

A Culturometric Assessment of Affective Language Attainments of Modern Language Undergraduates in Trinidad

Béatrice Boufoy-Bastick

University of the West Indies, Trinidad & Tobago

Abstract

This paper reports on an exploratory Culturometric study of the changing cultural identities of French and Spanish undergraduate students in Trinidad. While cultural identity of Trinidadians is shaped by inter-ethnic mixing and its associated cultural borrowing of selected behaviours, this is further compounded for modern languages undergraduate students who are also exposed to pedagogic enculturations through reading for a degree in French or Spanish. What is reported here is how exposure to French and Spanish language, and associated pedagogically embedded influences on cultural identity formation, shapes language students' increasingly complex composite cultural identities over the four years of their degree programmes. The findings derive from survey data collected between 2007 and 2009 (N=231). The paper also presents a novel Culturometric methodology used to measure cultural identity profiles of language students and track their changing language identities.

Keywords: foreign language teaching; Culturometrics; language identity; enculturation; language assessment

Introduction

Teaching aims at increasing student affective and cognitive attainments. These two components are inseparable and always present in our teaching in differing amounts. For the cognitive component we teach and assess skills in facts and processes, with the aim of imparting competence in our subject to our students. For the affective component we teach values, feelings and attitudes, with the aim of imparting the culture of our subject to our students. Accountability requires that we use objective assessments to measure increasing attainments. We have objective measures of cognitive attainments so we teach and assess skills, facts and processes and because learning is driven by assessment, our students learn skills, facts and processes. We do not have objective measures of affective attainments so we teach but do not assess values, feelings and attitudes. Hence, because learning is driven by assessment, our students do not learn the culture of our subject. The difficulty is in defining and objectively measuring the culture of the subject. This paper introduces a Culturometric solution for objectively monitoring the subject relevant cultural identity of students. The method can be used to ensure that the teaching of subject culture is increasing students' affective attainments. It was demonstrated by assessing the target language identities in a cross-sectional study of N=231 students enrolled in French and/or Spanish courses at university in Trinidad. The results are consistent with the 'hidden curriculum' and showed that the language identities of students in their culture of their target languages of French and Spanish dropped significantly over the four years of teaching. Culturometrics was used to identify respondents for interview so that the detailed meaning and causes of this could be explored.

Background

Education has identified two fundamental overlapping learning attainments: the mainly analytical (separate, highly compartmentalised) skill-based knowledge of facts and processes and the mainly affective (holistic, integrated) purposes and intentions of learning (Clark, Sauter, & Kotecki, 2000). Notwithstanding that teaching seeks to develop expert knowledge of facts and processes and model professional attitudes, only lip-service is paid to the assessment of students' professional attitudes (Lindemann, & Soule, 2006). This is mainly because we have objective assessments of skills that satisfy accountability requirements and drive student learning, but we have an assessment deficit in ob-

jective measures of values. Hence, we are in danger of passing highly skilled students with less than the appropriate professional values. This focus on objective assessment to the detriment of values attainment causes concern at all levels of education (Kelleher, 2003).

Critical assessment deficit in subject enculturation

Full enculturation into the subject requires attainment of skills and of values. However, under increasing requirements of accountability we have emphasised objective skills assessment because we have few, if any, objective assessments of values that would satisfy the rigours of accountability and universities are reluctant to focus on the matter (Cruess, 2006; Sambell, & McDowell, 1998). At the school level, this assessment deficit is a central focus of movements for 'values education' (Aspin, & Chapman, 2007; Lovat, & Toomey, 2009; Anderson, 2007). In Higher Education, this assessment deficit is of critical concern, particularly in medicine, where students can obtain high grades in objective skill assessments yet lack the decorum, the morality and the humanity expected of the medical profession. It is equally true in language education, but with less risk-attachment, this has previously been mainly a specialist pedagogic concern. However, growing international cultural pressures to maintain language identities in the confluence of global economic exchanges (Preisler, Fabricius, Haberland, Kjaerbeck, & Risager, 2005) has now led the European Union to formally propose cultural inter-comprehension assessments for language learners that emphasise shared values over traditional language skills (Phillipson, 2002; Slivensky, 2008).

Accountability needs introduce two problems that stymie objective assessment of subject-values, (i) finding a consensus to define the subject-values, and (ii) developing equitable assessments of those subject-values. The purpose of this research is to contribute to the re-emphasis on value-learning by developing accountable objective methods of monitoring students' affective attainments in their subject areas (Ginsberg, & Stern, 2004; Wear, & Kuczewski, 2004). Consistent with the literature on communities of practice which emphasises the importance of the enculturation of beliefs and identity in learning (Kjaerbeck, 2005; Lemke, 2002; Lin, 2008; Riley, 2007; Wenger, 1998), we consider skills learning plus value-learning as a process of enculturation into the culture of the subject (Boufoy-Bastick, 2003; 2010) and assess that enculturation by measuring changes in students' language identity.

