

EFFECTS OF ACCULTURATION AND CULTURALIZATION
IN THE SUCCESS OR FAILURE
AT SCHOOL

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ABSTRACT

This research examines the effect of acculturation and culturalization as an interfering factor for school performance in some bilingual students of the elementary school in the United States.

This study used the qualitative method, which allows reviewing the cultural aspects that are put into play between the subjects of the investigation. Also, it identifies the role of acculturation and culturalization in bilingual students in school Accomplishment. This study presents what bilingual teachers should do to take advantage of this diversity by incorporating second language learners' first language and culture into the curriculum to minimize the percentile of failure in bilingual students.

Keywords: bilingualism, biculturalism, success, culturalization and acculturation

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TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGMENTS	iii
LIST OF FIGURES	vii
INTRODUCTION	1
Significance of the Study	4
Statement of the Problem.....	4
Objectives	5
General Objective	5
Specific Objectives	5
LITERATURE REVIEW	6
Language and Culture	6
The Behaviorist Theory	7
Mentalist or Innate Theory.....	7
Nativist Theory	8
Universal Grammar Theory (UG).....	9
Interactionist Theories	10
Second Language Acquisition (SLA) Theories	12
Thresholds Theory	13
Bilingualism.....	13

Culture.....	15
Cultural Identity	17
Self-Image.....	18
Cultural Standards.....	18
Acculturation.....	19
Acculturation of Self-Esteem.....	22
Acculturations levels and orientations	24
METHODOLOGY	28
Qualitative Research	28
Forms	29
Consent Forms	29
Observation Protocol Form (OPF).....	29
Setting	30
Population	30
Instruments.....	31
Procedure	32
RESULTS	33
DISCUSSION.....	50
CONCLUSION.....	56
REFERENCES	61
APPENDIX A: PRINCIPAL’S APPROVAL	69
APPENDIX B: PARENTS’ INFORMED CONSENT FORM	70
APPENDIX C: SIGNED PARENTS’ CONSENT.....	71

APPENDIX D: TEACHERS’ CONSENT FORM.....72

APPENDIX E: OBSERVATION PROTOCOL FORM73

APPENDIX F: STUDENTS’ SURVEY.....74

APPENDIX G: PARENTS’ INTERVIEW AND SURVEY75

APPENDIX H: SURVEY TO TEACHERS.....76

APPENDIX I: LESSON PLANS.....77

APPENDIX J: FIELD DIARY78

APPENDIX K: STAAR TEST SCORE COMPARISON79

LIST OF FIGURES

Figure 1. Do you understand everything when your parents talk to you in Spanish?	33
Figure 2. When your teacher first introduces a topic in English, how often do you understand everything she/he explains?	34
Figure 3. Tell me if you feel confident about what you know when you take an English test.....	35
Figure 4. When you must take an English test do you feel nervous the night before?.....	35
Figure 5. When you must take a Spanish test do you feel nervous the night before?	36
Figure 6. When your teacher is teaching in Spanish and you must complete an assignment do you feel self-confident to do it?	36
Figure 7. Do you receive help from your parents when you have an assessment in Spanish?.....	37
Figure 8. Do you receive help from your parents when you have an assessment in English?	37
Figure 9. Do you feel confident doing work in Spanish?	38
Figure 10. Do you feel confident doing work in English?.....	38
Figure 11. When your school celebrates the Thanksgiving's day, how much do you like to participate in this celebration?	39
Figure 12. Do you need assistance from your teachers while completing an English test?	39
Figure 13. When you participate in the Thanksgiving Feast do you feel that these holidays belong to you as much as the celebrations of your house?.....	40
Figure 14. In what language do you communicate with your parents?	40

Figure 15. When you talk to your children do you think that they understand everything you say?	41
Figure 16. When your child is going to take an English test, do you help her/him to be prepare?.....	42
Figure 17. When your child is going to take a Spanish test, do you help her/him to be prepare?.	42
Figure 18. When your child is going to take a test in English, do you notice that he/she gets nervous the day or night before of the test?	43
Figure 19. When your child is going to take a test in Spanish, do you notice that he/she gets nervous the day or night before of the test?	44
Figure 20. When you go to the parent conference, do you need a translator?.....	44
Figure 21. When your child arrives home, have you noticed signs of frustration after presenting an English test?	45
Figure 22. As a teacher do you support language-culture connection with ESL students?.....	46
Figure 23. In the lesson plan do you include activities that are related to the culture of your ESL students?.....	46
Figure 24. Do you think that you have a strong relationship with your ESL students?	47
Figure 25. Normally your students express their feeling by hugging you	47
Figure 26. Have you participated in professional developments on ESL the last year?.....	48
Figure 27. In the PLC meetings teachers set out strategies on how to help ESL students to be succeed	48
Figure 28. Within the strategies that have established in the PLC teachers include the culture of the bilingual students?.....	49

CHAPTER 1

INTRODUCTION

Bilingual education in Texas is responding to several recent court rulings highlighting the urgent need for bilingual education reform. “Ensuring that achievement levels of all ELL students are being accounted for and reported properly must be our first goal,” Senator Zaffirini said. “We cannot adequately address their needs if we do not have a clear picture of the achievement gap among ELL and non-ELL students”.

The purpose of this study is to observe the effect of acculturation and culturalization in bilingual students of the last years of the elementary school. This observation is focused on the factors for school performance to demonstrate that it is important for a teacher to know the different characteristics and signs of the students' culture. Therefore, in this way they can understand and guide the pedagogical work so that they, teachers, can adapt, acquire, and appropriate both the new language as of the new culture without leaving apart the mother tongue and culture. When teachers teach a language, they are teaching a culture at the same time, it is implicit.

Culture and communication are inseparable, because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or

interpreted. Culture is the foundation of communication. (Samovar, Porter & Jain, 1981, p. 24)

Students must face language transfer or cross-linguistic and cross-cultural communication influence because they have the influence of two different languages and two different cultural systems. It will be a teacher's challenge and responsibility to adjust the pedagogical task that works better for students.

Some investigations on cross-linguistic influence show how the student's first language can improve the acquisition of a second language. Also, show that cultural transfer of the first language is the most influential element of cross-cultural communication. Total acculturation is not necessary, but the knowledge of the new culture makes the difference in academic success. Students need to be competent in both languages and cultures, that is why teachers must know and be familiar with the mother culture and include it in the lessons.

This project is also directed to demonstrate that one of the causes of the educational levels of the bilingual students, compared to the monolingual ones is lower, due to the shock of cultural identity to which the students are submitted. The learning difficulties of immigrant students are manifested when they leave aside their mother tongue and culture in the process of learning a new language and the new culture. This is clearly supported by the words of (Gaarder, 1965) when he states that:

The greatest barrier to the Mexican-American child's scholastic achievement...is that the schools, reflecting the dominant culture, wants the child to grow up as another Anglo.

This he cannot do except by denying himself and his family and his forebears, a form of masochism which no society should demand of its children.

This investigation takes as reference the approaches above mentioned and it is focused on the bilingual 4th and 5th grade students of Liberty Grove Elementary School. The pupils are around nine to eleven years old, they come from families of Hispanic origin, especially Mexico and Central America. Most of the years of schooling have been done in their mother tongue. Currently, they are at the basic level of mastery English that is the language of the educational system that they have been inserted to. “Some people assume that if you raise a child to be bilingual, that child will automatically have access to another culture. While it helps, it’s not quite that easy — bilingualism is more of a door into biculturalism” (Centeno, 2013).

This document presents six chapters that support the statement, effects of acculturation and culturalization in the success or failure at school. The first chapter expounds the introduction, significance of the study, statement of the problem, general and specific objectives. The second chapter of this study presents an extensive review of literature along with theoretical information about bilingual, bicultural education, acculturation, and cultural identity. The third chapter describes the methodology implemented in this research project and the line of investigation according to the regulations of the Universidad Nacional Abierta y a Distancia (UNAD). The fourth chapter presents the finding from the data collected with the given survey to 37 bilingual students and 31 parents of 4th and 5th grade, as well as 15 teachers who attend Liberty Grove Elementary school. Finally, the fifth and sixth chapters state the discussion and conclusion that summarize the main findings of this research and the given survey.

The study aims to demonstrate the importance of the inclusion in the curriculum the first language and first culture to avoid or prevent cultural identity shock or culture stress in students. Besides this, teachers need to know some characteristics of the mother language and culture in order to help students succeed in in school settings.

Significance of the Study

The different entities of the educational institution must know the characteristics and signs of the students' culture to adapt the curriculum. That way, they will not cause a cultural identity shock to the students. Instead, it will allow students to develop properly in the bilingual and bicultural environment in which they live. Learners must develop the skills and abilities to be competent in both cultures to be as successful academically as professionally when the time comes. This will give them the opportunity to have a better future in this globalized world, not only as speakers of two languages but also competent in two cultures. This research will be beneficial to the bilingual students in fourth and fifth grades of Liberty Grove Elementary school.

In order to respond to the challenge of the bilingual education, it is mandatory to establish the facts or effects of the exclusion of the first language and first culture in the learning process. Ignoring the importance of the use of the first language and not adapting the first culture in the process of learning a second language it may delay learning, and increase the possibility not being successful. Also, students will not be able to strengthen their first ones as they needed. Stimulating the use of the first language and including the first culture to learn a second language guarantees that those students may acquire and may be competent not only one language and culture but two consecutively. Eventually, students could be able to be totally bilinguals and bicultural.

Statement of the Problem

Despite the benefits of being bilingual, a large percentage of Liberty Elementary School bilingual students do not have a good academic performance. The problem is generated when students of Hispanic descent begin school and they come confronted to behave as the new

culture imposes them. They must adapt to the new language as well as to a new culture, which is unfamiliar with the characteristics of the mother culture. The impact of cope within the two cultures entails bilingual students to have a cultural identity shock, which turns in generates emotional stress by not having one hundred percent developed language skills in both languages and not be one hundred percent competent in the two cultures, thus producing school failure. Many researchers have considered the importance of acculturation and culturalization in schools. However, little or no attention has been paid to the question: What are the effect of acculturation and culturalization in bilingual fourth and fifth graders aged eight to eleven at Liberty Grove Elementary School, as an interfering factor for school performance?

Objectives

General Objective

To observe the effect of acculturation and culturalization in bilingual fourth and fifth graders aged eight to eleven at Liberty Grove Elementary School, as an interfering factor for school performance.

Specific Objectives

Describe the positive and/or negative factors that bilingual students experience in the 4th and 5th grades at Liberty Grove Elementary School.

Expose the cultural elements that adapt, acquire and/or appropriate the bilingual students in the 4th and 5th grades at Liberty Grove Elementary School in the process of learning in a second language.

Determine elements of culturalization that influence the success or failure of bilingual students in the 4th and 5th grades at Liberty Grove Elementary School.

CHAPTER 2

LITERATURE REVIEW

The chapter two of this research review and analyze available literature and theories that support that acculturation are factors that interfere in the success or failure of bilingual students of 4th and 5th grade at Liberty Grove Elementary School. Examine different forms of view according to theories, philosophers, educators, linguists, cognitive scientists, and historians. Concurrent to this, the role of both first and second language and culture that are immerse the students.

In the process of revision on theories about culture and acculturation found a considerable amount about culture but a few considerable materials about acculturation. The most outstanding concepts and the authors like, Chomsky, Piaget, Vygotsky, Cooter, Reutzel, Lombardi, Cook, Piaget, Tylor, Perez, Torres-Guzman, among others, who have researched about culture and acculturation have been reflected in the literature of this study.

Language and Culture

Frequently the term language and culture are used together in the same context. As well as bilingual and bicultural. “Language and culture are so greatly intertwined that it is often hard to conceive of one without the other” (Fielding & Harbon, 2013).

Language and culture acquisition are a very complex task that has always interested linguistics, sociologist, psychologist and sciences in general. There are different theories that

attempt to explain how first and second language and cultural acquisition occurs. Independently of the language being learned, acquired and taught researchers have pointed out that the same processes and skills are required to master any language. To the acquisition of first languages, Behaviorist, Nativist and Mentalist or innate theory are primarily applicable, whereas, Universal Grammar and Interactionism can be related for second language acquisition. But those theories are essential to the acquisition of a language and cannot be totally separated from each other. “The objectives of second language learning are not necessarily entirely determined by native language competence inevitably serves as a foil against which to set second language learning”. (Stem, 1983; 30).

The Behaviorist Theory

Behaviorist theory is a psychological theory. It is actually a theory of native language learning, founded by J.B. Watson. In America made emphasis on the importance of verbal behavior, and received a considerable trust from the educational world of 1950s. This theory state that “infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards,” (Cooter & Reutzel, 2004).

Children begin their learning process by imitating the language they hear. Then, other speakers give them positive reinforcement that stimulates children to keep on imitating the language until they create habits and use it correctly.

Mentalist or Innate Theory

It postulates that the principles of language are innate and not learned. Chomsky claims that “children are biologically programmed for language and that language develops in the child just the same way that other biological functions develop” (Lightbown & Spada, 1999). All

human beings will develop a language because they are prepared for it, regardless of the degree of complexity of the language. Mentalist theory's model is based in the conception that language learning is specific to the human being. Imitation has few or no effects to learn the language of others. For example, every child will learn how to walk. For Chomsky, language acquisition is very similar. The environment makes a basic contribution. To understand better this theory is good to know the meaning of linguistic competence and generative grammar.

