



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

**Facultad de Lenguas**

## **RAISING CULTURAL AWARENESS IN THE PROCESS OF LANGUAGE LEARNING**

**Tesis presentada para obtener el título de:  
Licenciatura en la Enseñanza de Lenguas Extranjeras**

**Presenta:  
Edith Canales Vega**

**Director de tesis:  
Mtro. Ismael Mauro Jiménez Gómez**



**Puebla, Pue.**

**Enero 2015**

**“Raising Cultural Awareness in the Process of Language Learning”**

**A Thesis Submitted to the school of Languages for the Degree of**

**Licenciatura en la Enseñanza de Lenguas – Inglés**

**Facultad de Lenguas Modernas LEMO**

**By: EDITH CANALES VEGA**

**Benemérita Universidad Autónoma de Puebla**

**Raising Cultural Awareness in the Process of Language Learning**

**This thesis has been read by the members of the Thesis Committee of**

**Edith Canales Vega**

**And is considered worthy of approval in partial fulfilment**

**of the**

**requirement for the degree of**

**LICENCIATURA EN LA ENSEÑANZA DE  
LENGUAS EXTRANJERAS**

---

**Mtro. Ismael Mauro Jiménez Gómez**  
**Thesis Director**

---

**Dr. Celso Pérez Carranza** **Dra. María del Carmen Castillo Salazar**  
**Committee Member** **Committee Member**

January 2015

## **ACKNOWLEDGMENTS**

I am thankful to God in the first place, for He is my guide in the most important things in my life, and in the second place I would also like to thank the Benemérita Universidad Autónoma de Puebla, particularly the Languages Faculty, for offering the program in English teaching.

I am very grateful to some people who worked hard with me from the beginning to the completion of the present research, such as my supervisor, Mtro. Ismael Mauro Jiménez Gómez, who was always generous during all phases of the research and who supported me all the time, and I highly appreciate the support of Dr. Celso Pérez Carranza with the facilities for information, which was very helpful.

Finally, I would like to thank my husband, R. Daniel Barrera Fuentes, who helped me with the management of the computer when I had problems, as well as my colleagues, who always supported me, especially, Mtro. Denis Spence who was always helping me about my project and encouraging me to work as hard as possible.

## **DEDICATIONS**

This work is dedicated to:

My God, my creator and my guide

My husband Daniel and my sons, Isaac e Ivan

All teachers and knowledge seekers.

## ABSTRACT

This work is going to help students who are studying English as a foreign language at Universidad Autónoma del Estado de Hidalgo., in Preparatoria Dos. They are good students because they have passed the A2 level of the Common European Framework or TOEFL with 450 points and do not have to attend English classes anymore. However, they show a poor appreciation of the culture of their own native language. Some of them have lived in the United States or have studied English in private schools, and it seems like when they learnt English, they forgot many things about their own culture.

This situation is a problem for many of them because they know that they need to practice for maintaining their fluency and not to forget vocabulary, grammar etc. The teachers of English and the people of DUI (Departamento Universitario de Idiomas) are worried about this and are looking for a way to help them.

To further investigate this group, some of them were interviewed, and it was discovered that most of them show negative attitudes toward their own culture, especially the cultural cringe problem (refusal of their own culture). It has been seen that this refusal is generally against the ethnic people. These students have not understood that the learning of a foreign language does not mean forgetting their origins, their traditions or their people; it is just a cultural interchange where one can take the good things of both cultures.

This work, "**A historical Site**", shows the development of an activity outside the classroom, and at the same time motivates the students to research their state and region, thus increasing their cultural awareness of their own culture. They are also going to prove their organization and responsibility.

The students are going to present this work orally as a final exposition. They have two options in doing this: they do the exposition in the selected place in a real environment, or they do it in an assigned classroom using the TICs as much as necessary.

This project attempts to increase the cultural awareness in students who have a good level of English, but with little interest in knowing more about their own culture. The idea is that they will become proud of their country and region.

## TABLE OF CONTENTS

Acknowledgements .....	i
Dedications.....	ii
Abstract .....	iii
Table of contents.....	v
List of tables and graphs .....	viii
List of abbreviations .....	X

### CHAPTER I: INTRODUCTION

1.1 Presentation.....	1
1.2The research problem.....	2
1.3 The research questions .....	4
1.4 The objective .....	4
1.5Justification .....	5
1.6 Significance .....	5
1.7 Delimitations .....	4
1.8 Key terms .....	6

### CHAPTER II: LITERATURE REVIEW

#### Theoretical Framework

2.1Introduction .....	7
2.2 Historical background .....	7

2.3 Raising cultural awareness in the process of language learning .....	8
2.4 Advantages and disadvantages of being aware of the individual's own language and the language that he/she is learning .....	9
2.5 The importance of raising cultural awareness in the process of language learning .....	11
2.6 Cultural awareness, cultural values, beliefs and perceptions in language learning.....	15
2.7 Levels of cultural awareness in language learning .....	20
2.8 Approaches for raising cultural awareness in the process of language learning.....	21
2.9 Activities for raising cultural awareness in the process of language learning.....	21
2.10 Teaching activities for raising cultural awareness in the process of language learning .....	23
2.11 Difficulties in raising cultural awareness in the process of language learning .....	26
2.12 Studies on teachers' activities for raising cultural awareness in the process of language learning.....	26
2.13 Commentary on teachers' activities for raising cultural awareness in the process of language learning .....	27
2.14 Cultural awareness and other factors .....	28
2.15 Benefits of gaining cultural awareness in language learning.....	29
2.16 Summary .....	29

### **CHAPTER III: METHODOLOGY**

3.0 Abstract .....	31
3.1 The research approach .....	31
3.2 Participants.....	31
3.3 Description of the research .....	32
3.4 Description of the instrument.....	33

3.5 Procedures .....33

**CHAPTER IV: RESULTS AND DISCUSSION**

4.0 Abstract .....34

4.1 Teachers’ questionnaires .....34

4.2Students’ participations .....34

4.3Teachers’ Background .....35

4.4 Perceptions about the results of the instrument .....36

    4.4.1Results for question one .....36

    4.4.2 Results for question two .....37

    4.4.3Results for question three.....38

    4.4.4 Results for question four.....39

    4.4.5 Results for question five .....40

    4.4.6 Results for question six .....41

    4.4.7Results for question seven .....42

    4.4.8Results for question eight.....43

    4.4.9 Results for question nine .....44

    4.4.10Results for question ten.....45

4.5The results for open ended questions .....46

4.6Comparison of the results.....50

    4.6.1 Comparison of the results for questions 1,2, and 9 .....52

    4.6.2Comparison of the results for questions 3,4,5,6,7,8, and 10 .....53

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

5.0 Abstract .....	52
5.1 General conclusions .....	53
5.2 General recommendations .....	54
5.3 Implication of the study.....	54
5.4 Delimitation of the study .....	55
5.5 Suggestions for further research .....	55

<b>REFERENCES</b> .....	<b>57</b>
-------------------------	-----------

<b>APPENDIXES</b> .....	<b>62</b>
-------------------------	-----------

## **LIST OF TABLES AND GRAPHS**

Table 3.1 Three sort of choices according to Liker-scale .....	33
Table 4.1 Teachers' opinions for questions 11-12.....	46
Graph 4.1 The importance of target language's culture .....	36
Graph 4.2 The importance of students' native language .....	37
Graph 4.3 Learn a foreign language and part of its culture without losing part of one's own culture .....	38
Graph 4.4 The teachers of English face some obstacles when they introduce something of their own culture.....	39
Graph 4.5 The interest of the students about their own language's culture and the target language's culture .....	40
Graph 4.6 Some students were not interested in knowing about the target language's culture .....	41

Graph 4.7 It is important to introduce cultural information in a balance .....	42
Graph 4.8Some students loose interest in their own culture when they know ESC (English as a Second Culture).....	43
Graph4.9There are some students who seem dismiss the interest in their own culture and they see it as inferior to the language’s culture.....	44
Graph 4.10It is important to use some strategies before and during a cultural class. .....	45
Graph 4.11 Comparison of responses to questions 1,2, and 9.....	48
Graph 4.12Comparison of responses to questions 3,4,5,6,7,8, and 10.....	50

## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Long Form</b>
1. EFL	English as a Foreign Language
2. ELT	English Language Teaching
3. EFL	English as Foreign Language
4. ESL	English as a Second Language
5. TESOL	Teachers of English to Speakers of Other Language
6. NABA	North America , Britain , and Australia
7. ELT	English Learning Training
8. TEFL	Teaching English as Foreign Language
9. ESC	English as a Second Culture
10. TEFL	Teaching English as Foreign Language
11. TICs	Technologies of Information and Communication
12. NABA	North America, Britain and Australia

## CHAPTER I: INTRODUCTION

### 1.1 Presentation

International understanding is one of the most important goals of education, and the English language is known as the world's language. However, the understanding of cultural differences among the various subcultures within a pluralistic society is equally important because intercultural understanding is emphasized in education and society.

Besides, it is important for teachers of English when they select a cultural goal to take societal factors into consideration, as well as the cultural content of the foreign language class, due to the fact that some students of the bachillerato level are extremely interested in the people who speak the language they are learning, what they are like and how they live. On the other hand, Kenneth Chastain, 1970 argued, that " they know very little about the basic aspects of their own culture and most of them are too young to have the needed experiences to gain more than a superficial knowledge of the cultures of other countries, or even of the subcultures within their own society" (Kenneth Chastain, 1970).

Cultural awareness understanding is an indispensable part of second or foreign language acquisition. Knowledge about the foreign culture is very important for language teachers, even for those whose students only need reading skills. Dilin liu comments in Journal, volume 52, "The materials used in EFL today are directly and indirectly adopted from NABA (North America, Britain and Australia) publications. For those teachers whose students need to interact with native speakers, cultural background knowledge is needed; EFL teachers will find it difficult to understand, not to mention teaching the institutional material. It should be made clear, however that studying it or following its neither sociocultural customs, nor does it mean losing one's own culture better. Also, cultural study in ESOL is meant to empower the students to become competent English users in their own terms" (Liu Dilin, January 1998, Journal, Volume 52/1).

Cem and Alptekin cite Brumfit (1981), who investigated about the problems with" the rationale lack of experience although practical advantages do exist in teaching and presenting the target language in relation to its own culture, there are

several problems associated with this approach. To begin, it forms part of the 'strange paradox' that while in mother-tongue teaching the clarity of children's ability to express themselves is emphasized, in foreign language teaching learners are forced to express a culture of which they have scarcely any experience. Secondly, developing a new identity, or what Byram calls 'otherness' as a result of one's sudden exposure to the target-language culture, is likely to cause a split between experience and thought which is conducive to serious sociopsychological problems, affecting the learners' mental equilibrium negatively.

Anomie (Alptekin, 1981) and regression (Green, 1977) are perhaps the worst of such problems in that, among other things, they are associated with reluctance or resistance to learning (Alptekin, 1981). Here, it could be added that another result of one's sudden exposure is a cultural cringe problem, a situation where the students love to speak about the target language's culture, but they don't like to speak about their own language's culture because they feel ashamed of it, or sometimes just for convenience because they feel that if they speak about the target language's culture they are going to be more acceptable or more interesting to the people of that country" (Cem and Alptekin, 1981).

In this project, these students are going to practice their English, they are going to learn about their own culture, their customs and their people, and they are going to give a service to the society of their state.

## **1.2 The research problem**

Although there are some advantages when teaching and presenting the target language in relation to one's own culture, there are several problems associated with the approach as well. To begin with, it forms part of the "strange paradox" that, while in mother-tongue teaching the clarity of children's ability to express themselves is emphasized, in foreign language teaching learners are forced to express a culture of which they have scarcely any experience (Brumfit, 1980, 1995).

At Universidad Autónoma del Estado de Hidalgo in Preparatoria Número Dos there is a group that is more vulnerable to this situation. These students have a

good level of English because they have reached the A2 level of the Common European Framework or TEFL with 450 points, most of them come from a polycultural society, and some of them have lived in the United States for some years or have relatives living in the United States, Canada or England. However, they are not very interested in knowing about their own culture, customs or people. They do not take English classes during the bachillerato studies, they do not practice their English in the self-access (Autoaprendizaje), and they do not participate in any English activities during the three years of the Bachillerato.

This group of students belongs to a privileged group in the school because they can speak English very well, but they seem very apathetic when they listen to something about their own culture.

Based on the way they observe the similarities and differences between their culture and that of the language they are studying, it is apparent that they know very little about the basic aspects of their own culture.

Many years ago, Kenneth Chastain said that "if the students are from a cosmopolitan society they are familiar with cultural diversity. On the other hand students who are products of rather closed society will probably have less interest in other cultures and subcultures" (Kenneth Chastain, 1970, 283).

Once this problem was observed it became important to look for the cause of the problem, because it is worrying that American or British teachers are not interested in knowing a little about the Mexican culture. Although their agenda might be well-intentioned, its effects can be harmful, because it ignores cultural differences and encourages students to adopt ideas and practices that are valued in NABA (North America, Britain and Australia), but may not be very useful in their home environment. So, they express themselves in whichever way they choose without giving rise to the unintentional conflicts or misunderstanding frequently caused by lack of intercultural competence. (Liu Dilin, January 1998, ELT journal, 59).

