

CHANGES IN THE ACCULTURATION PROCESS BETWEEN 1ST AND 10TH SEMESTER
OF THE ENGLISH - FRENCH PROGRAM AT THE UNIVERSITY OF NARIÑO

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CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

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NOTA DE RESPONSABILIDAD

“Las ideas y conclusiones aportadas en este trabajo son de responsabilidad exclusiva del autor” Artículo 1 del acuerdo No.324 de Octubre 11 de 1966 emanado del Honorable Consejo

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CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

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DEDICATORY

To God for being always there with me protecting and taking care of me. To my parents for giving me unconditional love, supporting me and teaching me the values of responsibility and discipline in order to get the road to success. To my siblings Estefanni and Juan Camilo for giving me the strength in order to continue working on this goal and sharing special moments with me. To my family for giving me the support and having such strong bond. To Renata Portilla and Michael Edwards for giving to me their special friendship and support when I needed it most and for being such inspiring people. Finally, to my dear classmate and friend German for his friendship and useful help in order to achieve this important goal.

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CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

DEDICATORY

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German Francisco Martínez Leiva

CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

RESUMEN

La influencia de la cultura en el aprendizaje de una lengua ha sido estudiada con mucha más profundidad en términos de segunda lengua, pero no lo suficiente en términos de lengua extranjera.

Este estudio fue desarrollado teniendo en cuenta el factor cultural en el cual los estudiantes de una lengua extranjera están expuestos de alguna manera. Pero antes de eso, este estudio provee un resumen general acerca de los factores más importantes que afectan el proceso de Aprendizaje para dar así una claridad más amplia en relación al origen de este tema. Luego, el principal objetivo es medir los cambios de aculturación y que tanto ha cambiado durante el desarrollo normal de la carrera en el proceso de aprendizaje de una lengua Extranjera. En otras palabras, se hará un estudio del proceso de Aculturación que afecta el aprendizaje de una lengua extranjera más específicamente de los estudiantes de primer y decimo semestre del Programa de Licenciatura en Inglés- Francés de la Universidad de Nariño.

CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

ABSTRACT

The influence of the culture when learning a language has been studied the most in terms of a second language but not enough in the field of foreign language learning.

This research project is going to be developed by taking into consideration the cultural factor that foreign students are in some way exposed at the moment of learning a language. But before getting to that point, this document will provide you with a general overview of the most important factors that affect the language learning process so that you can understand where this topic comes from. Next, the main focus of this Research project is to measure how acculturation has changed and how much it has changed along the career in the foreign language learning process. In other words, we are going to work on the acculturation process affecting the EFL learning, more specifically on the students from the 1st semester and 10th semester of the English and French Program at the University of Nariño.

CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

TABLE OF CONTENTS

ABSTRACT.....	9
CHAPTER I: THE RESEARCH PROBLEM	13
Description of the problematic situation.....	13
Problem analysis	14
Problem formulation	15
Delimitations.....	15
Conceptual delimitations.....	15
Acculturation	15
Culture.....	16
Internalization.....	16
Methodology.....	16
Attitude.....	16
Population	16
Geography	16
Problem Evaluation.....	17
Objectives	18
General objective.....	18

CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

Specific objectives.....	18
Justification	18
Limitations	19
CHAPTER II: THE THEORETICAL FRAMEWORK: SOCIOCULTURAL FACTORS THAT ARE INVOLVED IN THE PROCESS OF TEACHING AND LEARNING	
Sociocultural Theory.....	22
Implications of the Vigotsky’s theory in education.	24
The implications of the sociocultural theory in L1 and L2 learning.	25
Second Language Learning.....	29
Factors affecting the second language learning/teaching.	29
Social Factors Affecting the Foreign Language Teaching	35
Culture in Second Language Learning	42
Acculturation.....	42
Related Research.	45
CHAPTER III: THE RESEARCH METHOD	48
Design	48
The research paradigm.....	48
Type of research	49
Research techniques	49
Population, setting and sample.....	50

CHANGES IN THE ACCULTURATION PROCESS IN EFL LEARNING

Population.....	50
Setting.....	51
Sample	51
Procedure	51
Ethical issues.....	54
CHAPTER IV: RESULTS.....	56
Analysis and Interpretation of the results	56
Acculturation in student from 1 st semester	56
Acculturation in student from 10th semester	58
Changes in the Acculturation process	59
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	63
Conclusions.....	63
Recommendations	65
APEPENDIX 1	68
REFERENCES	69

CHAPTER I: THE RESEARCH PROBLEM

As the subject of this paper is to study the changes of acculturation within a context of learning English as a foreign language, this chapter will give a brief description of the problem situation by giving the symptoms, the causes, consequences and how to control the problem as proposal. After that, we will make an analysis of the problem by identifying the variables that go with acculturation to reach the main goal such as learning English. Then, we will state the problem we have found based on acculturation and then evaluate it in terms of importance, ease, and if it takes into account the ethical issues for its development. As a next step we will refer to the why and the what for of the development of the work and finally the possible limitations will be stated

Description of the Problematic Situation

In our University, for the first semesters, we can perceive that many students have difficulties when it comes to the learning and internalizing of a new culture corresponding to a foreign language. We can notice it in the English classes where culture and the mother tongue interfere in some of the four skills, and consequently their level of English.

Some possible difficulties we consider as the most relevant include: the levels of anxiety of experiencing a foreign culture, how confusing it might be because of its evident difference from the student's culture.

If the factors mentioned above are still present, when it comes to the phenomenon of acculturation within an English learning context, they could be reduced along the process of study of the foreign language through the time exposure of the new culture until students get to the last semester.

First of all, we must verify if the University is effectively teaching the culture of the foreign language. Therefore, if the answer is affirmative, we propose controlling the factor of acculturation in many students within learning English can be accomplished by developing a pedagogy which provokes an interest within the learner in knowing what is new for him/her culturally speaking.

Problem Analysis

This part is going to be developed in three stages. First, we are going to identify the variables of our research problem. Second, we will show through a graphic how they are related one from each other. Finally, we will explain that relationship to fill the gaps.

Identification of variables. The main variables which are likely to find in this research project are the next ones:

- Dependent: Level of Learning English as a Foreign Language
- Independent: Acculturation, students’ beliefs, intensity of teaching a new culture, and student’s attitude towards the new culture.

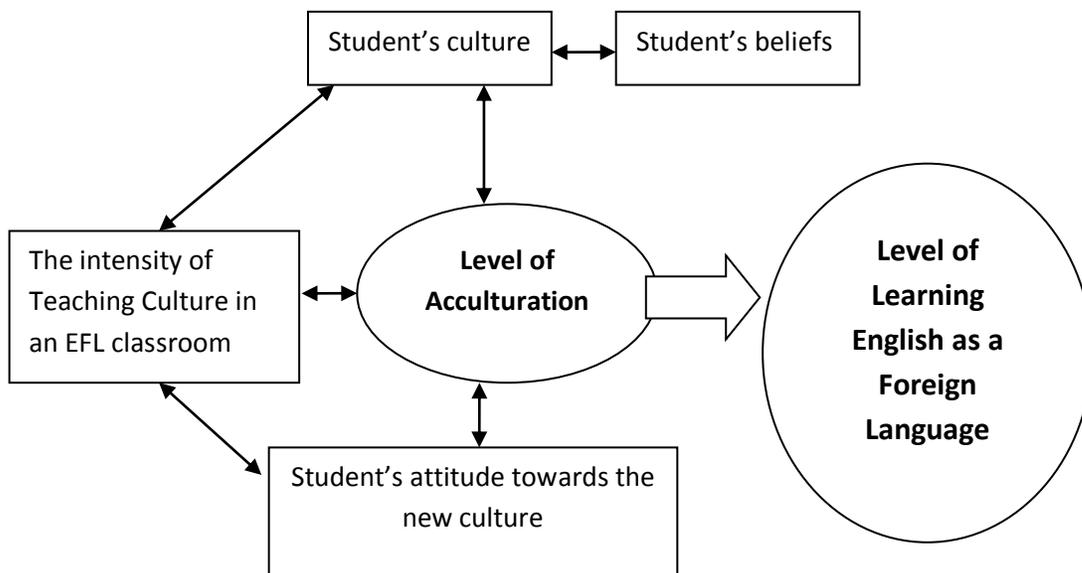


Figure 1 Relationship between the Variables

The phenomenon of acculturation is tied by other three variables to achieve the main objective which is the learning of English. First, we have the student's beliefs. This aspect may vary by economic, religious, offspring and other reasons. Second, we find the intensity of teaching the new culture. This factor is considered variable because some teachers might consider that teaching the foreign culture should be more important than the language itself, but others might consider the opposite; that is, they could think that teaching culture is not very relevant in the EFL teaching process. Finally we have the student's attitude towards the foreign culture. This may vary because there are some students who have a degree of rejection to foreign, but there are others who are interested in what's new.

Problem Statement

How has the phenomenon of Acculturation changed throughout the students' duration from 1st semester to 10th in the English -French program at the University of Nariño and how has it contributed in the development of mastering English as a Foreign Language?

Delimitations

In this section, we will consider the following kinds of limitations. These are: Conceptual delimitation, population, and geographic delimitation.

Conceptual delimitation. We have chosen the following key words in order to delimitate their definition into the most appropriated to our work.

Acculturation. "Acculturation is the process of adapting to a new culture due to the social and psychological distance between the learner and the culture of the target language. Social distance determines that a learning context is good or bad, but the psychological distance is of affective nature which may include: linguistic shock, cultural shock, the motivation and the permeability of the ego", (Schumann 1978).

Culture. There are many concepts that define culture but we will take the one proposed by the sociologist Guy Rocher (1989). it means : "Culture is a locked set of ways of thinking, feeling and acting more or less formalized, which being learned and shared by a few people, they serve to constitute a particular and distinct community"

Internalization. Internalization is the process whereby an "individual incorporates in his personality patterns of conduct prevailing in society," Vander Zanden James (1986). Besides, we can add that internalization is the means by which we condition ourselves after a specific training process.

