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English as a Foreign Language**

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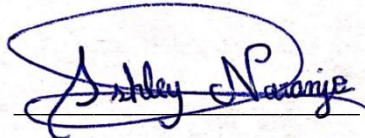
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It is everything to report in honor of the truth. In Riobamba, December 18th, 2023.



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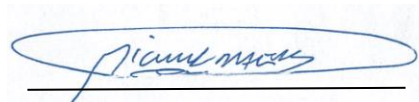
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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**The theory of linguistic relativity and its relationship to the learning of English as a foreign language**”, presented by Ashley de Janeira Naranjo Vaca, with ID number 0604315218, under the tutorship of PhD. Magdalena Ullauri; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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DEDICATORY

Quiero dedicar mi trabajo de investigación a mis seres queridos.

*Empezando por mi familia ya que siempre ha estado para mí desde que era una bebe.
Espero que llegar aquí les devuelva un poco de lo mucho que me han dado.*

A Nathan, gracias por apoyarme en cada decisión.

También a mis amigas: Gaby, Carolina, Elena, Kathy y Galilea que me han alentado y apoyado en mis aciertos y errores.

A Napolitana, mi compañera de vida.

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Ash

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RESUMEN

La Teoría de la Relatividad Lingüística propone que existe una relación entre el lenguaje y la forma en que percibimos nuestra realidad. Es por eso que cada lengua tiene sus propias expresiones y por tanto patrones de pensamiento específicos. En este contexto particular, el proyecto “La Teoría de la Relatividad Lingüística y su Relación con el Aprendizaje del Inglés como Lengua Extranjera” tiene como objetivo analizar la influencia de esta teoría en un aula de lengua extranjera.

La metodología utilizada es un enfoque cualitativo para tener una visión amplia de la Teoría de la Relatividad Lingüística. Esto se obtuvo de fuentes bibliográficas, análisis del discurso y personas que tuvieron experiencia de primera mano en el aprendizaje de una lengua extranjera. Ellos son estudiantes de 4to semestre de la carrera “Pedagogía de los Idiomas Nacionales y Extranjeros” de Riobamba-Chimborazo.

Las principales conclusiones del estudio demuestran que la percepción de la realidad está ligada al lenguaje, debido a su contexto. Al comparar el Inglés y Español, es evidente que existen diferentes aspectos lingüísticos y de pensamiento entre ambos idiomas. Estas diferencias producen confusión cuando un hablante extranjero no sabe pensar en el idioma de destino. Por este motivo, se recomienda aprender sobre la Teoría de la Relatividad Lingüística e intentar adquirir el nuevo idioma utilizando expresiones propias vinculadas al pensamiento, para acercarse lo más posible a un hablante nativo.

Palabras claves: Relatividad Lingüística, aprendizaje, lengua extranjera, lengua materna, idioma.

ABSTRACT

The Theory of Linguistic Relativity proposes that there is a relationship between language and the way we perceive our reality. That is why each language has its own expressions and therefore specific patterns of thought. In this particular setting, the project “The Theory of Linguistic Relativity and its Relationship to the Learning of English as a Foreign Language” is aimed to analyze the influence of this theory in a foreign language classroom.

The methodology used is a qualitative approach to have a broad overview of the Theory of Linguistic Relativity. This was gained from bibliographic sources, discourse analysis, and people who had first-hand experience in learning a foreign language. They are 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” major from Riobamba-Chimborazo.

The main insights of the study demonstrate that the perception of reality is linked to language, due to its background. When comparing English and Spanish, it is evident that there are different linguistic aspects and thoughts between both languages. These differences produce confusion when a foreign speaker does not know how to think in the target language. For this reason, it is recommended to learn about the theory of linguistic relativity and try to acquire the new language using own expressions associated with thought in order to be as close to a native speaker as possible.

Keywords: Linguistic Relativity, learning, foreign language, mother tongue, language.

Reviewed by:

A handwritten signature in blue ink, appearing to be 'Mónica Noemí Cadena Figuerao', enclosed within a blue oval shape.

Mgs. Monica Noemi Cadena Figueroa

Directora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

I.D. 0602935926

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 Introduction

The necessity of learning a foreign language has emerged in the present. Speaking a language other than the mother tongue (L1) is becoming more and more popular every day as a method of interacting with the global community. When talking about English as a foreign language (EFL), or in general about the learning of an overseas tongue, there is a notion that might help new speakers of that language perform better. The Theory of Linguistic Relativity (TLR) perceives language “potentially more than just another tool to be wielded as necessary, the language we speak may actually influence our cognitive processes and affect our perception of the world” (Nguyen, 2012).

If this is the case, there is a difference in the perception of reality in our L1 and the language to be learned (L2). Brit and her partners (1995) stated that both cultural expression and cultural experience are included in the language used. It follows that linguistic aptitude is a social and cultural aptitude. As a result, the new paradigm for language acquisition places less emphasis on the learning process as an individual developmental process and more on the learning process as a socializing process that gives the students cultural competency and allows them to engage with society.

With this in mind, the current study is aimed to analyze the role of the Theory of Linguistic Relativity when learning English as a foreign language on 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” major. Leads to, the languages English and Spanish were compared as an example of how linguistic relativity is presented. Furthermore, linguistic implications were found in the change of thinking

between the aforementioned languages. Notably, after carrying out this research, important insights were found that contribute to the learning of a foreign language.

1.2 Problem statement

Mastering a foreign language has been synonymous with being able to communicate abroad which has become essential due to the internationalization and globalization over the last decades. Nowadays, English is the most chosen language to be learned as a foreign one, since it is the current *lingua Franca*, so gradually more Spanish speakers are trying to acquire it. One aspect that foreign learners must take into account when learning a new language is the Theory of Linguistic Relativity which focuses on “how the meaning systems in a language might affect thought about reality more generally, that is, speakers’ cognitive processes and views of reality” (Lucy, 2014).

An “EFL teacher tends to be more focused on the accuracy of their students' competence, rather than their performance” (Milawati, 2019). While it is true, that students are conditioned to use certain expressions according to the pattern they are following, which does not allow them to be close to the production of a native speaker. Furthermore, some methodologies do not connect language with Linguistic Relativity, which could decrease the effectiveness of students' outcomes. In effect, “language teaching and language training are integral parts of the educational curriculum in every language center around the world” (Ali et. al, 2021).

