

Globalizing First and Second Language Acquisition Studies for the Twenty-First Century: Why this Can be a Game Changer for the Developing World

Sujay Rao Mandavilli

Publication Date: 2025/11/13

Abstract: This paper logically extends our previous observation that first and second language studies have hitherto been too western-centric or Eurocentric, were not adequately or sufficiently society- focused or society-centered, and have had limited practical utility and value. We believe that all this must change and come to an end, as anthropological economics takes root, particularly for the benefit of the developing world. Economic development models too have been preoccupied with physical infrastructure, transportation, and communication. The role of linguistic, social, cultural and anthropological factors has hitherto been ignored. All this must change during the course of the present century, as this will benefit multiple cultures across the planet. We begin this paper with a brief overview of language, and a study of its functions. We also delve into a study of first and second language acquisitions and theories their limitations in their present form and briefly touch upon the need to investigate and probe social and cultural differences in this regard. We also then revisit other concepts such and linguistic performance, linguistic competence, non-linguistic performance, linguistic distance, lexical distance, linguistic barriers, and their impact on economic performance. We also discuss the needs to study sociocultural and socioeconomic groups separately, and research group enculturation patterns as well. This will be in addition to a study of power distances and sociocultural advantages in relation to linguistic performance and economic performance. We therefore, hope, expect and anticipate that this paper will become a vital one in twenty-first century social and cultural studies.

How to Cite: Sujay Rao Mandavilli (2025) Globalizing First and Second Language Acquisition Studies for the Twenty-First Century: Why this Can be a Game Changer for the Developing World. *International Journal of Innovative Science and Research Technology*, 10(11), 266-273. <https://doi.org/10.38124/ijisrt/25nov329>

I. INTRODUCTION

This paper logically extends our previous observation that first and second language studies have hitherto been too western-centric or Eurocentric in their general orientation and approach, were not adequately or sufficiently society- focused or society-centered, and typically have had limited practical utility and value, given their canonical association with esoteric pursuits. We believe that all this must change and come to an end, as anthropological economics takes root, particularly for the benefit of the developing world, and intellectually and scientifically-challenged societies. Economic development models too have been largely if not solely preoccupied with physical infrastructure, transportation, and communication. The role of linguistic, social, cultural and anthropological factors in promoting economic and scientific development has hitherto been ignored, or brushed under the carpet. All this must change during the course of the present century, as this will benefit multiple cultures across the planet. We begin this paper with a brief overview of language, and a study of its functions. We also then delve into a study of first and second language acquisitions and theories their limitations in their present form and briefly touch upon the need to investigate and probe social

and cultural differences in this regard. We also then revisit other concepts such and linguistic performance, linguistic competence, non-linguistic performance, linguistic distance, lexical distance, linguistic barriers, and their impact on economic performance in diverse situations and contexts.

We also discuss the needs to study different sociocultural and socioeconomic groups separately, (these were concepts that we had proposed prior) and research group enculturation patterns as well. This will be in addition to a study of other concepts such as power distances and sociocultural advantages in relation to linguistic performance and economic performance. This paper therefore greatly emphasizes and stresses the need for globalizing first and second language acquisition studies and using ethnographic data generated from different parts of the world as an input for policy making and formulation. A large number of researchers from all over the world must take up linguistic ethnography and ethnography in pedagogy as well; this must be complementary to ethnography of enculturation and econoethnography as well, wherever required.

This is the core mission and objective of this paper. We do consequently and resultantly, hope, expect and anticipate that this paper will become a vital one in twenty-first century social and cultural studies, and improve linguistic and economic performance in different parts of the world. We also need quantum thinking and systems two thinking at all times; we need to drive home this point, and din it down researchers' heads. This is also because cognitive biases and prejudices almost always drive "systems one" thinking, and this type of thinking will not be enough to comprehend diverse perspectives.

