

**STUDENT-TEACHERS' PERCEPTION ABOUT THE INCLUSION OF THE  
CULTURAL COMPONENT WITHIN THE ENGLISH CLASSROOM**

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SAN JUAN DE PASTO  
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**Research project presented as requirement to obtain the degree of English and French  
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## **Resumen**

En las instituciones educativas colombianas la enseñanza de la lengua inglesa es una preocupación primordial, sin embargo, se basa principalmente en metodologías centradas en estructuras y funciones gramaticales, dejando aparte la enseñanza y la inclusión de la cultura extranjera. Por lo tanto, este proyecto de investigación cualitativa tiene como objetivo comprender y describir las percepciones de los profesores en formación del noveno semestre del programa de inglés y francés de la Universidad hacia la cultura extranjera y su inclusión en el aula de inglés. En este sentido, este estudio incluye el aspecto científico y técnico que informa al lector sobre el problema de la investigación y su importancia. Asimismo, se presenta la revisión de la literatura que presenta los principales conceptos y teorías en que se basa este estudio, así como algunas estrategias para la enseñanza de la cultura. Finalmente, el estudio presenta la metodología y el análisis de datos a seguir para resolver el problema de la investigación y eventualmente obtener una comprensión y descripción detallada de las percepciones de los profesores en formación con el propósito final de concienciar sobre la importancia de incluir el componente cultural dentro el aula de inglés.

### **Abstract**

In Colombian educational institutions the teaching of the English language is a primary concern, however, it is mostly based on methodologies focused on grammar structures and function, leaving apart the teaching and inclusion of the target culture. Therefore, this qualitative research project is intended to understand and describe the student-teachers perceptions of ninth semester from the English and French program of the University of towards the target culture, and its inclusion within the English classroom. In this regard, this study includes the scientifically and technical aspect that informs the reader about the research problem and its significance. Likewise, it is presented the review of the literature which presents the main concepts and theories in which this study is based on as well as some strategies for the teaching of culture. Finally, the study presents the methodology and data analysis to be followed in order to solve the research problem and eventually obtain a detailed understanding and description of the student-teachers perceptions with the final purpose of raising awareness about the importance of inclusion of the cultural component within the English classroom.

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## INTRODUCTION

The inclusion of the cultural aspects within Language teaching is very important in educational contexts. Language teaching and culture are closely related for logical reasons. As Brown,(1994:165) states “a language is part of a culture and culture is part of a language” Consequently, teaching a foreign language not only involves grammatical and syntactical structures but also the culture of the target language. Teaching a language without its culture is like to turn students into “fluent fools or someone who understands the grammatical structures, and speaks a foreign language well but does not understand the social or philosophical content of the language” (Bennett, 1997, p.16). In this sense, language learners, and most importantly teachers, must be aware of the culturally appropriate ways to address people, express gratitude, make requests, agree or disagree with someone and the behaviors an intonation that must be used in a particular situation in order to create successful communication. That is the reason why English student-teachers should be aware of the great importance that culture has within the English classroom. Thus, this research project is intended to describe the student-teachers’ perceptions towards the target (English) culture to figure out the convenience of including the cultural component in the English classroom setting. Therefore, throughout the project is presented the research problem, theoretical framework and the research method with all their components in order to give a clear idea about what it is intended to achieve with the present study.

## **Scientific and Technical Aspect**

In this chapter, the overall research problem is given, presenting fundamental aspects such as, the problem description, problem analysis, and problem statement. Besides, the objectives, significance of the study and the limitations of the study are presented in order to give a clear idea about the importance of the research problem and all its components.

### **Problem**

#### **Problem Description**

Within some English high school classrooms the inclusion or teaching of culture might be limited. In a context where most high school teachers prepare students for standardized tests like ICFES (in which the priority is grammar), teachers often restrict the inclusion of the cultural component to give more importance to grammar structures forms and functions. Consequently, learners learn well these grammatical aspects, but do not understand the communicative and cultural context in which the foreign language takes place. As Cakir (2006) states next "learning to understand a foreign culture should help language students to use words and expressions more skillfully and authentically; to understand the culturally appropriate ways of communication, and to act naturally with persons of the other culture"(p.157). Therefore, the teaching culture is meaningful and important since it helps to enhance the students' communicative competence within sociocultural situations. However, even though some teachers have some awareness about the importance of culture, the inclusion of the cultural content remains limited. This problematic issue may be the result of several factors such as, decades of traditional practices focused on grammar, the absence of particular methodologies (most of them addressed to a grammatical focus), materials, curriculums, syllabuses, etc. As a result of this, teachers might just perceive the cultural component as trivial or unimportant which often leads to a lack of cultural knowledge and understanding by part of the teachers in regard to the target language, and consequently

depriving their students to learn the true meanings, values, perceptions, and attitudes that a foreign language brings with itself, and therefore, students do not achieve a successful communication, and do not become aware of cultural misunderstandings as well as the way of life of a foreign culture.

In the language programs of the University of Nariño the inclusion of the cultural component might also have some restrictions. In many cases, (as a first-hand experience) I noticed that culture is slightly taught in a superficial level only where student-teachers learn some cultural facts about traditions, music, arts and geography (presented in textbooks and other materials) but don't learn the behaviors, values, attitudes and conversational patterns needed to achieve a culturally successful communication. This led me to think that perhaps student-teachers shape their perceptions about the target culture and its inclusion since the moment they are in their training stage. For that reason, the present study intends to understand and describe the student-teachers perception towards the inclusion of the cultural component in ELT (English Language Teaching) to find out if they consider important to include it and eventually if it might be incorporated within the high school English classroom in the subsequent years.

### **Problem Statement**

Taking into account that the importance of the cultural component does not have its due attention in some educational settings, it is important to understand what student-teachers think about the target culture, its inclusion, and how they see it and interact with it. To this end, I have formulated the following research question:

What perceptions do student-teachers of ninth semester from the English and French program of the University of Nariño have about the target culture, and its inclusion within the English classroom?

By describing and understanding the students-teachers cultural perception about the target (English) language will allow me to determine if the cultural component might be incorporated within the English classroom in the subsequent years.

