

**DESCRIPTION OF SOCIOLINGUISTIC VARIABLES ON ENGLISH  
OUTDOORS' PARTICIPANTS AT THE UTP**

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**Licenciatura en Bilingüismo con Énfasis**

**en Inglés**

**Pereira**

**2018**

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**Trabajo de grado como requisito para optar por el título de Licenciadas en**

**Bilingüismo con énfasis en inglés**

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## **ABSTRACT**

This research involves how sociolinguistic awareness is presented in the interactions of the participants of an Immersion Camp, through the analysis of two sociolinguistic variables, register and politeness. Immersion Camps are designed to foster social and communicative abilities in a second language environment in which participants can interact in natural context. However, in Colombia, immersion camps are a new method implemented in the last years; as a consequence, there is a lack of studies related to immersion programs and the sociolinguistic competence; therefore, this study contributes to fill these theoretical gaps for the development of new studies of this field.

In the data analysis was implemented conversational analysis, a method that allowed the study of interactions of three participants from English Outdoors. After the data was analyzed, there were found conscious processes in the participants' interactions through the change of levels of politeness and formality; moreover, register was implicitly presented as lexical selection, floor, turn taking, metalinguistic awareness, and politeness.

## RESUMEN

Esta investigación estudia como la consciencia sociolingüística se presenta en las interacciones de los participantes de un campamento de inmersión, mediante el análisis de dos variables sociolingüísticas, registro y cortesía. Los campamentos de inmersión están diseñados para fomentar espacios de interacción auténtica de la segunda lengua para promover habilidades sociales y comunicativas. Sin embargo, en Colombia los campamentos de inmersión son un método recién implementado, como consecuencia de una brecha teórica de estudios de programas de inmersión y la competencia sociolingüística. Por esta razón, este estudio contribuirá como apoyo teórico para futuras investigaciones relacionadas con estos temas.

En el análisis de datos se implementó análisis conversacional, un método que permitió el estudio de las interacciones de tres participantes de *English Outdoors*. Al terminar el análisis de datos, se encontraron cambios en los niveles de cortesía y formalidad por medio de procesos conscientes en las interacciones de los participantes; además, registro fue presentado de manera implícita como selección lexical, *floor*, turno de habla, conciencia metalingüística, y cortesía.

## ACKNOWLEDGEMENTS

Throughout the development of this research study, we consider this process a meaningful experience that could not be developed without the support and guidance of an important group of people. To start, we want to thank to our parents since they encouraged us to accomplish our stated goals and support us emotionally during the development of the study and our career.

We cannot thank enough our advisor Daniel Murcia Quintero who believed in our perspectives of the project, and who guide us through the rights path to accomplish the objectives of this research. Moreover, he encouraged us to be critical thinkers through the improvement of our academic writing ability.

Additionally, we want to thank the professors Claudia Cardenas and Isabel Sanchez, who gave us the opportunity to collect the data in order to develop this research, in the Immersion Program *English Outdoors*, and provided us all the information necessary about the immersion program.

Finally, we want to highlight our team work throughout the development of the study, and how much we have learned leaving outside out differences and focusing in the development of our project.



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## 1. PRESENTATION

With the purpose of developing and enhancing English communicative abilities, the Colombian government has launched four national bilingualism plans and a law of bilingualism that promote the improvement of students and teachers' second language proficiency; for instance, in 2016 immersion camps were implemented profiting 3.000 students. As immersion programs; henceforth (**IP**), contribute the development of social and linguistic skills, in the bachelor's degree of Education in Bilingualism from the Universidad Tecnológica de Pereira, it was launched English Outdoors, allowing its participants to be immersed in a L2 significant environment.

This research studies sociolinguistic awareness of three participants from English Outdoors, which recognized and described sociolinguistic variables that emerged in the participants' interactions. Furthermore, there were selected four studies as theoretical support for the research, these are related to the implementation of IPs and their contribution to the sociolinguistic learning process; however, these studies are not associated directly with the focus of this research. Due to the lack of studies, the conceptual framework was the primary tool to support the data analysis; this study will contribute with this theoretical gap. This research is divided in four units of analysis: Floor, turn-taking, lexical selection and metalinguistic awareness as part of two sociolinguistic variables: Register and politeness; through the development of the data analysis, register was identified as an overarching variable that embraces all of these identified.

## 2. STATEMENT OF THE PROBLEM

Globalization and internationalization have caused many social, economic, technological and cultural changes around the world pushing education to transform its traditional teaching into a wider perspective of other cultures that compose a society. Knight (2014) defined the process of *internationalization* as an agent of globalization, and a model of strategies that interconnect international and intercultural dimensions into teaching and learning goals, allowing each institution to adopt objectives influenced by their necessities of approaching this process. For instance, the *Consejo Nacional de Acreditación* (2011) adopted a process of internationalization with two principal aims; an international accreditation, which provides universities with an official approval, and international external evaluation, which is a mechanism that allows the first part to be accomplished, with the purpose of exposing universities and its graduates to broader professional fields.

Due to the necessity of universities achieving international alignments and fulfill students' needs; such as getting international scholarships and better employment opportunities. From 2004 to 2016, the Colombian government launched a national bilingualism law and four national bilingualism plans with the purpose of developing the English communicative competence of Colombian citizens. *The National Plan of Bilingualism* (2004-2019) was created in order to form citizens capable of communicating in English, bringing new opportunities of universal communication, global economy and cultural awareness, due to the Colombians' particular bilingualism necessities and taking into account Colombia's multiculturalism. Additionally, new training was developed since in the

teachers' diagnostic test that was implemented during the National Plan of Bilingualism, was found that the 65% of the teachers from the public sector had A2 level or below whereas only 33% of them had a B1 level.

Based on the previous results, the MEN launched a new plan called *Program for Strengthening the Development of Competences in Foreign Language* (2010-2014), which implemented four strategies as a continuous process. First, the creation of new English material; second, institutional management strategies; third, assessment and monitoring; fourth, teachers' training and companion. During this period in 2013, the Colombian congress approved Law 1651 as the law of bilingualism with the objective of highlighting the role of acquiring a foreign language in all the educational institutions, besides to develop the communicative and linguistics skills in a foreign language.

In order to improve the previous plans, in 2015 the MEN launched *Colombia, very well!* A bilingual national program focused in strengthening and promoting quality education. This project is intersectoral, integral and long-term strategies that will be develop through 2015 and 2025 with the purpose of helping the students to use English as a tool of communication with the world and to improve their professional opportunities. In addition, this program is expected to increase teachers' English proficiency supporting them to achieve a C1 level according to the Common European Framework (CEFR). During 2010-2014, only 80% of English teachers had B2; 48% of the teachers had appropriate level, and 52% had a lower level of B+, reflecting that teachers were not prepare as projected; thus, it is assumed that with this program in 2025, the 85% of teachers in development will graduated with C1 level. Consequently, the MEN implemented in 2015 specific resolutions with the purpose of developing values, professional knowledge and language competences. Therefore, in the Decree 1075, 2015 from the Colombian Constitution, was stated the guidelines for Foreign

Language degrees, which emphasized that higher education institutes should guarantee that all the graduates from the degrees must have a B2 or an upper proficiency level (C1) of a second language according to the CEFR.

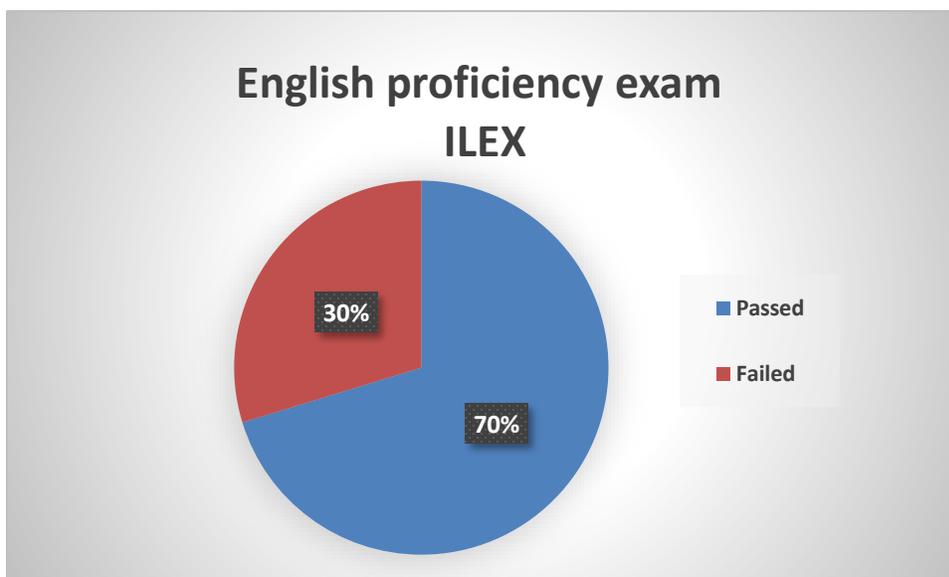
Lastly, in 2014 the MEN launched *Bilingual Colombia (BC)* as a program that seeks to achieve a B2 level for a 35% of the eleventh graders from public institutions by 2018. In order to develop this project, the government will implement three main strategies: The teachers, (BC) will diagnose and train teachers to improve their language proficiency and methodologies. Pedagogical design, the creation of English curriculums: *Pedagogical Principles and Guidelines: suggested English curriculum, 6<sup>th</sup> to 11<sup>th</sup> grades* and *Basic Learning Rights: English 6<sup>th</sup> to 11<sup>th</sup> grades*. The implementation of pedagogical materials, donation of pedagogical resources and technological kits for schools. In 2016, was presented *English Immersion Camps in Colombia*, in which 3.000 students will be benefited, providing them opportunities to improve their English pronunciation and comprehension through two modalities: English Immersion Camps in Colombia and Summer Camps in the United States. In order to focus in the development of youth leadership, the selected students shared a positive and an entertaining with young Americans and Canadians, in which they can increase their leadership abilities and strength their English communicative competences. The implementation of these extracurricular activities are necessary, as they are tools for engaging language students to develop their social and communicative skills; for instance, Simoncini (2012) affirmed that these are safe learning environments' that offer informal settings on which learners can communicate and interact with each other, allowing them to gain self-confidence. Additionally, intercultural exposure is a route to bilingual development, as Heath (1983) argued "*all language learning is culture learning*", meaning that language learning process must develop both linguistic and sociocultural knowledge.

