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The Influence of Culture in Multilingualism

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'The Influence of Culture in Multilingualism'

ABSTRACT *The aim of the current thesis is for students to learn to know the L1 and TL culture through a qualitative interpretive method. This study tries to discover how culture influences multilingualism and its roles, the definitions assigned to each one, and the impact of studying languages on multilingual identification using a variety of data collection methods like in-depth interviews, casual analyses, records, participant checks, and peer debriefings. Some SLA students claim that there are significant holes in theory about the relationship between the human language learner and his or her social surroundings. Conventional SLA theories have given little attention and have not sufficiently discussed some language learning interactions, as well as inequitable power ties between language learners and native speakers. The results of this study indicate the need for educational services that promote and provide the foundation for additive bilingualism.*

Introduction

The instructor or programme, including the school system, often pay little attention or no attention to the student's identity in second language classrooms. Each student has their own personality. When learning a second language, the student must also learn about its history. While it is true that learning one or more foreign languages is important, we must not forget that our mother tongue also deserves special attention. There are many people who, without developing very well when speaking Spanish, want to study other languages, and they will be difficult to learn. For the same reason, this decision has to be very well analyzed. It does not simply want to know a new language because it is a study that will be fashionable or will be the opportunity to form

a new group of friends. Although these aspects also influence in a big way, the student willing to learn a new language has to evaluate his idiomatic performance and, mainly, with regard to his native language. Mastering our official language perfectly is not only about going to school and learn everything related to the Spanish Language or Language course. Although the classes and the teacher's recommendations are very important, it is practically only theory and, in this case, practice is fundamental. That is reflected in the moment to discuss, write, expose, read, etc. These activities and others offer a student profile in terms of their relationship with their native language. Here is where the question of community and identity affecting second language learning comes into play. Students, in general, reflect the history, as well as their origins.

For a student to learn a second language, they must feel comfortable in the classroom and be able to express themselves openly. On the other hand, they are also stumped when faced with the unfamiliar world of the second language. Now they must understand and incorporate this into their daily life, which is often confusing. Furthermore, the learners may be insecure of their position in class, and they could feel "out of place."

Firstly, the instructor must be conscious of the problem and integrate it into the teaching system and materials used. Secondly, through the curriculum and implementation, the educational framework or the institute must be adapted to this topic.

These strategies will be discussed in more detail later. The aim of this research is to investigate the effects of culture and identity on second language learning in a group of sixth grade of Primary Education at a Spanish private school for the reasons set out above.

It would improve the schooling of children and the school system in general if teachers strive to create more innovative programs and teaching units and professional learning for students to learn a language in a more motivating and not so monotonous way that is based on reading a textbook and doing the activities.

According to Robinson (1999), teaching strategies, tools, and teacher preparation and advancement are important as an effective systemic approach to addressing other issues such as the school curriculum and how schools interact with other citizens.

In all cases, students could argue that studying a second language would increase their professional prospects (university and jobs). This does not mean that they can aspire to the same goals or have the same perspectives. Their long-term decisions and aspirations are strongly influenced by socioeconomic considerations. It is possible for students to learn English to develop their skills. English, on the other hand, can be seen as an external aspect that contributes to the social position of a community. Any of the key reasons for studying an additional language, according to the study and conclusions of Gallagher- (2005) Bret on “700 rationals for language learning”, is citizenship, economic, social and political aspects, the personal and social growth of the individual, and values. Another factor to remember is whether or not parents pressure their children to learn a second language.

They may consider it as necessary or simply as an advantage for the student to be able to communicate in another language. According to Garcia (1991), “parents were involved in and appreciative of their children's high levels of academic achievement because it was essential to their potential economic success”. The last thing to remember is that in a normal public English classroom, a class will have between 20 and 40 students. Although the study was done in a private school instead of a public

school, this may have an effect on instructional methodologies and, also, the willingness of students to understand a language.

Observations, instructional strategies, and paying attention in the classroom can be influenced during the data collection period. It would be exciting to see how those influences either impact or effect students, and therefore influence the future outcomes. The researcher hypothesizes that studying a second language impacts the personality of students and sense of belonging to a group as a consequence of their study. This focuses on the premise that community and language are closely related to a person's personality. Leveridge (2010) argues that language, community and personality are extremely related, and that language is used to convey one's identity and culture-

This research aims to give a voice to multilingual English learners. The aim of the study is to raise awareness about the effect of community, both L1 and TL culture, on learning a second language.

Because of my own experience learning languages, I was drawn to this research because I wanted to know more about the difficulties that come with learning English. As someone whose personality has been shaped by multilingualism and the phases of language learning, I was fascinated when I saw a YouTube video mentioning the significance of languages in a youtuber's life, explaining that i.e. she was more polite when speaking in English than in Spanish, or that she said more swear words-when speaking Spanish.

I will also explore the idea of "nation-culture" and how it applies to SLL. The second section of the document would be more practical; I will survey people who are studying

English as a second language to determine the impact of culture on their language learning, and then write my own findings based on the survey results.

Which instructional techniques are more successful in motivating second-language learners?

