DIFFICULTIES ON INITIAL COMPETENCES ACQUISITION FROM CULTURAL ELEMENTS, THROUGH PSYCHOLOGICAL BARRIERS, RELATED TO ENGLISH LEARNING.

Difficulties on initial competences acquisition from cultural elements, through psychological barriers, related to English learning.

RESUMEN

Se inicia con la explicación de la metodología empleada alrededor del estudio de caso, ubicado en el contexto escolar denominado Centro Americano de Ingles, sistemas y afines; teniendo en cuenta la descripción del grupo focal centrado en estudiantes con problemas en el aprendizaje de ésta segunda lengua. Luego se pasa a la estética como principio del hecho teórico, fundamentando la investigación con aportes de varios teóricos referentes a la importancia de la motivación en el aprendizaje, y el contexto de significación por niveles. Terminando con la aplicación de las estrategias de aprendizaje de Oxford, en el contexto escolar previamente analizado con los correspondientes resultados del proceso.

PALABRAS CLAVES: Aprendizaje, segunda lengua, barreras psicológicas, estrategias, aprendizaje, tricerebral.

ABSTRACT

The article begins with a methodology explanation used in the case study , located in a scholastic context called Centro Americano de Ingles Sistemas y afines from Barranquilla; taking into account the description of the focal group centered in students with learning disabilities in the second language acquisition . Subsequently it takes the aesthetic as a principle of the history event, basing the research with contributions of several theorists, relating to the importance of the motivation on learning, and the context of meaning for levels. Ending it with the application of Oxford´s learning strategies in the scholastic context, before analyzed with the correspondent results from the process.

KEYWORDS: *language, psychological, barriers, strategies, learning, triadic.*

JHON JAIRO MOSQUERA RODAS
Licenciado en Español y medios de comunicación
Universidad Tecnológica de Pereira
Magister en Educación
Profesor Investigador
tiempo16@hotmail.com

SANDRA MILENA CARO JIMENEZ
Licenciada en Idiomas extranjeros
Profesora de Inglés
Saint Andrews school
Pereira
sandramilena_1221@hotmail.com

1. INTRODUCCIÓN

Phenomena as the globalization and the global economy have determined processes of cultural development.The dynamic of imposition to cultures determines difficulties around English teaching as a foreign language in all the cultures and principally in the Spanish-speaking countries. These difficulties can be seen through the linguistic possibility that provides the literature and in its name the poetry, the culture in its multiple meanings and also the psycopedagogic as an inherent discipline in the learning processes.

Having deactivated the mechanisms of defense of sociocultural type, the psychological barriers that prevent learning making possible the reinforment of the knowledge of the foreign language.

The treatment of the research matter allows the description of the focal group across the methodology of study of case, having into account the aesthetics as principle of the theoretical fact into the interior of the context of meaning for learning levels.

The problems are the difficulties in teaching a second language, focusing on the learning process and those exogenous and endogenous elements that emerge for the initial acquisition of skills that allow the language of the speaker's performance in primary linguistic contexts. From the question what are the difficulties from on initial competences acquisition from cultural elements, through psychological barriers, related to English learning? The aim is to investigate those difficulties that present as psychological barriers to learning from the

perspective of culture and the exercise of independent learning.

2. CONTENIDO

2.1 METHODOLOGY

The approach is in the qualitative order centered on the observation of a subject that generates barriers in the foreign language learning, from aesthetic elements attached to the language learning process. The study of the interpretive case would be the methodology used depending on a process progressively analyzed from new forms of appropriation of the same one to overcome learning problems of a foreign language, it is observed from the classroom as a real possibility of discovery.

2.2 FOCAL GROUP DESCRIPTION

There was chosen a group of work, which presents in the classroom, learning disabilities, they are the students who have difficulties putting into practice inputs they receive and understand. They have a beginner level in English. The target subjects of the study are children and teenagers between nine and sixteen years. There was chosen a representative sample of 10 students.