### **Objectives of the study**

**General objective.** To describe the student-teachers' perceptions of the ninth semester from the English and French program of the University of Nariño about the target culture and its inclusion in the curriculum of language programs.

#### **Specific objectives.**

1. To understand what the student-teachers perceive about the target culture in relation to language
2. To understand the importance of including the target culture in the English classroom.

**Significance of study.** The main reason behind the study is to understand and eventually describe the English student-teachers perceptions about the target culture in order to determine whether they consider important the inclusion of the cultural component within the English classroom, and therefore figure out if the cultural component might be included in high schools in the subsequent years. Accordingly, it is important to describe, first, what knowledge and perceptions about the target culture student-teachers have, in order to know if they have a clear idea of what culture is in its primary sense and what its function and relation within language teaching is. Only after knowing and understanding the concept of culture and its relation to language, one could comprehend the importance of including it. Therefore, the reasons behind the specific objectives is to find out if student-teachers consider important this inclusion, if they perceive this inclusion as convenient, advantageous and meaningful for their teaching practices. Besides, by the students experience one can get a first-hand image about the participants' perceptions about this important affair. Once the specific objectives have been achieved, the description of students-teachers cultural perceptions could be

fulfilled and eventually, based on those perceptions one can determine if the cultural component might be included in the English classroom.

Another important reason is that novice English teachers in this global age should realize that the teaching of the target (English) culture is significant since it helps students to communicate cross culturally, acquire intercultural communication skills, and therefore improve and maximize the communicative competence.

For the reasons mentioned above, I consider that the research problem is very crucial as the cultural component (and culture itself) has a close relation and importance to language teaching. Consequently, it is fundamental to discover the cultural domains and perceptions of English student-teachers about the target culture. In addition, the problem is researchable since it is possible to obtain the necessary information to identify and describe the student-teachers' cultural perceptions by means of questionnaires and interviews. Finally, I think that this research is feasible, because I have the necessary time to carry out the research, gather the information, and eventually analyze and interpret it. Besides, the resources for obtaining the questionnaires as well as the equipment for the interviews are sufficient and appropriate, and the collaboration by part of the university and language department as well as student-teachers involved in the research might not be difficult to obtain.

Although the research topic is current "culture in FLT" (foreign language teaching) and have lot of research, this present study will have a different and novel focus that will contribute to our field of study (ELT) within some educational contexts.

**Limitations.** During the development of this study, the following limitations may appear: Student-teachers may not be honest when responding all the questions presented in the questionnaires and interviews due to the fact that some of them may feel uncomfortable in responding since their knowledge as teachers may be questioned. In Addition, student-teachers may not have enough time to participate in the investigation due to overloaded

schedules. Besides, during the research development, there might be strikes or protests that could affect the time for the application of the research procedures.

**Ethical issues.** To carry out this research the following ethical issues will be taken into account: First of all, permission will be asked to the language department by means of formal requests and letters. Secondly, the purpose and aims of the research as well as the procedures will be explained to the participants and their identity will remain confidential. In addition, I will make sure that the instruments and research techniques do not harm the participants integrity. Finally, gratefulness will be expressed, both in oral and written way, for all the cooperation provided by the participants, head and teachers of the language department.

### **Review of the Literature**

**What is culture?.** Culture is a complex term that has been studied and defined from multiples perspectives and disciplines such as sociology, psychology, anthropology among others. Therefore, it has multiple definitions that cover a wide field of knowledge. In fact, there is no an accurate definition of culture since it differs depending of the field of study. For instance, in the anthropological perspective, Peterson (2004:112) defines culture as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought”, and Trivonovitch, (1990:550) defines it as “an all - inclusive system which incorporates the biological a technical behavior of human beings with their verbal and non-verbal systems of expressive behavior, and this all – inclusive system is acquired as the native culture”. Therefore, language is the mean or the verbal system by which behaviors, attitudes, and beliefs can be expressed, giving way to socialization and interaction among people. McLaren (2007:200) states that culture is understood as “the particular ways in which a social group lives out and makes sense of its given circumstances and conditions of life”. In addition to this, Prieto (1998, as cited in Olaya & Gomez

Rodriguez, 2013, p.50) claim that “the developments of culture is facilitated thorough the process of social communication, because any set of behaviors, beliefs and ideologies are necessarily embraced by the members of a particular community through language”.

So, it is clear that language is a fundamental part of culture being that culture and language shape the way in which a certain social group lives, perceives the reality, behaves and communicates within a particular environment, as Brown ( 1994:170) expresses next “culture is deeply ingrained part of the very fiber of our being, but language the means for communications among members of a culture is the most visible and available expression of that culture”. When taking about culture we must talk about language, both concepts are so deeply intertwined that we cannot separate them without losing the meaning of each other. Subsequently, this inseparable relationship between language and culture leads to think that English teachers must first perceive the target culture in order to understand it, learn it and eventually teach (include) it rather than only teach grammatical structures and functions, with the purpose of helping students to achieve successful communication when interacting in particular socio-cultural contexts. In this sense, culture is a key component in language teaching, because it contributes to enhance the communicative competence and the way we understand the target language community.

According to Robinson (2007, cited in Olaya & Gomez Rodriguez, 2013) culture should be viewed from four definitions such as, the behavioral definition (set of patterns that are shared and that may be observed in terms of actions and events), the functionalist definition (social rules governing and explaining events), the cognitive definition (the knowledge shared by a cultural actor and other actors, and that helps them to interpret the world), and the symbolic definition (system of symbols used by the individual to assign meanings to different elements and events). These multiple definitions come from different disciplines and theories which are explored more in depth in the section theories of culture.

## Related Research

After an extensive search and review of some articles and studies about culture in FLT which granted me a valuable information and knowledge about what culture is and why is important to teach it in FLT, I consider important to highlight, and describe these studies, pointing out the most relevant aspects that I found in the abstracts as well as along the whole content.

Cakir (2006) in his work called “Developing Cultural Awareness in Foreign Language Teaching” made a general study about the importance of teaching culture in FLT. This paper shows that the influence of the target culture in foreign language classrooms helps create a better communication and understanding of the language by using it in a culturally appropriate way. The author states that “Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to act naturally with persons of the other culture, while recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students’ own culture.” In this way, teaching culture leads to achieve communicative competence through the appropriate use of language. The author also suggests some useful cultural topics and strategies that can be applied into the classroom. So, this paper concludes that successful speaking is not just to master the grammatical forms and functions but also knowing when to use them and under what circumstances.