*Bilingual Colombia* seeks to improve the English competences from 2% to 8% with a pre-intermediate level. The Ministry of National Education in 2015 launched a program of foreign native trainers called *English Teaching Fellowship Program*. Through this program, the national Government pursues to guide public institutions with foreign native trainers or “fellows”, who have arrived to Colombia from different countries: Australia, Kenia, United States, Canada, Jamaica, United Kingdom and others. This initiative has benefited more than 150.000 students, and more than 350 schools in 55 cities around the country. This strategy has been developed with an alliance between the Ministry of Education and the Heart for Change foundation; they expect to influence more students and more cities in Colombia, promoting pedagogical dynamics that allows students and Colombian teachers to enhance their English communicative skills. For that reason, the fellows program projected three main objectives: strengthening teachers and students in English abilities; providing an intercultural change between Anglo speakers’ countries and different Colombian regions; and improving the pedagogical techniques in English teaching.

In Pereira, Risaralda, there is only one public institution of higher education, Universidad Tecnológica de Pereira (UTP), which has an English Program for all the degrees, aiming to increase linguistic abilities in the second language through classes from the *Instituto Lenguas Extranjeras* (ILEX). On the other hand, the Bachelor’s in education in Bilingualism with emphasis in English, from the faculty of fine arts and humanity at the UTP, measures its students’ English skills with two proficiency tests; at the beginning and at the end of the career as a requirement to certify their English proficiency level. According to ILEX, in March 2017, 37 students took this English proficiency test, in which 71% (26 students) passed it and the 29% (11 students) failed it.

**Figure. 1**

*Average of results of the English Proficiency Exam-ILEX*



Due to the previous requirements mentioned in the Decree 1075, in the current context the Bachelor's in education in Bilingualism, has been implementing strategies like the IP, named *English Outdoors*, as a strategy to improve the English communicative competence of its participants, and help its students to achieve a C1 proficiency English level according to CEFR. This program aims to foster the Anglophone culture through significance learning experiences, providing its participants the necessary tools to develop their linguistic, sociolinguistic and pragmatic competences.

As the IP is a new method in Colombia, there is an urgent necessity to develop research and exploration about it, since there is a theoretical gap in how this method complements the second language learning process and enrich professional opportunities. As Gómez (2016) stated government should increase training opportunities such as IPs, financial aids to study abroad, visual courses to improve teachers' English communicative competence. This study intended to identify and describe the sociolinguistic variables that

may emerge in the English IP, *English Outdoors*, implemented in the Bachelor's in education in Bilingualism with emphasis on English, from the faculty of Fine Arts and Humanity at the UTP. This program aims to immerse students into a L2 significant learning environment and fostering the Anglophone culture. Additionally, since IPs implemented by the Government are focus on the development of the linguistic and communicative competence, this research studies the sociolinguistic competence, as it is necessary to comprehend the sociocultural factors of the target language in order to complement the learning process. Due to these reasons, this research contributed to fill the theoretical gap of sociolinguistic competence in the implementation of IPs in Colombia, as it is a new method, and there is not enough exploration about it, allowing the development of new studies on this field. As a result, the main research question which guided the study:

### **RESEARCH QUESTION**

To what extent the sociolinguistic awareness is promoted in an English Immersion camp?

### **3. OBJECTIVES**

#### **3.1 General objective**

- To describe the practice of turn taking, floor, lexical selection and metalinguistic awareness as sociolinguistic variables that may represent politeness and register in the participants' interactions during the selected activities in the English IP.

#### **3.2 Specific Objectives**

- Identify the sociolinguistic variables: Turn taking, floor, lexical selection and metalinguistic awareness classified in the data collected.
- Identify the degree of politeness in the participants' interactions.
- Recognize the sociolinguistic awareness that might appear on the results from selected activities and the interviews with the participants.

## 4. THEORETICAL FRAMEWORK

### 4.1 Literature Review

English immersion camps are programs in which ESL learners are immerse in an English didactic and pedagogical environment with the purpose of developing a higher bilingual proficiency. Language immersion allows people to learn the second language “*by being expose to natural language use and by being socially motivated to communicate*” (Potowski, 2002). This review section will present four specific studies: Potowski (2002), Pachón (2012), Shojaee, et al. (2014), Mizne (1997-2002) “*Dual immersion classrooms, also known as "two-way" bilingual immersion, combine students who speak a non-English language (in this case Spanish) with English-speaking students who are learning Spanish*” (Potoski, 2002). The author’s study was set in a school from Chicago, Illinois, the place was selected for two reasons; during 1998, this city had 18 dual IPs; and second, this school had at least 30% non-Spanish students’ population. Potowski (2002) stated that through her pilot observations in dual immersion classrooms, she noticed the sociolinguistic patterns and the situations in which students used English in informal context and Spanish only for formal talks. Therefore, she developed the next questions as a guide through all her study. (1) What are the patterns of language use in a Spanish-English dual immersion classroom? (2) What factors help explain these patterns? To conduct the case study, the author selected four-fifth graders, two Spanish as L1 and two Spanish as L2. During the research, Potowski collected the data through mixed methods such as the analysis of a combination of field notes taken

during observations, interviews, and journals entries written by the students about their Spanish proficiency, a written questionnaire, and a qualitative analysis of the classroom recordings.

To describe the findings, Potowski (2002) identified nine important variables: First, language, there are four categories: Spanish, English, codeswitched and null. The findings showed when students did not know the word; they said it in their L1 ("I already did almuerzo and pizarron"). Two, length of turn; third, Class, were the spaces in which students could increase their linguistic and sociolinguistic knowledge. Fourth, participants structure, several researchers (Blanco-Iglesias, et al.1995; Broner 2000; Willett 1995; Parker, et al. 1995) found the participant structures of classrooms are significant in explaining students' language use. Fifth, interlocutor divided into public and non-public, a variable that showed students' interest into the classes; sixth, selectness, seven, topic, seventh, gender, ninth, first language. Finally, in this research was found that: Regardless of L1, the girls used Spanish more often than the boys did; the students averaged used 82% Spanish while talking with the teacher, but 32% when talking to peers; Spanish was mostly used for on-task topics; off-task social turns were made just 16% in Spanish; finally, students' peer English covered a wider range of functions (including playing, teasing, and another off-task activity) than did their peer Spanish. Even though the two languages exist in immersion classrooms, learners just used Spanish for academic purposes and rarely for socializing, they preferred English for social talks.

The impact of globalization pushed some countries to create spaces in which people are immerse in an interactional context with the target language *English*, with the purpose to be expose in a native like environment. For this reason, Potowsky's (2002) and Pachón's (2012) studies covered the analysis on how sociolinguistic factors can affect the learning process in

L2, and how the context can develop and enrich this process. Therefore, Pachón (2012) in the study *An Ethnographic Sociolinguistic Analysis of The IP In Standard English*, aims to analyze how the influences of globalization, social and economic factors have impacted the changes on the languages (Creole, Spanish, and English) in San Andrés, and how they are learned, focused in the English IP and the experiences of its learners. This study took place in San Andrés, Colombia, focused in the IP in Standard English, launched by el Ministerio de Educación in 2005 (p. 11), as part of the bilingualism program of Colombia. Thus, the research question regards to *“how the Standard English IP is developed in terms of its sociolinguistic, educational and communicative processes?”* (Pachón, 2012. p. 14).

