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***THE IMPLEMENTATION OF ENGLISH CULTURE  
ASPECTS TO IMPROVE COMMUNICATIVE  
COMPETENCE***

A thesis submitted to the Facultad de Lenguas for the degree of:

**Licenciatura en Lenguas Modernas Inglés**

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# **THE IMPLEMENTATION OF ENGLISH CULTURE ASPECTS TO IMPROVE COMMUNICATIVE COMPETENCE**

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Introduction to the Problem**

Culture is an essential aspect for developing communicative competence of students who are learning a second language because language and culture are inseparable, but often language elements are taught without the cultural elements. It is important to get in contact with second culture aspects to help language learning students to be more motivated to L2 in a real context. It might be a more external perspective of sociolinguistic aspects and culture-related factors. With reference to Young et al. (2009, p. 150) point out language is a component of culture, it acts as a transmitter of culture and as the main tool for the internationalization of the culture by the individual.

Thus Siegel (2003, p. 193) states that skilled non-native speaker users of English are better models for teaching than monolingual native speakers. As it is, teachers must be aware that language and culture cannot be separated because each language has its own culture and when the teacher teaches the language at the same time culture should also be part of the instruction. Thus, culture and language seem to be strictly interwoven.



## **1.2 Purpose of the Study**

The purpose of this study was to explore cultural factors that may have contributed to the improvement of communicative competence in twenty-four university students. In the same way, this study will confirm and show other possible aspects to promote second culture during classes. The study also sought explanations about language acquisition and its stages but they were not the focus of the study.

## **1.3 General Objective**

To show if cultural aspects are applied during the target languages classes and how students in target language face them by analyzing teacher' perception. In order to demonstrate that while English is learnt and taught culture is also involved to help students to improve their communicative competence.

### **1.3.1 Particular objectives**

- To prove if cultural aspects are implemented in the target language classes as a formative part.
- To analyze if students develop communicative competence involving the cultural aspects implemented in class.

#### **1.4 Research questions**

- Does the teacher implement cultural aspects to develop communicative competence?
- What is the teacher personal perception about culture and its process during students' learning in a second language?
- How do those activities develop the communicative competence during the class?

#### **1.5 Study Design**

Following the practice established in this research, a qualitative mode of inquiry was used for data collection through class observations and a teacher interview. This method was especially useful to relate to the growing recognition that almost every aspect of language acquisition and use are determined or significantly shaped by social, cultural, and situational factors.

#### **1.6 Significance of the Study**

It is important to acquire not only second language linguistic knowledge but also communicative competence, because the second language learning is linked with the second culture learning and it is one of the best ways in which students can be able to develop communicative competence. Currently, students suffer the acculturation process because the adaptation in a second culture is essential and important. In this way they have direct experience of the unpredictable nature of language in use. Therefore, one of the best ways for students to understand the language and communicate is using the target language that they know about the second culture and

to become familiar with this. Interestingly, “culture defines not only what its members should think or learn but also what they should ignore or treat as irrelevant” (Baruch, 2000, p.21).

The importance of the study is presented when learners are getting more connected with the second culture, the classroom environment can be more comfortable, so learners can be more capable of participating during a language lesson and, as it was mentioned before, improve the communicative competence.

This project will be useful for the teaching area to know how the second culture can be implemented in a better way and to have a positive perspective about the importance of promoting it. It can help teachers to be more aware of how students can learn the target language in such a way that it might encourage them to communicate in any context, and at the same time be in touch with the second culture.

## **CHAPTER II**

### **LITERATURE REVIEW**

The cultural aspects are essentially important to learn a second language hence to support the main topic of this research in this chapter cultural aspects as culture and language learning, second language acquisition, and communicative approach will be presented.

#### **2.1 Culture and Language Learning**

Culture regulates ordinary things in life such as eating, greeting, showing or not showing feelings, keeping a certain physical distance from others, and so on. Even students learning a second language require some sort of second cultural aspects. For that reason, a target language is acquired through realistic situations and interactions within a language classroom when learners are at the same time exposed to the target language culture. However, culture is a complex word to define, hence in this section culture is defined in light of its importance to second language learning.

There are quite a few definitions of culture. For instance, Barker and Galasinski (2006) states that culture is described as cultivation, as a whole way of life, as like a language, as power and as a tool. That means that culture covers a variety of ways of looking a human conduct which people live and the reality that they construct and can be used for a range of purposes with notions of personal space, appropriate gestures, time, and so forth. At difference from Nieto (2002), who argues that culture is complex

and intricate; it cannot be reduced to holidays, food, dances, although these are of course elements of culture. Everyone has a culture because all people participate in the world through a social a political relationship informed by history as well as by race, ethnicity, language, social class and other circumstances related to identity and experience. As it is noticed there are many different definitions of culture and in the same way it involves many aspects that help in humans' behavior depending on whether we take into account its oral, or written aspects, whether we look at highbrow, or popular culture, and whether we focus special events, or everyday life and practices.

According to Komorowska (2006) there are two different ways of understanding culture. The first one is derived from the study of the humanities. From this perspective culture is the way a social group represents itself and others through material productions, such as art, literature, mechanisms of preservation and reproduction through history. The second way of understanding culture sees the phenomenon as derived from the contributions of social sciences and involves attitudes, beliefs, ways of thinking, behaving and remembering shared by members of a community. On the other hand, Shiarev and Levy (2004) try to merge the two perspectives. They define culture as a set of symbolic systems, including knowledge, norms, values, beliefs, language, art, customs, habits and skills learned by members of a given society.

Culture is what we show to others, saying that it symbolizes our identity as group members, though it is far beyond our personal capabilities, it is also said to be

centrally concerned in many forms like a language that points out values, meanings and knowledge.

An advantage of these definitions is that they specifically view culture as an active process, not a static list of facts to be memorized nor a set of situational skills encoding behavior. But, there are many different approaches understanding culture. Moran (2001) avers the main disciplines dealing with this topic are sociology, sociolinguistics, and anthropology. In sociolinguistic terms, culture is understood as communication. It deals with ways of communication; in anthropological terms culture is defined by its characteristics which are shared by a community and make it distinguishable from other communities. The first term means verbal and nonverbal communication as well as the social situations under which communication takes place, and the second refers to the attitudes and beliefs, ways of thinking, behaving shared by members of that community.

For many generations not all language teachers have been aware about the great importance of including target culture instruction inside their lessons. But fortunately second culture features are often included in language textbooks. Since in second language learning there are many skills that culture can improve, there are on target language books many features which the students unconscious learn at the moment that they do the exercises and while teacher is teaching each lesson. We can find second culture implemented on textbooks through pictures, statements, comments, and exercises. This situation of including the target culture recognizes the great importance to cultural learning in curricula. Culture and language are bound together so strongly

that learning a new language requires learning a new culture and thus a new way of thinking and viewing the world.