Literature Review

English and culture are inextricably intertwined," writes Gunderson (2010), describing language and culture. "Nothing good comes out of dividing them, as they have little to no value apart from each other." English has become a global language that is commonly used in industry and research. It is hegemonic in several respects. It is widely accepted that knowing English is necessary to participate in the global economy and benefit from scientific advances "(p. 694). This finding about the global mind-set towards English and the advantages of studying it is strongly expressed in the learning experience English. Social status has been proposed to have an effect on the identities of language learners.

This is attributed to a certain factor, such as financial considerations. For example, if a language student does not have the same financial resources, they may be left out and feel like a stranger. They would believe that they are not on par with their classmates in terms of social position. The personal abilities of the student can also influence the determination of personality. A personal skill is the ability to do well in a specific circumstance. These two influences have the potential to ruin a student's sense of community identity and obstruct their learning. J.Burker, P says "Although social interaction and social structures influence identity, identity affects social interaction and social structures simultaneously". Simply put, it is a component of the collective environment. "On the other hand, being good in school allows students to deliver great pieces of their language, community, and school achievements," J.Burker, P. which is consistent with on-site results. Most private schools use a separate educational program which is a little different than the public schools. As an "end result" in education, this

almost certainly has an effect on the student. This means that students who graduate from this school would be "different" from others who graduate from other institutions, but different doesn't mean better. This may seem like a benefit, but in my experience, since culture and government do not value education, they tend to not recognize it.

As a result, the stigma of the marginalized is created, causing a collapse in such a united society. Cakir (2012) investigated the development of cultural sensitivity in foreign language teaching from a theoretical point of view. Within society, identity and language, there are many aspects to examine because they are intertwined. This is attributed to the reality that languages bring the nation and its people closer together. Language is a means of communicating one's community and personality, among other aspects (Ennaji, 2005).

Recent studies appear to begin with an introduction that is intended to demystify the terminology within the field and provide an introduction to the relevant topics, concepts, theories: "A study of psycholinguistics", "a sociolinguistic investigation of language", and so on. Depending on who you talk to, prosecutors see something about "sociability" and "languor" as two totally different topics; conversations are unfocused or worthless. The precise scope of the study has not yet been defined. There could be a problem here due to the fact that bilingualism is the basis of many people's beliefs, which can lead to this challenge. This can be done within the context of sociolinguistics, but not in broader social terms. The broader framework provided by my choice of study also allows us to recognize various aspects of who we are and the points of view that can benefit from having a richer perspective. The applied and anthropological linguistics concerned with multilingualism are, at least in part, an area of research and study of bilingualism. Since the study of bilingualism carried out earlier, it has also been pursued in a more contemporary area of interest of political empowerment, according to Hoffmann (2001a, 2001b). Thus, it has entered the realm of sociolinguistic analysis. Multilingualism is known as "a kind of multiple bilingualism." It is often referred to as "a variety of multilingual languages". However, for those in second

language learning and psycholinguistic fields to date, much of the research interest has so far been based on the Sapir-Whorf Hypothesis (Akpan, 2011, 2012).

Multilingualism

Apart from the study of bilingualism which I was describing before, it has also been carried out in a more contemporary area of interest of political empowerment, according to Hoffmann (2001a, 2001b). Thus, it has entered the realm of sociolinguistic analysis. Multilingualism is known as "a kind of multiple bilingualism." It is often referred to as "a variety of multilingual languages" Hoffmann (2001a, 2001b). Studying different languages, regardless of one's specific area of interest, would inevitably require students to have a basic knowledge of sociology or linguistics, Hoffmann (2001a, 2001b).

While it is difficult to come up with the definition of "bilingualism" at first, it should be considered that disciplines and fields of research are intertwined, which could be the source of the problem here. Since the definition is multidimensional, one would naturally expect the definition to be just as complex. Skuttkang and Kas (1986) referred to linguistics, invoking the principles of sociology and linguistics / linguistics and the strategies of the practice of psychology and provided various definitions of ability and characteristics. These individuals brought it together when describing multilingualism as a person's linguistic identity (Ennaji, 2005).

There are aspects of multilingualism that are very difficult to understand. These aspects are commonly known as "personality" or "individuality", which indicates one's ability to use a language, in addition to having certain traits and competence. It is implied, a person is multilingual because he or she speaks more than a language. The distinction made is any type of language proficiency, whether in incomplete mastery, various levels

or learning methods, holding opinions, or taking awareness, styles and techniques to use them. I have defined it as individual language through, including strategies for performing language tasks, interaction styles and philosophies about languages, and passivity or activation and acquisitive participation in learning.

Multilingualism and individual multilingualism

When the word *human multilingualism* is sometimes used, a new term, an additional phrase, "*linguistic pluralism*", can be provided. The number of languages you can identify is not directly proportional to the number of languages you know.

