

# Cross Cultural Understanding

## Chapter 2

### Language & Culture

### Culture and Foreign Language Teaching

By

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# Learning Objectives

- Define culture,
- Provide examples of culture,
- Provide examples of how culture influences the language
- Describe the importance of understanding culture in teaching a foreign language,
- Provide examples of cultural studies in teaching a foreign language, especially in teaching English

# What is Culture?

## Behavior



Source: [istockphoto.com](https://www.istockphoto.com)



Source: [ourfabriq.com](https://www.ourfabriq.com)



Source: [bonafide.my.id](https://www.bonafide.my.id)

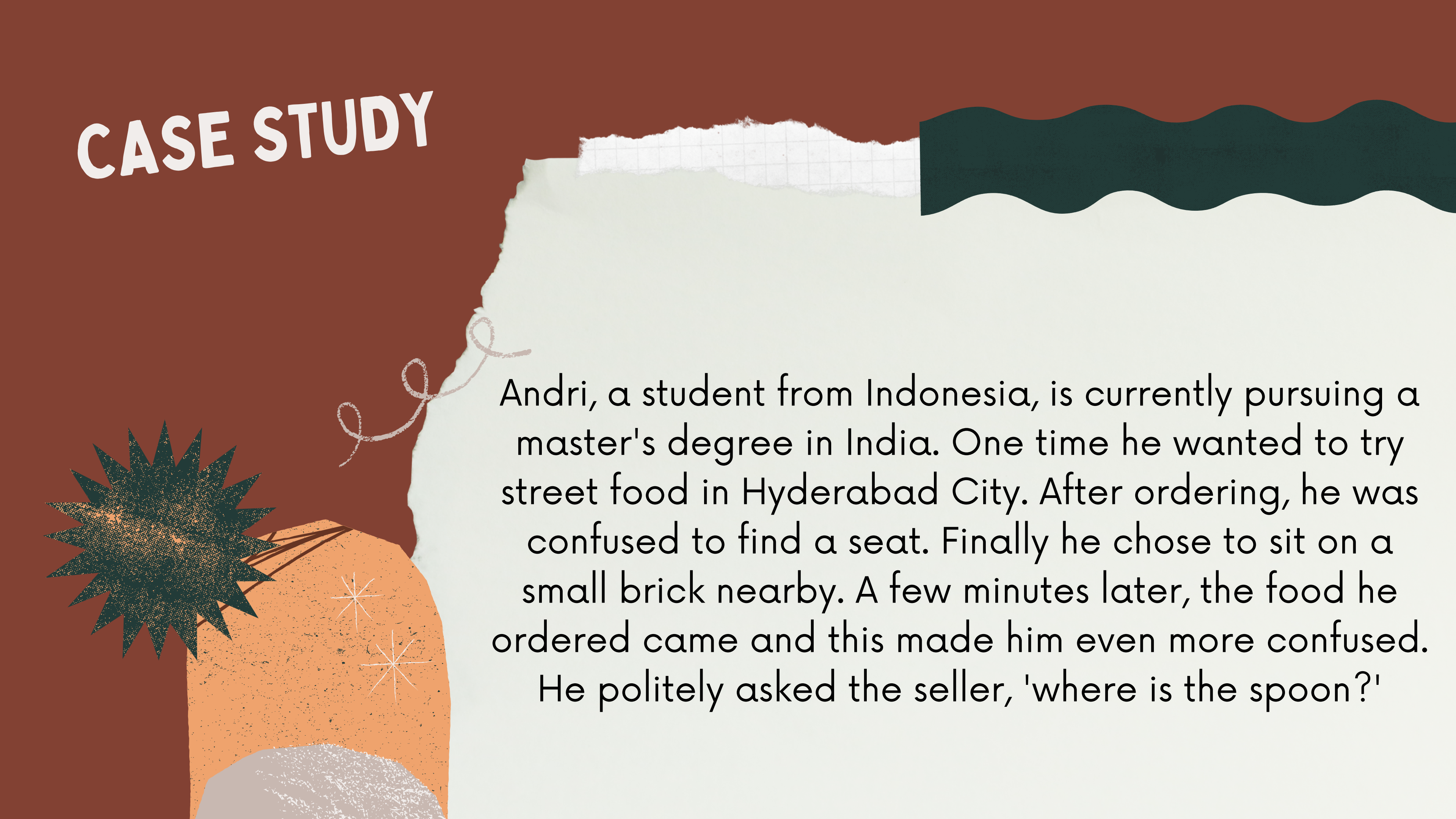
Culture indicates all aspects that members of a group share together. Children learn ways of doing things, ways of talking, smiling, laughing, liking and disliking things. Culture determines people's action, their social relationship and their morality

(Gurito, 2003, as cited in Riyanti, n.d.)




Source: [japanesestation.com](http://japanesestation.com)

# CASE STUDY



Andri, a student from Indonesia, is currently pursuing a master's degree in India. One time he wanted to try street food in Hyderabad City. After ordering, he was confused to find a seat. Finally he chose to sit on a small brick nearby. A few minutes later, the food he ordered came and this made him even more confused. He politely asked the seller, 'where is the spoon?'



The way we speak (to our friends, our parents, teacher even strangers), the way we cook, eat, drink and dress.

(Riyanti, n.d.)



### Summary of Nutritional Needs For an Average Person

Summary of Nutritional Needs For an Average Person In nutrition, the diet is basically the amount of food absorbed by an organism or individual. In simple terms, diet is a measurement of the quantity of what an individual intake of...

Supplement 4 Help / Kevin Lucas / Mar 6, 2021

Source: [supplement4help.com](https://www.supplement4help.com)



### Manfaat Makan Pakai Tangan yang Tidak Banyak Orang Tahu

Menurut mereka makan pakai tangan langsung lebih nikmat dan memberikan sensasi rasa yang berbeda. Manfaat makan pakai tangan ternyata juga banyak, bahkan

Koran / Abdul Wafi / Jul 3, 2019

Source: [koran.id](https://koran.id)



### Indahnya Tradisi Cina di Meja Makan: Dari Urutan Penyajian Sampai Menghormati Orang Tua

Berbeda dari kebudayaan Barat, cara makan masyarakat Cina memiliki keunikan tersendiri. Jika di Barat kita sama sekali tidak diperkenankan untuk mengangkat piring ataupun mangkuk untuk mendekati mulut maka pada masyarakat Cina...

fimela.com / Nov 13, 2018

Source: [fimela.com](https://www.fimela.com)

## Read this excerpt!

My mother says I'm becoming 'English'. This hurts me, because I know she means I'm becoming cold. I'm no colder than I've been, but I'm learning to be less demonstrative. I learn this from a teacher who, after contemplating the gesticulations with which I help myself describe the digestive system of a frog, tells me to "sit on my hands and then try talking". I learn my new reserve from people who take a step back when talk, because I'm standing too close, crowding them. Cultural distances are different, I later learn in a sociology class, but I know it already. I learn restraint from Penny, who looks offended when I shake her by the arm in excitement, as if my gesture had been one of aggression instead of friendliness. I learn it from a girl who pulls away when I hook my arm through hers as we walk down the street- this movement of friendly intimacy is an embarrassment to her. Perhaps my mother is right, after all; perhaps I'm becoming colder. After a while, emotion follows action, response grows warmer or cooler according to gesture. I'm more careful about what I say, how I loud I laugh, whether I give vent to grief.

**(Hoffman, 1989: pp 146-147, as cited in Riyanti, n.d.)**

**Culture in our  
place/country are not  
normal or appropriate  
for other people.**

**(Riyanti, n.d.)**



Source: boombastis.com





# **Concepts of cultural values and cultural norms**



**A short conversation between Joko (Indonesian) and Albert (American)**

**Joko:** I heard your wife is sick. How are things now? Has she been hospitalized?

**Albert:** None of your business.

# Values

'Shared ideas about what is right or wrong, fair or unfair, just or unjust, kind or cruel or important and unimportant.'

