

Research on the Teaching and Learning of Second Language Acquisition from Cultural Differences in the Perspective of Globalization

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Abstract: The current world is showing a trend of globalization. Cultures of various countries coexist in diversity and are colorful. Not only ordinary communication issues need to be considered, but also many social phenomena should be dealt with appropriately. For instance, the number of international students is rising nowadays, and the caliber of foreign workers and immigrants is gradually getting better. In such a situation, learning a second language is an essential condition and ability. If there is a lack of understanding of the cultural differences behind bilingualism or even multilingualism, it is difficult for people to master the practical meaning of second language acquisition. The understanding and research of different cultures also need to be deepened to strengthen academic ability, enhance consensus, and form a global synergy. Therefore, using a literature research methodology, this paper examines how, in the modern period, second language learning and cultural diversity exist in different nations. Additionally, the research in this paper includes a comparison of Chinese and foreign language studies, as well as a look at how cultural adaptation is done and how cultural information is used in second language instruction. The study found that most students today acquired a basic second language only through the classroom, and even after a long period of study and training, they still face the goal of intercultural communication in their second language. The necessity of popularizing significant cultural distinctions in the teaching of second language acquisition and of offering comprehensive assistance to students in order for them to fully understand the learning and production of language and culture is made evident by such phenomena.

Keywords: second language acquisition, globalization, cultural differences, cross-cultural communication, education

1. Introduction

On the basis of the ever-changing and diversified development of today's world, the exchanges between people of all countries are becoming increasingly close. Therefore, the reality of cultural differences and their relevance to second language acquisition deserves more attention and research. In order to provide international students with higher quality ways of academic communication and avoid the negative impact of people's discomfort and sense of uncertainty in a foreign country,

empirical research on the relationship between second language acquisition and cultural differences is an extremely critical and effective method.

Some earlier studies highlighted the issue of teacher-student mutuality in second language teaching, mainly pointing out that such teaching is likely to have problems and confusion in the context of cultural differences, which can affect the effectiveness of teaching. Meanwhile, American sociolinguist Hymes made the argument that a person's capacity to grasp and use language knowledge can also be thought of as communicative competence. These predecessors' explorations prove that the classroom practice of second language acquisition and cultural differences has always been a topic of concern. Relevant academics disagree on whether teachers should take the initiative in finding a solution to cultural disparities that arise during the learning of a second language. To develop students' multicultural identities and cross-cultural communication skills, it is still unknown if teachers and students can make equal efforts to integrate fair and effective cultural background content throughout the entire second language acquisition process. At the same time, China, the nation with the greatest population on earth, has the biggest community of people learning second languages. Investigating the development and cultural significance of English in China's basic second language acquisition course in the process of student growth from the perspective of China is of great and far-reaching significance for the popularity of second language acquisition education and cultural differences in other countries in the global perspective. Based on earlier studies on the subject, this paper will veer off course to discuss how to comprehend the truth and importance of second language learning, cultural variations, as well as those traits and similarities of teaching in various nations in the modern world.

2. The Application Value of Cultural Differences in Language

Cultural awareness is sensitivity to the similarities and contrasts that exist between two distinct cultures, as well as the application of this sensitivity in efficient communication with members of another cultural group [1]. As a second language learner, everyone must equip themselves with a clear cultural awareness. Because language is one of the carriers of splendid culture, it is also the most important form of cultural export. When the learner's brain receives a more abstract topic such as "culture" than the common concept of a single language (such as English, French, Chinese, Japanese), it can stimulate their interest in such a wide field to some extent, and at the same time, a larger field of view also means more possibilities, rather than just concentrating on the tedious and repetitive practice of listening, speaking, reading, and writing, in order to effectively communicate to the learner the essence of second language learning.