As previously described, individualism and multilingualism are related to specific characteristics and how diverse a person's language systems, thinking patterns, and code needs are in different linguistic contexts, while "interpersonal" multilingualism focuses on a person's linguistic language variety systems and their languages in contact. People, who have learned multiple languages, always have an advantage in certain respects, as they can read, write and think more intelligently than people who have not. (Viorica Marian, Ph.D. and Anthony Shook)

A communicator is a person who communicates, especially one skilled at conveying information, ideas, or policy to the public. a person in the business of communications, as television or magazine publishing. The essential aspects of multilingualism are the "communicator" and "idioms". The idiosyncrasy of communicators is present as are social and human circumstances such as dyslexia.

In contrast to multilingualism, on the other hand, "speaker" is described as someone who speaks and is interested in languages, linguistics and deals with communication. Linguistic and cognitive understanding encompasses more than just words; it also includes work decisions, as well as all aspects of social and emotional experiences.

Bilingualism is when two or three languages appear, and they are coded differently from each other; this is known as bi-systematicity. On the other hand, triglossia exists when there are two or more scripts, which are the expression of two or more linguistic variants, and this is called diglossia. John McWhorter, Ph.D., This information emphasizes plurality over multilingualism, but this emphasizes other aspects, including the retention of all phenomena, the ambiguity of the multilingual concept and its inseparability. Everyone has its own multilingualism, which depends on the specific language or grammatical competences, or even on collections of languages or levels of proficiency.

As Hoffmann (1982) says, each entity has its own that is restricted by your proficiency in multiple languages or sets. In this way, multilingualism is like a mathematical universality, since both terms are used to describe characteristics that can be found in different ways. In addition to cognitive and linguistic ability, it also describes the ability to learn, cognitive potential for gaining experience and interests, it describes how the person feels about themselves as a language learner, and how important and the effect of cultural context is. Any language has linguistic resources other than a speaker, regardless of the person's ability to speak or not. At the same time, people and communities residing in the same settings, for example refugee groups, may have similar usage patterns. Among Russian immigrants in Israel, the most critical languages for survival are Hebrew, the language of the country in which they now reside, and the language of academic and professional achievement in Israel, which can act as a replacement and inadequate command of Hebrew. If people are also linguistic, it is possible to learn about the cognitive partnership that emerges as several languages are engaged in conversation with each other, allowing contact and communication in trilingual (or in a bilingual) settings. D Marsh, 2013

Complexity

A list of emerging language areas includes prominent and diverse languages, as well as many skills such as reading and writing in underdeveloped and limited language areas that support them, for example. People may passively possess many languages, including some terms and phrases, without knowing how to put them in written form. Knowledge of the listed language varieties includes multicenter language recognition, which is imperative for the language system. Multilingualism often includes broad competencies, learning strategies, languages, preferred environments, fluency, and use of the language; and some patterns of desires and development, as well as important elements such as progress and achievement.

Components are often combined to provide different ways of operation, not to work in a predefined way. Small and large idea transfers, interdependencies, as well as complex interdependencies, exist at all stages. Research papers are full of references to this topic, illustrating the learning of cognates and the development of expression, the use of allophones, and sometimes the mixing of languages to create idiomatic language, or almost similar phrases in the writing, and research. Ambiguous terms are represented in some other areas of the literature, in addition to considering multiple levels (complexity, interdependence, unity), interrelation, and complexity. Multi-language as seen by researchers: it is quite difficult to pin down exactly which language applies to which multilingual language, because there is too much overlap, trying to draw a clear demarcation between L1 and L2 is almost impossible.

Fluctuation

As time passes, learners will have a greater understanding of words and will be able to make meaningful sentences. The various elements of the language teaching-learning method are highly subject to fluctuations: different languages, diversity of different

languages, and culture of multiple languages. Certain languages are used less frequently than others, and others need to be learned or restored, while others may be considered "forgotten." Languages are acquired and lost at a similar rate with multilinguals. Every vocabulary, talent, and every language is different from the others, although they overlap, fluctuate, and interchange. To represent a change in the conditions and in the use of language, the content of the language, the facts, can arise to meet that of the consciousness of the new language. Even more important, the attitude of the multilingual differs from one individual to another. Another relevant idea has to do with beliefs and identity is that of Maine Abramitzky, R (2017): Identity and person is more often associated with slower migration rates than with fundamental movements.

There are several different lifestyles, which can be observed in their cultural backgrounds.

In Bernstein's opinion, the communal will tend to be verbally emphasized, it will create social solidarity, mechanical solidarity in terms of Durkheim, in place of the individual, the concrete in place of the abstract, the substance in place of the elaboration of processes, the here and now more than the investigation of motives and purposes, positional form – which derive from status- instead of personalized forms of social control.