(Lustig & Koester 2010; Ting-Toomey & Chung 2012, as cited in Jane Jackson, 2014).

Values is concerned with what is good and desirable and what is bad and undesirable.

(Gurito, 2003:p.4 as cited in Riyanti, n.d.)



Source: gbirayon9.org



Source: portonews.com

## Personal privacy Indonesian vs Americans

(Riyanti, n.d.)



## Norms

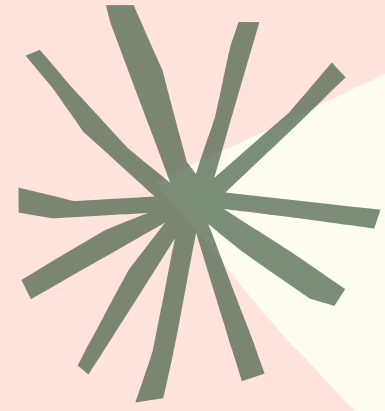
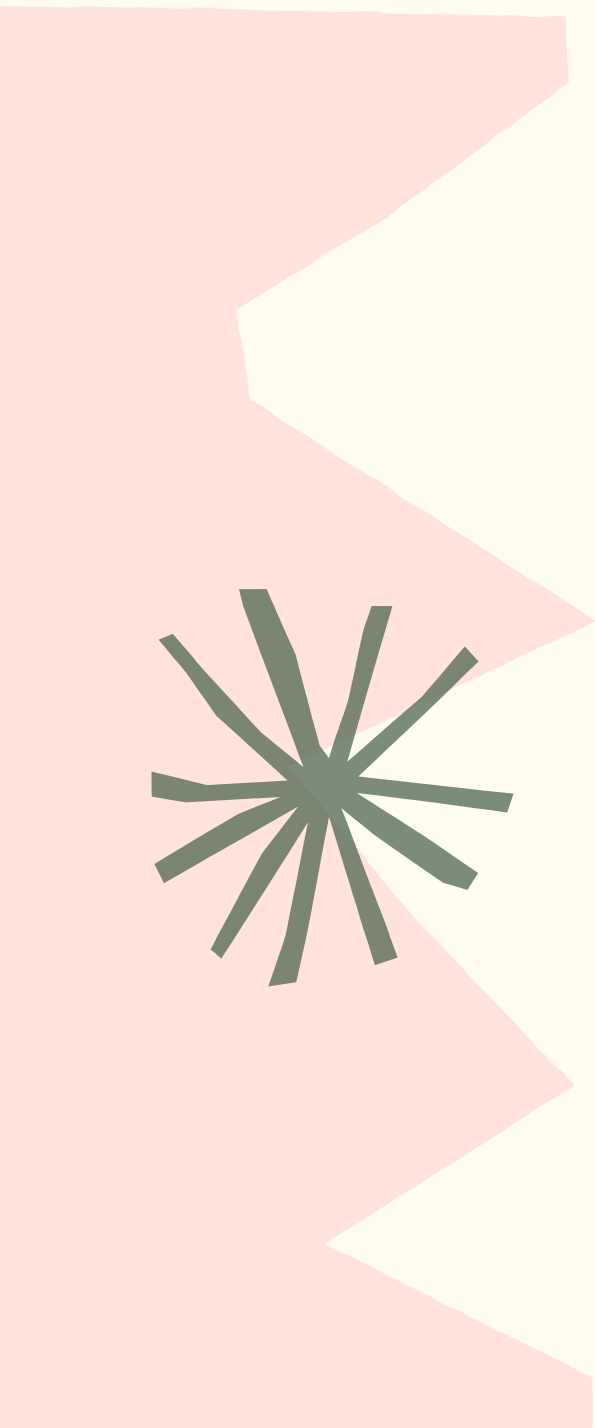
'...what is considered polite (and impolite) behavior (e.g. 'good manners'), . . . what we can and cannot say (or do) in certain situations.'

**(Jane Jackson, 2014).**





# Case Study



In Indonesia, Jackson met friends who were predominantly Muslim and wore the hijab for the women. One time he met new friends and tried to interact with them. It's his habit when meeting new friends, he shakes hands and hugs them. Jackson was surprised at that time when tried to get acquainted and shook hands with a woman from Indonesia, she refused his outstretched hand and kept her distance from him very much.



MORE ON THE  
OTHER SIDE

## Case Study

Elisa is a person who really likes traveling. She is a student who had an opportunity to go abroad. Elisa met his old friend, Frank, who is in a country far from hers. In short, Frank asked her to sleep at his house because it was too late. He was worried that Elisa would lose her way. Elisa looked so panicked and uncomfortable with the offer. In the end, she still wanted to go back to the hotel where she was staying.



# Cultural Norms



**"Standard rules and accepted by the members of the community...". "... mix between culture and religion..."**

(Riyanti, n.d.)





# Norms consist of folkways and mores.

**Folkways**, are the way of the people, the customs of the community which, when broken, do not have fatal consequences.

**Mores** are concerned with behaviors of vital importance in the community and represent the basic moral values of a community.

(Gurito, 2003: p. 5, as cited in Riyanti, n.d.)



## Balinese route

If I feel something bad,  
it is good not to think about it  
if I don't think about it,  
I will not feel like this  
I can then feel something good.

## American route

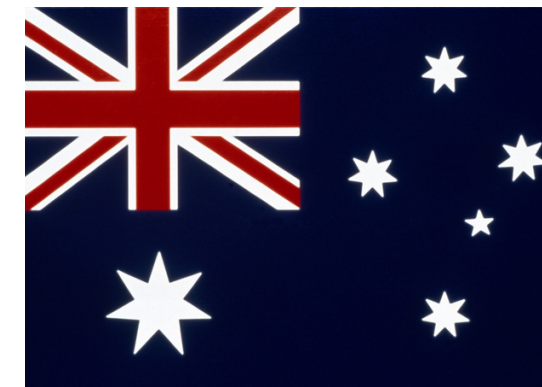
If I feel something bad,  
it is good to think about it  
if I think about it,  
I will not feel like this  
I can then feel something good

(Wierzbicka, 1994, as cited in Riyanti, n.d.)

# Cultural Value & Norm



How are you?  
I'm fine/very well, thank you/etc



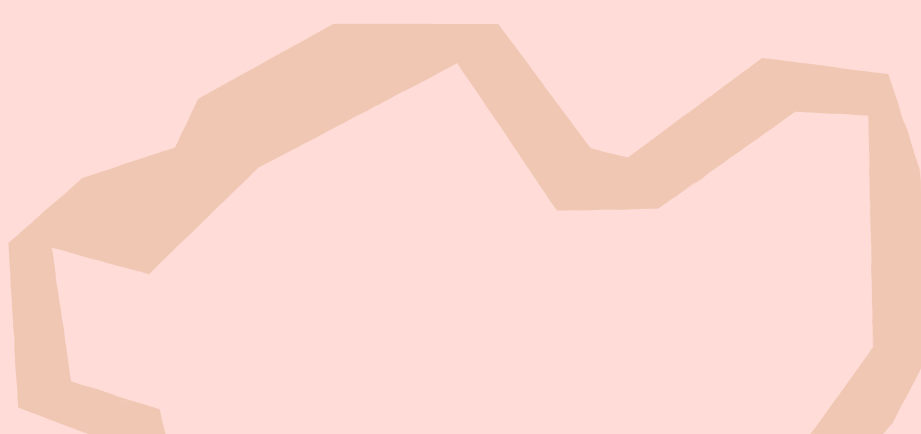
How are you?  
Not bad/ not too bad/can't complain/etc

Pictures taken from Canva.com

(Wierzbicka, 1994, as cited in Riyanti, n.d.)