Throughout the research, Pachón made a reflection of the history of IPs, considering its changes through the years, IPs in Canada and US, and different definitions like Harmer’s and Blanc’s *“immersion is “[...] a form of bilingual education in which a group of learners are instructed through a different language to their first language [...]”* (1989. p. 371). The author studied and compared previous information in order to affirm that *The IP of Standard English* differs from them, for three mayor reasons: The main goal was to improve the communicative competence of English as a foreign language, working in speaking but also in literacy. The social goal was improvement and pluralism (Blaker, 1989). For the developing of this research, 400 teachers from public schools were selected. The ministry of education selected the participants through a *Quick Placement Test*, and whose results were A2; after this process, the teachers had to write a proposal on how this program and the knowledge acquired on the island would contribute on their job. Moreover, the immersion had two components: Academic and Sociocultural. The first covered one QPT at the start and end of the course, four professors from the island, the use of software in the classes, and the coordination of the Universidad Nacional de Colombia. The second, was in charge of two

ONGs, *living in English* and *Providence Foundation*, the students had to be part of social causes and live on inns with people from the island during the four weeks. (p, 21 - 22).

For instance, Pachón used interviews, surveys, observations, and tests results as the methods to collect data; the findings were mostly satisfying since most teachers could improve their English proficiency, which was reflected in the final test, and how they would interact showing more confidence and English appropriation. Stating that IPs are methods to improve language competences through environments of interaction with the target language. (Pachón, 2011, p. 206). Potowsky's and Pachón's studies focused on the influence of IPs reflected on the learners' experiences and their learning process in order to highlight the impact of these programs. On the other hand, on the next study was analyzed the impact of the context in the learning process, presenting four hypotheses as supporting ideas. For instance, Shojaee, et al. (2014) implemented some instruments to collect the data: a proficiency test (Fowler and Coe, 1976), used to accommodate the students on the study; a questionnaire, 'Discourse Completion Test' (DCT), implemented to recognize the students' knowledge; a piloted test, given to the participants to analyze their answers in different situations. During the research, they received 10 sessions of instruction; first, a pre-test, in which researchers divided the students; second, participants received receptive sociolinguistic awareness through receptive sociolinguistic inputs; and third, a post-test in which students solve some tests to score their grammar, appropriacy and lexical meaning.

On this study, the researchers analyzed the findings through the collected data, the statistical results and six research hypotheses. The first three and the last two hypotheses were rejected since not all the DCT reflected the learners' performance; nevertheless, the fourth hypothesis was approved because it revealed that both receptive and productive sociolinguistic conventions awareness were significant for the Iranian EFL learners. This

finding was supported by Chung Yu (2005), who claimed that while producing and perceiving language, the person should be aware of both linguistic rules for accuracy and sociolinguistic rules for appropriacy in different situations. In fact, using appropriate strategies for talking or reacting requires being fully aware of the context, situation and interlocutor's social status. Also, the fourth hypothesis showed that males are better in productive competence than females, while in receptive competence females are better than males.

The previous study highlighted how sociolinguistic factors affect the communication; therefore, the Mizne's study (1997) stated *the ability to adjust one's speech to fit the situation in which it is said is called sociolinguistic competence, and without this ability, even the most perfectly grammatical utterances can convey a meaning entirely different from that which the speaker intended* (Mizne, 1997). The author of this study emphasized the importance of the sociolinguistic competence in ESL classroom, with the purpose of creating a model of how to teach culture and sociolinguistics in the ESL classroom. This research was developed through two modules: Kluckhohn Model (1961) and compliments. *The Kluckhohn model* presented a list of five values orientations that are common in all cultures: human nature, man-nature, time, activity and relational. The participants were grouped according to their backgrounds to classify their culture on the previous model; during the phase two, *compliments* were presented through cross-cultural differences and sociolinguistic terms: gender, frequency and social status. For this research, was selected 11 ESL participants, who have lived in United States for different amount of time. They were between the ages 25 and 40; also the participants were divided into three groups: Latin American, seven Asian and one Turkish. The data analysis revealed that students who have been in US for more than six months, the information provided was more useful since they were more expose to the

American culture. Additionally, Mizne concluded that the most difficult speech acts for the participants were giving advice, giving suggestions and compliments; on the contrary; the easiest were giving thanks, invitations, and requests.

To conclude this review, these studies showed the importance of the implementation and creation of IPs, showing how those contributed in sociolinguistic learning process. Consequently, we chose the last two previous studies with the purpose of highlighting the influence of the sociolinguistic competence in L2 learning process; how the variables and the social environment are interconnect in the development of a language. For this case, in our research we will focus in English Outdoors that the Bachelor's in education in Bilingualism launched with the purpose of creating an informal environment of English interaction, to expose students into L2 since in Colombia there are not a lot spaces to practice it.

The aim of this study was to analyze sociolinguistic variables that contribute to the participants' sociolinguistic awareness. These studies guided the analysis of the variables and the description of the findings; the studies demonstrated the relation between sociolinguistic and IPs, and how this relation contributes to the second language development, allowing a national and international perspective to analyze the results as in the studies were identified and described the sociolinguistic factors.

## **4.2 Conceptual Framework**

The purpose of this chapter is to present the main concepts of the current research project, which helped in the development of the study. The concepts are taken from different theorists who will guide the analysis of the data. This framework is divided in two main concepts *IPs* and *Sociolinguistic*; at the end of each term the researchers wrote the connection between the

previous ones and the one provided by the authors. The first concept starts with Swain and Lampkin's (2005) theory, which stated the importance of content-based instruction in the developing of IPs as a way of instruction for L1 and L2. Secondly, Cummins (2009), who reaffirmed the importance of IPs, highlights the creation of second-language instructional environments with the goal of developing proficiency in both languages. For the second concept, Vasquez (2015), defined sociolinguistic the relation between language factors with the social, cultural and interactional features. Besides, Raymond (n.d) identified sociolinguistic as part of language's duty in society; it has a function in its communities, helping to identify attitudes in the language use, stating the L1 as an essential factor of social set-ups.

#### **4.2.1 Immersion Programs**

Due to the necessity to promote fluency and literacy in students, IPs were established with the purpose of creating environments in which both L1 and L2 were exposed. One of the first contributors to this concept were Merrill Swain and Sharon Lampkin's, highlighting the "*emphasis of developing fluency in an initially unknown language through content-based teaching in the second/foreign language, at no expense to the home/first language of the students*". In which content-based instruction is the approach to develop IPs through a context of second and foreign languages exposure for its learners. Moreover, Cummins (2009) supported the previous ideas by reaffirming the importance of IPs to improve and develop second language skills stating that they are organized and planned forms of bilingual education in which students are "immersed" in a second-language instructional environment with the goal of developing proficiency in two languages.

On the other hand, the Applied Linguistics Dictionary provides a description of these programs through an example of a country that due to migration had to implement them. As a form of bilingual education, serving language majority students, which 50% of the second language is learned during the elementary or secondary grades. For example, there are schools in Canada for English-speaking children, where French is the language of instruction. If these children learn French for the whole day it is a total IP, but if they learn in French for only part of the day it is a partial IP. To conclude, English immersion camps are programs in which ESL learners are immersed in an English-only didactic and pedagogical environment with the purpose of developing higher bilingual proficiency. Language immersion education allows students to expand their academic achievement and contribute on their language and cognitive skills.

#### **4.2.1.1 Types of IPs**

Due to the students' linguistic and cognitive necessities, different types of IPs have been developed in order to improve sociolinguistic, pragmatic and linguistic abilities. Lenker and Rhodes (2007) indicated two types of IPs; first, Total Immersion (TI) a program in which all subjects in the lower grades are taught in the target language; instruction in English usually increases to 20%-50% in the upper elementary grades (3-6), depending on the program, initial literacy instruction is provided in the target language. Second, Partial Immersion (PI) is program in which approximately 50% of instruction is given in the target language. Initial literacy instruction may be provided in either the target language or English or in both languages simultaneously. In the same way, Genesee (1985) agrees with the previous definitions continuing with the same direction of them affirming that TI is implemented

during the first grades, providing an introduction of the L2 for the learners applying an only second language instruction through all the academic year. Whereas, in PI the medium of instruction is interleaved between the L1 and L2; also, it is used mostly in advanced courses. To complete, IPs are divided into four types, but the most important are: total immersion, which refers to the use of 60% or 80% of the target language; and partial immersion is a program in which half of the instruction is taught in both languages (L1 and L2). It was necessary to explain both terms in order to clarify which one is applied in English Outdoors. For this research, it is necessary to clarify two main concepts: Immersion programs and sociolinguistic awareness since the research focus is to identify the extent of how the English Outdoors's participants are affected by the two previous concepts. For instance, the relation between these two is that both of them are impacted by the context, meaning that immersion Programs are the creation of native-like environments for L2 learning and sociolinguistic awareness is the development of the competence through the impact that the social features have in language learning process.

#### **4.2.2 Sociolinguistic**

Through the years, globalization has caused many social and cultural changes around the world in academic fields, opening new lines to develop different studies. In linguistics, it has created new disciplines like sociolinguistics. Since 1960, this term started to gain recognition; at the same time, as theorists begin to try defining it and create theories to support it. For instance, sociolinguistic is a broad term that can be categorized as an interdisciplinary science which studies the relations among language, culture, and society; also, it has caused different opinions and arguments about its meaning, questioning even its fields of study (Bolton, 1992:8). Vasquez (2015) defined sociolinguistic as the connection between individual factors

of language with the social, cultural, and interactional features; asserting that applying sociolinguistic methods in language studies will allow systematic explanations of social and linguistic behavior of its speakers. The author affirms the connection between language and social factors, and how sociolinguistic can be used as a tool in the analysis of environmental influences on language learning and teaching.