The term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. However, generative grammar is a theory that supports that competence. Chomsky stated that linguistic competence is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings. "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)." (Chomsky, 1983)

Nativist Theory

This theory argues that language acquisition is an innate or biological ability. Language is innate:

Language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment, much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation (Chomsky, 1993, p. 519).

Humans are born with a built-in- device of some kind that predisposes us to language acquisition. Children are biologically programmed for language acquisition. Also, He affirms that every child is born with a biological predisposition to learn language, any one, he came up

with the idea of a language organ, which is known as the Language Acquisition Device (LAD). Children need to access to samples of a natural language to activate the device. Once the LAD is activated, they discover the structure of the language to be learned. They discover it by matching the innate knowledge of UG to the structures of the specific language in the environment.

Humans are not born knowing Spanish, or English, or Portuguese, or French, or Mandarin, or any dialect. Rather, they are born with innate knowledge of certain universal structures.

Universal Grammar Theory (UG)

Chomsky define “UG as the system of principles, conditions, and rules that are elements or properties of all human languages not merely by accident but by necessity.” (Chomsky, 1975). Also, he stated,

UG is taken to be the set of properties, conditions, or whatever that constitute the ‘initial state’ of the language learner, hence the basis on which knowledge of a language develops. It by no means follows from such an account that there must be specific elements or rules . . . or . . . ‘features’ common to all languages, unless we take these features in a suitably abstract manner. (Ritchie, 1983)

Universal grammar theory must not be confused neither with universal language, nor language structure, nor with the grammar itself. As Chomsky (1975). has states, “Universal grammar is not a grammar, but rather a theory of grammars, a kind of metatheory or schematic for grammar” Individuals need not only Universal Grammar but also evidence about a specific language to acquire language. They need to hear sentences in the language to know how to organize the structure of the sentence (subject, verb and object) in order to communicate in a specific language.

“First language acquisition relies chiefly on positive evidence; the child apparently receives little direct negative evidence in the form of correction of syntax” (Brown and Hanlon 1970). Universal Grammar Theory (UG) not only influences the first language acquisition but also, has provided invaluable information regarding second language teaching as to how second language teachers should present vocabulary items and how they should view grammar.

UG shows us that language teaching should deal with how vocabulary should be taught, not as tokens with isolated meanings but as items that play a part in the sentence saying what structures and words they may go with in the sentence. The evidence in support of UG, on the other hand, is not conclusive. (Cook, 2013:158).

If this theory helps to determine the success in first language acquisition is provable that determine to be accessible and achievable in second language acquisition.

Interactionist Theories

This theory proposes that children can only learn language from someone who wants to communicate with them. It considers that children are born with brains that predispose them to the ability to pick up languages as well as with a desire to communicate. Some Interactionists even argue that babies and children prompt their parents and other adults into giving them the linguistic exposure they need to learn a language.

The interactionist theory recognizes that both environmental and biological factors are important in language development. Within this theory of compromise are theorists who are closer to one end of the extreme than the other. However, all interactionists believe that language acquisition occurs as a result of the natural interaction between children and their environment, more specifically, their parents or caregivers.

This theory states that language is acquired from an interaction of a human’s innate

biological capabilities to acquire language with exposure to language in the environment in which the child is developing. Some theorists agree with this one.

The first one is Jean Piaget that proposed a theory of cognitive development that regards intelligence as the result of the children's interactions with and adaptations to their environment. "Children assimilate new information by incorporating it into already existing mental structures. Then, they accommodate these structures to adjust to new information. These structures are called schemata and children use them to intellectually adapt to and organize the environment" (Piaget, In 1964). Also, he stated "Language learning is the result of children interacting with the environment. However, language is not necessary to develop intelligence". (Piaget, In 1964). In fact, he believed that language and thought were separate. Language develops as a symbol system to express the knowledge acquired during the interaction with the environment.

Vygotsky, who disagree with Piaget, is the second theorist who emphasizes the role of interaction in language acquisition. He recognizes the relationship between language and thought. For him, knowledge is acquired only when language and thought interact. "A child learns a language by interacting socially with other speakers." (Vygotsky, 1978).

Interactionist theory can be related for second language acquisition. When the student is learning a second language cannot communicate with the teacher except through non-verbal communication. Consequently, it is the teacher responsibility to build a relationship with the student. Educator is in charge leading all interaction at first, and as the student becomes more familiar with the English language and able to communicate. Then, the student can take more control of their own language learning and will be able to discover for themselves how to combine words and phrases to form full sentences and dialogues.

Second Language Acquisition (SLA) Theories

Second language acquisition or SLA is the process of learning other languages in addition to the mother language. Simultaneous and sequential are two types of SLA among young learners. The first, refers to the acquisition of two languages from birth. The second one, refers to the process when children have already acquired their first language and they enter a classroom setting where they will be exposed to a second language. This study is focused on second language learners who go through a sequential acquisition process (Sequential Bilingualism). Language comes as a need to enter the immediate environment, and to establish connections among speakers. In this type of second language acquisition SLA, children feel when they are acquiring a second language.

According to Krashen (1983) learners go through stages, first, silent or receptive, they do not talk with others because their first language is not spoken but it does not mean that they are not learning. Besides, they may be learning by listening and reading. She points out that in this stage, children are preparing themselves for subsequent production. Second, early production, learners chunk of language being produced by other speakers. When students are engaged in this stage, repeat sounds but they do it softly because they know they are not ready yet to talk in public. They are using one or two words. Third, speech emergence, students begin to respond in simple sentences when they feel confidence in the setting and engaged in activities they understand. Fourth, intermediate fluency, they make the transition to more elaborate speech. They may produce sentences to express their ideas. Last one, advanced fluency, they begin to speak fluently using social and academic language. They use grammatical structures and vocabulary comparable with native speakers.

Thresholds Theory

Cummins' Thresholds Theory about second language acquisition has significant implications for immersion programs. Learners must be literate in both languages.

The theory has two thresholds. The first, it is a minimum for children to reach in order to avoid the negative effects of bilingualism. Below this level is when children have a limited competency in both languages. Between the two thresholds, children are competent in one language; but are not yet able to transfer skills between the two languages. However, it is also important to note that, the more developed the first language, the easier it will be to develop the second language. The second threshold, allows for the possibility of positive cognitive effects that correspond to the age-appropriate levels of competency in both languages. A strong first language can support the development of a second language. (Baker, 2011, p. 169). This is the situation of the students that are immersed in two cultures, mother and new culture, they need the first language as a foundation to learn the second one.

Bilingualism

Experts define bilingualism as the following “It is the ability to communicate in two languages. It generally implies writing, reading, and speaking fluently, although the term is also sometimes applied to individuals who are only bilingual speakers, and not literate in a second language”. (Centeno, 2013). Some specialists claim that “certain level of competency in two languages is sufficient to be called bilingual”. (Diebold, 1966). “When a person understands expression of a new language means that he/she will become bilingual. This applies even if they are not able to say something in that language.” (Earley, & Ang, 2003). “It begins when the speaker of one language can develop complete meaningful utterances in the other language. A

person might, for example have not productive control over a language, being a passive or receptive bilingual, but is able to understand utterances in it.” (Haugen, 1956). “The child who has mastered two languages has a linguistic advantage over the monolingual child, where the bilingual child becomes aware that there are two ways of saying the same thing”. (McLaughlin, 1984). This means that a child does not need to be competent in both languages in order to be bilingual.

Cummins state there are two kinds of bilingual, first, additive bilingualism, in which the first language continues to be developed and the first culture to be valued while the second language is added. The second one, subtractive bilingualism, in which the second language is added at the expense of the first language and culture “Research which suggests students working in an additive bilingual environment succeed to a greater extent than those whose first language and culture are devalued by their schools and by the wider society”. (Cummins, 1996).

According to, McCarty (2010) “bilinguals have been shown to be more flexible in their thinking and more adept at thinking about how they use language to get their point across” (p. 1). “Children are put in a disheartening situation because not only do bilinguals have access to the varying cultures associated with the languages they speak, but also language skills tend to assist these students in recognizing and accepting human diversity”. (McCarty 2010).

Application of bilingual education in Texas schools has been found to be effective even nationwide. Supporters of this method suggest that children accomplish more in a system that uses their native language for beginning instruction and that progressively teaches them English as they expedite from grade level to grade level. In other words, “at the time they reached 5th grade, English-language learners will be equally proficient in English, whether they had been in a bilingual program or had received all their instruction in English” (McCarty 2010). Evidently,

the stamen above proves that bilingual education is beneficial to students, it shows that can have them fully immersed in a new language even before they enter middle school. It is a reality that bilingual education is essential to the future of the students of this nation. The National Association for Bilingual Education (NABE) stated that by providing resources to high-quality educational programs for children whose first language is not English will help them attain bilingualism and biliteracy.

Culture

There are a lot of meanings of culture because it has been defined in different ways. The following are some: “Culture is the way to live like clothes, foods, language, stories, celebrations, art, music, and writing”. (Kroeber & Kluckhohn 1952). “Culture, or civilization, is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.” (Tylor & Brown, 1988) “culture is, a society’s shared and socially transmitted ideas, values and perceptions, which are used to make sense of experience and generate behavior and are reflected in that behavior.” (Tylor & Brown, 1988).

Sociology defines culture as the languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful. This meaning was taking by exploring individual and group communication, production, diffusion, reception, evaluation, and application of all cultural elements. The meaning of culture in psychology is similar to that of sociology but it defines that culture is learned, not innate, as the customs, habits, beliefs, and values that shape emotions, behavior, and life pattern. Moreover, the language, modes of thinking, and possibly even fundamental views of reality.

The anthropologist Demerath thinks about learning as involving both cultural transmission and cultural acquisition.

Young people are exposed to transmissions of culture all the time—outside of school, in the neighborhood, at home and, of course, through various kinds of media and technology like TV and the web. But they also acquire culture, and no two people acquire it the same way. (Demerath, 2014).

It is why he defined that culture is both taught and caught. Not only anthropologists, psychologists and sociologists have defined culture. Another experts state culture “as a logically integrated, functional, sense-making whole, culture is not an accidental collection of customs and habits. It is more like an organism, with all parts related to each other in relationships of both harmony and conflict, of both complementary unity and stress and strain”. (Taylor, 1998). It is how children grasp, comprehended, and then imitate parents or adults’ behavior, life pattern, knowledge, ideas, traditions and customs. Augsburger (1992) defines that,

Culture is a fuzzy concept, in that group members are unlikely to share identical sets of attitudes, beliefs and so on, but rather show family resemblances, with the result that there is no absolute set of features that can distinguish definitively one cultural group from another.

It cannot be stigmatized a cultural by the behavior of some members of it because the conduct of members of a culture is not always the same, the way people behave is also related to the upbringing and personality of each one. some other experts said “Culture is contested, temporal, and emergent ... [one cannot] occupy, unambiguously, a bounded cultural world from which to journey out and analyses other cultures. Human ways of life increasingly influence, dominate, parody, translate, and subvert one another.” (Edwards, Fear, & Gallego, 1995). The

meaning of culture is invisible cannot be seen only is interpreted and acquired while the person interacts with the others. Spencer, (2004) defines “Culture is an accumulation of thoughts, values, and objects; it is the social heritage acquired by us from preceding generations through learning, as distinguished from the biological heritage which is passed on to us automatically through the genes”. As is defined by the above specialists, culture has diverse and ambiguous definitions, it can say that culture is when the members of a community share the same beliefs, behaviors, ideas among others but this does not mean that they are identical or behave the same way. They will only have similarities.

Cultural Identity

Sociolinguists have referred language as an indication of the beliefs, values, and traditions of a culture. Consequently, the first language is considered an indicator that help humans to recognize themselves as a unique entity. As a result, if the individual loses the first language that means that they will lose the first culture and they will not have all the characteristics of the second culture. They will not have culture identity, in other words do not have a sense of belonging to either their parents’ culture or the one they are immersing.

Cultural identity is related to sense of self. For individuals, cultural identity is fundamental to develop the personality as well as the way they act in both inside and outside of the immediate culture. Cultural identification also provides a sense of security.

Teacher must understand that students’ cultural identity is provided by the culture. Cushner, McClelland, and Safford (2000) claim that there are 12 attributes of culture identity, which are ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. “Students learn these identities within a culture through socializing agents” (Campbell 2004).

Self-Image

Some individuals lost their mother language, this usually happen in the first, second or third generation. This event entails to have low self-Image. Consequently, they experience two social different behaviors. First, they feel embarrassed of their culture. The other one, they would show racism against their own race. They feel that they do not belong to the culture of their parents. They do not identify themselves of the heritage culture.

Most cross-cultural studies have contrasted people from two or more cultures, this is an example, Asian-Americans embrace in a group that have exposure to both mainstream European-American culture and their family's traditional Asian culture. The individuals should show evidence of European-American, and American culture. "The notion that Asian-Americans come to embrace a view of self in between that of European-Americans and Asians." (Heine et al., in press; Heine & Lehman, 1997a; 1999; Iyengar, Lepper, & Ross, 1999; Kitayama, Markus, Matsumoto, & Norasakkunkit, 1997; Norenzayan, Choi, & Nisbett, in press).