Acknowledging cultural identification as students' learning motivators

Why do we prefer language teachers to be native speakers? It is because "language, culture, and identity are intertwined" (Shiels, 2001, p. 431). As Edward Sapir avered: "Again, language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives." (1921, p. 221). As Modern Language teachers, it is incumbent upon us, sometimes by law (Liddicoat, 2005), to enculturate our students into the skills and values of the target language by necessarily addressing both skill-attainment and cultural attainment (Byram, & Feng, 2005; Dlaska, 2000; Minami, 2004; Paige, Jorstad, Siaya, Klein, & Colby, 2003). Rowan (2001) reiterated "... the study of language is also a study of people and cultures, because language is an integral part of a culture" (p. 238). While we teach and model the target culture, we do not objectively and summatively assess students' attainments in the values, attitudes and intentions of the culture (Boxer, & Cortés-Conde, 2000; Rowan, 2001). However, it is often a cultural identification with our subject that motivates students to enrol and continue in our language programmes (Bruna, 2009). As a large component of student learning is assessment-driven, we might find that, rather than promoting enculturation, we are in danger of undermining students' cultural identification by focusing only on skill-assessment (Genc, & Bada, 2005; MacDonald, Badger, & Dasli, 2006). So this research demonstrates a positive approach to support both skill-attainment and cultural attainment (Andrade, Araújo e Sá, López Alonso, Melo, & Séré, 2005). It uses objective Culturometric (CM) methods of monitoring students' cultural attainments in language enculturation to measure whether our teaching is enhancing or undermining the enculturation of our language students (Boufoy-Bastick, 2007).

Method

Sample

This is a cross-sectional study. Our respondents were N=231 students enrolled in French and/or Spanish undergraduate courses. Because of the relatively small number of modern language students

at the university, these respondents represented an incomplete population census rather than a statistical sampling of language students. The respondents comprised 122 first year students, 46 second year students, 55 third year students and 2 fourth year students with 6 missing year values. Thirty-two were male, 190 were female with 9 missing gender values. There were 21 French majors, 55 Spanish majors, 77 taking French and Spanish, 58 English, 7 Linguistics and 11 others with 2 missing major values.

Research design

Cultural Index (CI) methodology was used to assess the French, Spanish and Ethnic components of their cultural identities and noted their Religions. The study was in four stages, briefly described here and then described in sufficient detail for replication below. The first three stages were quantitative and the last stage was mixed-methods.

Stage 1: (a) Data cleaning using two-tailed exclusion of non-consistent respondents, and (b) identification of optimal public objects for calculations of ethnic and language cultural Indices.

Stage 2 Reliability and Validity: (a) Test-retest correlations were used to assess reliability of responses. (b) Religion and strength of Ethnic Identity were used to assess the construct validity of the cultural identity measurements.

Stage 3: Year-by-year changes in students' French and Spanish cultural identity components. French and Spanish cultural identity components were compared across the three annual cohorts of respondents in a cross-sectional design.

Stage 4: Meanings of French and Spanish cultural identity components: Students were sorted on the two-dimensions of their Spanish and French cultural identity components. Students who had contrasting high Cultural Identity on one language and a low Cultural Identity on the other language were selected for highly focused topical interviewing.

Instrument and administration

The following questions were administered to intact classes of language students. The quantitative questions were embedded in a larger confidential test battery. All respondents answered the questions at least once. 14 students were selected on the ad hoc basis of their class enrolments to answer the questions twice. The average duration between the test and re-test for these 14 students was 8 days.

Sex: (circle correct response) Male or Female
Circle your Religion
Protestant
Catholic
Muslim
Hindu
Jewish
None
Other (please name)
You are a 1 st / 2 nd / 3 year student (circle correct response)

Your judgement...

Please show your judgment by giving a number from 0 to 10
 (0 means not at all and 10 means the maximum)

On a scale from 0 to 10...

How Indian do you feel (0 to 10)?

How African do you feel (0 to 10)?
How Spanish do you feel (0 to 10)?
How French do you feel (0 to 10)?

How Indian is PM Patrick Manning (0 to 10)?
How African is PM Patrick Manning (0 to 10)?
How Spanish is PM Patrick Manning (0 to 10)?
How French is PM Patrick Manning (0 to 10)?

How Indian is calypso (0 to 10)?
How African is calypso (0 to 10)?
How Spanish is calypso (0 to 10)?
How French is calypso (0 to 10)?

A repeated block design was used to elucidate the students' meanings of French and Spanish Language identities, each student representing a block. Six students with the most contrasting high and low language identities were selected for oral interview and asked the following four questions in random orders. After the oral interview the students were asked to summarise in writing their answers to the same four questions in the following order:

1. In what ways do you think you are French?
2. In what ways do you think you are Spanish?
3. In what ways are you not French?
4. In what ways are you not Spanish?