## Activity

- A. Look around and investigate whether the ways you do things are different from your friends from other family/regions/religions/country.
  - B. Provide examples of cultural values and cultural norms that exist in your region.
- 

## Case Study

### Case 1 (Indonesian)

Rita : *Wow, your shoes are so pretty!*

Rati : *Ah, these are ugly and cheap!*  
(blushing)

### Case 2 (American)

Peter : *Wow, your shoe is very beautiful.*

Kylie : *Thank you.* (smiling)

(Riyanti, n.d.)

**LANGUAGE**

**&**

**CULTURE**

# To Do:

**Pay attention in your environment or family!**

how to respond to a compliment? do you find any differences?

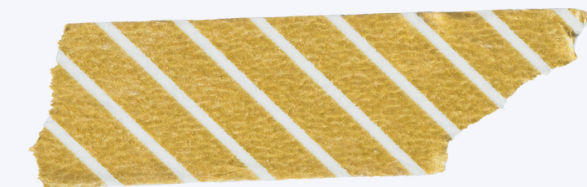


According to Whorfian Hypothesis (n.d) as cited in Wardaugh & Fuller (2014 p. 11), 'Different speakers will therefore experience the world differently insofar as the languages they speak differ structurally.'



Source: merdeka.com

- Padi (rice in the field))  
Gabah (rice after harvested)  
Beras (before being cooked)  
Nasi (after cooked) -

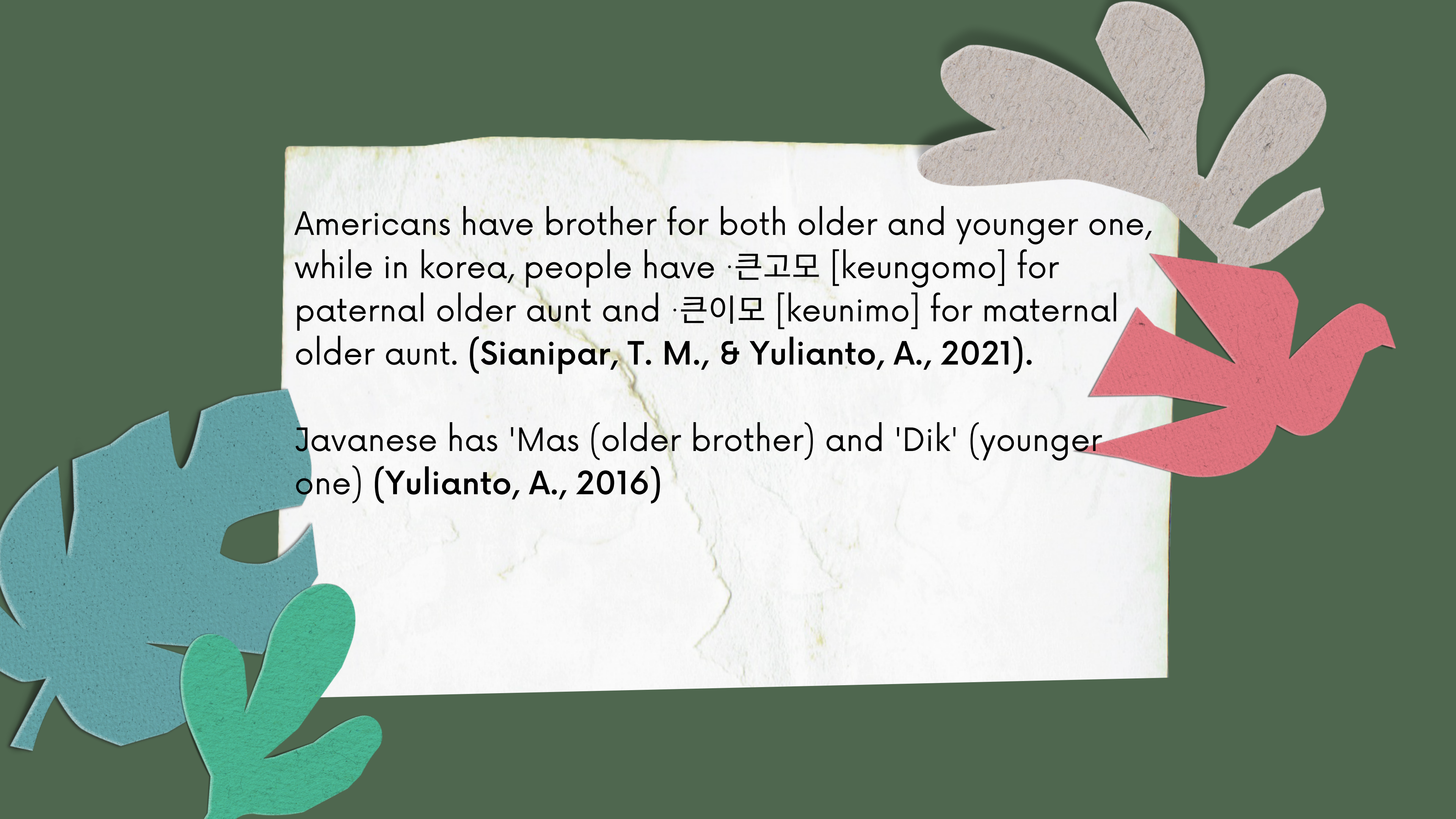


The relation between  
language and culture is  
reflected on kinship system.

(Wardhaugh & Fuller, 2014)



Source: Canva.com



Americans have brother for both older and younger one, while in Korea, people have **·큰고모** [keungomo] for paternal older aunt and **·큰이모** [keunimo] for maternal older aunt. **(Sianipar, T. M., & Yulianto, A., 2021).**

Javanese has 'Mas (older brother) and 'Dik' (younger one) **(Yulianto, A., 2016)**



"Color  
terminology"

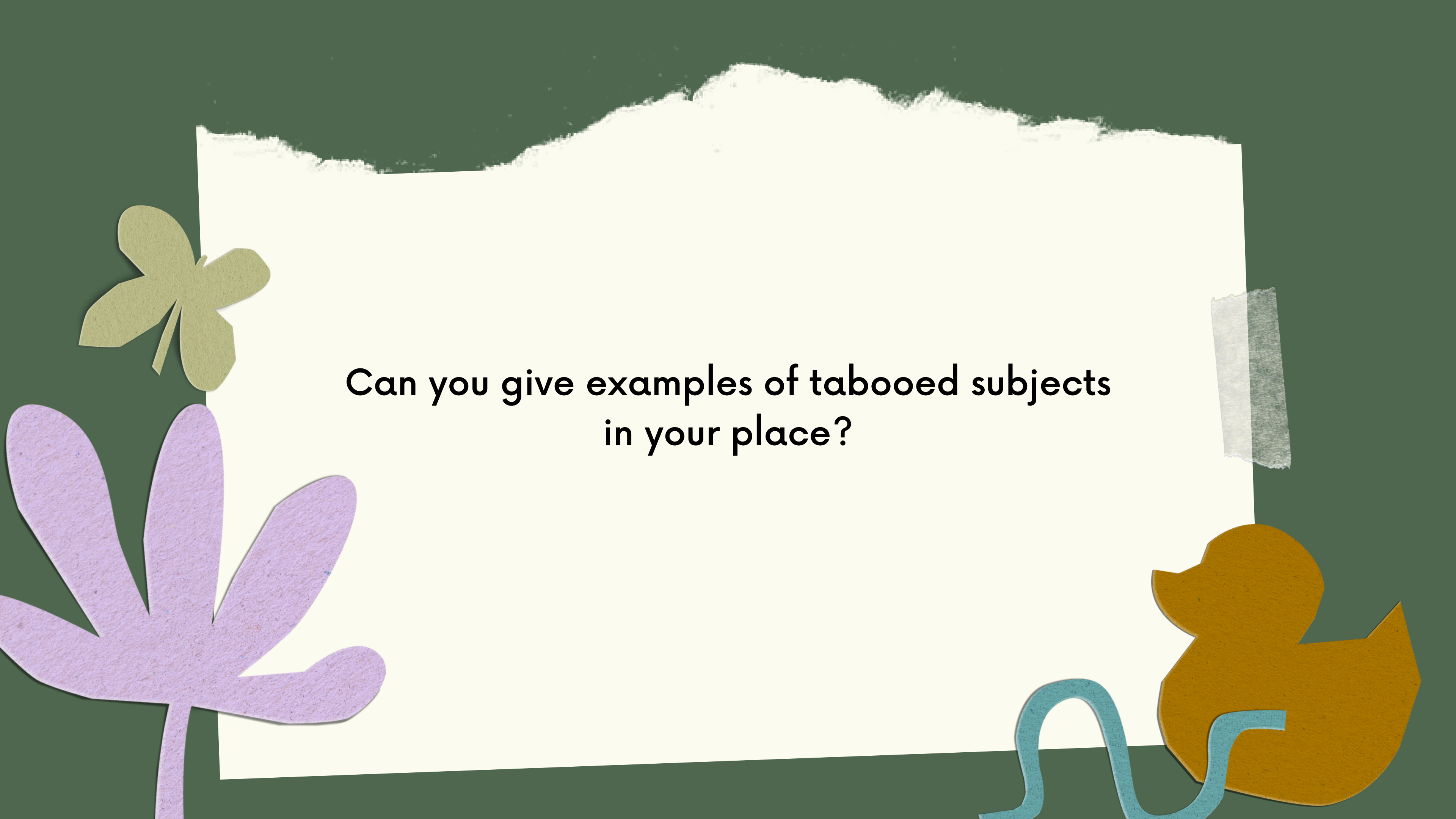
(Wardhaugh, 1998, as  
cited in Riyanti, n.d.)

