

UNIT 4
INTERPLAY OF LANGUAGE AND CULTURE

Content

1. From culture and thought to language.
2. From language and culture to thought.

Language

- Thematic vocabulary. Phrasal set. Vocabulary to talk about influence.
- Grammar: comparing and contrasting; expressing causal relationships.

PART 1. LEAD-IN

Self-assessment of prior knowledge

Answer the questions:

Question	Your response
Sometimes language is metaphorically compared to a prison in a sense that it limits the person who speaks it. Would you agree with such understanding of the language?	
Have you ever experienced difficulty finding an exact equivalent for a word from one language in another language? If yes, please reflect on that experience. If no, please think why it has never happened.	
Have you ever experienced frustration trying to understand the exact meaning of a word in a foreign language? If yes, please reflect on that experience. If no, please think why it has never happened.	
Which statement in your opinion describes the nature of language better: a) grammar of a particular language does not depend on the culture of the people who speak this language neither encodes it; b) certain aspects of grammar of a particular language emerge in response to cultural peculiarities of the interaction of the people who speak this language and thus represent this culturally specific feature(s)?	
Do you consider the topic of the interplay of language and culture to be relevant for your professional and/or general scope of knowledge?	
Sometimes language is metaphorically compared to a prison in a sense that it limits the person who speaks it. Would you agree with such understanding of the language?	

PART 2. PROVIDING INPUT AND ENCOURAGING OUTPUT

People who live in different countries speak different languages, have different cultures and yet can have (quite) successful cross-cultural communications. This fact made thinkers contemplate the relationships between language, culture, and thought (cognition). For centuries now, philosophers and scholars have been trying to find answers to the questions: Do people who speak different languages think in the same way or different ways? Does the language which one acquires in the childhood influence one's way of seeing and understanding the world?

Extensive research has enabled scholars to understand the dialectics of mutual influence of culture, thought (cognition) and language. When cultures and languages were developing, the peculiarities of the material and spiritual culture of a certain community influenced their language. As a culture changes, these changes get reflected in the language.

When a child is born to a community, as he/she is acquiring the language of this community, he/she absorbs culturally specific way of understanding the world and interacting with it.

Directions of influence of culture, thought (cognition), and language

stage	direction of the influence
development of language of a community of speakers who share a particular culture	culture and thought (cognition) → language
acquisition of the language by a child in a certain community that speaks that language	language → culture and thought (cognition)

1. FROM CULTURE AND THOUGHT TO LANGUAGE

Both material and spiritual culture influence language. Thus, mythological interpretation of the world and technological advancements, the structure of society, unique features of the interaction of a community with the nature in their place of living and with each other get encoded in the language and make it unique in comparison with other languages.

This part of the unit reveals how culture influences language on the level of vocabulary and grammar.

Task 1. Definition of culture-specific words

Read the first paragraph of Anna Wierzbicka's article [“Two levels of verbal communication, universal and culture-specific”](#) and find out:

- A) how Anna Wierzbicka defines culture-specific words;
- B) what examples of culture-specific words Anna Wierzbicka gives.

Are you surprised by these examples? Why?/Why not?



Task 2. Swedish *fika* as a culture-specific word

Watch the video [“How a Swedish coffee break can boost your wellbeing and performance”](#) and create your own mind map to explain the cultural meaning of the Swedish word *fika*.



Task 3. Japanese culture reflected in the Japanese vocabulary

A. Read the quote from Ludwig Wittgenstein at the beginning of the article [“24 Beautiful and Untranslatable Japanese Words”](#).

Explain in your own words how you understand the idea expressed in it.



B. What does the author of the article mean by the expression ‘untranslatable words’? Does the term ‘untranslatable word’ have the same meaning as the term ‘culture-specific word’ or do the meanings of these terms differ?

C. Look at the list of the Japanese untranslatable words given in the article:

- 1) which ones are translated into a language other than English? Why?
- 2) which ones can you translate into your native language or a foreign language you can speak?
- 3) find the Japanese word which especially appeals to you. What translation into your native language can you suggest? Can you imagine using the chosen Japanese word in your everyday life? How?/ Why not?