Rodliyah & Muniroh, (2009 ) in their study called “The importance of incorporating the target culture in English language teaching” sought to investigate Indonesian English teacher’s elementary school’ opinions about culture and the importance of incorporating the target culture in ELT. By collecting and analyzing the data obtained by means of interviews and questionnaires focused on whether English teachers consider important the inclusion of the target culture in the English classroom, this study concludes that although teachers are



aware of the importance of teaching culture, they do not have sufficient knowledge about the culture and English language. Moreover, they do not know how to implement strategies to teach culture, and even their perceptions about it are not related to language. The study also shows that some teachers do not agree with the idea of teaching culture due to the fear that students might be influenced by the target culture, and consequently they might lose their cultural identity. Other teachers are more interested in teaching the grammatical structures of language, stating that teaching culture is a very complex matter to be carried out in the classroom. (This is due to the lack of cultural knowledge)

So, this study concludes that it is necessary to raise cultural awareness and concern teachers about the importance of teaching culture in order to develop a better understanding and use of the language by-providing strategies and techniques applicable to foreign language classrooms. (This study is interesting, because in the context in which was developed is similar to the Colombian context in terms of teachers' knowledge, quality, and lack of resources.)

Olaya & Gomez Rodriguez,( 2013) in their work “exploring EFL pre-service teachers' experience with cultural content and intercultural communicative competence at three Colombian universities” explored pre-service English teachers' perceptions and attitudes towards the target cultures and the intercultural competence in their English classes of undergraduate programs at three Colombian universities. The research reveals that pre-service teachers present a lack of full understanding of cultural aspects and therefore their intercultural competence proves to be minimal. Surprisingly, they also see culture as a separate aspect of their future teaching careers. However, this research also provides some alternatives and solutions that help pre-service teachers to overcome limitations and difficulties about the teaching of culture, and provides some strategies to teach it in their own educational contexts.

Farnia & Rozina, (2008) in their study called “Contrastive Pragmatic Study and Teaching Culture in English Language” emphasize the importance of teaching culture in FLT at the time of expressing speech acts such as, gratitude and apology. This study compares and contrasts the use of the speech act of gratitude among Iranian native speakers of Farsi and native speakers of English by examining how similar and different the two cultures are when using strategies that express gratitude. At the end, the author concludes that Iranian people tend to use many apologizers to express gratitude due to their cultural idiosyncrasy while Americans use thanking or appreciation to express that. In this study, pragmatic errors appeared when an Iranian learner of English used many apologizers with native speakers of English to express his gratitude where it is only appropriate in their own culture. This led to intercultural miscommunication, such as the following example shows:

An Iranian student at Shiraz University receives from her American lecturer the recommendation letter that she has asked him to write for her and then turns to him and says, "I'm ashamed". Bewildered by the student's response, the lecturer asks, "what have you done?!" (Sharifian, 2004 cited in Farnia, 2008, p. 252)

This is an example of miscommunication because the expression used by the Iranian student would be more appropriate when an offence is committed rather than to show gratitude and appreciation. But this is a cultural matter. Therefore, language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that the behaviors and intonation patterns which are appropriate in their own speech community may be perceived differently by members of the target language community. So, this study shows the importance that culture has when expressing speech acts, it points out that language learners have to understand and know what to say and how to say things in a cultural

appropriate way in order to create a successful communication, and therefore avoid miscommunication as well as pragmatic errors.

Thanasoulas (2011) in his study “The Importance of Teaching Culture in the Foreign Language Classroom” points out the significance of the inclusion of the target culture into the foreign language classroom, emphasizing the why and how of teaching cultural aspects. The study also gives a broader definition of culture and its relation to language, as well as some practical consideration. It also suggests some useful strategies, methods, topics, activities, and materials that can be applied into the English classroom when teaching the target culture. Moreover, this paper states the importance to use both home language and target language culture to get a wider understanding about how to teach the cultural domains. This is, according to Ariffin (2009, cited in Rodliyah, Muniroch, 2009:17), excellent because students are encouraged to discover similarities between their culture and the target language culture, which could bring about common understanding, tolerance, and respect towards different cultures and societies.

Gomez, (2012) in his study called “Fostering Intercultural Communicative Competence through Reading Authentic Literary Texts in an Advanced Colombian EFL Classroom ” describes a research carried out in an advanced English classroom of the language program at a university in Bogota. The study proposes the inclusion of authentic literary texts in the English classroom through the implementation of four constructivist approaches as a means to develop intercultural communicative competence. This study shows how these approaches engage students to read literary short stories, to negotiate meaning, and develop intercultural competence. Besides, it demonstrates that integrating language and literature in English as a foreign language not only constitutes a communicative reading practice, but also the opportunity to obtain cultural knowledge through social interaction.

All this studies are related to my research problem, and although these studies have been developed in different contexts, they give valuable information about culture in FLT. In addition, the data can be useful to support the present study and applicable to the Colombian educational context.

### **Theoretical Framework**

Theories of culture, practicum and methods of teaching culture are the main theoretical concepts of the study. Therefore, the theoretical framework presents a contextualization of theories of culture, the definition of practicum and some useful strategies and techniques for the teaching of culture.

**Theories of culture.** In this section are presented the multiple theories of culture which are viewed from different perspectives as well as field of studies, and therefore cover a wide range of knowledge. It is important to say that this study will be mainly based on the theories of culture as “adaptative systems” and “culture as cognitive systems”

***Cultures as adaptive systems.*** Keesing (1974) states: “An important expansion of cultural theory has come from viewing cultures in evolutionary perspective in which biological and cultural components of human behavior were developed according to external as well as internal changes occurred over the years” (p.74). Therefore, in this evolutionary sense external as well as internal factors might affect and eventually change the cultural domains of mankind:

From the standpoint of cultural theory, the major developments have come from evolutionary / ecological approaches to cultures as adaptive systems in which culture change in the direction of equilibrium with ecosystems that are upset and shaped by environmental, demographic, technological or other systematic changes (Keesing, 1974, p.74).