Downes (1998) stated sociolinguistic as a branch of linguistic, describing it as the study of the properties of language and the part of languages that need reference to social factors like its context. Confirming that the concept is part of linguistics; continuing with the previous relation by adding the language domains and the analysis of the connection with social features. In addition, Raymond (n.d) identified “*sociolinguistic in the role which language plays in society, the identifying function it has in communities and how attitudes frequently determine language use. Vernacular forms of language are important for the internal cohesion of social networks.*” Meaning that sociolinguistic is part of language’s duty in society; it has a function in its communities, helping to identify attitudes in the language use, stating the L1 as an essential factor of social set-ups. To conclude, sociolinguistic has an important role in the analysis of the connection language-society and how any change in both of them will affect one another. In this research, sociolinguistic contributed in the study of the data and scrutiny of the impact of its variables with the participants from *English Outdoors* and how sociolinguistic awareness contributes to the L2 learning process.

### **4.2.3 Sociolinguistic awareness**

During the process of learning a language, students need to learn certain factors to develop sociolinguistic abilities. In this case, the sociolinguistic competence provides learners social features to facilitate the communication and interaction with others; for

example, in sociolinguistic awareness, Mackay (2005) claimed that there is a gap in the sociolinguistic knowledge between L1 and L2 learners relating to macro and micro levels of studying a language. Macro levels are language-society and language-variation whereas micro levels are language-culture, and language-interaction. In the previous levels, it is indicated: Social factors intervene on the selection of linguistics forms; how social situations affect verbal and nonverbal interactions; and how the cultures use languages. Referring to the relation of sociolinguistic awareness studies language, culture and society. The previous concept is merely based on the sociolinguistic competence; on the contrary, the next definition focuses one element of the three main parts (*knowledge*) of the intercultural competence, since it relates to the ability to develop attitudes and knowledge to achieve an effective communication.

Deardorff (2006) complements the previous statement stating that sociolinguistic awareness is to acquire elementary languages abilities, differentiating between verbal/non-verbal communications and accommodate their own speech for other cultures. To conclude, sociolinguistic awareness involves all the social factors that can influence the development of learning a language. This project studies how *English Outdoors* contributes to the sociolinguistic awareness of the participants. In order to describe the gathered information is necessary to identify the next sociolinguistic variables that the project studied.

#### **4.2.4 Sociolinguistic variables**

Due to the different cultures and languages, it was necessary to categorize the sociolinguistic variables in order to analyze the connection language-society, and the importance of the speaker position in social domains. Fasold (1990) argues that it is “a *linguistic element that co-varies not only with other linguistic elements, but also with a number of extralinguistic independent variables like social class, age, sex, ethnic group or*

*contextual style.*”, arguing that the speaker can express meanings in different ways, depending on environmental and social factors. Furthermore, a sociolinguistic variable is a linguistic feature, which varies in its use by different social groups. Both authors agree with the purpose of the sociolinguistic variables, stating that they will change depending on the speakers’ intentions and social environments. Selkirk (2005) divided them in consciously and unconsciously, referring to the development of the awareness to control the way of communicating depending on the interlocutor; this author concluded that these variables depends on the speakers’ situation and context. The last author reaffirms the previous definitions by stating the social environments impact the social interactions. Gumperz (1992) placed sociolinguistic variables as the channel, which guides the speaker’s message like a social reality in order to enable the transmission of the messages. As a conclusion, sociolinguistic variables are features that lead the speaker’s intentions and how messages are transmitted and understood. In this research, the findings were analyzed through these in order to categorize the impact of them in the sociolinguistic awareness of the participants.

#### **4.2.5 Register**

Due to the necessity of defying a sociolinguistic variable that allows the study of the changes of a language according to its use in particular social settings, register was defined. In 1956, this term was applied by the linguist Thomas Reid whose goal was to distinguish variations according to the use and the user, depending on social backgrounds, and gender variables; meaning that a person will change his speech and attitude according to whom and where he is having the conversation. Focusing on the way language is used in specific situations, such as a classroom, a conversation between students and a teacher, or an interview, a conversation between the interviewer and the interviewee.

Furthermore, Halliday (2001) followed and complemented the previous definition, stating this term as a language variation according to the situational contexts, referring to the relation of certain context and the language variety used in that situation. Thus, on this model Halliday divided these language variations in three categories: field, tenor, and mode. In 2013, the linguistic Nutator realized an analysis of these categories in which they were defined as: Field “*what language is being used to talk about*” referring to the specific language or discourse applied to a situation whether it is formal or informal, and the speaker’s domain of the topic. Next, Tenor discuss the speaker’s role in a conversational exchange depending of their social role, gender, ethnicity, and affective involvement as these have impact in the formality or level of politeness of the language used. The last, Mode, establishes the role of language in an interaction, and how the use of the language affects the flow of it whether it is written or spoken.

Moreover, as Nutakor concluded “*Register analysis therefore means lexicogrammatical analysis and quantitative analysis*”, as for the current study register is the main sociolinguistic variable due to its versatility to analyze the language use in particular social settings and its different characteristics, such as: the hesitation, interruptions, and formability. For this research study, the findings from the participants interactions found in the IP were classify in form of descriptions, in order to highlight how the context might or not impact the form of speech of the speaker.

#### **4.2.6 Politeness**

As many cultures and languages exist, there are social rules and social relations into the societies, choosing communicating ways in spoken or written discourses. For example, the most influencing theory about this term, was proposed by Brown and Levinson in 1987,

the authors defined it using the term “*politeness strategies*” for describing the expressions that are used in order to respect the hearer's face, avoiding the embarrassment with the hearer or making him/her feel uncomfortable. Politeness strategies are divided into four categories: Off record, negative politeness, positive politeness and on record baldly. Brown and Levinson claimed that a person could be polite or impolite depending on some factors such as the social distance and the social power; therefore, they established *the face threatening acts* (FTA). Acts that the hearer uses to be respect or maintain his/her self-esteem, without exceeding the degree of formality and the role of the hearer.

In the same way, the next author took into account the relation between the hearer and the speaker; Lakoff (1973) summarizes politeness in two rules: “be clear” and “be polite”. Besides, she created three sub rules, first “*do not impose*”, second “*give options*” and third “*make the hearer feel good*”, concerning in the social distance employed by the speaker in order to develop certain level of formality. For example, to allow the hearer to express what he/she wants to say, the speaker will not force the hearer into a decision, also, the linguistic expressions that are used in informal relationships. Lakoff integrates Grice conversational maxims with her own taxonomy of politeness. In addition, not only this author makes the previous integration; in the same route, Leech (1983) proposes politeness as a factor that influences social equilibrium between the speaker and the addressee, contributing with the cooperative communication. To summarize, politeness takes the social distance, to lead people's behavior and guide spoken and written discourses; therefore, the term is defined because it is an element of “*register*”, and it is necessary to explore it in order to describe the findings.

#### **4.2.7 Turn taking**

The development of a conversation is predetermined by how the relation between the parties is guided. Sacks, et al. (1974) defined turn-taking as a unit of conversation in which a variety of turn-takings for conversation are organized with distributions of opportunities to participate in interactions more generally, indicating that age, gender, social status, height, and weight can affect the exchange systems. Moreover, these authors stated two components with a set of rules to help manage this process. First, “turn constructional component”, in charge of limiting a set of aspects, such as: phrases, clauses, and sentences. Second, “turn allocation component”, identifies who is in charge of the conversation; the one who selects who can speak next in a conversation. Thereby, Schegloff (2000) complements this definition by stating that turn-taking in conversation is what defines the gaps between the participants of a conversation, and turn depending on the domain in which is being developed said utterance and regardless its length; this author affirmed this, as conversations are collaborative exercises involving two or more parties, is necessary to control when each of them would participate. Additionally, Spolsky (2003) agreed with the previous definitions by stating that turn-taking is the “question of who speaks”, explain that depending of which (formal or informal) situations the speakers have the right to talk would vary. For this study, it was necessary to define turn- taking, since this is a unit of conversion analysis selected for the classification of the data collected, which will contribute in the conclusion of the results.

#### **4.2.8 Floor**

Daily conversations develop conversational interchanges involving exchanges between speaker and listener, they develop a sociolinguistic factor that allows them to have a fluent conversation in which people that are involved understand the message, this factor is called floor. Spolsky (1998) defined it as a term that is more used in informal conversations

and informal meetings, it is the right to talk, meaning that in a speech or a conversation there is someone who has the right to speak, being the person that everybody listens to; therefore, floor varies according to the social group's rules; for instance, in some situations men have the floor and women just listen to them. Also, it exists ways of signals that allows speaker to continue talking or to stop; for example, a break -umm or the use of intonation. Moreover, Wardhaugh (2009) complemented the definition stating that floor is a "*speaking around and about a topic*" referring to daily conversations given in any interaction. On the other hand, Wardhaugh stated that floor seeks to everyone to contribute, in which the interaction is simultaneous, occurring back channel cues given and taken. Additionally, in the talks can be evidenced someone who get the control of the conversation or who is the dominant. This concept was necessary for the research because the data collected was given through interaction and several opportunities were shown that in the interactions participants took the floor, this concept helped us to classify the data and observe how the participants interactions were given during the activities.