Continuing with the same example, Asian-Americans are acculturating between European-Americans and Asians culture. They have access to two cultural meaning systems, and they oscillate between the two of them (Anderson, 1999; DuBois, 1903/1989; LaFromboise et al., 1993). Some studies show that they were operating in "European-American mode," while others were operating in "Asian mode."

Cultural Standards

Individuals acquire and pass their traditions of the community, they live according to the culture values and traditions of the local community and integrate them into their everyday behavior. Educators must recognize the validity and integrity of the traditional knowledge system to the student's culture to provide them opportunities and time to learn in settings where

local cultural and skills are natural gain. “Parents still hold onto the values and society norms of their heritage culture and struggle to impose them upon their children”. (Kroeber & Kluckhohn, 1952).

Acculturation

This is one of the focal points of this study. Acculturation happens when two cultures come into contact. Acculturation is the complex interaction between an immigrant person or family with the country that they are living. Since Texas is a very diverse state in ethnic background, cultures, and languages, teachers and school personnel need to be familiar with the concept of acculturation and the effect that can have it in immigrating student, who are entering an unfamiliar culture.

Acculturation is described as two types, first, population level and second, individual level; the last is known as psychological acculturation. The interaction between these two cultures has both social and individual level. The process of acculturation depends on how the immigrants are received in the new country and how they perceive it. For example, if the immigrants feel welcome to the new country, their transition to adapt to the new culture will be easy. In other words, moving to a new cultural context involves socialization of a new cultural meaning system and make a parallel to the system of the individual’s mother culture. The acculturation is an important factor in the environment of the students because they live in a multicultural society.

According to Miller & Chandler (2002), “Acculturation is the cultural interaction between an immigrating person or family and the new host country that the person or family is immigrating to”. the interaction may occur in both levels, social and individual. It is important to highlight that sometimes the process of acculturation can be difficult due to the reasons or way

that the immigrant person or family migrated into the new country. For example, political, violence, persecution reasons. This process is important to the students because it will be an effect in how performance in school settings is done.

Models of acculturation.

Uni-dimensional model. The assimilation is the goal in this model. This means that the person will assimilate into the new traditions and customs. As this theorist state “There were stages that the immigrating person goes through: (a) cultural assimilation, (b) structural assimilation, (c) marital assimilation, (d) identification assimilation, (e) attitude receptional assimilation, (f) behavioral assimilation, and (g) civic assimilation”. (Gordon, 1964). The immigrant individual or family go through each step. In this model is necessary the penetration into the established culture “the disappearance of the ethnic group as a separate entity and the evaporation of its distinctive values” (Gordon, 1964). Another theorist affirms that

In unidimensional model acculturation is conceived as a parallel function measured by the amount of time that a person interacts with the host country. This function is also affected by the age and gender of the acculturating individual. For instance, it was found that males tended to acculturate at a faster rate than females, but only on behavioral level. This level includes adopting the more overt customs and habits of the host country.

(Szapocznik, Kurtines, & Fernandez, 1980)

To continue explaining this model, some researcher claims that “Different aspects of cultural self-identity may proceed along the acculturation continuum at different rates, with the potential for over exaggeration of mainstream culture elements or even backtracking as a result of ethnic reaffirmation” (Umaña-Taylor, & Shin, 2007).). One good example of uni-dimensional model is the case of Asian acculturation to North America, which presupposes a unidimensional construct

that ranges from highly traditional at one pole, through biculturalism at the midpoint of the scale, to highly assimilated at the other pole. Thus, these researchers have elucidated the unidimensional construct by explicitly including biculturalism as the midpoint between heritage culture and mainstream culture identification.

Bi-modal model. This model is known as a process in which both heritage and mainstream cultural identities are free to vary independently. There are two statements to this model.

First, the model presupposes that individuals differ in the extent to which self-identity includes culturally based values, attitudes, and behaviors. Culture may play a large role in the identities of some individuals, whereas others may base their identity more on factors such as occupation or religion. Second, individuals can have multiple cultural identities, each of which may independently vary in strength. (LaFramboise, Coleman, & Gerton, 1993)

According to LaFromboise, Coleman, & Gerton, 1993 there are four orientations of acculturation. Integration, individuals embrace positive tendencies toward both the new culture and their mother one. Assimilation, individuals balance adaptation to the host culture over maintaining their mother culture. In this case, they are willing to adopt the beliefs, values, and norms of the new culture. Separation, individuals attach importance to holding their heritage culture and minimize adoption of the host one. Marginalization, individuals experience low interest in both maintaining their heritage culture and adapting to the new one. That may be caused by miss opportunities at assimilation or discriminatory attitudes by the host culture. With this view, integration will be the best way to acculturation.

Acculturation of Self-Esteem

There are about 18,000 investigations in how acculturation influences on individual's self-esteem. For example, Heine (2001) claims that "a habitual positive self-view confirms for the individual that they possess the requisite characteristics to fulfill cultural tasks associated with independence, self-sufficiency, and autonomy". In other words, individuals, who perceive themselves independents, autonomous and self-sufficient connect in a positive way to the new culture. "People who have a more independent view of self also report higher self-esteem." (Heine, 2001). Another example, some Asian cultures set cultural goals that sometimes are opposite with the desires to be independent, self-sufficient and autonomous. They respect the hierarchy, in which the individuals have a place defined by a clear set of obligations and duties towards other members of their groups.

Inadequate performance of the duties associated with one's roles indicates that the individual is not doing his or her part in contributing to the group's success and is thus not fulfilling important cultural obligations associated with interdependence. Individuals' commitment to in-group members renders them obligated to live up to the standards associated with their roles – standards that are importantly not determined by the individuals themselves but consensually by others in the hierarchy, and to a certain extent by society as a whole (Heine, 2001).

The importance of a positive self-view in North American culture is further documented in research on self-enhancing biases. Reviews of this literature (e.g., Miller A. Chandler, P. J. (2002; Taylor & Brown, 1988). According to Taylor & Brown, North American's self-perceptions tend to be systematically biased toward an overly positive view of the self. This means that, to North American culture positive self-view is very important.

The acculturation process can be a painful experience for children because they cannot choose where they want to live. The cross-cultural adjustment “requires not only a cognitive understanding of a new culture but also a person’s motivation to engage the new culture” (Earley & Ang, 2003, p. 125). As immigrants acculturate into the new society, they unconsciously choose what aspects of their own culture they preserve and what aspects of the new culture they adapt to adjust in the society. As the generations change, they lose the native culture and adapt more to the new. “This acculturation gap between children and parents has a tendency to increase over time”. (Birman & Trickett, 2001). Acculturation goes faster when a child begin school. When children enter to the academic setting they are rapidly exposed to mainstream the new culture and values. “Often adopt language and behaviors from the host country more quickly than their parents” (Rick & Forward, 1992, p. 85).

Rick and Forward state children who live within two cultures feel pressure to decide what part of their native culture practice or not. In many cases the child will live between two cultures: one at school, where most of their social interaction will occur, and one at home. This can lead to great conflict within the individual as well as within the family structure.

After an arduous search for researches (books, texts, thesis, papers, studies) of the concepts about acculturation and culturalization, it is found that acculturation refers to the socialization process by which foreign-born individuals adopt the values, customs, norms, attitudes, and behaviors of the dominant host culture. Regarding to culturalization, it can be established as the process of subjective socialization through which individuals appropriate the values, feelings, ideals, forms of behavior of the culture, which they were born. From this point of view, it is clear that this work does not focus on the European concept, which assumes culturalization as a process or fact of becoming cultured; refinement, intellectual cultivation.

Acculturations levels and orientations

According to Goffman (2008) “Acculturate means to incorporate or acquire a new culture without foregoing another one. Hispanics do not assimilate, they acculturate. They do not let go of customs and/or language.” She stated four levels of acculturation for Hispanic people:

First, non-Acculturated, persons that only navigate within the Latino culture. Most of them have recently immigrated to the U.S. and prefer to speak Spanish. Second, acculturated: persons born in the U.S. of Hispanic descent. They prefer to speak English and can navigate into the Latino culture. Third, semi-Acculturated, people that can navigate in both cultures. And the last one, fully-Acculturated, Hispanics are proud of their culture and parents will tend to teach their U.S.-born children the customs of their ancestors. (Goffman, 2008)

The rate at which this will happen depend on three central factors: socio economic status in the country of origin. Time, the more they are exposed to the new culture, the adaptation and incorporation will be easier, speedier, and smoother. Education, it is easier to understand, adapt and adopt a new culture when they have higher education levels. Socio economic status in the country of origin: the higher the socio-economic status in the country of origin, the transition to the new culture will be the quicker, easier and smoother. While they continue enjoying its own one, this happens because most of the time they were exposed to other cultures before.

Lopez, (2014) refers to the meaning of acculturation at the Merriam dictionary as “cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture” or “a merging of cultures as a result of prolonged contact”. He stated that

In the case of the Latino community in the U.S. acculturation means becoming more American by adapting or borrowing the traits of the American culture. While this seems

like a straightforward definition that makes sense, in reality, it is not that simple. (Lopez, 2014)

As well as most of the countries, The United States has different culture sign depending on the state. For example, acculturating to the New York culture is not the same as acculturating to the Miami or Dallas culture.

It is interesting about how people go through acculturation process and how they develop a sense of belonging. Lopez points out some example, he conducted an interview with some people that had to speak Spanish in McAllen Texas. The first question he asked the interviewer was about her country of origin, immediately she answered, the United State. The second question was about language preferences, she said that she spoke only Spanish. The big question was Lopez said, How could someone say that the U.S. is their country of origin and not speak any English? She explained that she had traced her family back several generations and they are all original residents of McAllen Texas. They consider themselves American- not Mexican because they are indeed American. However, her family never left McAllen and most people in that area of the U.S. speak only Spanish- it was not necessary for her or others in her family to learn English. In fact, Spanish is an important part of the American culture in that region of the United States (Lopez 2014). Here the sense of belonging is putting into play, they identify themselves as a US citizen but they do not follow some important characteristics of the culture as is the language. The following is another example of how people are acculturated in The United States of America, according to Lopez (2014)

Acculturation also evolves differently depending on the region. Miami is a great example of a different type of acculturation. Third generation Cubans in Miami are in almost every respect completely acculturated. They speak English and act “American” in almost

every way. However, most have also retained their Cuban cultural heritage. They can easily switch from English to Spanish and feel very much at ease when interacting with both non-Hispanic Americans and unacculturated Latinos. These individuals live in both cultures and are a good representation of the type of acculturation that is becoming more common in other regions of the country.

Unfortunately, there is no relevant literature on the concept of culturalization. It is deduced that this is caused by the conflict between these two concepts. Acculturation sometimes is confused with culturalization. It is very close to the line that separates them, it is very thin. Research has focused more on conducting studies on acculturation rather than culturalization. Therefore, this work emphasizes acculturation and not the other concept.

The fact of mentioning the concept of culturalization is because it refers to the process in which the individual adapts to one's cultural environment, acquires of values and behavior compatible with the society of which is a member. While acculturation refers to the result of a process in which a person or a group acquire a new culture or aspects of it, usually at the expense of their own culture and involuntarily way. This involves different levels of destruction, survival, domination, resistance, support, modification and adaptation of native cultures after cultural contact.

In other words, this means that acculturation is the loss of the previous culture or a least some of the characteristics, renounce the set of customs and beliefs of the culture in which it was immersed and acquire a new cultural practice, believes in new things and behave differently from the country where they live. While culturalization is the process which individuals acquire in-depth elements of culture, (not a new culture). As an example of culturalization, children of Hispanics, who are born in the United States are culturized. They acquire the elements, beliefs,

practices, habits of the culture in which they are immersed. This culture is not new; they are only acquiring it. Parents are called to teach them the heritage culture and try to practice some of the characteristics of that culture. As an example of acculturation, children who are taken from one country to another to live. They have exposed to practice a new culture, which leads them to stop practicing many of elements of the previous culture.

CHAPTER 3

METHODOLOGY

This chapter considers related studies and designs the methodology chosen by the author to respond to the above query. The study work followed the research line of Infants, Education, and Diversity established by the Universidad Nacional Abierta y a Distancia (UNAD). This specific line focuses on educational context to generate a space for reflection and construction of knowledge about childhood, diversity and educational environment that childhood is the center.

Qualitative Research

The current study aims to examine the effect of acculturation and culturalization in bilingual fourth and fifth graders aged nine to eleven at Liberty Grove Elementary School, as an interfering factor for school performance. “Qualitative research describes and interpret the experiences of research participants in a context specific setting” (Ponterotto, 2005, p.128). In this investigation, the researcher attempted to understand the experiences and interpret the realities of the bilingual students at Liberty Grove Elementary school. Qualitative approach and the empiric data are used to demonstrate that it is important for a teacher to know the different characteristics to process and signs of the students' culture, therefore, in this way they can understand and guide the pedagogical work, so they, teachers, can adapt, acquire, and appropriate both the new language as of the new culture without leaving apart the first language and culture. This qualitative approach is relevant to understand the object of the current study.