Task 4. Lexical elaboration and the vocabulary for ‘rice’ in Indonesian and Asian languages

R. Dirven and M. Verspoor (2004) in their work “Cognitive exploration of language and linguistics” (Amsterdam/Philadelphia : John Benjamins Publishing Company, p. 134) emphasise that different languages often have different number of words for a particular domain (sphere of experience/reality). They call this phenomenon “*lexical elaboration*”. The idea behind lexical elaboration is that the wide range of words for a particular aspect of reality reflects culturally specific experience.

Study the article [“Vocabulary: ‘Rice’ in Indonesian and Asian languages”](#) and compare the names for rice in Basa Bali, Japanese, and Chinese. Comment on the similarities and differences you have found.



Task 5. Interconnection of language and culture in Sámi

Study the article [“Ten essential Sámi words that you might not have heard before”](#) and find the examples of culture-specific words and lexical elaborations in the Sámi language.



Task 6. Definition of cultural key words

Study p. 61 of the publication [“Gezellig: A Dutch cultural keyword unpacked Chapter”](#)

A. List the characteristic features of the cultural key words.

B. Decide whether cultural key words possess the following features:

- 1) *these words are very important in a certain culture;*
- 2) *these words are frequently used;*
- 3) *only a few people in a certain culture use these words very often;*
- 4) *these words can easily be translated;*
- 5) *these words represent minor aspects of a certain culture.*



Task 7. Gezellig – the Dutch cultural key word

A. Read the article [“Gezellig — a word that encompasses the heart of Dutch Culture”](#)

and watch the video [“Translating Dutch: What’s Gezellig?”](#) elicit the explanations of the word *gezellig* in the Dutch culture.

B. Answer the question: How far do these two sources agree on what *gezellig* means?

C. Make a mind-map to represent the meaning of *gezellig* in the Dutch culture.



Task 8. Cultural Keywords across Languages

Study p. 2 of the article "[A Computational Approach to Identifying Cultural Keywords across Languages](#)" and:

A. List the criteria for the keywords that Anna Wierzbicka provided:

- 1) _____
- 2) _____
- 3) _____
- 4) _____



B. Select 2-3 candidates for the status of the keywords in your native language. Discuss your ideas with your peers.

Task 9. Culture-specific grammar

R. Dirven and M. Verspoor characterise culture-specific grammar as "aspects of grammar which are strongly linked with culture" (2004, p. 137). Study an abstract of one of Anna Wierzbicka's [publications](#) and find the term with the similar meaning to the meaning of the term *culture-specific grammar*.

Based on this abstract, offer the definition of this term:

" _____ " is _____.



Task 10. The Grammar of Violence

Study the abstract of the article "[The Grammar of Violence: Insights from Danish Ethnosyntax and the Wierzbicka-Pinker debate](#)" and find answers to the questions:

1. Which aspect of the Danish syntax is studied in the article?
2. What does this study reveal about the representation of aggressors and victims in the traditional Danish view of the world?



Task 11. Meaning and culture

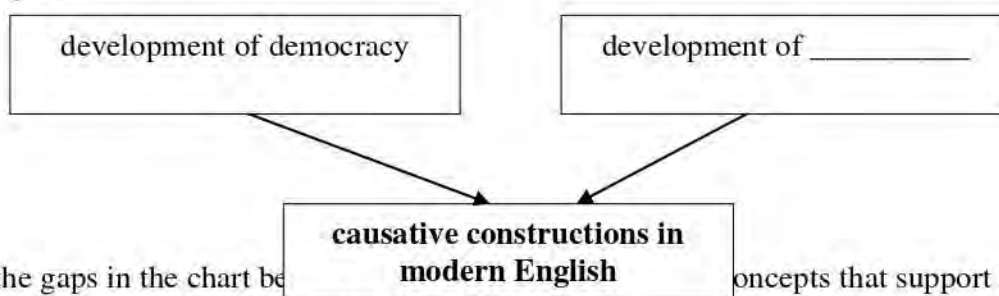
Study pp. 171-174 of Anna Wierzbicka's book "[English: Meaning and Culture](#)"