### **2.1.1 Second Culture Acquisition**

As mentioned above learning a second or foreign language implies some degree of learning a second culture. It is important to understand the process of learning a second culture. Robinson-Stuart and Nocon (1996, p.80) state that “culture learning is a magic carpet ride to another culture”. Many students in target language classrooms may learn the mechanics of the language with little or no sense of the depth of cultural norms and patterns of the people who speak the language. Robinson-Stuart and Nocon (1996, p.81) suggest that language learners undergo culture learning as a “process, that is, as a way of perceiving, interpreting, feeling, being in the world, and relating to where one is and who one meets”.

Culture learning is a process of creating shared meaning between cultural representatives. Performing realistic scenarios in the classroom and thinking about the underlying meanings of the activities could be very useful for second culture acquisition as well as second language acquisition. Second language learning engages the acquisition of a second identity. In accordance with Norton (2000) this creation of a new identity is what experts call acculturation.

### **2.1.2 Acculturation**

Learning a new language while living in the culture involves coming to terms with the new ocean you are swimming in. This is acculturation, which can have two meanings. The general meaning is just the process or act of adjusting to a new culture. Brown (1980) seems to be using the term acculturation in this way when talking about the Optimal Distance Model.

Diaz-Rico and Weed (2006) give another more specific definition of acculturation as a specific way of adjusting to a new culture: “to acculturate is to adapt to a second culture without necessarily giving up one's first culture”. In short acculturation is the process of becoming adapted to a new culture.

### **2.1.3 Brown's Optimal Distance Model**

Under the circumstances Brown (2007) reformulated the critical period hypothesis to make acculturation, rather than age, the major factor defining the critical period, this is the Optimal Distance Model (ODM). According to Brown (2007), second language learners are optimally suited to learn the second language when certain conditions of acculturation are met. Specifically, the optimal period is when learners are in the third stage of acculturation and also see themselves as outside of both their native culture and the second culture.



Acculturation takes place in four stages (Brown, 1980). The first is the honeymoon period, when everything is new and interesting. Next is the culture shock period defined as anxiety that results from losing the familiar signs. Third is a long period of slow recovery. By recovering, or mostly recovering, from the culture shock and adjusting to the new culture, the learner enters the fourth stage.

Thus, the third period of acculturation is very important for second language acquisition, it is the critical time for optimal learning. As Brown (2007) phrases that stage three may provide not only the optimal distance, but the optimal cognitive and affective tension to produce the necessary pressure to acquire the language. If learners fail to master the second language during the third period of acculturation, they may never successfully acquire it to a high level.

An important element of the third period is a feeling of anomie, which Brown (1980) describes as the feeling of being between cultures but not a member of either. The learner thus has a perceived social distance between him- or herself and both cultures. Brown (1980) claims this often occurs early in the third stage of acculturation because the learner is starting to recover from culture shock. This stage is also associated with the beginnings of mastery of the learner's second language. Perhaps the learner is capable enough with the new language that he or she begins to feel distant, or different, from his or her native culture but can see how far he or she is from the natives of the new culture.

There are several other conclusions that can be drawn from the ODM. One that Brown (1980) discusses is that failure to synchronize acculturation and language learning could be a major reason for a learner's failure to master the second language. This suggests that second language programs would have better results if they include acculturation support as part of or in addition to language training.

Culture is an important part of language and for that reason alone should be an important part of the language classroom. As the ODM shows, acculturation can be an important factor in successful SLA. This makes it all the more important that learners encounter culture and acculturation so that they can maximize their ability to acquire a second language and a second culture.

Supporting this notion O'Neal Cooper (2003) explored the ODM in their study on language learners. He states that the learners' situation is exactly what is expected under the ODM: the learners' language learning and their acculturation were not synchronized. "A lack of acculturation may be one of the most important factor in the subject's failure to achieve communicative competence". Thus, acculturation supports at the classroom or at least at the school level and also it would help maximize learners' mastery of the second language. This section provided a definition of culture and the importance of the connection between culture and language. Therefore, the language is a special center of interest when SLA is in action.

## 2.2 Second Language Acquisition

It refers to the learning of another language after the native language has been learned. Language acquisition in adults is very similar to the process children use in acquiring first language. They both require meaningful interaction in the target language -natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Some students learn a new language more quickly and easily than others. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence (Grass and Selinker, 2001). In short, SLA is the way in which a foreign language is learned. But there are numerous approaches to explain what it is.

However, there are some crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external factors. As said by Ellis (2001), internal factors are those that the individual language learners bring with them to the particular learning situation. These factors are age, gender, anxiety, motivation, personality, experience, and native language. On the other hand, external factors are those that characterize the particular language learning situation, which are culture and status, instruction, and curriculum. It is their complex interplay which determines the speed and easiness with which the new language is learned. As it is mentioned above, SLA is a process which is affected by some factors, and because this process is related with second culture acquisition it has an effect on the students' communication too.

### **2.3 Communicative Approach**

Second language (L2) learning requires that learners take ownership of learning activities through interaction, active participation and the use of the target language in a more authentic context (Tabbers & de Koeijer, 2010). To teach a target language the teacher needs to be sensitive to the fragility of students by using techniques and methods that promote cultural understanding and improve communicative ability.

The introduction of interactive teaching approaches into schools has had an increasing impact on the way teacher teaches, and the process students learn; so the communicative approach (CA) is the central process of language learning which not only involves the expression of information, but also includes the interaction of emotions. In communicative language teaching approaches, attention to teaching and learning processes is required, (Facer, Sutherland, & Furlong, 2003). CA is a method of teaching English as a second language which assumes that “the goal of language teaching is learner ability to communicate” (Celce-Murcia, 1991, p. 8). Using CA, instructors “help learners in any way that motivates them to work with the language” (Richards & Rodgers, 1998, p. 68). “CA is directed towards enhancing classroom interaction and learners’ participation in communication during the instructional process CA is a classroom strategy that involves pairing and grouping of learners to enhance negotiation of meaning, development of confidence by engaging in tasks and activities that are fluency-based. The role of a CA teacher is more of a facilitator of learners’ task performance because learners do more of the talking than in the traditional classroom. With CA, activities and tasks set up by the teacher include real

life situations which involve games, role-playing, simulations and problem-solving”.

(Menking, 2002, p.26)

Therefore, the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

### **2.3.1 Communicative Competence**

The reason why many people around the world want to learn and speak English is because it has become a universal language, and know it is an attractive language for students, they want to travel to foreign places to know new things, new contexts, and to study. To achieve that, it is essential the acquisition of a communicative competence.