Methodology. "Methodology is the system of actions or activities of the Professor and his students, organized and planned by the teacher in order to facilitate the learning of students", Al - Mutawa and Kailani (1989)

Attitude. Guy Rocher (1989) defines the attitude as the voluntary disposition of a person from the existence in general or a particular aspect of this. Human beings experience various emotions in their lives which are far from being motivated by their free choice; whereas the attitude encompasses those psychic phenomena which man has freedom of use and which serve to face the various challenges that are presented in one way or another.

Population. We are going to work with beginners and advanced students from the English and French program who belong to the 1st and 10th semester and their age oscillate between 16 and 30.

Time. The estimated time for the completion of the project is 3 months.

Geographic. This research will take place at the University of Nariño Panamerican headquarters which is located in Panamerican Avenue Street 8^a N° 33 – 127 in the city of Pasto, Nariño.

Problem Evaluation

How has the phenomenon of Acculturation changed throughout the students' duration in the career and how has it contributed in the development of mastering English as a Foreign Language?

The stated problem is not trivial since the phenomenon of acculturation that intends to investigate is a topic that should be added to other many factors that are involved in the process of learning English. This is because, not only is it enough to learn just the foreign language, but also it is necessary to have a control of the new culture to achieve a more effective learning. In other words, to investigate the change of acculturation is a prime necessity in the field of learning English as a foreign language.

We can say that the problem is searchable through surveys directed to students.

We believe that the research we will carry out is feasible because we have enough time for its implementation, we count on the availability of the administrative staff from the institution and of the Group of selected students and furthermore, this institution is located in a region of easy access for us.

Finally, we have to clarify that the development and implementation of this work does not violate any ethical issue because we will adapt to the availability and willingness of the people that will be the subject of study. The objective and the type of work that we plan to develop with the staff (teachers, students, administrative, etc.) will be announced in advance. Thus, they can decide whether they accept or refuse to carry out the activity.

Objectives

General Objective. To determine if the phenomenon of acculturation has changed throughout the time exposure of students during the development of the career and for the students from 1st and 10th semester from the English and French program of the University of Nariño”.

Specific Objectives

- To determine how much acculturation has contributed to mastering English as a foreign language.
- To determine how the student’s culture affects and interferes at the moment of learning a foreign culture.
- To compare the changes of the process of exposure between semester 1st and 10^t

Justification

Many students of English from different Educational Institutions in our region have been dealing different affecting factors in order to learn the new language. Our work provides them with a study that seeks to discover whether there is some sort of relationship between the factors of acculturation and learning English; this way, placing the teachers and students as our main audience, we express them the importance of our work by giving them 3 main reasons

First, the teacher of English will be able to realize how effective would result the teaching of the culture of the foreign language in the classroom and for those who already work on this theme with their students, the advantage would be that they could analyze and realize if they are

really getting the results they are looking for. This way, they would seek for the implementation of an adequate methodology based on the results of this work.

Secondly, through the development of this research project teachers will be able to know how the students' culture influence at the moment of learning the foreign culture and with the results, it would be easier to design a strategy for a solution by taking into account the collected information.

Third, we cannot rule out a possible obstacle that impedes the learning of English as a foreign language. It might be the anxiety by part of the student provoked by a new culture either she/he does not like it or because he/she finds it confusing. However, the development of this work provides the necessary information to realize if this is a determining factor for the teacher so he/ she can deal in order to implement new methodologies.

In conclusion, the importance of this work for teachers in the Field of English at the University of Nariño is that through itself (research) they can find the answer to the question ¿How many factors can influence so that the phenomenon of acculturation takes place in the teaching of English as a foreign language? And as a result, they can design appropriate methodologies to deal with each of these factors.

Limitations

1. Since the data collection process will be through surveys, we can have the risk that some students don't take the questions in a seriously way; therefore, they could answer without even having read them.
2. It is possible that teachers feel a degree of fear at the moment of being questioned about their work; thus, they could respond according to their convenience instead of reality.

3. Other ways of data collection will be through observation of the classroom, but it is anticipated that some students might feel inhibited at the moment of being observed so they will not act spontaneously.
4. Another possible limitation we can find is that the schedule of the students in the English classes who are under investigation coincides with our schedule of work.

Dealing with the Limitations

We will apply some strategies in order to deal with the limitations described above. First, we will explain both to teachers and to students how important our survey is so they feel more comfortable when answering the questions. Second, if some teachers feel that their function as English teachers is being questioned, we will explain that it is not going to be published if the results affect them in an adverse way. Third, if some students feel inhibited by our attendance in their classroom, we will ask some of their classmates to do our job so that we can get out of the classroom. Finally, if the university Schedule interferes with our jobs, we will ask for permission thereof.

In conclusion, we highlight of this chapter very important elements. First, the phenomenon of acculturation may have sub factors that could be related to the main objective such as the learning of English. These sub factors can be: the teaching of the new culture, the student's attitude towards the new culture and his/her beliefs. Second, it is necessary to determine whether there is in fact a direct or indirect relationship between acculturation and the level of learning English. Third, doing this research is feasible and does not violate the ethical aspects of those who are involved. Finally, the limitations that we can find are in general the possible not trustable answers from both the teacher and students, but we believe this is manageable. Now, as

so far everything is hypothetical, we will rely on the writings of experts in the field of learning a second language in order to have a good theoretical support, but this is the subject of the next chapter.

CHAPTER II: THEORETICAL FRAMEWORK

For a long time, many authors have contributed to the science of language teaching in order to improve it. This theoretical framework has been designed to start with the general Theory by Vygotsky (1981). Then we will specifically mention the educative aspects related to this theory. Subsequently, we will talk about the implications of this theory when it comes to the Second Language Teaching. Next, we will take all the factors associated with the Second Language Learning Process and we will mention the authors who are involved in this aspect such as Stern (1982), Brown (1988), Coettes (1985) and so on. Then, we will include some studies related to our Research Project. Finally, we will give our own hypothesis about this project. In other words, we will start from the Sociocultural Theory to a specific factor we will focus on more deeply.

Sociocultural Theory

Vygotsky (1983) is the main proponent of the sociocultural theory. In this section, we are going to explain the main characteristics of this theory and how it is applied to education in general and to the second language learning.

The Vygotsky's sociocultural theory. We will make a general overview on the main aspects of the sociocultural theory of Vygotsky (1981). Then, we will show how some authors have implemented this Theory into the Education Field.

The cognitive development of children, the first language appearance, the written language construction, etc., are some fields that appear in the evolution theory of Vygotsky (1981).

Through his evolutionary method; Vygotsky (1981) states that it is necessary to study the stages to understand the behavior. Therefore, the human being must be studied in different stages to detect changes individually and collectively produced during the time. This is what Vygotsky (1981) called the comparative-genetic method and experimental and evolutionary method.

Thought and Language: Vygotsky (1981) states that language and thought come from different genetic roots. He affirms that during the speaking evolution in the children there is a pre-intellectual stage that according to several authors comes from inside the mother and after that, a prelinguistic stage that as its name indicates, it exists before the language. After this, Vygotsky (1981) says that both stages get together and change the thought into a verbal and rational aspect.

The use of intervenient instruments that permits the comprehension of the social process is another contribution by Vygotsky (1981). This is one of the aspects that we will highlight to develop this research project and more specifically when it comes to the social aspect because the intervenient instruments can be the different linguistic signs that surround the child and adults as well. Nowadays, the world is being surrounded by signs, and it is necessary to learn them so that we can interpret them and understand the society and at the same time to solve every problem.

Learning and development: One characteristic that Vygotsky (1981) states about learning in the school is that every child has some knowledge before starting his or her scholar life; that is, it exists a relationship between learning and development, and this previous knowledge is developed by interacting with classmates who have different previous knowledge. This way, the

child raises new knowledge in a cooperative way taking part of the sociocultural theory proposed by Vygotsky (1981).

Moreover, Vygotsky (1981) speaks about 2 levels of evolution. The real level refers to the nature of the child to behave on his own; and the level of potential development which is the capacity of following the instructions of others. In this case, the author proposes the concept of “zone of proximal development” which is one of the most important concepts provided by Vygotsky (1981) because it deals with every human and material source that the child has to develop in his or her learning, but we mainly focus on the material sources, that is, in the social context.

Stern (1982) states that the social context is the human part that surrounds the student who is learning a second language. It is important to clarify that if we are dealing with an EFL context, the social context is the same that belongs to the learner and its incidence can be not too much noticeable because the use of the foreign language by the student does not generate any confusion. But if the social context is a second language, cultural Shock can occur where there can be big differences between the culture of the community that belongs to the first language and the one of the second language Brown (1988).

Implications of the Vygotsky’s theory in education. Carrera (2001), in her article “Vygotsky Enfoque Sociocultural” mentions three aspects where she involves the Sociocultural Theory with Education in general. First, she states that the psychological development is seen in a prospective way. In this point, she takes into account the process of how every student acquire knowledge, and this way through the “Zone of Proximal Development”, stimulates the student by guiding him or her to canalize what he/she has acquired and what is coming. The second aspect that Carrera (2001) mentions is that the learning process is contingent when carries the

developmental process. The author establishes that as Vygotsky (1981) stated that the learning process is from outside to inside and not vice versa as other authors claim ; it is a teacher's responsibility to work to develop an interdiscipline between students to facilitate their learning process. Finally, Carrera (2001) assures that comparing the Vygotsky's sociocultural theory and Education in general, it is necessary the intervention of other members of the social group who mediate between culture and learner. Similar to what we have mentioned in the second aspect, the sociocultural theory insists that we learn through the interaction and it is just like that a teacher who wants to implement this theory must be careful so that learning in the classroom focus more on cooperativism than on individualism. We must state that individual processes must not be taken away from the learning process because once the student finishes an individual activity; it is going to be easier for him or her to socialize it.

When it comes to teaching culture, Aguirre (1995) claims that it is important not to teach the student how to behave but he must understand his or her own context in order to create interactive strategies with pedagogical objectives where the student feels comfortable with his or her culture.

It is important to state that Education is a very complex process and that is not easy to contextualize every single student to achieve the same objective. But, we can create strategies such us context-based learning or we can work based on problems proposed by the same students.