Thus, the lack of knowledge about what Linguistic Relativity is and how it is presented both in the mother tongue and in the language studied can have negative consequences when developing communicative purposes.

By the same token, in Riobamba-Ecuador, the “Universidad Nacional de Chimborazo” (UNACH) offers a degree called “Pedagogía de los Idiomas Nacionales

y Extranjeros” where students learn how to teach EFL. Before becoming teachers, students use the target language to perform their role daily. In the process, the learners may face problems such as those indicated above. Therefore, by analyzing the 4th-semester students of this major and taking them as the study population, significant findings can be generated to understand the role of Linguistic Relativity in learning a foreign language.

Moreover, in order to achieve the purpose of this study, a qualitative approach was used to have an integrated picture of the implications of Linguistic Relativity in foreign language learning. Additionally, to gather first-hand information, the field modality was selected. Furthermore, to contrast how ideas are expressed in the English and Spanish languages, an interpretive level was used. Whilst bibliographic analysis, discourse analysis, and observation were the research techniques used to break down the information to be treated.

1.3 Problem formulation

What is the role of Linguistic Relativity in the learning of English as a foreign language on 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros”?

1.4 Justification

Producing new expressions different from our mother tongue can be challenging for a non-native speaker. When it comes to learning English as a foreign language, linguistic patterns such as grammar, skill development, vocabulary, etc., have been considered a fundamental part of Ecuadorian classrooms. However, other aspects such

as linguistic relativity may not be highly valued. This theory proposes that "the particular language we speak influences the way we think about reality" (Lucy, 1997), subsequently by not recognizing the relationship between how people perceive the world and use their language, it is likely that students hold an empty link in their learning which could result in misuse of the language.

According to Castro (2021), "Anyone who has tried to learn a language after their mother tongue(s) (L1) has been in situations where one language seems to affect the understanding or production in another". Consequently, when learners can master the contrast of thinking between their mother tongue (Spanish) and the new language (English), their target language proficiency might increase as they are getting closer to the performance of a native speaker. In addition, "the main objective of nowadays foreign language lessons is to help students acquire a communicative competence through the four language skills" (Renau, 2016). Thus, authentic communication in the EFL classroom can be achieved by recognizing how foreign people's thoughts shape the way they see the world and indeed express their ideas.

The feasibility of carrying out this research was guaranteed, due to the flexibility of the academic coordination of "Pedagogía de los Idiomas Nacionales y Extranjeros". The 4th-semester classroom provided the necessary resources to observe the students' behavior, and the teachers supported the study by creating a comfortable environment that made the research flow. The principal beneficiaries of understanding the role of Linguistic Relativity in learning a foreign language are the above community and all those who study a foreign language. Since being aware that there is a difference in thinking from one language to another will allow the speaker to use appropriate expressions when communicating in the target language.

1.5 Objectives

1.5.1 General objective

To analyze the influence of the Theory of Linguistic Relativity when learning English as a foreign language on 4th-semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major.

1.5.2 Specific objectives

- To identify from epistemology how language builds the way people think.
- To contrast Spanish and English languages through discourse analysis in the bases of the research problem.
- To evaluate the linguistic implications derived from the studied phenomenon on 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros”.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical Background

Foreign language learning has undergone several changes since ancient times. Until now, it is not known with certainty when a language other than our mother tongue was first taught, however, some research affirms that Latin and Greek were the popular languages in Europe in the Classical Period (16th century). Latin for being “the universal language of scholarship, education, government, and the marketplace” (Musumeci, 1997) and Greek due to the influence on “politics, philosophy, the arts, sciences, and literature” (Hilgendorf, 2018). Even so, at this time there was no evidence of variety in language teaching methods, but rather an approach to grammatical rules, paradigms, and vocabulary with many exceptions. So, the possibility of relating a language to people's thoughts was not even mentioned.

Conversely, in the 17th century, Wilhelm von Humboldt, attributed as the first relativist, proposed the idea that there is a relationship between the formation and use of language and the subjective perception of objects. “A word comes precisely from this perception: is not a copy or reproduction of the object by itself, but of the image that has been produced in the soul” (Humboldt, 1836). Around that time, Jan Comenius presented a new perspective on language teaching. The inductive method, in that sense, focused more on utility than on analysis. The ideas of Comenius were maintained during the 17th and 18th centuries but at the beginning of the 19th century there was a setback in the learning process (Celce-Murcia, 2013).

Subsequently, in the early decades of the 19th century, the “Grammar Translation Method” (GTM) was used, however, this label appeared in the 20th. As evident, GTM focused on “grammatical rules, syntactic structures, along with rote

memorization of vocabulary and translation of literary texts” (Smith, 2014). GTM was used during the spread of classical languages, followed by the rise of modern languages such as English. Meanwhile, in 1940, Whorf (1956) formally articulated another principle of linguistic relativity, which holds that not all observers are guided by the same physical evidence to the same picture of the universe, unless their linguistic background is similar or can be deduced (somehow be calibrated).

After the failure of GTM, the idea of teaching the spoken language was born, thus the Direct Method (DM) emerged, focused on teaching foreign languages in a similar way to how people learned their mother tongue (directly). DM represents an “inductive grammar teaching, requiring learners to discover rules based on the language input they received” (Adamson, 2004). “In the 1940s and 1950s, the audio-lingual method (ALM) was developed, with an emphasis on recurring patterns in language” (Omaggio, 1986). Which meant following a behaviorism pattern and using repetition drills to facilitate acquisition. Later, as a result of the increase in research and proposals on approaches to teaching foreign languages, more methodologies were developed such as Cognitive Code, Affective/Humanistic Approach, Suggestopedia (Lozanov), Total Physical Response (Asher), among others. However, none of these theories were articulated with linguistic relativity as a factor in foreign language learning.

On the other hand, around 1970 Communicative Language teaching (CLT) emerged which meant a drastic change in language teaching, CLT indicates that learning a foreign language has the purpose of exchanging ideas in a real-life context, so the focus should be on communication. Therefore, by emphasizing real communication, “Linguistic Relativity” has to do with foreign language (FL) learning. As it was mentioned in the 20th-century strong proposal by Edward Sapir and Benjamin

Lee Whorf on language can shape the way we think. Thus, foreign language learners should take into account how native speakers express their ideas so that when learners communicate their ideas they are clearly understood by the listener/reader.

Furthermore, it is important to contemplate another related works in order to take them as references to the current investigation.