A. Answer the questions:

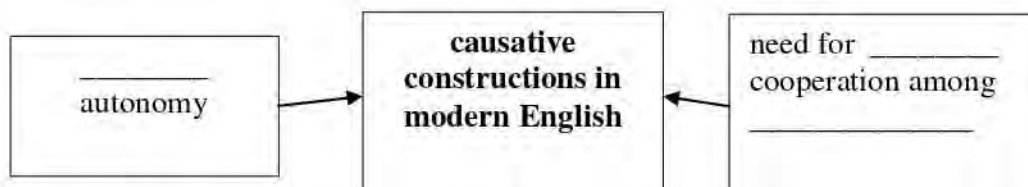
- 1) What verbs are used in English to build causative constructions?
- 2) What criteria are used to distinguish different causative constructions with *make* in English? How many of such construction are singled out?
- 3) What is special about causative constructions in modern English as compared with other languages?



B. Fill in the gap in the chart below representing the cultural roots of the causative constructions in modern English:



C. Fill in the gaps in the chart below representing the cultural roots of the causative constructions in modern English: _____ concepts that support the growth of the causative constructions in modern English:



D. Fill in the table below to explain the cultural background of the grammatical peculiarities of imperatives in modern English. Some information has been filled in to guide you.

Aspect	Details
avoidance of the straight imperative	is more frequent in modern English than in other languages
examples of indirect imperatives	in English:
the role of indirect imperatives	
period in the cultural development when indirect imperative become widely used	in Anglophone culture:

2. FROM LANGUAGE TO CULTURE AND THOUGHT

Cultural peculiarities encoded in the language are passed down from generation to generation of the speakers of a particular language. Thus, when a child acquires a language, he/she develops a particular way of looking at the world and comprehending it. It is the person's native language that guides him/her to pay attention to certain phenomena, single out particular features in the surrounding objects, group various things according to specific criteria. In this way it is a person's language that shapes their thought and cultural behaviour. This part of the unit explains the theory that deals with this ability of language to influence thought and culture.

Task 12. Emergence of the idea of linguistic relativity

Scan the article "[Understanding Linguistic Relativity Hypothesis with Examples](#)" to find information necessary to fill in the table below:

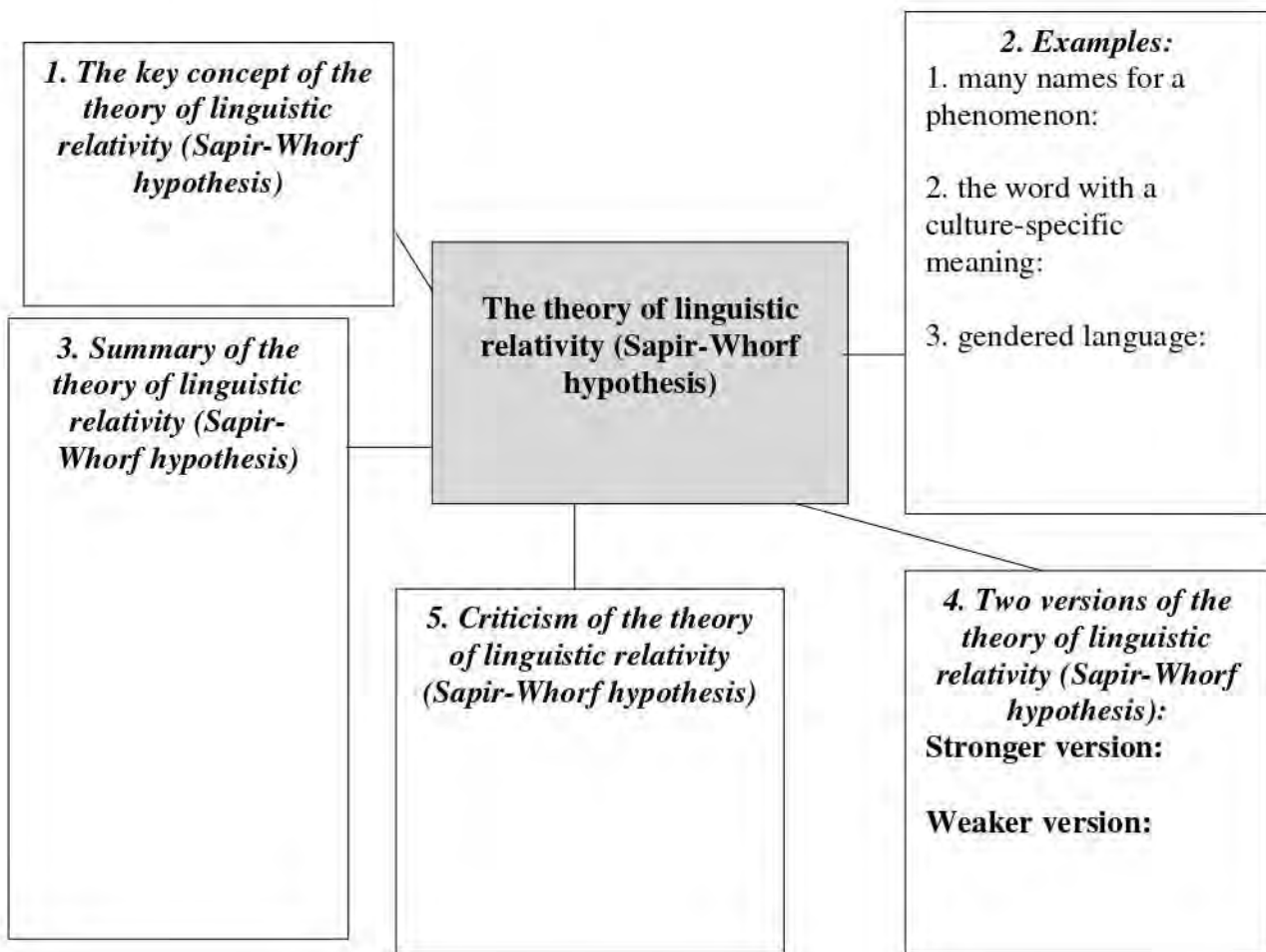


Historic period	Name of scholar	Ideas concerning the relationships between language and thought

Task 13. The essence of the theory of linguistic relativity (Sapir-Whorf hypothesis)



Use information from the article "[Sapir Whorf hypothesis](#)" to fill in the mind map "The theory of linguistic relativity (Sapir-Whorf hypothesis)"



Task 14. Edward Sapir’s ideas concerning the role of language in human cognition

Scan the article "[The Sapir-Whorf hypothesis](#)" to find the quotation from Edward Sapir’s publication (1929).



Read this quotation carefully and decide whether the following statements are *true* or *false*:

1. E. Sapir claims that language significantly influences the way people live in the material and social worlds.
2. According to E. Sapir, people adapt to the reality without using language.
3. According to E. Sapir, people live in the real world which does not depend on or is not influenced by their language.
4. E. Sapir asserts that different societies share the same reality, neither different names in the different languages they speak have a profound effect on human existence.
5. E. Sapir states that the language a person speaks guides him/her to make some specific choices while seeking an interpretation of the reality.

Task 15. Benjamin Lee Whorf’s formulation of the principle of linguistic relativity



Scan the article "[Whorfianism](#)" to find the quotations from B. L. Whorf's publication (1956).
Read this quotation carefully and choose the correct words to create a summary of Whorf's ideas:

1. Linguistics came to a new understanding of the universal and specific in languages when they studied *different words/different linguistic patterns*.
2. Linguists realised that *grammar/vocabulary* of each language guides the individual's mental activity.
3. Shaping of ideas by an individual *does not depend/depends* on the grammar of a particular language.
4. People single out various objects and aspects of nature following the lines of their *imagination/mind work/linguistic patterns*.
5. Human classifications of the nature are *established as a result of explicit agreement among people/codified in the patterns of the language they speak/taken directly from nature*.