The implications of the sociocultural theory in L1 and L2 learning. As the Vygotsky's Theory has been applied into Education in general, there have been some authors who have applied this Theory in Language Teaching. There are a lot of articles related to this theme, but we will focus only on some of them.

Luque, B (2008) in her article “Del Enfoque Sociocultural al Enfoque Intercultural en la enseñanza de las segundas lenguas” states that the culture is a wide concept; moreover there are a lot of definitions of culture. Vallespir (1999) characterize the culture as something that results from the learning through the socialization. As the culture is something symbolic, functional and normative, Vallespir (1999) adds that the culture is a system which is composed by multiples elements and that it makes possible the cognitive development in people. Inside a culture, we find the assimilation that consists on the domain of a culture on other, and the multi-culturalization that highlight the cultural diversity without leaving the own culture. So, the cultural focus consists on accepting the diversity of cultures.

To learn a language is different from the rest of the subject matters because of its social fact which is implicit, because the language is used to transmit our identity. This means that when learning a language, we have to adopt new social and cultural habits, which can cause an impact on the learner. We have to clarify that it is not intended for students to lose their own culture, but we are dealing with the fact of reinforcing the L1 culture. To improve the quality in L1 or L2 teaching, we have to cut the edge of looking at the language as an academic system (which is limited to the context) to understand the diversity in culture through the world. In other words, we have to stimulate the student to make him achieve not only communicative competency but also intercultural competency.

On the other hand, Peterson (1998) through her article “La Cultura en la enseñanza de las Segundas Lenguas” states that when teaching a language, many teachers have included the culture study as part of the area plan, so the argument in the standards is that a student cannot master a language as long as he dominates the cultural aspects of the community where the foreign language is spoken.

It is important that when teaching culture, there must not be discrimination on other beliefs. Instead of this, it is relevant to show interest in recognizing what is new as something innovator. Once they understand the new situations, students can relate what is good from their culture with the objective of understanding the cultural diversity and by this way to achieve a bigger interest in the context where the new language is spoken. Apart from this, students become aware of their culture in a stronger way.

Following the Vygostky's parameters (1981) mentions the sociocultural aspects that influence the general learning and that there are different ways of teaching culture inside the classroom. In order to achieve this, we can have authentic material such as videos or images where something is illustrated as a demonstrative fact of the culture of the place where it is going to studied. We can also use some proverbs of the country where the language is spoken and compare them with the ones of the mother tongue. Another idea is the role play where students, once they know the way of behaving of the native speakers, they imitate them. Among other options, we have presentations investigated by the students about cultural themes, ethnographic studies, etc.

In her article "La importancia de Enseñar Cultura en el Aprendizaje de un Idioma", Gómez, C. (2006) claims that before speaking of culture learning during a language learning, it is necessary to understand the concept of Culture. There are several definitions about Culture but the vast majority of the authors decide to divide this concept because of its complexity. For example, Brooks, N. (1968) subdivides the culture in five kinds: The developing culture, the personal refinement, the art and the literature, the daily life culture, and finally the culture containing all of the mentioned factors. This author suggests that it is important to start teaching

culture and at the same time it must be taught the structure of the language. After this, we can continue with the rest of the cultures.

The subdivision of the culture proves its complexity to understand it, but even so, it is necessary to involve it in the educational context and most specifically in Language Teaching. Many authors state that Educational system get a lack of quality because of the absence of Culture Teaching. By this way, some suggestions about what to teach appear. First of all, we have to teach how to make the Student's culture stronger than what it is. Then, we have to teach a new culture which corresponds to the one that is used in the context where the target language is spoken. Similar to what Vygotsky (1981) claims within his concept of "Zone of Proximal Development" as a mechanism of learning after the prelinguistic stage. In this case it would be to make the student develop his own culture and after that letting him /her approach to the new culture as a "Zone of Proximal Development". This is aimed to become the student aware of the existence of many cultures and that it is necessary to respect them in the same level. Once the student learn a new culture without leaving his or her own culture, his or her Foreign or Second Language learning process will be easier because he is already contextualized to start learning.

There are different means of teaching culture while we are teaching a foreign Language. Among them we can consider: Talking or Lectures, audiovisual materials, readings, hypothesis, proverbs, humor, and obviously the current Technology of Communication. With the use of this means it is possible to teach culture of a Second Language or a Foreign Language.

Besides what we have said above, Trujillos, F. (2005) says that the Common European Union proposes that in order to develop an activity inside the classroom of a Second Language or Foreign Language, it is necessary to take into account the plurilinguism and the pluriculturality as main goals. The first concept of "Plurilinguistic" contains the ability that people can develop

to dominate different languages depending on the situation in which they are. Nowadays, it is common to see how the plurilinguism has raised all over the world. But, the plurilinguism is not enough to demonstrate that someone actually master a language. So, the Common European Union proposes the pluricultural. When an individual makes different ideas and signs depending on the social group where he/she is, it is called pluricultural.

Now that we understand what pluricultural is, let's highlight the importance that it has for the Educational System. First, it allows us to understand our own identity. Second, the pluricultural facilitates for us the adapting process to the sociocultural variability. Finally, through the pluricultural, we learn to accept the rest of the people's ideas and we become aware that these are part of our identity and that they result from Multiple Cultures.

In conclusion, most of the articles we have included in this section, take into consideration the importance of applying the sociocultural aspects in the educational system. These aspects include the individual characteristics of the students, the characteristics of the community the student belongs to and the social influence that intervenes in the student's learning process. In the next section we will describe how the sociocultural theory has been applied in the field of Second Language Learning.

Second Language Learning

As the Second Language Learning is a very complicated theme, we have decided to include several authors' contributions for this field as follows:

Factors affecting the second language learning/teaching. In the field of a second Language of a foreign language there are many factors that must be taken into consideration when implementing a specific methodology. Stern (1983) talks about the 5 factors he considers very important to take into account, and he divides them into Internal and External Factors.

External factors. Stern (1983) recognizes as External Factor the Social Context surrounding the Learner.

Social Context. Stern (1983) clarifies that when it comes to the social context of the learner, it is not what surrounds the student but it refers to the perception that as a learner he/she has about what surrounds him or her. In other words, the social context is something subjective that the student creates in mind about his or her environment during learning a Second Language. Inside the Social Context, we find Sociolinguistic, Sociocultural and Socioeconomic Factors.

When it comes to the sociolinguistic factor, Stern (1983) mentions that a learner can get idiomatic problems when he/she learns something upon his/her mother tongue. This is one of the most common problems because it is very difficult for the student to keep away or at least to accept that the difference between his language and the language he/she is learning is big. Inside the sociolinguistic factor, we can find the typical expressions from the community of the Second Language and that do not exist in the Learner's community; therefore we could name it as a linguistic Shock that the student face. Besides the expressions, the way to show ideas through language can be complicated for students to assimilate.

On the other hand, the L2 culture can be stressing and confusing for learners. Although human beings can self-adapt to different social situations, it is not easy when they have to deal with a culture whose language is different from the one of the learner. So, the learner has too much difficulty because he/she is just assimilating a new culture and at the same time, a new language. In this case, it is advisable for teachers who orient students recently getting used to deal with a new culture, start by creating open-minded students so that they don't feel confused or rejected because of their beliefs. Stern (1983) mentions that the sociocultural factor influence in too much in what Schumann (1976) states about the dominance, the integration, the cohesion,

the congruence and the permanence. This is because there are a lot of cultures that can dominate on other people and at the same time be dominated. If this is the case that the student's culture dominates or is dominated, the result in learning can be noticeably affected. In culture, we can mention some historical aspects that have lived the different countries in terms of how the language was established. Nowadays, many countries feel that they have the power to dominate the rest of the world and there is no better way to achieve this but by imposing a language. So, these historical events can mark the student's taste for the language they are learning or the rejection they feel because of being an imposed language.

Stern (1983) mentions another aspect inside the social context which is the geographical distance between linguistic communities. This author considers that this is another factor related to the Second Language Learning because depending on the place where the student lives, the language is conditioned. Stern (1983) exemplifies this with the case of France whose neighbor countries are Germany, Italy, Spain and United Kingdom. In the East of this country, German is the language the most studied because of the influence of this Germany on this region. It is the same case for the rest of the regions. However, Stern claims (1983) that thanks to the technology in communication, the geographical distance we have mentioned above, has almost disappeared. Stern (1983) adds that a clear difference between those circumstances where the second language is used in the student's environment and those where the language is used by members of communities who are really far away from the learner. When it comes to the Learning/Teaching process, if it is the case of a second language, both teachers and students will find real situations to use the language because the social context will support the learning process. If we are dealing with a foreign language, the social context does not surround the learning process. So, teachers have to face a more work difficult. Stern (1983) states that the geographical distance is less

important than the perception that both teachers and students have about it which can be cultural and sociolinguistic depending on what is their own communities.

Finally, Stern (1983) talks about the socioeconomic aspect. It is necessary to take into consideration the social level that the student belongs to while the second language learning development because it can influence in the quality of the learning results. It is possible that a learner, who belongs to a high social level, has the opportunity to be surrounded by different materials that help him/her in the learning process. On the other hand, we have the case of the learner who belongs to a low social level. This student does not have enough sources to improve his/her knowledge but the only way for him/her to get materials is what the institution offers to students. In Colombia, this socioeconomic factor is the cause of lots of scholar desertions; that is, not only is it something that occurs in language learning but also in general education. Moreover, many people from low social class feel rejected by many members of the region, and by this way, students feel discouraged to continue studying.

So, Stern (1983) explains how the social factor influences in the Second Language learning process. This social context not only is carried out by the student's environment but also by the concept that he/she has about it because the student's behavior depends on that. Apart from this, we can argue that the social context can remarkably vary depending on the idea that students have about their own environment in terms of culture and the idea about the Second Language culture.

Internal factors. The following factors are the ones that according to Stern (1983) affect the Second Language learning Process.