The concept of communicative competence according to Bachman (1990), is comprised of two words, the combination of which means “competence to communicate”. This simple lexico-semantic analysis uncovers the fact that the central word in the syntagm “communicative competence” is the word “competence”. Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book *“Aspects of the Theory of Syntax”* drew what has been today viewed as a classic distinction between competence (the

monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations).

Furthermore, Hymes (1972) defines communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. According to Widdowson (1990), the concept of communicative competence has a double component: competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defines communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity".

Savignon (1983), claims that the competences are not isolated; on the contrary, for a better communication, the four components of communicative competence are blended in their application (grammar/language competence, sociolinguistic competence, discourse competence and strategic competence). They are interrelated and equally important. The communicative competence is relative, dependent on the context and applicable to both oral and written communication. Therefore, communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved.

All those terms defined communicative competence as knowledge and skills for usage, because a competent language learner should develop not only language about language but also the ability and skill to activate that knowledge in a communicative event.

### **2.3.2 Intercultural Communicative Competence**

Skills and attitudes together with knowledge make competence. When students learn a second language, they learn more than a linguistic system. They acquire a certain degree of familiarity with the second cultural system. Lum (2004) claims, that communication in real situations is never out of context, and because culture is part of most contexts, communication is rarely culture-free. Alyan (2011) argues, it is necessary to learn how to understand and create language that is in accordance with the sociocultural parameters of the specific situation, as ESL students first of all, they have to realize communication on the background of their native culture and only work then on the culture of the target language, which is called intercultural communication.

Sehlaoui (2011) claims, that intercultural communication is a symbolic process in which people from different cultures create shared meanings. Intercultural communication is concerned with unmediated communication between people from different cultural backgrounds. But for students of SL can improve their communication skills in an appropriate and efficient manner is necessary to develop intercultural communicative competence. According to Vyas & Patel (2009), ICC refers to implicit mastery of the norms of a society, the unspoken rules describing

certain behavior as acceptable or unacceptable. ICC also implies knowledge of many aspects of society and culture: forms of address, choices of register and style, differences between social and regional dialects, as well as social values attached to these differences. To be successful in the intercultural communication, both linguistic and cultural competence are needed.

According to Berardo, Deardorff et al. (2012), a lack of ICC may cause culture shock. Culture shock is caused by the anxiety that results from losing all our familiar signs (words, gestures, facial expressions, customs, and norms) and symbols or social contacts.

Concluding from the above mentioned and according to Walcott (2006), cultivating ICC should be more than focusing a few lessons on holidays, customary clothing, folk songs, or food. Understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, and in what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language.



## **CHAPTER III**

### **METHODOLOGY**

In this chapter mainly, is explained the information about the subjects who participated in this research. It also explains the context in which this research was carried out and the instruments that were designed, validated and applied. Finally, it offers a brief description of how the information was analyzed and interpreted.

#### **3.1 Context**

In this chapter the context of the research project will be described. And it will be in the faculty of languages at Benemérita Universidad Autónoma de Puebla (BUAP) which have three different programs, LEMO, LEI, and LEF. The research will be through observations with LEI students of work shop III. The school program was designed for two terminals, teaching and translation. This program also prepares people with a linguistic, technological, socio cultural and communicative competence. Then, the characteristics of context were considered important to carry out this project.

##### **3.1.1 Participants**

This research project took place in a Mexican public university located in the city of Puebla in the faculty of languages, in the period of August to December 2015. This faculty offers an ELT program that promotes English as a second language, to form teachers, and so it facilitates the communication and interaction between cultures.

Almost 2400 students and 90 teachers are part of the community of this faculty. This research project worked with Workshop III section 01, with a schedule Tuesday and Thursday, from 11 to 12:30 pm. This class had twenty-four students; there were 15 women and 9 men around 20 to 26 years old. Teacher was also participant in this research project because he is in the area of teaching English and he has information and knowledge related to competences for learning cultural aspects that can help to develop this project.

### **3.2 Method**

This research project will be complemented by the qualitative method focuses on a single phenomenon which will bring us personal values into the study. Due to it will be analyzed through observations in order to see the class in action. As Lankshear, C. & Knobel, M (2006) say “observation emphasizes collecting data in real life, everyday context”. And, observations will give us the opportunity to see the development in how second culture is acquired through learning a second language and the whole process of acculturation.

Also, the qualitative method will help us to explore cultural settings without controlling variables and take into account how the second culture is and could be implemented within the classroom, particularly in the LEI program on work shop III. Moreover, we will work with a teacher’s interview in order to interpret the perspectives that teacher could have about implementing culture during the class. Because interviews emphasize on eliciting desired information from someone.

### 3.3 Instruments

To identify cultural aspects that teacher used to develop communicative competences into students of second language learning an observation sheet and a questionnaire were designed. According to DeWALT & DeWALT (2002), observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing. On the other hand, a questionnaire is a written instrument used to obtain information from study subjects. Questionnaires can be administered by an interviewer or answered by the respondents themselves. Thus in this research project an open questionnaire was elaborated to know and analyze the teacher's perspectives about cultural aspects developed in his class.

#### 3.3.1 Observation sheet

Describing the observation sheet, it is divided mainly in nine different sections. The first section of the instrument consists in to know the general information about: the class, the date, the number of students, and the gender, information that was completed during each observation. Therefore, that information is basic but indispensable to have a classification of the participants.

<b>Class:</b>	<b>Date:</b>
<b># Ss':</b>	<b>Gender:</b>

To know which the cultural aspects are implemented during the class is the second section of the instrument created. This section is important in order to have a good observation of each cultural aspect during the class. The cultural aspects were related to some author as Shiarev and Levy (2004), and Nieto (2002) in order to enlist which of those cultural aspects are developed in class.

<b>Kind of cultural aspects:</b>
----------------------------------

Because it is important to observe the whole class to identify the cultural aspect implemented in class, essentially in the next three sections is intended to describe in detail the class. The third part of the instrument is divided in two sections. One enlists the cultural aspects developed during the class. The second part described in detail how the class begins and if some cultural aspects were implemented or not.

<b>- At the beginning of the class:</b>	
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In the fourth section, the class was observed and described in detail but unlike that, in this part it was through the development of the class. It was also divided in two columns where were described each cultural aspect in each one of the activities with specification.

<b>- During the class:</b>	
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And the next section, as in the third and fourth, the class was observed in order to describe how some cultural aspects are developed when the teacher closes the class. And it is described in the second division in depth.

<b>- At the end of the class:</b>	
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Finally, to clarify the cultural aspects during the class the last section was designed. In this section are mentioned the cultural material that teacher used during the whole class.

<b>-Cultural Materials:</b>
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The instrument gives to the study an orientation of the importance that culture implementation in classes have in workshop III. This observation sheets are included in Appendixes I to IV.

