



Subject Review: Acculturation and Second Language Acquisition

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ABSTRACT

This paper aims to give an overview of acculturation in the literature by means of its explicit definitions, main characteristics, and categorical process. It also foreshadows the significance of acquiring novice culture with particular connection to second language acquisition. Schumann and John Berry underscored acculturation each with its own model of acculturation. In the case of this review, you will realize that Schumann's two main aspects are firmly rooted in Berry's model of acculturation as an exclusive description in relation to second language acquisition. Steven Krashen outlined acquiring language from the intellectual and linguistic view of learning, whereas Micheal Long demanded for communication in social perspective. It has been clear from my review that acculturated individuals could encompass second language acquisition under convenient conditions in the classroom. In my opinion, understanding a language within culture constructs the foundation of developing language skills at metacognitive process.

Keywords: *Acculturation; acquisition; second language; foreign Language; Schumann model; Berry's model*

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INTRODUCTION

Many people around the world communicate with each other using language for specific purposes. When meaning is transmitted correctly, actions are fulfilled. English as a Second Language (ESL) has become the international language for learning in the field of Education. The interest of that language escalates tremendously in the view of the positive aspect of treating English in their home countries or abroad. Language and culture goes hand in hand in educational communities. Despite the difference between each one of them, many characteristics get them to be matched in the pace of language learning. Individuals of dissimilar specializations at academic institutions are in need to fulfil their academic needs to reach language profession status. Others are obliged to learn non-native languages in foreign countries on the account of academic attainment, social interaction, and cultural realization. Depending on the way language is used in the social context, culture plays its role after language. The lingual individuals at all learning levels claim understanding the culture of native and nonnative countries to develop their language skills in listening, speaking, reading, and writing.

Most educational processes adapt teaching and learning English as a second or foreign language through teachers and students at different levels. Besides, text materials complete the process not by merely containing the linguistic terms of the nonnative language but also presenting the cultural norms within language. "Whenever you teach a language, you also teach a complex system of cultural costumes, values, and ways of thinking, feeling, and acting" (Brown, 2001, p.64).

How can second language learners adopt cultural norms in target language? Why it is important to understand social values or customs different than their native learned behavior? Would it be time-consuming if they acquire knowledge of another culture? All these questions will be explained next in the literature review. This qualitative paper aims to generalize culture and second language acquisition altogether by means of acculturation. It also foreshadows the significance of acquainting novice culture with particular connection to second language acquisition.

OVERVIEW OF ACCULTURATION

The term acculturation or "pidginization" is known as certain procedure made by native language learners to understand social manners or experiences in the foreign language. Ommagio referred to acculturation,

"powerful human creations, affording their members a shared identity, a cohesive framework for selecting, constructing, and interpreting perceptions, and for assigning value and meaning in consistent fashion" (1986, p.359).

In other words, it indicates the procedure of integrating two or more cultures while living in a new country or learning a second or foreign language. At this stage of the learning process, bilingual or multilingual individuals are taking the initial steps to understand the language and discovering new ways of communicating with others. Those individuals have a few background knowledge about the target language and foreign cultures. From the perspective of Zakir (2016), the acculturated individual has reached a low status of acquiring language on the account of not fulfilling the learning principles. Redfield et al. (1936) (as cited in Sánchez-Hernández, 2018) and Berry and Sam (1997) (as cited in Ahamefule, 2019) stated that acculturation shapes the modification of the first language learner's culture to the second or foreign language culture who communicate to one another in the long term.