To start with, Hernando (2013) developed a research called “De lo que hacemos con el lenguaje y el lenguaje hace con nosotros: La Hipótesis Relativista desde la Perspectiva del aprendizaje de lengua”. The thesis was oriented to the possible problems that linguistic relativity can trigger when learning foreign languages. Moreover, a rereading of the relativistic hypothesis and the application of its most important ideas to research on linguistic learning was proposed by the author.

Then, Guerrero (2014) presented a bibliographical review of “The Role of the Mother Tongue in the Learning of English as a Foreign Language: Transfer”. In order to better understand the role of the mother tongue in the acquisition of English as a Foreign Language (EFL), as well as the various viewpoints from which the concept of transfer has been viewed, this project presents a bibliographical review of some general issues in Applied Linguistics, such as Contrastive Analysis (CA), Error Analysis (EA), and Interlanguage Analysis (IA).

Last, the main goal of Zhang (2020) study was to investigate how L1 Chinese - L2 English bilinguals understand time in two-dimensional space in order to test the linguistic relativity hypothesis in the abstract domain of time. Furthermore, the research looked at how long-term habits of thinking about time and online processing of time are affected by spatial-temporal metaphors. This source is titled “How Chinese - English Bilinguals Think About Time: The Effects of Language on Space-Time Mappings.”

2.2 Theoretical Foundations

2.2.1 Language and Thought

“The limits of my language are the limits of my world” (Wittgenstein, 1922)

Language is one of the key characteristics that sets humans apart from other creatures. It has been assumed that language works as a conduit for thought, a method for transforming our prior concepts into a form that can be transmitted to others who have access to the same language apparatus (such as sounds, gestures, or written symbols. However, “many people share the intuition that they think in language and the absence of language therefore would be the absence of thought” (Holyoak & Morrison, 2005).

According to Gleitman & Papafragou (2013) language is a very underdeveloped means of expression that significantly relies on inferential processes that take place outside of the linguistic system to recreate the complexity and specificity of cognition. If this is true, it seems to impose some fairly strict restrictions on the ways in which language could function as the primary creator of our conceptual life.

Phrasal paraphrase, metaphor, and figurative language are frequently used to convey ideas that may not be easily lexicalized or grammaticized. Simultaneous translators at the United Nations demonstrate sufficient interpretive flexibility to overcome these discrepancies dramatically, more or less adequately conveying the thoughts of speakers using words and structures from dozens of different languages, thus bridging not only differences in linguistic language but also huge gaps in culture and disagreements in beliefs and intentions.

In spite of the logical and empirical caveats already mentioned, some formal aspects of language have a causal effect on mind in smaller scale but nonetheless significant ways. There are two variations of a theory that certain linguistic characteristics affect specific components of perception, thinking, and reasoning. The first is that language changes mental categories, moves the boundaries between them, or alters their prominence ("salience") in order to have its effects more or less directly and permanently.

The second is that linguistic details have indirect and ephemeral effects on the fast-paced process of speaking and understanding. The latter perspective unifies the current experimental literature more effectively than the former and, in essence, reunites the Whorf-inspired position with what we may term "ordinary psycholinguistics," the mechanisms of online understanding.

2.2.2 Language's impact on the human mind

"Understanding is not a purely intellectual process where one makes use of one's mind in order to understand. It is rather a matter of being involved in what we try to understand" (Gadamer, 1960)

Language is the vehicle that carries all human understanding's potential in its unlimited capacity. Thus, being able to understand the language will enable one to comprehend the many modes of human comprehension. Furthermore, factual objects can be converted into abstract symbols through language, which is the medium of abstract human intellect. With this change, a human being can contemplate an item, even though it was not one that he had previously perceived (Suriasumantri, 1998).

Whorf and Sapir provide an intriguing explanation of the connection between language and mind. Whorf and Sapir observed that the classification scheme of the

particular language that humans employ determines the nature of the human mind (Schlenker, 2004)). All that is included in the sphere of human milieu that can be carried infinitely well by language. Researchers will therefore be able to better comprehend human comprehension by studying the language, what is the vehicle for human mind that allows for the abstraction of factual objects.

In the study of psychology, the topic of the connection between language and the mind is exceedingly difficult to discuss. This discussion's history can be traced back to cognitive philosophers, linguists, and psychologists. The Sapir-Whorf hypothesis and presents something that is extremely difficult to be further investigated. It is necessary to further identify some themes that have an impact on the mind, such as those that affect language-based spatial reasoning (spatial reasoning) and language-based reasoning about other minds (reasoning about other minds). This is the hypothesis. Indonesians' mental landscape differs from that of English speakers because they converse in several tongues (Widhiarso, 2002).

2.2.3 Interpretations of reality by multilingual people

“Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members” (Amberg & Vause, 2009)

Language is at least a representational map that differs between languages, even though it does not reflect a complete map of consciousness or thought (Clark, 2003). This is because speakers choose different details, interpretations, and bits of information based on the representations of reality, depending on the language spoken. Numerous studies show that speakers of different languages have comparatively distinct perspectives on and methods of thinking about the world. Several research findings using pseudo-linguistic stimuli have supported the idea that language impacts

our cognitive processes. By analyzing the degree to which language influences nonlinguistic, semantic cognition in areas like space, color, number, and time, experimental data has reignited interest in Linguistic Relativity Hypothesis (Pae, 2012).

Drivonikou and colleagues (2007) tested the hypothesis that linguistically coded color categories (e.g., green, purple, pink, etc.) affect color discrimination using a color identification task and a color detection test in a color perception study. They discovered that language had considerably more color discrimination effects on the right visual field than the left. The contralateral projection of visual fields onto cerebral hemispheres and the left hemisphere's specialized role in language were the causes of this asymmetry (Drivonikou, et al., 2007). Similar findings were observed in a later study (Regier & Kay, 2009) which showed that arbitrary color names only affected color perception in the right visual area and that color naming across languages reflected both local linguistic and universal tendencies.

Studies on the connection between perception and time have also looked at spatial orientation. Most speakers of western languages view time as a horizontally ordered concept from a semantic perspective (Boroditsky, 2001). This spatial orientation in relation to time, meanwhile, does not seem to be ubiquitous. An analysis conducted across languages demonstrated this. Boroditsky (2001) has carried out three studies with Mandarin and English speakers to examine whether language influences the speaker's conception of time. Even when they are thinking for English, people who speak Mandarin tend to think of time as a vertical plane. For instance, when Mandarin speakers observe vertical item priming in a vertical array rather than horizontal priming, they confirm that March arrives earlier than April more quickly.