We have written extensively on language and linguistics in the past, and this includes topics such as , though not necessarily limited to, the origin of language – epochal polygenesis approach, language dynamics, linguistic capability, language competency and performance, the lexical development of non-dominant languages, etc. Readers may want to read the aforesaid paper before delving into this paper. But what exactly is a language? A language may be defined as a formal and structured system of communication in speech and writing that is primarily used by people of a particular linguistic group or linguistic culture. It was also be defined as a system of sound production and writing system that human beings use to give vent to their thoughts, feelings, emotions and ideas and shape their worldviews as set forth by the Sapir-Whorf hypotheses. Language also helps humans interact, form social groups, and transmit culture from one generation to the next generation. There are several key characteristics of a human language and that include arbitrariness of word meanings (based solely and purely on convention), grammatical rules, diction, phonology, morphology, lexical vocabulary, syntax, semantics, semiotics, productivity, some level of creativity, ability to group words, phrases and sentences in multiple different ways, and the ability to combine phonemes to form morphemes.

Language is also socially and culturally transmitted, and children acquire language through imitation and acculturation or enculturation as the case may be, often during their critical learning years as children. In addition, we also have language dynamics, a virgin area and virgin field of study about which we have written extensively. We also then have pragmatics which is the study of how language is used effectively and appropriately in social contexts. Language may also be formal or formal, it may be polished or refined, and foul and uncouth. It also has auxiliary uses such as in computer programming and artificial intelligence chat bots on one hand, (natural language processing) and gestures and gesticulations on the other. We have also written about sociolects earlier and this includes acrolects, mesolects, and basolects. According to recent estimates, there are between five to seven thousand human languages worldwide, many of them minor. The number of languages worldwide is steadily declining worldwide, and many languages, particularly minor ones are heading to extinction. We know the case of a language in West Bengal, India, becoming extinct, after its last speaker died. Other animals communicate too, but these are not considered to be languages. Humans alone have the ability for the processing of language and speech

production; humans alone are endowed with the vocal cords and the FOXP2 gene that can make it happen.

Many definitions of language have been attempted by social and cultural anthropologists in the past. Among the more popular definitions of language include those put forth by linguist and philologist Henry Sweet who describes language as the expression of ideas by speech-sounds (Henry Sweet defined language as "the expression of ideas by means of speech-sounds combined into words with words being combined into sentences, this combination answering to that of ideas into thoughts". This definition emphasizes the connection between spoken sounds, words, and the underlying thoughts and ideas they represent), and semiotician and philosopher Ferdinand de Saussure who views language as an arbitrary system of symbols and signs with langue and parole. Sassure also spoke about synchrony and diachrony in relation to the study of languages. Other widely quoted and oft-cited definitions of language talk about language as a social system of communication, and American anthropologists and linguists such as Bernard Bloch and George L. Trager's definition of language as "a system of arbitrary vocal symbols by means of which a social group collaborates and cooperates". The noted linguist Edward Sapir described language as a "purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced sounds".

There are several important functions of language which include expression and communication of ideas, feelings and thoughts, conveying information to others, directing actions, socializing and building relationships in a long-term and in a sustainable manner, and using language in artistic, creative, poetic, or aesthetic ways. These functions allow humans to cooperate with each other, and built long-lasting and sustainable relationships. The role of language in cultural development has hitherto been ignored. The role of language in economic development too has largely been ignored. This is because intellectualism has hitherto been monolithic and western-centric, and concepts can naturally be better understood only if two cultures are understood and analyzed in relation to one another. This is what we have been emphasizing and harping on all along. The study of the role of language in technological development has gained some traction this far, though scholars from other parts of the world must contribute. Understanding cultural differences between and among cultures in the acquisition of languages both native and alien too has been largely ignored, though this must also change in due course of time, and formal studies must manifest themselves. Economic development models too have been preoccupied with physical infrastructure, transportation, and communication. The role of linguistic, social, cultural and anthropological factors has

hitherto been ignored. All this must change during the course of the present century. ^{1 2 3 4 5 6 7 8 9 10 11 12 13 14}