Central to this research is an emphasis on observing and listening to the children as the first step. By reporting my findings and conclusions, this study hopes to engage the ESL community in a process of observation, reflection, and inquiries that can serve teachers to develop an understanding of their own responsibility to learn about students' mother culture and included or adapt some of its characteristics in the curriculum. This will allow learners to develop and adjust easily in the bilingual and bicultural environment.

Forms

Consent Forms

Prior to the beginning of the study, the researcher was granted approval to work at the school's classroom with 37 bilingual graders, from the principal of the school (see Appendix A). Parents and caring adults were asked to sign an Informed Consent Form (see Appendix B), allowing their children to participate in the study. All the forms sent by the elementary general teacher were accepted and signed (see Appendix C). Teachers also completed and signed a Consent Form (see Appendix D) to acknowledge that they will participate in the study. The researcher provided candy to give to the children as incentive for remembering to bring back the signed Consent Forms. After that, the researcher explained to the children how to respond to the instrument. The consent and the survey were designed in Spanish to help parents understand them.

Observation Protocol Form (OPF)

The OPF (see Appendix E). The form was designed to record in three categories and five scores by circling what the observer sees. The categories are highly evidence with a score of 5 and 4, somewhat evidence with score of 3 and 2, and no evident with the score of 1 and 0 when there is not enough evidence to make a judgment. The content to score in the observation

protocol is divided in sections. First, preparation (objectives, language, content, materials and activities during class). Second, building background (Background experiences, links between mother and new culture, and understanding of the vocabulary). Comprehensible input (techniques and clear explanations). Strategies and interactions to give opportunities and support the learning a new language and adaption on a new culture. Using an observation protocol provides an idea of view of the classroom. Multiple observations were made it to ensure that particular behavior about learning a new language and acculturation of the students was the same.

Setting

The study was accomplished during a ten-week period, from September to November. The author produced the observations at the bilingual and ESL students with a population of about 83 inhabitants. The chosen school is Liberty Grove Elementary School. The total school's population makes 574. The English curriculum follows the Basic Standards of Competencies of English provided by the TEA Texas Education Agency through the Texas Essential Knowledge and Skills TEKS

Population

The research is focused on the population of the bilingual students of fourth and fifth grades of Liberty Grove elementary school. Which were directly observed and/or interview. The pupils are around eight to eleven years old, they come from families of Hispanic origin, especially immigrants from Mexico and Central America. Most of the years of schooling have been done in their mother tongue.

The sample is composed of 37 bilingual students, who have studied at this school since they were in kindergarten. Most of those children receive free food (breakfast and lunch) at

school and free transportation to go to school and returned home. 31 parents, 8 out of 10 parents are economically disadvantaged compared with the community that school is located. Often those parents work for construction, cleaning, or mowing companies, as well as fast food restaurants. It is important to clarify that 7 out of 10 families speak Spanish at home. 15 teachers from Liberty Grove Elementary school in the Garland Independent School district. Most of them are American and do not speak Spanish.

Instruments

The first instruments used to collect information were the semi-structured interview and the direct observation spending prolonged amount of time in the school setting, then, all the participants; bilingual students of 4th and 5th grades, their parents, and some teachers had received and completed a survey, parents, and students in Spanish and teachers in English, with a variety of open and closed questions.

The instruments employed in this study to collect the data comprised an initial test was a student survey; questions were designed to obtain information on the students' perception of the educational experiences, as well as their feelings about school (see Appendix F). One more interview and survey was conducted in Spanish to the parents of the bilingual students (see Appendix G). Another survey was done to the teacher of different grades. They intended to know their conception about English learning, language teaching needs, and expectations in this area (see Appendix H). Lesson plans were also used to register date, topic, objective, materials to be used, activities, and assessment of each class (see Appendix I). One more instrument, the field diary entry from the researcher, recorded observations related to the class development; reading aloud difficulties; achievements, special behaviors, and results observed in each student (see Appendix J).

Procedure

The study took place in Garland Independent School District, specifically at Liberty Grove Elementary School. The children did not have a previous and consistent language knowledge to respond to the requirements of the National Bilingual Program Standards. Some of the students are newcomers at the program, others were receiving education in Spanish at the years before. After the completion of all interviews and surveys the researcher reviewed the resulting to interpret the answers.

CHAPTER 4

RESULTS

In a qualitative research such as this one, the main objective is to collect the richest possible data to analyze. To achieve this objective in compliance with the regulations for a qualitative research, I immersed myself in a direct and prolonged observation that took place in the school setting, then a survey was applied to the bilingual students, the parents and the teachers to obtain information on the students' perceptions of the educational experiences, as well as their feelings about school.

The following graphics correspond to the students' survey.



Figure 1. Do you understand everything when your parents talk to you in Spanish?

To find out what is the level of the proficiency in the mother language of the students when they speak with their parents. They were asked to say how much do they understand when

they talk to them. The result established that 51% of students always understand their parents when they speak with them in Spanish, while 35% said that they often understand their parents, and 14% sometimes understand. The surprising of the result is that all students in some measure understand their parents in their mother tongue. 0% said they never understand their parents.



Figure 2. When your teacher first introduces a topic in English, how often do you understand everything she/he explains?

To find out what is the level of the proficiency in the new language of the students in the school setting when they face a new subject in the classroom, they were asked to say how much do they understand when your teacher first introduces a topic in English. The survey showed that 35% of the students understood the topic for the first time. But that is exceeded by 38% of the students who said they understood frequently and 24% of the students sometimes understand. While just 3% say they never understand the new topic.

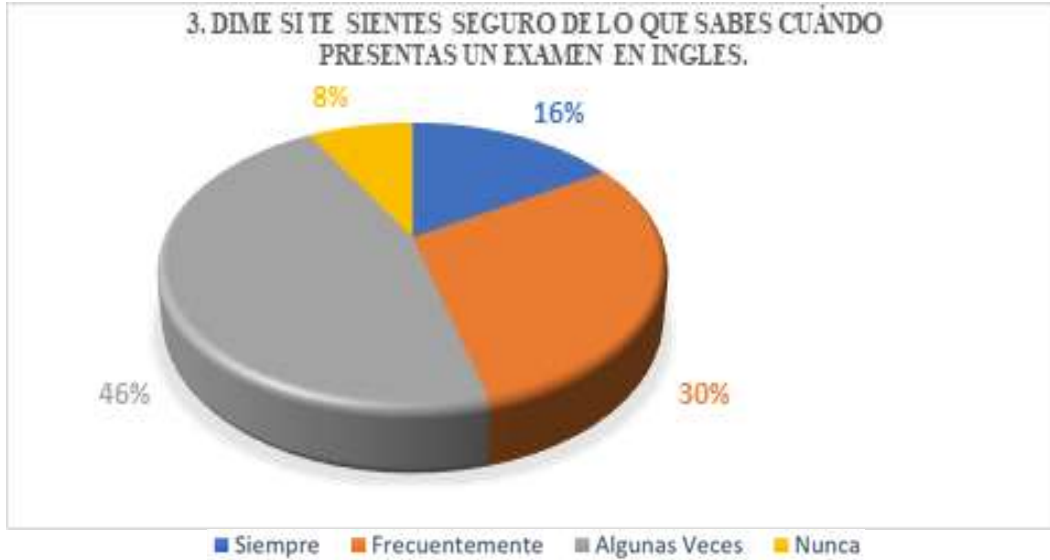


Figure 3. Tell me if you feel confident about what you know when you take an English test

To measure the level of self-confidence of students when they are faced with academic challenges in the new language, they were asked how confident they feel when they are evaluated in the new language. The result is noticeable that 46% of students manifested that sometimes they feel assured and 30% often feels confident. Only 16% of students feel self-confident when presenting an exam in English. While 8% say they are never confident.

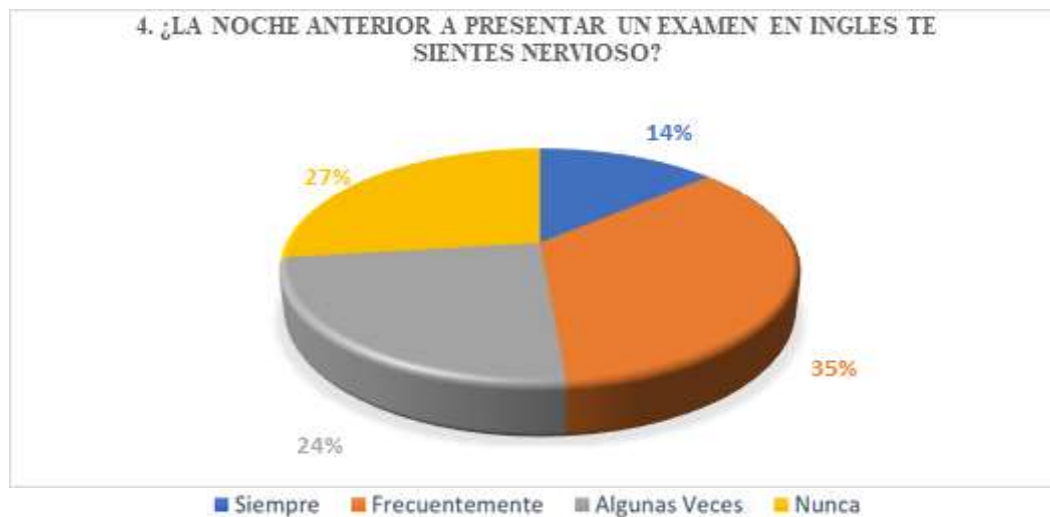


Figure 4. When you must take an English test do you feel nervous the night before?

To measure students level of anxiety or stress generated by academic challenges in the

new language, learners were asked if they experienced nervousness hours before presenting a test in English. 14% of students assured they always feel nervous the night before of a test. 35% frequently and 24% sometimes experience nerves. While 27% never experience these feelings.



Figure 5. When you must take a Spanish test do you feel nervous the night before?

To measure students' level of anxiety or stress generated by academic challenges in the mother language were asked if they experienced nervousness hours before presenting a test in Spanish. Only 3% of students manifested that they always feel nervous the night before a Spanish test. 3% frequently and 19% sometimes experience nerves. It is significant that 75% of the learners are never stress.



Figure 6. When your teacher is teaching in Spanish and you must complete an assignment do you feel self-confident to do it?

To check how confident the students feel in the knowledge acquired in their mother tongue they were asked about how confident they feel when they have to do a Spanish task. According to the result, more than a half of the students (51%) feel assured when doing a homework in Spanish. Meanwhile, 19% frequently and 22% are sometimes sure to complete the task without help.



Figure 7. Do you receive help from your parents when you have an assessment in Spanish?

In order to establish the help of the parents to the children in their school tasks in Spanish, they were asked how much help they receive from their parents. The result showed that only 14% of parents always help children, 11% do so frequently and 43% sometimes. It is striking that 32% of children never receive help.



Figure 8. Do you receive help from your parents when you have an assessment in English?

In order to establish the help of the parents to the students in their school tasks in English, they were asked how much help they receive from their parents. The result showed that only 16% of parents always help children, 6% do so frequently and 27% sometimes. It calls attention that 51% of children never receive help.



Figure 9. Do you feel confident doing work in Spanish?

The question explores the level of self-confidence of the children when they do a task in the school in the native language resulted in 87% always feel confident working in Spanish, 5% frequently and 5% sometimes feel confident. Only the 3% never feel assured.



Figure 10. Do you feel confident doing work in English?

The result about the level of self-confidence of the students when they do a task in the

school in English showed that 89% never feel assured working in English. The 3% frequently and sometimes feel confident. Only 5% always feel confident.



Figure 11. When your school celebrates the Thanksgiving's day, how much do you like to participate in this celebration?

About the participation of students in celebrations of the new culture, they were asked how much they like to participate in the Thanksgiving's day. 80% always like to participate, 5% do it frequently, and 10% sometimes. 5% never participate.



Figure 12. Do you need assistance from your teachers while completing an English test?

The students were asked if they need help from the teachers during a test, and the result

was 46% sometimes need help, the 24% said never need help. The 22% always ask for help, and 8% frequently need help.

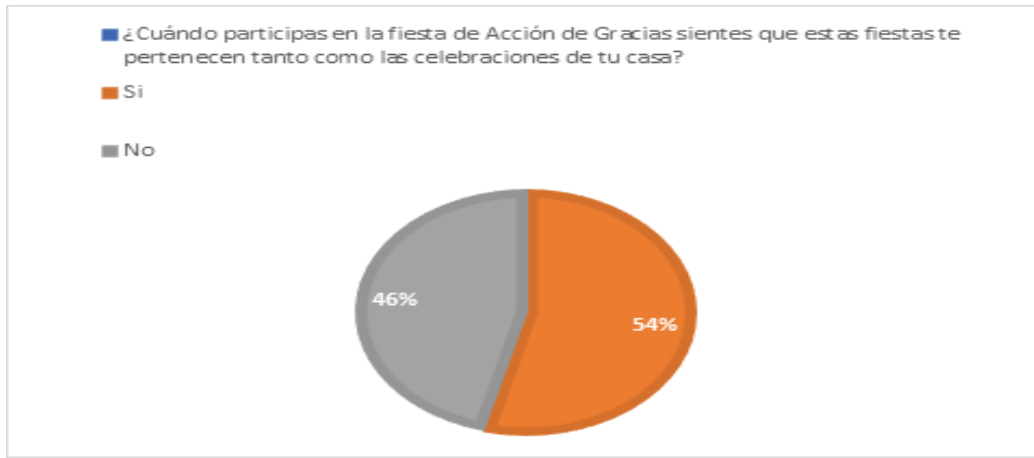


Figure 13. When you participate in the Thanksgiving Feast do you feel that these holidays belong to you as much as the celebrations of your house?