Researchers have also focused on the psychological and cognitive elements of categorical perception. The linguistic feature appears to have an impact on how things are categorized. Ameel and colleagues (2005) demonstrated how bilingual speakers of French and Dutch, who originated in Belgium and shared a common cultural background, categorized things (such as plates and bottles) according to the common characteristics of the naming pattern. They concluded that both language-specific characteristics and shared aspects of the items were important in classifying them. It was discovered that perception or discrimination based on color was language specific. For example, Roberson, Hanley, and Pak (2009) discovered that English and Korean speakers, who utilize distinct color words and threshold limits, had differing color discriminating thresholds between color categories.

In the use of various languages, a variation in self-perception was also discovered. Hong Kong bilingual students were asked to complete independent and interdependent self-construal scores in both Chinese and English by Kemmelmeier and Cheng (2004). They postulated that the two linguistic groups' perceptions of themselves differed significantly. The multilingual students' self-construal was biased toward a more interdependent scale when they defined themselves in Chinese, but they demonstrated a more autonomous self-construal when they described themselves in English. According to this study, when faced with situational demands, language can act as a cognitive cueing system, prompting people to define their self-perception in accordance with the language they are now using. This result is consistent with an episodic account of numerous identities.

2.2.4 Foreign Language personality

“To have a second language is to have a second soul” (Charlemagne, 742-814)

The adage "a person is a human being as many times as they know languages", can be applied to secondary language personalities. For example, even though someone is fluent in both Yupik and Sinhala and knows every phrase for water and snow, they might still think of themselves as two distinct persons since they are able to relate to two different cultures. The term for this procedure is "Culture Accommodation Hypothesis" (Daňková, 2022).

In a study led by Ervin-Tripp (1964), the researcher collaborated with French speakers during one session and English speakers during the other. The participants were asked to describe nine photos and explain what had happened in the past and what would happen in the future in relation to the materials utilized in the study. In the first session, only French was used by the participant and the examiner; in the second, English was employed.

After the responses were recorded, it was discovered that the image evoked feelings of mistrust and hostility in French "I think he wants to leave her because he's found another woman he loves more" (Ervin-Tripp, 1964). Even still, the English speaker in the same image concurs with the husband's choices. This tendency is present in both multilingual individuals and bilinguals. Many people display distinct emotions when speaking more than one language, according to research, and this phenomenon is related to behavioral, emotional, and cognitive alterations brought on by the cultural shift.

2.2.5 Linguistic Relativity

"No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached" (Sapir, 1929)

If we "think in language" and if language impacts our thoughts are the central concerns at the intersection of cognition and language (Casasanto, 2008). The linguistic relativity theory also referred to as the Sapir-Whorf hypothesis is one of the few concepts that stirs up as much discussion and curiosity. This theory in the field of linguistic, anthropology and cognitive science contends that a language's structure and vocabulary can affect how its speakers perceive and think about the outside world.

Sapir, (1929) stated that "we see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation", suggesting that spoken language affects how one perceives the outside environment. Continuing from this notion, Sapir deduces that "different societies live in distinct worlds, not merely the same worlds with different labels attached" since social realities are based on a group's linguistic practices (Sapir, 1929).

Whorf, alluding to Sapir, expresses that, "We dissect nature along lines laid down by our native languages" (Whorf, 1940). This has been taken to imply that a person's language determines how they see the world. Whorf's hypothesis can be interpreted in two ways: either strongly, as linguistic determinism, which holds that language entirely determines thought through the categories it makes available, or weakly, as linguistic relativity, which holds that differences in languages lead to corresponding differences in speakers' thoughts (Pinker, 1994), possibly through an influence on non-linguistic cognition.

The majority of studies on the subject have done just that. Researchers are looking into how language affects cognition in particular conceptual domains. Jarvis and Pavlenko (2010) list "eight domains in which there is already research with important conclusions: objects, emotions, personhood, gender, number, time, space and motion".

2.2.6 Types of language influence on thought

“The potential influences of language on thought can be classed into three types or levels” (Lucy, 1996).

Lucy (1996), states the first level, referred to as semiotic, is concerned with the potential cognitive effects of speaking any natural language. It is unclear if thinking is altered in any way by having a code that includes symbolic components as opposed to only iconic and indexical ones. If this is the case, we can discuss a semiotic relativity of those parts of cognition in relation to other animals or people who do not have a semiotic code. Although little is known about the precise mechanisms, language has long been known to have an impact on cognition at this level.

The second level, known as the structural level, is concerned with the potential cognitive effects of speaking one or more specific natural languages (such as Hopi vs English). The inquiry pertains to the potential impact of distinct morphosyntactic arrangements on some facets of reality cognition. If this is the case, then speakers who use distinct language codes might be said to exhibit structural relativity in their mental processes. This level, which will be the main emphasis, is the one that has historically been connected to the phrase "linguistic relativity." Although the presence of cognitive impacts has long been debated, there is still disagreement concerning their extent in terms of process type and behavioral influence (Lucy, 2014). Nonetheless, the evidence's general tendency is evident.

The third level, referred to as functional, asks if thinking may be influenced by the way language is used (e.g., scientific, taught). The inquiry pertains to the potential effects of verbal discursive practices on certain cognitive functions, such as altering structural influences or directly impacting interactional context interpretation. If this is the case, then speakers who use language differently might be said to exhibit a

functional relativity of cognition. While there is a wealth of research supporting the effects of training in various functional regimens, there is considerable debate over the contribution of social or cognitive aspects, particularly in the educational setting. Claims about discursive relativity assert that in addition to any social factors, some functional practices actually enhance the cognitive power of language with regard to certain goals.

2.2.7 Teaching and Learning a Foreign Language

“Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.”

(Malaguzzi, 1993)

In the globalized world of today, being able to speak another language is an invaluable talent. It creates cultural awareness, expands one's perspectives, and opens doors to new opportunities. However, the process of teaching and learning a foreign language is complex, involving a variety of techniques and related difficulties.

Traditional Methods to teach English

The basis for language training has always been traditional techniques of teaching English. These techniques frequently provide priority to the acquisition of grammar and vocabulary through organized, teacher-centered procedures. Even though these techniques have been very helpful in language learning, more contemporary, communicative strategies are gradually replacing them. Drawing on the perspectives of several authors in the subject, this review offers an overview of conventional approaches to teaching English.