Task 16. Examples of linguistic relativity: various languages compared

Watch the video "[Linguistic relativity](#)" from 5:30 to 21:25



Fill in the table below to illustrate how various linguistic features prompt/force their speakers to attend to certain aspects of reality. Some information has been filled in to help you.

Languages that are compared	Linguistic aspects that are compared	Explanations and comments
English and Spanish	prepositions	
	classifiers	
	lexicalisation	
	colour terms	

Task 17. Examples of linguistic relativity: Chinese vs English

Watch the video "[Understanding Cultural Difference in Three Words](#)"

Provide the answers to these questions:

1. How did Elisa Hörhager's dreams change since she started learning Chinese?
2. What different meanings does the phrase "eating alone" have in Chinese and Anglophone cultures?
3. What example does Elisa Hörhager use to illustrate the claim that language influences the way people feel emotions?
4. Can this evidence be used to support the theory of linguistic relativity (Sapir-Whorf hypothesis)? Why?/Why not?



Task 18. The Theory of linguistic relativity (Sapir-Whorf hypothesis) in modern popular culture

Read the [review of the film "Arrival"](#) (2016) (you can watch the film if you have enough time) and discuss with your peers how the concept of linguistic relativity has informed/ is represented in the film.



Task 19. The impact of the number names on maths abilities

Read the article "[Why you might be counting in the wrong language](#)" and find answers to the questions:



- 1) Which names for numbers are called “transparent”?
- 2) What experiment led the researchers to suggest that children’s mental representation of numbers may be shaped by their language?
- 3) What changes were made to the Welsh counting system? When and why?
- 4) What explanation did researchers offer when they obtained the results of English kindergarten children performing better than Dutch children on a task of roughly adding two-digit numbers?
- 5) How was the effect of language on the number line estimation by adults investigated? What results were obtained?

Task 20. Number word inversion

Read the article [“Forty-Two or Two-and-Forty: Learning Maths in Different Languages”](#)



Fill in the table with the information about the phenomenon called “number word inversion”

definition of number word inversion	
examples of number word inversion in English	
examples of number word inversion in other languages	
impact of number word inversion on children’s math performance	
a story of a person who moved to a country with the language that has number word inversion	

PART 3. GUIDING TO MORE CALP

Task 21. Language for comparing and contrasting

A. Put the words given below into two categories: 1) those that can be used to speak about similarities, 2) those that can be used to speak about differences

alike, different, differ, both, the same, unlike, not alike, difference, similar to, like, on the other hand, in common, also, similarly, however, although, even though, as well as, just like, while, in contrast to

Words to speak about similarity	Words to speak about differences

[\(Talking about similarities and differences!\)](#)

B. Watch the video: [How to Compare and Contrast: Phrases, Connectors and Idioms](#) and make the list of the phrases that can be used to speak about similarities and differences

Phrases to speak about similarity	Phrases to speak about differences

C. Explore the online resource “Academic Phrasebank” and add structures to discuss similarities and differences to your table: [Compare and Contrast. Academic Phrasebank.](#)

Task 22. Comparing different languages and cultures

A. Compare the key grammatical features of the two languages that you can speak. Use the words and phrases from the tables you filled in above. Share the results with the group.

B. Compare a celebration (e.g., a birthday party) or a ritual (e.g., welcoming spring) in two cultures you are familiar with. Use the words and phrases from the tables you filled in above. Share the results of your comparison with the group.

C. Compare the symbolic meanings of your favourite colour in different cultures (use the Internet sources to find the relevant information). Use the words and phrases from the tables you filled in above. Share the results with the group.