Second Language Acquisition (SLA) is the term used to describe both the study of individuals and groups who are acquiring a second language after learning their first as young children. Although it may be the third, fourth, or tenth language learned, the additional tongue is referred to as a second language (L2). Any language that is the aim or goal of learning is referred to as a target language (TL), which is another term for it. The scope of SLA encompasses L2 learning that incorporates a combination of these environments and circumstances, as well as informal L2 learning that occurs in realistic contexts and formal L2 learning that occurs in classrooms [2]. In today's world, transportation is developed and exchanges are convenient, and people often learn about the living conditions of some immigrant families and mixed-race children. For instance, many Chinese children leave their country at a young age or are even born there due to their parents' jobs, and their "informal learning" of the language occurs in all aspects of their lives. Because they have the most influential language environment on a daily basis, in which case it is almost as easy for them to master a second language as their mother tongue, even without in-school learning or any systematic learning. It turns out that bilingual babies are able to distinguish between two language systems from a very young age. Experimental evidence shows that bilingual children at four or five months of age already have the

ability to distinguish between two pronounced languages (Spanish and Catalan), and this distinction is generally considered to be very difficult. There are also experiments that confirm that 13 French-English bilingual babies with an average of 1 and a half years old have developed a distinction between the two language systems at the stage of babbling before they start to speak words formally [3]. Professor Yip (Hong Konger) and Professor Stephen (British) have 3 bilingual babies, and the family lives in Hong Kong, and the babies grow up in a “one parent-one language” environment, i.e. Yip speaks Cantonese and Stephen speaks English. They researched and documented the language acquisition of the three babies and wrote a book in which they reported that the eldest daughter’s English and Cantonese phonological systems diverged at the age of 1 and were able to accurately distinguish between the endings of the two languages. Furthermore, studies have shown that Japanese babies are able to distinguish R and L sounds in English without pressure in the early days of American babies, but this ability to distinguish begins to gradually lose after 8 months, and Japanese adults generally cannot distinguish between the two sounds. In this day and age, most adults are bilinguals because they have experienced second language instruction in classrooms when they were at schools. It’s just that many people rarely use this foreign language effectively in their lives, so they gradually become unfamiliar and dilute the pragmatic habits of the second language, and even “forget” the language. Furthermore, statistics show that 21% of school-age children in the United States (ages 5 to 17) speak a language other than English at home, and this number is expected to rise in the years to come [4]. In such a situation, the family provides a reliable environment for second language acquisition. This phenomenon also reflects the growing trend towards bilingual learning and popularization among children. Foreign language acquisition is more effective and efficient when it begins early, when children’s linguistic functions are still developing. It can also create a crucial basis for children’s future growth. Therefore, it is imperative to promote appropriate models of second-language acquisition education. In short, because children are the objects of second language acquisition that society needs to focus on, in the recording and evaluation of children’s second language ability and learning process after receiving multicultural differences, related educators can continue to deepen and explore the second language acquisition mode that is more suitable for learners with different characteristics (especially the enlightenment stage).

3. The Specific Embodiment and Impact of Cultural Differences on Second Language Acquisition

Language is a product of social existence. The natural conditions of England are clearly different from that of China, which is thousands of miles away. Moreover, it is precisely because of different regional characteristics that there are significant differences in social customs and historical culture between the UK and China. Therefore, language, as a keyway of cultural output, will also have a lot differences between these two countries with differences. Fundamentally, differences in pragmatic skills (i.e. the product of differences in values) can profoundly affect communication between these two places. It is necessary for people to have a correct and in-depth understanding and mastery of these cultural differences.

The structural factors of language are mainly the following aspects: Phonological system (phonemes, syllables, intonation, etc.), grammar system (vocabulary, sentence structure, pragmatic laws and rules, etc.), semantic system (meaning conveyed by language). During the research process, it can be observed that the phonological and grammar systems are minimally influenced by culture or related cultural differences. In previous well-known studies, Chomsky has proposed theories about parameters in universal grammar. By providing a workable solution to the logical issue of language acquisition, the Principles-and-Parameters Theory established a significant milestone in formal linguistic theory. This productive field of investigation uncovered significant universal properties and macro-patterns of parametric variation among an unprecedented number of languages.