To check how students feel about Thanksgiving Celebration, they were asked if they feel that the holiday belongs to them like the ones in the mother culture. According to the result, 46% feel that is not their celebration, but more than a half of the students (54%) celebrate Thanksgiving and feel that belong to them, however, they celebrated in a different way.

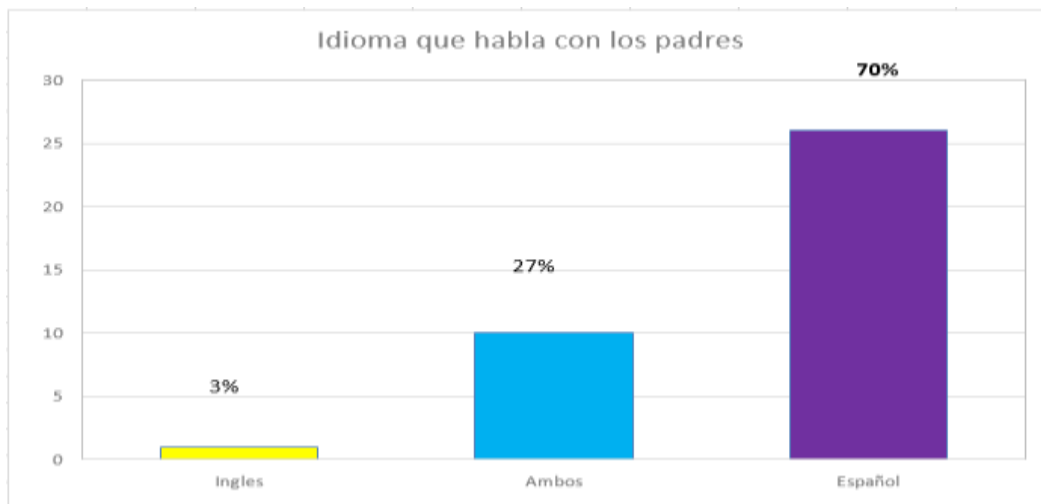


Figure 14. In what language do you communicate with your parents?

The chart shows that the 70 % of the students speak Spanish with their parents, 27 %

communicated in both languages, in some cases the parents, according to some of the comments the parents speak in Spanish to their children but they answer in English. Only 3% of them communicate in English.

The following graphics correspond to the parents' survey.



Figure 15. When you talk to your children do you think that they understand everything you say?

Figure 15 shows the percentile of the language used by students with their parents. It displayed that 70% of them communicated in Spanish. The figure 15 indicated that 68% of the parents think that their children understand everything they say. 13% frequently. 19 % sometimes. That means that parents think that their children understand in somehow when they speak Spanish with their children.



Figure 16. When your child is going to take an English test, do you help her/him to be prepare?

In order to establish the help of the parents to the students before they take a test in English, they were asked if they help them to be prepared. Just 10% of the parent help their children. 16% help them frequently. 45% sometimes and 26% never receive any help.



Figure 17. When your child is going to take a Spanish test, do you help her/him to be prepare?

The parents were asked if they help their children to be prepared before they take a

Spanish test. Parents answer the following way, almost a half of them (48%) said that they help their children sometimes, 39% said they always help, no one answer frequently and 13% said they never help them.



Figure 18. When your child is going to take a test in English, do you notice that he/she gets nervous the day or night before of the test?

To calculate in percentiles students level of anxiety or stress generated by academic challenges in the new language, parents were asked if they notice if their children get nervous hours before presenting a test in English. A great percentile of the parents notice somehow that they are stress. 29% of the parents said that their children always feel nervous. 42% frequently and 16% sometimes experience nerves. While 13% never experience these feelings.



Figure 19. When your child is going to take a test in Spanish, do you notice that he/she gets nervous the day or night before of the test?

To calculate percentiles students level of anxiety or stress generated by academic challenges in the mother language, parents were asked if they notice if their children get nervous hours before presenting a test in Spanish. A half of the parents said that sometimes they feel nervous. 13% of the parents said that their children always feel nervous. 3% frequently. While 34% never experience these feelings.



Figure 20. When you go to the parent conference, do you need a translator?

In order to identify the percentile of parents that need translation in a conference with the teacher, they were asked about it. The majority of the parents need a translator during a meeting with their child's teacher. 29% of them always need one. 32% answered that they need it frequently, 13% said they need it sometimes. While 26% said they never need one.



Figure 21. When your child arrives home, have you noticed signs of frustration after presenting an English test?

To examine the frequency of the stress or frustration that students could experience after taking a test in English, parents were asked if they notice a signal when their child arrived home. Parents' answer showed that somehow their child faces a level of frustration. 3% said always, almost a half (48%) said frequently, 39% sometimes and just 10% said never.

The following graphics correspond to the teachers' survey.

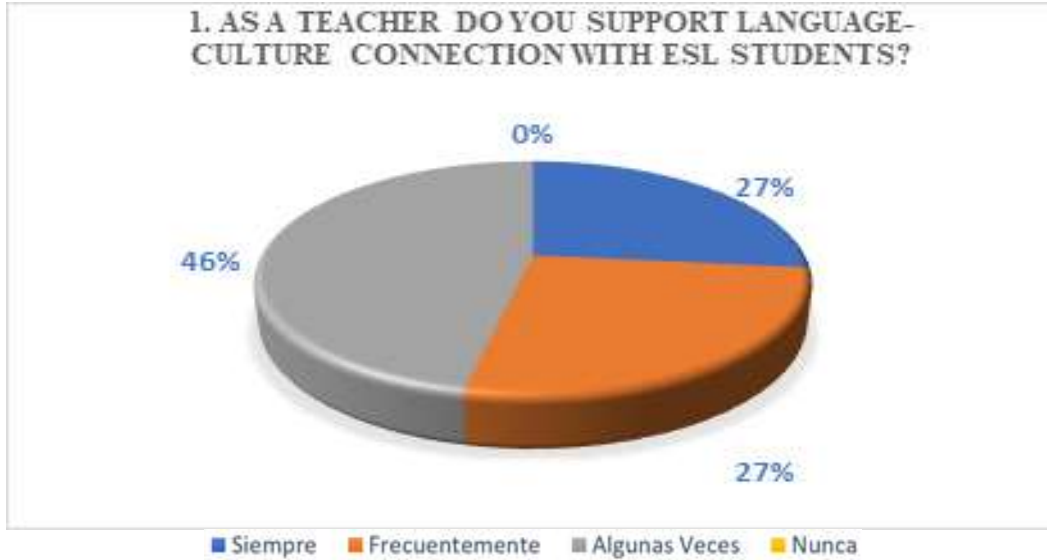


Figure 22. As a teacher do you support language-culture connection with ESL students?

The teacher was asked if they support their students with language and culture. Their answer on percentile was the following: 27% said always, 27% answered frequently, 46% sometimes and no one said never support their students with the language-culture connection



Figure 23. In the lesson plan do you include activities that are related to the culture of your ESL students?

The teachers were asked if they incorporate activities related to the students' mother culture in the lesson plan. The results show that only 6% always include this type of activities, 27% frequently and the 67% sometimes. 0% said that never include the activities related to students'

first culture.

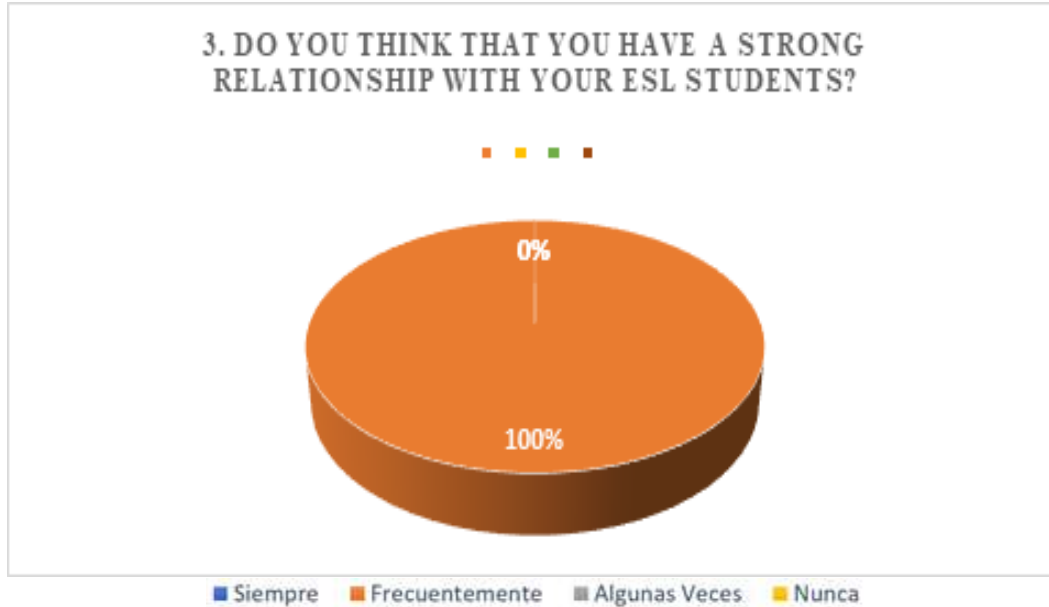


Figure 24. Do you think that you have a strong relationship with your ESL students?

To the question about teachers-students relationship, 100% of the teachers answer they think they have a strong relationship with their students.

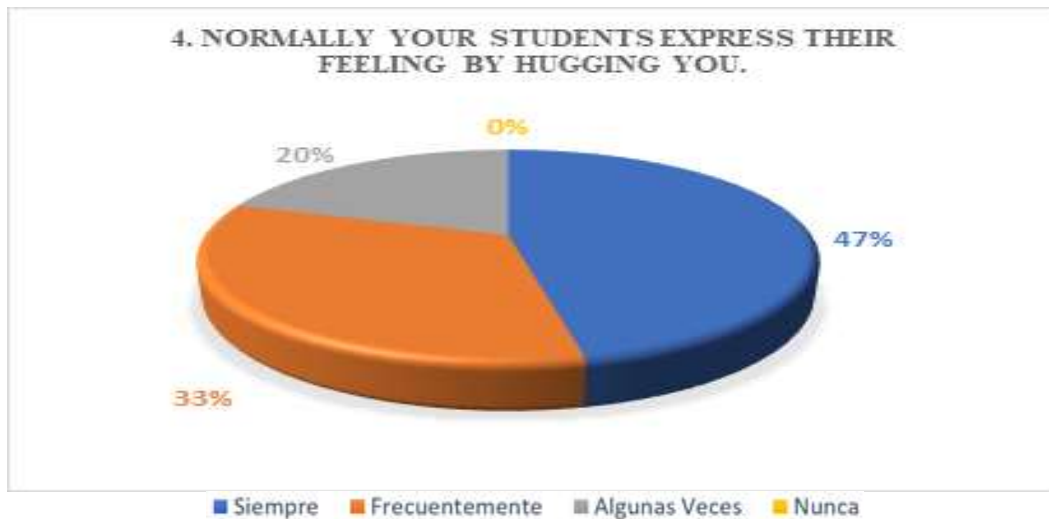


Figure 25. Normally your students express their feeling by hugging you

The teacher was asked if students express their affection hugging them, everybody said that to somehow they do that. 47% said always, 33% said frequently, 20% said sometimes, and no one said never (0%).

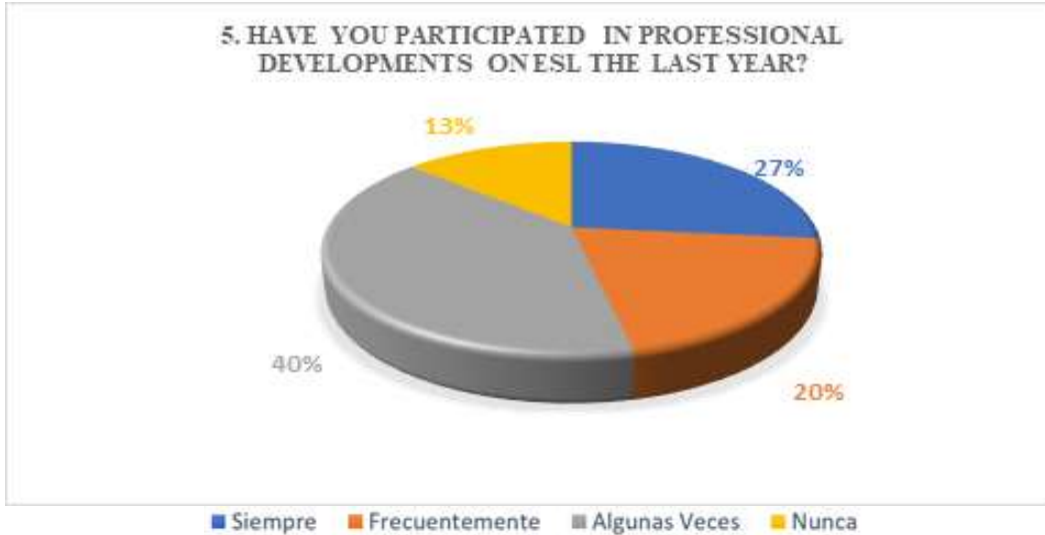


Figure 26. Have you participated in professional developments on ESL the last year?