Methods of analysis

Stage 1 (a): Data cleaning using two-tailed exclusion of non-consistent respondents

A problem with self-report data is how to identify respondents who have not used their values consistently. A technique of Culturometric CI regulators called 'Value consistency' is designed for this purpose. Cultural Index (CI) regulators can optionally utilise three questions. Question 1 is a self-rating of the cultural construct in the identity of the respondent. Questions 2a and 2b are ratings of the same cultural construct in the identities of two public objects. All three responses should be consistent applications of the respondent's same values to these three different contexts. In this research, the researcher was using the emic consensus of the whole group to operationally define the cultural constructs, and to ground each respondent's self-ratings. Thus, the mean rating of Q2a defined the 'true' degree of the construct in public object 'a' and the mean of Q2b defined the 'true' degree of the construct in public object 'b'. Therefore, the mean of Q2a divided by the mean of Q2b represented the 'true' ratio of the cultural construct in the two public objects. Although respondents were likely to over-rate or under-rate the cultural construct according to their idiosyncratic values, if their values were consistent with those of their group and were applied consistently, then a respondent's individual Q2a/Q2b ratio would have been similar to the 'true' group ratio, and in that case we could infer that their Q1 self-rating was also likely to have been consistent. C-alpha was calculated to measure of how consistently high or consistently low were each subject's responses. In this study, the two public objects were the then Prime Minister of Trinidad and Tobago, the then Honourable Patrick Manning, and the Trinidadian ethnic music, Calypso.

Stage 1 (b): Identification of optimal public objects for calculations of ethnic and language cultural indices.

To choose the better public object for calculating each cultural index we used the two-stage rule of thumb and triangulated with the standard k-s decision rule. The first stage minimised ceiling and floor effects by choosing the public object whose mean was closest to the middle adjusted rating of $(1+11)/2=6$. The second stage was applied only if the means were close together, and in that case the public object whose ratings had the smaller standard deviation was chosen so as to privilege the greater group consensus that the smaller standard deviation signified. However, results of these rules-of-thumb were also checked with the standard k-s decision rule that used the single sample Kolmogorov-Smirnov Z statistic to choose the public object that had the more normal distribution of ratings.

Stage 2 (a): Test-retest correlations were used to assess reliability of responses.

The test self-ratings and public object rating of Indian-ness, African-ness, French-ness and Spanish-ness from the 14 test-retest respondents were correlated with their re-test self-ratings and public object rating of the corresponding cultural constructs on the retest.

Stage 2 (b): Religion and strength of Ethnic Identity were used to assess the construct validity of the cultural identity measurements.

If the cultural identity measurements have construct validity, we would expect that the ethnic identity of those respondents who were Hindu would be very significantly more Indian rather than African, whereas the ethnic identity of respondents who were Catholic would tend to be more African than Indian. We calculated a MANOVA to test these two hypotheses.

Stage 3: Year-by-year changes in students' French and Spanish cultural identity components.

To explore any changes in French and Spanish cultural identity components over the four years we used error-bar plots of mean CIs for the four years and ANOVAs with post-hoc contrasts comparing year means pair-wise.

Stage 4: Meanings of French and Spanish cultural identity components.

Respondents were ordered on their French and Spanish cultural identity components using a case labelled scatter-plot so that six respondents high on one CI, but low on the other CI, could be selected for oral interviews utilising the four interview questions above. The recordings were transcribed and together with the written summaries were analysed using NVivo 8 in a 2x2x2 comparative qualitative comparison repeated block design for French and for Spanish.

Results

The recordings were transcribed and together with the written summaries were analysed using NVivo 8 in a 2x2x2 comparative qualitative comparison repeated block design for French and for Spanish shown in figure 1, each respondent being a block.

		Language Identity	
Attributes	FRENCH	High	Low
	Positive	FHP	FLP
	Negative	FHN	FLN

		Language Identity	
Attributes	SPANISH	High	Low
	Positive	SHP	SLP
	Negative	SHN	SLN

Figure 1. Mixed methods - Repeated block design for qualitative comparisons

Stage 1 (a) Data cleaning using two-tailed exclusion of non-consistent respondents

Table 1 shows the mean consensus values for each cultural identity component for public objects Q2a and for Q2b.

Table 1: Consensus values for cultural identities of public objects

Descriptive Statistics				
Q2a PM Q2b Calypso	N	Min	Max	Mean
Indian-ness of PM	229	1	11	2.37
African-ness of PM	229	1	11	7.55
Spanish-ness of PM	229	1	11	1.91
French-ness of PM	228	1	11	1.63
Indian-ness of calypso	228	1	11	3.98
African-ness of calypso	227	1	11	7.83
Spanish-ness of calypso	229	1	11	3.11
French-ness of calypso	228	1	11	3.17
Valid N (listwise)	224			

Table 2 shows the 'true' proportions of the group means for each identity component. It also shows the lower bounds and upper bounds for Value Consistency as 50% and 200%, respectively, of these 'true' proportions.