Individual students' characteristics. When it comes to the individual Students Characteristics, Stern (1983) mentions such characteristics as the age, the cognitive factor and the personality. For the age factor, there are different theories that claim that the sooner we teach a second language to a child, the better he/she is going to learn it. Other authors state that the children's advantages is that they are prepared to assimilate in an easier and faster any sound of any language (But only if we are talking about children who are just learning how to speak a mother tongue). While the advantage for adults is the structure of the language and its production. For example, when an adult is learning a second language, his/her concern is based on understanding the message of what it is to say instead of how it sounds. However, Stern (1983) states that it is better students to start learning early because by this way they are going to learn at the same time aspects of the first and the second language. Many people could believe that it might be confusing for children to learn a new language when they are just learning a mother tongue, but it is important to consider that a baby's brain in his/her prelinguistic stage is really amazing. For the cognitive factor, Stern(1983) states that we have to take into consideration what learners know about their own community, what they think about it and at the same time, what they know or think about the second or foreign language community because depending on this, the result of learning will be successful or not. Finally, Stern (1983) also claims that the personality of the students is a factor that can affect positively or negatively the learning process. If there is a student whose personality runs him/her to reject the second language because he thinks that it is not worth learning it, this student will hardly manage to have a good level of English.

Learning conditions. According to Stern (1983) the Learning Conditions vary according to the type of language, that is Second Language or Foreign language. In the foreign language,

the process is carefully planned and the methodology takes into account the context where the learner lives, what demands for students to volunteer to learn, more over it is a difficult context for the teacher. In the second language, as Stern (1983) describes based on Krashen (1981), it is important to consider the communication in a natural environment. Many authors consider that a Second Language Teaching requires less students and teachers effort because it is practiced in a real context. However, other linguistics affirm that in Second Language conditions, the teacher's role is very demanding because he/she must develop idiomatic problems presented in the normal life; for this reason it is better for a teacher to be a native speaker.

Learning process. In the learning process, we find the strategies, techniques or mental operations that can be autonomous for the student or controlled by the teacher. When it comes to strategies, Stern (1983) mentions the style that a student carries out to approach to the input. Besides, taking into account the definition proposed by Irene Thompson (1982) about strategies, Stern (1983) proposes four kind of strategies: Active Planning strategies, Academic or explicit Learning strategies, social learning strategies and Affective strategies. Techniques are the sources that the learner uses and that can be guided by the teacher or not. Finally the mental operations inside the learning process can be, according to Krashen (1981), conscious or unconscious.

Learning results. So far, we have mentioned the different factors that according to Stern (1983) affect the Second Language Acquisition process because they influence in some way the learning process. But if we are intending to help students be competitive in the target language, we have to pay attention to the learning results as well, because they are going to show us in detail what students have obtained during and after the learning process and how they have improved. In general terms, Stern (1983) affirms that observing these results, we can realize that

sometimes they are not what we hoped; in other words, some students manage to get excellent results and hardly ever get a low grade. When the student of a Second Language does not achieve the results they hoped, they can get discouraged and they can feel kind of angry against the teacher or the education system. As a result of this, the student can have a “negative attitude about what the target language is and the Second Language learning process as well.” (Stern, 1983, p. 32).

Social Factors Affecting the Foreign Language Teaching

Similar to Stern (1983), Colettes (1985) proposed a number of factors that are involved in teaching a foreign language.

Sex. Colettes (1985) mentions a study developed by Burstall (1980) which found that learning a new language more easily occurs in females and also the percentage of people who are more motivated to learn a new language is that of women. In Latin America it is not surprising that a large number of language students are the female gender. Colettes (1986) describes this phenomenon in psychology implying that for women is much easier to express their thoughts through speech and / or written in their native language, which according to this author, is a vehicle that allows us to pass more easily to the second language. It should be noted that when saying that women are more easily than men to use language to express their thoughts, we are not saying that one gender is more intellectually developed than the other.

Social class. Taking into account studies developed by Burstall (1980), Augustine Colettes (1986) agrees that belonging to a high social status greatly influences the efficiency of learning. Students, who have access to a private course, have the opportunity to receive advices with more quality. Furthermore, within the social class, we found sociolinguistic, sociocultural and socioeconomic factors. In the sociolinguistic factor a learner might have language problems

when learning is not related to his/her mother tongue. This is one of the most common problems since it is hard for the student to accept that the difference between his/her language and language learning is very large. The student may find the culture of the new language stressful and confusing. While it is true that human beings can adapt to different social situations, it is not easy when it comes to a culture whose language is different from the mother tongue. Thus, the learner has many complications because he/she is just assimilating a new culture and at the same time he/she is learning a new language. Finally, we have the socio-economic aspect, since it is necessary to consider the social stratum to which the student belongs because it can significantly affect the quality of learning. We can take as a reference to that apprentice from a higher stratum, who at home has a variety of means to practice the language while another apprentice from a lower stratum does not have sufficient resources and the only way to access to the language is his/her dictionary and resources that the school offers.

Age. Colettes (1985) mentions the discussions that have occurred throughout history where some say that the earlier you start learning a new language, it will be easier. There are other authors who claim that the advantage of children is that they are ready to assimilate in a quick and easy way any sound in any language, (regarding a child who is just beginning his apprenticeship in his native language.) while the advantage in adults is the syntactic aspect and production. Thus we see that when an adult is learning a second language, his concern is primarily to understand the message of what is said above how you say it or how it sounds like. However, Stern (1983) states that it is best to start early so that students will have longer exposure to the language and can also simultaneously learn aspects of the first language and aspects of second language or foreign language.

Attitude of the community of origin. It is very common to see how many communities in which the learners belong, they have a certain rejection of a new language as Colettes (1985) says, this directly affects the student. For example, in Colombia there are indigenous cultures such as "Kamsa" that are impressively clinging to their own language and barely want access to the Spanish language even though they are surrounded by a backdrop of Spanish as a second language, and with much more difficulty they accept a foreign language to be learned as English. This problem is not so easy to handle for those teachers who do not have enough ethnic community experience. However, the teacher must be flexible and always keep his/her mind open to their thoughts so that he/she find an appropriate strategy to enable him/her to convince the community members that the new language does not betray their own culture, but it helps to increase their knowledge about the world around them and perhaps sharing their beliefs and traditions with other communities.

Attitude of the host community. It is important to note that students who live in a context where the second language is spoken or even studying the language as a foreign language are exposed to rejection or acceptance by part of the native speakers in the target language

Socio-Cultural Factors. One of the features that Brown (1988) states that are of vital importance for the second language acquisition, is the cultural approach where it is presented the new culture of the language that is being learned and the attitudes towards it by the student. For this, Brown (1988) argues whether there is a relationship between learning a new culture and learning a second language.

But before looking for the relationship between the new culture and second language learning, Brown (1988) defines culture as the tie that joins the members of a community or region in which it is shared a number of features in their behavior, and that "tie" that is the culture, is what makes each individual survive without generating conflict or rejection with others in the community.

Besides his own definition, Brown (1988) takes into account the definition proposed by John Donne (1664), who qualifies the man as part of a whole and if an individual disappear, the whole suffers. On the other hand, Larson and Smalley (1972), quoted by Brown (1988), define culture as the guide that every human being follows to regulate his/her behavior in society. This guide starts with the family, and it is from that place where the human being establishes how to behave in his/her context.

Brown, (1988) after analyzing the different concepts of culture is suitable to define culture as the ideas, customs, skills, art and the tools that characterize a given group within a determined period of time. In addition, Brown (1988) adds that within the term culture the subconscious is developed, and it allows people to develop their own behavior in a specific social situation. That is, the mental construct that is formed in humans during interaction with members of their own group or community, is the one that according to Condon (1973) is called culture.

Besides, Brown (1988) also takes Condon (1973) as a reference, who speaks of culture as the mental construct, and mentions the affective and cognitive behavior. As affective behavior, Brown (1988) focuses on the individual part, that is, what a person feels about a specific situation that involves him/her, and the cognitive behavior encompasses what has been learned in the development of his/her interaction with others. The cognitive behavior as Brown defines it

(1988), it is learned and given only by a particular community. However, this factor brings up a serious problem with the rest of humanity because it is not possible to see the rest of the world as a reality but as a false construct that should be rejected.

From stereotypes to generalizations. Moving ahead with the theme of culture, there is a situation that is seen by most of the people and it is known as stereotypes. Brown (1988) qualifies stereotypes as models that are followed to define a group of people. For example, if we look in detail the characteristics of a group of North Americans, and we imagine all the people that live in that region of the world as if they were identical, then there we have some stereotypes of North Americans.

But Brown (1988) disagrees with the stereotypes because he considers that each member of a community is unique and there is no logical reason to generalize those features to the entire social group. To illustrate the Brown's point of view (1988), let's say that a person of a low class often presents a low mood, and also he/she is not very sociable, we cannot affirm that all persons belonging to the same stratum are permanently with the same mood.

Finally, Brown (1988) suggests that both teachers and students of a second or foreign language must understand that there is a cultural difference between their own culture and the studied language. After understanding this difference, it should be seek the acceptance of it and ultimately in order to achieve a better language learning, it is necessary to appropriate it so that it can be easily adapted but obviously not forgetting their own culture and rather complementing it with the new learning.

Attitudes. As stated before, stereotypes can give either a good or a bad image of the culture. Brown (1988) notes that the attitude the student has towards the new culture is vital to the second language or foreign language learning. Brown illustrates an example of attitude

towards Chinese literature by the New Standard Encyclopedia published in 1940, where it is argued that the Chinese language does not have many inflections or variations and therefore does not have the necessary characteristics to admire its literature. In addition, the encyclopedia also qualifies the people from China as very conservative and uncreative because that is what they demonstrate in their writing.

Then, the attitude shown towards a culture is closely related to the learning of itself. Oller (1977) developed a study with Chinese, Japanese and Mexican students, who learned English as a second language, and he observed those students who felt attracted to the new and curious aspects of American culture had a significant achievement, but those who felt somehow a rejection of American costumes or simply did not care of the new forms of society did not have a good performance.

Brown (1998) then states both the positive attitudes and negative attitudes towards the new culture by students of a new culture. He suggests motivating those students who refuse to face the new culture, by means visual aids and further leveraging of the technology which is fully developed.