John Schumann and John Berry coined acculturation. They equated it with different facets of their distinctive subdivisions. In 1978, Schumann classified the causes behind acculturation

in social and Psychological dynamics. The social dynamic represents how close second or foreign language individuals become to structure social relations with targeted groups who have maintained their cultural identities. Similarly, the psychological dynamic expresses the relevant conditions that affect lingual persons' mentality. His view of acculturation to integrate social and Psychological dynamics as one to profoundly represent acculturation. After two years, Berry characterized it with four elements: marginalization (i.e. target language learners have neither interest to the second culture nor to the cultural inheritance), monolingual separation (i.e. The acculturated individuals contend that the cultural inheritance is the only perception to pay more attention to), monolingual assimilation (i.e. the escalation of interest happens when target language learners care more about the second culture and less about the cultural inheritance), and competent bilingualism (i.e. the acculturated individuals practice the second culture without neglecting their cultural inheritance) (Schwartz et al., 2010; Choi, 2014, p.117; Sánchez-Hernández, 2018). As displayed in Figure (1), Schumann dynamics can be applied with Berry's main elements to result acculturation. Meaning that acquiring

second and foreign languages whether or not targeted learners are interested in understanding native and foreign culture

promote their shared relationships and their state of mind mutually.

Figure (1) Classification of Acculturation

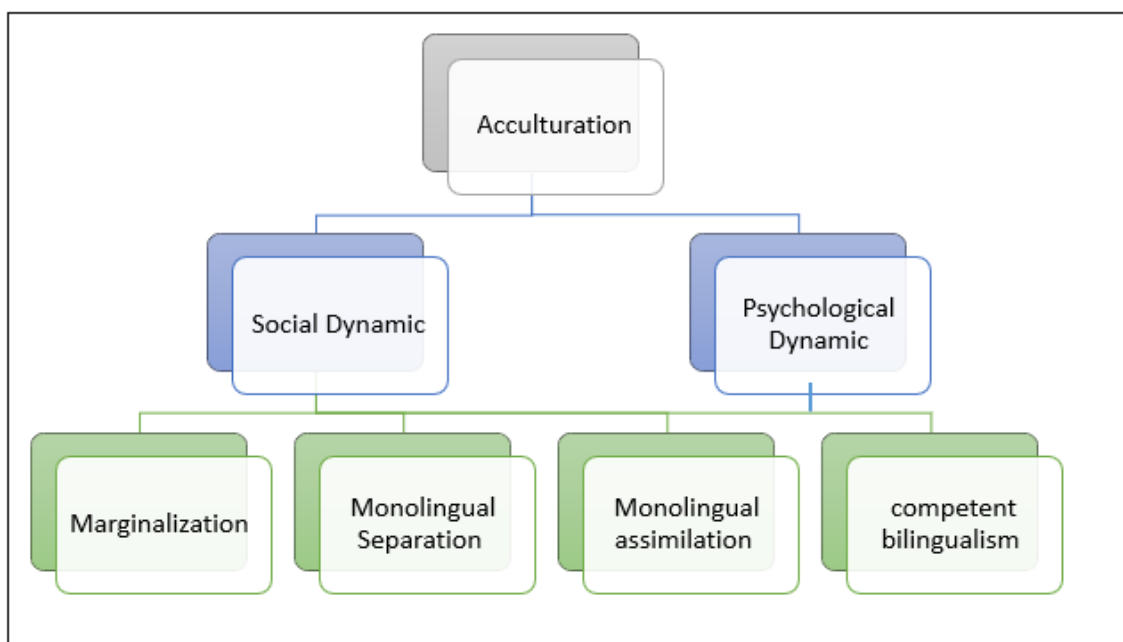
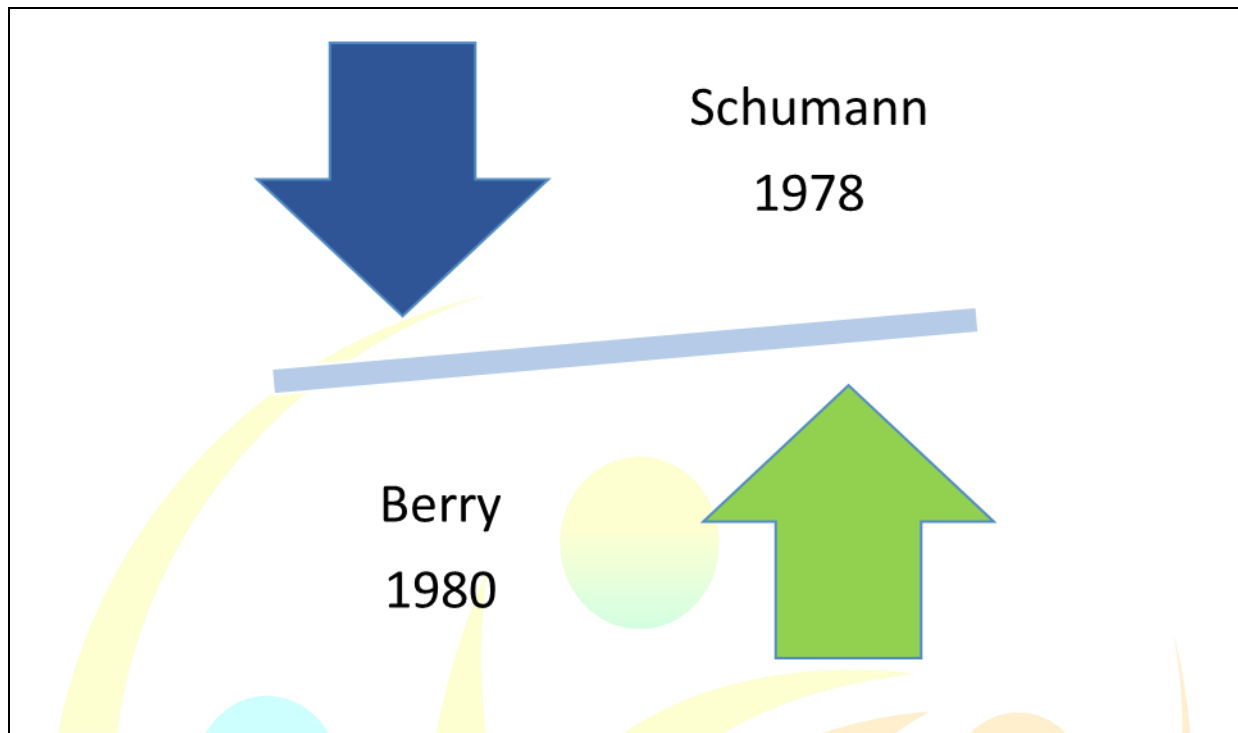