Table 2: Value Consistency set between 50% and 200%

Upper and lower bounds for Value Consistency			
Values Consistency	50% cut- point	Mean Q2a/ Mean Q2b	200% cut- point
Indian	0.2980	0.5961	1.1921
African	0.4819	0.9638	1.9275
Spanish	0.3079	0.6157	1.2315
French	0.2566	0.5131	1.0263

Table 3 shows the cost-benefit of data cleaning using the CM technique of Value Consistency

Table 3: Cost-benefit of Value Consistency cleaning

Cultural Construct	Pre-Cleaning				Post-Cleaning			
	C-alpha	n Included	n Excluded	% Excluded	C-alpha	n Included	n Excluded	% Excluded
Indian	0.319	227	4	1.7	0.529	135	96	46.8
African	0.422	226	5	2.2	0.567	167	64	27.7
Spanish	0.372	228	3	1.3	0.585	147	84	36.4
French	0.479	227	4	1.7	0.685	148	83	35.9
Means	0.398	227	4	1.7	0.592	149	82	36.7

It is seen from table 3 that the cleaning increased the mean C-alpha consistency by an average of 50% for a cost of an average increased exclusion of 35%.

Stage 1 (b) Identification of optimal public objects for calculations of ethnic and language cultural Indices.

Table 4 shows the rule-of-thumb and *k-s* decision criteria for the choice of the more appropriate Public Object based on the Normality of only Value Consistent responses. The numbers shown in the 'n' columns are considerably reduced from the corresponding 'N' in Table 1 due to the two-tailed loss of inconsistent responses. This result shows that the 'Calypso' Public Object was the more suitable for the calculation of all four Cultural Indices.

Table 4: Rule-of-thumb and *k-s* decision criteria for the best choice of a Public Object

Cultural Identity Component	Public Object 1- Prime Minister					Public Object 2 - Calypso				
	Mean (M)		Std.		Kolmogorov-Smirnov Z	Mean (M)		Std.		Kolmogorov-Smirnov Z
	n	1 to 11	M-6	Deviation		n	1 to 11	M-6	Deviation	
Indian	136	2.15	3.853	2.039	4.201	135	3.13	2.874	2.719	2.727
African	170	8.66	2.659	2.672	2.503	168	8.47	2.466	2.461	2.270
Spanish	148	1.52	4.480	1.584	5.922	148	2.25	3.750	2.010	3.410
French	149	1.36	4.644	1.231	6.017	149	1.99	4.007	1.742	3.658

Valid n (listwise) 41

means Rule of thumb

k-s Decision rule

Stage 2 (a) Test-retest correlations were used to assess reliability of responses.

Table 5 shows the test-retest correlations for the raw self-ratings and ratings of the Calypso Public Object as well as the calculated Cultural Indices and Value Consistencies. An obvious limitation is the further reduction in the number of data values, from an already low original $n=14$, due to the exclusion of inconsistent responses.

Table 5: Test-retest reliabilities

Cultural Construct	Indian			African			Spanish			French		
	Corr	n	sig	Corr	n	sig	Corr	n	sig	Corr	n	sig
Cultural Indices	0.7807	6	0.067	0.8535 **	8	0.007	0.0409	8	0.931	0.1166	7	0.803
Self-Rating	0.9850 **	6	0.000	0.9369 **	8	0.001	0.2633	7	0.568	-0.0227	7	0.961
Calypso	0.8286 *	6	0.042	0.2675	8	0.522	0.9798 **	7	0.000	0.7308	7	0.062
Value Consistency	0.3900	6	0.445	0.6886	8	0.059	0.7499	7	0.052	0.5033	7	0.250

* Correlation significant at $p<0.05$ (2-tailed)

** Correlation significant at $p<0.01$ (2-tailed)

Stage 2 (b) Religion and strength of Ethnic Identity were used to assess the construct validity of the cultural identity measurements.

The mean ethnic cultural identities of Hindus and Catholics are given in Table 6.

Table 6: Ethnic cultural identities of Hindus and Catholics

Descriptive Statistics

Q11relig Religion		Mean	Std. Deviation	N
Cli CI Indian	2 'Catholic'	3.4990	3.44230	33
	4 'Hindu'	20.0092	13.85243	8
	Total	6.7205	9.32416	41
Cla CI African	2 'Catholic'	6.5332	3.45614	33
	4 'Hindu'	2.1819	2.25469	8
	Total	5.6842	3.67335	41

Table 7 gives the MANOVA testing the differences in these mean levels of Indian-ness and African-ness of Hindu and Catholic respondents. It shows both differences are highly significant.