Source: [Canva.com](https://www.canva.com)

## Taboo and euphemism

**Taboo** is the prohibitions or avoidance where in any society of behavior believed to be harmful to its members in that it would cause the anxiety, embarrassment, or shame and **euphemism** is to avoid mentioning certain matters directly.

(Wardhaugh, 1998, as cited in Riyanti, n.d.)



Can you give examples of tabooed subjects  
in your place?



HOW DO YOU RESPONSE THIS IF YOU'D LIKE TO HAVE  
A CUP OF TEA?

“Wouldn't you like some more tea?”

# “Wouldn't you like some more tea?”

In Japan and Korea, If the answer for this offer is "NO" then it means the offer is accepted.

In France, the answer for that kind of offer is "Merci" which means "THANKS". But in this context "Merci" means "No, thanks".

For American, "thanks" would be meant "Yes please"

(Suyitno, 2000, as cited in Riyanti, n.d.)

A: Mila, apa Anda bisa mengantarkan saya ke Bandara nanti? (Mila, can you take me to the airport later?)

B: Wah, pukul 12.00 nanti saya ada kuliah. (Wow, at 12.00 I will have a class)

A: Shandi, apa Anda bisa menuliskan surat ini? (Shandi, can you write this letter for me?)

B: Tulisan Susan lebih bagus, Pak. (Susan's writing is better, sir)

(Suyitno, 2000: p.156, as cited in Riyanti, n.d.)

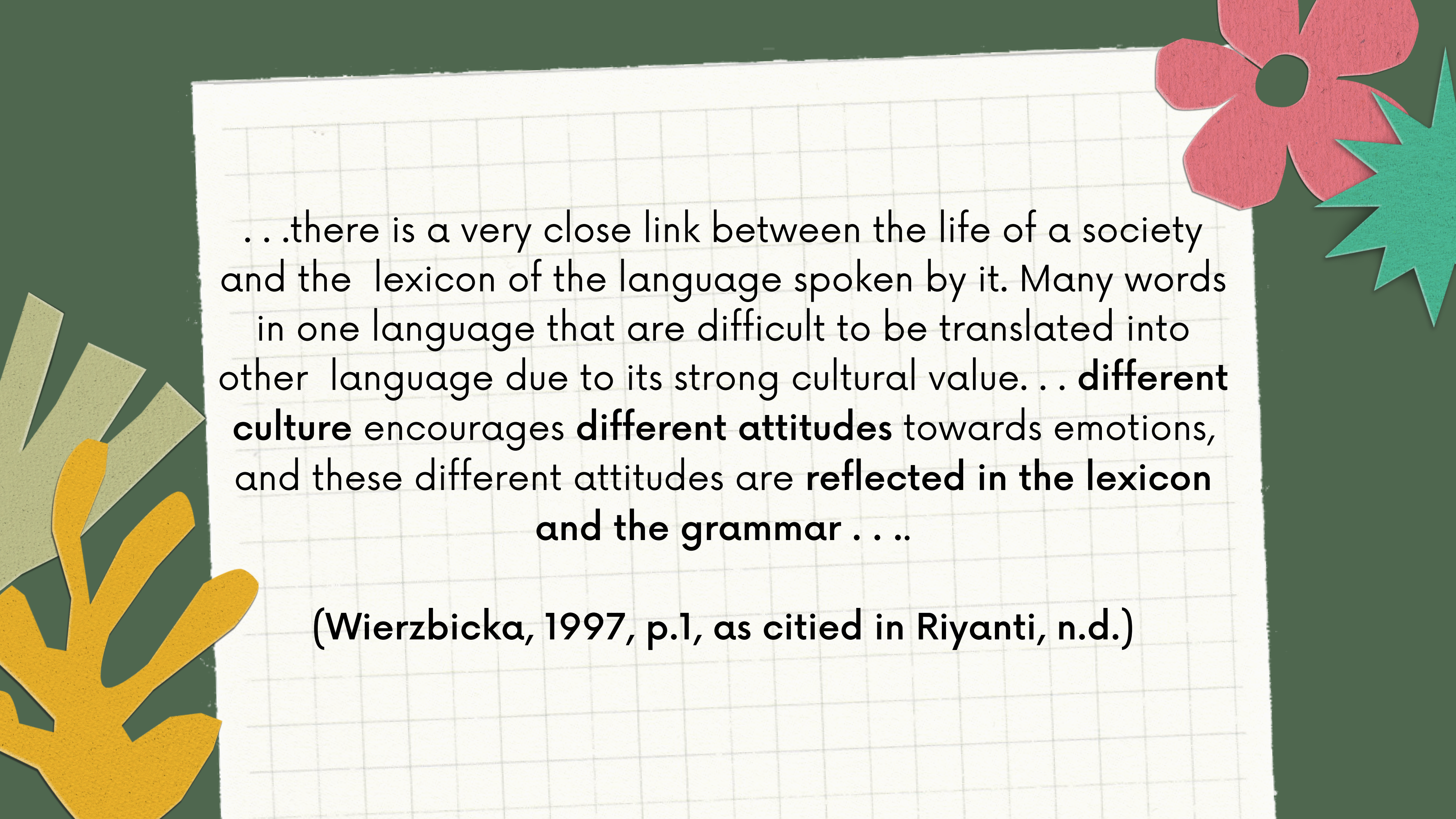


Source: Canva.com

What about in your culture?