➤ *What are Cultural Differences?*

Cultural differences may be defined in sum as the variations or innate differences in beliefs, behaviors, attitudes, traditions, and customs among different groups of people and individuals, encompassing different aspects and components such communication styles, verbal and non-verbal behavior, behavioural norms, social etiquette, mores, and values. These differences have the potential to impact interactions in diverse settings, such as the trade, commerce and business, and in social and cultural spaces as well. Conceptualization and abstraction skills also vary from culture to culture, and cultural biases are also commonly present. In addition, we had written about cultural frames of reference, and cross-cultural frames as well, and these naturally lead to cultural biases as well. Cultural differences also may impact the ability to acquire language as well, given the fact that different cultures accord different levels of importance to language. Some cultures have been associated with highly developed, evolved and complex languages, while others have not. Therefore, some cultures may teach their children to accord great deal of importance to diction, vocabulary, pronunciation and grammar, while others may not. We had also spoken about *linguiculture* previously, a concept that we had introduced. For example, the French accord a great deal of emphasis and respect to their language, as do the Tamils, but in two entirely different ways.

We also have the theory of linguistic inequality which postulates that all languages are not equal. We also have the concept of active vocabulary versus passive vocabulary. These concepts can have a bearing on the concepts mooted in this paper. These may also birth and gestate language or linguistic ideologies, which may in turn impact language fluency and language proficiency in many different ways. For example, educated South Indians, fearing Hindi domination may push themselves towards English willy-nilly, while, educated Indians may consciously or unconsciously veer towards English to project their cultural supremacy and intellectual identity. Such studies are virtually non-existent; in a few cases, in their infancy; we still have a long way to go here; we also need to integrate such studies with anthropological economics, and use them in economic planning. In sum, we must always bear in mind the fact that people in different cultures and societies may have different mind-orientations; some cultures may accord more importance to religion; some to language; we have also spoken about language dynamics and the need for the lexical development of Indian and other non-dominant non-Indian languages; it is impossible to abolish English-medium schools completely in the Indian context; alternatively, government schools need to be made as attractive as possible with respect to linguistic and non-linguistic output; social sciences research in diverse contexts must become the bedrock for societal, cultural,

¹ Developing cogent strategies for the lexical development of non-dominant languages: Empowering linguistic have-nots and maximizing linguistic performance Sujay Rao Mandavilli IJISRT, July 2024

² Towards a comprehensive compendium of factors impacting language dynamics in post-globalized scenarios: Presenting principles, paradigms and frameworks for use in the emerging science of language dynamics Sujay Rao Mandavilli ELK Asia Pacific Journal of Social Sciences Volume 6, Issue 3 (April – June 2020)

³ On the origin and spread of languages: Propositioning Twenty-first century axioms on the evolution and spread of languages with concomitant views on language dynamics Sujay Rao Mandavilli ELK Asia Pacific Journal of Social Science Volume 3, Number 1 (2016)

⁴ Observations on language spread in multi-lingual societies: Lessons learnt from a study of Ancient and Modern India Sujay Rao Mandavilli. Elk Asia Pacific Journal, 2016

⁵ Narrative: A critical linguistic introduction: Michael J. Toolan Routledge, 1988

⁶ The Language Instinct: The New Science of the language and mind: Steven Pinker, Penguin Books 1995

⁷ The origin and evolution of language Brian Stross, WMC Brown Company publishers, 1976

⁸ Principles of Linguistic change William Labov Wiley Blackwell 2010

⁹ Sociolinguistics, R.A.Hudson Cambridge University Press 1980

¹⁰ Ingo E. Isphording and Sebastian Otten The Costs of Babylon – Linguistic Distance in Applied Economics

¹¹ Introducing Anthropological Economics: The quest for an Anthropological basis for Economic theory, growth models and policy development for wealth and human welfare maximization, Sujay Rao Mandavilli, ELK Asia Pacific Journal of Social Sciences Volume 6, Issue 3 (April – June 2020)

¹² Postulating ‘Ethnography of Enculturation’: A high-level overview of various social science research techniques that can be used to study human enculturation processes Sujay Rao Mandavilli

¹³ Aligning theorization and hypothesis-building with cultural and cross-cultural frames of reference: A heuristic aid to better theorization and hypothesis-building Sujay Rao Mandavilli IJISRT June 2024

¹⁴ Conceptualizing ‘Cultural Frames of Reference’ and ‘Cross cultural Frames of Reference’ for various cultures and societies: Employing these concepts to bring about social and cultural change in different societies Sujay Rao Mandavilli IJISRT, September 2023

economic, scientific, technological and intellectual progress.¹⁵
16

➤ What is Language Acquisition?