The percentiles to the answer by the teachers to the question about if they have assisted to an ESL professional development the last year was the following, 13% said that they do not participate in ESL professional developments. 27% said that they always take part in, 20% said frequently and 40% said sometimes.

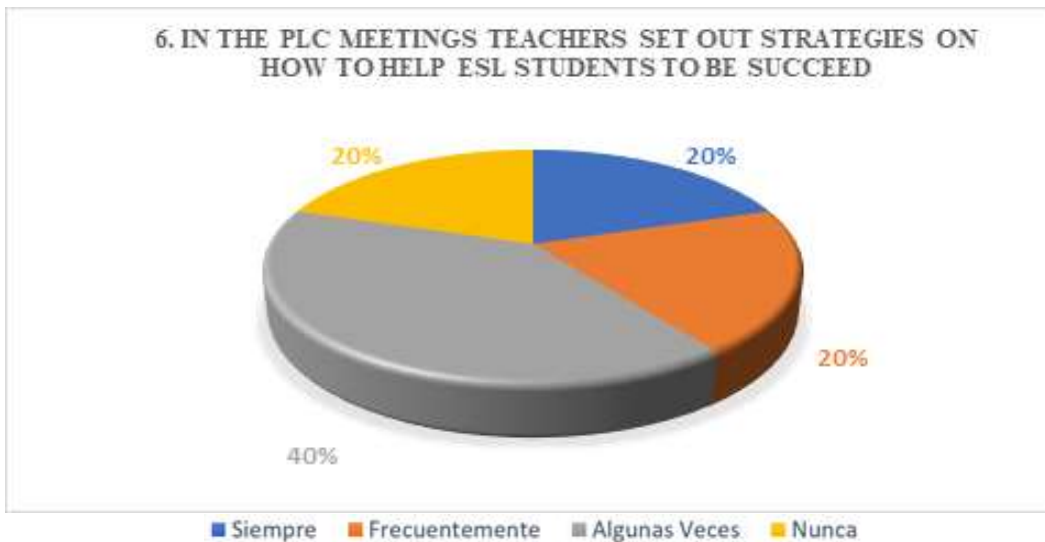


Figure 27. In the PLC meetings teachers set out strategies on how to help ESL students to be succeed

The teacher was asked if they created strategies that may help ESL students to have good performance when they have PLC meetings. The answers were 20% always, 20% frequently, 40% sometimes and 20% never.

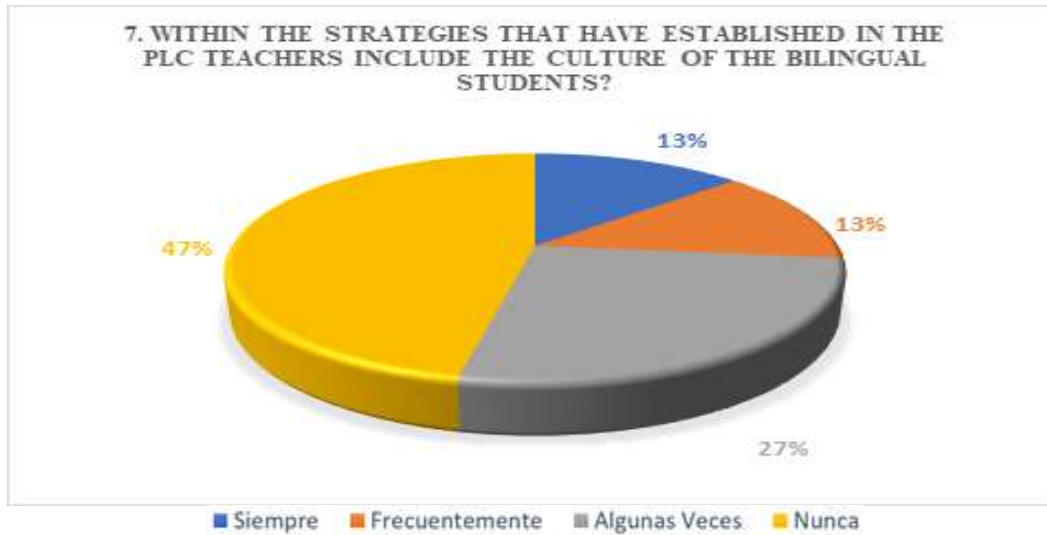


Figure 28. Within the strategies that have established in the PLC teachers include the culture of the bilingual students?

To determining if the strategies that teachers set out in PLC meeting integrate the first culture of the students, teachers were asked if they include the mother culture in the strategies. 13% of the teachers said that they always include the first culture of the students in the strategies, 13% frequently, 27% said sometimes, and sadly lost a half of the teachers (47%) said never.

CHAPTER 5

DISCUSSION

The purpose of this chapter is to contribute to some of the answers about how to face bilingual education in Texas, due to the recent court rulings highlighting the urgent need for bilingual education reform. The following reflections will help to get a better understanding of what is happening during the learning/performance process of bilingual students of the elementary school in Liberty Grove Elementary School. It is highly important to have a clear picture of the achievement gap between ELL and non-ELL students.

This section will analyze the findings to answer the research questions. The aim is to find factors that interfere with the process of acculturation and culturalization for success or failure of bilingual students of the 4th and 5th grade at Liberty Grove Elementary School. Therefore, it will be discussed according to early reviews of studies of bilingual education and acculturation. This study examined Hispanic students that are immersed in the bilingual education in Garland Independent School District, that are in the process of acculturation. Some of those students came from different countries, mainly from Mexico, others were born in the United States but their parents are from Hispanic countries. This study was conducted in order to make teachers and other entities of the educational institution aware of the importance of knowing some characteristics and signs of the first culture of the students and adapt them in the curriculum.

This awareness will be a good vehicle to make a smooth transition in the process of acculturated and being bilingual and bicultural competent in both languages.

To begin this discussion, it is important to mention Centeno's (2013) approaches, "Some people assume that if you raise a child to be bilingual, that child will automatically have access to another culture. While it helps, it's not quite that easy — bilingualism is more of a door into biculturalism" therefore, this principle supports the question that is important to this study: what is the relationship between acculturation and culturalization and how is this connected to high and/or low performance?

Certainly, in the process of insertion in the new culture, most of the student's object of this study are influenced by the two languages (Spanish and English). At the same time, they must deal with the pressure that the dominant culture exerted on them. Particularly, when they try to leave aside their first language and their first culture to establish the second language as the main one. In this way, the influential culture ensures itself to constitute a more homogeneous citizen with more similarities to the ideal society.

To continue, it is a reality such as the one described above does not facilitate bilingualism in students who will always be forced to develop their knowledge in one language, the predominant, without feeding the first language. Students face this battle most of the time in the school setting, where they interact with their teachers and partners in the new language. The only entity that contributes developing the first language is the family because in most cases the official language of the house is Spanish.

In general, ELLs acquire the new language from the interaction and exposure to language in the environment that they live, but, apparently, this is not enough to achieve the academic level necessary to successfully pass the state of Texas test. This is evidenced by the low scores of

the STAAR test in math and reading by the population of this study compared to the students of general education (see Appendix K). However, it is a possibility that the low scores are related to how student's mastery the content of the subject, furthermore, with the proficiency level of the new language. Which is the language that the test had been written? According to the findings in this study, a significant portion of 4th and 5th grades students at Liberty Grove School reported feeling no confidence when they must take a test in English. Consequently, is it the content or the subject? That is the big question. The teachers participating in this study struggle and agree that they need appropriate academic strategies and more training to support students to acquire the new language and content at the same time.

Overall, students' experience, at some point, a certain level of stress before presenting a test, in the case of the bilingual 4th and 5th grade students, the level of stress is much higher when they take a test in English than in Spanish. Consequently, they have the similar feeling when they should do an assessment or an assignment in English. Usually, they must ask their teacher for help, the fact is how to increase the tutoring time beside the classroom. The school and the teacher must work on this matter. On their side, parents of the students express that they have limitations to help them in assessments because most them do not speak English or they speak it, but not in an academic level. Testing may cause stress in the students and may cause lack in learning or test achievement. Students feel stressed not only when they are facing the new language, but also when they are facing a new culture. For example, when the student's parents discipline them, students are supposed to put their heads down in a sign of respect for the adult, the authority. It happens in some Hispanic cultures. Although in school, when the teacher disciplines them, the student must establish eye contact with the teacher while they are talking to them. This situation causes confusion on student's mind who will try keep the head down, but

the teacher will take this as a disrespectful cue or simply lack of attention. This becomes a little cultural shock that can affect the relationship teacher/student which it is the most important fact to develop language and knowledge of content in a bilingual classroom.

Cultural shock or identity is a big challenge that the 4th and 5th bilingual students must face in the daily life, in their house, and at school. Students express evidence of feeling discomfort, anxiety, and distress when they have to take an English test or complete an assessment in the new language. This aspect of cultural identity was experienced by about more than a half the students.

One of the facts observed in this study is the bilingual students get lower score compared to monolinguals students, teachers need to be aware that sometimes is due to a cultural identity shock in which the students are submitted. This is because they have to go through an acculturation process and every student in the classroom meet different levels (non-Acculturated, semi-Acculturated, acculturated, and fully-Acculturated) and different orientations to acculturated (assimilation, adaptation, separation, and marginalization)

It is interesting how the level of anxiety is connected to low performance. Students that feel anxious before a test in English language are not passing the STAAR test (The State of Texas Assessments of Academic Readiness). It is the state-mandated testing program for students in grades 3 through 12. In elementary and middle school, assessments are designed to evaluate progress and to make sure students are meeting grade-level expectations and knowledge learned in the grade level. The low score of the bilingual 4th and 5th graders compared to general education students in STAAR test was one of the motivation to develop this research. That's why is a crucial reason why the teachers get interested in learning more about student's cultural

background, level and orientation of the acculturation, that way students will decrease the anxieties feelings and will connect easily with the new culture.

According to students' answers, it calls the attention how they are in different levels of acculturation as well as they are feeling belonging to a place. This is depending on the generation and the way their families are assimilating the acculturation process. Some of the students were born in the United States, that means the first generation at the country, other, their parents born at the US, and they are the second generation, while some have just arrived in the country from Hispanic countries. Like Lopez (2014) states, "How could someone say that the U.S. is their country of origin and not speak any English?" it is the case of some of the families. Cases like this one created a confusion and cultural identity shock because they do not feel belonging to a place.

Another example is if they celebrate some important holidays in the new culture and/or the mother culture. Students and parents mentioned that they celebrate Thanksgiving Day, Independence of the United States (4th of July), Mexican independence, 5 de Mayo, Día de Los Muertos, Día de Reyes con la rosca de reyes, Christmas, among others. They express that they feel that host culture celebrations belong to them but they celebrated it with Mexican food. In my one experience about celebrating Thanksgiving, we make a party with American food, (turkey, mashed potatoes, Green Bean Casserole, Dinner Rolls, Macaroni cheese, sweet potato and pumpkin pie) but we do not watch football as is the tradition. I celebrated but I do not feel belong to me. Another example is Christmas celebration, Hispanics usually celebrated the night of December the 24. They have a party with native culture food, sing and pray to Jesus and open presents between midnight. New country meets on December 25, people wear pajamas all day, eat and open presents in the morning, in the afternoon some of them goes to the cinema. Students

seen excited celebrating all the holidays, it does not matter how they celebrated it. This is an opportunity to make the student feel included in the other culture.

CHAPTER 6

CONCLUSION

Here, this research does not pretend to give the magical formula to fill the achievement gap between ELL and non-ELL students, but this document exposes those factors that affect success in 4th and 5th grades bilingual students at Liberty Grove Elementary School.

The first issue is the mother tongue. When an individual loses or abandons the first language, inevitably loses part of the mother culture. Unfortunately, due to the broken communication, the person will not be able to communicate with some relatives, at the same time this person will not fully enjoy the cultural heritage. Instead, it is possible that he or she will feel that they don't belong to it. Sometimes the new cultural environment leads them, involuntarily, to the loss of the first language and culture. One of the consequences is the person can't build a close relationship with the extended family. In the It is important to keep their first language as a powerful strategy to preserve their cultural heritage, so the family unit is preserved.

The family is responsible to transmit the first culture and the first language it can help students to have the foundation to learn a second language at the school setting. While school has the responsibility to teach the second language and support first language academically in order to students be bilingual proficient in both languages. As well as to incorporate the culture of the first language of students into the curriculum so that learning process will become more meaningful and diverse for them.