All this broad set of sociological and linguistic variables fosters different relevant orders of meaning and social relationships through which individuals learn about social roles. Bernstein (1971) will define it as follows: "A social role is a constellation of meanings learned and shared through which individuals are able to enter into stable, consistent, and publicly recognized forms of interaction. Thus, a social role can be considered as a complex coding activity that controls both the creation and organization of specific meanings"(1971; 151)

The Learning of a Second Language

This research, as stated above, is concerned with the ways in which culture and identification affect second language acquisition. Often times, the history of the first language varies greatly from that of the second language society. This can trigger a change in the personality of students (themselves, their peers, and society) or make them feel isolated. Some teachers are unaware of this impact and, as a result, contribute to the problem. Cultural elements are used in the program, where the instructor do conveys intentionally or unintentionally. Theoretically, learning a second language would force the student to change their beliefs and behavior. Bernat, E (2005). This indicates that there is a close link between language and community, and that is reflected in the culture of the speakers. It takes into account things like interests, ideals, and needs. The sociolinguistic component of communication deals with speech characteristics that are influenced by socioeconomic, pragmatic, and cultural factors. This is significant since language and interaction can be influenced by the social position of the speaker or listeners, as well as other social factors. It is important to foster an appreciation of the sociocultural and sociolinguistic gaps that occur between the student's first and second language. Through this knowledge, both the instructor and the student will be able to adequately understand the problems of unintentional loss and contact barriers. It can also lead to the development of a suitable solution.

Identity and Language Acquisition

Block (2007) addresses data collection approaches to history, vocabulary, and personality research in his book *Identity and Language Acquisition*. The aim of this book was to see if there was a connection between learning a second language and identity. People's sense of belonging is undermined as they are exposed to unfamiliar social cultures, and they struggle and perplex before a balance is struck. In the identity

of the student, there is a process of transformation. "The result is what is known as a second page." This is where there is a 'negotiation of distinction', as described by Papastergiadis (2010), in which the past and the present "meet and become" in the "presence of fissures, differences and contradictions". It is a philosophy of personality and the central premise is that everything is unknown. Being part of everything but staying out of it causes a feeling of doubt. This is a significant problem as it can result in an uncomfortable and insecure learner or, if nurtured in the classroom, a balanced and positive identity in a second language learner.

Students' personalities are not only shaped by their experiences in school, but also by society in general. It is a global phase of constructive participation in socio-cultural activities and the creation of personalities in relation to these societies. As a result, it is important that everyone "fits" into the culture. This is attributed to the existence of the community, which requires everyone to follow social and cultural standards. In addition, two contrasting views on identity are addressed with respect to the identity of a second language learner. The first is social status, which "has clear a link with Marxism, a prototypically structuralist approach to social phenomena," according to Block (2007), p.19, and the second is psychoanalytic philosophy, which "presents certain difficult problems for those who subscribe to the imminent social takeover of identity"(Grillo, SVC (2017). Social status, on the other hand, is just one dimension to remember. It is crucial to observe how representative resources of language learners arbitrate the language learning mechanism and the type of identification work that is carried out. Long-term standards for academic achievement in language learning contexts may differ along social class lines. "According to Ajayi (2006), success in English language learning classrooms requires the creation of numerous identities to foster new modes of social participation, as well as the simultaneous attendance of

multiple languages and cultures. His hypothesis focuses on findings that suggest that students perceive having a multilingual and multicultural experience as beneficial. In addition, students realize that it is essential to understand and recognize how students themselves shape their personalities. Additionally, certain self-defined representations of themselves represent the degree to which students learn in the English language classroom. Many students study a second language as a benefit to integrate and access certain aspects of the culture to which they aspire, which has a great influence on language instruction activities. Teachers face the difficulty and potential of educating students to participate objectively in dialogue and the interpretation and restoration. It is also important to learn a language, a history and an identity; language is a means of expressing oneself and one's own identity. It is also a way of expressing one's prejudices and questioning socially formed personality (Ajayi, 2006). It is crucial to recognize and understand how language is "constructive of human social formations, cultures and personalities" while studying a language (Luke, 1996, p. 9). This emphasizes the importance of language acquisition as a student attempts to form an identity while being affected by social influences such as the community. McCarthy, Fischer, and Penny (2005) agree that educators and academics must recognize and begin to address the problems of "ethnic identification, cultural distinction, and cultural culture" as early as possible. In the meantime, it is important to create and enhance the curriculum, as well as to create forms of teaching activities that adapt and mimic the self-image of English language learners. These are topics that were considered in the current study as recommendations to change and develop the current topic. This affects not only students, but also higher levels of the education system, such as the Ministry of Education. For this to happen, students must first recognize and understand that their multilingual and multicultural identities are important and respected as important

learning tools. The role of the school in this regard, for example, may be to assist, accommodate and change the diversity of the student body throughout the learning phase. They should focus on using, among other things, the wishes, rewards, and preferences of students. “In terms of instructor identification and possession of the English language, English language education is undergoing a transition. Cultural influences play a role in this change”. (Holliday, 2009; Risager, 2007). Education must take into account the national cultures and personalities of those who study English. It is advised that we refrain from describing history and nature as synonymous with language so that educators and students acquire and retain English and English education in their own circumstances. This state of mind is suitable for academic professionals, according to Hall (2017), Hannerz (2005), and Moon (2016), since it allows articulating, educating and conceiving diverse, but equal communities, without launching into politics of global difference (cited in Holliday, 2012). National cultures must be understood during the teaching and learning of English, according to Holliday (2012), without causing bias or judgment, as was the case during Durkheim's time. According to Bax (2016) and Holliday (2018), culture is being approached as a scenario approach for English language education, with the aim of ensuring that activities and strategies in the classroom are acceptable for the cultural contexts in which they are being taught. Holliday (2012) claims that while this is a logical approach, it does not fully cover three main attributes - schooling, politics, and society - in a separate article. In the present research, these themes play a role in the theme of second language learning, history and identification with each other. On the fact that he claims that it is not an ideal answer, it is really effective and appropriate in classrooms where students are studying English as a second language. For too long, the study conducted through interviews and questionnaires has deprived observed persons of the ability to express