To begin with, a conventional method known as the Grammar-Translation Method places a strong emphasis on teaching grammar explicitly and translating texts between the target language and the learners' native tongue. This approach, which emphasizes reading and writing abilities, is quite regimented (Richards & Rodgers, 2001).

Then, a teacher-centered method, the Direct Method prioritizes spoken language above written forms. It is based on immersion, in which students only speak the target language in the classroom (Brown, 2007). This method's proponents contend that because students are exposed to real language use from the start, it promotes natural language learning.

Last but not least, repetition of conversations and drills to improve speaking and listening abilities is a hallmark of audiolingualism. Its foundation is in structural linguistics and its goal is to develop precise speech habits (Richards & Rodgers, 2001).

Innovate Methods: Communicative Approaches

As educational demands changed and technology advanced, creative approaches to teaching English emerged. In order to improve language learning, these strategies place a strong emphasis on learner-centered approaches, active participation, and technological integration. Drawing from the perspectives of several authors in the subject, this review offers an overview of some cutting-edge approaches to teaching English.

Firstly, the cutting-edge method known as Communicative Language Teaching, or CLT, puts communication above simple grammatical and vocabulary learning. This approach, according to Richards and Rodgers (2001) promotes students to participate in communicative, real-world tasks, which fosters fluency and meaningful language usage.

Secondly, Task-Based Language Teaching is an approach that emphasizes the use of language to achieve particular objectives or activities. The method is outlined by Willis and Willis (2007), who stress the value of real assignments that force students to utilize language in relevant circumstances.

Thirdly, new method called CLIL combines the acquisition of subject matter material with language learning. Coyle (2008) claims that by giving children the chance to acquire English via the study of science, math, history, and other disciplines, this approach makes language acquisition more interesting and applicable.

2.2.8 Difference between acquisition and learning

“Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen & Tracy, 1983)

Krashen's difference between language learning and language acquisition, which other second-language acquisition experts have dubbed crucial to his theory of second-language acquisition, "perhaps the most important conceptualization in the field and (one which) has made possible the most productive models of SLA (second language acquisition) yet developed" (Tollefson et al., 1983).

Krashen (1983) claims that whereas learning is a conscious activity, acquisition is a subconscious one. While both contribute to the development of second-language proficiency, acquisition is significantly more significant since the proficiency gained via it produces language and, hence, explains linguistic fluency. Learning-based competency, or what Krashen refers to as the "Monitor," can only change language produced by learned language competency. Put differently, the learner of a second language can "monitor" or correct his language before or after it is produced by using the principles he has learned. However, due to it can only be used when there is enough

time, when form is prioritized, and when the required rule has been taught, monitoring has a restricted scope.

2.2.9 Linguistic Relativity in foreign language learning

Spanish vs English background

"Language is the road map of a culture. It tells you where its people come from and where they are going" (Brown, 1988)

On the one hand, the history of the Spanish language, sometimes known as Castilian, extends back to the Iberian Peninsula's medieval kingdoms. It has changed throughout centuries as a result of interactions with various languages, especially Arabic and Latin. With a significant number of native speakers in Spain and Latin America, Spanish is currently one of the languages spoken most extensively in the world (Penny, 2002).

On the other hand, English is a Germanic language that has been greatly influenced by other languages, mostly because of historical occurrences like the Viking and Norman conquests. It has developed into a universal language that is spoken by a wide range of people. A significant amount of vocabulary in English is borrowed from Latin, French, and other languages (Baugh & Cable, 2002).

Important Variations

The following succinctly describes the primary distinctions between the backgrounds of Spanish and English people:

- **Historical Influences:** English has borrowed vocabulary from Germanic, Latin, French, and other languages, but Spanish has absorbed considerable historical vocabulary from Arabic, Latin, and Romance languages.

- **Geographic Distribution:** Due to past colonialism and its role as the universal language, English is spoken across the world, but Spanish is mostly spoken in Spain and Latin America.
- **Cultural variety:** Regional dialects and cultural variety characterize both languages, although Spanish is richer in this area because of the indigenous languages spoken across Latin America.

2.1.10 Cross-Cultural Communication and Miscommunication

“Cross-culture is the interaction between two or more different groups that have different background and culture. Cultural differences are normally listed as dissimilar language, background, perceptions and mentalities” (Ling & Lim, 2007)

Burke (1966) argued that while communication between people is possible to some extent because of human beings' common characteristics, communication between people is never perfect because everyone is different, they may have different personalities, different upbringings, or different cultures. As a result, people may interpret messages differently. Two main factors contribute to communication breakdowns that individuals from various groups notice. The first is communication between groups that share the same cultural background; in this case, prejudice and stereotyping barriers to other groups also apply to cross-cultural communication (Guirdham, 1999). The second is stereotypical cross-cultural communication barriers.

Stereotyping and prejudice are considered the two general barriers in intergroup communication. Stereotyping is now understood as a pattern that people try to use their own values and thoughts to understand other people. The problem observed is people with stereotypical thinking show less interest in people outside of their group. They also have a subjective way of thinking that people from other groups are not trustful, not honest, or cooperative.

Prejudice is an attitude towards others concerning racism, sexism, ageism and religion. The effect of prejudiced attitudes towards others is treating people differently in a negative way. Moreover, people who hold a prejudiced attitude have a high tendency of misunderstanding the people with whom they intend to communicate. On the contrary, people who are viewed with prejudice easily generate negative views towards people who hold prejudice against them, in the end, effective communication is interrupted.

Furthermore, cross-cultural relationships or miscommunication could cause:

- Disagreements: When there are disparities in how a situation is seen or perceived, miscommunications can turn into confrontations (Brislin, 1990).
- Loss of Trust: According to Chen (2015) miscommunication has the potential to destroy trust, which makes it harder for people to work together productively in the future.
- Inefficiency: According to Gudykunst & Kim (2002) poor communication can result in ineffective work processes, missed deadlines, and unsuccessful projects.
- Cultural Insensitivity: Cultural offense or insensitivity resulting from insensitive remarks or deeds can damage relationships (Matsumoto, 2007).

2.11 Interlanguage

“This term is used to describe the language system that results from language learning.