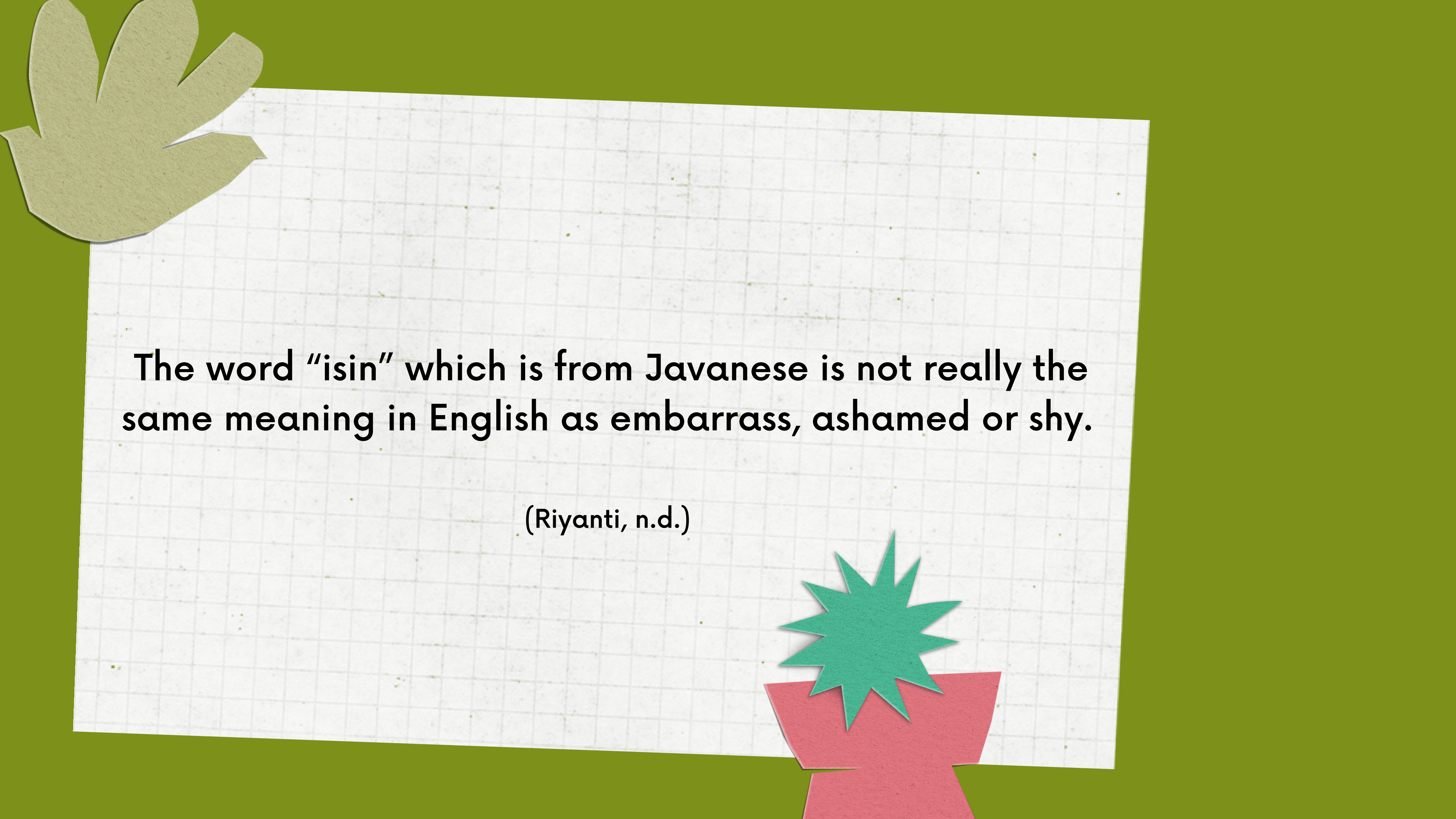
Can you say "no" directly to a person who offers you something or who asks you to do something?

Straightforward in expressing rejection or like Japanese that tend to avoid expressing their rejection openly.?



...there is a very close link between the life of a society and the lexicon of the language spoken by it. Many words in one language that are difficult to be translated into other language due to its strong cultural value. . . **different culture** encourages **different attitudes** towards emotions, and these different attitudes are **reflected in the lexicon and the grammar . . .**

(Wierzbicka, 1997, p.1, as cited in Riyanti, n.d.)



The word "isin" which is from Javanese is not really the same meaning in English as embarrass, ashamed or shy.

(Riyanti, n.d.)



The relation between culture and language, in particular emotion words.

'surprised and amazed',

Malay - *hairan, terkejut, or terperanjat*  
Indonesian - *heran, terkejut, and terperanjat*

(Goddard, 1997, as cited in Riyanti, n.d.)

## Activity

- 1) Find some examples that show the relation between your native language and your culture.
- 2) Find some examples of words or objects that are taboo in your society

# Culture and Foreign Language Teaching

Can you give the reason or reasons why it is important to know the relation between language and culture when studying a foreign language?

**Dwyer (1996) states  
about the incorporation  
of culture into the  
Foreign  
Language Curriculum**

"Language teachers have been at the business of incorporating cultural information into their foreign language classes, long before it became popular to do so. While these teachers may not have used the term culture, they are certainly aware of the fact that one does not communicate in a foreign language by grammar and vocabulary alone. Yet now that experts are suggesting that teachers add "culture" to their language classrooms the situation becomes problematic because it is not really clear what this means in practice."

**(Dwyer, 1996, as cited in Riyanti, n.d.)**



**"...Many disagreements about the meaning of language and the meaning of culture."**

(Dwyer, 1996, as cited in Riyanti, n.d.)





“ language as a system for the expression of thought, feelings by the use of spoken sounds or convention symbols. . .

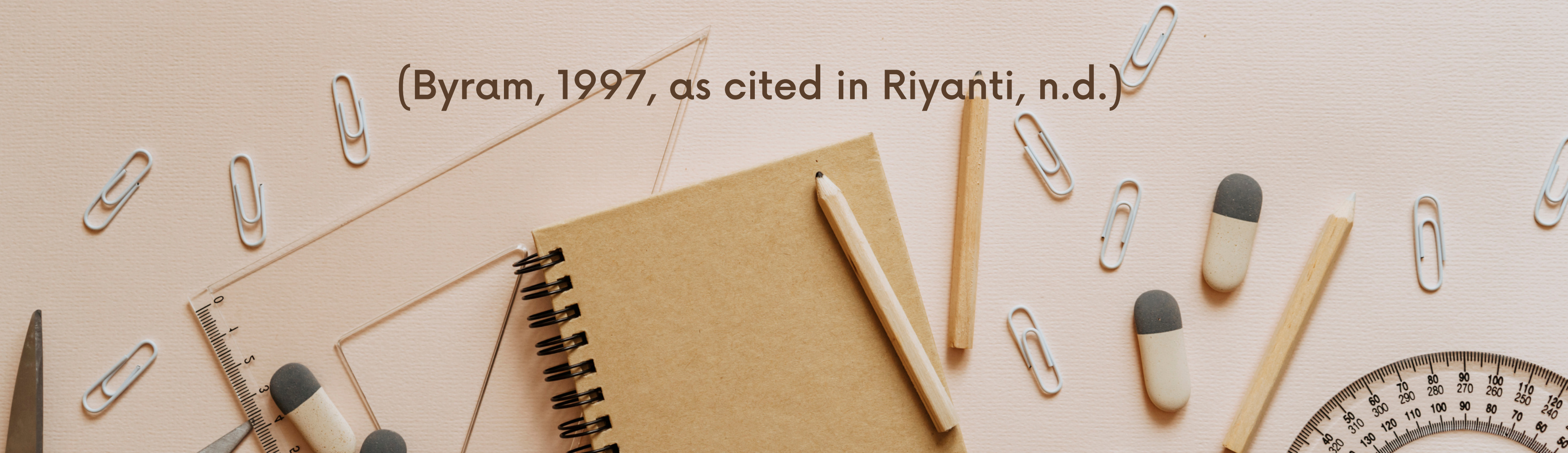
(The Collins Dictionary. P. 563, as cited in Riyanti, n.d.),

Source: Canva.com



**"... THE RELATIONSHIP BETWEEN CULTURAL STUDIES AND LANGUAGE TEACHING IS IMPORTANT NOT ONLY AS PART OF THEIR OWN LEARNING PROCESS BUT WITH RESPECT TO THEIR METHODS OF TEACHING LANGUAGE AND CULTURE TO OTHERS."**

(Byram, 1997, as cited in Riyanti, n.d.)