Language acquisition refers to a mostly subconscious process of naturally understanding and using a language, after it has been acquired in native or non-native contexts and situations. This process often begins in infancy and continues through formal and structured instruction or education process. Language acquisition processes typically differ from language learning, which is a conscious process of studying rules and structures along with phonology, morphology, syntax, semantics, and vocabulary in a formal setting, often At A Later Age. The Latter Mostly Pertains To Foreign, Alien Or Non-Native Language Is Much More Structured In Spite Of The Fact That Language Immersion Classes Are Becoming Much More Common. Language Acquisition Involves The Ability To Comprehend Language, Understand Its Nuances And Intricacies, And Reproduce And Use It To Communicate Fluently And Effectively. Among The Characteristics Of Language Acquisition Is That It Occurs Or Takes Place In Natural Settings, It Is A Subconscious Process, It Is Mostly A Lifelong Process, With The Bulk Of Learning Occurring During Childhood. It Involves The Use Of Many Cognitive Skills, And It Occurs As A Part Of Prolonged Social And Cultural Interaction.

Language Acquisition Patterns Must Be Understood Across Time And Space, And In The Context Of Different Cultures. It Must Also Be Tied To Learning And Economic outcomes. This is what we lay great stress and emphasis upon. We must also distinguish between first and second language. A first language also known as native language, mother tongue, ethnic language, arterial language, and L1 is the language a person learns from birth or within the critical learning period of early and middle childhood. People may also be exposed to multiple languages from childhood, albeit in different settings; this, as a matter of fact, is becoming increasingly common nowadays due to migration and increased human mobility. People often learn one language at home, another at school, and a third one on a sociocultural environment or setting. Another important aspect that we would like to lay emphasis on here, is that English, or any other foreign language must be taught differently in non-native contexts than how it is taught, or knowledge of it is imparted in native contexts. This is a very

important concept, but has been thus far been neglected; we would like to see action being taken here, and would expect more conceptual material to be published as well. For example, grammar and foundational concepts must be emphasized while teaching English in India, and these cannot be imbibed naturally.
17 18 19 20

Ethnographic studies can also help in the formulation of broad guidelines and add meat and substance to either established or nascent pedagogical Concepts And Theories. It Can Also Help Us Understand How And Why Revision Of Syllabus Is Required. It Can Also Help Us Answer Questions Such As Whether Students Should Learn In One's Mother Tongue Or The Language Of The Region, Or Whether Students Should Learn In One's Mother Tongue Or Another Dominant Language. It Can Also Help Us Understand How Lexical Development Of Non-Dominant Languages Can Be Performed To Bridge The Learning Gap. Many People From Vernacular Medium School Have Performed Spectacularly In Life, Though They Acquire Proficiency In The English Language Somewhat Later In Life, And As The Situation Or The Environment Decides Or Dictates. Many People From Vernacular Medium Schools Also Acquire A Diction Of Technical English Vocabulary More Readily Or Easily Than Non-Technical Vocabulary. But Who Cares? We Had Written About The Theory Of Linguistic Expectation And The Theory Of Non-Linguistic Expectation Previously. We Can Also Decide When, And In What Contexts To Pursue Horizontal Collaboration Or Vertical Collaboration In Research. More Studies On The Relationship Between Linguistic Competence And Economic Performance Must Also Be Initiated And Performed With Appropriate Research Design. All These Can Work Like Magic, And We Will Be Ushering In A Brave And A Bold New World Of Science And Technological Development.

➤ What Is First Language Acquisition?