The Second Culture Acquisition. Having specified what is understood about culture and the attitude that one can have towards it, let's now move to analyze the process undertaken by the student to acquire it. Brown (1988) focuses primarily on those students who live in a context where the target language would be the second language. This author talks about the importance for the student to learn the customs, and also the idioms that can occur in the new society regarding his/her origin. It is also important that the student takes into account that to ensure the quality in the second language learning, he/she must also understand that the society who

belongs to that second language has a different way of thinking than the community he/she belongs to.

Brown (1988) also states that when the student's culture is completely different from the second culture, then it is given a phenomenon called "culture shock" and the process to overcome the culture shock is acculturation. According to Brown (1988) there are 4 levels to adapting to the new culture:

1. The period of wonder and excitement since the student or apprentice find it newfangled.
2. The culture shock that covers the difference between the native culture and the new culture.
3. The first attempts to get into the new culture and often can cause stress on students.
4. The acceptance and adaptation to the new culture.

Social distance. Adding to the process of adaptation to the new culture, Brown (1988) refers to the social distance as the measure that shows how far the culture of the second language and the culture of the student are. Brown (1988) is based on the analysis developed by Schumann (1976) who defines the cultural distance within the parameters of "dominance, integration, cohesion, consistency and permanence." (Schumann, 1976, p.4). Dominance to Schumann (1976) is the power exercised by one language over another for various reasons may be political, religious, etc.. Integration is defined as the acceptance of the new language or the preservation of the language. The cohesion makes part of the level of equality between the two groups; that is, to establish the similar characteristics between people belonging to the first language and second language population. In terms of consistency, it is taken into account the acceptance or rejection of a community to another, in this case the level of empathy of the L1 community with the L2 as

well. Finally, permanency is defined by Schumann (1976) as the time the student or apprentice will spend in the place where people speak a second language.

After having given a brief overview of the different aspects involved in teaching a second language based on the articles by Stern (1983), Agustin Colettes (1985), Brown (1988) and others; we have realized about the complexity of this area, that's why we are going to be concerned only about the sociocultural aspect.

Culture in Second Language Learning

As we have been arguing, the student's adjustment process towards a new culture is on what we will focus in the following manner:

Acculturation. To talk about acculturation, Schumann (1978) mentions social and psychological aspects significantly involved in second language learning. Schumann refers to a Pidgin language, that is, when the learner is left alone with the basic structures of a second language, he/she just learns the language Pidgin. "The scope for simplification and reduction (in pidgin) are a function of social and psychological distance that separates the learner as a member of a group and as individuals, respectively, from the speakers of the target language" (Freeman, 1934 , p. 21). To understand the process of acculturation, it is necessary to mention the importance of groups or individuals involved in the process and key for the objective that is looked for:

First, it may be the case that the group who belongs to the second language learners is dominant in comparison to that group of native speakers. This domain may be economic, political, etc... When this is the case, what can happen is that the student does not feel interested in learning a language that belongs to a society or country inferior to his/her.

Second, we can find that a group of second language learners are in the same level as native speakers of the same. If this situation occurs, the interest in learning would be a little larger than the previous one. However, the population would still be limited since many do not find enough reasons to move from one culture to another, knowing that the level is the same.

Third, it may be the case that the group of second language students belongs to an inferior society or country in comparison to that where it is spoken as native language. We can say that nowadays this is one of the most common cases because the tendency of people who choose to study a different language than the native is to choose one that will generate progress. Many authors agree that this third case raises a lot more interest from the student.

Fourth, we have assimilation. This case shows up when the group of second language learners completely leaves aside his own culture, identity, beliefs and more to assimilate the new context that surrounds them. As expected, this situation occurs mostly with immigrants.

Fifth, we have what Schumann called "acculturation". Unlike "assimilation", "acculturation" is about the cultural, political, social values etc. that learners adopt without losing their own identity. In cases like this, you need to be an open minded person as learner that is to accept differences without compromising the own identity.

Sixth, we find the "preservation". Here the members of a community belonging to the first language feel a refusal to adopt new beliefs, that is, those of the second language. These cases are very common to find in indigenous communities in each country, since they keep very jealously what they have owned for many years before.

Seventh, there is something that is quite common in different communities, is what is called "confinement". It is not unusual to see a group of second language learners keeping the structures and organizations which are only relate to their own identity. Yet when the rest of

societies where they are speak the second language, they prefer to lock themselves in their community.

Eighth, we find the "Cohesion". Schumann referring to the term "cohesion" states those groups belonging to the second language, because they equally share their customs with the ones of L1. This gives an idea of united social group where cultural differences are unimportant, because communication is carried out as if they were members of a same community.

Other factors mentioned by Schuman apart from the 8 previously mentioned, are: "Size", when the group of native speakers of the second language is big or small than the first language. "Attitude" refers to the concept that has the speaker of the L1 towards the L2 which may be positive or negative. "Residence time", it is the period of permanence of the person, or group of persons in the country where the target language is spoken.

In other words, the acculturation model proposed by Schumann (1978), reflects all the cultural aspects facing the learner when he/she seeks his/her objective which is the domain of the second. Also, it is a challenge for teachers because in terms of acculturation, they have to overcome all difficulties taking into account each and every one of the contextual factors mentioned by Schumann.

Hypothesis. After having read the theory and having summed up, we can formulate the following hypothesis against one of the many factors involved in teaching a second language or foreign language. First, we must clarify that the factor the last to mention is the one we have obtained after narrowing from the general to state what we will focus. This factor is "acculturation". But more specifically, we will be covering the context of the University of Nariño with student from the English and French program in the city of Pasto regarding the teaching and learning of English. We believe that students feel surrounded by a foreign context

even when they are not located in it. We mainly see this because we currently live in a globalized world, there is also an adoption of foreign customs and American customs mainly, such as music, costumes and so on. Therefore, besides the students look at that foreign world in its own context, it is also seen the phenomenon of acculturation when receiving English classes. We believe that one of the causes of this phenomenon may be that thanks to the students' needs for mastering the language, there is a big interest for acquiring aspects of the L2 culture in order to fulfill their goal affecting the process of learning a new language in a positive way.

Related Research

In order to have more theoretical supports from research character, we have found 2 studies that are related to our field.

In the first case Cortes (2001) in her degree work titled "Detecting Factors That interfere With The Student's English learning" she states the problem of the quality of learning English Language Has been poor?, normal, good or excellent?. To answer this question the author used a qualitative design because it claims that research is of great importance to the analysis and interpretation of the information collected. It also takes into account the experiences and insights of teachers and students. As for the subject, the author states that research was conducted at INEM high school in the city of Pasto. The instruments used by the author of this paper grade were interviews, surveys and direct observation of classes. Finally, according to the author the results of research led to the conclusion that the low motivation of students, the traditional methodology and mechanics of teachers, their lack of creativity, lack of materials, lack of resources guidance and poor relationship student - teacher are some of the factors involved in the learning of English by students.

In the second case, Angela Maria Lopez, Sandra Patricia Salazar (2003) in their undergraduate work entitled " Descripción y Análisis de las preferencias de los Estudiantes de noveno grado de Educación Básica por el contenido cultural de las lecturas en ingles " state the next research question: What are the preferences the Ninth Level students of Secondary Basic state in the cultural content of the readings in English? According to the authors of this work was necessary to develop both quantitative and qualitative design. Angela Maria and Sandra Patricia (2002) state that the quantitative type was due to averages and percentages used generally classified by categories and genre items, while the qualitative type was because they described and interpreted the results of the observation from the variables included in the surveys establishing the degree of approach from students to the attitude in this case the contextualization of the readings in English. The authors confirm that subjects who took part in this study were from 9 Grade, they are students from public institutions in the city of Pasto. The measurement instrument used a survey designed based on the Likert scale. Finally, the authors of this investigation conclude that not only embrace the cultural integration in the content of the readings but they consider it as a motivating factor in the acquisition of specific skills such as handling of vocabulary and grammar. Based on these results, it is determined the need for contextualization and cultural integration of the content of the readings and its convenience in learning a foreign language.

In conclusion we can highlight that the process of teaching and learning a new language is highly complex, since there are many factors involving to be carried out. That is, as proposed by Stern (1983), we must take into account student characteristics, learning conditions, the learning process, learning outcomes and the sociocultural context. We have taken the sociocultural factor, for which we rely on the Sociocultural Theory by Vygotsky (1981), who

was devoted to this factor but for learning in general. As our interest is in teaching and learning a new language, we have looked for various articles and researches related to the sociocultural theory of language learning and we have focused on a factor such as the phenomenon of acculturation, which is an adaptation by the learner into foreign language culture. To develop the research on the phenomenon of acculturation, we have designed a methodology that we consider appropriate and will be the subject of the next chapter.

CHAPTER III: THE RESEARCH METHOD

In chapter III we will specify the type of population to which our research will work on. Besides, the design we will use within itself; the instruments we will use with the purpose of getting the results which will be later checked. We will present the procedure of the research in detail in order to develop it. Finally, we will mention the ethical issues that we will take into account.

Design

In this section, we introduce you the paradigm of our research, the type of research that we have chosen, and finally the research technique.

Research paradigm. In our project, we worked based on the characteristics of the quantitative research. So, we will define them and then we will explain why we decided to focus on this paradigm.

According to Juan Herrera (2008) the objective of a quantitative research is to acquire essential knowledge and the choice of the most appropriate method that allows us to recognize reality in a more impartial way, since the gathered data is analyzed through concepts and variables.

The main characteristics of quantitative research according to Juan Herrera (2008) are the next ones:

1. Based on the probabilistic induction of logical positivism
2. The collection of information is structured and systematic

3. The analysis of the information is made through statistics. There is a deep and controlled measurement in an objective way
4. Inferences are made even beyond the data
5. Confirmatory, inferential and deductive
6. Oriented to the result
7. Solid and repeatable data
8. Open to generalizations and particularity

Now, we are going to explain the reasons of applying the quantitative paradigm in our research project. First, we decided to apply the quantitative research as our paradigm to follow because we used some techniques such as surveys that are strongly related to the characteristics that this kind of research paradigm states.