"... is to enable learners to communicate using a foreign language, in different ways and with native and non - native speakers."

(Byram 1997: p. 60, as cited in Riyanti, n.d. ).



Source: Canva.com



Ani (Indonesia): *Wow, the clothes are really nice.*

Nina (Indonesian): *Ah, these are ugly and cheap clothes (blushing)*

.

Susan (America): *Wow, your dress is so beautiful.*

Mary (America): *Thank you. (smile)*

(Riyanti, n.d. ).



Source: Canva.com

“

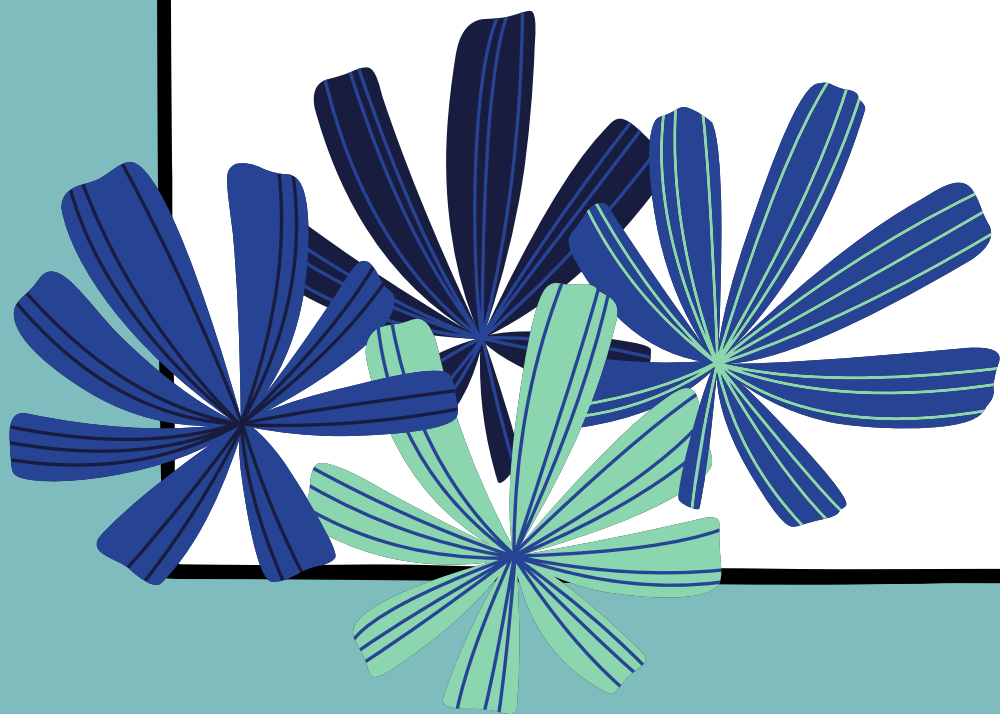
Susan (American): Wow, your dress is very beautiful

Nina (Indonesian): Ah, this is ugly and very cheap. (blushing).

(Riyanti, n.d. ).

- A: Smith went for seven in a double header yesterday.
- B: Must have been a left-handed pitcher then.

(Dwyer, 1996, as cited in Riyanti, n.d.)



Liam and Noldi live in a small town, Tomohon, in North Sulawesi. It is thirty kilometers from the beach. They are SLTP students but they are not in the same school. Lian is studying at SLTP Don Bosco and Noldi is studying at SLTP negeri Tomohon. Lian likes cycling and Noldi does too. Noldi prefers swimming to cycling but Lian prefers cycling to swimming.

One day Noldi and Liam went to the beach, 'karang Ria' Manado. They spent five hours to go there. It was Sunday morning. They carried their bags with a camera, binoculars, and some biscuits.

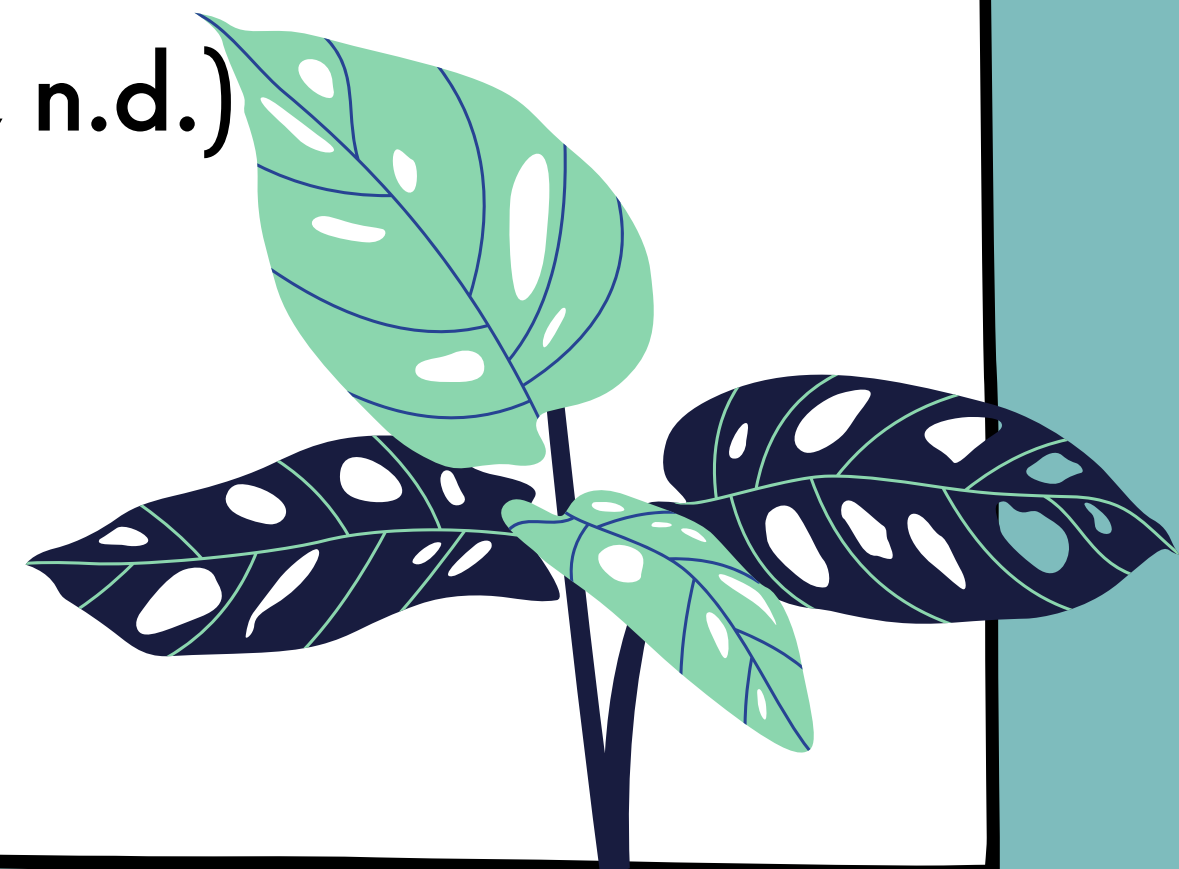
When they arrived on the beach, a lot of people had been there. Some were swimming and some were sailing. Grown-up people were lying on the sand. Old people were sitting and enjoying the beautiful beach.

Children were playing beach volley and the others were playing chess. Noldi was taking pictures and Lian was too. The sun shone brightly then. The weather was very hot so that most of the children drank soft drinks, such as coca cola, fanta, aqua, pepsi-cola, greenspot. And the like.