That means that culture is a diverse notion that is constantly changing along with environmental and geographical conditions in which an individual must adapt himself to these conditions in order to survive and progress within a particular community. In addition, culture changes along with the evolution of the cognitive and social patterns of mankind, and therefore it is acquired and transmitted through experience and interaction. So, Culture is not a static element, in other words culture is a changeable system, and ongoing process of adaptation and acquisition. In this regard, Kessing states that:

Cultures as systems (of socially transmitted behavior patterns) that serve to relate human communities to their ecological settings. These ways-of-life-of communities include technologies and modes of economic organization, settlement patterns, patterns of behaviors, modes of social grouping and political organization, religious beliefs and practices, and so on. (Kessing, 1974, p.75)

Therefore, as an adaptive system culture have to be adaptable to all these human conditions in order to evolve as an integral part of mankind. Finally, Kessing (1994) states that seen as adaptive system, cultures change in order to create a balance within ecosystems in which this cultural change is primarily a process of adaptation and what amounts to natural selection.

Thus, this theory shows an anthropological perspective of culture in which culture is regarded in an evolutionary and ecological perspective in which human social behaviors, socio-political organization as well as beliefs have changed over the years depending on many, environmental, sociological and physiological factors. In this theory language also plays a crucial role, because language has also evolved along with the socio-cultural behaviors and the evolution of the cognitive-social patterns of mankind.

***Ideational theories of culture.*** In contrast to the diverse adaptationist theorists of culture there are a number of theorists who see cultures as ideational systems. There are three different ways of approaching cultures as systems of ideas.

***Culture as cognitive systems.*** According to Talmy (1995) “Cultural cognitivism suggests that cognitive organization in individuals is the primary focus of culture. Cultural acquisition, exercise, and transmission are functions of an innate cognitive system, which accounts for structural commonalities across different cultures. Cultural acquisition involves mental processes such as identifying relevant social groups, evaluating their behavioral patterns and accommodating incompatible patterns”. Therefore, Cultural cognition includes processes of categorization, differentiation, abstraction, and approval – disapproval. In this sense, culture unquestionably involves a cognitive process in which all social behavioral patterns, that from it spring, are categorized and internalized in our mind in order to create a mental world view perception of a particular community.

It is clear that all human cultural changes, actions, behaviors and social patterns have a cognitive process. Therefore, without cognition any cultural domain cannot be achieved. In this regard language also has a cognitive process in which conceptualization, categorization and distinction of meanings and symbols of language also take place.

***Culture as structural systems.*** When one hear the word structural one may think of an organized way in which something is built. So, this theory sees culture as an organized system in which all cultural aspects (language, arts, products, etc.) are somehow related and interconnected:

Scholars seek to discover in the structuring of cultural domains (myth, art, kinship, language) the principles of mind that generate these cultural elaborations. The processes of mind elaborate diverse but formally similar patterns. The mind imposes culturally patterned order, logic: of binary contrast, of relations and transformations, on a

continuously changing and often random world. Cultures are overlapping, interconnected patterns.” (Keesing, 1974, p.78)

In this theory culture is regarded as a system that follows a patterned order in which all the cultural domains of men are structured depending on the ecosystem in where all the cultural aspects interact with each other in an organized and structured way.

***Culture as symbolic systems.*** This theory sees cultures as systems of shared symbols and meaning. “It comprises categories or units and rules about relationships and ways of behavior” (Keesing, 1974, p.80). Symbols can express a vast amount of meanings, reflecting many aspects of human social behavior, but differ from one culture to another. According to Weber cited in Boundless (2015) “symbols are important aspects of culture: people use symbols to express their spirituality and the spiritual side of real events and ideal interests are derived from symbols”. In addition to this, symbols not only express spirituality, but also political and artistic ideas which can be perceived differently by different social groups. Therefore, symbols are certainly key elements of culture which allows communicating diverse meanings and notions that can vary from place to place, but can be taught from one culture to another.

Language is the most distinctive system of symbols in which sound, movements and gestures are structured in order to communicate ideas and feelings that often have symbolic meanings. For example, the way you dress, and the way you express might have different meanings to other people. The way you dress and express could symbolically communicate to others that you care about academics or that you are a fan of rock music, or it might communicate that you have adopted an anarchist philosophy or that you are from a particular socio-economic status. Consequently, culture has also evolved along with symbols that identify one society, group or individual from others.

So, taking into account that language is a social and cognitive process in which system of symbols and meanings are structuralized and adaptable to changes, the adaptive and ideological theories of culture can be a strong basis to the present research project.

### **Practicum - Teaching practice**

Richards and Schmidt (2011) defines practicum (in teacher education) as “opportunities provided for a student teacher to gain teaching experience, usually through working with an experienced teacher– the co-operating teacher – for a period of time by teaching that teacher’s class”(p. 589). Practicum is considered as a site where student-teachers practice the art of teaching in real school context with student teachers assigned to one teacher and class for a specific block of time (Zeichner, 1996, cited in Tuli & Gemechis, 2011). In this sense, student-teachers put into practice all the theoretical knowledge learned during their training stage along with the guidance of an experienced teacher. Besides, through practicum the student-teacher gets familiar with the educational setting or environment, interacting with curriculums and syllabuses, and getting good opportunities to teaching, as well as facing possible setbacks and inconvenients that may occur during the teaching process, as Groundwater-Smith (1996:29) states next “practicum has been a site which would allow students to investigate current workplace conditions; internal and external factors influencing current structural/organizational features; and the impact of school planning processes on classroom practices in relation to curriculum, evaluation and pedagogy”. In short practicum or “Practice teaching is intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education programme, and a chance to acquire basic teaching skills (Richards & Schmidt, 2011, p.589). Therefore, one can assume that Practicum is an important opportunity for growth and learning that “helps teachers candidates to understand the full scope of a teachers’ role, to develop capacity to learn from future experiences and to



accomplish the central purpose of teaching” (Zeichner 1996, cited in in Tuli & Gemechis, 2011).

It’s clear that practicum is a very important part in student-teachers academical development since they can apply all they have studied in terms of methodologies, skills and materials. Therefore, practicum is also an opportunity to apply culture-related content and materials, obtaining valuable experience and shaping their perception towards the cultural domanins of the English language.