themselves openly (Holliday, 2012). I must provide for the expression of diverse points of view and the creation of stories of people in a free and open environment. On a thesis on cultural identification and the meaning of country, Holliday (2012) used 40 informants from 15 countries. He contacted them by email, asking for responses that were as natural and rational as possible, but encouraging them to express themselves openly. "His incremental reactions to him totally set aside my original study agenda to reverse the national culture model and led me to different ways of thinking that I had not anticipated" (Holliday, 2012). The findings show that the country (cultural identity) played a role in shaping a partial combination of self-identity. It also showed how their cultural identification could change depending on their social circumstances. This finding is applicable to problems that students may encounter in the classroom when studying English as a second language. That is, they may be influenced by their surroundings; for example, if the people of ña who speak other languages are involved but if other people do not put in their part it will be difficult to learn other languages unless for their story they seek professional help or start getting involved in the world from the cinema watching series and movies at all hours.

Acquisition of ethnicity and language

When Kuo (2015) states that "sometimes people prefer to get the original Spanish because of its foreign appeal (p.15)" and that "some students are obsessed with the exotic flavor of English, (p.21)". "'British English', with an accompanying 'British C2', as in textbooks, language schools and teacher pedagogical repertoires, is not so much a common language code as a salable product,". This should be taken into account when the school chooses the program, textbooks, and instructors.

Also, the idea (mentioned above) that different resources relate to different students, in addition to focusing on materials, is important because it can influence the way parents choose the education their children will receive. Maybe it is time to rethink how native and non-native speakers are viewed in the classroom. If the instructor is from a "local" community, he would benefit from understanding the natural language and culture of his students, as well as the particular questions they have about studying English language and culture (Holliday, 2012). This is an important point to remember as a future answer to the question of second language learning, history and identification. Lambert (2009) raised some issues that seemed to be interconnected and influence society, but that were difficult to separate. For example, disparities in social status, styles and amounts of education, travel experience, and the like across what appeared to be differences primarily due to cultural background. He anticipated cultural differences and offered enough opportunities to prosper, but few, if any, were unequivocal. Lambert (2005) states that by reflecting on different value structures, it is possible to understand the real importance of cultural and linguistic contexts in terms of learning and schooling, as well as the opportunities to improve the learning environments of young people of diverse origins. He hoped that a student's desire to follow a language would be defined by their attitude and ability to classify, as well as their instrumental or integrative approach to the method of studying a second language. An instrumental perspective emphasizes the realistic importance and advantages of studying a foreign language, while an inclusive perspective emphasizes the real and personal concern for the citizens and community of the "other" party. He claims that the relationship between culture and language, which affects thought and personality constructions, creates a linguistic distinctiveness and personal identification within an ethnic community.

Jund (2012) used a critical pedagogy method to analyze the positions and relationships between culture, business, and the media in terms of people's choices regarding the issue. The findings revealed that, depending on the situation, the students used different aliases. Furthermore, this research suggests that teachers should adopt a 'pedagogy of intercultural understanding' teaching method. According to Jund (2010), the social constructivist view of an intercultural classroom encourages community participants to shape relationships in order to "develop social realities and thus culture (along with gender, ethnicity, class, wealth, etc. as a social construction, rather than a static phenomenon (p.23)". She observes that instructors often make assumptions about student traits depending on their country of origin. However, she can say that evidence of "how cultural identification and cultural distinctions may or may not appear as a relevant construct (p.56)" is essential. Additionally, in English for Academic Purposes classes, teachers and students often attempt to explain the environment based on their cultural origins and language ranges.(Gillett, A) The study's research focused on a variety of topics, including "how speakers constructed different interpretations of society, cultural distinctions, and cultural identification." Jund (2012) addresses how culture (be it national, intellectual or ethnic) can be learned indirectly or specifically during EAP classes, regardless of whether it is taught explicitly or implicitly. This can be a means of acculturating students to the "norms and behaviors" of Spanish popular culture, as described in the instructional materials. However, Singh and Doherty (2004), cited by Jund (2012), argue that it can be considered as an intercultural opportunity through which cultures share and communicate through interactions and not exclusively through textbooks. Rather than using a community-based compare-and-contrast approach, she suggests that teachers integrate cultural differences into their resources and lessons. The instructor believes that age, socioeconomic background, and other

variables, rather than ethnicity or nationality, are what contribute to class dynamics, based on the findings of Li and Girvan (2005). Furthermore, others have viewed language acquisition as a clash between cultures and a phase that requires changes in personality and cultural associations, resulting in a transformation into a new individual (Li and Girvan, 2005). According to language transfer experts, there is a difference between the first and second languages a person learns, which can have a detrimental impact on language transfer. Factors such as socioeconomic, ethical, and historical histories are believed to be responsible for this (Li and Girvan, 2006).