Figure (2) shows the balance order of two models of acculturation. The current model highlights Schumann's intention to construct linguistic, semantic, and pragmatic contexts in social and psychological learning environment. He maintained that the more learners acquire a

second language, the better they acculturate the community different than their origins and vice versa (Sánchez-Hernandez, 2018) which meet all the four elements of Berry in stating the range of interest in learning the target language.

Figure (2) Models of Acculturation



However, Bean and Stevens (2003) and Portes and Rumbaut (1996) emphasized that certain issues occurred when a group of the first language learns a second language (as cited in Choi, 2014). In Berry's argument, the more target language learners practice language in the frame of the foreign culture, the less they become to be motivated to acquire their native language (as cited in Elsayed, 2014). Schumann (1978) exemplified that notion with Alberto who lived in the US and spoke Spanish as his first language but not English as his second or foreign language. Because of the gap occurred in keeping distant from English language speakers, not watching TV, or not interacting with other ESL students in the classroom, an extreme imbalance has demonstrated in his

comprehensible input (as cited in Ahamefule, 2019).

The process of acculturation from the perspective of Arends-Tóth and Van de Vijver (2006) has activated by its conditions, orientations, and outcomes. Firstly, acculturation conditions represents previous actions happened to people under the umbrella of culture for a short period of time. Secondly, acculturation orientations shows a systematic plan of Berry's model. Thirdly, acculturation outcomes reflects adapting individuals' attitudes, intellectual, psychological, and social experiences of the cultural conditions.

ACCULTURATION AND SECOND LANGUAGE ACQUISITION

Second language acquisition plays a critical role along with acculturation. In fact, both of acculturation and second language acquisition pertain the success of communication. The more second language learners understand the foreign culture, the better he/she understands social and cultural matters in world community. Steven Krashen theorized that target language learners need to develop their intellectual and linguistic competence regardless of who they are and what situations they may encounter (as cited in Ahamefulé, 2019). Long (1980a) have also emphasized that in his model of interaction. However, meaningful thoughts would be transmitted interchangeably when acculturated individuals learn the second or foreign language. Therefore, acculturation has great impact on second language acquisition. According to Sánchez-Hernández (2018) and Schumann (1978) (as cited in Zakir, 2018), it comes at the first place when learning the target language.