In the linguistic and language department of the University of Nariño, Practicum takes places during the 9<sup>th</sup> and 10<sup>th</sup> semester. Student-teachers can develop their practicum both in public or private institutions in the elementary or high school level. The teaching practice time will be carried out during 16 weeks, time in which students-teachers put into practice all what they have learned in terms of pedagogy, methodology, techniques and materials, designing and developing teaching activities. Besides, administrative and ethical aspects are taken into consideration during the practicum.

By reading the related research, culture and its theories, it is a quite clear that teaching culture in foreign language teaching is unquestionably important to help learners become communicatively competent, and efficient, use the language appropriately when expressing speech acts, understand and recognize behaviors, gestures and symbols that accompany the language, avoid pragmatic errors that lead to intercultural miscommunication, and help teachers to be more culturally aware and competent in their teaching, and in this way allow learners to obtain both linguistic and cultural competence at one time. “Foreign language teachers should be foreign culture teachers; therefore, they need to have the ability to experience and analyze the target cultures” (Byram & Morgan, 1994, p. 57).

## **How of teaching culture – strategies and techniques for teaching culture**

It's clear that culture has a close relation to language and therefore plays an important role in language teaching, but how to implement or teach the cultural aspects. There has been an extensive research about how to teach culture in which many practical as well as theoretical considerations have to be taken into account. For that reason, in this section, some useful strategies and techniques are mentioned in order to give the reader an insight about the how of teaching culture.

When teaching culture, firstly one has to take into consideration the elements of culture, such as the products, practices and perspectives. The products refer to the things that members of a particular group or culture create, share and transmit to the next generation (Frank, 2013, p.3). In this regard, products can be: technology, music, art, food, monuments, literature, historical facts, customs, and traditions of a given culture. These cultural products might be suitable for beginners and pre-intermediate level since “they may be easy to identify, because learners can often see, touch, taste or hear them” (p.3). On the other hand, practices and perspectives can be defined as “what and how the members of a culture think, feel, value, communicate and interact with one another” (p.3). Practices and perspectives embrace communication styles, conversational patterns, notions of courtesy, beliefs, values, norms, behaviors, attitudes, etc. these concepts are not so easy to understand and recognize, because they are ingrained in a society. Therefore, they may be more suitable for intermediate and advance levels.

Having contextualized what the products, practices and perspectives of a particular culture are, this paper presents some useful strategies and techniques for the teaching of culture. These include, for example, the use of authentic material. Teachers should not only rely on textbooks to teach culture, but also on authentic materials, as Dema and Moeller (2012) states next “While textbooks often depict culture as static, authentic products and texts

provide a more dynamic environment through direct access to most current practices, perspectives, and products” (p. 81). In addition to this, Frank (2013) suggest that “authentic materials are rich sources for a wide range of assignments and activities that heighten awareness of the target culture”(p.7). Therefore, teachers can use authentic materials, such as magazines, newspapers, literature, menus, food recipes, currency, etc. to get students explore, recognize and differentiate the diverse cultural products and practices. Moreover, this can be reinforced by the use of digital authentic materials or digital media such as films, movies, and online sites. In this current digital era, the use of digital media is an excellent tool for teaching culture, especially to young learners. According to Bueno (2009, cited in Dema and Moeller, 2012) “media promotes cross-cultural competence and comprehension focused on meaning rather than on form, as well as repeated exposure to L2 cultural products, practices, and perspectives, and the target language itself” (p.84). Therefore, by watching and listening videos, television programs, radio programs, and internet students can recognize not only the products, but also the conversational patterns, ways to express speech acts, non-verbal communication, social norms and behaviors of a particular community. So, by the use of authentic materials and digital media, teachers offer students the opportunity to “touch, see, use, and listen to the real things from a different culture that can connect concepts beyond ideas and help students understand the realities of life in that culture” (Frank, 2013, p.7)

Another useful strategy for teaching culture is the use of “cultural informants”. To invite native speakers of English to the English classroom and talk about their culture is an excellent opportunity for students to get a first-hand image about the way of life of a foreign culture and therefore obtain a wonderful cultural experience. These “informants” can be a resource to confirm or disconfirm ideas, impressions, or textbook information that students have learned. (Frank, 2013, p.8). Therefore, Cultural informants can talk about their customs, traditions, social norms, body language, idioms, and most importantly stereotypes where

students can prepare question in advance about any cultural topics with the teacher's guidance (for not asking personal or culturally inappropriate questions). Besides, it is a great idea to teach stereotypes of the Anglophone cultures and discuss critically if these fixed ideas (often negative ideas) are true or false and confirm or disconfirm them with the help of the cultural informants.

The use of role play is a very common technique to communicatively practice the target language that can also be used to teach some cultural elements by simulating authentic cultural situations. For example, students can perform roles about particular behaviors and conversational patterns of a given culture, giving the opportunity to recognize some cultural differences while improving their communicative skills. "It promotes the process of cross-cultural dialogues while at the same time it provides opportunities for oral communication" (Cakir, 2006, p. 57). Therefore, by using these strategies students can learn cultural aspects of the target language while enhancing their language proficiency at the same time.

The final strategy presented in this paper is the use of literature. Through literature students develop their reading skills, and acquire complex vocabulary and grammar structures, but it is also a great resource to learn cultural elements. As Valdes (1986) notes, literature is a viable component of second language programs and one of its major functions is to serve as a medium to transmit the culture of the people who speak the language in which it is written. (p. 137). Therefore, Literature provides and transmits meaningful language and models of how people really communicate in the foreign language. Besides, by reading literature students can also learn some historical facts. This can be enhanced by the use of films and television programs that might enable the learners to see the world from a different perspective. Thus "Culture can best find its expression through the medium of literature" (Thanasoulas, 2001, p.17), and it might build a positive attitude towards the target culture.

In the present paper, I review some useful strategies and techniques for the teaching of culture that can be adapted and modified to all language levels, depending on the lesson aims and purposes as well as the creativity of the teachers. “While the idea of teaching culture is not new, teachers need to go beyond introducing traditional holydays, food and folk songs and incorporate a framework that enables students to understand the social aspects of the culture as well” ( Frank, 2012, p.10)

So, through the contextualization and description of the different theories, studies and some strategies one can notice that the teaching of culture is certainly a key factor in FLT. However, teaching culture has not received its due attention in educational contexts of third-world countries. As a result there is a lack of cultural awareness and knowledge on the part of the teacher about the importance that culture has within the English classroom.