"Language is the abstract image of a culture, which encompasses its historical and cultural origins, as well as its vision of existence and ways of living and thinking." Learning a second language, according to Lado (1961), is a different challenge than learning a first language, and the fundamental problems arise largely from the unique collection of difficulties posed by first language patterns. This indicates cultural implications and implies that language acquisition requires the formation of new people and cultural identities (cited in Li and Girvan, 2005). In addition, it can be concluded that these concerns exist in classes where the instructor is unaware of them or is not trained to integrate them into their teaching practices. It is recommended that, instead of exchanging cultural knowledge between target communities and local cultures, teachers should consider the concept of culture in the classroom as something more than arbitrary and spontaneous. Understanding contextual approaches to meaning will be at the center of emerging methodologies (Li and Girvan, 2006).

Social Capital and Cultural Identity

Green and Preston (2001) use a large body of evidence from different countries to analyze schooling and cultural stability, and their findings suggest that "education is a

strong source of social capital” (Green and Preston, 2016) p. 73. Education is seen as a source of social capital, especially by the elite social community. This is due to the fact that social capital scholars who have responded directly to concerns about schooling have continued to view education as a consequence rather than a cause of social capital. Emile Durkheim's (2015) systemic theorizing about the historical role and social nature of mass education should not apply to education today. In terms of social inclusion, he sees things this way: "Society will only survive if there is an adequate degree of homogeneity among its participants (p.63)". Education perpetuates and strengthens this homogeneity by instilling in children the fundamental parallels that collective existence needs from the beginning. Social groups, and therefore the different educational institutions that operate to respond to the needs of the perceived socio-economic images, separate this "homogeneity". Putnam (2000) describes social capital as the "characteristics of social life - networks, norms, and trust - that enable participants to function together more effectively to achieve common goals." "Education has a great influence on social capital, since it is the most important indicator of human associative membership, trust and political participation." (Helliwell, JS (2017). The lack of common interests in society creates a ridge by creating a division between the end products (graduate students) when they graduate from different institutes. They graduate, but are generally ineffective at finding employment, thus failing to join the social capital network, thus eliminating association membership. As a result, small networks and groups emerge within the culture, as well as a shortage of members on a broader scale. Education must adapt to close this gap in culture by focusing on the individual person and reducing socio-economic disparities.

Teaching Language Strategies and Cultural Identity

In their multilingual / ethnic classes, Allison and Rehm (2015) recommended tactics that teachers should use in the article “Effective Teaching Strategies for Middle School Learners in Multicultural, Multilingual Classrooms” Visual aids, peer tutoring, cooperative learning, and alternate tests were among the options they listed. Visual aids for English learners have been shown to be useful tools (Allison & Rehm, 2009). Students are motivated by visual aids and are widely recognized. Visual aids can also make learning more interesting for various students, particularly those who are tactile or kinesthetic learners. Through the use of tangible instructional tools, visual aids and videos, comics ... even drawing schemes, they ensure that English language learners attribute context and mental representations to words and concepts. (Curtin, 2008). Peer tutoring, which combines two students of different abilities and experiences, is a second technique used. It has been shown to be very successful in multicultural classrooms, especially with English learners (Allison & Rehm, 2008), helping students communicate by motivating them as well. Cooperative learning is the third technique. It is a method that benefits all students, especially those who come from a variety of backgrounds. It also helps the development of academic autonomy in a wide range of students. Alternative classroom testing is a universally strong educational approach that is especially beneficial for students with different learning styles (Hodges, 2012; cited in Allison and Rehm, 2008). Students' cultural contexts, cognitive patterns, and life experiences must be taken into account when designing assessment strategies. As a result, alternative assessment approaches are recognized because they allow English language learners to demonstrate cognitive understanding without being heavily dependent on language (Allison & Rehm, 2007).

There are several concerns that this last article from Allison and Rehm hopes to address based on the review of the literature. For starters, should it use the L1 culture when teaching a second language, or should you only use the TG language culture? Is it acceptable to merge them?

Methodology

Linguistics, history, and personality are inextricably intertwined, focusing on the educational system, especially on the subsystems of a private school. It is believed that the experience of studying a second language has an effect on the personality of the students and the sense of belonging to a group.

CLASSROOM OBSERVATION AND RESEARCH

LEARNERS' CHARACTERISTICS

The school where I have interviewed students is Simon's School. We can observe some differences among the children in this class. This class consists of 10 boys and 5 girls aged between 8 and 10 years. The majority of them were born in 2009. However, we also find three pupils who were born in 2008.

Talking about the cultural differences, the majority of the class is composed by Spanish pupils. There are two pupils from Colombia and another pupil from Morocco. All of them are well-adapted to Spain and they keep some aspects of their culture like food. They do not suffer any type of discrimination at school and they are treated with respect by the rest of the pupils.

Generally, all the pupils in our class present a good behaviour and they have good values interiorised such as respect, kindness and acceptance of the other. It could be because an emotional and social education is carried out in the school paying a lot of

attention to these good values. Through emotional education the self-esteem is also worked. For example, with the magic box, the pupils can tell the rest of class things that are important for them and make them feel accepted and happy.