### **3.3.2 Questionnaire**

As in the chapter II, it was mentioned that a large set of cultural aspects influence the process of learn a target language. Therefore, that point allows to apply a questionnaire for teacher to know his perception in the process of acquire a second language in order to collect a range of data. This questionnaire was designed with eight open questions. The first five questions were intended to get teacher's personal perception about culture and its process during students' learning in a second language. And the three last questions were intended to know the main factors that affect students' communicative competence in learning a SL. This questionnaire is shown in Appendix V.

### **3.3.3 Data analysis and procedures**

First, the teacher was contacted to ask permission to observe classes. Then, the instrument was applied to students on low-intermediate level on September 3<sup>rd</sup>, 2015 in the Faculty of Languages in Benemérita Universidad Autónoma de Puebla; from 11:00 am to 12:30 pm on Tuesday and Thursday. This group was chosen by the workshop in which they were studying.

The procedure to apply the instrument was first of all, observing cultural aspects that teacher implemented while he was teaching inside the language classroom. We did four observations in order to found the main cultural aspects according to authors mentioned on chapter two. Afterwards, was applied the teacher's questionnaire on

September 8<sup>th</sup>, 2015; teacher had some problems with the last four questions that we asked him, but he answered all the questions. After that, the data was carefully analyzed in order to obtain the results. Finally, those results are shown in Chapter IV.

## CHAPTER IV

### FINDINGS

#### 4.1 Reporting and findings

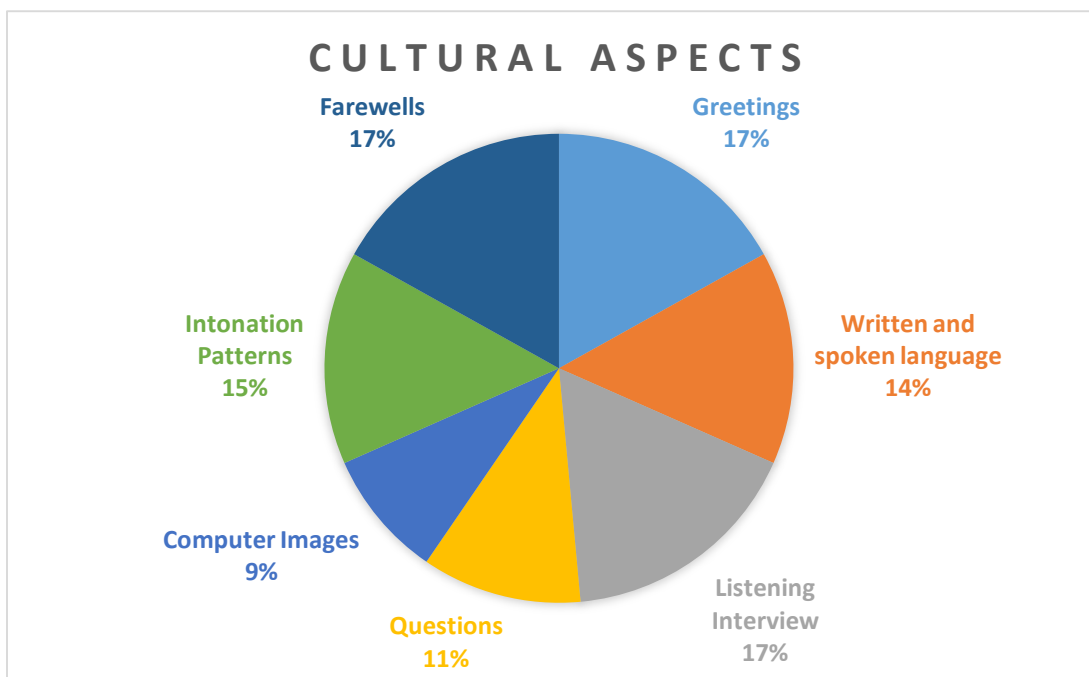
The main purpose of this chapter is to summarize the collected data. In the next paragraphs, the results will be showed. Because the results were obtained through a quantitative study, the observation sheets and classes will be explained, and also the teacher's questionnaire. In order to make the reader understand more about this research project, this chapter will describe in detail the results and findings about it. Along this chapter every figure that represents each observation will be briefly explained.

##### 4.1.1 Observation Sheet 1

Cultural Aspects		
<b>At the beginning of the class</b>	-Greetings -Written and spoken language	Teacher started greeting the class "How are you doing guys", they answered "fine". Then, teacher wrote on the board the topic of the class "Family Belongings" and asked students to mention some family belongings.
<b>During the class</b>	-Listening interview -Questions -Computer Images -Intonation Patterns -Written and spoken language	Teacher put the students a listening interview, it was about photography. It was related to the topic because after students listened the interview, teacher answered some questions like "what was important for families before and nowadays" "family belongings are



		<p>the same as time before or have changed”. With these questions, both teacher and students started a conversation. Then, teacher showed the students some images on the computer related to the family belongings.</p> <p>After some minutes, teacher asked students to work in pairs to do some questions about the topic using superlatives. Students did their questions and then show these to the whole class. Then, teacher moved students, boys in a side and girls in the other side of the classroom. Girls had to do questions to the boys using superlatives and vice versa.</p>
<b>At the end of the class</b>	-Spoken language -Farewells	Teacher mentioned the students’ mistakes and give some other examples of common mistakes when use superlatives. After that, teacher said: “thanks for coming today”, “that’s all for today”, “see ya tomorrow”.