Task 23. Language for expressing causal relationship

INFLUENCE (Noun) phrasal set

Adj + influence

- ~ big, considerable, great, significant
- ~ dominant, major, overwhelming
- ~ powerful, profound, strong
- ~ important
- ~ early
- ~ formative
- ~ diverse
- ~ environmental, genetic
- ~ artistic, cultural, musical

Verb + influence

- ~ be, represent
- ~ have
- ~ be exposed to
- ~ draw from/on/upon

Prep + influence

- ~ on

([Online Oxford collocation dictionary](#))

INFLUENCE (Verb) phrasal set

Influence + Adv

- ~ considerably, deeply, enormously, greatly, heavily, powerfully, profoundly, strongly
- ~ increasingly
- ~ largely, mainly, primarily
- ~ partly, slightly
- ~ directly, indirectly
- ~ clearly, obviously, undoubtedly
- ~ actively
- ~ critically, crucially, decisively, significantly
- ~ inevitably

Verb + influence

- ~ seem to
- ~ attempt to, seek to, try to

([Influence. Online Oxford collocation dictionary](#))

A. Use INFLUENCE phrasal sets to make the list of factors that can influence a person’s choice of vocabulary. E.g., *Education a person gets has a considerable influence on their vocabulary size.* Compare your list with your peers’ lists.

B. Explore the online resource “Academic Phrasebank” and prepare a poster with the phrases you can use to speak about cause and consequence/ result: [Explaining causality. Academic Phrasebank.](#)

Task 24. Revealing the causal relationships between language and culture

Prepare and hold a debate discussing one of the statements from the list below. Use *influence* phrasal sets and phrases to express causal relationships.

1. Mother tongue has a considerable influence on the way one thinks.
2. Learning a foreign language can have a profound influence on a person.

PART 4. FINALIZATION OF THE UNIT

Final assignments

Task 25. Terminology overview

Use the information of the unit to explain the meaning of the terms

Nº	Term	Definition
1	culture-specific word	
2	lexical elaboration	
3	cultural key words	
4	ethnosyntax	
5	linguistic relativity	
6	transparent numbers	
7	number word inversion	

Task 26. Visualization

A. Find out the most prominent culture-specific words, lexical elaborations, cultural key words, and ethnosyntactic features in your mother tongue. Prepare a visualization (poster, mind map, infographics, etc.) to represent your findings. Share it in class.

B. Choose a culture that you are interested in. Do small research to discover culture-specific words, lexical elaborations, cultural key words, and ethnosyntactic features in the language that is spoken by the representatives of this culture. Prepare a visualization (poster, mind map, infographics, etc.) to represent your findings. Share it in class.

Task 27. Essay

Write and submit a 500-word essay (Calibri, font 12, single-spaced, 2 cm all margins) on one of the topics:

- “The uniqueness of my native culture is reflected in my native language”
- “When I started learning a foreign language, I discovered a new way of looking at certain things”

While writing the essay, try to make an extensive use of expressions for talking about influence and expressing similarities and differences.

Self-assessment of the acquired knowledge (fill out the table):

Question	Your response

Name three new things you have learnt from the unit 'Interplay of language and culture'	1. 2. 3.
Provide three key terms from the unit	1. 2. 3.
Name two things you have understood best of all	1. 2
Name one thing which was challenging for understanding	
Do you think the information of this unit is relevant for your professional and/or general scope of knowledge?	
Which English language skill(s) have you improved through discussing this unit?	

PART 5. REFLECTION

1. Why is the information about various aspects of interplay of language, culture and thought (cognition) relevant for my professional and/or general scope of knowledge?
2. Where and how can I employ this information?
3. What part of this information is of particular interest and is worth further exploring?
4. What issues were problematic for understanding? Why? What should be done to make them easier to process and comprehend?