All the pupils in this class are usually motivated because they are used to work in groups and they know what to do in each moment. It is because activities are explained step by step by the tutor. However, we find an exception. There is a pupil who hardly ever pays attention in English lessons. He does not understand the language and he gets distracted easily. If he is not helped individually to do the activities, he does not work in English classes. In contrast to this pupil, we find several pupils who stand out above the rest. They always participate in speaking activities in English lessons and they also learn English at home reading books or watching TV.

Each pupil has his/her particular learning style. We find pupils who are able to memorise sounds easily through auditory learning style. For example, when they sing a song or repeat sounds they acquire the pronunciation of the words. The kinesthetic learning style is also developed playing games like Simon says. In this game, pupils must represent with their body the actions that Simon says. They associate actions with movements. The visual learning style is also worked using labels with the pictures related to the vocabulary.

CLASSROOM MANAGEMENT AND ORAL COMMUNICATION

The class where I have stayed is big and, in my view, the space is well used. Although there are 15 pupils divided in mixed groups, there is some extra space. Part of this space is used as a reading corner. The pupils who finish the activities before the rest of their classmates are sometimes allowed to go to the reading corner. There, they can read son magazines, newspapers or little books in English.

Each week some responsibilities are designated to the pupils. These responsibilities are date, books, cleaning and silence. The pupils must fulfil these functions when the teacher consider them necessary.

Generally, in English lessons the teacher only speaks in English and the pupils must speak in English during these lessons too. If they do not speak in English, they must go to the corridor one minute. The purposes are to get a communication in the Target Language and to get the children used to speak in English. The teacher hardly ever speaks in Spanish during English lessons and few times children are allowed to use their mother tongue. The mother tongue is only used to explain difficult things that can result confusing to the children.

Non-verbal communication is very important during the English lessons. The teacher often does gests to be understood in a better way by the children. She speaks slowly and she pronounces the words very clear. She usually changes her tone of voice. She wants to make clear her communicative intention. In addition, she never loses visual contact with the children while they are interacting. It helps to make possible a real communication environment.

The teacher tries to interact with the pupils as much as possible, allowing them to participate in class following an order that consists in raise the hand and wait. Many pupils are motivated and want to participate all the time, especially, when the teacher asks them something about their life. There is a real exchange of information when the interaction is produced because children usually tell something that the rest of the class does not know and the teacher usually reinforces the answers or asks more things about them. Besides, if the pupils do not know how to say something in English, she helps them making easier to get their meanings.

Sometimes pupils work individually, other times they work in pairs and other times they work in groups. It depends on the type of activity they are doing. There are groups of pupils that work better than other groups. However, all the pupils feel more comfortable working in groups than working individually because they interact in English with their classmates and they can discuss among them. In addition, they can take advantage of talking in English with children with a similar personality development.

MATERIALS AND RESOURCES

The teacher works with a textbook called “Lighthouse. The editorial of this book is called Richmond. In addition to the textbook, an activity book and a little grammar book are included in the materials used by the teacher. It has a really wide range of vocabulary and grammar structures.

The teacher disagrees with the idea of working with the textbook all the time, so she searches for more materials on the Internet such as stories, songs and mini books. She does not adapt these materials. Therefore, she tries to select adequate materials for the children. In addition to material extracted from Internet, she sometimes uses graded readers. She also uses a mini book to work the present simple tense. The graded reader used by her is called “Food for the winter”. In my opinion, these materials are effective because they contribute to develop the language skills working them in a different way. However, the book has the advantage of being more reliable than the other materials. If we use materials extracted from the Internet we must check them before providing the students with these materials.

The objective of this research is to analyze how the acquisition of a second language affects the identity of students and the sense of belonging to a group. This research

seeks answers to the following questions based on multiple reports that support this claim:

1. What educational and administrative measures does the school take to help English learners develop their cultural identities while also developing their English skills?
2. What evidence is there that the experience of acquiring a second language has an effect on the student's personality and the sense of belonging to the group?
3. What causes, both intrinsic and extrinsic, drive students to study a second language in Spain?

Content analysis is a qualitative study design that is used to define particular aspects of a body of information (any means of linguistic, visual or behavioral communication) with the aim of defining trends, themes or perceptions that better explain in depth how the students interpret the phenomena of second language acquisition, history, and identification. Since the topics include questioning, scenarios, and dialogue, the qualitative study design of content analysis is preferable. It is essential to understand the phenomenon of language, history and personality from the experiences and perceptions of students.

Informant descriptions

Students between 8 and 10 years old are the participants/informants of this research. The guidelines for choosing informants of this age were that it is made up of pre-adolescents, who are at a fundamental age in their development and exploration of identity problems. The "frontal lobes undergo major changes between the ages of 10 and 12," according to Begley (2010), cited by Meece and Daniels (2009).