Table 7: Construct validity evidenced by significant differences between the Indian-ness and the African-ness of Hindu and Catholic respondents

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Cli CI Indian	1755.191 ^a	1	1755.191	39.742	.000	.505
	Cla CI African	121.916 ^b	1	121.916	11.380	.002	.226
Intercept	Cli CI Indian	3558.425	1	3558.425	80.572	.000	.674
	Cla CI African	489.068	1	489.068	45.650	.000	.539
Q11relig	Cli CI Indian	1755.191	1	1755.191	39.742	.000	.505
	Cla CI African	121.916	1	121.916	11.380	.002	.226
Error	Cli CI Indian	1722.410	39	44.164			
	Cla CI African	417.823	39	10.713			
Total	Cli CI Indian	5329.366	41				
	Cla CI African	1864.451	41				
Corrected Total	Cli CI Indian	3477.601	40				
	Cla CI African	539.739	40				

a. R Squared = .505 (Adjusted R Squared = .492)

b. R Squared = .226 (Adjusted R Squared = .206)

Figure 2 is based on Table 6 and shows the mean African-ness and Indian-ness of Hindus and Catholics with one standard deviation error bars to illustrate their separations. The effect sizes of these F values are large and medium respectively (Cohen, 1988).

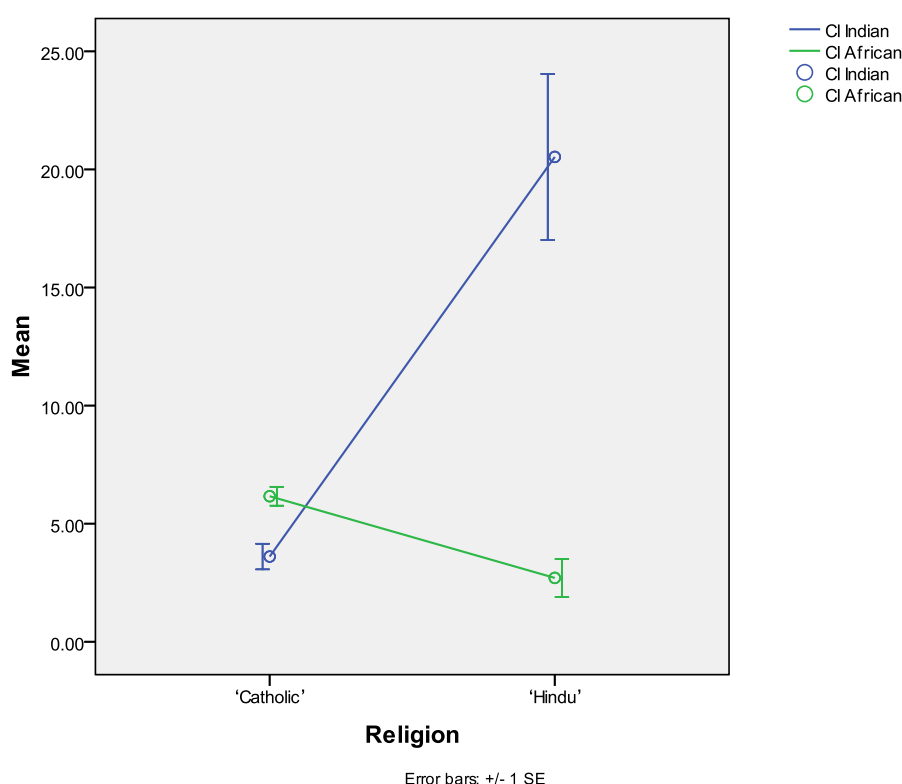


Figure 2: Effect sizes of differences between Indian-ness and African-ness of Hindu and Catholic respondents

These expected results strongly support the construct validity of our Cultural Index measures.

Stage 3: Year-by-year changes in students' French and Spanish cultural identity components. Table 8 shows student numbers and students' mean Spanish-ness and French-ness cross-sectionally at each year of the language programmes.

Table 8: Mean French and Spanish Language Identities at each year of the programme

Q21	Year in Degree	Cls CI Spanish	CIf CI French
1	Mean	5.7814	3.3239
	N	74	80
2	Mean	5.8301	2.2656
	N	33	32
3	Mean	2.7794	2.2059
	N	34	30
4	Mean	2.2500	1.9933
	N	2	2
Total	Mean	5.0295	2.8373
	N	143	144

The means from table 8 are plotted in Figure 3.