Being bilingual today has a significant advantage. This is one the main reason why the parents should understand and support the tradition and the transfer of their language and culture to all their children. At the same time, parents should support the second language at home. This way their children will be acculturated easier and smooth, as well as communicate and introduce themselves and people would understand them better in both languages.

The exclusion of the first language and first culture in the learning process of the acquisition of a second language is not beneficial for the students. Ignoring the importance of the use of the first language and adapting the first culture in the process of learning a second language is denying the possibility to learn it more successfully and students will not be able to strengthen their first language. Mastering the first language is the foundation of learning a second one. Stimulating the use of the first language and including the first culture to learn a second language guarantees that those students may acquire and may be competent in both. Eventually, students should be able to be totally bilinguals and bicultural.

One of the most outstanding conclusions of this work is the teachers need to know more about students, family, cultural context, background, the level in both first and the second language, orientation of acculturation process (assimilation, integration, separation or marginalization, etc) and the level (non-acculturated, acculturated, semi- acculturated or fully-acculturated) in order to design the lesson plan with the pertinent accommodations to cover the needs of the students, so they students will work more motivated and it will lead them to have academic success. It is important that the teacher develops strategies involving both students and parents that facilitate the process of acculturation. With this, the students will make a smooth transition in the two cultures that will minimize the stress of cultural identity.

Professional development does not necessarily determine the quality of instruction that students will have, especially in this case, students who are learning a new language. This topic is highlighted due to a good percentile of teachers, (70 percent), expressed that they attend Professional development about ELL students, but students continue presenting difficulties that lead them to not perform well on the STAAR test in any of the two languages that present it. In this way, teachers will choose the appropriate instruction to help the students to have a better academic performance. This type of professional development can be done at the PLC meetings. (Professional learning community PLC is a method to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups of practice-based professional learning). In many occasions these meetings are underestimated, in them, may be the key to develop the strategies with the adequate method, accommodations, and activities to help the students to have better results in the test, better schooling performance.

According to the results of the interviews, teachers expressed to have a close relationship with the students, while students expressed to have a distant relationship with some of them. This affects students emotionally. For students to consider a close relationship with teachers it is necessary that they, teachers, know about cultural characteristics to be able to fully understand certain behaviors of students which are well seen in their home, maternal culture, but misinterpreted for the culture in which they live, new culture. Improving students/teacher's relationships has important, positive and long-lasting effects on students' academic development. And reach higher levels of achievement.

Teacher/student relationship is very important for students. They spend approximately 7 hours a day times 5 day a week for almost 10 months with teachers. A close and positive

relationship can improve the learning experience and establish good communication with each other. One of the keys is understanding the students' problem, fears, confusion, senses of belonging or background (culture) because it will give the teacher a better understanding of students' learning difficulties. Once teachers become aware of student's mother culture they will have more patience and students will feel confident, secure and less confused in the learning process. Therefore, those teachers who demonstrate respect and knowledge about student's cultural background, automatically allows students to learn easily. Learning about students' mother cultural is a constant process. "It's really important to be really immersed in that local context to be able to culturally responsive" (Jason Irizarry, 2009). Lack of cultural understanding from the teachers can easily disturb students learning performance.

It is important to point out how teacher/student relationship is related or connected to the students' test results. Creating a close relationship between teacher-student is one of the keys to encouraged students and thus have a better performance both in the school learning environment and in the socialization with other. It is not necessary that teachers speak Spanish fluently but at least learn some keywords. As well as know some of the characteristics of the cultural. Knowing that certain students' attitudes are not disrespectful and even knowing body language meaning can help to build a better relationship. It is valuable that teachers show empathy to their students' culture in order to make a closer relationship. If the students feel that they have a connection because of the relationship they established with the teacher, they will work more motivated and their performance will be successful. Some students feel emotionally hurt due to some teacher did not try to understand their language and culture. Teachers must demonstrate an interest in knowing more about students' first culture, it is not only limited to the celebration of Cinco de Mayo, Independence Day, or another cultural event. They must create strategies that allow them

to know more about the culture of their students and connect them to the lesson plan. Promoting culture does not mean knowing the holidays or foods of the culture, they go further, and it is a whole way of life with its own meaning.

One of the challenges faced by teachers is how they will learn about the most important characteristics of their students' culture, in other words, what they must learn from it in order to not create a cultural identity shock. As is known, this generates stress in them and leads to academic learning lack. On many occasions, students arrive with zero English in the school settings, which generates stress both to the students and teachers, students because they do not understand what is being talked about and the teacher because they do not know how to make students understand. That is why I reiterated that it is a great challenge for the teacher to find the right way to help the students to have a better result in the tests, starting from knowing more about their culture to establish a closer relationship with them and created a connection.

Another variable that draws attention or could be said another challenge that teachers must face is that they must create a Teamwork (parent, teacher and student) involving parents to support students at home is necessary, as well as develop material that allows students to have extra help at home to improve performance in the class. Parents must make sure that their children finish the assignments and support them when they are having difficulties to complete them. 7 out of 10 members of the families speak Spanish at home, which is why they have experienced difficulties in acquiring a second language for both parents and children, however, this expresses their intentions and significance in maintaining their culture and roots alive.

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APPENDIX A: PRINCIPAL'S APPROVAL



December 7, 2017

Elementary school principal's Consent to participate in a Research Study
Universidad Nacional Alberta y a Distancia
Licenciatura en Inglés como Lengua Extranjera

[Redacted]

My name is Doris Shirley Hernández Alarcón, I am a student at the Universidad Nacional Alberta y a Distancia UNAD. The research I wish to conduct for my BA degree in English as a Foreign Language involves Effects of Acculturation and Culturalization in the success or Failure at School. This project will be conducted under the supervision of Mely Andrea Muñoz, professor of Universidad Nacional Alberta y a Distancia UNAD.

Introduction

[Redacted] is being asked to be in a research study of education about Effects of Acculturation and culturalization in the success or failure of bilingual students at school.

This school has been selected as a possible participant because its profile coincides with the profile of the population of the research study, "Effects of Acculturation and culturalization in the success or failure of bilingual students at school."

Students of 4th and/or 5th grade at Liberty Grove Elementary School will be object of study of the investigation mentioned above.

Purpose of Study

The purpose of the study is establishing the factors that interfere with the process of acculturation and culturalization that simultaneously impact the success or failure of bilingual students of fourth and fifth grade in [Redacted]

Description of the Study Procedures

If you agree, 4th and 5th grades of bilingual students, parents and some teachers will be asked to do the following:



Answer a survey about the experience as a student, parent or teacher in the bilingual program.

Benefits of Being in the Study

The results of this research are expected to:
Provide a document with information to help improve teaching strategies for teachers that work with bilingual students.
Contribute to the academic success of the bilingual student population.

Confidentiality

This study is anonymous. We will not be collecting or retaining any information about your identity.

The records of this study will be kept strictly confidential.

Right to Refuse or Withdraw

The decision to participate in this study is entirely up to you as a principal. You may refuse to take part in the study at any time without affecting your relationship with the investigators of this study. Your decision will not result in any loss or benefits to which you are otherwise entitled.

Your signature below indicates that you gave your approval to develop the research with bilingual students (4th and 5th grades) [Redacted]

Name: [Redacted]

Signature: [Handwritten Signature] Date: 08/31/17

Investigator name: Doris Hernández

APPENDIX B: PARENTS' INFORMED CONSENT FORM



Consentimiento para Participar en un Estudio de Investigación
Universidad Nacional Abierta y a Distancia
Licenciatura en inglés como Lengua Extranjera

Título del Estudio: Efectos del Bilingüismo y Biculturalismo en el éxito o fracaso escolar.
Investigador: Dora Shirley Hernández

Introducción

Usted y su hijo/a han sido seleccionados para participar en un estudio de investigación acerca de los Efectos del Bilingüismo y Biculturalismo en el éxito o fracaso escolar. Ustedes fueron seleccionados como posibles participantes porque sus perfiles concuerdan con el perfil de la población-muestra a estudiar en la investigación "Efectos del Bilingüismo y Biculturalismo en el éxito o fracaso escolar."

Usted es padre/madre de un estudiante de los grados 4^o y/o 5^o de la escuela Liberty Grove. Esta escuela es el objeto de estudio de la investigación arriba mencionada.

Por favor lea los documentos antes de firmar, si tiene preguntas déjelas sobre para que sean aclaradas.

Objetivo del estudio:

El objetivo del estudio es establecer los factores que interfieren con el proceso de aculturación y culturalización que simultáneamente impactan el éxito o fracaso de los estudiantes bilingües de 4^o y/o 5^o grado en la Escuela elemental Liberty Grove.

Descripción del procedimiento del estudio

Si usted acepta participar en este estudio, se le pedirá que haga lo siguiente:

- Responder a una encuesta sobre su experiencia como padre de un estudiante del programa de bilingüe de la escuela Liberty Escuela Grove.
- La encuesta se responde una sola vez y toma una duración de 20 minutos.



Beneficios de participar en el estudio

Con los resultados de esta investigación se espera:

- Aportar un documento de información que ayude a mejorar las estrategias de enseñanza de profesores que trabajan con estudiantes bilingües.
- Contribuir con el éxito académico de la población estudiantil bilingüe.
- Disminuir la tasa de abandono de la escuela por parte de los estudiantes bilingües.

Confidencialidad

- Este estudio es anónimo. No se guardará ninguna información acerca de su identidad.
- Los archivos de este estudio se guardarán estrictamente confidenciales.

Derecho a revisar o retirarse

- La decisión de participar en este estudio es exclusivamente suya. Usted puede seguir a participar en el estudio en cualquier momento sin afectar su relación con los investigadores de este estudio. Su decisión no resultará en ninguna pérdida o beneficio a los cuales usted tiene derecho.

Consentimiento

- Su firma indica que ha decidido ser voluntario como participante de la investigación para este estudio y que ha leído y entendido la información proporcionada anteriormente.

Nombre: _____

Firma: _____

Fecha: _____

Firma del investigador: _____

Fecha: _____

APPENDIX C: SIGNED PARENTS' CONSENT


Consentimiento para Participar en un Estudio de Investigación
Universidad Nacional Abierta y a Distancia
Escuela de Ingeniería y Tecnología

Título del Estudio: Efectos del Dilema de Trolley y Escenarios de la vida a través de simulaciones.
Investigador: David Sánchez Hernández

Introducción
Cualquier persona que desee participar en un estudio de investigación debe leer detenidamente el consentimiento informado y comprenderlo antes de tomar cualquier decisión. Este documento describe el estudio y los procedimientos que se utilizarán. Si usted decide participar en el estudio, su participación es voluntaria y puede retirarse en cualquier momento sin consecuencias. Este documento describe el estudio y los procedimientos que se utilizarán. Si usted decide participar en el estudio, su participación es voluntaria y puede retirarse en cualquier momento sin consecuencias.

Objetivos del estudio
El objetivo del estudio es investigar los factores que influyen en el proceso de decisión y comprender los mecanismos que subyacen a la toma de decisiones en situaciones de dilema moral. Este estudio se realizará en la Universidad Nacional Abierta y a Distancia.

Descripción del procedimiento del estudio
El estudio consistirá en la participación de los sujetos en un experimento de simulación de dilemas morales. Los sujetos recibirán instrucciones detalladas sobre el estudio y los procedimientos que se utilizarán. El estudio se realizará en la Universidad Nacional Abierta y a Distancia.

- El estudio se realizará en la Universidad Nacional Abierta y a Distancia.
- El estudio se realizará en la Universidad Nacional Abierta y a Distancia.


Descripción de participar en el estudio
Este es un estudio de investigación que busca comprender los factores que influyen en el proceso de decisión y comprender los mecanismos que subyacen a la toma de decisiones en situaciones de dilema moral. Este estudio se realizará en la Universidad Nacional Abierta y a Distancia.

- El estudio se realizará en la Universidad Nacional Abierta y a Distancia.
- El estudio se realizará en la Universidad Nacional Abierta y a Distancia.

Confidencialidad
• Este estudio es confidencial. No se compartirá ninguna información sobre su identidad.
• Los datos de este estudio se guardarán en un archivo seguro.

Derechos y opciones del sujeto
• La decisión de participar en un estudio es voluntaria. Usted puede elegir no participar en el estudio o retirarse en cualquier momento sin consecuencias. Este estudio se realizará en la Universidad Nacional Abierta y a Distancia.

Conclusiones
• No debe haber ningún beneficio o perjuicio para los participantes de la investigación por su participación en este estudio y tampoco se espera ningún beneficio adicional.

Nombre: [Redacted]
Fecha: [Redacted]
Fecha: 22/01/2017
Firma del participante: David Sánchez Hernández
Firma: [Redacted]

APPENDIX D: TEACHERS' CONSENT FORM



Consent to Participate in a Research Study
Universidad Nacional Abierta y a Distancia
Licenciatura en Inglés como Lengua Extranjera

Title of the study: Effects of acculturation and culturalization in the success or failure at school.
Investigator name: Doris Shirley Hernández

Introduction

You are being asked to be in a research study of education about Effects of acculturation and culturalization in the success or failure at school.