#### **4.2.9 Lexical selection**

The third unit of analysis that was used to classify the data collected, lexical selection, Wu and Palmer (n.d) defined it as the lexical items which carry the same meaning as the item being used. It brings a decision-making process meaning that the item is chosen based on a text, dictionaries or knowledge. These authors support their idea based on Levin (1992) stating that domains affect the use of different lexical selection, since there are several situations in which the words can change, involving aspects such as motion, force and contact domain. Besides, Costa et al (1999) described lexical selection as a language specific source, referring that people tend to choose an item with a specific meaning, leaving behind words that are not specific; they called them distractors, people select items that facilitate their

language selection. This unit was relevant since it categorizes the data collected allowing, the recognition of the words or expressions that participants used in English Outdoors and in their daily lives, analyzing how the domains change their language and why they select some specific items.

#### **4.2.10 Metalinguistic Awareness**

The final unit of conversation analysis that was selected is metalinguistic awareness. To start, this term is defined by Goncz and Kodzopeljic (1991), as the ability to control and reflect the particular aspects of language's structure, explaining that by developing this ability the person is able to modify language features in different context, understanding when these are change and how they can be change. To support the previous concept, it was found that Shulman and Capone (2010) also defined metalinguistic awareness as an ability that reflects words as "decontextualized" objects allowing them to change and being analyzed apart from their context and production. This concept was selected as a unit of analysis due to the data found reflected that the participants of the IP might identify this ability in their second language speech.

To summarize, these concepts were fundamental for the research, since they defined the main purpose of this study, and they were the guide and the support that allowed the analysis the findings. Also, by taking into account different point of views it will give broader perspectives of the different factors that were reflected in the results of the analysis from the participants learning process. For that reason, it was relevant to take all these concepts in order to contextualize the research purpose; as the main objective was to describe and analyze the practice of politeness and register as sociolinguistic variables that appear in the interactions of the students in selected activities from English Outdoors. Therefore, this

research contributed to fill the theoretical gap in the IPs in Colombia, allowing the development of new studies on this field relate to the sociolinguistic competence.

## 5. METHODOLOGY

### 5.1 Context and Setting

This section aims to provide general information about the place in where the research study was applied, which describes the academic community and the facilities. This first part is an overview of the Bachelor's in education on Bilingualism with emphasis in English; in where the IP was created. In February 2004, Universidad Tecnológica de Pereira, located in Alamos neighborhood, Pereira-Risaralda, created this degree to develop professionals with a critical, ethical and social awareness, fostering a higher proficiency level in English language teaching. The program has around 30 professors and it belongs to the Department of Humanities and Fine Arts, placed in the 13 building.

This second part highlights the implementation of the English IP *English Outdoors*, which was launched in 2014 with the goal of fostering an English-only context. Three professors are in charge to develop this program: The professor Isabel Cristina Sánchez who is a fulltime professor holds a B.A. in English Language Teaching from UTP and a Master's degree in TESOL (Teaching English to Speakers of other Languages) from West Virginia University. Anny Rodriguez, an adjunct professor from Bachelor's in education on Bilingualism, UTP, who holds a B.A on Teaching English as a Foreign Language from Universidad de Santo Tomas. And The professor Claudia Cardenas, who was a professor of the degree, she holds a B.A in Modern Languages in the Universidad de Nariño and a M.A in English didactics in the Universidad de Caldas. They started implementing the IP

with the purpose to immerse students in a L2 significant environment, fostering the Anglophone culture.

The requirements to participate in the IP are: An A2 level according to the CEFR, be student of the degree, and be able to afford the expenses. In addition, the IP takes place between June and July or at the end of the year, lasting around three to five days in the countryside of Pereira.

## **5.2 Participants**

In the 2017 edition of the IP English Outdoors, there were a total of 42 students, but only 12 were from Bachelor's in education on Bilingualism. In this research, the sampling technique implemented was *non-probability*, according to Trochim (2006) the sample is selected based on specific necessities that does not involve random selection; for instance, three participants were selected according to three specifications: The gender, the semester they were in, and who had assisted to previous IP. They were male students' Spanish speakers from the Bachelor's in education on Bilingualism with emphasis on English; moreover, the participants are under graduated students between third and fifth semester. At the beginning, researchers expected to have six participants, but due to the limited number of male students and the non-attendance of previous participants only three students were selected.

## **5.3 Researcher's Role**

For this study, researchers filled the role of observers as participants, as Gold (1958) stated "*in this role, the researcher or observer has only minimal involvement in the social setting being studied. There is some connection to the setting, but the observer is not naturally and normally part of the social setting*". It means the participants recognized the observers and acknowledged the research's goal. The researchers observed the three days of

the IP, collecting only the data from the selected students without being immersed in the activities.

#### **5.4 Type of Study**

This section exposes the type of study that was implemented to collect the data and conduct the study. *Qualitative research method* was applied, since it is effective to identify intangible factors such as the sociolinguistic variables. This method provides descriptions of social phenomenon and people experiences. Mack et al. (2005) defines qualitative research as an investigation, which seeks to answer a question, to comprehend a research topic of the involved population, and to produce findings that are not determined in advance; as it is mentioned, this method was implemented because it allowed to describe and analyze the data by using interviews, observations and students' artifacts as recordings.

#### **5.5 Type of Research**

To describe and classify the data collected, this study implemented *descriptive research*; since the researchers' purpose was to describe specific sociolinguistic variables that emerged in the IP. Glass and Hopkins (1984) stated "*descriptive research involves gathering data that describes events and then organizes, tabulates, portrays, and describes the data collected*". The aim of this type of research was to describe characteristics and behaviors of a particular population; as a descriptive research allows the analysis of the data collected through descriptions, the researchers selected it due to its versatility to classify and state the findings.

## 5.6 Data collection instruments

In this section, there are stated the three main instruments implemented to collect the data, the instruments were interviews, observations and students' artifacts as auditory recording and transcriptions.

The codes of the data were selected depending on the instrument that was applied during a specific moment of the data collection. In the interviews, the information was coded: "IPAR#", where "I" means "interview", "P" stands for "participant", "A" for "which was the participant" and "R#"; "Researcher who implemented it". For the observations, the following structure was assigned: OPAR#DATE, where "O" refers to "observation", "P" stands for "participant", "A" for "which was the participant", and "R#"; "Researcher who implemented it", and "date" means "the date of the observation". Finally, the transcriptions of the recordings were coded "TRPAMinutes\$", "T" stands for "transcription", "R" refers to "the recordings", "P" stands for "participant", "A" for "which was the participant" and "4:56-5:05" refers to the time the transcription lasted. Additionally, the samples in bold are the participants' intervention in the conversations and the interviews.

This research used specific symbols to transcript the data based on the Wong and Zhang 's (2010) transcription key.

**Table 1.**

<b>Symbols</b>	<b>Meaning</b>
=	<b>Continuing speech with no break in between</b>
—	<b>Stress</b>
(0.#)	<b>Length of a silence in tenths of a second</b>
(.)	<b>Micro-pause: 0.2 second or less</b>
↓	<b>Lowered pitch</b>

↑	<b>Raised pitch</b>
:	<b>Prolonging of sound</b>
.	<b>Falling sound</b>
?	<b>Rising intonation</b>
>word<	<b>Quicker speech</b>
\$word\$	<b>Smiley voice</b>
Hh	<b>Aspiration or laughter</b>
(word)	<b>Transcription doubt</b>

### 5.6.1 Interviews

This method allowed the researchers (interviewer) to use certain questions to gather sociolinguistic information from the participants (interviewees), and from their experiences in the English IP. McNamara (1999) stated interviews are especially appropriate for getting *‘the story behind a participant’s experiences’*, since the researcher obtains information through questions or comments that leads them into talking about experiences. The interviewers asked the same questions to all the participants, but the order of them varied. This study implemented *guided or semi-structured interviews*, as Burns (2010) stated, these kinds of interviews are open to explore the settled topics through specific questions, allowing changes according to the interviewee's answers; besides, giving access to compare participants’ answers; at the same time, to analyze individual diversity and flexibility. For this study, three participants were interviewed at the end of the immersion in order to collect the data from their previous experiences at the IP, these interviews lasted from five to eight minutes.

### **5.6.2 Observations**

The second instrument is a qualitative method that collected the data through the use of field notes; the purpose of this method is to record what has occurred in the context. DeWalt and DeWalt (2002) consider that the purpose to design an observation as method, it is to develop a holistic understanding of the phenomena that occurs in the context, describing answers, and generating hypotheses. In this current research, the observation was implemented as *logs*, defined by Friesner and Hart (2005) as logging approach implemented to gather reflections; used as a method of analyzing and comparing the gathered information using an observation format and researcher's notes. The data was collected through the selected activities during three days of IP.