**Figure 1. Observation Sheet 1**

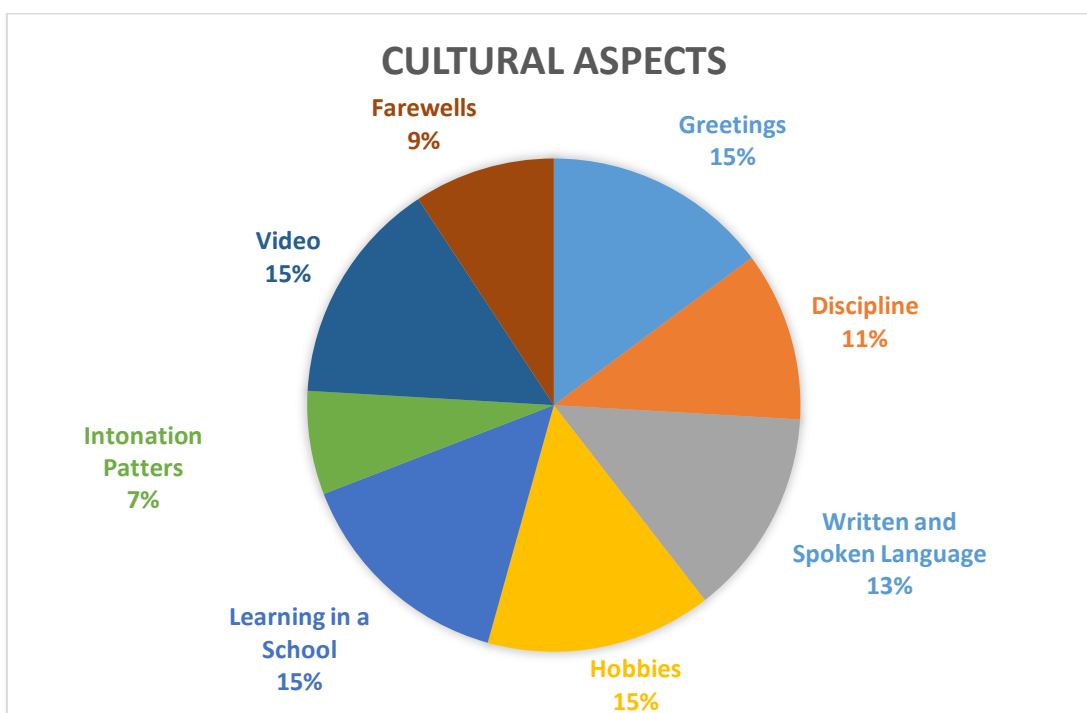
In the first data observation were identified some important cultural aspect that are mentioned by some authors in chapter II, those were, greetings, farewells, intonation patterns, written and spoken language, listening interview, questions, and computer images. These aspects were identified through the development of the class. Greetings and farewells were two aspects that were developed at the beginning and at the end of this class. At the beginning, to introduce the class, when teacher greeted students and they greeted to the teacher too. Also at the end when both teacher and students said goodbye. With this aspect was identified that the culture was implemented in the way that teacher greeted. During the class and through an activity was noticed the intonation patterns. It was with the tones of some answers because students had to ask with the correct intonation to know that it was a question. In second culture the

errors in speech are important to identify because sometimes what you want to communicate could be confused so, in class the teacher corrected some errors that students had during the activity and also explain why are not correct some words or phrases that they said.

#### 4.1.2 Observation Sheet 2

Cultural Aspects		
<b>At the beginning of the class</b>	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-Discipline</li> <li>-Written and spoken language</li> </ul>	Teacher greeted the class and immediately introduced the topic “Conditional 0” writing some examples on the board, and then he explained the topic using the sentences on the board. And for an enjoyable class teacher used some informal phrases related to the topic. However, some students interrupted the class when they wanted to come in to the classroom but they could not enter.
<b>During the class</b>	<ul style="list-style-type: none"> <li>-Hobbies</li> <li>-Learning in school</li> <li>-Intonation Patterns</li> <li>-Video (Serie: Malcom in the Middle)</li> </ul>	After explain how to use conditional 0, teacher asked students to complete some phrases with this conditional, then students had to work in pairs and write three conditional sentences to share these with the whole class. Then, teacher gave students a work-sheet which they had to answer before he showed them a video “Malcom in the middle”, after they watched the video they had to correct their answers, and also some questions because some of those were elaborated incorrectly since a student elaborated the work sheet.

		Teacher and students discussed that and corrected it.
<b>At the end of the class</b>	-Farewells	Teacher and students gave feedback to the girl who did the worksheet then, teacher asked if there were doubts about the topic, and finally gave homework to students.



**Figure 2. Observation Sheet 2**

During the second data observation were identified as part of cultural aspect, greetings, intonation patterns, hobbies, learning in school, discipline, written and spoken language, video, and farewells. In the next paragraphs is explained how the culture was implemented through these aspects.

With greetings all classes are introduced but sometimes with different phrases. Phrases and the intonation that the teacher uses to greet the class it is part of second culture. For example, in this class teacher greeted the class saying “Hello guys! We’re gonna start the class...” This greet was simply but it is culture.

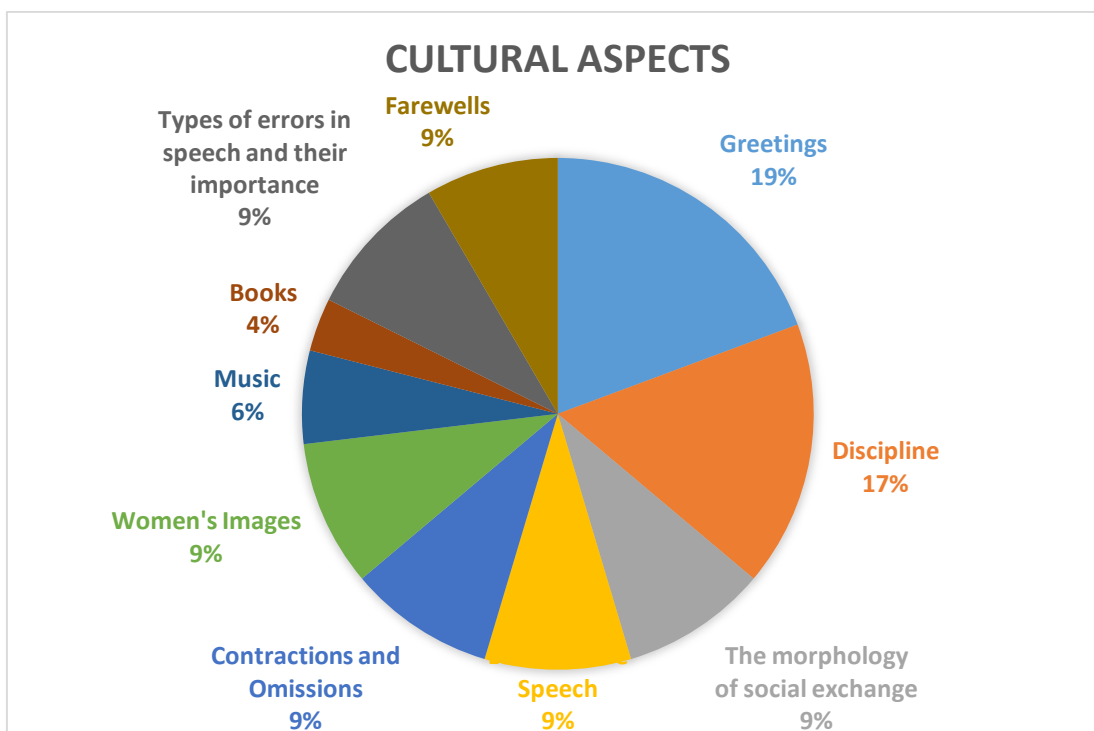
Another important cultural aspect is the intonation patterns. This aspect is taken into account during all classes, for example in this class teacher helped students when they did not pronounce correctly some phrases or words. Also teacher help them with the correct intonation for some expressions.