It draws partly on the learner's L1 but it is different from the target language”

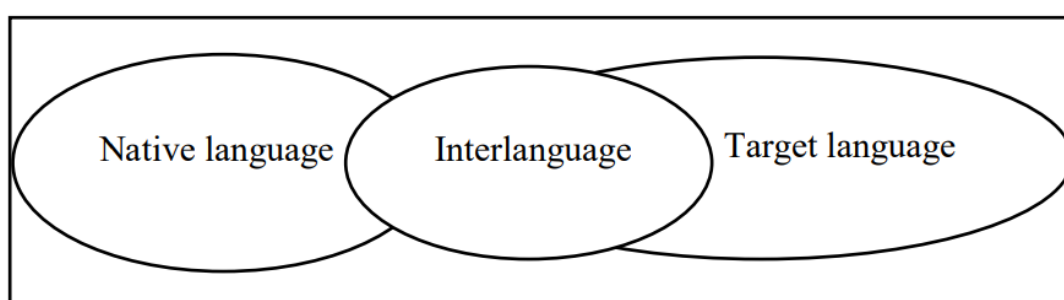
(Torres, 2017)

Interlanguage is defined by Brown (1994) as the uniqueness of an L2 learner's system. According to him, interlanguage acquires a structural position that is in between mother tongue and target language. Similar to this, Ellis (1997) notes that

each learner's language has a distinct system that recognizes the fact that L2 learners develop transitional proficiency that differs from both their L1 and L2. The phrase "transnsitional competence" is also used by Corder (1967) to characterize how language learners produce linguistic performances that are inconsistent with the target language. Selinker illustrates interlanguage, drawing inspiration from (Corder, 1981).

Figure 1

The notion of the IL



Adopted from Corder, (1981)

Selinker (1972) is attempting to convey with the above graphic that interlanguage is an observable and explorable activity that occurs between L1 and L2.

2.2.12 Linguistic processes in the construction of interlanguage

“The interlanguage changes all the time but can become fossilized language when the learners do not have the opportunity to improve” (Torres, 2017)

As a key idea in second language acquisition (SLA), interlanguage describes the changing linguistic framework that language learners acquire on their way to becoming proficient in a second language (L2). A variety of linguistic and cognitive processes play a dynamic role in the creation of interlanguage.

For instance, an essential step in the development of interlanguage is language transfer. This speaks to how a learner's L1 affects their L2. The transfer of phonological, grammatical, and lexical elements from the target language to the native

language is one way it might appear (Gass & Selinker, 2008). Generally speaking, transfer refers to the effect that mother tongue of old language knowledge has on target language or on the new language knowledge. This effect can be positive or negative. Positive transfer is the process of in which mother tongue has a positive effect on English learning. When the influence of the language rules of mother tongue is incompatible on target language, negative transfer appears (Feng, 2017).

Moreover, because foreign language students are unable to distinguish between L2 and L1 rules, they typically characterize overgeneralization as their own method of creating second language rules. The process known as "overgeneralization" occurs when a rule is too applied to situations in which it is not appropriate (Saidan, 2011). Their linguistic rules are frequently unsuitable and irrelevant in terms of the actual linguistic rules, which generates strange phrases in their speech.

In addition, when learning to develop an interlanguage, students frequently oversimplify intricate linguistic systems. Simplified sentence patterns, grammar rules, and vocabulary can all be examples of this simplification. In addition, students may participate in restructuring, which involves progressively adjusting to the increasingly intricate linguistic structures of the target language (Klein, 1986).

Last but not least, the process known as fossilization occurs when some mistakes or non-native-like components continue to appear in a person's interlanguage even after prolonged exposure to the L2. It's a multifaceted process that depends on the learner's age, motivation, and language exposure, among other things (Selinker, 1972).

CHAPTER III

3. METODOLOGICAL FRAMEWORK

3.1 Research Approach

A qualitative approach was used for the study. This has to do with “collecting richer information and getting a more detailed picture of issues, cases or events” (Arora & Stoner 2009). Therefore, an integrated vision of Linguistic Relativity was obtained by identifying different perspectives on its nature. Furthermore, by contrasting the English and Spanish languages, important information was gained to strengthen the study. Last, according to Creswell (2002), “qualitative research is intended to deeply explore, understand and interpret social phenomena within its natural setting”. In this way, the classroom of 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” was the scenery, and from their performance, the relevance of the TLR in learning English as a foreign language was demonstrated.

3.2 Research Modality

The present research was based on field modality. It involves the study of behaviors that occur in natural settings with first-hand observations from a particular subject's frame of reference (Van Manen, 1988). As previously highlighted, the natural setting is the classroom of 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros”. They offered first-hand information about the effects of linguistic relativity on their performance as learners of English as a foreign language. Furthermore, field modality “allows the researcher to engage in detailed observation... that give the opportunity to elicit information regarding the data being collected” (Sunderlin & William, 2011), which was the main purpose of the study.

3.3 Level or type of research

This study follows an interpretative level that “is based on the assumption that social reality is not singular or objective but is rather shaped by human experiences and social contexts” (Bevir, 2008). Thus, the role of linguistic relativity was analyzed by contrasting the use of the English and Spanish languages in certain contexts. Moreover, this phenomenon was understood from the experience of EFL students in their daily performances.

3.4 Study Population

In order to develop this study, students from “UNACH” in Ecuador were selected. To be more specific, 4th-semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” major. Those students were chosen as the study population due to some reasons. To begin with, they do not have a beginner level of English like the first semesters or an advanced level like the last ones, so it was considered pertinent to analyze their performance. Besides, they constantly use the language and can convey their ideas in the target language.

3.5 Simple Size

The sample size was not necessary for this research since the participants did not meet the amount required for this section.

3.6 Techniques and Instruments for Collecting Data

For developing this study, three techniques were employed: documentary analysis, discourse analysis, and observation.

For a start, a documentary analysis was chosen in order to support the study. This offered bases on the nature of the Theory of Linguistic Relativity through different materials and perspectives of various authors. “These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio and video recordings, and films, and online resources like websites, blogs, and bibliographic databases” (Boon). Additionally, a bibliographic matrix was used to categorize the sources. “This matrix consolidates a catalog where the title of the book or article can be consulted; its authors; year of publication; summary; content of the texts; in addition to the link to consult and/or download the documents” (Universidad Nacional de Colombia, 2018).