The current review of the literature included some general and particular concepts and studies related to the research project that supports the topic that is going to be investigated. In the next chapter I present the methodology that will be carried out in order to develop in the best way possible this research project.

### **The Research Method**

This chapter refers to the respective methodology, method, procedures and tools that will be used to develop the study. Therefore, this chapter includes the research paradigm, research method, research design, type of research, the subjects, the sample, the settings, the instruments, techniques as well as the procedure that will be followed along the whole research method. In addition, it includes data analysis techniques that will be applied to carry out this research.

## **Research Paradigm**

The research paradigm selected to carry out this study is a post-positivism research paradigm, because the philosophy and basic beliefs of this paradigm best reflects the nature and intentions of the present study and provides an adequate methodology, methods and procedures to conduct and develop the research. Therefore, in this section is presented the contextualization of the paradigm, the main characteristics of the research method as well as the justification for choosing it.

Since post-positivism best equates with qualitative method and generates hypothesis through inductive reasoning (McGregor & Murnane, 2010), this paradigm and method strengthen the interpretation and understanding of the given phenomena (student-teachers perceptions towards cultural domain in the English language) through an inductive analysis.

According to McGregor & Murnane (2010) “instead of trying to explain how something operates, scholars strive to understand why it or people operate in the manner that they do (interpretation); or to reveal power relationships and structures” (p.422). Therefore, this paradigm attempts to interpret and understand the why of a social phenomenon, rather than explaining it. Understanding rather than explanation is sometimes regarded as the objective of post-positivist enquiry (Fox, 2014, p.3).

In this paradigm the intent of the research varies but can include: seeking patterns and commonalities (McGregor & Murnane, 2010). In this regard, the present study attempts to find patterns and commonalities in the participant's opinions and perspectives to generate hypothesis through an inductive analysis and interpretation. McGregor also stress that within this paradigm research should happen in natural settings rather than experimental settings in which the participants as well as the researcher are a central part of the research process.

Having contextualized the research paradigm, this research will be developed using a qualitative method since it fits the needs and procedures of the research. According to

Cresswell (1994, cited in Sogunro, 2002) A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (p.3). In other words a qualitative paradigm seeks to interpret and understand a social problem through subjectivity and experience of the researcher in order to provide detailed information in the form of texts and reports.

The primary aim of a qualitative research is to provide a complete, detailed description of the research topic. It is usually more exploratory in nature. (“Quantitative and Qualitative Research”, 2009). It means that qualitative research mostly seek to explore and describe a particular problem, individual or situation by providing a thick description.

According to Anderson (2006) the qualitative paradigm has the main following characteristics:

- a. An exploratory a descriptive focus
- b. Emergent Design
- c. Data Collection in the natural setting
- d. Emphasis on ‘human-as-instrument
- e. Qualitative methods of data collection
- f. Early and On-going inductive analysis

The reason to follow a qualitative method is that the nature of the research requires it since the study has to do with human perceptions, and therefore these are aspects concerning the understanding, and interpretation of human problems. It also provides a suitable and necessary methodology for developing the study. In addition, since the methods and instruments are questionnaires and interviews and seek to collect verbal information, this method will facilitate its analysis and interpretation more effectively. Finally, the results obtained, from the collection and data analysis will be shown through detailed texts and

reports. Therefore, this method fits the needs and objectives of the research in a more convenient way.

### **Research design**

To carry out this research project about describing the students-teachers' perception towards the target culture, and its inclusion within the English classroom, the present research about describing student-teachers perception about the inclusion of the cultural component, will be conducted, following a qualitative method and a descriptive research methodology. Therefore, questionnaires focused on the concept of culture and its relation to the English language will be applied individually to each participant in order to figure out what understanding about culture and the target (English) culture student-teachers have, and subsequently fulfill the first specific objective. The questionnaires will contain open-ended question that will be analyzed and interpreted very carefully to get a broad data about student-teachers' understanding from their varied perspectives. Afterwards, interviews will be applied in order to know more in depth the student-teacher's perceptions, and thus describe to what extend participants consider important the inclusion of the cultural component-based on their experiences and opinions, and in this way fulfill the second specific objectives. Finally, all the collected data will be transcribed, organized, analyzed, and interpreted and eventually results and conclusions will be released in the form of detailed texts and reports. Aspects that are explained more in depth in the data analysis section.

### **Research type**

The type of research to follow for developing this study is the "descriptive research". The definition, objectives, characteristics and justification for choosing this type of research are given below.

According to Fox & Bayat (2007) Descriptive research is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe



the situation more completely” (p.45). In addition, “descriptive research may be explained and characterized as simply the attempt to determine, describe or identify what is of a situation or problem” (Ethridge, 2004, p.24)“. In other words, as Olson, (2008:5) indicates “It can only describe the "who, what, when, where and how" of a situation, not what caused it. Therefore, a descriptive research will enable me to figure out and describe what participants perceive about the target, and how they perceive some cultural aspects. This will facilitate the data analysis in the questionnaire. The two most common types of descriptive research design are: observations, and Survey which is an interview with an individual, asking and answering questions about a specific topic.

Manganip (2012) summarizes the main characteristics of the descriptive research as follows:

- A. Descriptive research ascertains prevailing conditions of facts in a group or case under study.
- B. It gives either a qualitative or quantitative, or both, description of the general characteristics of the group or case under study.
- C. What caused the prevailing conditions is not emphasized.
- D. Comparison of the characteristics of two groups or cases may be made to determine their similarities and differences.
- E. The variables or conditions studied in descriptive research are not usually controlled.
- F. Descriptive studies, except in case studies are generally cross-sectional, that is, it studies the different section belonging to the same group.
- G. Studies on prevailing conditions may or can be repeated for purposes of verification and comparison.