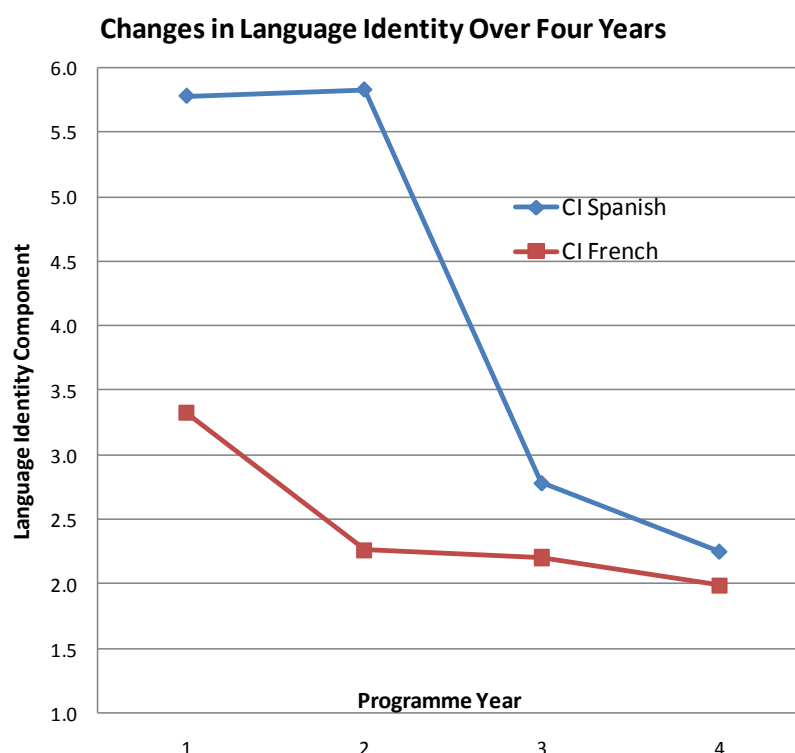


Figure 3: Changes in students' French and Spanish Language Identities over four years of teaching

Figure 3 shows that the Language Identity of students decreases over the four years of the language programmes. For French, there is a marked decrease by the end of year two. However, The Spanish Cultural Index is still high at the end of year two and then plummets by the end of year three. Both components of language identity reach their lowest level at the end of year four.

Post-hoc Tamhane T2 multiple comparison tests, for unequal n and variances, between the means for each year, as given in Table 9, show that for Spanish the drop from year 1 to year 4 was highly significant ($p < 0.001$, actually $p = 0.000006$) and was significant for French at $p < 0.05$, actually $p = 0.021$)

Table 9: Significant decreases in students' language identities by the end of the programme

Multiple Comparisons			Mean Difference (I-J)	Std. Error	Sig.	Interval	
(I) Year in Degree	(J) Year in Degree	Lower Bound				Upper Bound	
Dependent Variable: CIs CI Spanish							
Tamhane 4	1		-3.5314 [*]	.66151	.000	-5.3203	-1.7425
	2		-3.5801 [*]	1.11404	.018	-6.7036	-.4565
	3		-.5294	.54037	.913	-2.0415	.9827
Dependent Variable: CIf CI French							
Tamhane 4	1		-1.3306 [*]	.44138	.021	-2.5217	-.1395
	2		-.2723	.22523	.801	-.9051	.3605
	3		-.2126	.49721	.999	-1.6161	1.1909

Stage 4: Meanings of French and Spanish cultural identity components

Figure 4 shows the two-dimensional sort of respondents on their Language Identities and the High-Low extreme respondents. 3 'high Spanish low French' and 3 'high French low Spanish' have been marked.