2.3. THE AESTHETICS LIKE A PRINCIPLE OF THE THEORETICAL FACT: It begins with the literature as first element of the proposed analysis. Iriarte's poem (2009) will be the way to begin:

De Santo Domingo trajo dos loros una señora.
La isla en parte es francesa, y en otra parte española.

Así, cada animalito hablaba distinto idioma.
Pusiéronlos al balcón, y aquello era Babilonia.

De francés y castellano hicieron tal pepitoria,
que al cabo ya no sabían hablar ni una lengua ni otra.

El francés del español tomó voces, aunque pocas;
el español al francés casi se las toma todas.

Manda el ama separarlos, y el francés luego reforma
las palabras que aprendió de lengua que no es de moda.

El español, al contrario, no olvida la jerigonza,
y aun discurre que con ella ilustra su lengua propia.

Llegó a pedir en francés los garbanzos de la olla,
y desde el balcón de enfrente una erudita cotorra
la carcajada soltó, haciendo del loro mofa.

Él respondió solamente, como por tacha afrentosa:
«Vos no sois que una PURISTA». Y ella dijo: «A mucha

honra».
¡Vaya, que los loros son lo mismo que las personas!

Although both languages have many similarities, it describes the difficulties around the competences acquisition of a foreign language that in this case would be English.

De Santo Domingo trajo dos loros una señora.
La isla en parte es francesa, y en otra parte española.

This first strophe locates us in the possibility of a permanent meeting between two cultures, that are far in their conception for multiple factors .These factors imply a clash with internal level, as well, external level in apprehension processes of the language that the speaker or pupil takes as foreign. It is simultaneously a meeting ó mix-up ómeet again of societies that has its maximum expression in the subject in training, which is imposed by the collectiveøs culture, the need to communicate another language different from his mother tongue. Iriarte summons simultaneously two cultures that fight for the permanency in the mind of the student. the

Así, cada animalito hablaba distinto idioma.
Pusiéronlos al balcón, y aquello era Babilonia.

De francés y castellano hicieron tal pepitoria,
que al cabo ya no sabían hablar ni una lengua ni otra.

El francés del español tomó voces, aunque pocas;
el español al francés casi se las toma todas.

The Three previous verses reveal the conflict that happens between two or more speakers who want each one understands himself in his own language. The pupil wants to understand the world which the other person tries to impose through the language. Specifically there refers the hypothesis of the õaffective filterö Which, an apprentice of a foreign language have several emotional factors that disable him an ideal development in the language objective, theory according to Stefen Krashen (1985) õ*The affective filterö is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition*ö.

With the existence of the affective barriers, the pupil will be immersed in a mental block that will disable him acquiring inputs completely. In this way these factors are directly related in the acquisition/learning process and the same time elements are carried out during and also at the end of the processes of teaching - learning. The second strophe of this fragment, places us after the chaos process, the first stadium corresponds to the transitory confusion where appears psychological elements linked to the low selfóesteem of the speaking apprentice, as

Scientia et Technica Año XVI, No 48, Agosto de 2011. Universidad Tecnológica de Pereira.

210

frustration, cultural bias, challenges stereotypes. Another element, it is the development of the capacity in relation to the learning struggle, because of being afraid of loss of identity

In case of the French this language thanks to its cultural representation only (í) took voices, though few ones, the poet recounts, as evidently the English of the Spanish does it, not only for the origin itself of the language, but for the strong load of cultural identity of the same one that is not possible in the meeting by other one, of opposed way it is done by an agglutinative culture that is outlined in transform function and continues of changes. This event can be demonstrated by the linguistic phenomenon the "Spanglish" where the Spanish-speaking collectivity that resides in the United States does a mixture of terms and phrases of a language to other one trying to communicate itself. This phenomenon becomes clear power situations of a social group on other one, through the category of status of the English language. This dynamics is essential if one tries to know and to understand better English learning by students who, being a native speaker of a romance language are put in a difficult situation apprehending the cultural dynamics of the American, Canadian or British society, according to be located in the English style that wants to appropriate next to the constant load of the Anglo-Saxon culture with all its nuances.