It is true when Martin Hyde says "to be able to select, accept, or reject ideas, concepts and pressures, especially those emanating from other and dominant cultures, people have to be equipped with good knowledge of their own culture and history. This provides the bedrock upon which to judge. Establishing this

bedrock in students should be a cross-curricular goal. English is situated at the interface of foreign and native cultural values to a greater use around the world, and because it is the linguistic vehicle of the dominant twentieth-century cultures”(Hyde,ELT journal,January 1998).

### **1.3 The research questions**

The main question of the study is the following:

**How to increase cultural awareness in students who have a poor appreciation of their own culture?**

### **1.4 Subsidiary questions**

The subsidiary questions are the following:

- Is it possible to learn a foreign language and part of another culture without losing something of one’s own culture?
- What kind of obstacles do the teachers of English in Mexico encounter when they introduce something about their own culture?
- What should the Mexican teachers of English do before they introduce something about Mexican culture in their class?
- What kind of strategies or methodologies should the Mexican teachers of English use when they introduce something about Mexican culture in their class?
- Have the teachers of English at bachillerato level obtained enough cultural awareness to transmit it to their students?

### **1.4 The main objective**

The study aimed to investigate how to increase cultural awareness in Bachillerato students, especially those who have a poor appreciation of their own culture.

Additionally, this research is going to determine the obstacles to increasing cultural awareness in some students at Preparatoria Número Dos, and mainly it will attempt to create a specific activity to face these obstacles. Besides this, it is

going to help students having “cultural cringe” problems to be proud of their own culture, as well as to understand that when they learn another language and, of course, its culture they need not forget their own culture or identity. It is just a cultural interchange.

### **1.5 Justification**

This study is going to present an activity with the sample group for the purpose of improving awareness of one’s own culture in the process of language learning. Besides, it will help them to develop good cultural competence because cultural competence is an ability to understand, communicate with, and interact with people across different cultures.

“Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. Cultural Competence refers to an ability to interact effectively with people of different cultures . . .”(Martin, M. & Vaughn, B. 2007).

### **1.6 Significance of the study**

This study is going to be significant for English language teachers because they are in the teaching field and need to work professionally and also face the current challenges regarding the behavior and attitudes of the students. Besides, It will also be important for school principals and English Department supervisors because they care about improving students' achievement through the professional development of their teachers .

### **1.7 Delimitations**

The study is going to deal with some students from Escuela Preparatoria Número Dos at Universidad Autónoma del Estado de Hidalgo. These students do not attend English classes anymore because they have passed the A2 level of the Common European Framework or TEFL with 450 points. They are going to do extra work like service for the university and for their community too.

## 1.8 Key terms

Culture: The way of life, especially general customs and beliefs of a particular group of people at a particular time (Cambridge University Press,1995, pg. 334).

Subculture: The way of life, customs and ideas of a particular group of people within a society, which are different from the rest of that society (Cambridge University Press,1995, pg. 1450).

Language: A system of communication consisting of a set of small parts and a set of rules which decide messages that have meaning (Cambridge University Press,1995,pp. 795).

The method of human communication, either spoken or written, consisting of the use of words in an agreed way (Oxford University Press, 1998, pg. 454).

Target Language: A language into which you are translating (Cambridge University Press,1995, pp. 1491) .

Culture Gap: Difference in ways of thinking and behaving between teenagers and their parents (Cambridge University Press,1995, pp. 334).

Cultural Cringe: The fear that your own country ´s culture is not as good as that of other countries (Cambridge University Press, 1995, pp. 334).

Mother Tongue: The first language that one learned when one was a baby, not a language learned at school or as an adult (Cambridge University Press,1995, pg. 920).

Background: One´s family and experience, education, living conditions,and economic situation. It can also mean the conditions that existed before a particular event happened, which help to explain why it happened (Cambridge University Press,1995, pp. 90) .

Racism: The belief that some races are in inherently better than others. It is a racial prejudice or discrimination (Cambridge University Press, 1995, pp. 1166).

Ethnocentrism: Evaluating other races and cultures of humankind (Oxford University Press, 1998, pp. 273).

Bedrock:Basic facts or principles: (e.g the bedrock of one´s beliefs.) (Oxford Advanced Learner´s Dictionary of Current English, Fifth Edition,1995, pp. 94)

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This chapter is a review of the theoretical works related to Cultural Awareness in the Process of Language Learning. First, it shows the historical background of some studies of “cultural cringe” at the bachillerato level, students who have a poor appreciation of their own culture and their attitudes to acquiring the culture of a foreign language.

It includes a description of some obstacles, as well as suggestions mentioned in the different investigations of the theme. Finally, it mentions how this work confronts the “cultural cringe”.

### **2.2 Historical background**

In Hidalgo there are five public Preparatorias incorporated to the Universidad Autónoma de Estado de Hidalgo. Preparatorias 1,3 and 4 are in Pachuca, capital of the state. Preparatoria 5 is in Ixmiquilpan, Hidalgo, and Preparatoria Número Dos in Tulancingo Hidalgo, the place where this work will be done.

This school was created on May 18<sup>th</sup>, 1966 by the University Council in an area of 7 acres situated at Francisco Mendoza No.100., Col. Plan de Ayala.

Prepa Dos is the only public school in Tulancingo, so one can find students here from different social and ethnic groups, with a study program which includes English during all six semesters. However, there is a group of students who do not take English classes anymore because they have passed the A2 level of the Common European Framework or reach 450 points or more in the TOEFL exam.

Unfortunately, it was observed that many of these students have a problem of culture cringe. They have a poor appreciation of their own culture, so it has been decided that as they do not take classes of English anymore, they can do a good service to the University, to their society and to themselves by learning cultural competence.

To get a better understanding of cultural diversity it is important to have a good appreciation of the native culture and be proud of one's culture because finally,

when one is learning another language and its culture, this is just a cultural interchange.

### **2.3 Raising cultural awareness in the Process of Language Learning**

Brunso Philips (1991) defines culture as “a set of rules for behavior. You cannot ‘see’ culture because you cannot see the rules; you can only see the products of culture, in the sense that you can see the behaviors the rules produce. Yet, cultural rules do not cause behavior, they influence people to behave similarly, in ways which help them to understand each other”. Brunso pointed out that “cultures borrow and share rules. Every cultural group has its own set of core behavioral rules and is therefore unique; yet some of the rules of Culture A may be the same as the rules of Culture B. This happens because cultural rules evolve and change over time, and sometimes when two groups have extensive contact with one another, they influence each other in some areas. Thus two groups of people may speak the same language, yet have different rules about roles for women. Understanding this helps us avoid becoming confused when a person from another culture is so much like you in some ways, yet so different in others” (Carol Brunso Philips, 1991).

According to the last idea there is a good definition of cultural competence: “cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations” (U.S. Department of Health and Human Services – Office of Minority Health).

Into the process of language learning, cultural awareness is important and to contribute to a system’s, institution’s, or agency’s ability, there are five steps to become more culturally competent:

- Valuing diversity
- Having the capacity for cultural self-assessment
- Being conscious of the dynamics inherent when cultures interact
- Having institutionalized culture knowledge

- Having developed adaptations to service delivery reflecting and understanding of cultural diversity. (Cross, T., January 1998, B., Dennis, K., and Isaacs, M., 1989, toward a culturally competent system of care (Vol. 1). Washington, DC: Georgetown University).

These five steps can appear at every level of an organization, including policy making, administration, and practice. Besides, these factors should be reflected in the attitudes, structures, policies and services of the organization.

Although this learning resource was developed in courses of psychology and education, these factors are very important to know for the present project.

It is hoped that this information will enhance the quantity and quality of globalization, and the awareness for reaching cultural competence, so that students are better prepared for intellectual and societal changes, able to identify cultural differences as part of their life.

During this process there are three different aspects:

- The cycle or stage of adjustment
- The levels of cultural awareness
- Changes in attitudes toward cultural differences” (My Third Life, September 2012).

#### **2.4 Advantages and disadvantages of being aware of the individual’s own language and the language that he/she is learning**

The process of language learning implies some factors that can either make it easier or complicate the process. Teachers of languages should be aware of these factors (advantages or disadvantages), because these influence students’ behavior and performance within the language.

Relationship, cultural understanding, cultural awareness, cultural values, cultural beliefs, self-esteem, self-confidence, economical aspects, socio-cognitive, socio-emotional development, personality, behavior, attitudes and aptitudes, among other factors, should be considered and analyzed in order to discriminate advantages and disadvantages.

One of the most important advantages of awareness of one's own language in the process of language learning is that the students have enough pride in their own language and culture. In this way, if the students assimilate the similarities and differences between their own language's culture and the culture of the language they are learning, they are going to find the language learning easier.

A second advantage, not less important, is the students' awareness of the advantages they obtain if they speak another language. The people who communicate fluently in another language, (in this case Spanish and English) are known as bilingual (bilingualism). "The practice of alternately using two languages will be called bilingualism and the person involved, bilingual" (Uriel Weinreich, 1968). Being bilingual represents many opportunities in life; a person can find a better job with a higher salary and better conditions. If they are studying they can have the opportunity of an interchange with the country of the language they are learning, and a better opportunity to communicate with foreign people and build new relationships. This consciousness transfers into their self-image and forms part of their self-identity.

I spoke of bilingualism because the sample group in this research is considered bilingual, and they are very much aware of their special talent, and try to make good use of it; unfortunately, they are too conscious of this advantage and have a poor appreciation of the culture of their own language (cultural cringe problem), so their knowledge is considered to be incomplete.

A cultural advantage in learning another language, especially in "historical site" work (an activity proposed in this research) is that the students have a remarkable cultural understanding because they are exposed to other cultures. Masayo Yamamoto (2001) in his book "Language Use in interlingua families" says that "bilingualism is useful to cross cultural understanding". So, the students will be able to speak to people from different countries and cultures exposes them to different ways of thinking.

## **2.5 The importance of raising cultural awareness in the process of language learning**

The Universidad Autónoma del Estado de Hidalgo (UAEH) incorporates English teaching in the middle high level with the purpose of contributing to the integrated formation of the students in order to satisfy the societal demands of a globalized world and get highly competitive people from the working, social and personal fields into the national and international circles” (Official Program of Universidad Autónoma del Estado de Hidalgo, 2014, Inglés III). Proficiency in a foreign language allows students to maintain and update their knowledge of culture, science and technology. In the same way, it lets the students exchange and increases their cultural and social knowledge of another country.

The six levels which form the bachillerato program allow the students to develop listening, speaking, reading and writing skills in English, understand common phrases and expressions, and communicate in doing simple and common tasks.

After these six levels, the students can reach the A2 level of the Common European Framework. However, there are students who enter the bachillerato with this level, so they do the exam and do not attend English classes anymore; instead, they have the opportunity to take German or French classes until the fourth semester.

This situation is worrying for many of them and for the people of DUI (Departamento Universitario de Idiomas) too, because it is known that practice is needed to retain one’s fluency, vocabulary, knowledge of grammar, etc. In addition, the dominance of the foreign language lets the students maintain and update their knowledge of the target language, as well as science and technology, because the most advanced information is in English. Also, by speaking English, students exchange and increase their cultural and social knowledge of another country.

Upon further investigation of these students, it was discovered that many of them show evidence of a cultural cringe problem, demonstrating very little interest in their own culture.

There are some factors which can aggravate these attitudes, but the most important is the environment. Some of the students often go to the U.S.A., another group has relatives there, and others have lived in the U.S. A. for a long time. Another situation is those students who have learnt English in some famous language schools, which gives them a high level in the target language. However, this kind of school contributes to the cultural cringe problem, so it is important to develop some activities or strategies which can help to eliminate these attitudes and allow them to recover the interest in their own culture that they lost because they did not understand that the learning of a foreign language is not the forgetting of their origins, their traditions or their people, but just a cultural interchange, where one can take the best from both cultures.

Furthermore, although it is recommended that the above students do research called "Historical Site", the same research could be done with groups of other levels, students who are in fifth or sixth semester.

The topic to develop is "Narración de historias y sucesos ocurridos, Solicitar información de manera oral y escrita sobre sucesos pasados". It describes the required tools to obtain the skills of communication, and if we speak about competences," Las competencias extendidas expresan información del entorno inmediato en un discurso oral o escrito en una segunda lengua y producir textos y/o composiciones coherentes y creativas, con base en el uso normativo de la lengua, considerando la intención y situación comunicativa" (Universidad Autónoma del Estado de Hidalgo, Programa Académico de Bachillerato 2014, Inglés III, unidad uno).

To get the cultural awareness competence, a "historical site" activity is suggested. The instructions for this work are going to be given in a classroom, but the development and preparation of the material are going to be in the students' homes. When they need help, they can ask their English teacher. The exposition is going to be at the historical site.

The reason for this theme is because it is needed for recovering and reinforcing a cultural awareness in students with a cultural cringe problem, as was discovered in students learning English as a foreign language at Preparatoria Número Dos. Following the ideas of this thesis, teachers of English will be able to work more carefully when they introduce something about the target language's culture, because they should remember that learning another language, and of course, another culture, does not mean abandoning the Mexican culture.