PART 6. UNIT RESOURCES

Task 1. Text: Wierzbicka, A. (2016). Two levels of verbal communication, universal and culture-specific. In Rocci, A. & Saussure de L. (Eds.), *Verbal Communication*. Mouton de Gruyter, pp. 447-481. URL: <https://www.medicinanarrativa.eu/wp-content/uploads/2016/07/paper-on-mind-linguistic-aw.pdf>

Task 2. Video: How a Swedish coffee break can boost your wellbeing and performance - BBC REEL. URL: <https://www.youtube.com/watch?v=I9xzgV7z1Bg>

Task 3. Text: Shiraishi-Miles, R. (2022/ 2023). 24 Beautiful And Untranslatable Japanese Words. URL: <https://teamjapanese.com/beautiful-untranslatable-japanese-words/>

Task 4. Vocabulary: 'Rice' in Indonesian and Asian languages. (2016). POLYGLOTTANDO. URL: <https://polyglottando.wordpress.com/2016/04/02/vocabulary-rice-in-indonesian-and-asian-languages/>

Task 5. Text: Milford, C. (2021). Ten essential Sámi words that you might not have heard before. *The Local no.* URL: <https://www.thelocal.no/20210702/ten-beautiful-sami-words-that-you-might-not-have-heard-before>

Task 6. Text: Peeters, B. (2020). Gezellig: A Dutch cultural keyword unpacked. In Bromhead, H. & Ye, Z. (Eds.). *Meaning, Life and Culture. In conversation with Anna Wierzbicka*. ANU Press. URL:

https://www.jstor.org/stable/pdf/j.ctv1d5nm0d.9.pdf?refreqid=excelsior%3Ac69748dca5762e9de2f99da947fb4ad3&ab_segments=&origin=&initiator=&acceptTC=1

Task 7. Text: Gezellig — a word that encompasses the heart of Dutch Culture. Dutch Amsterdam.

URL: <https://www.dutchamsterdam.nl/155-gezellig>

Video: Translating Dutch: What's Gezellig? *Rosetta Stone*. URL:

<https://www.youtube.com/watch?v=5T2BGLIsYbk>

Task 8. Text: Lim, Z. W., Stuart, H., De Deyne, S., Regier, T., Vylomova, E., Cohn, T., & Kemp, C. (2022, November 3). A Computational Approach to Identifying Cultural Keywords across Languages. URL: <https://psyarxiv.com/h3urs/>

Task 9. Wierzbicka, A. (1979). Ethno-syntax and the philosophy of grammar. *Studies in Language*, 3(3), 313-383. URL: <https://nsm-approach.net/archives/category/broad-topics/ethnosyntax>

Task 10. Text: Levisen, C. (2018). The Grammar of Violence: Insights from Danish Ethnosyntax and the Wierzbicka-Pinker debate. *Etnolingwistyka*, 30, 145-168. URL:

<https://forskning.ruc.dk/en/publications/the-grammar-of-violence-insights-from-danish-ethnosyntax-and-the->

Task 11. Text: Wierzbicka, A. (2006). *English: Meaning and Culture*. Oxford University Press.

URL: <http://eprints.dinus.ac.id/6245/1/33895172-English-Meaning-Culture.pdf>

Task 12. Text: Understanding Linguistic Relativity Hypothesis with Examples. *ScienceStruck*.

URL: <https://sciencestruck.com/linguistic-relativity-hypothesis>

Task 13. Text: Sapir Whorf Hypothesis. *StudySmarter*. URL:

<https://www.studysmarter.co.uk/explanations/english/linguistic-terms/sapir-whorf-hypothesis/>

Task 14. Text: Chandler, D. (1994). The Sapir-Whorf hypothesis. URL: [http://visual-](http://visual-memory.co.uk/daniel/Documents/short/whorf.html)

[memory.co.uk/daniel/Documents/short/whorf.html](http://visual-memory.co.uk/daniel/Documents/short/whorf.html)

Task 15. Text: Whorfianism. Stanford Encyclopedia of Philosophy. URL:

<https://plato.stanford.edu/entries/linguistics/whorfianism.html>

Task 16. Video: Ashworth, A. Linguistic Relativity. URL:

<https://www.youtube.com/watch?v=cwPbDNBFVrc>

Task 17. Video: Hörhager, E. Understanding Cultural Difference in Three Words.