Microparametric variation has been utilized by recent developments in parametric theory, which has led to some concerns concerning the status of macro-parameters [5]. The rules and parameters reflected in language under the influence of different cultures and similar cultures are completely different. For instance, A common word– Fast: it means the high speed of movement. This should be the simplest translation. However, fast also means “water-based poplar flower”. This is a Chinese idiom, an expression that is completely absent in English culture, and the idiom is a metaphor for women’s emotional incompetence. In addition, fast also means loyalty, it can be used to describe the friendship of sharing adversity.

For the expression of syntax, the inherent differences of culture, that is, the characteristics of the living habits and historical origins of different countries, will be clearly reflected in different language habits. “밥 먹을게” The literal translation is ‘I am eaten by my meal’, but the correct Chinese expression should be ‘I eat’. The sentence structure of Chinese is mainly based on “subject + predicate + object”, while the sentence structure of Korean is mainly based on “subject + object + predicate”. Historically, Korean culture has been greatly influenced by traditional Chinese culture, but due to the development of the area, it has gradually formed its own unique language and culture. Therefore, culture itself does not have any right or wrong value judgments. It’s just the mental habits that have accumulated over a long period of time in this area.

The concept of the conflict between the individual and society serves as the foundation for Western philosophy of life. The idea of individual self-actualization is deeply rooted, so personal independence and creativity related to individualism are crucial. In such an atmosphere, frankness and straightforwardness have become the main theme of Western life language expressions. For the Chinese, since ancient times, people’s communication habits have pursued harmony and interdependence and connection. They don’t emphasize the individual when conversing with others, thus it is better for them to employ a practical method that is tactful and moderate. Considering the “face” of both parties, that is, leaving enough dignity for each other, the Han nationality has always paid attention to etiquette in the course of historical development. Influenced by one of the most important early schools of Confucianism, Chinese people have formed polite words and deeds. The language habit of “peace is the most important” is manifested pragmatically as “choose elegant language, prohibit foul language, use euphemism more, and use less bluntness”. At the time of the difference after the meeting, there are also differences between China and the West. In China, people are often used to greet each other with “Have you eaten?” If you are in an English-speaking country, if you ask others “have you eaten?”, others will subconsciously think that you are inviting them to eat, so misunderstandings are easy to occur. When Chinese greet acquaintances on the road, they usually ask questions such as “Where are you going?” For them, these questions make them uncomfortable, because in their view, there are bad intentions to pry too much into other people’s personal problems [6]. Therefore, it is obvious that Chinese most important language feature of the etiquette is implicitness, but suggestive language can cause discomfort to people in Western countries. In the daily communication between Chinese and English, the two sides often make jokes or fail to communicate, because Chinese often use their own patterns and strategies, often treat others with their own, and mistakenly evaluate and respond to each other’s words, and vice versa. The most important thing that people need to overcome in intercultural communication is that even if they are proficient in a new language, it takes a long time to change their pragmatic habits. Therefore, the embodiment of these cultural differences has also prompted researchers to propose that in the initial period of second language acquisition, it is necessary for teachers to consciously cultivate pragmatic habits, in this way to achieve subtle effects, and later correction will not be very difficult. At the same time, in order to achieve such a goal, the teacher’s own ability and language qualifications are the first important conditions. Because the correct guidance required to change pragmatic habits requires guidance to have almost impeccable authentic foreign language ability.