You were selected as a possible participant because your profile as a teacher coincide with the profile of the population-sample of the research study, "Effects of acculturation and culturalization in the success or failure at school."

You are a teacher of 4th and/or 5th grade student at Liberty Grove Elementary School. This school is the object of study of the investigation mentioned above.

We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

The purpose of the study is establishing the factors that interfere with the process of acculturation and culturalization that simultaneously impact the success or failure of bilingual students of fourth and fifth grade at Liberty Grove Elementary School.

Description of the Study Procedures

If you agree to be in the study, you will be asked to do the following things:

- Answer a survey about your experience as a teacher in the bilingual program.
- To answer this survey will take 20 minutes and you will answer one time.

Benefits of Being in the Study

- The results of this research are expected to:
- Provide a document with information to help improve teaching strategies for teachers that work with bilingual students.



- Contribute to the academic success of the bilingual student population.
- Reduce the dropout rate of bilingual students.

Confidentiality

- This study is anonymous. We will not be collecting or retaining any information about your identity.
- The records of this study will be kept strictly confidential.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the investigators of this study. Your decision will not result in any loss or benefits to which you are otherwise entitled.
- Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Name _____

Signature _____

Date 9/27/17

Investigator name Doris Shirley Hernández
 Date 09/27/17

APPENDIX F: STUDENTS' SURVEY

Students Survey

Please circle your answer

1. In what language do you communicate with your parents?

English

Spanish

2. Do you understand everything when your parents talk to you in Spanish?

A Always

B Often

C Sometimes

D Never

3. When your teacher first introduces a topic in English, how often do you understand everything she/he explains?

A Always

B Often

C Sometimes

D Never

4. Tell me if you feel confident about what you know when you take an English test

A Always

B Often

C Sometimes

D Never

5. When you must take an English test do you feel nervous the night before?

A Always

B Often

C Sometimes

D Never

6. When you must take a Spanish test do you feel nervous the night before?

A Always

B Often

C Sometimes

D Never

7. When your teacher is teaching in Spanish and you must complete an assignment do you feel self-confident to do it?

A Always

B Often

C Sometimes

D Never

8. Do you receive help from your parents when you have an assessment in English?

A Always

B Often

C Sometimes

D Never

8. Do you receive help from your parents when you have an assessment in Spanish?

A Always

B Often

C Sometimes

D Never

9. In which area do you feel more successful?

A When you are doing an English assignment

B When you are doing a Spanish assignment

10. When your school celebrate Thanksgiving, how much do you like to participate in it?

A Always

B Often

C Sometimes

D Never

11. When you participate in the Thanksgiving Feast do you feel that these holidays belong to you as much as the celebrations of your house?

Yes

No

12. Do you need assistance from your teachers while completing an English test?

A Always

B Often

C Sometimes

D Never

APPENDIX G: PARENTS' INTERVIEW AND SURVEY

Encuesta para los padres

1. ¿En qué idioma se comunica con sus hijos?

Inglés

Español

2. ¿Cuándo usted les habla a sus hijos piensa que ellos le entienden todo lo que le dice?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

3. ¿Cuándo su hijo va a presentar un examen en Inglés usted le ayuda a prepararse?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

4. ¿Cuándo su hijo va a presentar un examen en español usted le ayuda a prepararse?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

5. ¿Cuándo su hijo va a presentar un examen en Inglés usted nota que él/ella se pone nervioso el día o la noche anterior del examen?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

6. ¿Cuándo su hijo va a presentar un examen en español usted nota que él/ella se pone nervioso el día o la noche anterior del examen?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

7. Cuando va a la conferencia de padres necesita traductor?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

8. Cuando su hijo llega a la casa usted ha notado signos de frustración después de haber presentado un examen en inglés?

A Siempre

B Frecuentemente

C Algunas veces

D Nunca

9. Cuáles tradiciones culturales usted les enseña a sus hijos?

10. Podría explicar cómo los involucra en estas tradiciones culturales de su país?

APPENDIX H: SURVEY TO TEACHERS



Teacher survey

Please circle your answer

1. What kind of academic activities are needed to support language development?

2. As a teacher do you support language-culture connection with ESL students?

- A Always
- B Often
- C Sometimes
- D Never

3. In the lesson plan do you include activities that are related to the culture of your ESL students?

- A Always
- B Often
- C Sometimes
- D Never

4. Do you think that you have a strong relationship with your ESL students?

- A Always
- B Often
- C Sometimes
- D Never



5. Normally your students express their feeling by hugging you

- A Always
- B Often
- C Sometimes
- D Never

6. Have you participated in professional developments on ESL the last year?

- A Always
- B Often
- C Sometimes
- D Never

7. In the PLC meetings teachers set out strategies on how to help ESL students to be succeed

- A Always
- B Often
- C Sometimes
- D Never

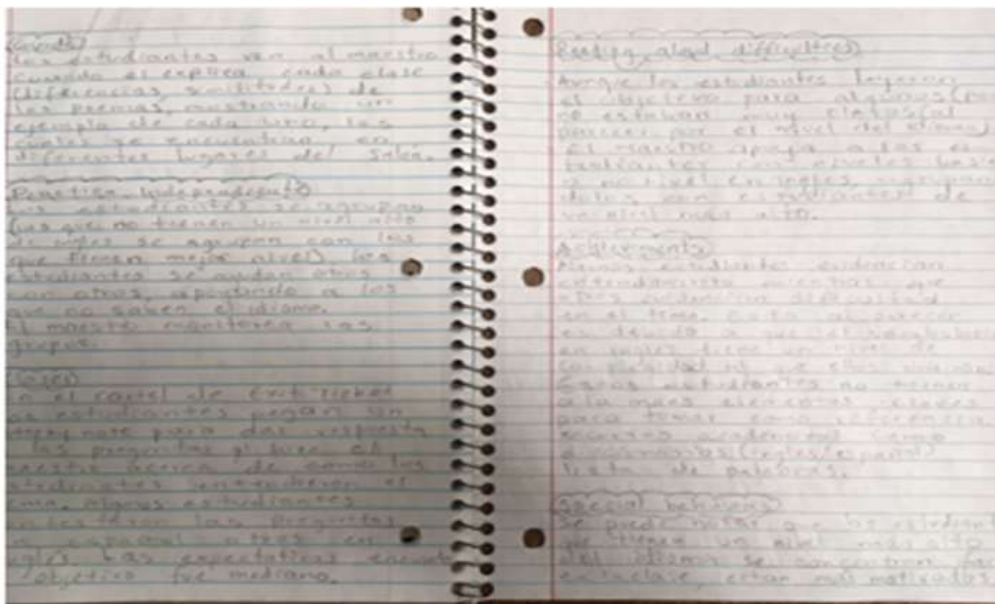
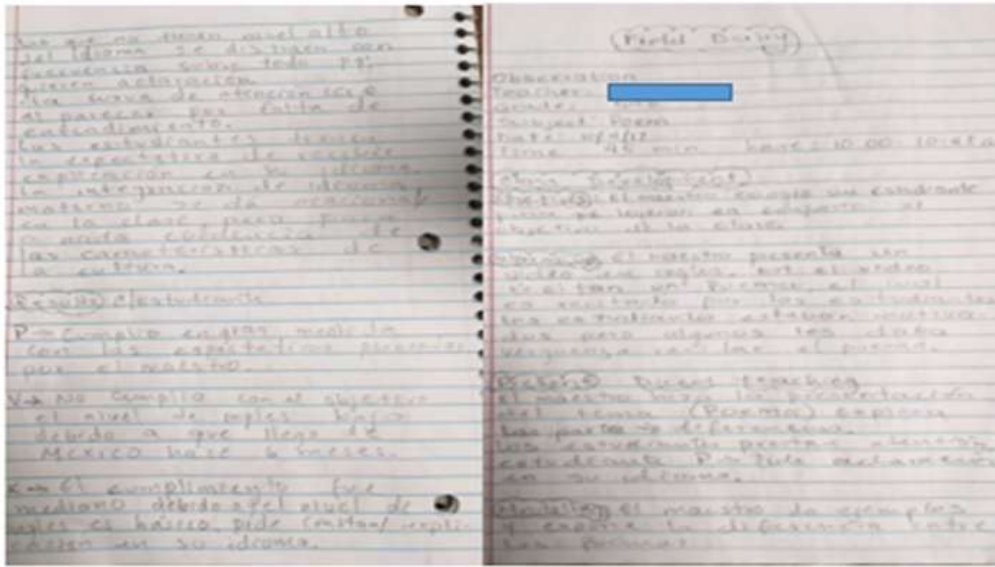
8. Within the strategies that have established in the PLC teachers include the culture of the bilingual students?

- A Always
- B Often
- C Sometimes
- D Never

APPENDIX I: LESSON PLANS

Subject		Reading	
Monday			
TEKS:	Type of Instruction	Technology	Levels of Thinking
4.3B, 4.5A, Fg 130	whole group		L3 Create
Framed Lesson Objective:	small group		L3 Evaluate
We Will:	paired learning		L2 Analyze
Compare and contrast the events that occurred in both of the plays "Ranita, la princesa" and "El principe rana"	Instructional Strategies	Assessment/Evaluation (ELL/ CIP)	L2 Apply
	Cooperative Learning	Exit Ticket: How does a drama provide the reader an experience that is different from a story or a poem?	L1 Understand
I Will:	Presentations		L1 Remember
Compare and contrast the adventures and exploits of the characters in the play "Ranita, la princesa" and "El principe rana"	Learning Centers/Stations		Materials
	Thinking Maps		plays
Warm-up/spiral review/explore background knowledge (ELL/CIP)	WICOR (AVID) Strategies		
	Kagan Strategies	Re-teach (ELL/CIP)	Instructional Vocabulary (ELL/CIP)
High Order Questions:	Other strategies: Lead4ward		play, characters, drama, climax, resolution, compare, contrast
How do structural features of a play influence the way the piece of literature is read and understood? How does drama provide the reader an experience different than stories or poetry? What is the purpose of writing a story in the form of a play?	Differentiated Instruction (Multiple Intelligence Activities) (ELL/CIP)	SPED/504 Accommodations	
Activities:			
Drama Mini Lesson: Model how to compare/contrast the main events in these 2 plays. Then, ask 5s to compare/contrast the adventures and exploits of the main characters in both plays. Exit Ticket: How does a drama provide the reader an experience that is different from a story or a poem?			

APPENDIX J: FIELD DIARY



APPENDIX K: STAAR TEST SCORE COMPARISON

State of Texas Assessments of Academic Readiness

Raw Score	Scale Score	Percentile
0	1076	0
1	1076	0
2	1150	0
3	1204	0
4	1208	0
5	1208	1
6	1208	3
7	1314	3
8	1324	3
9	1327	7
10	1366	11
11	1383	12
12	1400	15
13	1474	19
14	1478	20
15	1443	24
16	1450	26
17	1467	28
18	1484	33
19	1499	37
20	1512	43
21	1520	48
22	1541	49
23	1550	54
24	1572	58
25	1580	64
26	1600	67
27	1620	72
28	1646	77
29	1670	82
30	1701	86
31	1737	91
32	1766	96
33	1804	99
34	1827	100



Raw Score Conversion Table
Grade 4 Mathematics
Spring 2017




Table: STAAR Raw Score Conversion Tables for 2016-2017

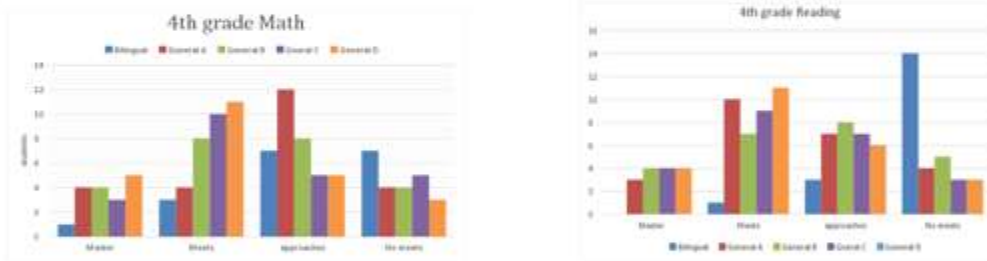


Figure. 4th grade Math and reading STAAR Test Comparison.

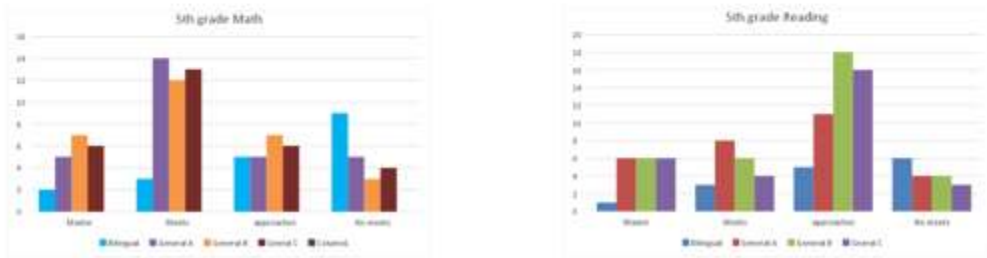


Figure. 5th grade Math and reading STAAR Test Comparison.