Type of research. According to Gay L. (1996) Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subjects of the study. It determines and reports the way things are.

Descriptive research is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions (Gay, et al., 2006).

Research techniques. In our research we carried out surveys as research techniques. It should be noted that the survey that we applied was very representative in our work, and it was made for purposes of organizing the information.

Survey. “A survey is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study

participants. A survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers. A survey can be administered in a couple of different ways. In one method known as a structured interview, the researcher asks each participant the questions. In the other method known as a questionnaire, the participant fills out the survey on his or her own". (Kendra Cherry,2003.p.p 16)

“Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview” (William M.K. Trochim,2006. p.p 11)

What we are looking for through the survey technique is to obtain information from a sample of students who are involved in the investigation we are working on. So, this technique will let us know what the level of acculturation that a certain group of chosen students are being part.

Population, Sample and Setting

In this section, we will present the population which is part of the object of study, the specific group to study and finally we will indicate the context in which they live.

Population. To carry out our investigation, we will go to a group of students whose ages go around 17 and 30 and belong to 1st and 10th semester from the English and French Program from the University of Nariño during the period of March to June in 2014.

Sample. Next, to be more specific, we will contextualize in a deeper way the students mentioned. These are young people aged between 17 and 30. Besides, they proportionally belong to an economic stratum between 1 and 3. The number of students is chosen randomly between both groups for each semester; depending on the number of students from tenth semester is going to be chosen the same number for the first one

Setting. Now, the students mentioned above will be survey respondent by late April from 2014 at The University of Nariño funded by the ministry of Education under decree No. 099 of November 14th de 2000, and it is located in Panamericana headquarters - Las Acacias, Pasto- Nariño.

Procedure

To carry out this research, we will base on the suggestions proposed by Wittrock (1989) and carry out the following steps:

Instrument choice. To carry out the Data collection in our research work, we will use a survey directed to the students.

Context analysis. In order to design the instrument selected with appropriate bases, we will make an analysis in deep of either the place as the population with whom we will carry our research.

Instrument development: After analyzing the population, our instruments are now mentioned: Regarding the survey, we have designed it in a very understandable way; otherwise, we could have the risk that there might be ambiguities in the questions or the questions might not be clear for people who develop it.

In a section of the survey, we have proposed as alternative answers the following aspects:

Always

Usually

Often

Sometimes

Rarely

Never

These answers of time frequency are due to questions about the intensity of students' exposure into the culture of English as a foreign language. Among the questions we have designed the next ones are found:

How often do you listen to music in English?

How often do you read material in English?

How often do you listen to radio in English?

How long do you spend studying the Foreigners' behavior? (TV news, comedies, movies, etc.)

It should be noted that in order to facilitate the understanding of some questions, it will be necessary to add at the end of the paper the meaning of some terms which could be possibly unknown by the students such as:

Mother tongue = Spanish

Review and validation of the instrument. Each instrument will be presented to an expert in the field such as a teacher so that through his/her approval, or if it is the case he/she makes us any correction which considers as pertinent before implementing it.

Permission required. Before implementing the proposed methodology, we will request the necessary permissions of the institution where we will develop the research.

Delivery of instruments. When it comes to surveys, we will deliver them to each student selected.

Results. Regarding the survey, the results will be statistically processed by using programs which are available to us, such as: Excel but trying to avoid the crime of software piracy.

Once we have the results of the process, we will answer the question we have asked in the research problem.

Finally, we will thank to the students, teachers, and staff from the institution, who will make our research possible to carry out. So, we will hand a copy in of the results which were obtained in our research project within the institution.

Validation Criteria

In this section, we will state the four ways of validating the results obtained during the research data collection process. These are: Triangulation, member check, constant comparison and Pilot study.

Constant comparison. The constant comparison is a method for analyzing data in order to develop a grounded theory. Glaser and Strauss (1967) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size. We will take into account that at the end of each result that we will get, we will compare it with an existing theory. We can generate our own theory but we consider that it is very important

to compare it with what experts in the subject matter have stated through the history. The reason we will be comparing our theory with the existing one is because we might probably make a mistake, and if so, we will have to continuously review what we have done.

Pilot study. Julie Sachowiak (2008) defines “Pilot Study” as a smaller version of a larger study that is conducted to prepare for that study. She adds that a pilot study can involve pre-testing a research tool, like a new data collection method. It can also be used to test an idea or hypothesis. In order to apply the pilot study technique in our project we will ask some students from a different semester to fill in the survey we have designed and then we will analyze the possible problems or obstacles presented with them so that we can take these problems into account when we have to deal with the real implementation.

Ethical Issues

Leonor Buendía Eisman (2002) talks about the ethical principles that should be taken into account when carrying on a research. In general, this author, defines the ethics of research the one which “is responsibly exercised, avoiding damage to the people, which is sometimes unconsciously done, by being the damage linked to the methods that the research uses in order to achieve their goals.” (Leonor Buendía, 2002, pag.72).

We can certainly say that the development and implementation of this work will not violate any ethical principle for 6 reasons. First, because this research properly respects “the copy rights of each author who is mentioned.” (Adelman,1984, pag 56). Second, because we will “ask for the necessary permissions before implementing the research.” (Howe, 1998, pag 12-13). By this way, the research staff (teachers, students, administrators, etc) will be previously informed about the work which will be carried out. Third, as we will adapt to the conditions and

people's "willingness that will be object of study." (Howe,1998, pag 14); in other words, as we previously outlined, if any community member who makes part of the study refuses to be part of our research, we will push him/her neither to make part of it nor to act without let him/her know. Fourth, because in terms of analysis and the collection of results, we will maintain complete confidentiality if necessary, "unless the institution wishes to make it public." (Sanchez, 1997, pag 91). Fifth, our research "will not have either physical or psychological effects on the people involved." (Adelman, 1984, pag 43). To make it possible, we will request the guidance of the people who are in charge of looking after the students and teachers' rights. Finally, in gratitude to the institution, we will present a detailed report on the final results of the research to give the favor back.

In conclusion, we have presented above, all the issues that go around the methodology. We specified the type of population we will study with in our research, the design we will use besides the collection of the results. The procedure specified in detail and finally the ethical issues that we will take into account to carry out this project.

CHAPTER IV: RESULTS

Subsequent to the chapter on methodological aspects, the fourth chapter of the project is presented in order to provide readers with all the information about the analysis and outcomes of the research with the aid of the instrument of data collection. Analysis and Interpretation of the Results

Questionnaires were intended to help us finding out the required information about how much exposed the students from the 1st and 10th semester from the English – French program are. Therefore, the survey was useful to distinguish the process on how much of the foreign culture was acquired and assimilated during the normal development of the career and how it influenced on the students’ English performance at the end of the course.

Figure 1. Level of Acculturation exposure of the students from 1st Semester

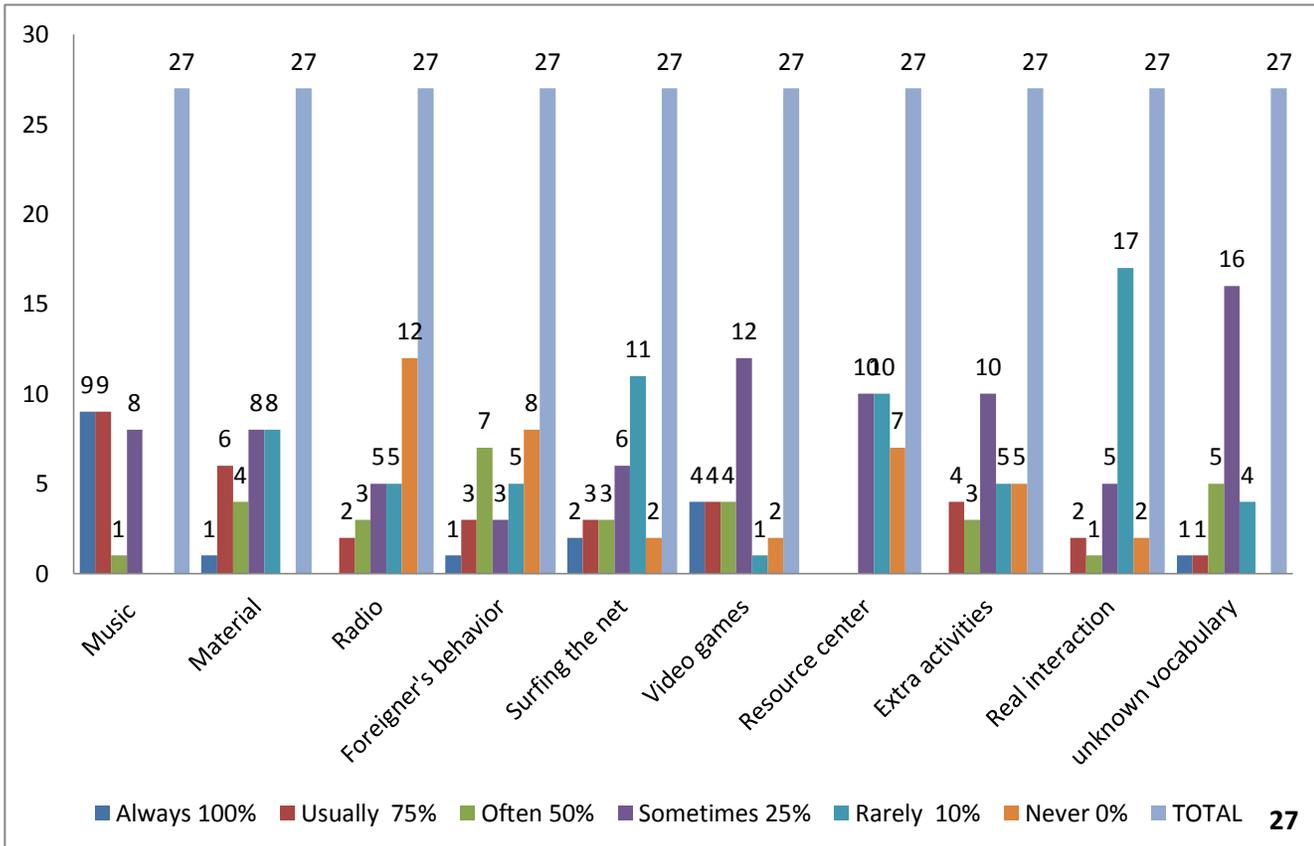


Figure 1 shows the level of acculturation in which students from 1st semester of the English and French program from the University of Nariño are exposed to.