Hobbies are also part of second cultural aspects. In class, the video showed was a good tool in which students could watch some cultural aspects, but also this video is part of some students’ hobbies. The importance of homework is one of the aspects that is part of learning in the school. It is to develop what was taught during the class and to know if the class was or not meaningful.

In second culture the written and spoken language is important to identify because sometimes what you want to communicate could be confused so, in class the teacher corrected some errors that students had during the activity and also explained why are not correct some words or phrases that they mentioned.

## 4.1.3 Observation Sheet 3

<b>Cultural Aspects</b>		
<b>At the beginning of the class</b>	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-Discipline</li> </ul>	Teacher greeted students saying: What's up guys! Students answered in the same way. Teacher took a back chair and students started their oral presentations. Every student chose the order to pass in front of the classroom and the oral presentations initiated. Students who arrived later to the class had to pay one peso to Teacher.
<b>During the class</b>	<ul style="list-style-type: none"> <li>-The morphology of social exchange</li> <li>-Levels of speech</li> <li>-Contractions and Omissions</li> <li>-Women's images</li> <li>-Music</li> <li>-Books</li> </ul>	Students had to talk about a very important woman for every of them, and explain why this woman is important for every student. Teacher gave feedback for every student. Students did not notice the types of errors in speech and their importance until teacher corrected them. Students differed very much in levels of speech frequently when they had been studied English a long time ago.
<b>At the end of the class</b>	<ul style="list-style-type: none"> <li>-Types of errors in speech and their importance</li> <li>-Farewells</li> </ul>	Teacher mentioned some common mistakes that students done when they were speaking English and also, the improvement that some students demonstrated in this speaking assignment. Teacher said that there was not time for more presentations so students have to pass next class. Teacher said thank you and students left the classroom.



**Figure 3. Observation Sheet 3**

Data observation sheet 3 demonstrated that cultural aspects such as greetings, discipline, the morphology of social exchange, levels of speech, contractions and omissions, types of error in speech and their importance, music, books, women's images, and farewells are implemented unnoticed by students and teacher while the class is being developed.

According to Shiarev and Levy (2004), discipline is “the rules that students have to obey inside the classroom”. One example of it was that students should pay one peso when they arrived late. The morphology of personal exchange is about how are interpersonal relationships like variations in age, degree of intimacy, social position and emotional stress reflected in the choice of appropriate forms of pronouns and verbs.

In short words the morphology of personal exchange is the way people address to a teacher, a friend, or a classmate taking into account age, social position, and feelings.

Levels of speech is in what ways are age, origin, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern, and personality reflected in the usual or traditional speech. In work shop III there is a wide variation according the factors mentioned above which are frequently reflected when a person addresses to another one inside the classroom.

Words and intonation patterns are normally used to enliven one's speech by way of commentary upon one's own feelings or actions, those of the person addressed, or the nature or behavior of other elements in the immediate situation, which Shiarev and Levy (2004) calls contractions and omissions. An illustration of it would be when teacher greeted students at the beginning of the class saying: What's up guys!

During the oral presentations most of students were changing the gender of people they were talking about; for example: one student talked about Helen Keller and students used the personal pronoun "he" to talk about her that were types of errors in speech. Teacher noticed the mistakes but he waited to the end of the class to correct students.

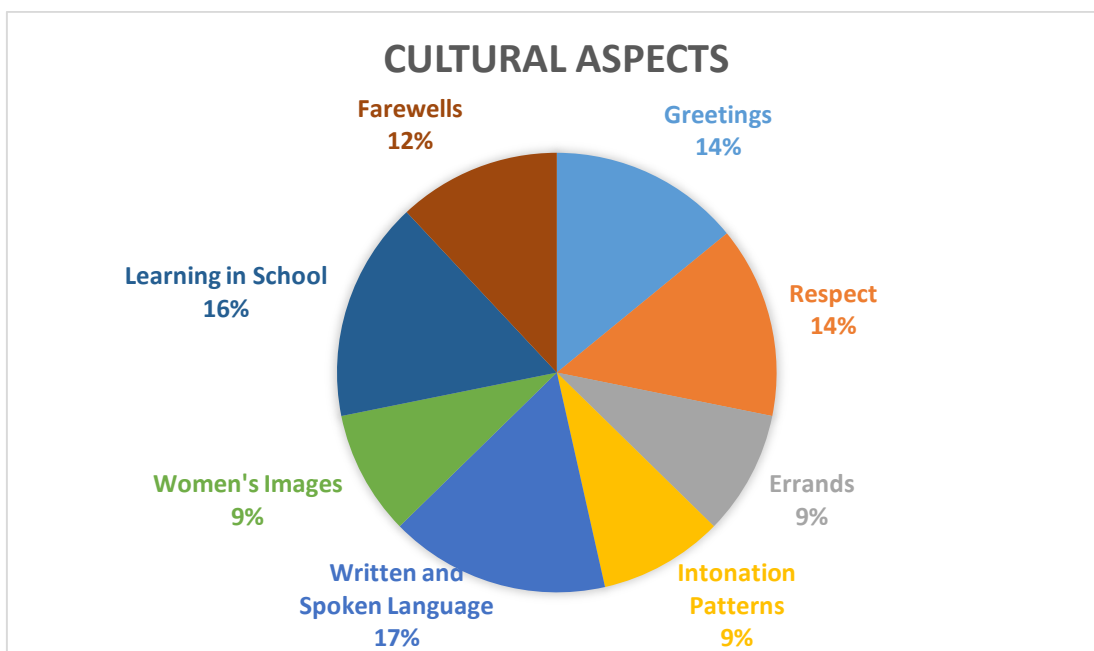
Music and books are important cultural aspects that in daily life people are in touch without be aware of it. Music in the language classroom has to have more opportunities for training and practicing in school. Linked to music are books that



represent the facts of special interest concerning the printing, punctuation, binding, selling, and popularity.

#### 4.1.4 Observation sheet 4

<b>Cultural Aspects</b>		
<b>At the beginning of the class</b>	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-Respect</li> <li>-Errands</li> </ul>	Teacher asked students to respect people are talking in front of the classroom and pay attention to them. Students followed errands and they started their speeches about an important woman for them.
<b>During the class</b>	<ul style="list-style-type: none"> <li>-Intonation patterns</li> <li>-Written and spoken language</li> <li>-Women's images</li> </ul>	Students who did not present the last class talked about a very important woman for them. Teacher asked some informal questions about the woman presented by the student. They understood the questions because teacher pronounced questions with different intonation to encourage students to participate on it.
<b>At the end of the class</b>	<ul style="list-style-type: none"> <li>-Learning in school</li> <li>-Farewells</li> </ul>	All students chosen attracted women and they could share culture in the classroom. Teacher given some advices to control anxiety to talk in front of people. The difficulty was that they had to speak in English. Teacher said this homework had the 20% of final grade.