El español, al contrario, no olvida la jerigonza,
y aun discurre que con ella ilustra su lengua propia.

Llegó a pedir en francés los garbanzos de la olla,
y desde el balcón de enfrente una erudita cotorra
la carcajada soltó, haciendo del loro mofa.

Él respondió solamente, como por tacha afrentosa:
«Vos no sois que una PURISTA». Y ella dijo: «A mucha
honra».
¡Vaya, que los loros son lo mismo que las personas!

The last three strophes allow seeing a process in the set of difficulties that the writer offers according to his experience as translator and speaker - listener of both languages. Being explicit in the employment by parrots of the poem, in relation to the need to satisfy its natural instinct; eating is the excuse for the correct or incorrect use of the language, being the opportunity to improve by the discourse, the repetition and the thought, using the language in its multiple manifestations through a great variety of initial communicative contexts.

Certainly, one of the most complex aspects, but simultaneously of great interest for the researchers of the pedagogic field, is the motivation, which became a psychological determinant and influential factor into learning. According to Brown, North American

researcher in the field of the language, the motivation is related with the reason of the pupil is trying to acquire the second language, for which approaches two types of motivation, the extrinsic and the intrinsic. Inside the activities of intrinsic motivation there is no evident recompense except the activity itself but, the extrinsic behaviors are realized in belief of an external recompense. Brown does emphasis in the intrinsic motivation, and he indicates that it is the most constructive for learning the second language. Acording to Douglas Browm (2001) õ*The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary*ö Which is more powerful? , Who does it depend that we internalize better the second language, from external factors or our own interest?

2.4. THE MEANING CONTEXT FOR LEARNING LEVELS.

Let's recapitulate again from the cognitive perspective the literary, to understand better the processes indicated in the interlinked reading applied to Iriarte's poem.

1 st Figure. Awareness levels in the second language learning
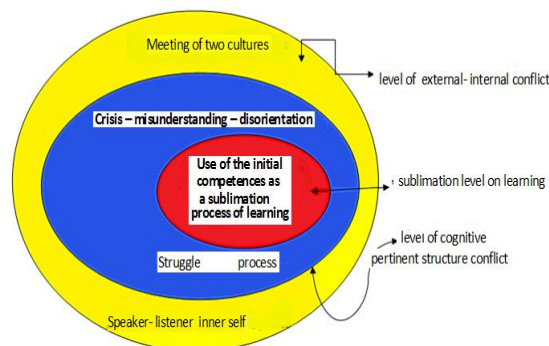
Source: own elaboration, **m**agister Jhon Jairo Mosquera Rodas.

Several phenomena appear taking into account in the learning process of a foreign language:

0. The meeting of two cultures that is well-established within the student.
1. A previous stage where is taking place crisis - misunderstanding- disorientation, processes continues with regard to the students learning capacity, generating complex structures of struggle.
2. Connecting initial competence as a sublimation of learning process by the students.

Let's look at these elements in the several authorsø point of view, which provide elements of sense for the respective application in educational contexts, which let generating new reflection from the acquisition problem of the foreign language.

Rebeca Oxford taking up again the strategy system diagram: Overview (2008) she expands the conception of strategies to multiple forms of intervention to generate learning processes in the student. The pupil´s experiences alternate processes of crisis - misunderstanding-disorientation in the initial functions of the language, to understand the previous thing is necessary to take as a reference Waldemar de Gregori's pedagogic orientation with regard to the triadic brain learning, now letøs look at some aspects about the topic.