In fact, Noldi and Lian wanted to sail but they realize that they were too young to sail. They saw two foreigners enjoyed the sailing. They used their binoculars to see them, they looked very near. (Adapted from Mingkid and Sudradjat, 1995: p.105-106, as cited in Riyanti, n.d.)

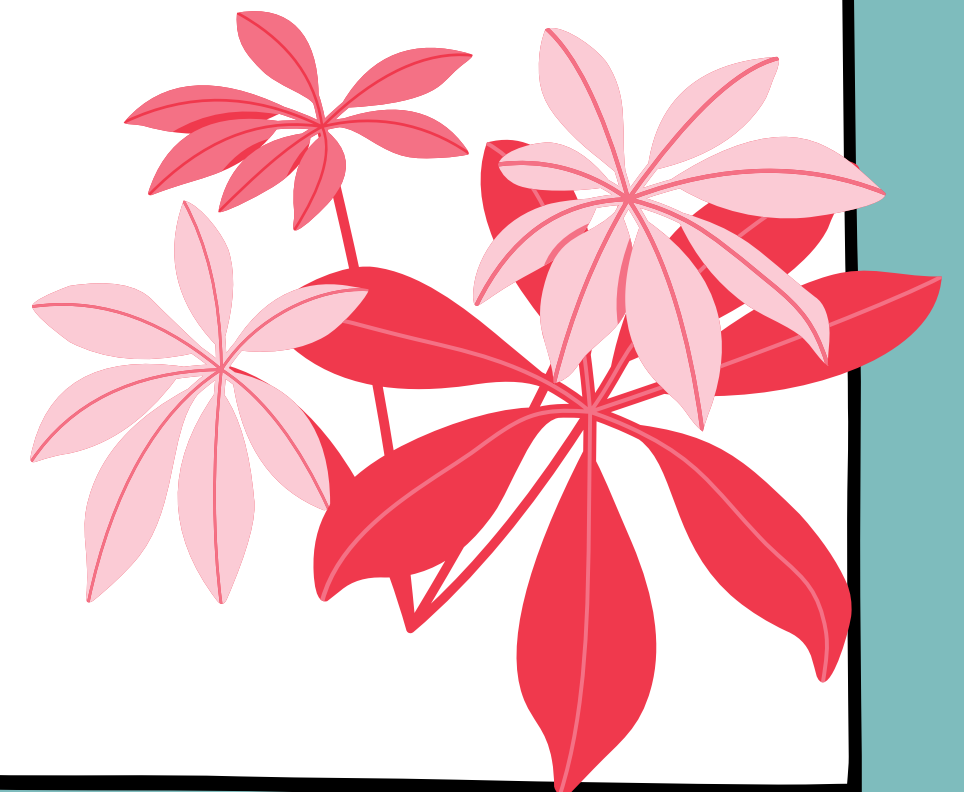
Dwyer -**authentic materials**- a text created by a fluent (native) speaker of a language for communication with other fluent speakers of that language. **Non-authentic** texts are produced by non-fluent speakers of the language or by fluent speakers of the language for purposes other than communication with first language users

(Dwyer, 1987: p. 8, as cited in Riyanti, n.d.)



"Culture has always been transmitted in the language classroom, though we may not have been aware of it."

(Dwyer, 1996: p. 7, as cited in Riyanti, n.d.)



# To Discuss:

Susan : Can I see you for a minute?

Prof John : Sure, what's up?

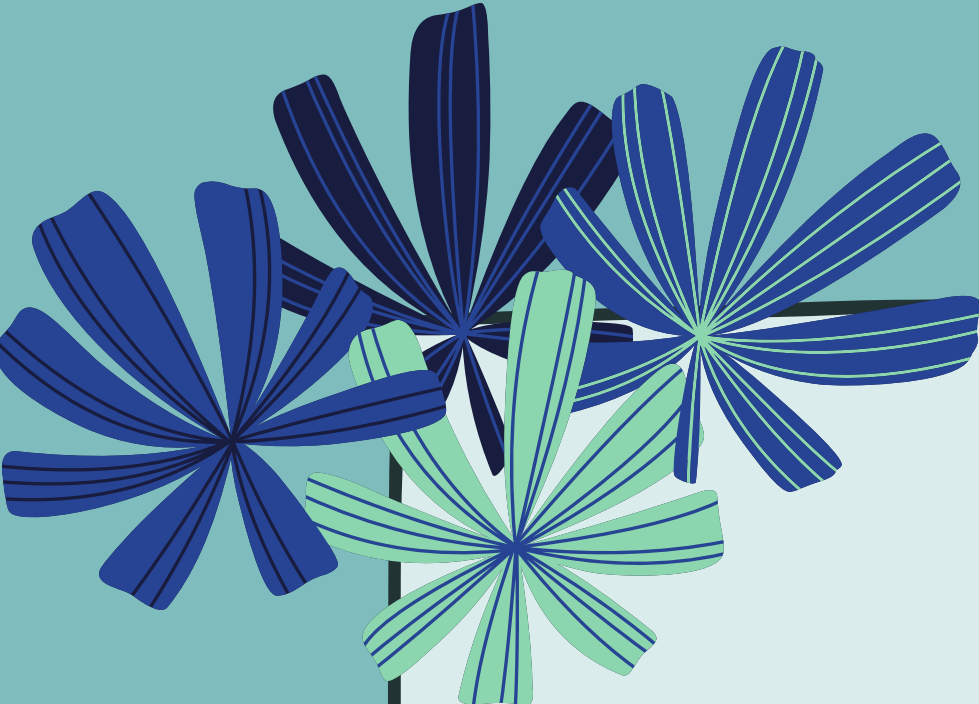
Susan : I need more time to write my paper. Can I have one week extension?

Prof John : Sure, but not more than one week. You have to put your paper in my mail box by four next week.

Susan : Okay, Thanks.

(Riyanti, n.d.)





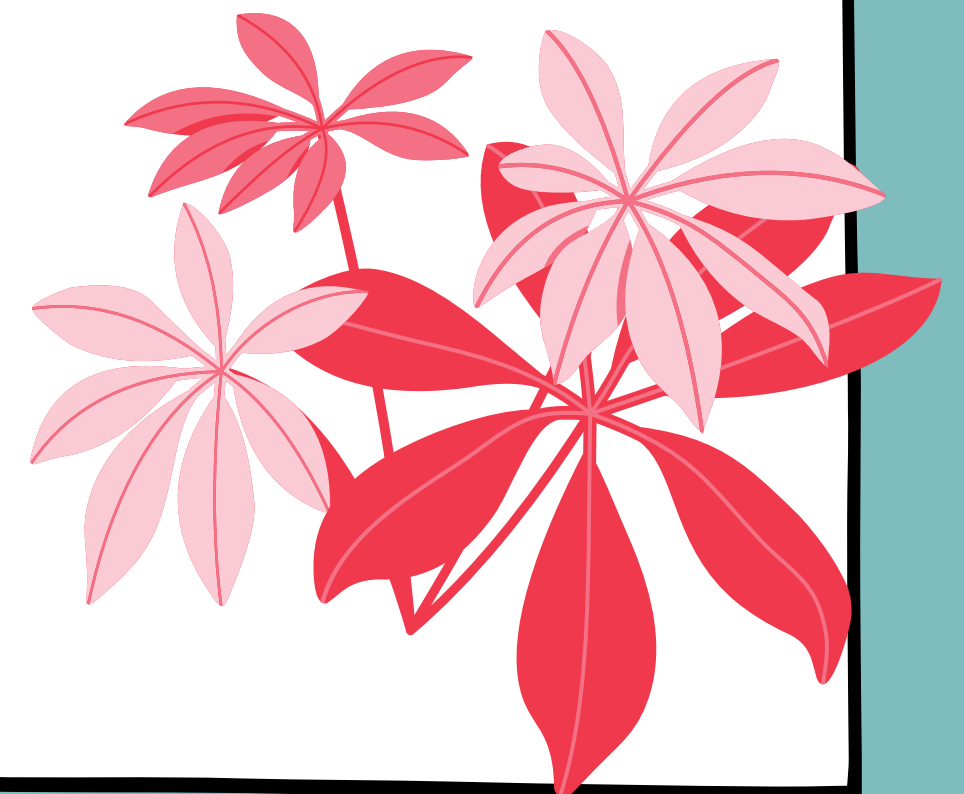
Several words to express '**you**', such as *kamu*, *anda*,  
*saudara*, *kau*, *lu*, and *dikau*.