Krashen (1982) criticized Schumann's model of acculturation. He contended that psychological environment could not result acquiring target language learners. As a matter of fact, the social factor directed acculturated individuals to understand the target language. For

instance, the correlation statistics of foreign workers have shown an increase of acquiring German language in speaking and syntactic skills socially at Heidelberg project-Germany by 0.64 in comparison with 0.55.

On the contrary, Lybeck (2002) made an empirical study of Schumann's model of acculturation. In describing Norwegian language learners by which English were their target language, she pointed out the inconsistencies of expressing English orally in natural communication in comparison with free of interaction (as cited Jiang et al., 2009). Meaning that communication of two or more individuals in groups support second language learners to understand the targeted language in social environment.

Review study supports acculturation improvement in oral production and pragmatic competence. 21 international students in the United States of America, adapted in social and psychological environment, were selected in order to be evaluated whether speech act production was increased or was decreased during the semester study program. Results have revealed that target language learners acquire better when interacting with other peers by means of making requests and refusals in a societal conversation unlike with their communication with their professors. Moreover, Lisa, one of the

acculturated students in the class, was asked from her teacher to act like she had not bring her pen with her and make a polite request to her colleague in English language while she was sitting next to her. The English teacher was evaluating Lisa during the informal conversation. She was graded with 'Fair' in the beginning of the experiment. After that her performance was value-added from 'Fair' to 'Excellent'. When Lisa requested from her teacher to extend the paper submission, no difference was made in her evaluation. The results of her conversational response was the same, 'Fair', in the beginning and in the end (Sánchez-Hernández, 2018).

CONCLUSION

Learning a second language does not stand on practicing the four language skills. Cultural values, costumes, stereotypes, perspectives, and other forms of culture frame the interest and motivation of target learners to learn the foreign or second language in a short amount of time. It has been clear from my review that acculturation demands individual learners to get into the next level of acquiring second language. Linking language skills in the classroom is not enough. Acquiring different views of culture in diverse target language groups sustains acculturation. Spending more time in educating language learners, the targeted culture will be

acquired only when social and psychological dynamics come together. Although confusion may rise in case a language learner does not understand the foreigner's culture. Also the lack of interaction with foreign communities or additional sources to acquire the target language results individual's comprehensible input. In my opinion, understanding a language within culture constructs the foundation of developing language skills at metacognitive process. Second language learners will feel comfortable in the classroom if they communicate successfully without getting them into social distancing which keeps them apart of being acculturated. I believe that acculturated individuals could interconnect only when social and psychological factors are integrated in cross-cultural settings.

With regards to this review, I recommend that educators should reflect the foreign culture as an abstract knowledge and elicit their background knowledge of second language culture so as to result their belonging of cultural community. In addition, cultural awareness of the hosted society should be promoted so as not to diminish the power of learning the target language and at the same time to keep abreast with up to date teaching strategies and to succeed in replicating the

experience in a balanced and meaningful way.

Despite the entangled dimensions of the target culture and the culture inheritance in social and psychological settings, I suggest finding the connection between the differences in both cultures and within teaching the target language, due to the fact that it is a must to encounter challenging situations not only inside but also outside the classroom. Practicing the target language at any stage of learning comes by trial and error. It is significant for second language learners to adapt both social and psychological environments and be familiar with higher order learning

skills of nonnative language and culture simultaneously.

All in all, human societies communicate fruitfully when comprehending the cultural perspectives towards one another. In case of not fulfilling the natural settings in teaching a language, few information will be acquainted due to lack of confidence, fear of learning the targeted group culture, and accommodation with stereotypes which leads to failure in the process of learning. Upgrading the progression of target language learning denotes the developing stage of second language acquisition by recognizing learners' own culture identities or other cultural community.

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