### **5.6.3 Auditory recording and transcriptions**

As technology advance, qualitative research methodology shifted, the auditory recordings and transcript interviews became one of these changes. This technique allowed the researcher to become familiar of what s/he recorded while listening to it and doing the actual process of transcription, on which details of the participants' interactions were noticed (Markle et al. 2011). Thereby, these might be forgotten without the recordings, making the data collection incomplete and unreliable since hand-written notes were not sufficient to support the findings of a research. This research applied this method, since its main objective is to describe the practice of turn taking, floor, lexical selection and metalinguistic awareness as sociolinguistic variables that may represent politeness and register in the participants' interactions during the selected activities in the English IP. On the other hand, Drew et al. (2008) defined recordings as a method that allows categorizing the participants' responses later, having the opportunity to review them when it is necessary, since it can exist any

uncertainty concern on the nature of the response, proving data stability. Besides, the authors stated, "*participants may respond differently when such equipment is used, since it is not part of their routine, they may become nervous*". This research study recorded the students' responses on specific activities with the purpose to feel students comfortable, because their behavior and the expected data could change. In addition, this research used interval-recording method, as a procedure to gather the data intervals, since not all the activities on IP were useful. The responses were obtained from the recordings that were done during the selected activities, and an interview that was conducted on the last day of the IP.

### **5.7 Data analysis**

With the purpose to analyze the data, this study applied conversation analysis (CA), which according to the sociolinguistic Sacks (1972, it is a method that studies the social aspects of language use and the bilingual interaction in a normal daily activity. The main purpose of CA is to record natural occurring talk-in-interaction in ordinary people's lives, discovering how participants comprehend and answer to each other through turn taking. Therefore, this project analyzed the interaction of three participants during their participation on selected activities, focusing on the description of speech variables such as register and politeness. On the other hand, this data analysis technique aims to analyze and identify the connections that exist in the participants' social interactions. Jefferson et al. (1974) stated that CA allows the understanding of turn-taking specifications, also aiming to describe the rules and practices of talk-in-interaction. Moreover, a codebook was created in order to organize and condensate all the data collected with the objective to facilitate its analysis. (See **appendix 4**)

## **5.8 Ethical considerations**

Due to the fact that the current study focused on sociolinguistic variables identified from the three participants, there are some important ethical aspects for the execution and the final data analysis. To start, as it was mentioned the participants were students from the bachelor's in education on Bilingualism with Emphasis in English from the *Universidad Tecnológica de Pereira*, who were participants of the *IP English Outdoors*. Throughout the data analysis, the identity of the participants was remained anonymous for research purposes; additionally, the students were previously briefed about the research purpose and how the data collected would be used; through a consent letter. **(See appendix 3)**

## 6. FINDINGS

This chapter portrays the findings presented during the data analysis collected through the interviews and the selected activities. Starting with turn taking which is classified into two categories: Interruptions and fluent conversations, following with floor which describes how the participants managed fluent conversations during their interactions. Next, metalinguistic awareness and lexical selection, which expose how participants modify their language in different contexts, and the effect of different domains in the participants' selection of certain words and expressions.

### **6.1 Interruptions and fluent conversations as turn taking categories found at English IP.**

During the analysis of the data collected in the selected activities, it was observed in the participants' conversations emerged turn taking as unit of conversational analysis, this unit was classified into two categories: Interruptions and fluent conversations.

Turn taking was manifested during participants' interactions as they had to follow a conversation. As they had to communicate in different groups, it allowed them to create informal and natural speech in L2. The next four samples are classified into two categories; first, **TRPC-Line 559-570** and **TRPB 7:43-9:00-Line 425-436**<sup>1</sup>, which reflects the sample

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<sup>1</sup> **The codes in bold represent the data.**

of fluency found. Second, **TRPC 1:07-1:09-Line 302-305** and **TRPB 12:40-Line 441-450**, these represent the interruptions taking from the samples.

This information is demonstrated in the next paragraphs followed by the interpretations of the evidenced presented.

**TRPC-Line 559-570**

**559PC: Let's try, we have five minutes**

560 And what is the end of the movie?

**561PC: The end of the movie is that you're gonna in the next  
562 movie you're like you're gonna have the revenge. It**

**563 would be like a nice ending, she's gonna have the  
564 revenge with him**

565 You're gonna appear?

**566 PC: YEP, BUT I'm gonna appear, when?**

567 When they kill Katriss

568 You have to say Where is my boyfriend?

**569 PC: Yep, in that moment**

**570 PC: (...)**

**TRPC 1:07-1:09-Line 302-304**

**302PA: =Everything you have= =you have|to=**

303 someone else interrupts him

**304 PA: Oh no the idea is, the question is (...)**

**TRPB7:43-9:00- Line 425-437**

**425PB: Ah: maybe someone, someone can be with a**

**426 microphone, like acting that he is Wilson and he is**

**427 speaking. To give voice to the balloon. Yeah that would be  
428 amazing.**

429 That's a good idea

430 I don't know what to do, I don't remember the movie

**431 PB: The movie is basically....**

432 Oh I know what is about, the details

**433 PB: The details? Well, he fee:l**

**434 PB: (...)**

435 And we have a problem because is just him

**436 PB: Oh but the rest of the movie can be, for example, can**

**437 be moving the balloon**

**TRPB12:40 Line 441-451**

**441PB: because in (interrupted) Yes very close to the ship**

**442 (INTERRUPTED) and to be safe**

443 What about language use?

**444 PB: Well they went to acting the man, and Wilson (S.1)**

**445 have to talk a lot, but (s.2) (S.1)**

446 maybe you can be Wilson?

447 No, no, no

**448 PB: \$laughs\$**

**449 PB: Maybe you can appear first without your bear and**

**450 then, first years ago? \$laughs\$**

**451 PB: (...)**

From the information collected, it was extracted four data samples that represented how turn taking was reflected through the participants interactions during their attendance in the IP. Due to the necessity to describe how turn taking was evidenced, it was necessary to divide it into two categories: Fluent conversations and interruptions. The first two samples belong to fluent conversations and the other two belong to interruptions. This analysis will start with the samples that represent fluent conversations, TRPB7:43-9:00- Line 425-437 and TRPC 1:07-1:09-Line 302-305; how the participants in their interactions developed fluent conversations following a pattern of turns, Sacks, et al. (1974) stated the turns in conversations are distributed to participate interactively. The participants' conversations were mainly questions and answers in which they respected and collaborated in the conversations' development, paying attention to others' opinions, allowing the progress of the activities.

The samples showed the conversations did not have silence gaps since participants contributed actively by answering and expressing ideas without doubting. Schegloff's (2000) turn taking definition supports this finding stating that gaps and the domain are what define the length and turns of a conversation, the participants' interactions were developed because the domain was familiar allowing fluent conversation in L2 informal context. In addition, fluency was mostly evidenced in the first day as the participants have to interact with people they did not know producing a higher degree of formality in their conversations; allowing that others interrupted them, the interruptions were found in the last two samples TRPB12:40- Line 441-450 and TRPC 1:07-1:09-Line 302-305.

The last sample TRPC 1:07-1:09-Line 302-305, revealed that when the participant was interrupted, he stopped talking and waited until that person finished talking before he

continued participating; the finding denoted that participant C was polite while he allowed another person to interrupted him and wait until he could speak again. As Lakoff (1973) indicated, participants developed a level of politeness without imposing his ideas or his turn to speak. On the second sample TRPB7:43-9:00- Line 425-437, the participant was the one who interrupted in order to share his ideas. As the ice was broken, he felt comfortable participating without caring about interrupting someone else, which reflected that participants had some familiarity with the other speakers allowing them to overlap through the conversations, which reflected that all the participants had the opportunity to interact in the development of the activities.

## **6.2 Interactions aroused through prompting conversations and backchanneling communication.**

The participants 'conversations during the selected activities reflected a lower level of formality and fluency, since they respected their turn to talk while others were talking, this was evidenced when students were developing the activities in the IP, not when they were during the leisure time conversations in English, since the activities were developed with different participants, but they spent the leisure time within their friends.

Through the data analysis, the conversations reflected simultaneous interactions in which the participants took and gave back channel as communication cues, interacting in environments of reciprocal communication. During the scrutiny of the data, the information was classified into one category. This category exposed how floor was managed as an unconscious process that emerged during the participants' answers in the selected activities. The next two samples reflect the previous statement as they showed how they were developed during the interactions.

**TRPB4:50-6:50- Line 540-553**

**540 PB:** Well, I loved to play hide and seek, and that game that is like  
**541 thieves and police, something like that. Well I had like a like a pair**  
**542 of it was like a shoe \*inaudible response\* a pair of chancas. Well**  
**543 they have the figure of a crocodile. It was amazing. I remember the**  
**544 teletubies, calliou, and I don't remember, like the name of the rest**  
**545 of the programs that used to see. (...)**

546 And you had to select one, you're gonna be the next one? Select one  
547 \$laughs\$

548 And what about your toy?

**549 Well I had a bear, it was polar bear and I used to, that was my**  
**550 patience, because I was a psst, how do you say that? (...)**

551 And did you have a nickname?

552 People used to call me coquito, \$laughs\$

553 Inaudible response\* \$Now we know what happened with the dogs\$

**TRPA16:00-17:24 Line 370-389**

370 What was the nickname

**371 PA: Nickname?**

372 (Well I have been \*inaudible\* they said *gordo* that's it (...))