Martin Hyde says "to be able to select, accept, or reject ideas, concepts and pressures, especially those emanating from other and dominant cultures, people have to be equipped with good knowledge of their own culture and history. This provides the bedrock upon which to judge. Establishing this bedrock in students should be a cross- curricular goal. English is situated at the interface of foreign and native cultural values to a greater use around the world, and because it is the linguistic vehicle of the dominant twentieth- century culture"(Hyde Martin,1991).

This fact is important to understand, as Mexican teachers of English need to be careful when they introduce something about culture in their classes. When the word culture is used, it should refer to the culture of, Mexico's and the target language's culture, because the learning must be a cultural interchange wherein both cultures contribute to the knowledge of the learners.

This way, the learners are going to reaffirm their knowledge of their own culture and at the same time they are going to be more prepared to receive the cultural information of the target language in a more aware way. It must be understood that culture is an important component in the teaching of a foreign language, as the ability to interact with speakers of other languages depends not only on language skills, but on the comprehension of cultural habits and expectations. Understanding a foreign language, but not the culture, does not insure understanding the speaker's ideas and motivations.

Nowadays, the inclusion of culture in class is one of the basic goals of education in the modern, interdependent world community of nations. It understands, the success of learning depends on the degree to which teachers of

English give their students information about the basic similarities and differences between their culture and the target language's culture. Intercultural understanding is directed toward education and society, and the cultural goal is the most important in justifying the study of a foreign language. Cultural competence is the social awareness that everyone is not like oneself, that the different cultures and backgrounds affect how one thinks and behaves, and that this awareness allows a person to behave appropriately and perform effectively in culturally different environments.

With the ideas of this thesis the students are going to get a higher awareness of their culture, because when they do research about a historical place they are going to need lots of information in order to give a good exposition, and therefore must be completely involved. It is certain that when they finish their work they are going to feel proud of their country's culture.

Another important thing, this project is going to make up for the lost time of the students who passed A2 level and since then have not attended English classes, have not practiced their English, nor read anything in English. Some of them studied very hard before the A2 level exam, but they did it just so that they would not have to go to English classes anymore. This attitude leads to a loss of fluency, vocabulary and general knowledge of English. This project is going to show the UAEH what to do with the students who have got the A2 level. The students will also help their communities.

Nowadays, English learning training is focused on the teaching of English through competences, and culture is one of these competences.

To conclude, cultural knowledge in the acquisition of a foreign or a second language is considered an important competence to develop in the Process of Language Learning Project. "Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations"(U.S. Department of Health and Human Services – Office of Minority Health).

## **2.6 Cultural awareness, cultural values, beliefs and aptitude in the process of language learning**

Della Chiesa Bruno assumes that today, “Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before” (Bruno Della Chiesa, 28 February 2014).

During the last few years, many international approaches have appeared in education policies in contexts of diversity. They have focused on the role that individual representations play in motivating non-native language learning. They try to find out if some students are better at learning English than others, and if some countries are better at teaching languages than others. It is understood that multilingual education prepares better young learners to act in today’s world.

In 1987, Young argued that teaching and learning strategies should vary according to the language community the learner belongs to. He pointed out that language teaching methods cannot be implemented only within the language learner context: teaching methods must be adapted to the specific learning style of different ethnic groups (Young 1987).

Hansen-Strain found that students who belonged to a traditional oral culture tended to speak more in interpersonal involvement than students from a traditional written culture.

Banya and Cheng’s study investigated the interplay of students’ beliefs about foreign language learning and teachers’ and students’ beliefs across cultures. Their objective was mainly to uncover similarities and differences between teachers’ and students’ beliefs using a comparative analysis. The results showed that Chinese and American teachers differ in their general beliefs.

In another study with Japanese and Americans at Georgetown University, the differences were with respect to organization and participation within the classroom setting in general, and “perceptions of what constitutes good student and good teacher behavior” (Lutz, 1990, pp. 148).

Another important factor in the process of language learning and pluralism is to consider cultural values and beliefs. Affective factor is another important area of culturally influenced learner variability. “Good language learners manage

the emotional and motivational challenges of language learning effectively” (Schumann,1975) according to (Stern,1983).

Stern argues that the process of language learning can be traumatic and result in a culture shock. Hofstede believes that culture shock is caused when appropriate behavior, language, underlying beliefs, values, and attitudes are questioned, and that they should be re-negotiated in a new cultural context. In other words, the student of a foreign or second language needs to return to his/her childhood, where he/she needs to learn the simplest things again.

Acculturation plays an important part in the cultural processes in language learning. Third space construction and the development of cultural competence are parts of the acculturation process; however, obtaining cultural competence is very complex and multi-faceted, dynamic and changeable, and it includes the affective and cognitive dimensions and “It is connected to cultural sensitivity, cultural awareness, and empathy as well as the ability to change perspectives and put oneself into the other person’s shoes. These qualities allow the good language learner to ‘navigate smoothly between different cultural and language worlds’ ”(Finkbeiner, 2006, pp.28)

Kramersch speaks about “a sphere of interculturality’. This is the relation between one’s own culture and language (‘C1’) and the new culture and language (‘C2’)”(Kramersch,1993,pp.205).

Once one understands the similarities and differences between C1 and C2, one can construct something new, a third culture or a ‘third space’, namely the learning of a third language and the acquisition of a third culture.

Kramersch, Bhabha, Selinkers and Finkbeiner recognize a “third space”. “It is not a physical place. It is a highly active, cognitive, and effective state, it is a ‘dynamic, fluid, fuzzy, and non-conforming as well as non-normative’ construct which ‘questions existing beliefs, values and feelings about one’s self and about who we are’”( Finkbeiner, 2006, pp. 28). He argues that the third space construction as the development of cultural competence occurs in the acculturation processes. The construction of cultural competence is highly complex and multi-faceted; it is dynamic, changes constantly and involves the affective and cognitive dimensions.

Speaking about successfully teaching a language, it is necessary that language teachers become familiar with different methods of teaching different populations, and thus improve their performances in the classroom. This strategy should include learners' cultures and languages, their personalities, their learning styles, and their identities.

There are some factors needed to be a good learner. These are known as 'software of the mind' (Hofstede, 1997) or the 'silent language' (Hall, 1959). Culture is known as a strong tool of communication and it shows attitudes towards the role of giftedness and aptitude in society.

Language teachers should be aware that "individual and cultural diversity influence language learning decisions and choices. They affect the construct of learning success which needs to be defined according to the learners' sociocultural backgrounds, their values, their attitudes to learning, the specific goals set and the methods applied" (Crystal, 1997, pp. 75)

The aptitude of the students is another important part of the process of learning languages.

"Aptitude is a stable cognitive characteristic of those individuals who have a knack or talent for learning other languages" (John Carroll, 1962, 1981).

Many authors have been investigating aptitude. For instance, Carroll's model of aptitude suggests four components: "phonetic coding ability, rote memory, and two components dealing with the ability to carry out grammatical analysis (grammatical sensitivity and inductive language learning ability)" (Carroll, J.B. 1962).

Some years earlier, McLaughlin (1995) proposed that working memory capacity might be what underlines the predictive power of aptitude tests. In 2001 Yoshimura found that aptitude test scores and working memory span had a correlation.

At the same time, another different approach appeared, the work of Grigorenko, Sternberg, and Ehrman (2000), developed a new aptitude test called CANAL-F, which stimulates language learning using an artificial language called

Ursulu, and tests the learner's ability to acquire vocabulary, comprehend a lengthy text, identify rules of grammar and make semantic inferences.

Skehan (1998,2002) believes that the components of aptitude are related to specific stages in the acquisition process. Here, he mentions the early stage, where phonetic coding ability is very important, and a later stage, where grammatical sensitivity is more relevant and the patterning takes place. In the final lexicalizing stage, memory is the most important factor when fluency is achieved.

Robinson(2001,2002) is another author who investigates aptitude. He speaks about a hierarchical arrangement of aptitude complexes and proposes "aptitude for focus on form via recasts", which consists of the ability to "notice the gap" and "memory for contingent speech"

The most important contribution of Skehan(1989) is the Bristol Follow up Study. This shows a connection between the first language and one's aptitude for other languages. He found that many of the first language developmental measures correlated with scores on some aptitude subtests; at the same time, the aptitude test scores also have a correlation with home environment measures associated with the development of contextualized languages. It can therefore be concluded that "nature and nurture determine language learning aptitude"(Skehan,1989).

A second contribution, by Ranta, also very important, was the notion of aptitude-based learners' profiles. These have an impact on how the learner responds to different types of instruction. In 2001 he found that aptitude measures have predicted learning outcomes in a wide range of contexts. His study analyses the relationships between a wide variety of learner variables (aptitude, learning strategies, learning styles, personality traits, motivation, and anxiety and proficiency ratings in speaking and reading a foreign language).

A recent study on aptitude is that of Sparks, Ganschow and their colleagues, 2001. They say that the difficulties of at-risk students reflect problems related with phonological and syntactic processing across languages. The latest work of these authors speaks about the benefits of a multisensory structured learning approach for at-risk and learning-disabled students.

Speaking pedagogically, there are four approaches which teachers can use for developing learners' aptitudes:

1. Select students who are likely to succeed at language learning;
2. Stream students into different classes;
3. Provide different teaching for different types of aptitude;
4. Excuse students with low aptitude from language instruction (Cook,2001).

Skehan (1998,2002) says that it is preferable to use compensatory rather than matching individualized instruction for aptitudinal weakness because the components of aptitude belong to specific stages in the acquisition process.

The learners identified as analytic, progressed more quickly to the higher stages of interlanguage development than learners considered as less analytic. "For less analytic learners the aim of remediation can help them to extract information about linguistic structure from the communicative input and then 'see the trees in the forest' "(Ranta,2005).

Ehrman (1996) found that the complexity of the task of diagnosing and addressing learners' difficulties cannot be dealt with by means of magic formulas, so he proposed some guides to help teachers understand and diagnose learner difficulties.

has been a tendency for scholastic and practitioners alike to equate aptitude with a score on the MLAT rather than as an ability that can be measured in different ways.

It is important to note that the learner's aptitude shows strengths and weakness in a range of cognitive abilities which underline the language development process and is related to other factors, for example, motivation and opportunity; but organizing the aptitude profiles of the learners is one of the things that the teachers can use to provide instruction which will really help their students become better language learners.

## **2.7 Levels of Cultural Awareness in the process of language learning**

There are four levels of cultural awareness in the process of adjustment of a foreign or second language. One's awareness of the host country culture naturally increases during language learning. This awareness tends to progress through four levels:

The first one is known as unconscious incompetence. This has also been called the state of blissful ignorance. At this stage, the individual is unaware of cultural differences. It does not occur to you that you may be making cultural mistakes or that you may be misinterpreting much of the behavior going on around you. You have no reason not to trust your instincts.

The second one is the so-called conscious incompetence. This level is when the learners realize that differences exist between the ways they and the local people behave, though you understand very little about what these differences are, how numerous they might be, or how deep they might go. You know there's a problem here, but you're not sure about the size of it. You're not so sure of your instincts anymore, and you realize that some things you don't understand. You may start to worry about how hard it's going to be to figure these people out.

#### Conscious Competence

You know cultural differences exist, you know what some of these differences are, and you try to adjust your own behavior accordingly. It doesn't come naturally yet—you have to make a conscious effort to behave in culturally appropriate ways—but you are much more aware of how your behavior is coming across to the local people. You are in the process of replacing old instincts with new ones. You know now that you will be able to figure these people out if you can remain objective.

#### Unconscious Competence

You no longer have to think about what you're doing in order to do the right thing. Culturally appropriate behavior is now second nature to you; you can trust your instincts because they have been reconditioned by the new culture. It takes little effort now for you to be culturally sensitive" (My third life, September 2012,)

## **2.8 Approaches for Raising Cultural Awareness in the process of language learning**

This work stresses the students' attitudes toward knowing another culture, as well as protecting their own culture.

How can we improve this awareness in the students?

It is suggested that they participate in a project called "A historical site "

Today it is very important to work in competences and use different strategies.

Learning about culture in EFL or ESL classes is a competence.

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to function effectively.

"Cultural Competency is defined as integrating the following into an institution's cultural fabric: awareness, attitude, knowledge and skills surrounding different racial and ethnic groups.

Five essential elements contribute to a system's, institutions', or agency's ability to become more culturally competent. These include:

- Valuing diversity
- Having the capacity for cultural self-assessment
- Being conscious of the dynamics inherent when cultures interact
- Having institutionalized cultural knowledge
- Having developed adaptations to service delivery reflecting and understanding of cultural diversity".

(Martin, M. & Vaughn, B.(2007)).Strategic Diversity & Inclusion Management magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

## **2.9Activities for raising cultural awareness in language students**

The main purposes in an ESL classroom are to create bilingual students and the creation of bicultural students. Teachers should advise the students on developing cultural sensitivity toward their students' own countries, but it is also important to study about the new culture.

Some activities could be used;

- Questionnaires about students' traditions and personal ideas and beliefs.
- Visiting museums, art exhibitions, and historical sites can be useful to increase their appreciation of their own culture.

Due to the nature of this work, four main strategies will be used:

#### 1. Objectives

Here the students and teacher must establish the conditions, kind of activity and the form of evaluation. In this way, they generate the appropriate expectation.

