and ways of life. It fills the life with knowledge and values. Language is a system of communication which is developed under the culture and surprisingly it influences culture with its styles and interpretations. Though Language is a part of culture, it expresses cultural beliefs and values with specific linguistic patterns and procedures strengthening the culture. This paper titled: **"Interdependence of Language and Culture: A Linguistic Study"** focuses on interdependence of culture and language and interpretations of linguistic styles of culture. Various thoughts of the human mind take a shape through language where as ways of life is reflected in culture.

**Keywords***: Culture, Communication, Knowledge, Language and Life.*

Proceedings of National Seminar on "Language of Literature and Culture" held on 22nd & 23rd Nov., 2018.
Organised by the Dept. of English, JMJ College for Women, Tenali.

## INTRODUCTION

Language and Culture are two indivisible elements as the flower and fragrance. It is impossible to understand a culture without its language. It is this inseparability that makes a language teacher to understand learners culture, language, idiomatic, grammatical, pragmatic possessions of different accents, dialects and pedagogical challenges. At this juncture, English Language Teacher in his heterogeneous civilizing class room plays the role of Universalist, collectivist, nonconformist, multi-centered and mono-centered. Supportive and long-winged teacher accommodates dynamics and practices of the culture.

Language gives a huge scope to symphonize the procedures of sensitivity, outlook and manners of culture. It embodies these procedures of semantic, colloquial, syntactical and inducing interpretations. Similarities and complexities of Language and Culture depend on reverberation ad dissension of the learner. Learning a target language is analogous to the echoes of mother tongue. This reverberates differently and difficulty in heterogeneous cultural level. Concept of a word and concept of a culture do not have the same interpretation in linguistic level. One language of a word does not posses same strength in the interpretation of meaning in another language. At the same time one concept of the culture dissimilar to another culture. Equivalent meaning of a word make distinction its semantic equations in another culture. The style and diction of language reflects its culture and customs. It also mirrors linguistic identities and peculiarities of the specific language followed by a specific culture. Thus one cannot differentiate and distinguish language and cultures are two different distinct identities.

## ANALYSIS

While discussing the strategies to solve equivalences at word level, collecations at idiom and expressions, cohesion and coherence, Baker M in his " problem based Strategies…" (1992) says;

| Strategies to solve non-equivalence at word level | Strategies to solve non-equivalence above word level: collocations, idioms and fixed expressions | Strategies to solve textual equivalence: cohesion and coherence |
|---|---|---|
| - translation by a more general word (super ordinate)<br>- translation by a more neutral/less expressive word<br>- translation by cultural substitution<br>- translation using a loan word or explanation<br>- translation by paraphrase using related word<br>- translation by paraphrase using unrelated words<br>- translation by omission<br>- translation by illustration | a. COLLOCATIONS<br>- be alerted to potential influence of the source text.<br>- put the translation draft aside for few hours and return to read the target text so that the possible interfering influence of source text patterning is reduced<br>- evaluate the significance of a potential change in meaning<br>- translation by a marked collocation depending on the constraints of the target language and the purpose of the translation.<br><br>b. IDIOMS AND FIXED EXPRESSIONS<br>- using an idiom of similar meaning but differing form<br>- paraphrase<br>- omission<br>- compensation<br>- rewording<br>- translation by paraphrase using unrelated words<br>- translation by illustration | - adding<br>- deleting<br>- reordering<br>- producing different lexical chains<br>- explicitation<br>-rechuncking (reorganizing or renumbering paragraphs, sentences) |

Source: Baker, M. (1992)

Generally, every one come across various problems in the context of cultural and linguistic areas when one tries to translate the meaning from one language to another. As English teachers, it is everyone's experience to deal a class with multi lingual and multi cultural mode. English as a second language, most of English teachers use almost TESL mode with local influence. At this juncture, one can observe three important elements.

    i.    The culture of the native English Language

    ii.    The culture of the non-native Teacher

    iii.    The culture of the Native and non native learners (mixed group in class room)