õ1. The reptílico, who is also known as paleoencéfalo - the most ancient brain;
2. Limbic, that wants to say, intermediary, frontier, transition interconnection zone;
3. The neocortex, who wants to say layer or more recent cortex, known popularly as the gray matter.ö

According to previous paragraph the brain keeps down in three blocks, and has a dependent character - independently, simultaneously, It generates the diversity of possibilities around learning.   When the cerebral predominance is in a right side (limbic) - left side (neocortex) ó central brain (reptilico) the learning in a student will be more of an aesthetic order, kinesthetic, it is associated to remarkable senses through   color, texture, forms, allowing him to acquire the initial competences with a low degree of difficulty, This pupil needs self confidence of training. Nevertheless if the cerebral predominance has a tendency to the left Hemisphere (neocortex) - right (limbic) - central (reptilico) the pupil will have skills around the language, explanations for this kind of subject will be brief, logical and succinctthe grammatical teaching is appropriate for this apprentice of foreign language. But   exists another more ancient possibility related to the central predominance central (reptilico) - left (neocortex) - right (límbico) related to the leaders, teaching for this kind of student must be centered on the strictly logical, synthetic, pertinent order and without major information that the necessary one to understand little by little. This kind of subject see world to the eyes of the competition, the instinct and the practice way. It is necessary to clarify that they exist under this theoretical perspective a limited range of hemispherical combination possibilities and that the links of these to the learning context they will be able to emerge infinite relational possibilities. Let's summon again Rebecca Oxford with her diagram of the strategy system: Overview; the researcher proposes a system of didactic strategies based on the principles or apprentice styles learning of the foreign language.

2 Figure. Diagram of the strategy system: Overview. (Original Source:
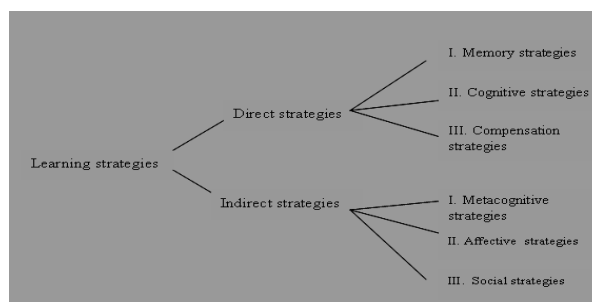
Source: language learning strategies p. 16.

Those kinds of systemic strategies allow to relate the triadic brain theory to specific learning styles which in real   contexts   might   determine   forms   increasingly efficient for the English teaching or any another foreign language.

3th Figure**.** Diagram of the strategy system Showing Two Classes, Six groups, and 19 Sets (: Original Source)
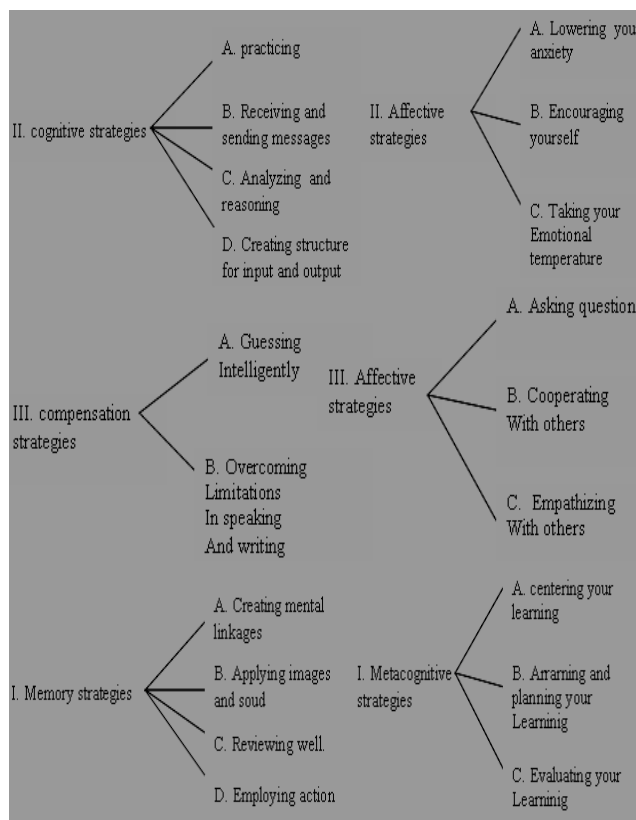
Source: language learning strategies p. 17

Memory strategies, Metacognitive strategies, cognitive strategies and the affective strategies and the compensation strategies allows a comparative look to De Gregori`s

Scientia et Technica Año XVI, No 48, Agosto de 2011. Universidad Tecnológica de Pereira.