Afterward, discourse analysis was applied, “this is a research method for studying written or spoken language in relation to its social context. It aims to understand how language is used in real-life situations” (Luo, 2019). Subsequently, famous written speeches in Spanish and English were selected to contrast important information. For instance, how utterances are expressed in both languages, their purposes and effects, the role of culture in communication, how context builds ideas, etc. All these aspects contributed to have a clear idea of how each language works individually. Moreover, the instrument selected to achieve this point is a checklist. “This is used for quickly and easily recording data or identifying actions or requirements” (Bauer et al., 2006) that was taken into account in both languages.

Finally, the observation was selected to recognize the possible linguistic implications derived from the Linguistic Relativity of both languages in the proposed

study population. According to Krishnaswamy and his partners (2006) “scientific observation is well planned, recorded, and checked for validity and reliability. It has a research purpose and, therefore, has focus during its process”. Hence, significant data was obtained by analyzing students' performance, which enriched the study with real information. In addition, an observation sheet was chosen to collect as much information as possible since this “makes a specific description of places or people” (Herrera, 2011), which allowed us to understand the study population.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 How language builds the way people think

Having a language is one of the main characteristics that sets humans apart from other animals. Many individuals state that language is how they think, and that cognition would be absent without language (Gleitman & Papafragou, 2013). People may comprehend the many levels of human knowledge by being able to communicate in the language. Factual things may be converted into abstract symbols through language, which is the medium of abstract human intellect. With this change in the human condition, an item can be thought about even if it is not one that the person first noticed (Suriasumantri, 1998).

Holyoak & Morrison (2005) affirm that “language is a conduit for thought, a system for converting our preexisting ideas into a transmissible form (sounds, gestures, or written symbols) so that they can be passed into the minds of others equipped with the same language machinery”. What the authors mean by “the same linguistic machinery” is that people share the same background or, in other words, “each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members” (Amberg & Vause, 2009).

In fact, depending on the language used, speakers will choose different facts, details, and interpretations based on how reality is portrayed. Numerous studies show that speakers of several languages have comparatively distinct perspectives and methods of thinking about the world. A few studies utilizing pseudo-linguistic stimuli have provided evidence in favor of the theory that language influences human thought processes (Pae, 2012).

4.1.2. Contrast of the Spanish and English languages based on the Theory of Linguistic Relativity

Although most languages generally represent the same concepts or ideas, each language requires us to see, understand, and communicate reality in its own way (Eleftheriou, 2020). Regarding Spanish and English, some differences in thought were found when comparing two famous speeches in those languages. The former “Discurso en la O.N.U. el 12 de octubre de 1979” by Fidel Castro, on behalf of the “Países No Aliados” where the system of country relations at that time was questioned. The latter "I Have a Dream" by Martin Luther King, supporting the Civil Rights Movement against the racial segregation of that time. The findings obtained are the following.

Sentence structure

English grammar typically follows the same structure: Subject + Verb+ Complement, while Spanish grammar can be more variable in word order because of its inflectional character.

e.g.

“It is obvious today”

s+v+c

“Es un problema de toda la comunidad”

v+c

The flexibility of Spanish allows speakers to omit the subject, while English requires people to use a complete structure to express their ideas.

Furthermore, Spanish verbs are heavily conjugated, so speakers of the language need to pay more attention to verb ends, whereas English verbs are less conjugated due to the frequent use of auxiliary verbs to describe aspect and tense.

Time

Compared to English, the verb tenses and aspects system in Spanish are more intricate. It is possible that Spanish speakers have a more nuanced understanding of time

and aspect, which influences how they interpret and communicate past, present, and future occurrences. To express variations of aspect and time, English relies more heavily on the use of auxiliary verbs and time markers.

e.g.

“No es posible negarlo. Cuando se analiza la estructura del mundo contemporáneo se comprueba que esos derechos de nuestros pueblos no están todavía garantizados” (Castro, 1979)

“It would be fatal for the nation to overlook the urgency of the moment”

(King, 1963)

Although both premises show a similar message, Spanish reflects more complexity. In the example, the use of reflexive verbs stands out, which does not even exist in the other language. On the contrary, English expresses a similar intention using fewer words, and an auxiliary is evident.

Sentence Agreement

Spanish nouns contain a masculine and feminine gender, which may affect how speakers view and classify different items.

e.g.

“Nuestro pequeño pero digno país”
(Castro, 1979)

“Some of you have come fresh from narrow jail cells” (King, 1963)

Looking at how adjectives describe nouns in both languages. Spanish requires paying close attention to gender. For example, "país" is masculine, and speakers shape the adjective to agree with the noun, whereas English does not show this influence when communicating.

Background influence

There are unique expressions of language that can only be understood by those who know the context. In fact, language can be a complex system full of cultural references, idiomatic expressions, or sayings.

e.g.

“Búsqueda de la paz” (Castro, 1979)

“In a sense we've come to our nation's capital to cash a check” (King, 1963)

If we directly translate the expressions “búsqueda de paz” and “cash a check” in opposite languages, they will not have the same impact since they are specific expressions to each language.

Directness and Politeness

Spanish is known for its civility and interpersonal ties; English speakers may prefer more direct communication, while Spanish usually uses indirect language to show politeness.

e.g.

“Muy estimado Señor Presidente; Distinguidos representantes de la comunidad mundial: No he venido a hablar de Cuba. No vengo a exponer en el seno de esta Asamblea la denuncia de las agresiones de que ha sido víctima nuestro pequeño pero digno país durante 20 años. No vengo tampoco a herir con adjetivos innecesarios al vecino poderoso en su propia casa. Traemos el mandato de la Sexta Conferencia de Jefes de Estado o de Gobierno del Movimiento de los Países No Alineados, para presentar ante las Naciones Unidas el resultado de sus deliberaciones y las posiciones que de ellas se derivan” (Castro, 1979)

“I am happy to be with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation” (King, 1963)

Both parts extracted from the speeches show their introduction. It is evident that Spanish uses more words to enhance the speech while English goes directly to the point.

4.1.2 Linguistic implications derived from Linguistic Relativity on 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros”

To evaluate the linguistic implications derived from Linguistic Relativity, 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros provided important information through their behavior in regular class activities.

According to Lui (2012), “Language usage, in most cases, is a distinct differentiation among cultures; misunderstanding occurs often in communication due to improper use of language or different interpretation of the same words”, which was evident in the studied population. The students showed positive and negative language transfer, the last reason for misunderstandings. For example, a student said, “I put the video with translations”, in English the appropriate sentence would be “I played the video with captions”. Or a girl said “my classmate presented mistakes”, what she meant was that her partner “made mistakes.