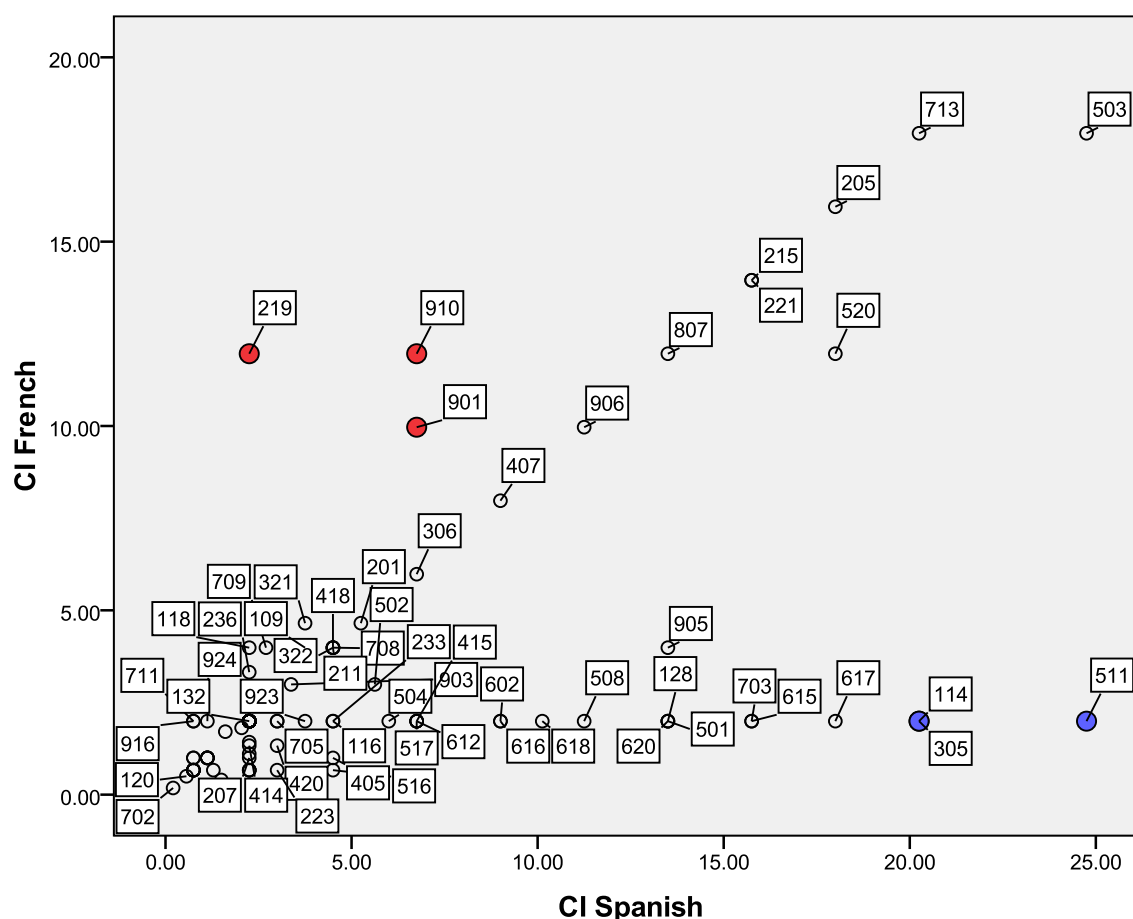


Figure 4: Selection of students who have maximally contrasting language identities for explorative interviews

Table 10 lists the high and low French and Spanish language identities of these 6 students selected for interview

Table 10: High and low French and Spanish language identities of six students selected for interview

		Q1S Respondent	CIs CI Spanish	CIf CI French
High Spanish	S1	511	24.75	1.99
	S2	114	20.25	1.99
	S3	305	20.25	1.99
High French	F1	910	6.75	11.96
	F2	219	2.25	11.96
	F3	901	6.75	9.97

As this is a work-in-progress only students F1 and F2 have so far been interviewed. From these interviews it seems that language Identity is composed of two characters: (i) a perceived self-competence e.g. relative skill level and (ii) a cultural component, e.g. family background. The students are aware of differences in the French and Spanish values that are directly and indirectly taught but they do not seem to have imbued them.

Future interviews will need to explore the meanings of the 2nd and 3rd year decreases in Language Identity by interviewing students identified as having a large year-on-year language Identity decrease.

Conclusions

Student enculturation comprises two attainments; skills and values. Formal teaching and objective assessment methods for the detailed articulated skills content of our courses are designed to raise the skill attainments of our students. In contrast, the informal teaching and non-assessment of subjectively defined values content often fails to ensure our students attain the commensurate values for enculturation. We are thus in danger of passing students with skills honed for no-purpose. This is of high public concern in the teaching of foreign languages where imbuing the target language culture is both major motivation for foreign language study and valued outcome of foreign language study. We have proposed that in prevalent assessment-driven learning environments the availability and use of objective skill-assessments favour skill-attainment, whereas the lack of objective value-assessments, and the consequential non-assessment of values, undermines value-attainment. With the aim of countering value-deficiency while maintaining traditional levels of skill-attainment, this paper has presented an objective method of monitoring attainment of subject cultural identity during the enculturation process of learning. In particular, it has demonstrated an objective Culturometric method of monitoring attainments of language identity over the course of foreign language learning; a simple method that teachers of languages can use to ensure their efforts of enculturation into the culture of their target language are being successful.

References

- Anderson, M.W. (2007). Assessment matters - Should improving student thinking include altering student values? The role of general education. *About Campus*, 12(3), 23-25.
- Andrade, A., Araújo e Sá, M.H., López Alonso, C., Melo, S., & Séré, A. (2005) Galanet: Manual do Utilizador. Aveiro: Universidade de Aveiro.
<http://www.galanet.eu/publication/fichiers/manuel.pdf> (accessed 16th May 2009).
- Aspin, D.N., & Chapman, J.D. (2007). *Values Education and Lifelong Learning: Principles, Policies, Programmes*. Dordrecht: Springer.
- Beauchamp, G. (2004). The challenge of teaching professionalism. *Annals of the Academy of Medicine, Singapore*, 33(6), 697-705.