The reason for selecting a descriptive research is that the present study seeks to describe and provide accurate data about the English student-teachers' cultural perceptions, describing the “who” (student- teachers), “what”(their perceptions about the inclusion of the cultural component), “when”, “where”,”(when and where the cultural component could be included based on the participants' perceptions) and “how” (the procedures and techniques to be followed when including the component). Moreover, since the aim of qualitative research is to describe a social problem, this type of research provides detailed information in order to fulfill this aim. Finally, this type of research also provides convenient instruments and techniques (surveys, questionnaires, interviews) that match with the research procedure.

### **Phenomenology research strategy**

The present study will be carried out using a phenomenological research strategy. In its broadest sense “phenomenology refers to a person's perception of the meaning of an event or what people experience in regards to some phenomenon or other and how they interpret those experiences. (Van Mannen, 1990). In other words, a phenomenological study attempts to understand and interpret human perception and perspectives of a particular event or phenomenon through the subjective understanding of participants and researcher's experiences. It involves obtaining data from multiple individuals who have experienced a phenomenon ( Kakulu, 2014). Therefore, the main goal of a phenomenological study is to describe a lived experience of an individual or group about a phenomenon (Waters, 2000).

According to Waters (2000) “researchers can use an interview to gather the participants' descriptions of their experience”(p.2) where they can encourage the participants “to give a full description of their experience, including their thoughts, feelings, images, sensations, memories, along with a description of the situation in which the experience occurred” (p.3). Thereby, through a phenomenological research one may obtain a deeper understanding of participants' opinions and perception about a particular phenomenon.

Main characteristics of phenomenological research:

- A. It investigates experiences as they are lived by those experiencing them, and the meaning that these people attach to them.
- B. Critical truths about reality are grounded in peoples lived experiences.
- C. There are four aspects of these lived experiences, namely: lived space; lived body; lived time; lived human relations.
- D. Phenomenology consists mainly of in-depth conversations.
- E. In phenomenology, the researcher and the informants are often considered as co-participants.
- F. Researchers' own experiences are with a phenomenon are included as a part of the study.
- G. A very important characteristic is that phenomenology is person-centered rather than being concerned with social processes, cultures, or traditions. ("phenomenology", 2008)

The main objective of the present study is to describe students-teachers perceptions about the inclusion of the cultural component. Therefore, to follow a phenomenological approach will facilitate the interpretation of participants' (and researcher's own) thoughts, and experiences in order to get a more complete understanding of their perceptions about the given event or phenomena.

### **Context of the study**

This research will be carried out in the VIPRI (Vicerrectoria de Investigaciones, Postgrados y Relaciones Internacionales) seat of the University of Nariño located in La Aurora neighborhood in the northeast of Pasto which is surrounded by some secure places. In this seat of the university are located the department of languages and education which provides teaching and training for those who want to teach languages (English, French and

Spanish) in the FLT context. It has two shifts (day and night) and offers education from 1<sup>st</sup> to 10<sup>th</sup> semester as well as language courses. VIPRI seat of the University of Nariño is located in Pasto city, department of Nariño, Colombia, South America.

### **Population and Sample**

The research will be carried out with English student-teachers of ninth semester from English and French program of the University of Nariño. The number of students of the semester is 28, both male and female between 21 to 30 years old. Most of them belong to a middle-low socioeconomic status.

The sample of this research will involve 10 pre-service English teachers of ninth semester from the English and French program. They are all aged 23 years, of which 5 are woman and 5 are men, and belong to the medium- high socioeconomic status. They have enough language proficiency to express their ideas, opinions and eventually perceptions about cultural domains.

To choose the participants of the study, a purposeful sampling strategy was selected. Purposeful sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). In this sense, all the participants, selected for the study, might be knowledgeable about and might have some experiences with the phenomenon or problem to be investigated since it has to do with aspects concerning their professional studies in regards to language and culture. In addition, the main goal of purposeful sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions. (“Purposive sampling”, 2012). Therefore, based on the judgment of the researcher, the participants are going to be purposefully selected in order to facilitate and answer the research question in the best way possible.

Within purposeful sampling strategies, a homogeneous sampling technique will be followed; that is, a sample whose units (e.g., people, cases, etc.) share the same (or very similar) characteristics or traits (e.g., a group of people that are similar in terms of age, gender, background, occupation, etc.). ("Purposive Sampling", 2012). Since the participants share some characteristics in terms of age, semester, language exposure and proficiency, a homogenous sampling would place a greater emphasis on depth and examination of commonalities or similarities (Palinkas, et al., 2013, p.8). Moreover, homogeneous sampling is used when the goal of the research is to understand and describe a particular group in depth. (Cohen & Crabtree, 2006)

In this regard, homogenous sampling fits the needs and objectives of the research, and consequently, patterns, commonalities and similarities in the participants' opinions and experiences might be found in order to obtain a think description of their perceptions about the inclusion of the cultural component.

### **Data collection: Research techniques and instruments**

**Interview.** The main instruments required to develop this study are interviews. An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. ("Interview Preparation", 2015). In qualitative research the interviewer tries to understand something from the subject's point of view and to uncover the meaning of their experiences. Interviews allow people to convey to others a situation from their own perspective and in their own words. (Kvale, 1996). Therefore, understanding and describing the individual's point of view may be the purpose of an interview:

The purpose of the qualitative research interview is to obtain descriptions with respect to interpretations of the meaning of what is described. During an interview an interviewee might gain new insights and change his or her descriptions and meanings. Different

interviewers can also produce different statements on the same themes. (Kvale, 1996, p. 47)

It is also of interest to find out in “what ways a participant’s “voice” might problematize assumptions” (Newton, 2012).

In this sense, through an interview the researcher tries to empathize with the individual in order to clearly understand the person’s feelings, thoughts and experiences, and thus obtain a more detailed data about the individual’s , perception of a particular topic. Despite of being extremely difficult to know exactly what an individual really thinks or perceives, an interview might allow researchers to create some true assumption about a case of study.

In the present study, the interviews consist of questions focused on opinions about the importance of culture and its inclusion within the English classroom, as well as opinions based on practicum experiences (see appendix B). The interviews are addressed to fulfill the second specific objectives. (The interviews will be conducted in participants’ first language to make them feel more comfortable in expressing their ideas and opinions).