212

pedagogic initial proposal, each one of the strategies for the English language teaching that determine ways of approximation to the subject who learns the cultural foreign world, which he approaches by the language as vehicle of communication of the learning processes, putting into effect in the student deep structural changes in the learning internal dynamics of transformation through permanent cognitive shocks ó adaptations - reconstructions in the apprehension process itself of the initial competences.[1]

2.5. RESULTS.

There have been realized the respective adaptation of the frequency level categories from Rebecca Oxford theory, to evaluate progressively the student´s performance.

Cuadro 1: Estrategies frecuency levels (Rebeca Oxford)

Student	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Dylan	S	N	S	N	N	S
Vivian	U	R	U	R	S	U
Luis	S	S	U	S	R	U
Javier	S	U	U	U	R	S
Leandra	R	S	A	S	N	U
Andrea	R	R	U	R	R	U
Jesús David	S	S	S	S	N	S
Jeison	S	O	U	R	S	S
Mariana	U	S	U	R	R	A
Andrés	R	U	A	R	U	S

For the student´s performance assessments were had into accounts the following items:

NEVER (N)   RARELY (R)   SOMETIMES (S)

USUALLY (U)   ALWAYS (A)

Source: Own elaboration.

Cuadro 2: Learning strategies and percentages

LEARNING STRATEGIES	PERCENTAGES % LEVEL OF DEVELOPMENT
Memory	50% sometimes, 30% rarely 20% usually
Cognitive	40% sometimes, 20% usually, 20 % rarely 10% never
Compensation	60% usually 20 % always 20 % sometimes
Metacognitive	50% rarely 30% sometimes 10% usually 10% never
Affective	40% rarely 30% never 20% sometimes 10% usually
Social	60% sometimes 40% usually 20% always

Source: Own elaboration.

In the learning *direct strategies* classified by Oxford applied to the teaching process, It concludes with the *memory strategies* that 50 % of the students, do not have a constant use of these; they do not allow them to codify, to connect the learned with the new. In addition only 20 % of these students often can use these strategies by the constant effort of the same ones by repetition.

In the *cognitive strategies* it is possible to estimate that the variation has a neutral tendency, although 40 % of the students sometimes show s that they do an inadequate use of the same ones, the rest of the students balance with their learning frequencies the use of this strategy. In that way only 30 % of the students do an appropriate use of these. The previous mentioned is demonstrated due to the fact as the students through their process, are impeded to socialize correctly with other partner what they have learned with repeated pronunciation mistakes and also of the language structure.

Into the compensation strategies it appears as most students, 60 % of them, usually they use them, doing appropriate use of this strategy, and 20 % of them always use the same learning tool. Therefore this kind of strategy is the most useful by students. This is demonstrated with the constant use of mimes and gestures trying to communicate when they do not remember an adequate world or expression, being characterized the students using mechanisms that help them to overcome the learning difficulties.

Into the indirect strategies it is possible to emphasize that in the metacognitive strategies 50 % of the students rarely put into practice this kind of strategy, therefore their monitoring levels are not minimally developed and aware being progress as independent individuals who contribute to a more efficient learning through the self-criticism and planning their learning rhythm.