**Figure 4. Observation Sheet 4**

Data observation sheet 4 showed that more than one cultural aspect was found in this lesson. Students did not be aware of sharing culture, but it was transmitted by oral presentations because they talked about Helen Keller, Milla Jovovich, Michelle Obama, among others. In other words, these characters are from second culture but it is acquired by learning a second language.

Cultural aspects as greetings, respect, errands, intonation patters, written and spoken language, women's images, and farewells were presented in this class. When people are in a classroom there are certain rules which students have to follow, one example of it may be when teacher asked to respect the other classmates presenting their speeches.

Apart from the selection, order, and form of words themselves, the overtones of cadence, interrogation, command, surprise, deference the intonation patterns. As when teacher asked some informal question students noticed that they were questions by the intonation given by the teacher. Oral presentations which students developed in the last lessons was a homework which was asked two weeks ago to be done in order to improve speaking skill. Learning in school is a cultural aspect mentioned by authors in chapter II as the importance of homework in formal education.

#### **4.1.5 Analysis of Teacher's Interview**

In order to obtain meaningful data for this research teacher's interview was applied on September 8th, 2015. The answers of this interview will be interpreted including many quotes from the participant who was interviewed. As it was mentioned before, teacher was the participant interviewed. In the first question teacher said that culture is "behavior, customs, and beliefs that people acquire in a community..." Teacher has a similar concept about culture as Nieto (2002), in which culture is expressed in daily life such as greetings, feelings, and customs, in short words culture is found in ordinary things.

In question two teacher argued that acculturation is "a process of culture but he does not know it deeply". Diaz - Rico & Weed (2006) give a specific definition for acculturation as "acculturate is to adapt to a second culture without necessarily giving up one's first culture". In short words acculturation is the process of becoming adapted to a new culture. Teacher answered third question that "students sometimes do not

express what they are feeling when they are acquiring a second culture so he can not know what they need”. Teacher said “When I am teaching English I always try to talk about second culture to give better explanations about what I am talking” in question four.

According to the question five, teacher said that he implements second culture during his class but it is unintentionally prepared. In question six, teacher answered that the main factors that influence the second language acquisition for him are, age, sex, classmates, classroom and teachers, although there are external factors that also influence. The communicative approach is almost always implemented in classes because students have to participate and interact with their classmates. This approach is the principal base to develop the class and to students could interact, teacher said in question seven. And in the last question, because the work shop is about listening, teacher has to encourage students to improve the communicative competence and develop class in a good way.

## CHAPTER V

### CONCLUSIONS

This chapter is about conclusions, they were gained within this research project and the research questions presented in chapter I were answered; moreover, it shows the opinions of the people who developed this project and the result in this work. According some authors mentioned on chapter II, this research considers their main opinions about culture implemented inside the classroom, which were quoted in order to have a better understanding about the topic. But, there are many different approaches to the culture term: the main disciplines dealing with this topic are sociology, sociolinguistics, and anthropology, these deals with communication that is a very important aspect for second language teachers. It can be considered for LEI students from items 20 to 26 that most of them enjoyed to be in contact with second culture and maybe teachers do not implement it in the language classrooms.

#### 5.1 Conclusions

As a general conclusion about the implementation of second culture through classes, some opinions of an English teacher will be mentioned, and also some characteristics that were caught during observations in classroom. According to the research questions teacher gave us his own opinion about what culture is, he said *“for me, culture is everything around”*, but he gave us a complete answer about what culture is through an interview mentioned in chapter III. Also, teacher mentioned the relevance

of the implementation of second culture inside the classroom. He stated that although sometimes second culture is implemented with all intent and other times, it is implicit, it has an important role in learning second language since language and culture always are together.

Also, during the data observations we realized that students liked when teacher mentioned some cultural common phrases, showed foreign films or videos, talked about the customs for example of USA, between other cultural aspects or topics. We noticed it, because the students really enjoyed the class when teacher did that kind of things. Accordance what we observed during some classes, we detected some cultural aspects presented implicitly during the development of the class. For example: greetings, intonation patterns, hobbies, learning in school, types of errors in speech and their importance, music, and books.

As it was mentioned in above chapters, language and culture are closely related with each other and the importance of the cultural and intercultural aspects during a second language class nowadays are associated with the communicative competence development in the same way that culture which is a tool that can help students to feel more comfortable and sure when they want to participate in English lessons. All that cultural activities develop communicative skills accordance to real situations in the intercultural communication to learn and adapt to a second culture. So, the communicative competence was developed and produced with a spoken or written skill within a particular sociocultural context.

## **5.2 Limitations**

This research faced some limitations such as time, exams, and holidays. The first one was the lack of time because we are not living in Puebla and it is difficult since we have to travel long time. The second limitation was the midterm exams that teacher applied to students during two classes which observations could not be applied.

## **5.3 Recommendations**

It is important to prepare classes in order to familiarize students with the second language culture to they could develop in a better way their knowledge. Also, the implementation of the second culture could help that their knowledge can be meaningful. Teacher should try to implement second cultural aspects intentionally not only in an implicit way. If teacher mentions or uses more cultural aspects during classes, students could enjoy and be more interested about to learn the second language.

### **5.3.1 Further Research**

This project could be retaken through different contexts changing the sample used in this research project “convenience sample” for the expert sample. With this sample could be quoted just expert opinions, and to this project would be quantitative.

### **5.3.2 Implications**

Throughout this work and the reviews that this research project can be taken with teachers and learners it can be an important guide book to help teachers and students to notice that culture is an important part of language and for that reason alone should be an important part of the language classroom, and also teachers can understand the process that students face when they are in contact with a second culture.

Moreover, teachers and learners can reinforce their original project and reestablish this one because it assumed other topics. Applying this work in two different schools or classrooms generates new points of view and better prospects. And, perhaps the most important try to cause this work in education programs in order to improve good English teachers and students.

### **5.4 Personal Experiences**

In our opinion about doing this work we had the opportunity to read more than one author who talk about culture and its process, and we could see a new world that was opening for us, it was very difficult to decide what experts' opinion we might quote.

Although, our point of view was totally different from the results obtained we are glad with the end of result because we can not be able to manage what cultural



aspects teacher implements inside the language classroom, nor change student's way of thinking.

Although, we were and felt very nervous because we thought that observations could not demonstrate what the search desired, maybe we could be stated another research question in order to have more exacts results. At the end of this research project, we can say that researchers have an exhaustive job but this experience leave us a great pleasure because we had the opportunity to see an interesting and new world about education.

**APPENDIX I****BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA****FACULTAD DE LENGUAS****Observation Sheet 1**

<b>Class: Work shop III</b>	<b>Date: 1 September 3<sup>rd</sup> 2015</b>
<b># Ss': 23</b>	<b>Genre: Family Belongings</b>

**Kind of cultural aspects:** Greetings, Written and spoken language, Listening interview, Questions, Computer Images, Intonation Patterns.