**Survey.** Although the research is basically qualitative and therefore relies mostly on interview techniques and instruments, the research will also implement survey method techniques such as questionnaires in order to complement and search for relation patterns or similarities on the data. The questionnaires will consist of closed and open ended questions, focused on the concept of culture and its relation to the English language, and are intended to achieve the first specific objective (see appendix A). The participants will answer them individually (some few yes/no and multiple choice questions will be used, and the open-ended questions will be analyzed qualitatively). The questionnaires will reinforce the data obtained thorough the interviews, and then get a broad description about participants perceptions. Key (1997) defines questionnaire as:

“a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The research information is attained from respondents normally from a related interest area”.

In short, a questionnaire is as a set of questions designed to obtain desired and specific information about a particular topic.

Questionnaires are commonly used to obtain the following purposes.

- a) Collect factual information in order to classify people and their circumstances
- b) To gather straightforward information relating to people’s behavior, and attitudes
- c) To look at the basic attitudes/opinions of a group of people relating to a particular issue
- d) To measure the satisfaction of customers with a product or service. (Research & Consultation Guidelines , 2008).

In the next chart are included the techniques and instruments that will be applied in order to accomplish the specific objectives.

### **Research techniques and instruments**

**Title:** student-teachers perceptions about the inclusion of the cultural component in the English classroom.

**General Objective:** To describe the student-teachers’ perceptions about the target culture, and its inclusion within the English classroom.

<b>Specific objectives</b>	<b>Sample</b>	<b>Technique</b>	<b>Instrument</b>
a. To understand what the student-teachers perceive about the English culture in relation to language	Student-teachers	questionnaire	open ended questions
b. To understand the importance of including the English culture within the English classroom.	Students-teachers	interview	script

### **Data analysis**

The data will be analyzed using a content analysis method; that is, a technique for gathering and analyzing the content for the categorization of verbal or behavioral data for the purpose of classification, summarization and tabulation. (Kakulu, 2014). In addition, a conventional content analysis is generally used with a study design whose aim is to describe a phenomenon (Hsieh & Shannon, 2005). The content can be words, phrases, sentences, paragraphs, pictures, symbols, or ideas (Kakulu, 2014). Therefore, the data in the interviews and questionnaires will be first carefully transcribed, and organized, and it will be read meticulously in order to achieve immersion in the transcripts and highlight the exact words from the text that appear to capture key thoughts or concepts about the participants' perceptions towards the cultural domains (Hsieh & Shannon, 2005). Then, the data will be coded by systematically searching data to identify and categorize specific observable characteristics, opinions and perspectives. (Kakulu, 2014, p.12). Therefore, through a process of coding, that enable the researcher to categorize the data, some common patterns and relationships in participants' opinions and answers will be found. Subsequently, a process of interpretation that can be defined as “the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings (‘‘Interpretation of Data: The Basics’’, 2014) will be carried out, using an inductive analysis method where categories (common opinions, patterns, etc.) are step by step reduced in order



to generate hypothesis about the student-teachers perception about the inclusion of the cultural component.

Finally, it is important to say that to make easier the overall data analysis process, the NVivo computer program will be used which is a qualitative data analysis software package for research. It is used to code and analyze qualitative data, such as filled in questionnaires, open-ended surveys, transcriptions of focus groups or other text-based data (Kakulu, 2014, p.13).

### **Administrative Aspects**

#### **Timetable**

In this present chapter, I will present the timetable with the list of events and activities arranged to happen in the expected time. This study is expected to be concluded within four months, September, October, November and December of the year 2016 in which the respective permission will be asked to the language department, and the interviews and questionnaires will be applied, analyzed and interpreted, and eventually, results and conclusions will be released in a detailed academic article.

Note: the project development will be achieved in the previous months of the study

<b>MONTHS</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
<b>ACTIVITIES</b>				
Permission from the department	☺			
Paper development		☺		
Approval of the paper		☺	☺	
Study presentation				☺

- Permission to the language department: September
- Paper development will take place during October
- Approval of the paper will take place during October - November
- The study presentation will take place during the first weeks of December.

**Budget**

The budget needed to carry out the study will be about 250.000 Pesos, in order to buy or hire the tape recording, print the questionnaires and the whole article, and offer some presents to the participants for their collaboration.

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**University of Nariño**  
**Linguistic and Language Department**  
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**Appendix A: QUESTIONNAIRE**

**Objective:** To find out and describe what the student-teachers know about culture and the target (English) culture in relation to language

Answer the following questions in English; if you have any difficulty; feel free to answer in Spanish. Be honest when answering. Your answers and identity will be confidential and they will be used for academic purposes only.

1. Which of the following aspect do you relate culture with? (choose two)

- a. Customs, traditions, gastronomy
- b. Ethnicity, national identity
- c. Arts, music, literature
- d. Language and gestures
- e. Ideas, work, study
- f. Others

2. What do you think is the relation that culture has with language?

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3. Which cultures have been discussed in your English class?

- a. Your own culture
- b. Anglophone cultures
- c. Other cultures

4. What cultural aspects about the Anglophone culture have been discussed during your career? Write them:

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5. Have you done research about the cultural aspects of the English culture by your own?

Yes\_\_\_\_\_ No:\_\_\_\_\_

Why \_\_\_\_\_

Why not? \_\_\_\_\_

6. Do you consider that the cultural aspects of the English language need to be included in the high school English classroom? (optional)

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Justify your answer:

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7. Give a short definition of culture

Culture: \_\_\_\_\_

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### Appendix B: INTERVIEW

**Objective:** To comprehend the importance of including the target (English) culture in the English classroom (based on participants' ideas and opinions).

To find out the student-teachers' experience about the inclusion of the target culture in their practicum

1. What do you know about the Anglophone cultures? (breaking the ice question)
2. How do you feel when you learn something about Anglophone cultures?
3. What ideas or opinions do you have about the people and lifestyles of Anglophone cultures?
4. Do you consider that student-teachers should be acquainted with the target (English) culture? Why? Why not?
5. Do you think it is important and necessary to incorporate the cultural component in your English class? Why? Why not?
6. Including the target culture might have positives or negative effects in students' language learning and communication? How or why?
7. Have you applied the inclusion of the target (English) culture in your practicum? (if so)
8. What kind of cultural knowledge have you taught in your English class?
9. How would you include the cultural knowledge in your English class (practicum)?