- Boufooy-Bastick, B. (2003). *Academic Attainments and Cultural Values*. Munich: Lincom Europa.
- Boufooy-Bastick, B. (2007). . Embodied cognitive experiential learning in a multicultural foreign language classroom. *Humanising Language Teaching*, 9(5).
- Boufooy-Bastick, B. (2010). *Language Education and Policy in Fiji: A Culturometric Investigation of Ethnic Values. Volume 2 – How Culture Determines Language Attainment*. Saarbrücken: Lambert Academic Publishing.
- Boxer, D., & Cortés-Conde, F. (2000). Identity and ideology: Culture and pragmatics in content-based ESL. In J.K. Hall and V.L. Stoops (Eds.) *Second and Foreign Language Learning through Classroom Interaction* (pp. 203-219). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Bruna, K. R. (2009). Materializing multiculturalism: deconstruction and cumulation in teaching language, culture, and (non) Identity reflections on Roth and Kellogg. *Mind, Culture and Activity*, 16(2), 183-190.
- Byram, M., & Feng, A. (2005). Culture and language learning: teaching, research and scholarship. *Language Teaching*; 37(3), 149-168.
- Clark, J.K., Sauter, M., & Kotecki, J.E. (2000). Adolescent girls' knowledge of and attitudes toward breast self-examination: Evaluating an outreach program. *Journal of Cancer Education*, 15(4), 228-231.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cruess, R.L. (2006). Teaching professionalism: Theory, principles, and practices. *Clinical Orthopaedics and Related Research*, 449, 177-185.
- Diaska, A.(2000). Integrating culture and language learning in institution-wide language programmes. *Language, Culture and Curriculum*, 13(3), 247-263.
- Genc, B., & Bada, E. (2005). Culture in language learning and teaching. *Reading Matrix: An International Online Journal*, 5(1), 73-84.
- Ginsberg, S., & Stern, D. (2004). The professionalism movement: Behaviors are the key to progress. *The American Journal of Bioethics*, 4(2), 14-15.
- Kelleher, J. (2003). Professional development that works: A Model for assessment-driven professional development. *Phi Delta Kappan*, 84, 751-757.
- Kjaerbeck, S. (2005). Narratives in talk-in-interaction: Organization and construction of cultural identities. Construction of sociocultural identities in face-to-face interaction. In B. Preisler, A. Fabricius, H. Haberland, S. Kjaerbeck, & K. Risager (Eds), *The Consequences of Mobility: Linguistic and Sociocultural Contact Zones* (pp. 45-57). Roskilde: Department of Language & Identity, Roskilde University.
- Lemke, J. (2002). Becoming the village: Education across lives. In G. Wells, & G. Claxton (Eds) *Learning for Life in the 21st Century* (pp 34-45). Oxford: Blackwell Publishers.
- Liddicoat, A. (2005). Culture for language learning in Australian language in education policy. *Australian Review of Applied Linguistics*, 28(2), 28-43.
- Lin, A.M.Y. (Ed).(2008). *Problematizing Identity : Everyday Struggles in Language, Culture, and Education*. New York: Lawrence Erlbaum.
- Lindemann, J., & Soule, D. (2006). Teaching professionalism to medical students: A faculty guide. *Journal of the South Dakota State Medical Association* , 59(5), 203-205.

- Lovat, T., & Toomey, R. (Eds.) (2009). *Values Education and Quality Teaching: The Double Helix Effect*. New York: Springer
- MacDonald, M.N., Badger, R., & Dasli, M. (2006). Authenticity, culture and language learning. *Language and Intercultural Communication*, 6(3&4), 250-261.
- Minami, M. (2004). Culture as the core: Perspectives on culture in second language learning. *Studies in Second Language Acquisition*, 26(4), 629-630.
- Paige, R. M., Jorstad, J., Siaya, L., Klein, F., & Colby, J. (2003). Culture learning in language education: A review of the literature. In D. Lange, & R. M. Paige (Eds.), *Culture as the Core: Integrating Culture into the Language Education* (pp. 173-236). Greenwich, CT: Information Age.
- Phillipson, R. (2002). *English-only Europe? Language Policy Challenges*. London: Routledge.
- Preisler, B., Fabricius, A., Haberland, H., Kjaerbeck, S., & Risager, K. (Eds) (2005). *The Consequences of Mobility: Linguistic and Sociocultural Contact Zones*. Roskilde: Department of Language & Identity, Roskilde University.
- Riley, P. (2007). *Language, Culture and Identity: An Ethnolinguistic Perspective*. London: Continuum.
- Rowan, S. (2001). Delving deeper: Teaching culture as an integral element of second-language learning. *Clearing House*, 74(5), 238-241.
- Royal College of Physicians of London (2005). *Doctors in Society: Medical Professionalism in a Changing World*. London, Royal College of Physicians of London.
- Sambell, K., & McDowell, L. (1998). The construction of the hidden curriculum: Messages and meanings in the assessment of student learning. *Assessment and Evaluation in Higher Education*, 23(4), 391-401.
- Sapir, E. (1921, 2005). *Language: An Introduction to the Study of Speech*. Kessinger Publishing. (Chapter 10. *Language, Race and Culture*, also <http://www.bartleby.com/186/10.html> retrieved 16th May 2009.
- Schwartz, R., & Lederman, N.G. (2002). It's the nature of the beast: The influence of knowledge and intentions on learning and teaching nature of science. *Journal of Research in Science Teaching*; 39(3), 205-236.
- Shiels, K. (2001). A qualitative analysis of the factors influencing enculturation stress and second language acquisition in immigrant students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 62(2-A), 431.
- Slivenskya, S. (2008). The European centre for modern languages: Recent projects. *Language Teaching*, 41, 435-443.
- Vez, J.M. (2002). Introducing a European dimension into EFL teacher education. *CAUCE, Revista de Filología y su Didáctica*, 25, 147-162.
- Wear, D., & Kuczewski, M. (2004). The professionalism movement: Can we pause? *The American Journal of Bioethics*, 4(2), 1-10.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.