373 \$hahahaha\$

374 that's it was like pretty common

375 (Inaudible statement) maybe *laurita* yeah

**376 (0.2) PA: =↑Actually I had one one↑ when I was seven years old my**  
**classmates named me ANFI=**

377 Anfi?

**378 PA: =Anfi, like a frog, *salamandra* something like that**

379 \$hahaha\$

**380 PA: ↑ because↑ I I was so interesting about Metafor sis [sic] for that**  
**381 reason named me anfi=**

382 (...)

383 Everybody said: *cheche*?

384 because of my surname I'm Cristian Sanchez (inaudible)

**385 PA: \$hahahaha\$**

386 They used to call me bimbo because a little white bear

387 *Bimbo*?

388 Ohhh PA: Ohhh my god

389 They used to call me (...)

From the information collected, there were extracted two data samples that reflected floor in some specific activities. On the samples were identified politeness as an informal form and unconscious process in which participants gave the opportunity to talk to other person until their turn to answer. The fluency of the conversation depends on some factors; for example, prompting conversations through elicitation. As Leech (1983) argued, politeness is a factor that balances the fluency of the conversation between the speaker and the addressee to construct a cooperative communication; this is reflected on the samples, as it is previously mentioned the participants encouraged their colleges each to give continuity to the conversation. Additionally, Wardhaugh (2009) defined floor as a simultaneous interaction in which exists given and taken exchanges; this process is evidenced on how participants contributed in the conversations in order develop a natural process; for example, participant A continued to answer the question about nicknames, in the line 375 it is appreciated how a girl stopped talking, allowing participant A to start answering the question to continue the conversation.

Other sample that supported politeness in an informal form were found in the lines 376 and 380. In the line 376 the participant A continued the conversation since his partner stopped talking, and in the line 380, he raised the intonation in order to continue talking since his partners were laughing, and he wanted to highlight his answer in order to continue of what he was saying, demonstrating awareness on how to stop his partners without being rude, finding a polite way to continue his idea. As it is reflected in the 375-377, backchanneling appears when the participant A continue the conversation when someone stopped talking without losing the flow of the conversation. The participants are aware of when to adjust their speech in order to have a conversation; for instance, the previous samples reflected the

consciousness of the participants to continue talking when their partners stopped talking or to continue with their ideas.

### **6.3 Metalinguistic awareness and lexical selection as a process reflected in different domains.**

During the analysis of the samples, it was explored two sociolinguistic units: Metalinguistic awareness and lexical selection, since in the interviews there were found that through interactions in the IP, the participants recognized two language processes: Metalinguistic awareness as a conscious process, in which it was managed politeness and formality in different domains, and lexical selection as an unconscious process which the use of expressions were affected by the domains.

#### **6.3.1 Metalinguistic awareness through language modification in different domains.**

During the interviews, when the participants were asked about the change of their speech while talking with different people in the immersion, they answered that this change depends on the person and the domain. Thereby, the language modifications are established by the level of formality and politeness, and the ability to change and analyze words apart from the context; due to this, the category is metalinguistic awareness.

The samples selected, reflected that participants are aware of how their speech is influenced by the domain and the person they are talking to. For instance, this category reflects the participants' awareness in their language variations. This is supported in the next samples.

**IPARI-Line 63-67**

**63 I:** *Timidó? ¿en qué sentido?. En el que usted era formal o: hablaba  
64 de cierta manera con ↓ellos ↓*

**65 PA:** *=?Era demasiado formal esa es la verdadera expresión ahí.=  
66 =porque pues uno no sabe que eh: tipo de entorno social ellos han  
67 manejado entonces de pronto uno puede correr el riesgo de no ser  
68 por que se expresó de manera poco aceptable y así=*

**IPARI-Line 90-95**

**90 I:** *<¿Y en el caso de la inmersión? >*

**91 PA:** *=Varia, varía un poquito eh: por qué como ya somos eh  
92 estudiante-profesor, sino individuos que comparten en un mismo  
93 entorno, disfrutando de diferentes tipos de actividades lingüísticas se  
94 da el grado de confici[sic] confidencialidad que sé que te había dicho  
95 antes, entonces ahí se pueden generar pequeñas variaciones pero no  
96 son muy significantes=*

**IPCR2-Line 180-193**

**180 I:** *Bueno, la quinta pregunta. ¿Usted es consciente de las diferentes  
181 relaciones que se tienen al interactuar con un profesor o un  
182 compañero?*

**183 P.C:** *↑ ¡Claro! ↑*

**184 I:** *¿Por qué?*

**185 P.C:** *Eh: pues: = > en el caso digamos de la interacción de un  
186 profesor < y un estudiante yo diría que la relación con un profesor  
187 es mucho más formal porque usted está siempre cuidando las formas  
188 de como usted está hablando.*

In the previous samples, the participants stated their awareness on their English speech modification since they admitted some limitations as they have learned the language in its formal form whereas in Spanish is an unconscious and mechanic process that happens when they speak with other people. As Goncz and Kodzopeljic (1991) argue that people develop an ability in which they modify their language through the context variation which

means that language changes depending on the person they are talking to, and the setting in which the conversation is placed. Between the lines 186 and 188, the participant C stated that when he talks with a professor, he uses a formal language whereas talking with a friend his speech is informal; nonetheless, the participant A argued in the lines 90-95, the IP allowed them to be in a friendly and relaxing environment opening new English informal spaces due to its activities and context variation.

In the interviews were stated that the context affects the participants' expressions as they accepted a high level of formality in the classroom with the professors, but if the context changes, they will low this level by using an informal speech while at the same time they are polite. As Levin (1992) expressed domains affects the use of expressions, since there are several situations in which the words can change, involving aspects such as motion and contact domain. Although domain is not a tangible space, they acknowledged this change of their speech while they talk with professor or a friend, being conscious of the language variations.

Additionally, during the interview participant A changed his language while being polite since he felt insecure of not being accepted; this answer is found between the lines 67 and 68. Brown and Levinson (1987) used politeness strategies to describe the decisions making about the language, as a conscious process applied to respect the hearer or as the authors mentioned to avoid the embarrassment or an uncomfortable situation. Finally, during the analysis of this unit, it was identified that metalinguistic awareness is a conscious process that depends in different factors, such as: Domain, the hearer, the social distance; therefore, participants can modify their language in both formal and informal context without affecting politeness.

### **6.3.2 The effect of different domains in lexical selection and expressions during the participants' interactions.**

Throughout the analysis of the interviews, the participants' answers reflected their word selection in different domains, using contractions or informal expressions during their interactions. The participants' samples demonstrated the lexical selection that they used in different domains while talking with a professor or a friend in a different or same context (university and IP). In the study of the data, the evidence was classified into one category: Lexical selection, as participants stated during the interview their speech changes if they were talking with a professor or their friends. This category exposes the participants' unconscious that influenced their word and expression selection.

#### **IPAR1-Line19-32**

*19 I: ↑ = ¿Usted es consciente de las diferencias =, ↑ = de las diferentes  
20 relaciones que se tiene al interactuar con un profesor o un  
21 compañero? =  
22 PA: Claro  
23 I: ¿Por qué?  
24 PA: Eh: = se supone que son como los, como el camuflaje que uno  
25 usa en el lenguaje es decir uno no puede utilizar las mismas  
26 palabras que usa con sus compañeros o con sus amigos que un  
27 profesor que es alguien de = eh: = que es alguien de respeto, que es  
28 alguien superior =*

#### **TRPC-Line595-598**

**595 You're gonna appear?**  
596 PC: YEP, BUT I'm gonna appear, when?  
**597 When they kill Katniss**  
**598 You have to say Where is my boyfriend?**

### **IPBR2-Line158-163**

**158 I:** *usted es consciente de las expresiones que utiliza cuando habla  
159 con algún profesor?*

**160 P.B:** *(s.3) ↓consciente no creo creo que eso es algo que. Mm: (.)*

*161 recae en el (.) en*

*162 el subconsciente, eso es algo que hacemos mm autónomamente, sin*

*163 pensarlo mucho.↓*

From the evidence collected, there were extracted three data samples, it is relevant to mention that two of them are from the interviews and one from the activities selected. As it is stated in the lines 19-22, participant A argued that he is conscious of the different social relations while interacting with a professor or with a friend; on the other hand, participant B in lines 160-163, affirmed he is unconscious during the change of his speech while interacting. This is supported by Selkirk (2005), who argued that lexical selection as a sociolinguistic variable is a conscious and unconscious process that depends of the speakers' development of L2 and the situation and context; for instance, in the sample **TRPC-Line 591-595** is reflected the use of contractions, supporting the previous statement that in natural conversations participants used contractions as an informal speech, this depends on the *social distance* Brown and Levinson (1987), in this case participants change their language while speaking with a professor or their partners. Levin (1992) identified that domains affect the use of lexical selection demonstrating how language is affected by social factors and the relation between receptor and interlocutor.