The work is going to be individual or in pairs. The students choose a historical place or a famous character to investigate, and then do their final written work and oral presentation.

They are going to organize the research, and they are going to have the opportunity of three meetings with the appointed teacher for the purpose of receiving the necessary help. The teacher should help the students in their writing, pronunciation or vocabulary, but also with any formal letter or procedure for asking permission from the authorities in charge of the historical place.

#### 2. Illustrations

This strategy is also important, and makes use of photographs, films, wall charts and any visual aids needed to do the final exposition.

#### 3. Summary

To develop this strategy the students are going to do a synthesis or summary of the most important information in their research, and emphasize key concepts, principles, and terms in developing their main ideas. In order to give a good oral presentation based on the written work, this paper must not be more than two pages long.

#### 4. Textual structures

The students will use this strategy when they do their writing, and need to mention important ideas from a text, or quotations from an author. It is important that they know that by using quotations from a book or author their work will have more value.

In the first meeting, the conditions, kind of activity and evaluation form of this work are going to be explained in such a way that this generates enough interest in the students to do a good job and hand in the written work on time, as well as prepare an excellent oral presentation.

The students and teachers will have three meetings before the final presentation. However, the students can send the work to their teacher by Internet, and the teacher checks it once or twice and makes the appropriate observations and corrections.

This work is going to be individual or in pairs. The students choose a historical place to investigate. This place should be in their state and, if possible, in their own region (for example, the Huapalcalco pyramids, the cathedral, or the Railway Museum for a student from Tulancingo).

Once the students have got the information, they will work on the written task and prepare the oral presentation.

In the second meeting, they will bring their information and all the work they have already done. The teacher will check it in an informal way, asking pertinent questions and giving some suggestions, if needed.

After the students finish their work; they will send their written paper to the teacher on the agreed date. For the final oral presentation, the teacher will spend a week going with the students to the places they have chosen and evaluating their presentation.

The teacher will evaluate both works, give a final grade, and then, based on the evaluation, the students will do their service to the University. Besides this, it is possible that when there are American or British visitors, the students will be invited to explain the history of the place that they chose.

## **2.10 Teaching activities for Raising Cultural Awareness in the Process of Language Learning**

In 1987, in Edge's study, he says that "the task-based and problem-solving activities which characterize communicative approaches and materials are not value-free modes of behavior. Rather, they involve Western modes of

communication which may not be in harmony with the traditions of some cultures-including learning conventions. Hence,” argues Edge, “learners from those cultures cannot learn English properly by behaving in ways which are both Alien to their daily life. Little wonder the Chinese EFL teachers, for instance, seem to shy away from communicative procedures and materials” (Bornaby and Sun, 1987) “. After all Chinese students are accustomed to simple transfer of information from the teacher and to retaining such data through rote learning” (Cem and Alptekin,1981).

Another author who investigated this topic was Robert Phillipson. He argues that “the dominance of English has also resulted in the imposition of the Anglo-Saxon Judeo- Christian culture (Phillipson Robert,1992).

It is important to say that this kind of imposition or dominance favours the Cultural Cringe in the learning process in native learners. A good example of this situation is that of a Nigerian mother. She prefers to send her small child to an international nursery school, where she knows that the child will be taught in English from the first day. “In according English the favoured status of an official language the country has by implication devalued the indigenous languages”(Phillipson Robert,1992).

Therefore, it is important that teachers of English try to have a balance between the native and the target’s language’s culture when they introduce something about culture in their classes. It is necessary to keep a neutral and non-elitist stance to avoid negative attitudes in the students.

George in 1981 argued that less attention should be paid to teaching models based on native-speaker norms and values,and more to developing “cultural neutral, non-elitist, and learners-oriented EFL programs, it also means that learners should be provided with opportunities to use English both in relation to local situations and to international circumstances in which they are interested. Moreover , there has been an increase in the production of local teaching materials that are culturally and experientially appropriate for learners in developing countries”(George 1981:12) .

In Kuwait, for instance, EFL texts are being prepared “with the Kuwaiti situation in mind” (Hajjaj, 1981). In the same way, “China produces its own

materials which are clearly modelled on British EFL texts of the 1960s, with one major variation, a thoroughly transformed cultural norms and values. Is it possible to be bilingual without bicultural?" (George 1981:12).

On a deeper level" the hosts 'Willingness to learn English in the context of national or international norms and values is indicative of their belief in the possibility of becoming bilingual without becoming bicultural- a phenomenon whose existence is pointed out by Paulston (1978:373). It is apparent that this concept of bilingualism without biculturalism, which seeks to dissociate the learning of the target language from its nationality- bound cultural context, soon clashes with the native English-speaking teachers unwitting efforts to disseminate among their students the cultural norms and values of the English- speaking country as part of their foreign language teaching". (U.S. Department of Health and Human Services – Office of Minority Health)

"Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations." (Kehoe 1971, Berger et al. 1974, Schiller 1976, Albert 1982, Alptekin, 1983).

Nowadays, the English learning training is focused on the teaching of English through competences, and, of course, Culture is considered one of these competences.

"Cultural competence refers to an ability to interact effectively with people of different cultures . . . and comprises four components:

- (a) Awareness of one's own cultural worldview,
- (b) Attitude towards cultural differences,
- (c) Knowledge of different cultural practices and worldviews, and
- (d) Cross-cultural skills.

Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures."

([http://en.wikipedia.org/wiki/Cultural\\_competence](http://en.wikipedia.org/wiki/Cultural_competence) citing Martin & Vaughn, 2007 – see next definition).

“Cultural Competency is defined as integrating the following into an institution's cultural fabric: awareness, attitude, knowledge and skills surrounding different racial and ethnic groups.”

(Martin, M. & Vaughn, B. (2007)). Strategic Diversity & Inclusion Management Magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

### **2.11 Difficulties in Raising Cultural Awareness in the high school level**

When one speaks about cultural awareness, one includes both students and teachers of English, because if the teacher does not have enough cultural awareness of his own culture, this encourages his students to show negative attitudes or cultural cringe. It is important for the students to know the basic aspects of their own culture, and then they can understand in a better way any other culture. The words of Hyde Martin are totally true when he says that “To be able to select, accept, or reject ideas, concepts and dominant cultures, people have to be equipped with good knowledge of their own culture and history. This provides the bedrock upon which to judge. Establishing this bedrock in students should be a cross-curricular goal. English is situated at the interface of foreign and native cultural values to a greater use around the world, and because it is the linguistic vehicle of the dominant twentieth-century culture” (Hyde Martin, 1991).

### **2.12 Studies on teachers' activities in Raising Cultural Awareness in the Process of Language Learning**

There are some important studies where different authors speak about activities for raising cultural awareness in the process of language learning. They argue that “learners from those cultures cannot learn English properly by behaving in ways which are both Alien to their daily life. Little wonder the Chinese EFL teachers, for instance, seem to shy away from communicative procedures and materials” (Bornaby and Sun, 1987). “After all Chinese students are accustomed to simple transfer of information from the teacher and to retaining such data through rote learning” (Cem and Alptekin, 1981).

Another author who comments about a technique to use for cultural awareness in the process of language learning is Luke Prodomou. He says, "I have found useful for drawing on local culture in a natural 'communicative', way, is a team game which reverses the usual roles of teacher and learners. The students in teams prepare questions about local culture for the native-speaker teacher to answer. The group which asks most questions to which the teacher does not know the answer wins. (If the innocent teacher is new to the country, he or she maybe allowed to select a student as informant/advisor). This kind of activity makes for a more reciprocal relationship between the culture of the teacher and that of the students. It involves a built-in recognition of the value of the learners' culture and the value of their contribution to the learning process"(Luke Prodomou).

On the other hand, Robert Phillipson in 'Language choice and culture imperialism' proposes to adopt 'centre'(the culture of the target's native teachers group) and 'periphery'(the learner's culture groups) to distinguish the two groups, since these are the terms that best reflect the power relations that Phillipson seems to be primarily interested in investigating, and because most of the discussion in linguistic imperialism employs the same distinction.

Although Cem and Alptekin do not propose any activities, they have a true idea about culture in learning English.

They say that "on a deeper level the hosts' willingness to learn English in the context of national or international norms and values is indicative of their belief in the possibility of becoming bilingual without becoming bicultural- a phenomenon whose existence is pointed out by Paulston" (1978:373) (Cem and Margaret Alptekin).

### **2.13 Commentary on the studies on teacher's activities for Raising Cultural Awareness in the process of language learning**

There are a few teachers' activities for raising cultural awareness for learning English, but the important thing is that the teachers of English should be careful when they introduce some aspect of the target language because, for example, in NABA and other countries, education reflects a disregard for

differences in socio-economic conditions, educational ideologies and systems, and other factors that help define teaching conventions.

On the other hand, “at best this neglect may stem from an urge to make international TESOL students learn and practice back home the ‘new’ teaching methodologies developed in NABA .While such an agenda might be well intentioned, its effect could be harmful, because it ignores cultural differences, and encourages students to adapt ideas and practices that are valued in NABA, but may not be useful in their home environment” (Dilin Liu, TESOL).

This kind of attitude is very dangerous for the students, because they can develop negative attitudes , for instance ; a cultural cringe problem or ethnocentrism , and it is important to remember that studying another culture does not mean embracing it or following its sociocultural customs, nor does it mean losing one’s own culture. In fact, understanding another culture helps one appreciate it.

#### **2.14 Cultural awareness and other factors**

Cultural influences shape how individuals and groups create identifiable values, norms, symbols, and ways of living that are transferred from one generation to another. It is important to distinguish the differences created by such factors as age, gender, geographic location, and lifestyle. Race and ethnicity are commonly thought to be dominant elements of culture, but a true definition of culture is actually much broader than this.

For example, ethnic and racial groups are usually categorized very broadly as African American, Hispanic, American Indian and Native Alaskan, or Asian American and Pacific Islander. These broad categories are sometimes misleading, because they can often mask substantial differences within groups. The larger group may share nothing more than common physical traits, language, or religious backgrounds. We often fail to consider the distinct factors which influence culture within larger populations that determine how people think and behave.

#### **2.15 Benefits of gaining cultural awareness in language learning**

By raising cultural awareness in the process of language learning, the advanced students of Preparatoria 2 at Universidad Autónoma del Estado de Hidalgo, are going to become fully aware of their culture, as many of them present a culture cringe, and this work, is not only going to help to eliminate this problem, it is going to raise the culture competence in language learning.

“Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.” (Kehoe 1971, Berger et al. 1974, Schiller 1976, Albert 1982, Alptekin, 1983).

Raising cultural awareness in the process of language learning will solve the problem of these students. In this way, they can practice their English in oral and written ways; in addition, they will develop their cultural competence. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Moreover, these students will perform a service for their society, because their written works will stay in the historical places as information in English; in the case of the oral exposition, they could be called upon to give an explanation when there are foreign visitors.

## **2.16 Summary**

To develop this strategy the students are going to do a synthesis or summary of the most important information in their research, and emphasize key concepts, principles, and terms in developing their main ideas. In order to give a good oral presentation based on the written work, this paper must not be more than two pages long.

The first one is related textual structures.

The students will use this strategy when they do their writing, and need to mention important ideas from a text, or quotations from an author. It is important that they know that by using quotations from a book or author their work will have more value.

In the first meeting, the conditions, kind of activity and evaluation form of this work are going to be explained in such a way that this generates enough interest in the

students for them to do a good job and hand in the written work on time, as well as prepare an excellent oral presentation.

The students and teachers will have three meetings before the final presentation. However, the students can send the work to their teacher by Internet, and the teacher checks it once or twice and makes the appropriate observations and corrections.

This work is going to be individual or in pairs. The students choose a historical place to investigate. This place should be in their state and, if possible, in their own region (for example, the Huapalcalco pyramids, the cathedral, or the Railway Museum for a student from Tulancingo).

Once the students have got the information, they will work on the written task and prepare the oral presentation.

In the second meeting, they will bring their information and all the work they have already done. The teacher will check it in an informal way, asking pertinent questions and giving some suggestions, if needed.

After the students finish their work; they will send their written paper to the teacher on the agreed date. For the final oral presentation, the teacher will spend a week going with the students to the places they have chosen and evaluating their presentation.

The teacher will evaluate both works, give a final grade, and then, based on the evaluation, the students will do their service to the University. Besides this, it is possible that when there are American or British visitors, the students will be invited to explain the history of the place that they chose.

## **CHAPTER III: METHODOLOGY**

### **3.0 Abstract**

This chapter describes the research design. Besides, it describes the population and the sample for the study, it also describes the context of the research. In addition it describes the research instrument in details. The chapter, further, provides information about the research procedures. The chapter III has five points: The research approach, Participants, description of the research context, description of the instrument and Procedures.

### **3.1 The research approach**

The nature of the research questions requires qualitative data that have been collected through a questionnaire since it shows the sum and frequencies of responses.

This project attempts to identify the obstacles facing the teachers of English in Preparatoria Número Dos, when they introduce something about culture in their classes, especially with a group of students who demonstrate the Cultural Cringe problem (the fear that your own country's culture is not as good as that of other countries) (Cambridge University Press, pp. 334).

The investigating tool was a questionnaire administered to 20 English language teachers, who teach from 2 to 8 groups of about 40 or 50 students.