**Hutasuhut, M. L. (2009)**



# To Do:

1) Give an example of teaching English by using your students' cultural background



It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

'My dear Mr. Bennet', said his lady to him one day, 'have you heard that Netherfield Park is let at last?'

Mr. Bennet replied that he had not.

'But it is,' returned she; 'for Mrs. Long has just been here, and she told me all about it.'

Mr. Bennet made no answer.

'Do you not want to know who has taken it?' cried his wife impatiently.

'You want to tell me, and I have no objection to hearing it'

This was invitation enough.

'Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of a large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.'

'What is his name?'

'Bingley.'

'Is he married or single?'

'Oh single, my dear, to be sure! A single man of a large fortune; four or five thousand a year. What a fine thing for our girls!'

'How so? How can it affect them?'

'My dear Mr. Bennet,' replied his wife, 'how can you be so tiresome? You must know that I am thinking of marrying one of them.'

'Is that his design in settling here?'

'Design? Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes.'

'I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better; for as you are as handsome as any of them, Mr. Bingley might like you best of the party.'

'But my dear, you must indeed go and see Mr Bingley when he comes into neighborhood.'

'It is more than I engage for, I assure you.'

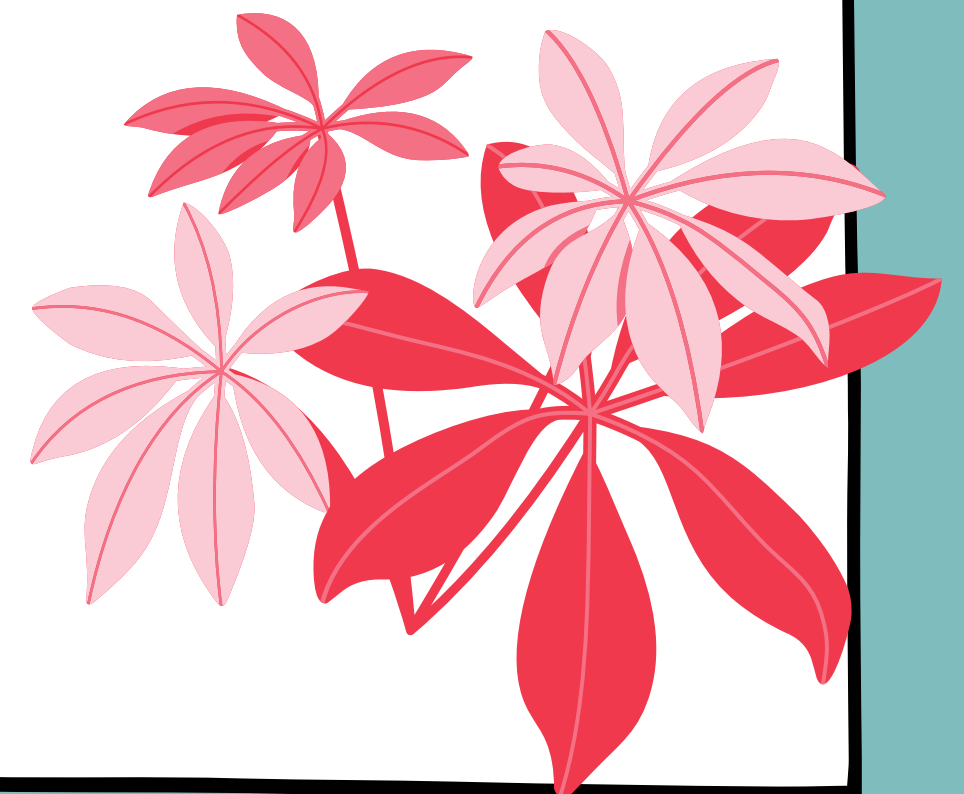
'But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account; for in general, you know, the visit no newcomers. Indeed you must go, for it will be impossible for us to visit him if you do not.'

(Austen, 1987: p.111-12, as cited in Riyanti, n.d.)

# To Do:

1) Write any information on the cultural background of this story. Do you think there is any similarity between the culture in this story and the culture in your place?

2) Write your comment for the excerpt?



“Mother, can I go to the movie this afternoon?” Euis asked her mother after school.

“Of course, but you must do your homework before going there”, answered her mother.

“Right, mother. I will” Euis said and then she entered the dining room to have lunch.

In the afternoon Euis went to Susi’s house. Susi is Euis’ classmate.

“ Susi, do you have a plan to do anything this afternoon?” Euis asked Susi.

“ Well, would you like any help, Euis?” Susi asked Euis, too.

“ Can you go to the movie with me this afternoon, Susi?” asked Euis. ”There is a good film at Buaran Theatre. It is the secretary. It’s a very good film I know”. said Euis.

“I am sorry Euis. I’d love to but I’m afraid I can’t”, answered Susi. “My mother, father, and I will attend my cousin’s birthday party this afternoon.

“ All right. Let me go home now, Susi”, said Euis.

“Why are you so in a hurry, Euis?” asked Susi.

“I should do my homework before going to the movie. Good bye. Susi” said Euis.

“Good bye, Euis” said Susi.

(Mingkid and Sudradjat, 1995: p.182-183, as cited in Riyanti, n.d.)

# Questions

- 1) Is this excerpt considered as an authentic material?
- 2) Do the excerpt contain information about culture?
- 3) Use this excerpt as your teaching material and decide what topic will be appropriate with the excerpt?
- 4) Write your comment on this excerpt.

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# Picture References

- Picture 3:

<https://www.istockphoto.com/id/foto/businessmen-greeting-gm72420856-29846612>

<https://www.ourfabriq.com/article/friends-holding-hands>

<https://www.bonafide.my.id/2021/05/penerapan-norma-kesopanan-pada-anak-anak.html>

- Picture 4

<https://japanesestation.com/lifestyle/japan-fact/kenapa-wanita-jepang-menutupi-mulut-mereka-dengan-tangan-saat-tertawa>

- Picture 7

[https://supplement4help.com/summary-of-nutritional-needs-for-an-average-person/.](https://supplement4help.com/summary-of-nutritional-needs-for-an-average-person/)

[https://www.koran.id/manfaat-makan-pakai-tangan/.](https://www.koran.id/manfaat-makan-pakai-tangan/)

<https://www.fimela.com/lifestyle/read/3501269/indahnyatradisi-cina-di-mejamakan-dari-urutan-penyajian-sampaimenghormati-orang-tua.>

- Picture 9

<https://www.boombastis.com/kelakuan-menyebalkan/41421>

- Picture 13

<https://gbirayon9.org/menyikapi-pintu-tertutup/>

<https://www.portonews.com/2019/laporan-utama/tradisi-warga-buka-pintu-rumah-sambut-imlek-tetapterjaga/attachment/190205-pintu-terbuka/>

- Picture 14, 20, 25, 27, 33, 41, 43, 45

(taken from canva.com)

- Picture 24

<https://www.merdeka.com/uang/harga-gabah-dan-beras-di-penggilingan-naik-di-oktober-2019.html>