First Language Acquisition May Be Said To Be The Natural Process By Means Of Which Humans Learn Their Own Native Or Ethnic Language, In Their Native Contexts Typically From A Very Young And Early Age Through Processes Of Immersion, Submersion, Enculturation, And Interaction. Children Therefore Naturally And Subconsciously Acquire And Imbibe Fundamental Aspects Of The Language And Often Its Rich And Nuanced Repertoire Such As Grammar, Vocabulary, Diction, And Pronunciation Largely Without Any Formal

¹⁵ Kumar, Krishna. *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: SAGE Publications, 1991

¹⁶ Annamalai, E. "Nation-building in a Globalised World: Language Choice and Education in India." In: Clyne, Michael (ed.) *Globalisation and Languages: Building on Our Rich Heritage*. Cambridge Scholars Publishing, 2005

¹⁷ LaDousa, Chaise. *Hindi Is Our Ground, English Is Our Sky: Education, Language, and Social Class in Contemporary India*. Berghahn Books, 2014

¹⁸ Phillipson, Robert. "English-Only Europe? Challenging Language Policy." Routledge, 2003. ISBN 978-0415273094

¹⁹ Ma, Yingyi. "Education in China: Educational History, Models, and Initiatives." In: Zhang, Hong (ed.) *Education in East Asia*, Bloomsbury Publishing, 2020. ISBN 978-1350082770

²⁰ Jain, Charu and Narayan Prasad. *Quality of Secondary Education in India: Concepts, Indicators, and Measurement*. Singapore: Springer Nature, 2018

Instruction, And Both Through Nature (Innate Ability) And Nurture. Sometimes Trial And Error Techniques And Nonverbal Techniques Are Used, Albeit Subconsciously. Let Us Now Review The Theories Of First Language Acquisition In Brief. The More Common Theories Of First Language Acquisition Include Behaviorism Or Behaviourist Theory As First Proposed By B.F. Skinner And Others (Language Is Significantly Learned Not Only Through A Natural desire for imitation, but also through conditioning and reinforcement much like many other skills), nativism or innateness theory as championed by Noam Chomsky and others (children possess an innate and a biological or a quasi-biological language acquisition device that enables them to learn grammar flawlessly and effortlessly), and interactionism as proposed by Lev Vygotsky and Jerome Bruner (language develops through biological capacity and the desire to communicate with other individuals with a reasonable level of scaffolding and moral support provided).

Other theories such as the cognitive theory view language development as a much broader process of cognitive development and social interaction. Jerome Bruner also proposed a theory known as the "language acquisition support system" which, in his view, represented the set of tools and strategies caregivers could use in order to help children acquire linguistic skills. Other concepts such as language acquisition device and as innate, mental faculty to use and process language have also been proposed by some theorists such as Noam Chomsky, who also put forth the concept of universal grammar. There are any intrinsic and inherent drawbacks of the theories of first language acquisition. Many of them are abstract, vague, and non-actionable. In sum, and in other words, they do not goad researchers into action, and help boost scientific and economic productivity. Therefore, first language acquisition patterns can differ from region to region, and these differences have not been sufficiently captured and understood. There are also different stages in language acquisition, and for a first language, stages of language acquisition typically include the pre-linguistic stage also known as the cooing or the babbling stage, followed by the holophrastic or the one-word stage, then the two-word stage, and finally the telegraphic or the multi-word stage. Of course, these are only theories, and theories must be tested and validated with empirical data drawn from different parts of the world. This must be a natural process, and this will allow science to thrive, flourish and grow. Also read our paper, "Minimizing the time taken between hypothesis generation, hypothesis testing and refinement: A necessary adjunct in the epoch of fast-paced science". This paper seeks to throw further light and clarity on the matter.^{21 22 23}

➤ What is Second Language Acquisition?

This section is by far the most importance part of this paper, given the fact that we have concepts of source language and target or destination language here it is also largely important because language acquisition abilities vary widely from region to region and from culture to culture or from society to society; it is also extremely importance because the ability to gain or acquire fluency or proficiency in a particular language, say language A, varies from culture to culture or from society to society. This is because of linguistic distances involved. The term "linguistic distance" as such refers to a measure of the extent or degree of difference and variation or sameness and similarity between two distinct languages or dialects of the same language. The term linguistic distance as a conceptual tool, is used in various types of linguistic studies such as historical linguistics, second-language acquisition, studies of dialects or dialectology, and the study of the effects of language differences on trade, commerce, business and scientific and non-scientific communication. The concepts of source language or target and destination language have limited relevance in this field of enquiry, though they may still be used with good and productive effect.