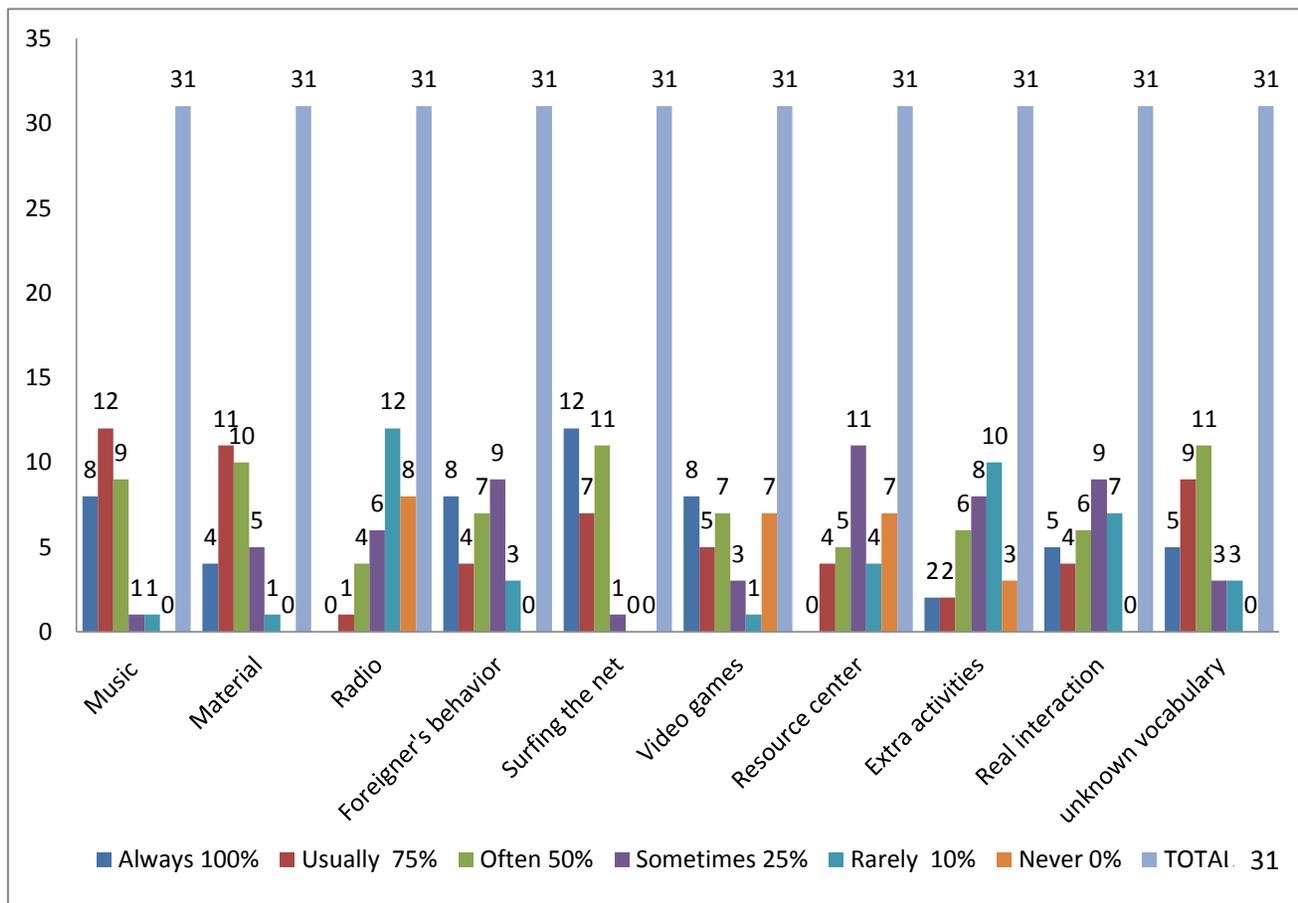
As can be seen from Figure 1, students from 1st semester, speaking of exposure, we are going to analyze the main results according to the percentages of each one of the questions as follows:

According to question 1 "How often do you listen to music in English?" we can observe that most of the students from 1st semester tend to listen to English music between 75% and 100% of the time. Next, to question 2 "How often do you read material in English?" 25% of the students sometimes read material in English which indicates a high level of rejection of this practice. Analyzing question 3 "How often do you listen to radio in English?" we can perceive that most of the students are not familiarized with this practice with a percentage of 0%.

Regarding activities related to the foreigners' behavior, in question 4 "How often do you spend studying the Foreigners' behavior? (TV news, comedies, movies, etc.)" we found that most of the students do not carry out this activity with a 0% as shown in figure 1. In question 5, students rarely surf the net with a 10% regarding the question "When surfing on internet do you visit web pages in English?" moving on to question 6, "You play videogames whose instructions are in English?" students do not make this practice with a low percentage of 25%. Taking into account question 7, "How often do you go to the Resource center to work on things related to English?" the results show as well a low tendency to visit this center to study or do other things related to English with a 25%. In question 8, most of the learners do not consider it is very important to participate in extra-activities with low percentage of 25% as we found when we asked "I participate in Extra classes activities. (Lab, conversation clubs, cultural week, etc.)" In question 9, most of the students rarely have real interaction with foreigners due to the low level of

percentage we found with a 10% only. Finally, concerning question 10, “How often do you read material in English and highlight unknown vocabulary?” the researchers found that most of the students carry out this practice in order learn new vocabulary with a 25%.

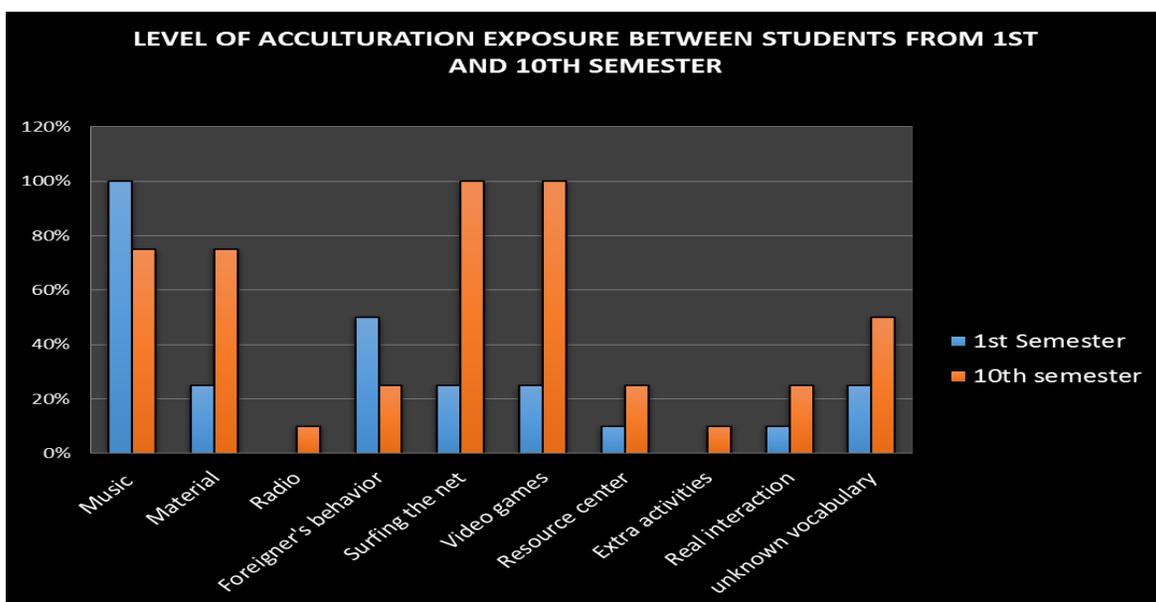
Figure 2. Level of Acculturation exposure of the students from 10th Semester



According to question, 1 we can observe that most of the students from 10th semester tend to listen to English music with 75% of the time. Next, in question 2, 75% of the students read material in English which indicates a low level of rejection of this practice. Analyzing question 3, we can perceive that most of the students are not familiarized either with this practice with a low percentage of 10%. Regarding activities related to the foreigners’ behavior, we found that

most of the students carry out this activity with a low 25% as shown in figure 2. In question 5, most of the students always surf the net with a 100% visiting web pages in English. Moving on to question 6, most of the students always make this practice with a percentage of 100%. On the other hand, taking into account question 7, the results show also a low tendency to visit this center to study or do other things related to English with a 25%. In question 8, most of the learners do not consider it is very important to participate in extra-activities with a percentage of 10% only. In question 9, students sometimes have real interaction with foreigners, the level of percentage we found was 25%. Finally, concerning question 10, the researchers found that most of the students carry out this practice in order learn new vocabulary with a 50%.

Figure 3. Level of Acculturation exposure between the students from 1st and 10th Semester from the English – French Program



Based on the results given by the students for question 1, the researchers found that 9 students from the 1st semester out of 27 have a very significant exposure with a percentage of 100% when listening to English music, against 12 students from 10th semester out of 31 with a 75%. This indicates that both groups have a high exposure regarding this practice. Besides, 8

students from 1st semester out of 27 have a low exposure when reading material in English such as books, magazines etc., with a 25%, while 12 students out of 31 from 10th semester present a high level of exposure with a 75% recognizing indeed the importance of this practice.

In addition, regarding question number 3, we found that both groups are exposed in a very low level to this practice, taking into account the low percentages. With a 0%, 12 students from 1st semester out of 27 never listen to online radio; in contrast to 10%, 12 students from 10th semester out of 31 rarely carry out this practice. When it comes to the study of foreigners' behavior (TV news, movies, and realities) students from both groups of semesters have certain exposure in percentage, finding 8 students from 1st semester out of 27 with 50% and 9 students from 10th semester out of 31 with 25%. This result indicates that students from 1st semester are more exposed than the students from 10th semester.