4. Pedagogical Thinking on Second Language Acquisition under the Influence of Cultural Differences

The fundamental purpose of foreign language teaching is interlingual communication, which is to communicate with people from various cultural backgrounds. Therefore, in English teaching, language should be seen as a whole that is inseparable from culture and society, which involves the history, geography, customs, life, behavior and values of English-speaking countries. In addition to mastering pronunciation, grammar, and vocabulary in English teaching, learners must understand the social, historical, and cultural background of the language, because language cannot exist without culture. As far as the current English teaching in China and some regions is concerned, some learners pay too much attention to the accuracy of language and ignore the flexibility and appropriateness in communication. To solve this problem, it is necessary for teachers and students to consciously enhance cultural awareness, pay attention to cultural teaching while teaching language, have a comprehensive understanding of the society and culture of English-speaking countries, and learn in different cultures [7]. For education, the teaching of language needs special attention. It often loses its original meaning due to environmental influences. Better use of language in social contexts and overcome learning barriers caused by differences in cultural understanding. The basic second language teaching in China is English. But it always represents learning for the purpose of exams, and only in this way, students may be able to do English tests well. It is difficult for them to acquire English in itself because the English teaching they receive in school is relatively incomplete. Therefore, in order to explore the truly practical and effective second language acquisition teaching under the background of cultural differences, researchers ought to start with a framework that connects (i) SLA scholars, (ii) classroom researchers, (iii) teacher educators, and (iv) language instructors to describe the relationship [8]. In almost every community, the teacher and pupil are the quintessential pair of roles. There might be a lot of confusion when a teacher and student have different cultural backgrounds, such as when it comes to economic development programs. These can result from differences in the expected teacher-student and student-student interactions, differences in the relevance of the curriculum for the two societies, differences in the cognitive ability profiles of the populations of the two societies, or differences in the social positions of teachers and students in the two societies [9]. Teachers should take into account the three relationships between language and culture in foreign language teaching: culture in pragmatics and semantics; macroscopic environment of language use (that is, cultural environment); “Transferring language teaching from the explicitness of culture to the intrinsic nature of culture makes cultural learning a “ learning of the construction process” [10]. Because teachers play the most important role in second language teaching, they need to control the general direction of the overall knowledge output. Initially, what students most want to know is what they are learning, and the most direct way is to get it through teachers. Therefore, it is indispensable to help students understand the essence of second language acquisition.

From a practical point of view, in addition to the content of the textbooks, teachers should annotate pertinent cultural knowledge. In particular, the annotations of some special descriptions and specific meanings will help students master proper communication culture and achieve a more flexible intersection between language knowledge and cultural knowledge. Moreover, teachers can integrate relevant cultural knowledge into classroom teaching, and explain the main knowledge of the main British and American countries involved, especially the knowledge of cultural differences. In order to give students an immersive experience with language and culture while also enhancing their sensitivity to and knowledge of cultural differences, teachers can mix the instructional material to allow students to adapt conversations for performance [11]. Therefore, the dominant position of teachers in second language teaching is clear, even if they may take different ways to teach, the initiator of most actions is still teachers, and when the second language acquisition has the influence

of cultural differences, teachers are absolute promoters. Learners are highly dependent on them, especially in the early stage, teachers must control the overall situation. Similar ideas were clearly proposed in earlier studies, such as “In cross-cultural learning circumstances, teachers should bear the majority of the responsibility for adaptation” [9]. Nevertheless, the purpose of second language acquisition is to enable intercultural communication, which in itself is a dynamic process of influence. Teachers cultivate students’ correct concepts and clear learning direction, which should not be far from the proportion of students’ self-dedication and interactive communication. It can be said that “the master leads the door and practices in himself”. So some of the perspectives that differ from the “teacher-led” second language acquisition classroom and teaching model mentioned above have arose like “both language learners and teachers need to be familiar with the cultural differences between their mother tongue and the target language and improve their understanding of both languages to enlighten cultural sensitivity and insight. By doing so, it prevents mother tongue culture from interfering with the teaching and learning of foreign languages and encourages the development and improvement of cross-cultural communication skills” [12]. These aspects of second language teachers require the joint efforts of second language acquisition experts and teacher educators, so that teachers can have more professional guidance and a broader perspective while exploring on their own.

For classroom researchers, careful observation and analysis of the overall situation and special situations need to be carried out continuously. The language elements shown in the figure below are indicators of different learners’ mastery, and for a sound language education, learners and teachers need to focus on what they need to focus on, and classroom researchers need to analyze such surveys.