Therefore, it is necessary to confirm the formation and growth of one's identity and language during puberty. Akaud, a software application used by the private school, will be used to screen informant-students. It is primarily used to track student grades online, but it often has some features. The students will participate in the focus groups will be determined through purposes. For the purposes of the report, two professors will be contacted. The instructor is a native English speaker. She is from England. Her experience teaching English is twenty years.

Data Collection Procedures

To collect the results, focus groups of students (mixed gender) aged 8 to 10 years will be used, as well as semi-formal interviews with the instructors. Before any type of data collection begins, parental permission will be needed. Students will be asked to answer some questions informally during focus groups to extract details. The questions are about why they are learning English, what it means to them, what motivational tools they use to learn a second language, what specific methods they use to help them learn a second language, and what barriers and difficulties they experience while learning a second language. Other questions for students include: what do they think about the language they are studying in various ways; and what image of a "perfect English speaker" they have in their minds (including details about the person's physical appearance, professionalism, and personality traits). Also, concerns about humiliation will be raised. Parents' attitudes and responses to studying English as a second language are among the other questions posed.

The data collection method consists of many stages. The study will be communicated to the students of Simon's School in details about the research intent and

questions, as well as their position on the report, will be presented to participating teachers.

It will be said to students again later and see if their answers have changed and ask them follow-up questions. For the instructor, two series of interviews will be conducted to gather information about what they are seeing in the classes. The instructor's interview questions include their perceptions of student identities, their sense of culture, the culturally relevant linguistic tactics they use in the classroom, their motivational strategies for learning a second language, and motivational factors for knowledge of a second language.

Additional questions about how they communicate with second language learners will be addressed Classroom findings, focus groups, and instructor interviews will be documented using field notes. The nature of the experiences will be captured in the field notes for classroom discussions and will focus on the ideas explored in the literature review. What students say in response to the semi-formal interview questions will be documented in the field notes for the focus groups. While the student is practicing the language, the teacher will ask some questions and then encourage the students to express themselves. In addition, they will have no restrictions on their ability to openly share their personal opinions. Classes last around 60 minutes per session. In each class, there are around 15 students. During the teacher-led class, field notes will be taken to document student responses to curriculum material.

Data Analysis

Content processing will be used to examine the information. Qualitative content research emphasizes a systematic interpretation of speeches / writings, as well as the environments in which they are placed. The qualitative content review "allows

researchers to understand social reality in a subjective but scientific way," according to the researchers (Zhang & Wildemuth, 2012). There would be a close and thorough reading method with the qualitative details recorded in the field notes to recognize the patterns that are related and / or differ from any of the groups of informants: teachers and students. Any term, such as community, history, personality, potential achievement as a result of language, teaching of culture, study of a foreign language, cultural awareness, community-based practices, language teaching methods and techniques are likely to occur regularly in narratives. A series of different comparisons made between the results obtained in the English language classes. This will be done to have a comprehensive view of learning a second language in this specific private academy. It will also make it possible to compare variations in results, taking into account considerations such as social background, personalities, and methods of instruction for second language students, among other aspects.

FINAL REFLECTION - CONCLUSION

With this practice I have learned how English classes should be conducted in the target language, as well as what are the best methods for students to learn languages. There are some really great teaching models like the Total Physical Response method which is based on making gestures for them to learn actions such as verbs, and making drawings for students to relate to words and vocabulary. I have also learned that for effective teaching we need to maintain discipline in class, such as counting down or asking for silence before saying anything important. We must be prepared to adapt to the different rhythms of students when learning languages.

The questions that are to be responded are:

1. What educational and administrative measures does the school take to help English learners develop their cultural identities while also developing their English skills?

Apart from teaching English, students also get to learn about the culture of an English speaking country, in this case England. As the the instructor is English, he tries to pass onto the children some of his culture, English festivities are also celebrated, students are highly encouraged to watch English television and they sometimes read some newspapers from England, when there's something that can be of interest for the students, so they can know what's going on.

Cultural differences are always going be there, although studets have an English person in their class everyday, they watch English television, read the news... when asked, they still have the prototypical perception of an English person: '*guiri*'.

2. What evidence is there that the experience of acquiring a second language has an effect on the student's personality and the sense of belonging to the group?

When I asked the students about this matter, they did not understand what was being asked, so I tried to explained them and tried to ask if they felt different when speaking one language to another; they all had a good level of English and could establish a conversation. Their responses were ambiguous, they still do not have the sense of personality, I could see that their personality changes more depending on social matters, than linguistic ones. However, they did have a chance of belonging to a group, they grew up together, and something that caught my attention is that when the class was finished, they started talking to each other in Catalan, but they used some words in English like: whatever, same, random...

3. What causes, both intrinsic and extrinsic, drive students to study a second language in Spain?

At this age, mostly because they have been studying the second language all their life. Parents are the ones who decide, although the group that I interviewed all enjoyed taking English classes, they all came because their parents told them so.

Despite putting all my effort, it was nearly impossible to make conclusion with the responses I got from the students. This is one of my thesis flaws. In this thesis, my aim was to collect as much information as I could, learn about the topic and put it into practice. This last part did not end up as expected, as I thought that I could use the interviews to the children and the professors to make some sort of study of my own and relate it to the theoretical part of the study; but this didn't happen.

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