This chapter describes the type of research design and the research variables. It also describes the population and the sample for the study.

In addition, it describes the research instrument in detail. The chapter further provides information about the research procedures.

### **3.2 Participants**

The population of the study consisted of 20 Bachillerato English Language teachers who worked in the Universidad Autonoma del Estado de Hidalgo at Preparatoria número Dos, in Tulancingo, Hgo. during the second term of the scholastic year (July-December 2014). They were teachers who had from 1 to 8 groups of about 40 or 50 students. The teachers' age-range was from 25 to 65

years old (male and female), and most of them were from the state of Hidalgo. However, there were two of them who came from Mexico City. This group was chosen because their experience and knowledge about cultural topics was very important for this research. Most of them studied a degree related to the teaching area and their experience was from 2 to 30 years teaching English at private or governmental schools.

### **3.3 Description of the research context**

This work was done at, “Escuela Preparatoria Número Dos”, which belongs to the UNIVERSIDAD AUTÓNOMA DEL ESTADO DE HIDALGO, and although this University is in Pachuca, Hidalgo’s capital, Preparatoria Dos is in Tulancingo, Hidalgo, 46 Km to the east of Pachuca.

The school is located on the corner of the Santiago-Tulantepec Highway and Francisco Mendoza Street., Colonia Plan de Ayala. It is built on 6.5 acres, of which 17 % are classrooms, offices and laboratories. There are 33 classrooms, and the school population consists of about 3000 students from different regions of the state. Apart from the principal, there are 110 teachers, six chemists, seven academic advisers, two administrators, one person responsible in the technical area and another person responsible for the Language Self-Access Center (Centro de Autoaprendizaje de Idiomas), three head teachers, 24 administrative personnel, and two social workers.

The kind of bachillerato in this school is general and it is covered in six semesters. The Language Self-Access Center, which is furnished with the newest equipment, is the place where the students go to practice their English. The school often changes and renews the equipment and material used in the classrooms and the school in general. Another important activity in this school is that the personnel and teachers frequently attend refresher courses. The effect of these activities has been obvious, because the students’ and teachers’ interest in using the Tics (Technologies of the Information and Communication) has increased.

### 3.4 Description of the instrument

The pilot sample of the study consisted of 20 teachers; the other 80 teachers from the community of the study were excluded from the survey in order to eliminate biased responses. The pilot study aimed at checking the reliability of the instruments.

The Likert-scale questionnaire was the main tool for collecting data about raising cultural awareness in the process of language learning. It was used to measure the range of responses to the questions (Cohen, Manion, and Morrison, 2010).

It was designed using three sorts of choices, as shown in the following table.

Table 3.1 Three sort of choices

IMPORTANCE		AGREEMENT		FREQUENCY	
Very Importance	3	I agree	3	Always	3
Importance	2	I disagree	2	Never	1
Unimportant	1	I don't know	1	I don't know	2

### 3.5 Procedure

First of all, the 20 English teachers were contacted to ask if they wanted to answer a questionnaire for a research project, then it was applied to them at Preparatoria Número Dos. The questionnaires were collected and analysed to determine how English teachers deal with a student's culture in comparison with the culture of the target language. The result of the analysis is shown in detail in chapter four.

## **CHAPTER IV: RESULTS AND DATA ANALYSIS**

### **4.0 Abstract**

This chapter is aimed principally at investigating the obstacles to raising cultural awareness during the process of language learning among teachers of English at Preparatoria Numero Dos, and also in some students. The chapter shows the analysis and description of results in the study according to data collected through a questionnaire applied to the teachers. This chapter developed mainly four points: Teachers' Questionnaires, students' participations, teachers' background, perceptions about the results of the instrument.

### **4.1 Teachers' Questionnaire**

This instrument was created with for the purpose of learning the teachers' perceptions regarding their students' cultural awareness in the process of language learning. To create this instrument four kinds of questions were chosen from the Likert Scale; seven of agreement, two of importance, one of frequency and two open - ended questions. (University of Connecticut, [www.delciegle.com](http://www.delciegle.com))

In the questionnaire the English teachers wrote their personal information, like gender, age, level of studies and time of experience teaching English. Then, they started answering the questionnaire of 10 multiple choice questions and two open - ended questions because an "open - ended question allows participants to answer in their own words". (Colosi Laura, Designing an effective questionnaire, 2006), this for the purpose of testing teachers' knowledge and experience, as well as for raising awareness in the English teachers when they introduce something about the culture of the target language and the students' own culture.

### **4.2 Students' participations**

Although the researcher did not do a questionnaire with a group of students, there was a small interview with different students who did not attend classes of English anymore because they had passed the A2 exam and who were studying German or French. Based on the interview the researcher was able to observe that

some of them needed to continue practicing English because of their limitations in the language. Others had the problem of cultural cringe, so badly that they had the intention of studying in another country after the Bachillerato, because they thought that the education in México was very poor.

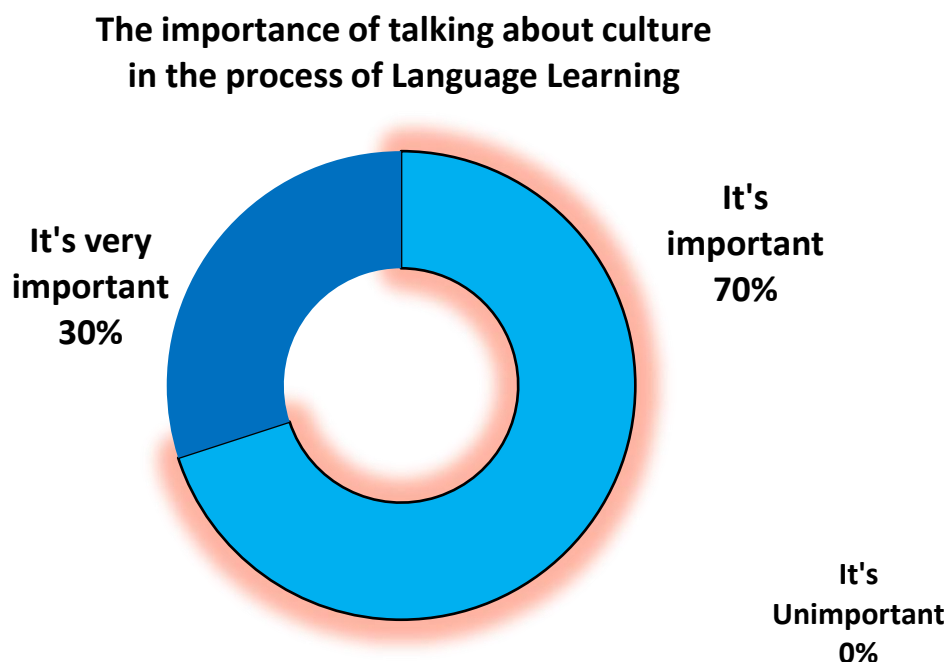
### **4.3 Teachers' background**

Most of the teachers who answered the questionnaire had the L.E.L.I (Licenciatura en la Enseñanza de la Lengua Inglesa) a degree from the UAEH., (Universidad Autónoma del Estado de Hidalgo). Three had the L.E.L.E and L.E.M.O. (Licenciatura en la Enseñanza de Lenguas Extranjeras and Licenciatura en Lenguas Modernas) from the B.U.A.P. ( Benemérita Universidad Autónoma del Estado de Puebla), two came from private language schools in Mexico City, and two more did not have teaching preparation, although they had a good level of English and some years of experience. Their ages ranged from 16 to 40 years of age, 14 were females and six were males. The majority had many years of experience teaching in both private and public schools, there are 5 of them who are teaching at University level too, but there were a few whose only teaching experience had been at the UAEH.

## 4.4 Perceptions about the results of the instrument

### 4.4.1 Results of question one

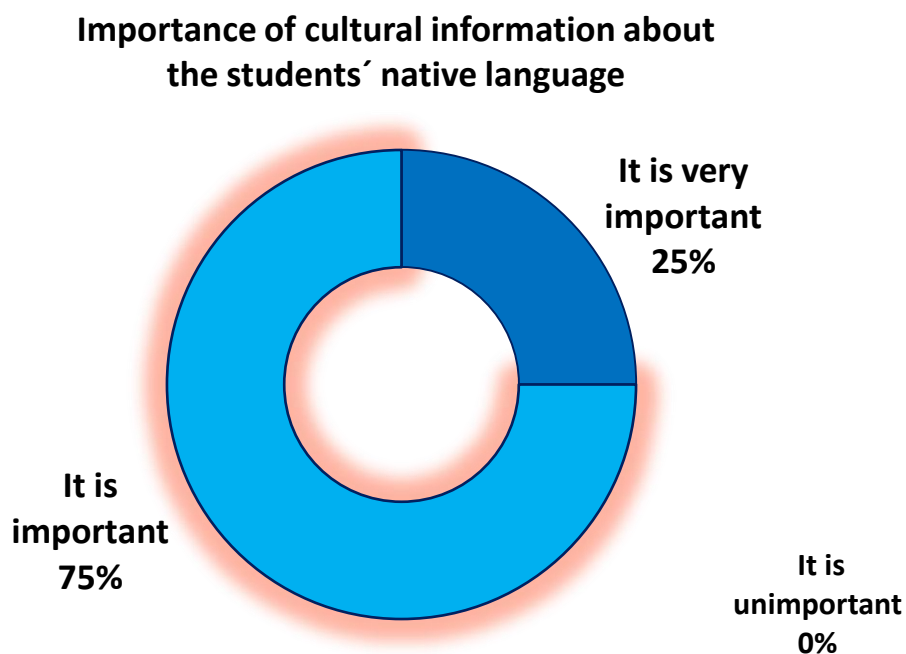
Graph 4. 1. The importance of target language's culture



Question number one was designed to learn the importance that the teachers of Preparatoria Número Dos give to the target language's culture in the process of language learning. As can be seen in the above graph, 70% of the interviewed teachers considered that talk about the target language's culture was important, but not very, because they had an official program of study, and the time for adding extra activities was limited; besides, the program did not take the culture into consideration. Just 30% of the teachers considered very important to talk about the target language's culture. Nobody considered talking about the target languages culture to be unimportant, which means that the teachers think the ESC (English as a Second Culture) is important, but not as important as the topics of their program.

#### 4.4.2 Results of question two

Graph 4.2 The importance of students' native language

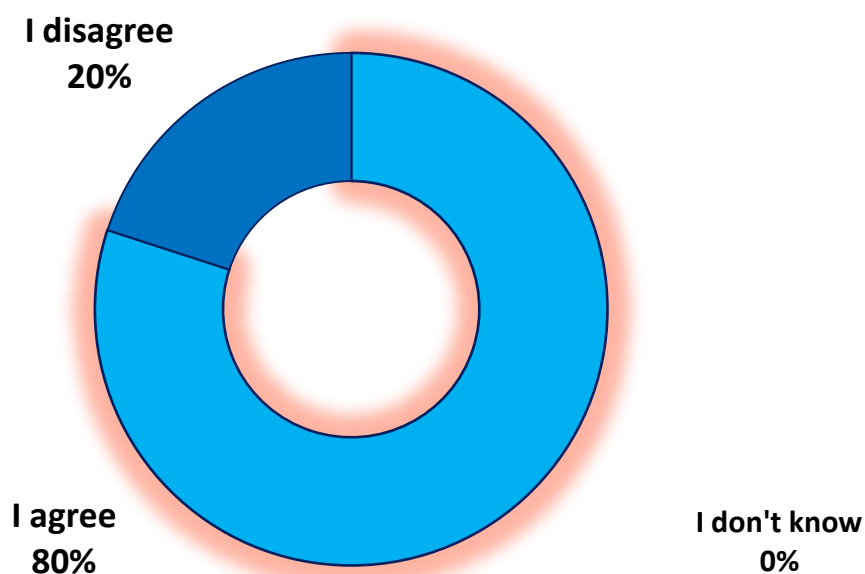


In the case of question number two, the importance of talking about students' native language was considered to be less important than number one, because only 25% of the teachers thought that cultural information about students' native language is very important. 75% of the teachers considered it important, but again not as important as the grammar in their program. Of course, nobody thought that it was unimportant, as can be seen in the above graph.

#### 4.4.3 Results of question three

Graph 4.3. Learn a foreign language and part of its culture without losing part of one's own culture

#### Learn a foreign language and part of its culture without losing part of one's own culture



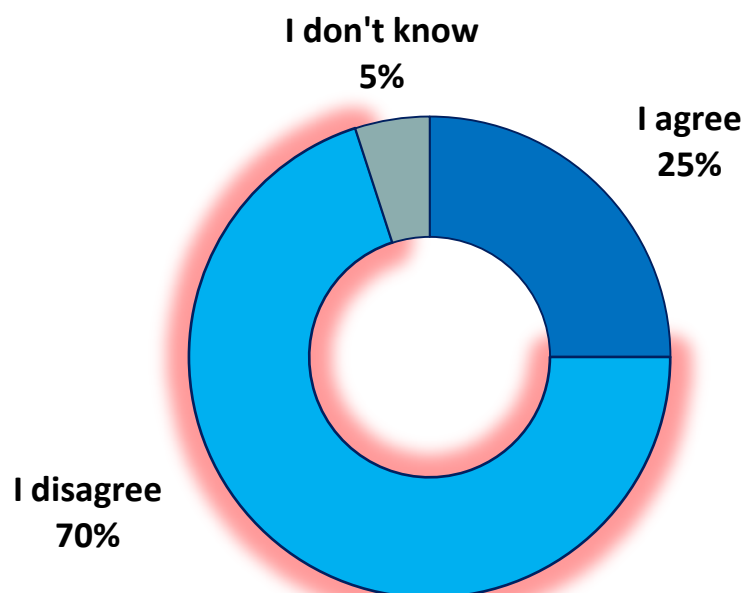
In regard to question number three, it was designed to perceive the cultural awareness in the language teachers about their own language's culture and the importance of culture in the process of language learning.