<b>At the beginning of the class:</b> Teacher started greeting the class “How are you doing guys”, they answered “fine”. Then, teacher wrote on the board the topic of the class “Family Belongings” and asked students to mention some family belongings.	Time 10 min.
<p><b>During the class:</b> Teacher put the students a listening interview, it was about photography. It was related to the topic because after students listened the interview, teacher answered some questions like “what was important for families before and nowadays” “family belongings are the same as time before or have changed”. With these questions, both teacher and students started a conversation. Then, teacher showed to the students some images on the computer related to the family belongings.</p> <p>After some minutes, teacher asked students to work in pairs to do some questions about the topic using superlatives. Students did their questions and then showed these to the whole class. Then, teacher moved students, boys in a side and girls in the other side of the classroom. Girls had to do questions to the boys using superlatives and vice versa.</p>	Time 50 min.
<b>At the end of the class:</b> Teacher mentioned the students’ mistakes and give some other examples of common mistakes when use superlatives. After that, teacher said: “thanks for coming today” “that’s all for today” “see ya tomorrow”.	Time 25 min
<b>Cultural Material:</b> listening interview, computer images.	

## APPENDIX II



**BENEMÉRITA UNIVERIDAD AUTONOMA DE PUEBLA**

**FACULTAD DE LENGUAS**



### Observation Sheet 2

<b>Class: Work shop III</b>	<b>Date: Thursday 10<sup>th</sup>, 2015</b>
<b># Ss': 20</b>	<b>Genre: Conditional 0</b>

**Kind of cultural aspects:** Greetings, Discipline, Written and spoken language, Hobbies, Learning in school, Intonation Patterns, Video (Serie: Malcom in the Middle), Farewells.

<b>At the beginning of the class:</b> Teacher greeted the class and immediately introduced the topic “Conditional 0” writing some examples on the board, and then he explained the topic using the sentences on the board. And for an enjoyable class teacher used some informal phrases related to the topic.	Time 15 min.
<p><b>During the class:</b> After explain how to use conditional 0, teacher asked students to complete some phrases with this conditional, then students had to work in pairs and write three conditional to share these with the whole class.</p> <p>Then, teacher gave students a work-sheet which they had to answer before he showed them a video “Malcom in the middle”, after they watched the video they had to correct their answers, and also some questions because some of those were elaborated incorrectly since a student elaborated the work sheet. Teacher and students discussed that and corrected it.</p>	Time 50 min.
<b>At the end of the class:</b> Teacher and students gave feedback to the girl who did the worksheet then, teacher asked if there were doubts about the topic, and finally gave homework to students.	Time 10 min
<b>Cultural Material:</b> A video.	

### APPENDIX III



**BENEMÉRITA UNIVERIDAD AUTONOMA DE PUEBLA**

**FACULTAD DE LENGUAS**



#### Observation Sheet 3

<b>Class: Work shop III</b>	<b>Date: Tuesday 15<sup>th</sup>, 2015</b>
<b># Ss': 22</b>	<b>Genre: Oral Presentations.</b>

**Kind of cultural aspects:** Greetings, Discipline, The morphology of social exchange, Levels of speech, Contractions and Omissions, Women's images, Music, Books, Types of errors in speech and their importance, Farewells.

<b>At the beginning of the class:</b> Teacher greeted Ss saying: What's up guys! Ss answered in the same way. Teacher took a back chair and Ss started their oral presentations. Every Ss chose the order to pass in front of the classroom and the oral presentations started. Ss who arrived later to the class had to pay one peso to Teacher.	Time 7 min.
<b>During the class:</b> Ss had to talk about a very important woman for every one of them, and explain why this woman is important for every S. Teacher gave feedback for every S. Ss did not notice the types of errors in speech and their importance until teacher corrected them. Ss differed very much in levels of speech frequently when they had been studied English a long time ago.	Time 50 min.
<b>At the end of the class:</b> Teacher mentioned some common mistakes that Ss did when they were speaking English and also, the improvement that some Ss demonstrated in this assignment about speaking. Teacher said that there was not time for more presentations so Ss have to pass next class. Teacher said thank you and Ss left the classroom.	Time 20 min
<b>Cultural Material:</b> women's images, music, books.	

### APPENDIX IV



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**



#### Observation Sheet 4

<b>Class: Work shop III</b>	<b>Date: Tuesday 22<sup>nd</sup>, 2015</b>
<b># Ss': 24</b>	<b>Genre: Oral Presentations.</b>

**Kind of cultural aspects:** Greetings, Respect, Errands, Intonation patterns, Written and spoken language, Women's images, Learning in school, Farewells.

<b>At the beginning of the class:</b> Teacher asked Students to respect people who were talking in front of the classroom and pay attention to them. Ss followed errands and they started their speeches about an important woman for them.	Time 7 min.
<b>During the class:</b> Students who did not present the last class talked about a very important woman for them. Teacher asked some informal questions about the woman presented by each student. They understood the questions because teacher pronounced questions with different intonation to encourage Ss to participate on it.	Time 50 min.
<b>At the end of the class:</b> All Students chosen attracted women and they could share culture in the classroom. Teacher given some advices to control anxiety to talk in front of people. The difficulty was they had to speak in English. Teacher said these homework had the 20% of final grade.	Time 20 min
<b>Cultural Material:</b> women's images, music, books.	

**APPENDIX V****BENEMÉRITA UNIVERIDAD AUTONOMA DE PUEBLA****FACULTAD DE LENGUAS****Teacher's Questionnaire****1. - What is culture for you?**

I can say that culture is behavior, customs, and beliefs that people acquire in a community. I mean culture is everything around.

**2. - What is acculturation for you?**

I do not the exact meaning of this concept but I can describe acculturation as a process of culture but I do not know it deeply.

**3. - Do you help your Ss to overcome cultural shock?**

Students sometimes do not express what they are feeling when they are acquiring a second culture so I can not know what they need.

**4. - Do you think is it important to implement the second culture during the class?**

Yes, I do. When I am teaching English I always try to talk about second culture to give better explanations about what I am talking.

**5. - Do you implement second culture during your class?**

I think so, I implement second culture during my classes but it is unintentionally prepared.

**6. - What are the optional factors that influence the second language acquisition?**

Some factors that I have noticed are age, sex, classmates, classroom and teachers, although there are external factors that also influence.

**7. - Do you use communicative approach?**

Yes, I do. The communicative approach is almost always implemented in classes because students have to participate and interact with their classmates. This approach is the principal base to develop the class and to students can interact.

**8. - Do you encourage Ss to develop the communicative competence?**

Sometimes, because the work shop is about listening I have to encourage students to improve the communicative competence and develop class in a good way.

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