In question no. 5, 11 students from 1st semester out of 27 search for English webpages only a 25% of the times, while 12 students from 10th semester out of 31 search for them in 100% it means students from 10th semester are more exposed for searching information regarding the needs from the career. When making question 6, studies suggest a big difference in the range of percentage. 12 students from 1st semester play video games in 25% of their time, in contrast to 8 students from 10th semester who play video games in which their instructions are in English with a 100% of the time due to social networks that offer an entertainment finding instructions only in English.

The resource center is a place where students are able not only to study, but also to interact between their pairs in the foreign culture. In question 7 we found that 10 students from 1st semester with only a 10% do not go very often, while 11 students from 10th semester with a

25% sometimes go since most of them might work on their internship which it involves a lot of time.

Regarding how engaged students are on participating through extra activities, in question 8, we found that 10 students from 1st are not involved due to lack of interest and the lack of expectation they have for knowing new things at the beginning of the career and 10 students from 10th semester do not have plenty of time because they need to focus on their internship and also their dissertation. So they are rarely participating with a 10%

Another important aspect for acquiring the culture is to interact or have a real conversation with English native speakers. In question No. 9, according to the results, 17 students from 1st semester never are rarely involved and interested in getting in touch with people from other countries and the expectation of getting to know and new culture with a percentage of 10% while 9 students from 10th semester sometimes still get involved with a 25% due to desire of taking advantage of his or her condition in order to perform better the language.

Finally, as also a very important part of their changes in acculturation, in question 10, we wanted to know how students feel interested on assimilating the grammatical aspects of the foreign language which also involves some patterns of the culture immersed at some extent. According to the results, 16 students from the 1st semester are not that interested on being aware of such patterns with a 25%. This could be because they are not interested in acquiring the vocabulary they think they need in order to master the language. On the other hand, 11 students from 10th semester are more interested with a 50%. This reason could be because they already know most of the vocabulary they need in order to master the language.

To conclude this section of the results, we can infer that students from 10th semester from the English and French program of the University of Nariño are more exposed to the aspects regarding the L2 culture as seen in figure 3. In addition to that, the results collected not only allowed us to know whether the learners have had even little exposure at the beginning of the career, but also they have had in some aspects a higher exposition than students from 10th semester like listening to music in English and also spending time in studying the foreigners' behavior. Furthermore, the results that are shown concerning the 10th semester show a higher level of exposure as expected due to the completion of the career and the requirements that they imply in the learning process of a foreign language.

CHAPTER 5: CONCLUSIONS AND PEDAGOGICAL RECOMMENDATIONS

After the data analysis and the interpretation chapter, the fifth chapter about conclusions and pedagogical implications is presented in order to provide students with different learning strategies to improve and cope with the mastery of English. It might help them enhance both classroom learning development and ease the learning conditions through the use of learning tools.

After analyzing the data, the following conclusions can be drawn:

Acculturation is a complex process that in a foreign language context needs conscious development. It can be best developed with practice when students reflect on the process or assimilate aspects from the L2 culture in order to adapt and improve habits of their L1 culture with only one purpose as it is to master the Target language.

Two of the characteristics proposed by Berry regarding acculturation (2005) are that through a certain period of exposure, there might be 4 types of individuals. According to this study and according to the context in which acculturation is taking place regarding students we took into account 2 concepts:

The first one is the concept of what Berry (2005) states as Integrated Individuals. Integrated individuals are the people who want to maintain their identity with home culture and also want to take on some characteristics of the new culture. The second one refers to those people who do not want to keep their identity from their home culture and they would rather take on all of the characteristics of the new culture, they are called as “Assimilated Individuals”.

Considering these 2 concepts we believe that students can go through one of them in the normal course of the program and also they could define it at the end of it depending on the level of rejection or adaptation. Besides, considering the time of exposure, the English performance is

tight directly with it and therefore depending on the quantity, the performance is going to be reflected.

The data led us to believe, that students prefer in general as a main practice to listen to music since this practice can be combined with other activities and improve their listening skill. On the other hand, we found that students from both semesters do not go very often to the resource center. We suppose this could be because they find other materials to study or do research over the internet. Another reason could be that students spend too much time working on things related to the career and therefore they lack of time to go there. In addition, considering extra activities, we also found that students are not very involved in this practice because we assume they are not very interested in participating and they do not have time due to their time intensity and either because most of them are doing their internship or working on their dissertation. Furthermore, when having contact with native speakers, students in general do not interact too much. We suppose this could be because students might feel anxious and experience some kind of fear and also they are working on their dissertation that takes a lot of time for them. Finally, considering radio we found that students do not listen to radio at all. This could be because they are not interested and also they are already exposed to a related practice which is listening to music.

On the other hand, we identified certain aspects with a big difference between each other such as the reading of materials. In this case, we think that students from 1st semester got a low result since they do not have been very exposed to this kind of practice as students from 10th semester have. Then, there are also differences considering video games and surfing the net students have a different exposure of this practice too. This could be because some students have a higher level of English and understand better the data or directions from these devices.

Also, we found that when it comes to studying the foreigners' behavior by watching TV, a film etc., there seems to be mid tendency that is increasing.

We noted that that students on the whole do not use learning strategies very frequently, that is, they are not enough immersed into the L2 culture. First semester EFL learners would benefit greatly from training in the use of all learning strategies. Furthermore, many of these practices would be new and perhaps even unnatural to some learners; then, teachers would have to be very sensitive to the existing mindsets of learners. Teachers will also need to offer their students a great deal of guidance in order to help them experiment and make them decide on the types of strategies that suit them.

It is important to remark that students do not have enough exposure to the practices related to the TL and it is important to say that depending on the level of exposure, students will be able to perform the language in a better way. The lack of these learning strategies strip students of important learning tools that make easier and assist the learning process during the whole career; regarding the 4 skills, these strategies provide multiple choices in order to enhance, facilitate and improve the mastery of English.

Pedagogical Recommendations

After analyzing the results obtained in this research, we can establish that Acculturation is a factor that really affects English learning achievement in the students from the English – French program. We suggest some recommendations taking into account social factors and some theoretical foundations. In addition, we are proposing a combination of characteristics of a series of approaches (Direct method, Communicative approach and the Whole-language approach) that we consider should be integrated in EFL classrooms that intend to look alike as much as the ESL classroom knowing that acculturation takes place in second language settings.

First of all, it would be useful that from the beginning, EFL teachers start encouraging their students in order to foster the development of any of these practices in and outside the class, since according to what would be ideal at the final stage of the course is that students incorporate most of these practices into their daily lives. Besides, it is necessary to remark that it is also a priority for teachers and learners to have or adopt a higher exposure to training all the skills in order to improve the FL performance.

A language could best be taught by using it actively in the classroom, Franke (1884). Teachers must encourage direct and spontaneous use of the foreign language in it. In addition, fostering classroom instruction conducted exclusively in the target language could be very effective in order to increase the performance of oral communication at early stages and build it up in a carefully organized strategy.

Furthermore, the teacher is a person who creates and provides situations that motivate students to communicate, even if oral production is not as fluent as expected, but you never have to force it, Terrell (1983) “ then, the learner must develop the ability to be understood of a social appropriate way including the adaptation rather than rejection by training the L2 to foster fluency into real daily routines. Furthermore, as language learners are orally exposed to the TL, they will acquire aspects of this language consequently. Moreover, this acquisition would occur almost automatically, without focusing on any syntactic issues but purely being in a meaning-based setting.

In addition, Weaver (1990) argues that the whole language philosophy “...is a belief system about the nature of learning and how it can be fostered in classrooms and schools. It is not an approach, though some kinds of activities can reasonably be characterized as whole language because they are consonant with this philosophy...Language is kept as a whole, not

fragmented into 'skills'; literacy skills and strategies are developed in the context of whole, authentic literacy events, while reading and writing experiences permeate the whole curriculum; and learning within the classroom is integrated with the whole life of the learner.”

One essential idea in language learning which has been emphasized throughout decades is the idea that learning a language is an innate ability and therefore exposure to a new language would automatically trigger a process in the learner leading to a grammatical system being made for this language. According to Krashen (1981) “the language learner would generally only need exposure to this language for language learning to take place”, the interaction in the target language is indispensable employing questions as a way of presenting and eliciting language.” Sauveur (1826-1907) argued that a foreign language could be taught without translation or the use of the learners’ native tongue if meaning is conveyed directly through demonstration and action.

Finally, making reference to culture we can learn language so easily and through the combination of those 3 methods, acculturation would take place in a similar way in an EFL setting than in an ESL setting. In addition, the internalization not only depends inside the classroom but also outside of it, then if students incorporate some of these practices into their lives, English performance would successfully take place.

SURVEY TO DETERMINE THE LEVEL OF ACCULTURATION EXPOSURE BETWEEN THE STUDENTS OF ENGLISH – FRENCH FROM THE UNIVERSITY OF NARIÑO

Objectives:

- To determine how exposed college students are to the L2 culture
- To determine college students' attitude towards the L2 culture

APPENDIX 1**Instructions:**

- Read carefully the questions and **check** according to your own experience. Remember that there is not any right or wrong answer, so do not ask your classmate for his/ her answer.
- You will have no more than 10 minutes to answer the entire questionnaire.
- Choose one of the 6 options according to your own case.

QUESTIONS	Always	Usually	Often	Sometimes	Rarely	Never
Percentages	100%	75%	50%	25%	10%	0%
1. How often do you listen to music in English?						
2. How often do you read material in English?						
3. How often do you listen to radio in English?						
4. How often do you spend studying the Foreigners' behavior? (TV news, comedies, movies, etc.)						
5. When surfing on internet, you visit web pages in English.						
6. You play videogames whose instructions are in English.						
7. How often do you go to the Resource center to work on things related to English?						
8. I participate in Extra classes activities. (Lab, conversation clubs, cultural week, etc.						
9. How often do you interact with foreigners?						
10. How often do you read material in English and highlight unknown vocabulary?						

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