In this case, 80% of the teachers agreed that one could learn a foreign language and part of its culture without losing part of one's own language's culture during the process of language learning. 20% of them disagreed, and nobody answered "I don't know". According to this, it is understood that most of the teachers were aware that to learn a foreign language and part of its culture does not mean losing something of one's own culture.

#### 4.4.4 Results for question four

Graph 4.4 English teachers face some obstacles when they introduce something of their own culture in their classes

### There are obstacles when English teachers introduce something about their own culture in their classes



In question number four, the purpose was to find out if the teachers had enough awareness to recognize the obstacles in their classes when they introduce something about their own culture. 70% of the teachers disagreed that there are obstacles in their classes. 25% of the teachers agreed that there are obstacles, and just 5% of them didn't know if there are obstacles.

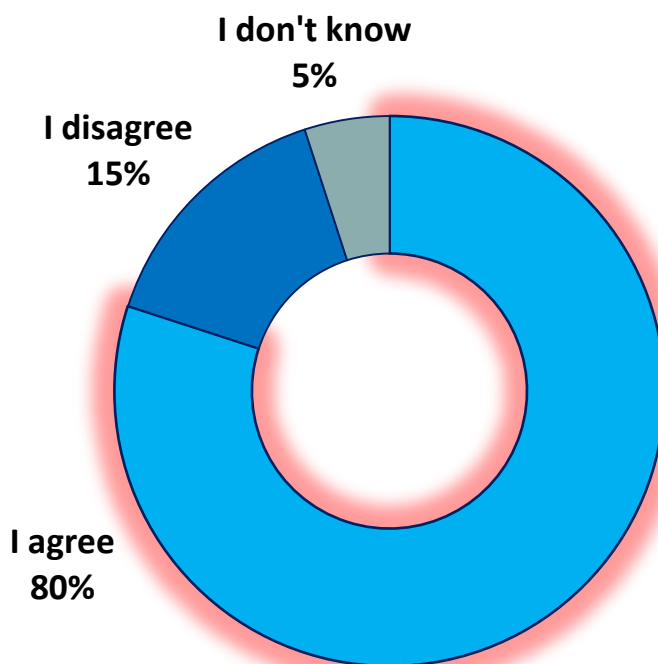
The researcher understood that 70% of the teachers did not recognize that there are obstacles in their classes when they introduce something about their own culture; however, it was deduced that the teachers answered thus because they

were not aware of the problem because it can be appreciated that most of them rarely introduce something about the foreign culture in their classes.

#### 4.4.5 Results of question five

Graph 4. 5. Some students are not interested in the culture of their own language, but are interested in the culture of the target language

**Some students are not interested in the culture of their own language, but are interested in the culture of the target language during the process of language learning**



The purpose of question number 5 was to find out if the English teachers at Escuela Preparatoria Número Dos were able to recognize the amount of interest by the students in the culture of their own language and that of the target language during the process of language learning.

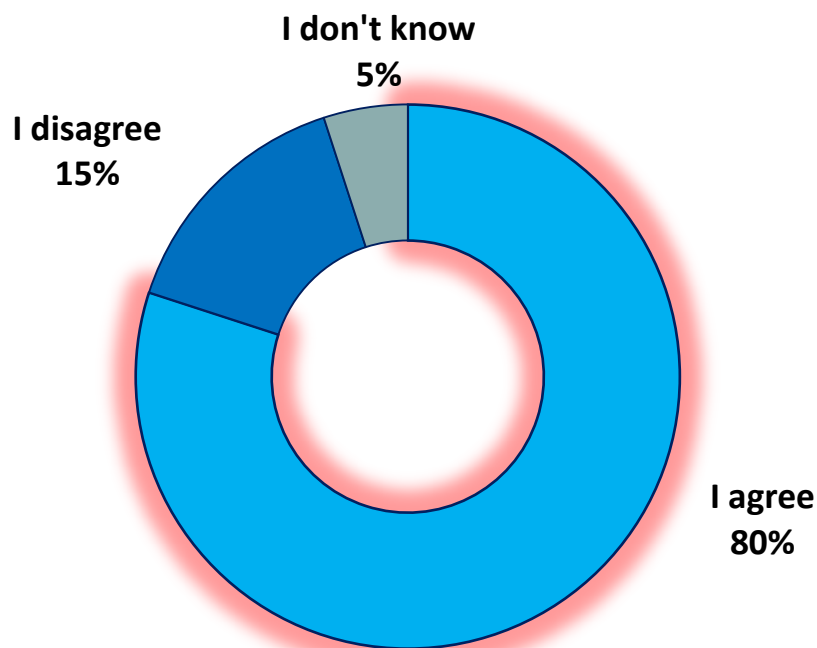
As can be observed in graph number 5, 80% of the teachers recognized that there were some students who were interested in knowing about the culture of the target language, and some who were not interested in knowing more about the culture of

their own language. 15% of the teachers disagreed with this idea and just 5% of the teachers did not know anything about it.

#### 4.4.6 Results of question six

Graph 4. 6 Some students were not interested in knowing about the culture of the target language

**There were some students who were not interested in learning about the culture of the target language**



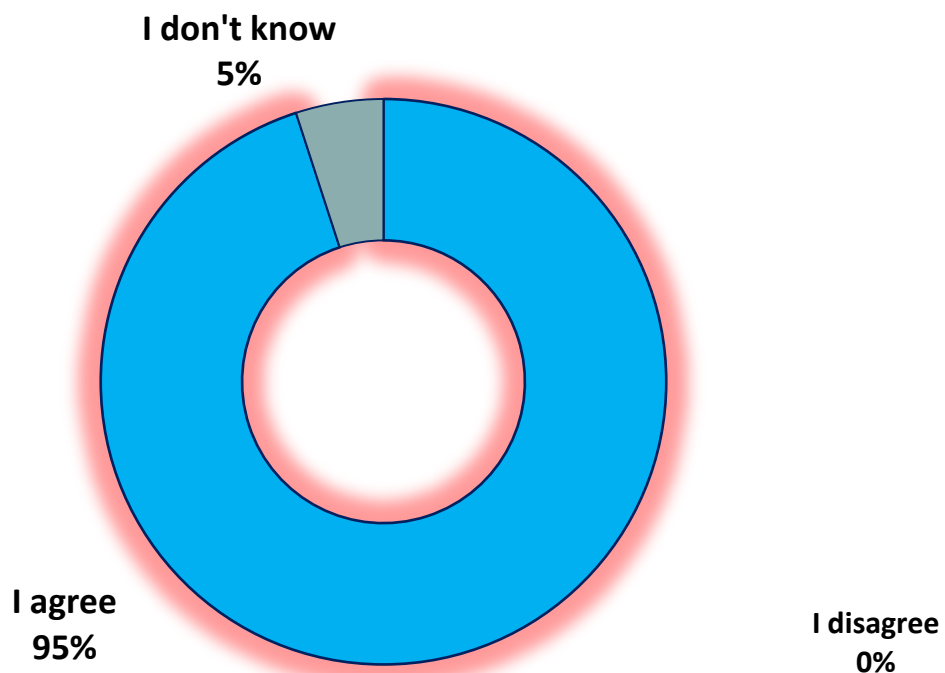
Questions 5 and 6 seem very similar, but the intention of question 6 was to know whether the teachers recognized that some students are not interested in knowing about the culture of the target language.

80% of the teachers agreed, 15% of the teachers disagreed and just 5% of the teachers didn't know.

#### 4.4.7 Results of question seven

Graph4.7 It is important to introduce cultural information as a balance

**Introducing cultural information as a balance  
is the most appropriate way to teach culture**



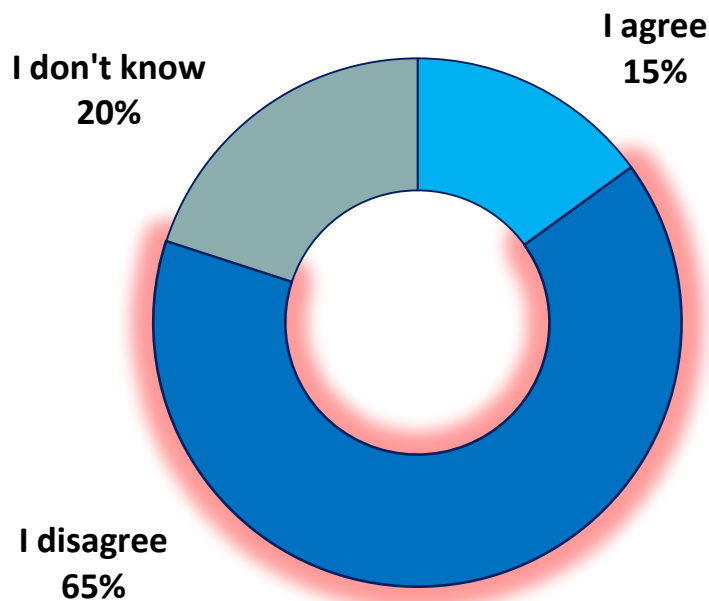
In question number 7, the purpose was to find out if the teachers understood that introducing cultural information as a balance, giving the correct average time for both languages, is the most appropriate way to teach culture in the process of language learning.

In this case 95% of the teachers agreed with the idea, as can be appreciated in graph 7; however, 10% recognized that they did not know, and nobody disagreed.

#### 4.4.8 Results of question eight

Graph 4.8 Some students lose interest in their own culture when they are learning ESC(English as Second Culture)

**When some students are learning ESC  
they lose interest in their own culture**

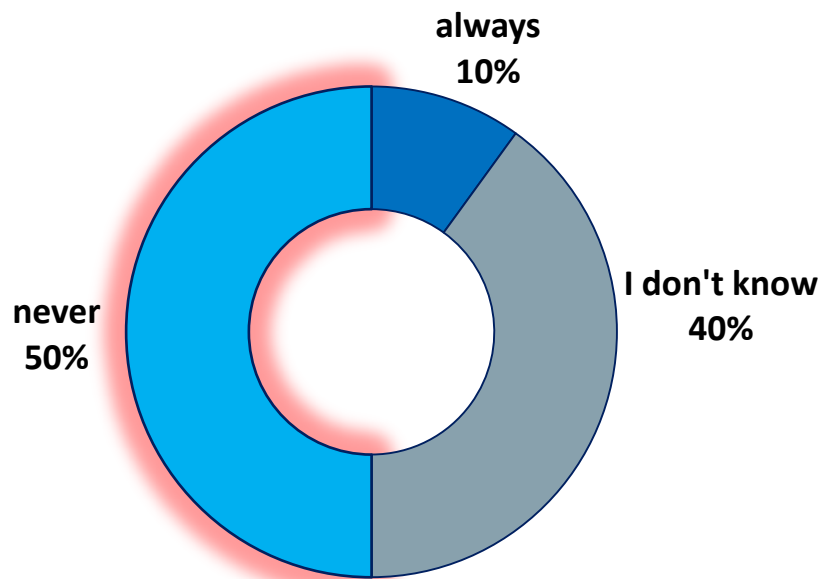


In question number 8, the researcher tried to find out if the teachers were aware of the lack of interest in their students' own culture, and whether they thought that ESC contributes to reducing the students' interest in their own culture. In this case, 65% of the teachers disagreed with this idea, 20% did not know, and just 15% agreed with it.