Second language acquisition, which is also sometimes referred to as SLA in short, refers to a mostly formal process of learning a new alien or foreign language after a native language has already been acquired. Second language acquisition studies is a multidisciplinary field drawing from linguistics, psychology, and education to formally and intelligently understand and dissect the formal process of second language acquisition, what transpires during the second language acquisition process, the process of engagement with the language, the impact of timing of language acquisition on proficiency, and factors that determine success or failure. Again concepts such as sociocultural group and socioeconomic group must be borne in mind here, concepts that we had previously mooted and explored in our multiple papers on anthropological economics and elsewhere; we had also likewise and similarly explored the concepts of the creative classes, intellectual classes, linguistic elites, and linguistic have nots. The impact of language fluency and language dynamics on economic and technological attainment also need to be probed and explored. This is a nascent, though vital field of inquiry and study.

We can also work upon other concepts such as lexical distance which may also take into account and consideration other factors such as diction and word order. We must also suitably isolate the impact and effects of the first language on the ability to acquire second language. For all these fields of

²¹ Minimizing the time taken between hypothesis generation, hypothesis testing and refinement: A necessary adjunct in the epoch of fast-paced science Sujay Rao Mandavilli IJISRT, August 2025

²² Hulk, Aafke; Müller, Natascha (December 2000). "Bilingual first language acquisition at the interface between syntax and

pragmatics". *Bilingualism: Language and Cognition*. 3 (3): 227–244

²³ Paradis, Johanne; Genesee, Fred (March 1996). "Syntactic Acquisition in Bilingual Children: Autonomous or Interdependent?". *Studies in Second Language Acquisition*. 18 (1): 1–25

study, a multi-barreled and a multi-pronged strategy is required with inputs from many sides, and people from diverse cultural backgrounds. Linguistic barriers must also be probed and investigated, along with non-linguistic barriers. Non-linguistic barriers such as fear, emotion, anxiety and trauma must be studied and critically investigated as it pertains to second language acquisition. A great deal of ethnography must be used here, and we also believe that the term cross-cultural dynamics must be used. The impact of power distances and group enculturation patterns on linguistic ability, must also be likewise identified. We must also bear in mind the fact that students from upper middle class backgrounds and upper class backgrounds in India, are almost always stronger in English; this cannot always be said of technical aptitude or skills. Students from other backgrounds may possess more ambition in some cases, and in some cases, may also be more worldly wise. Can we bring out the best of both worlds? Can we accomplish a happy marriage between the two? Pedagogical theory can blunt or demolish the wedge much in the manner of the PURA or the provision of urban amenities in rural areas mission was conceptualized some two decades ago; ethnography, linguistic ethnography included, can work wonders here. Further downstream analysis is also of course possible, and we had mooted the concept of sociocultural advantage in a previous paper. This we argued could become a vital factors for use in economic planning.

But, what then, are the theories of second language acquisition? Major theories of second language acquisition include the behaviorist theory proposed by BF Skinner, (language is acquired through a process of imitation or habit formation as the case may be) the innatist theory proposed Noam Chomsky, (humans are born with an innate appetite to learn language) the interactionist approach (which lay emphasis on the process of interaction), and cognitive approaches, which, at a later date, have morphed into more recent theories such as sociocultural which emphasize social and cultural attributes, and skill-based theories which argue that language is acquired much in the manner of any other skill. Other theories include the comprehensible input hypothesis as proposed by Stephen Krashen, which lays a great deal of emphasis on comprehensible input and emotional factors, the natural order hypothesis, which argues that grammar is learnt in a sequential order, and the affective filter hypothesis, which argues that emotions act as filters and barriers to impede the learning and acquisition of

second language fluency and proficiency. Again, such theories are overly conceptual, and are sometimes not actionable and pragmatic enough. Social sciences as we have always stated, must be the primary driver of societal well-being and progress, and concepts and theories must always be society and culture-focused.^{24 25 26 27 28}