Kumar (2014) stated that “L1 is a resource which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform as best as they can”. However, 4th-semester students were influenced by those phonemes that do not exist in the Spanish language, so the accent and intonation of English were not produced appropriately. Additionally, 4th semester students used overly long sentences (similar to Spanish) to communicate ideas in English.

At last, “the teaching methods used in classroom interactions can be beneficial to help anticipate the problems arise in the classroom and can be effective to help focus and direct the learning goals” (Rifai & Nabhan, 2017). Despite struggling with remembering vocabulary, the students used grammar accurately. In addition, their teachers exposed them to real communication situations and were interested in the student understanding of cultural contexts.

4.2 Discussion

After analyzing the results obtained, it is understood that there is indeed a relationship between language and thought. The theory of Linguistic Relativity states that our way of thinking is aligned with language. Thus, everything that contextualizes a certain language can make its speakers see the world in a certain way. Therefore, a foreign speaker would not know how people of other languages perceive things because he has not experienced the same situations as them while he was growing up, but rather those of his native language.

When talking about English and Spanish, there are differences in thinking that can affect the communicative performance of the students who learn them. To begin with, sentence structure is different in each language. The flexibility of Spanish can confuse its speakers who are learning another language as English, due to it always follows a structure. In the same sense, time can be perceived differently in English and Spanish since the latter has more complexity. A Spanish speaker may feel frustrated at not being able to communicate what he wants because he thinks in complex language, but the same message can be communicated more easily in English with fewer sentences. This is also related to the fact that in Spanish there is more politeness, and that is why a message in this language is highlighted using more words, something that does not happen in English.

Furthermore, Spanish takes gender into account, which means that its speakers are always aware of the existence of agreement in different parts of speech, while English does not. As a result, the Anglo-Saxon language can make nouns seem more neutral. It is also important to recognize that each language has its own phrases that are created within a social context. Therefore, when speaking a foreign language, it is necessary to use an expression molded to the language that conveys the same message so that effective communication occurs.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Some studies demonstrate the relationship between language and mind. After collecting information on how different civilizations express their ideas, the difference in how they perceive the world became evident. It is stated that the background and context of a given society influence the creation of expressions that describe its vision of the world. That is why language and culture are part of an individual's identity and shape their perception of reality.

When contrasting English and Spanish, important differences were found. For instance, sentence structure in English is essential, while in Spanish it is flexible. The perception of time also varies. There is a variety of complex tenses in Spanish, while there are fewer in English. Also, sentence agreement is very important in both but in Spanish, due to the gender, there are more things to take into account. Moreover, the influence of the background distinguishes autonomous phrases from one language to another. Finally, English is known for its directness, unlike Spanish, which uses many words due to its politeness.

Last, there were linguistic implications derived from Linguistic Relativity on 4th-semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros”. Their native language Spanish influenced the production of the foreign language English. Not in the majority of their role as students since they had a good foundation in the target language. The influence was seen when they used certain phrases that were said in Spanish but did not have the same value in English. In addition, they also used many words to say a message that in English requires fewer sentences.

5.2 Recommendations

First of all, when studying a language different from ours, it is advisable to know about Linguistic Relativity. Not only to recognize how to think in the foreign language but also in the mother tongue. In this way, you will be closer to the production of a native speaker of the language to be learned.

Furthermore, it is important for teachers of a foreign language to be aware that there is an influence of the mother tongue on students. Therefore, methodologies aimed at language acquisition must be applied. For example, the book "The Thinking Method: Guidebook for Course Writers" (Eleftheriou, 2020) helps students to understand the foreign language from their way of seeing the world.

Last but not least, in a Foreign Language Career, a subject oriented to the analysis of Linguistic Relativity should be created where the languages involved are compared to ensure that students have the best possible performance in the foreign language.

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ANNEXES

Instruments

- **Chart 1:** Bibliographic Matrix for the fulfillment of specific objective 1.
- **Charts 2 and 3:** Checklists for the fulfillment of specific objective 2.
- **Chart 4:** Observation sheet for the fulfillment of specific objective 3.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías

Pedagogía de los Idiomas Nacionales y Extranjeros



The Theory of Linguistic Relativity and its Relationship to the Learning of English as a Foreign Language

BIBLIOGRAPHIC MATRIX

Source Title	Author(s)/ Year	Editorial	Type of Source	Key Words	Major Findings

Chart 1



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SPANISH CHECKLIST

Criterion	Yes	No	Observations
Conceptual categories with specific properties are categorized grammatically and lexically			
There are specific patterns of the language to express emotions			
Language marks gender which influences in perceptions about inanimate nouns			
There is attention to the number of objects when describing a situation			
Time duration is represented over a linear distance			
Spatial relations are conceptualized in categories			
Narratives are encoded in specific patterns			
A complex system of tenses strongly shows the perception of reality			
Politeness and interpersonal relationships are frequently recognized when using the language			
Grammar usually follows the same structure			
Others:			

Chart 2



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ENGLISH CHECKLIST

Criterion	Yes	No	Observations
Conceptual categories with specific properties are categorized grammatically and lexically			
There are specific patterns of the language to express emotions			
Language marks gender which influences in perceptions about inanimate nouns			
There is attention to the number of objects when describing a situation			
Time duration is represented over a linear distance			
Spatial relations are conceptualized in categories			
Narratives are encoded in specific patterns			
A complex system of tenses strongly shows the perception of reality			
Politeness and interpersonal relationships are frequently recognized when using the language			
Grammar usually follows the same structure			
Others:			

Chart 3



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Pedagogía de los Idiomas Nacionales y Extranjeros

The Theory of Linguistic Relativity and its Relationship to the Learning of English as a Foreign Language

Date:

Class: 4th-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros

Topic:

OBSERVATION SHEET

Criterion	1	2	3	4	5
Strong influence of native language accent					
Struggles with word stress and intonation patterns					
Struggles to remember and use new vocabulary					
Problems with synonyms and word usage					
Frequent grammatical errors					
Challenges with sentence structure and word order					
Misses important details in spoken language					
Challenges in writing coherent and grammatically correct sentences					
Issues with spelling and punctuation					
Misunderstanding cultural norms and gestures					
Lack of awareness of cultural contexts in conversations					
Positive Languaje Transfer					
Negative Languaje Transfer					
Overgeneralization					
Others:					

Chart 4

Photographs

- Observation of students' performance for the fulfillment of specific objective 3.