#### 4.4.9 Results of question nine.

Graph 4.9 There are some students who seem to dismiss their own culture and see it as inferior to the culture of the language they are learning

**Some student seem to dismiss their own culture and see it as inferior to the culture of the language being learned**

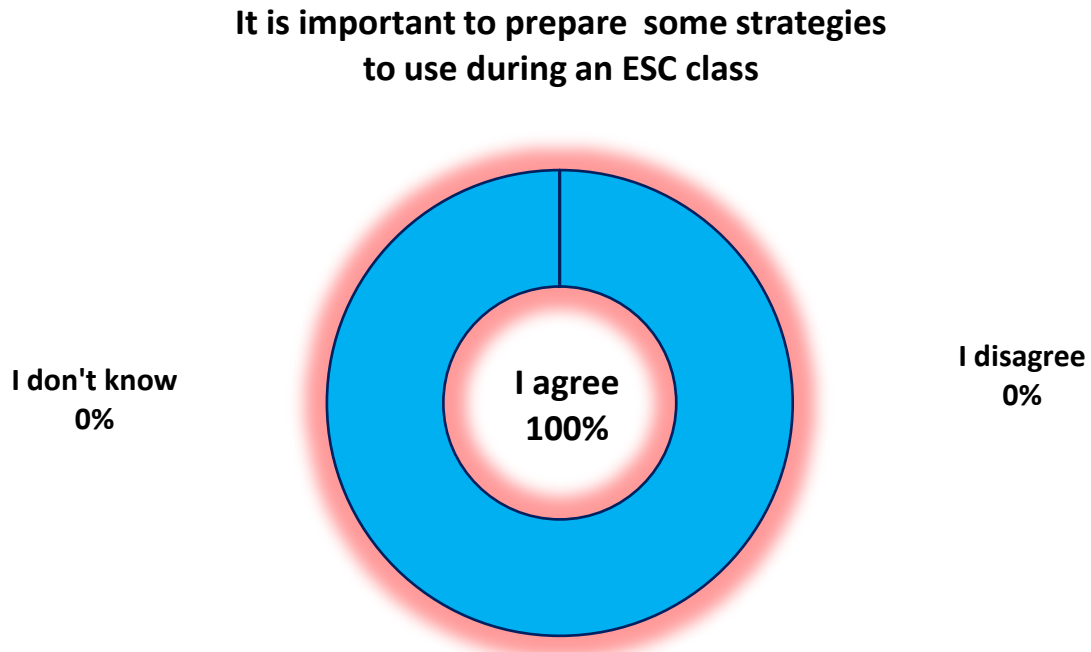


In question number 9, the attempt was made to discover if teachers are aware that there are some students who seem to dismiss their own culture and see it as inferior to the culture of the language being learned.

50% of the teachers reported that in their classes this never happens, 40% of them did not know and just 10% said that this was true.

#### 4.4.10 Results of question ten

Graph 4.10 It is important to prepare strategies to use during an ESC class



Question number 10 was intended to find out how seriously the teachers were involved with their work, and 100% of the teachers agreed with the idea. Nobody disagreed, and nobody did not know. This result indicates that all of the English teachers at Preparatoria Número Dos are involved with their work and recognize the importance of preparation before teaching an ESC class.

Questions number eleven and twelve were open-ended and the researcher tried to find out the teachers' ideas about how to raise cultural awareness in their students and in themselves in the process of language learning.

#### 4.5 The results for open-ended questions (11 and 12)

There were different responses from the teachers, all of them very good. Ten of the best are shown below.

**Table 4.1 Teachers' results to questions 11-12**

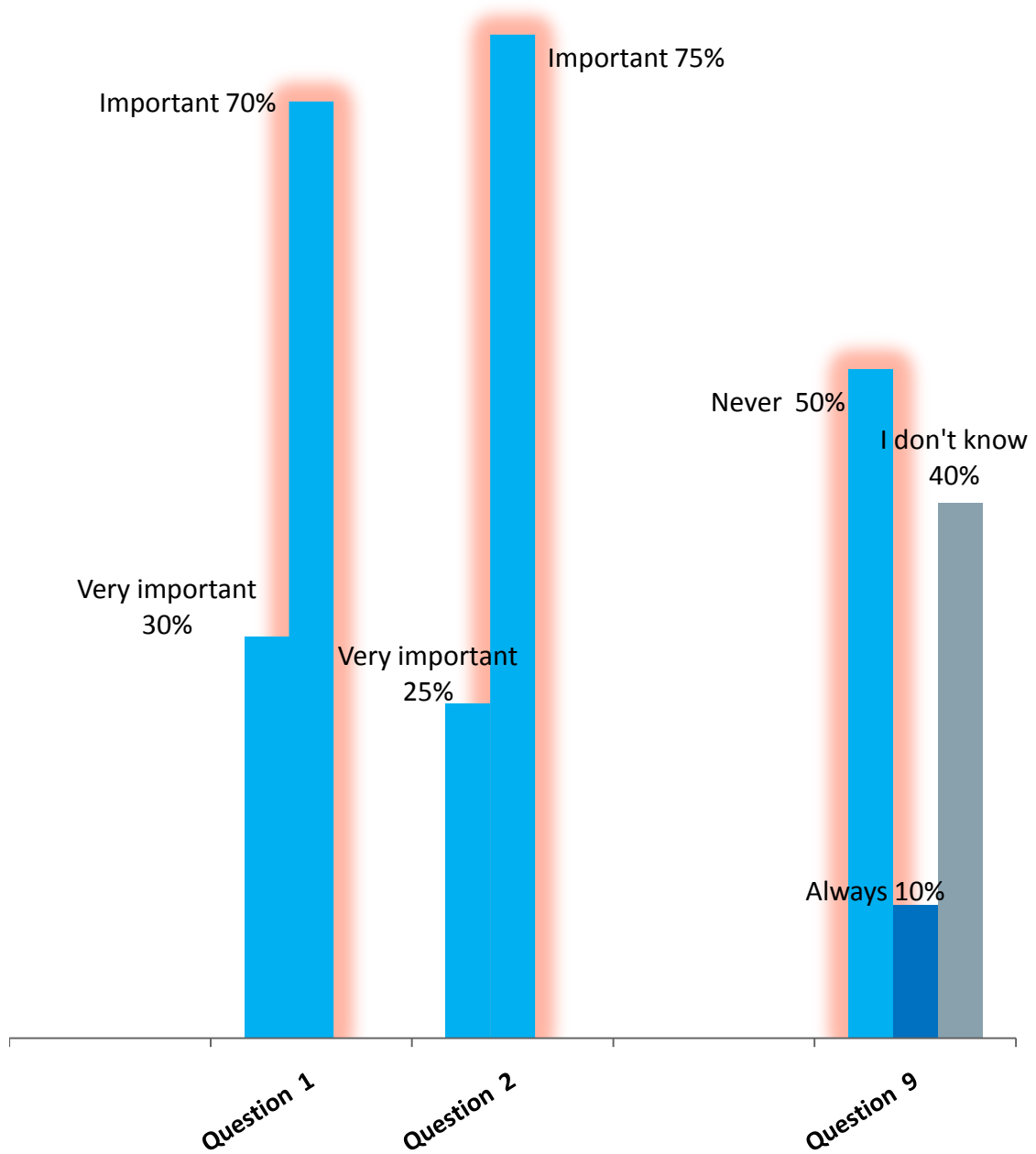
Teachers' results to questions 11-12	11.- What can you do to raise the students' cultural awareness of their own language?	12.- What can you do to raise the cultural awareness of the target language in English teachers?
Opinion A	I should show students images about their culture, so they can notice all the beautiful traditions and customs we have.	Campaigns where all the teachers can share ideas about target language's cultural awareness.
Opinion B	Motivate students through the Internet, videos, photos, newspapers, etc.	Encouraging teachers to know about their own culture, because is very difficult to teach a new culture if you don't even know about your own culture.
Opinion C	To keep a balance between activities with culture; own' s and target' s.	I think they get interest when they know differences and learn about their own and others' culture.
OpinionD	Taking the students to different real situations where they need to compare both cultures, based on what they know and have learned.	I think that the teachers of English would share information that is worthy coming from the target language.
	To show the students some videos about	Travel to other countries, read articles

OpinionE	traditions, people's life and the rich of our country, in the way they feel proud about their own culture.	and get experience about other culture and know about it.
OpinionF	I would describe important and attractive facts of our traditions.	Through some courses about culture where the target language is spoken.
OpinionG	Teach with typical festivities like "Dia de Muertos".	It is important that both private and public schools take time for culture and include this in its framework, because teachers have to get it through readings, researching and If is possible travelling.
OpinionH	Tell them some differences about both cultures. They get involved.	Create awareness among teachers about the importance of learning the culture of the language being learnt.
OpinionI	Providing them not only information about the new culture in English, but also information about their own culture, without stop using English.	I would suggest teachers to look for that cultural information, so they can be involved on the target language's culture.
OpinionJ	Set up a day in the week and talk about it using competence-based topics.	Making workshops, Offering interesting and useful courses about target's culture.

## 4.6 Comparison of the results

### 4.6.1 Comparison of the results for questions 1,2, and 9

Graph 4.11 Comparison of the results for questions 1,2, and 9



## Results for questions 1,2and 9

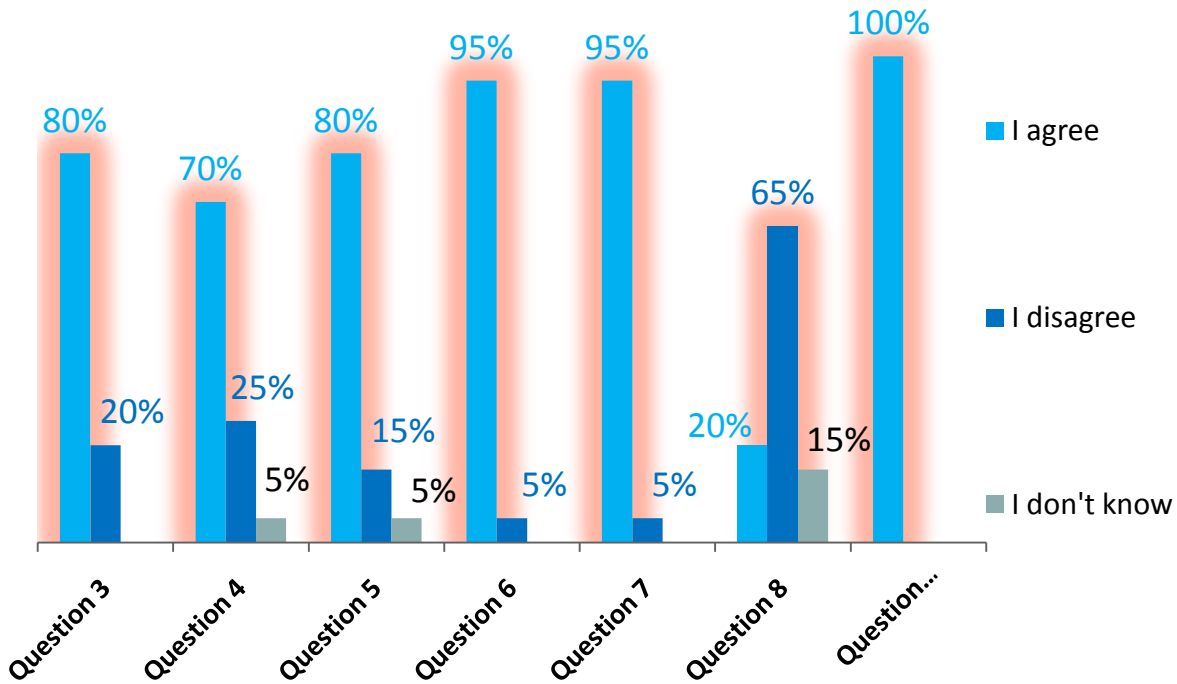
1. It is important to talk about target language's culture in the process of language learning.
2. It is important the cultural information about the students' native language in the process of language learning.
9. Some students seem to dismiss their own culture and see it as inferior to the culture of the language being learned.

According to the above comparison graph, for the teachers of Preparatoria Dos the awareness of culture in an English class is important, because in questions 1 and 2, "important" got 70% and 75%; however, it was only considered to be "very important" by 25% and 30% of the teachers

In question 9, 50% of the teachers said that they had never seen the problem, 40% didn't know, and just 10% recognized that there was this problem in their classes.

## 4.6.2 Comparison of the results for questions 3,4,5,6, 7,8 and 10

Graph4.12 Comparison of the results to questions 3,4,5,6,7,8 and 10



### Results for questions 3,4,5,6,7,8,10

- 3 It is possible to learn a foreign language and part of its culture without losing something of one's own culture.
- 4 There are some obstacles when English teachers introduce something about their own culture in their classes.
- 5 Some students are not interested in the culture of their own language, but are interested in the culture of the target language during the process of language learning.
- 6 There are some students who were not interested in learning about the culture of the target language.
- 7 Introducing cultural information as a balance, is the most appropriate way to teach culture.
- 8 When some students are learning ESC (English as a Second Culture) they lost interest in their own culture.

10 It is important to prepare some strategies to use during an ESC (English as a Second Culture) class.

In the above graph it can be observed that the teachers answered “I agree” in most of their responses, 80% in questions 3 and 5, 70% in question 4, and 95 % in questions 6 and 7. In question 10, the answer “I agree” was unanimous, indicating that all the teachers recognize that it is necessary to be prepared before teaching a cultural class. In contrast, the response to question 8 was 60% for “I disagree” and 15% for “I don’t know”, the only negative response to this instrument, indicating that the majority of the teachers do not recognize the problem.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Abstract**

This chapter consists of five points: general conclusions, general recommendations, implications of the study, delimitations of the study, and suggestions for further research.

In accordance with the practical and statistical investigation of this study, the purpose was the English teachers' perceptions on raising cultural awareness in the process of language learning; it also aimed at discussing the results of the study, providing recommendations for further research, and presenting possible solutions.

### **5.1 General conclusions**

This study, by means of a questionnaire, investigates the teachers' perceptions of their students' negative attitudes toward cultural awareness in the process of language learning. The instrument has 12 items, ten with a three-point Likert scale, as well as two open-ended questions.

The study showed that for the teachers of Preparatoria Dos an awareness of culture in an English class is important, because in questions 1 and 2, "important" got 70% and 75%; however, it was only considered to be "very important" by 25% and 30% of the teachers

In question 9, 50% of the teachers said that they had never experienced the problem, 40 % didn't know, and just 10% recognized that there was this problem in their classes.