With regard to the affective strategy is pointing out that 40 % of the students rarely develops this strategy adequately, following by 30 % that never develop it, a

---

[1] Here the initial competences would be skills (speaking - writing- understanding) that every person in formative process must acquire in order to progress in contexts, where the society and the culture demand from him have a control of the mentioned cognitive and cognitive processes. The skills become initials competences in the moment itself of the interaction with real contexts, where the dynamics demands increasingly complex procedures that allow the optimization of the competences.

total of 70 % of students who show a low-ranking frequency in the   strategy use, being reflected in the way that these boys demonstrate having insecurity when they express their ideas in English.

It is verified *in the social strategy* as 40 % of the students usually develop the strategy, followed by20 % of these, with a frequency level of always, providing a total of 60 % of these students who present a good performance in the strategy. Here there is demonstrating the fact they have very good relations with their partners and in spite of their limitations they adequately can cooperate offering an appropriate environment, working in groups.

It is demonstrated with the results that this group are table to carry out strategies involving use of compensation skills,   in order to balance or to surmount through mimes or gestures, placing in practice actions that allow him overcome his deficiencies to the English language (compensatory strategy), similarly they show being very good at the right management of the relations with their partner (social strategy). But in the same time they are impeded using skills that allow them to do a regular assessment of their weaknesses and strengths as apprentices, that is to say being capable monitoring and having a clear control of their progress, (metacognitive strategy). Another aspect that impedes them is to be clearly aware of being able to control negative feelings as insecurity, anxiety and have a confidence in their capacities as apprentice (affective strategy).

These aspects are definitive when organizing an ideal teaching-learning process : each of the strategies discussed in the previous paragraph, tend to build emotionally safe learning environments, that create spaces conducive to referential culture through itself introduce students to the study of foreign language, improving responsiveness indices of the elements phonetic-phonological, grammatical, lexical and other aspects, which make up close to learning style and study of cultural dynamics, effective tools for teaching a foreign language.

3. CONCLUSIONS

With the present interpretive study it was possible to understand the negative incidence of some psychological barriers in the teaching and learning processes. Although students receive diverse inputs, these psychological factors are going to determine directly the way in which they internalize and externalize the foreign language.   Students generate resist mechanisms as distraction, lack of participation, shyness, lack of self-confidence; which provide students attitudes that do not allow to advance in the learning process significantly.

Required return to the old axiom of education that determines the learning process in terms of imitation and repetition conscious exercise of linguistic competence in a second language, so students and teachers need to experience the naturalness of acquisition of basic knowledge in safe and stable emotional environments that create ideal conditions for teaching.

4. BIBLIOGRAFÍA

[1]. BROWN   Douglas   (2001)Teaching   By Principles. An Interactive Approach to the language pedagogy. Second Edition. Page. 59. Longman.

[2]. KRASHEN S. (1955).The input Hypothesis: issues and Implications.. Page 3.   4 ed. Longman. New York.

[3]. KRASHEN, S. D. y Terrel, T. D. (1983). The Natural Approach: Language Acquisition in the Classroom. Oxford. Pergamon.

[4]. Ministerio   de   Educación   Nacional. Colombia(1999)Lineamientos Curriculares de Idiomas   Extranjeros.   Editorial   Magisterio. Santa fe de Bogotá. D.C.

[5]. OXFORD Rebeca(2008) Language learning strategies. What every teacher should know. p. 16. Ed. Univ Of Hawaii.

WEBGRAFIA

[6]. ROMEO Ken. Krashen and Terrelløs õNatural Approachö. Consulted on July 19 2010. Available   online http://www.stanford.edu/~kenro/LAU/ICLangL it/NaturalApproach.htm

[7]. DE GREGORI Waldemar. La teoría Cibernética social y proporcionalismo. Consultado en marzo 20 de 2011. En línea: http://www.wgregori.hpg.con.br

[8]. DE IRIARTE Tomas. Poema Los Loros Y La Cotorra. Consulted on July 10 2009. Available on line: http://www.poemasde.net/los-loros-y-la-cotorra-tomas-de-iriarte/