➤ *Ethnography and Ethnography-Related Studies*

We have spoken about ethnography on multiple occasions. But what is ethnography? Ethnography is a qualitative research method, tool and analytical and the written product of that research (ethnography as a product and ethnography as a product) that requires a researcher to immerse himself wholly or fully in a specific community or social group (or investigate it as a marginal native) in order to gain a deep, comprehensive and a holistic understanding of that culture, behavior exhibited or demonstrated by the members of that culture, and investigate a gamut and a wide range of social interactions from an insider's perspective (the "native's point of view" or emic views of various types as we have previously discussed). Ethnography, also known as the participation observation method has been known for some two hundred years, though it came of age and attained maturity in the early part of the twentieth century with inputs and contributions by Bronislaw Malinowski, AR Radcliffe Brown, Ruth Benedict, Margaret Mead, Edmund Leach and others; We also then had the British school of ethnography and the Chicago school of ethnography; of late, ethnographic studies have generally become shorter in duration, and have tended to explore subjects closer to the researchers place of residence.^{29 30}

We also then have the emerging field of linguistic ethnography as established by John Gumperz, Frederick Erickson, and Dell Hymes, and further extended by H.G. Widdowson, Charles Brumfit and others; But what exactly in linguistic ethnography? Linguistic ethnography refers to an interdisciplinary approach that combines the techniques that are used in ethnography for the purposes of linguistic analysis. It can be used to explore the interface between language and culture contextually, and in a culture-specific fashion, in order to bring out the mutual interdependency between the two, and can operate at either the micro or the macro level. This technique can be not only be used to throw greater light on the culture, but can be used to investigate language acquisition patterns – both

²⁴ Pienemann, M. (1998). *Language processing and second language development: Processability theory*. Amsterdam: John Benjamins

²⁵ Slabakova, R. (2010). "Semantic theory and second language acquisition". *Annual Review of Applied Linguistics*. **30**: 231–247

²⁶ Tomasello, M. (2005). "Beyond formalities: The case of language acquisition". *The Linguistic Review*. **22** (2–4): 183–197

²⁷ Ullman, M. T. (2001). "The declarative/procedural model of lexicon and grammar". *Journal of Psycholinguistic Research*. **30** (1): 37–69

²⁸ Schmidt, R. (1990). "The role of consciousness in second language learning". *Applied Linguistics*. **11** (2): 129–158

²⁹ Skinner, Joseph (2014-05-30). "Greek Ethnography and Archaeology: Limits and Boundaries". *Dialogues d'histoire ancienne*. **S 10** (Supplement10). CAIRN: 171–203

³⁰ Kaldellis, Anthony (2013). *Ethnography after antiquity: foreign lands and peoples in Byzantine literature*. Philadelphia: University of Pennsylvania Press

first and second – and its impact on economic, technical and technological productivity. Alas, the full potential of this field has not been fully realized, given the fact that is too Eurocentric or western centric in its orientation at present; too few non-western scholars or intellectuals have entered the field, and going by past antecedents, most non-western scholars have too slavishly imitated the western mold for their work to have any tangible or practical value in diverse cultural contexts or in diverse social settings.^{31 32 33 34 35 36}

Ethnography is sometimes used in conjunction with pedagogical studies and pedagogical theory both as a research method and a research technique and tool in order to study the impact of diverse educational methods, tools, techniques and systems on learning outcomes, and then further tying these outcomes to economic and intellectual – including scientific outcomes. Therefore, ideally, diverse cultural and non-cultural learning environments must be identified, cultural differences must be highlighted, gaps and differentials in learning outcomes identified and assessed along with a root-cause analysis. New and suitably altered policies can also be dissected and analyzed using this method and this technique with its downstream implications, and knowledge transmission and dissemination patterns can also be analyzed along with annotations and footnotes. These can greatly improve pedagogical course contents, and learning outcomes in due course. These techniques can also be used to give a vent to students' voices in multicultural contexts, in order to initiate suitable change, and induce not only feedback, but also feed forward techniques in due course. We have also spoken about multivocality in ethnography, long-term ethnography, econoethnography and the ethnography of enculturation. All these aspects need to be borne in mind as well, at the same time. We must also formulate theories and hypotheses as required, and also resort to context-based theorization as and when the situation warrants it or demands it. We have also written about the sociological ninety ten rule in a previous paper, and also about epistemic coherentism; both these are extremely important concepts with wide ranging implications both in daily life, and for social

studies. All these aspects need to be taken into account and consideration borne in mind as well. They will work wonders in the short-term, medium-term, and in the long-term.^{37 38 39 40}