It was observed that the teachers answered "I agree" in most of their responses, 80% in questions 3 and 5, 70% in question 4, and 95 % in questions 6 and 7. In question 10, the answer "I agree" was unanimous, indicating that all the teachers recognize that it is necessary to be prepared before teaching a cultural class. In contrast, the response to question 8 was 60% for "I disagree" and 15% for

“I don’t know”, the only negative response to this instrument, indicating that the majority of the teachers do not recognize the problem.

Based on the general results, it can be concluded that in most of their responses for the instrument the teachers agreed with the points of this project; however, it is important to note that, in question eight, 65% of the teachers’ responses were “I disagree”, but it should be understood that because the teachers of Preparatoria Número Dos do not have “the introduction of culture” in their general program, they do not include it in their classes, and thus most of them are not familiar with the possible effects .

## **5.2 General recommendations**

From the results of the graphs, the inclusion of cultural information in the general program of the UAEH(Universidad Autónoma del Estado de Hidalgo) at the bachillerato level is recommended. In this way, the English teachers can speak about culture, not only the culture of the language that the students are learning, but also the students’ own culture.

Another recommendation is that when the English teachers are preparing an ESC class they do not omit to prepare information of the students’ culture too. It is important that as Mexican English teachers they do not ignore their own culture when teaching culture in an ESC class. It is known that when students are learning a foreign language they are learning something about the foreign culture; this is part of the process of language learning. It is important for the student “to be able to select, accept, or reject ideas, concepts and pressures, especially those emanating from other and dominant cultures. People have to be equipped with good knowledge of their own culture and history”.(Martin Hyde, 1991) Teachers should maintain a neutral and non-elitist stance to avoid creating negative attitudes like cultural cringe in the students.

To cultivate cultural awareness competence, a “historical site” activity is suggested. This work by the students will be shown as an exposition at the end of the semester. At the same time, the students must give written reports of their investigation. Each student investigates a historical site in their region, in this

casesomewhere in the state of Hidalgo, aplace such as a museum, a church, a pyramid., etc. This work is explained in detail in chapter two, because it is one the main goals of this project.

### **5.3 Implications of the study**

Raising Cultural Awareness in the Process of Language Learningis a project directed mainly toward Mexican English teachers for the purpose of passing this knowledge on to their students. The teachers should be aware of the importance of culture in the process of language learning, andthat in their class preparationthey should not only prepare an ESC class, but also include something of the students' culture; this is because the inclusion of culture in class is one of the basic goals of education in the modern, interdependent world community of nations. It is understood that successful English learning depends on the degree to which teachers give their students information about the basic similarities and differences between their culture and the target language's culture.This way, the learners will reaffirm their knowledge of their own culture, and, at the same time, be more prepared to receive the cultural information of the target language,thereby developing good cultural competence.

Cultural competence is understood to be the social awareness that everyone is not like oneself, that the different cultures and backgrounds affect how one thinks and behaves, and that this awareness allows a person to behave appropriately and perform effectively in culturally different environments.“Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations”(U.S. Department of Health and Human Services – Office of Minority Health).

Cultural competence construction is complex and multi-faceted, dynamic and changeable,involving the affective and cognitive dimensions.Finkbeiner speaks abouta third space construction as being the development of cultural competence which occurs in acculturation,playing a significant part in the cultural processes in language learning.( Finkbeiner, 2006, p. 28).

This project can help the students and teachers obtain major cultural competence, as well as aid in the process of language learning; moreover, it can create a better identity for the Mexican people and a more defined personality for Mexican English Teachers. It would be wonderful for all Mexican English teachers to be proud of their own culture and transmit this feeling to their students. In this way, the students would be better learners and more open to other cultures (interculturalization).

#### **5.4 Delimitations of the study**

The investigation was completed using research questions; however, as happens in many investigations, there were some problems in doing it, such as an enormous amount of information to choose from, making it very difficult to select the most adequate questions for this project. At the beginning a questionnaire for students was also contemplated, but during the investigation it became obvious that the most important factor in this work was the opinion of the teachers because of the complexity of the theme. The English teachers are obviously the most appropriate people for helping to raise cultural awareness in the process of language learning among the students, and the researcher has already observed positive results: on The Day of the Dead ( Todos Santos) two of the teachers who had answered the questionnaire organized an activity to raise the students' knowledge of their own culture, which seems to indicate that there has been a change in their attitudes.

#### **5.5 Suggestions for further research**

Cultural awareness in the process of language learning involves many aspects, there being a lot of information about it. However, at the end of the investigation the concept of desculturation was encountered, and the researcher wonders whether future English teachers will be prepared to face this problem. Some authors relate this theme to the teaching and learning of English as a second or foreign language. One of the main authors who believes in desculturation, or desangloamericanization, is Alptekin, He has two basic

postulates: he questions the validity of the theories that argue that language and culture are two interrelated entities, and as such should be taught together, proclaiming that it is extremely difficult to achieve real L2 acquisition without some internalization by the students in the schemes and values of native speakers of the language.

The second point that the author based his proposal is on "real property", challenging the questionable right that members of the Anglo-American cultures are considered to be the only judges of the correctness and linguistic culture in a historical moment in which English is a *lingua franca* used by members of various cultural backgrounds throughout the world.

Researchers can continue investigating the problem of what Mexican English teachers can do to prevent desculturization in their country.

In summary, there are two theories; on the one hand, teaching culture in the process of language learning with materials focused just on the target language's culture, theory that in many cases cooperates to the desculturización, on the second hand, the teaching of culture in the process of language learning with materials focused just on the students' culture.

Without underestimate any of the two theories, researchers can continue investigating the problem of what Mexican English teachers can do to prevent desculturization in their country, but the solutions are in the same Mexican English teachers when they select materials to teach culture which show a correct valance between the two cultures; the target language's culture and the Mexican culture.

Dueñas , (1998), regarded " la integración en los materiales didácticos de una dosificación correcta y equilibrada de entornos diversos en los que el Inglés no es la L1, pero si una lengua de comunicación frecuente entre miembros de diversas nacionalidades, supondría un claro y acertado reflejo de la incuestionable situación actual del Inglés en el mundo como lingua franca, además creo que se hace necesaria una cierta dosis de racionalidad en los criterios y planteamientos con el fin de crear contextos y ofrecer información intra e interculturalmente relevante".

## REFERENCES

- Alptekin, Cem, (1998), *Target-language culture in EFL Materials*, *ELT Journal* Volume 47/2 April 1993 © Oxford University Press 1993.
- Alptekin, Cem, Meara (1977). *Schizophrenic symptoms in foreign language learners*. Paper given at the BAAL : Annual Conference, Colchester, pp. 139.
- Alptekin, Cem cite Brumfit, (1998). *Problems with the rationale lack of experience*, *ELT Journal*, volume 52, pp.139.
- Alptekin, Cem cite Green, M. F. (1977). *Regression in adult learning of a... competent system of care cud.* 1 Washington: Georgetown University Crystal, pp.75.
- Alptekin, Cem (1992), *Target Language Culture in EFL Materials*, cite Joung (1987) *The Cultural Content of TESOL: a review of research into Chinese classrooms*, *RELC Journal*, 18/2, pp.15-30.
- Alptekin, Cem (1992), *Target Language Culture in EFL Materials*, cite Green, (1977), *Regression in adult learning of a Second Language*, *Foreign Language Annuals*, 10/2, pp.173-83.
- Alptekin, Cem (1992), *Target Language Culture in EFL Materials*, cite Chastain, Kenneth (1970). *Developing a Second Language skills: Theory to Practice*, Second edition, S.D., pp. 38, 283, 388. sends to Oswalt, 1970, pp. 1,15.
- Brumfit (1980) *Problems and Principles in English*, Oxford: Pergaman Press.

Brunso CarolP. (1991), *American Indians and Social Policy*, pp. 27.

Cambridge International Dictionary of English, (1995). *Guides you to the meaning:*  
Cambridge University Press. pp. 90, 334, 454, 795, 1160, 1450, 149.

Carroll, J.B., (1962, 1981), *Grammatical Sensitivity and Inductive Language*.

Celce, Murcia, M. y McIntoch Ed., (1979). *Teaching English as a Second or Foreign Language*: Rowley Newbury House Publishers.

Cem and Margaret, Alptekin (1983), *The Question of Culture: EFL Teaching in non-English Speaking countries*. Cite George, H.V. (1981), *Unhappy Professionalism, World Language English*, pp. 12.

Cem and Margaret Alptekin (1983), *The Question of Culture: EFL Teaching in non-English Speaking countries*. Cite Hajjai (1981), *English Language Teaching in Kuwait*. *Teacher English Abroad Newsletter*.

Cohen, L.; Morrison, K (2010). *Research Methods in Education*. New York: Routledge.

Colosi, Laura (2006), *Designing an effective Questionnaire*, Universidad of Connecticut. Del.sigle@uconn.edu www.delsigle.com

Corbett, John, (July 1997), *Doing Cultural Studies*: This article is based on a talk given at the launch of LABSA in Buenos Aires LABSA Journal, Volume 1-2, on 19<sup>th</sup> April, 1997. pp. 21.

Cross T., Bazron B. Dennis, K, and Isaacs, M., (1997), *Toward a culturally competent system of care*. Washington: Georgetown University Crystal, pp. 75.

Cross, T., (January 1998) B, Dennis, K., Washington, DC: Georgetown University.

Crowther, J., (1995). *Oxford Advanced Learner's Dictionary of Current English*, Fifth Edition, pp. 94.

Della Chiesa Bruno, (28 February 2014), *Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice* H-110G Home Page.

Dennis, K., Cross, T., (January 1998), B., and Isaacs, M., (1989), *toward aculturally competent system of care*, Vol. 1., Washington, DC: Georgetown University. My third life, (September 2012).

Díaz Barriga F. y Hernández R., G. (1999). *Estrategias docentes para un aprendizaje significativo*. McGraw Hill: México, pp.232.

Dictionary Home, ESL Lessons Plans, *ESL Classroom and Cultural Sensitivity*.

Dilin Liu, (January 1998). *Problems with the rationale Lack of experience*, TESOL, ELT Journal volume 52, pp.139.

Dilin, Liu (January, 1998). *Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students*, ELT Journal, volume 52.

Dueñas V.M. (1998), *Desaculturation versus Culturization*, Cuadernos de Filosofía Inglesa., cite Alptekin, C. (1993), Target Language Culture in EFL materials. ELT Journal, 47/2, The question of facing in non-English Speaking Countries, ELT Journal 3811, pp. 14-20.

Dueñas V.M. (1998), *Desaculturation versus Culturization en la Enseñanza del Inglés como Lengua Extranjera: Planteamientos Divergentes y Soluciones Conciliadoras*, Cuadernos de Filosofía Inglesa, Universidad de Murcia, 7.1, pp. 887-97.

Finkbeiner,(2006), *culture and good language learner*, pp. 28-32.

[http://en.wikipedia.org/wiki/cultural\\_competences.citing](http://en.wikipedia.org/wiki/cultural_competences.citing)

Hyde Martin (1998), *The Teaching of English in Morocco: The place of culture*, ELT Journal Volume, 48/4, Oxford University Press.

Kehoe (1971), Berger et al.(1974), Schiller (1976), Albert (1982), Alptekin (1983), *U.S. Department of Health and Human Services – Office of Minority Health*.

Martin, M. & Vaughn, B. (2007). *Strategic Diversity & Inclusion Management magazine*, DTUI Publications Division: San Francisco, CA., pp. 31-36.  
[http://en.wikipedia.org/wiki/Cultural\\_competence](http://en.wikipedia.org/wiki/Cultural_competence)

Masayo Yamamoto (2001).*Language Use in Interlingual Families of Sparks*, Ganschow and their colleagues.

Meara,p.(1977), *Schizophrenic Symptoms in foreign language learners*, Paper given at the BAAL Annual Conference, Colchester.

Official Program of Univesidad Autonoma del Estado de Hidalgo, *Inglés III* (2014). Oxford University Press, (1998), pp. 273, 454.

Paulston Cem and Margaret Alptekin (1983), *The Question of Culture:EFL Teaching non-English Speaking countries*.Cite Paulston (1978),Buculturalism:

some reflections and Speculations, TESOL Quarterly, pp.373. *English Language Teaching in Kuwait*. Teacher English Abroad Newsletter.

Phillipson Robert (1992),*Linguistic Imperialism*, Oxford: Oxford University Press.

Prodromou L.,(1988),*English as a Cultural Action*. ELT Journal, pp. 73-83.  
University of Connecticut, [www.delciegle.com](http://www.delciegle.com)



- a) I agree                      b) I don't know                      c) I disagree
9. Some students seem to dismiss their own culture and see it as inferior to the culture of the language being learned.
- a) always                      b) I don't know                      c) never
10. It is important to prepare some strategies to use during an ESC (English as a Second Culture) class.
- a) I agree                      b) I don't know                      c) I disagree

**II. Answer briefly the following questions**

11. What can you do to raise the students' cultural awareness of their own language?

---

12. What can you do to raise the cultural awareness of the target language in English teachers?

---

THANKS FOR YOUR PARTICIPATION.