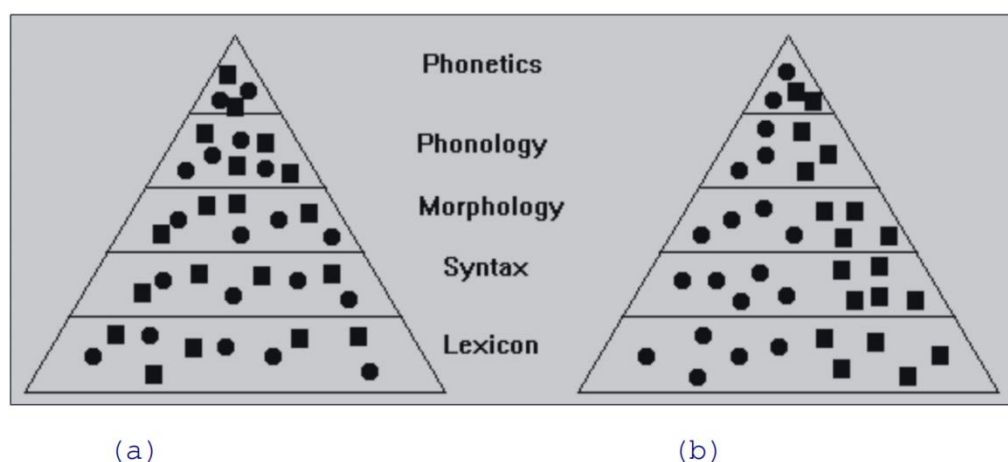


Figure 1: Bilingual language systems [13].

As shown in Figure 2, The interconnected or compounded knowledge situation is depicted in (a). The first language knowledge (shown by circles) and second language knowledge (represented by squares) are functionally distinct in (b). The process of learning a second language involves many facets of education, and the examination of the content depicted in the figure can make classroom instruction more accessible and inclusive for even the most conventional and frequently used components of learning a second language. The question of deciding “how to teach” and “what to teach” is persistent, ongoing and deep. Although the learning of second languages does not require students to intuitively understand what factors will appear in the learning process, these factors can be recorded and reflected as a scale and indicator for reference, which is also essential.

5. Conclusion

Through research, this paper finds that cultural differences have a strong influence and application in second language acquisition, and the application, embodiment and influence of this factor in second language teaching cannot be ignored under the impetus of today's world trend. Although the educational system and sociocultural situation of each country are different, one of the most important goals of people to learn a foreign language is to achieve high-quality intercultural communication, which also shows the combination of national characteristics and commonalities. However, the impact is usually two-sided, and cultural diversity does not necessarily present an insurmountable obstacle for the teaching and learning of second language acquisition; in fact, it occasionally serves to advance this process. Alternatively put, individual differences are what people face in their daily lives, so they will think about how to avoid the negative effects of individual differences, while the differences between cultures are less severe, it is even more intuitive. This intuitive manifestation is sometimes not frightening and stressful, and in the process of learning, learners need some novelty to guide them forward and conquer another "different world". This is a state worth thinking about in the initial stages of teaching, and if people have a target to transform "difference" into "intellectual curiosity", This approach to learning a second language will be more effective. Additionally, the subject of teaching second language acquisition in the classroom calls for the collaboration of numerous parties, but both teachers and students need to understand the importance of cultural differences in the language, and all those involved have an obligation to improve second language acquisition. Nevertheless, there are limitations and deficiencies in this research topic. Because different languages contain different elements, the relationship between overall cultural differences and second language acquisition does not include learning in every language. At the same time, second language acquisition does not necessarily represent learners' desire for excellent transnational communication and academic research and mastery of multiculturalism. In many occasions, second language acquisition is only a way to prove and test learning ability, when the purpose shifts, the demand for cultural communication weakens, even if due to cultural differences under the influence of research will have a more effective way to learn a second language. Some learners cannot adapt to such a model, they may prefer that second language learning only needs to regularly complete the established listening, speaking, reading and writing tasks. Cultural integration is impractical for them.

In the future, the author hopes that there will be more flexibility in second language acquisition, which can be based on the commonalities and characteristics of different countries, so that language learning in each country can flourish and continue to study second language acquisition in its own country. And cultural differences will have more positive effects on language learning. People no longer have a lot of blindness or frustration in colorful culture, culture itself is extremely inclusive, human language learning should naturally be very friendly. It is highly important to keep studying second language acquisition and cultural differences in the fields of culture, education and even science. With the development of modern technology and the trend of globalization, second language acquisition and cultural differences will become more and more balanced with each other, and will be constantly updated.

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