TEDxStrasbourgUniversite. URL: <https://www.youtube.com/watch?v=asgdGSGQBgY>

Task 18. Text: Walters, J. (2021, December). Arrival (Close Analysis): Time's Not Real, And That's Okay. *Loud and Clear*. URL: [https://loudandclearreviews.com/arrival-analysis-time-not-](https://loudandclearreviews.com/arrival-analysis-time-not-real/)

[real/](https://loudandclearreviews.com/arrival-analysis-time-not-real/)

Task 19. Text: Jagatia, A. (2019, November 22). Why you might be counting in the wrong language. *BBC Future*. URL: <https://www.bbc.com/future/article/20191121-why-you-might-be-counting-in-the-wrong-language>

Task 20. Text: Bahnmueller, J., Nuerk, H.-C. & Cipore, K. (2020 July 30). Forty-Two or Two-and-Forty: Learning Maths in Different Languages. *Frontiers for Young Minds*. URL:

<https://kids.frontiersin.org/articles/10.3389/frym.2020.00084>

Task 21. Vocabulary: Talking about similarities and differences! (2015). URL:

<https://year6mackay2015.wordpress.com/2015/08/02/talking-about-similarities-and-differences/>

Video: How to Compare and Contrast: Phrases, Connectors and Idioms. *Keith Speaking Academy*.

URL: <https://www.youtube.com/watch?v=V8IKfgtCzME>

Vocabulary: Compare and Contrast. *Academic Phrasebank*. URL:

<https://www.phrasebank.manchester.ac.uk/compare-and-contrast/>

Task 23. Vocabulary: Explaining causality. *Academic Phrasebank*. URL:

<https://www.phrasebank.manchester.ac.uk/explaining-cause-and-effect/>

Vocabulary: Influence. *Online Oxford collocation dictionary*. URL:

<https://www.freecollocation.com/search?word=influence>

PART 7. REFERENCES

1. Dirven, R. & Verspoor, M. (2004). *Cognitive exploration of language and linguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company. (Chapter 6. Language, culture and meaning: Cross-cultural semantics. pp. 127-148).
2. Salzman, Z., Stanlaw, J.M., & Adachi, N. (2012). *Language, culture, and society. An introduction to linguistic anthropology*. 5th ed. Boulder, CO: Westview Press. Chapter 12. Language, Culture, and Thought, pp. 225-256.
3. Wierzbicka, A. (2006). *English: meaning and culture*. Oxford University Press. URL: <http://eprints.dinus.ac.id/6245/1/33895172-English-Meaning-Culture.pdf>
4. Wierzbicka, A. (1997). *Understanding Cultures through Their Key Words: English, Russian, Polish, German, and Japanese*. New York, Oxford: Oxford University Press. 317 p. URL: https://dll.cuni.cz/pluginfile.php/415674/mod_resource/content/1/Wierzbicka_Libertas.pdf

PART 8. FURTHER RESOURCES

1. Boroditsky, L. (2017). How language shapes the way we think. URL: https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think
2. Clayton, M. (2020). The Sapir-Whorf hypothesis: linguistic relativity. April 21. Management pocketbooks. URL: <https://www.pocketbook.co.uk/blog/2020/04/21/sapir-whorf-hypothesis-linguistic-relativity/>
3. Do we think differently in different languages?. *BBC Ideas* URL: <https://www.youtube.com/watch?v=XINQvKbqzq0>
4. Frothingham, M. B. (2022). Sapir-Whorf Hypothesis. *SimplyPsychology*. Jan 14. URL: <https://www.simplypsychology.org/sapir-whorf-hypothesis.html>
5. Grothe, T. (2022). *Language and Culture*. Social Science. LibreTexts. Last updated May 17. URL: <https://cutt.ly/VCrZZFW>