Any debate or discussion on the language without its milieu in terms of culture of its practice is imperfect because as Gilbert (1983) views, language is not only a social phenomenon but also interpersonal functions and transparency of the practitioners. Social customs and conventions in a culture are rule-governed behavior by its nature a social entity. But the linguistic behavior of the same culture varies due to various dialects in it. Therefore socio-cultural contexts of the communication, implementation and violation of communicative rules and the pros and cons of language are to be treated as a special cultural context. Here, it is not out of place to discuss the native and non native variations of English language. Non-native learners' of English language habitually applies their native language rules on English and try to implement them according their convenience. Similarly they practice in writing also. One can find a striking difference between the writings of RK Narayan and O Henry. The short stories of these two writers reflect their native culture and dialectical practices in their fiction. Henry's "After Twenty Years" filled with full American local vocabulary like, Lamppost, avenue, truck, cop where as Narayan uses street light, street, lorry and police. Thus language is studied within the social context and cultural purview of the people that exercises it.

The structure of language and the structure of culture are not two different identical things. They are two interdependent elements which find explicit manifestations in social, cultural and other structures of the society. The researcher would like take an example related to the usage of politeness. The usage of politeness in terms of Language and culture has two main issues in it.

    i.    Standard usage

    ii.    Universal usage

The basic purpose of expressing their courtesy is vary in their culturally motivated linguistic expressions. British English and Indian English is quite interesting and surprising also in this context. The basic intention of the speakers in these two cultures is to express his courtesy. Indian English speakers' use;

    i.    How are you?

    ii.    What about your mother?

    iii.    How are the children? What are they?

    iv.    Are you happy there? Are all fine ?

In the context of Indian culture, such speech procedures like asking questions, enquiries, statements and others are specific ways of expressing politeness. While having dinner, "Have some more rice", " A spoon of curry more please" and others. It is quite different in the context of British. Thus the linguistic expressions of the same feelings changes from culture to culture and society to society.

If one can step into further discussion on culture and literature, Nayantara Sahgal's "A Situation in New Delhi" (1977: 9);

"Michael phoned next morning.

"When do we meet?"

"I forgot to give you an invitation from Veena Puri for this evening. Do you remember

Her?"

"Fat and gorgeous, "said Michael Promply,

"Yes. They're having a singer and buffet supper. You may meet a lot of people you know"

I'd love to come"

The main feature of the speech in terms of linguistic issues reflects its cultural reflectivity. In all aspects like, content, form, matter and manner all these are cultural specific in communication pattern. For example, compliments in Indian English exhibit twofold facial appearance of addresser-lowering and addressee –raising. One cannot find such expressions in American English.

Proceedings of National Seminar on "Language of Literature and Culture" held on 22nd & 23rd Nov., 2018.
Organised by the Dept. of English, JMJ College for Women, Tenali.

## CONCLUSION

From the above discussions, it is concluded in view of interdependency of language and culture exhibit certain salient features of communication. Linguistically, the participants in the communication use situational language, they build up the sentence pattern and usage of vocabulary depending on the dialectical practices, at last their entire communication is based on their non verbal behavior of the place.

## REFERENCES

[1].  Baker, Mona (1992)*In Other Words.* London and New York: Routledge

[2].  Gilbert, M. (1983) 'On the Question Whether Language has a Social Structure: Vol. 56, No. 3

[3].  Henry O : (1906) "*the Four Millions*"Libri vox, New York.

[4].  Lander, H. (1966) *Language and Culture*, New York: Oxford University Press

[5].  Larsen-Freeman, D. (2012) 'From Unity to Diversity: *Language Teaching Forum,* Number 2,

[6].  Narayan RK, A Collection of Short Stories. Indian thought Publisher, New Delhi India

[7].  Nayantara Sahgal (1977) *A Situation in New Delhi*. Penguin books, New Delhi India.