II. CONCLUSION

The objective of this paper was to logically extend our previous observation that first and second language studies have hitherto been too western-centric or Eurocentric in their orientation and approach, were not adequately or sufficiently society- focused or society-centered, and have had limited practical utility and value. We believe that all this must change and come to an end, as anthropological economics takes root, particularly for the benefit of the developing world and in the context of less evolved or intellectually and scientifically-challenged societies. Economic development models too have been largely preoccupied with concerns around physical infrastructure, transportation, and communication, relegating all other concerns and considerations to the background. The role of linguistic, social, cultural and anthropological factors has hitherto been ignored, and this is a virtual no-brainer. All this must change during the course of the present century, as this will benefit multiple cultures across the planet. We therefore began this paper with a brief overview of language, and a study of its functions. We also delved into a study of first and second language acquisitions and theories their limitations in their present form and briefly touched upon the need to investigate and probe social and cultural differences in this regard. We also then revisited other concepts such and linguistic performance, linguistic competence, non-linguistic performance, linguistic distance, lexical distance, linguistic barriers, and their impact on economic performance in diverse situations and contexts.

We also discussed the need to study sociocultural and socioeconomic groups separately, and research group enculturation patterns as well. This will be in addition to a study of power distances and sociocultural advantages in relation to linguistic performance and economic performance. This paper therefore greatly emphasizes and stresses the need for

³¹ Woolf, Greg (2011). *Tales of the barbarians: ethnography and empire in the Roman west*. Malden, MA: Wiley-Blackwell

³² Isaac, Benjamin H. (2004). *The invention of racism in classical antiquity*. Princeton, N.J.: Princeton University Press

³³ Extolling the virtues of ethnography in economic planning and decision-making: Mainstreaming “Econoethnography” in Anthropological Economics Sujay Rao Mandavilli Published in SSRN, May 2025

³⁴ Postulating ‘Ethnography of Enculturation’: A high-level overview of various social science research techniques that can be used to study human enculturation processes Sujay Rao Mandavilli IJISRT July 2023

³⁵ Introducing Long-term Ethnography: Positioning Long-term Ethnography as a valuable tool for long term Ethnographic research Published in IJISRT Volume 7 Issue 7 July 2022 Sujay Rao Mandavilli

³⁶ Presenting the ‘Structured and Annotated Participant driven Appraisal’ technique in Ethnography: Towards the universal realization Ethnographic studies Sujay Rao Mandavilli of Multivocality ELK's International Journal of Social Science Vol 4, Number 4, 2018

³⁷ Griffith, M. (2010). *The Unschooling Handbook: How to Use the Whole World As Your Child's Classroom* (2nd ed.). New York: Prima Publishing (Random House)

³⁸ Macchelein, J.; Simons, M. (2021). *Looking after school: a critical analysis of personalisation in education* (1st ed.). Leuven: E-ducation, Culture & Society Publishers

³⁹ Bruner, J. S. (1971). *The Relevance of Education*. New York, NY: Norton

⁴⁰ Montessori, M. (1921). *Manuale di Pedagogia Scientifica*.

globalizing first and second language acquisition studies and using ethnographic data generated from different parts of the world as an input for policy making and formulation. A large number of researchers from all over the world must take up linguistic ethnography and ethnography in pedagogy as well; this must be complementary with ethnography of enculturation and econoethnography as well, wherever required. This is the core mission and objective of this paper. We do consequently and resultantly, hope, expect and anticipate that this paper will become a vital one in twenty-first century social and cultural studies, and improve linguistic and economic performance by a considerable margin in different parts of the world.