To conclude, lexical selection depends on how much the speakers have developed their L2 meaning that while this process advances, the speakers established an unconscious process of expressions and word selection, which changes depending on the domain and

context; besides, this process allows speakers to difference social distance; for example, between a professor and a friend.

## 7. CONCLUSIONS

With the purpose to identify sociolinguistic awareness in the participants from the IP, there were described during the development of this research project six variables: Turn taking, floor, lexical selection, metalinguistic awareness, politeness and register that is overarching variable that embraces all of these identified. The findings reflected conscious processes in which participants switched from formality into informality with certain level of politeness in the second language, with some patterns that exposed unconscious processes such as floor.

It was identified how the hearer and the context affect the change of levels of politeness and formality on the participants. Additionally, back channeling and communication cues were recognized during the participants' interactions. Overall register was identified through variables, that represented how the participants' sociolinguistic awareness was affected through the interaction in the IP.

During the interviews, participants were asked about the formal or informal expressions they use in different situations, context and people. According to the participants' answers sociolinguistic awareness happens at all times while using the second language; not only during their interaction at the IP but also in their daily life. Through the search of studies related to this project, we found some about sociolinguistics, but not associate to the main research objectives: Sociolinguistic awareness in IPs; for this reason, the conceptual framework was the primary tool to support the data analysis. Due to this lack of explorations,

this study is expected to contribute in future studies related to immersion programs and the sociolinguistic field in Colombia since the research was developed in a Colombian English immersion program with participants that interact in English. Moreover, the study is a guide for the implementation of conversational analysis method to develop studies focused on interactions.

The research question that guided the development of this study was: To what extent the sociolinguistic awareness is promoted in an English IP? This research answered the question stating that sociolinguistic awareness does emerge while students participated in the IP, reflecting consciousness process since they are aware of the language context accommodating their language who they are talking, The IP developed activities in which students interacted in a L2 context that allowed them to strengthen their sociolinguistic competence. Moreover, the immersion activities are designed to implicitly develop sociolinguistic awareness, allowing participants to strengthen their previous sociolinguistic knowledge since they were part of interactions that helped them to use their sociolinguistic abilities. Additionally, IP is an extensive practice of sociolinguistic competence for students who are learning English as it allows students to expand their cultural and social knowledge and understanding of the language use in that context.

To develop the research, there were stated four objectives, one general and three specific. The following aspects accomplished through the objectives were: The selection of four sociolinguistic variables to describe sociolinguistic awareness that emerged in the participants interactions; therefore, the three specific objectives allowed the achievement of the general objective by identifying the sociolinguistic variables in the data collected, characterizing the degree of politeness in the participants' interactions, and recognizing sociolinguistic awareness that appeared during the data analysis. Therefore, these aspects

were first identified as units although through the development of the data analysis, they were transformed into sociolinguistic variables, that reflected how register emerged in the data collected.

Through the development of the research statement, it was considered to study sociolinguistic awareness on the participants from the IP; nevertheless, as this topic is broad it was decided to describe it through sociolinguistic variables; politeness and register. The data collected was classified into four units although during the data analysis these units became sociolinguistic variables. To conclude, while promoting sociolinguistic awareness in students, they will develop social skills that come with the second language, modifying their speech in different situations relating with the linguistic factors.

## 8. LIMITATIONS

Although the research has accomplished its objectives, there were some inevitable limitations. While establishing the requirements for the participants' selection, it was expected to select students from the last semesters from the bachelor degree in Bilingualism, the reasons to select participants from the last semesters were their English proficiency level, and they would have already seen sociolinguistic courses; nevertheless, due to the limited participation of those students, researchers had to select students from third to fifth semesters. As the researchers had to modify the aspects for the selection, they had to give the concepts and its meaning to contextualize the participants, since some questions of the interview were about sociolinguistic concepts, as they had not already seen sociolinguistic classes, the interviewers told some of the participants the concepts when it was necessary.

The lack of studies to support the analysis of this research, as it has been mentioned, there were found studies related to sociolinguistic, but not associated with sociolinguistic awareness or sociolinguistic variables. Moreover, through the data collection, the researches decided to give the participants recording instruments while they observed without interfering in their interactions. This decision was made after in the first activity, the researchers were seated next to the participants in order to collect more evidence and hear better their interactions but as the participants were uncomfortable and stopped interacting naturally, they decided to observe from certain distance avoiding intrusiveness. This choice was effective since it allowed the observation of the participants' behavior, if they were active participants or not; besides it was designed an observation format, but during the data

collection was not implemented because it was more effective to write notes than to fill an observation format since during the development of the activities was observed other aspects that were not include in the format.

## **9. PEDAGOGICAL AND RESEARCH IMPLICATIONS**

To develop sociolinguistic awareness through an IP, we recommend to design activities that foster interactions between the participants in smaller groups, since this will allow more participation of them. As in the data collection was observed limited participation, activities should include teachers and staff members as participants, creating a more comfortable context for the students. Moreover, we suggest for the immersion programs implemented by the government, the designing of spaces in which students can experience cultural and social changes in the target language, as beforehand participants from official schools do not develop the sociolinguistic competence through their classes, it is necessary to expose students into the cultural and linguistic factors that are related to the second language learning process.

For further research about these topics; sociolinguistic awareness and IPs, we recommend the development of more research about sociolinguistic in IPs due to the lack of studies in Colombia, it is relevant to study how the context affects the learning process of a second language. For instance, investigations related to how sociolinguistic is influenced by being immersed in an IP. Also, be observers as participants as the staff, because this allows to collect more information, not only observing the participants during the activities but also in natural interactions. Additionally, the use of observations as a second resource and not collect it through an observation format, since during the data collection can emerge more information about the participants' behavior, implementing a journal. Finally, we suggest

that further research be conducted to the cultural component, as sociolinguistic awareness can also be affected by cultural patterns due to the change of their conversational behavior in L2, and how the context in which the L2 is learned can impact its learning process; for instance, the IP exposed students to be engaged to a second language context.

## 10. APPENDICES

### APPENDIX 1 Interview

#### ENTREVISTA

1. ¿Usted ha tomado los cursos de sociolingüística o pragmática?

Nota: Si el participante no ha tomado alguno de estos cursos, el entrevistador le preguntara si sabe de qué tratan.

2. ¿Usted de pronto ha escuchado qué es registro?
3. -¿Qué es cortesía?
4. ¿Para usted qué significa conciencia sociolingüística?
5. ¿Usted es consciente de las diferentes relaciones que se tiene al interactuar con un profesor o un compañero? ¿Por qué?
6. ¿Cómo cambia su lenguaje al interactuar con sus amigos y al mismo tiempo con un profesor? **INFERIR DE LA PREGUNTA DE RELACIONES**
7. ¿Cómo se sintieron al interactuar con personas que no conocían?
8. Al interactuar con personas que usted no conoce en una actividad: ¿Qué hace para ser aceptado? ¿Sus expresiones y sus actitudes cambian?
9. ¿Cómo cambiaron sus expresiones en los grupos durante la inmersión?
10. ¿En qué momento utiliza expresiones informales? Por ejemplo: wanna, gonna, gotta, dude, and mate

**11.** ¿Cómo usted se dirigió a las profesoras y los miembros del staff durante la inmersión?

Utilizó cierto grado de formalidad, el nombre, sobrenombre, o un diminutivo.

**12.** ¿Usted es consciente de las expresiones que utiliza cuando habla con un profesor?

**APPENDIX 2 Observation format**

**OBSERVATION FORMAT**

<b>Observation of Sociolinguistic Variables</b>	
<b>Objective:</b>	<b>The purpose of this observation format is to collect information regarding the sociolinguistic variable (register) observed in the participants.</b>
<b>Instruction:</b>	<b>1. Read the characteristics of each element. 2. Write a reflection of each of them.</b>
<b>VARIABLE (REGISTER)</b>	<b>REFLECTION</b>
<b>CONTEXT</b> <b>An occasion in which a speech-act takes place.</b>	
<b>DOMAIN</b> <b>An abstract place or an area over which a person has control.</b>	

**POLITENESS**

**Is socially prescribed,  
we adjust to other in  
social relationships in  
which society deems  
appropriate.**

## **APPENDIX 3 Consent Letter**

### **CONSENT TO PARTICIPATE IN RESEARCH**

English Teaching Program Pereira at a public university in Pereira

- **INTRODUCTION**

You are invited to participate in a research study conducted by Paula Andrea Rios and Carolina Velásquez, Bachelor's in education in Bilingualism with emphasis on English from the Faculty of Fine Arts and Humanities at the Universidad Tecnológica de Pereira. The purpose of this study is to contribute to our research project, which is one of the graduation requirements. You have been selected as a potential volunteer in the study given that our study refers to the sociolinguistic awareness on the English IP participants.

- **PURPOSE OF THE STUDY:** Analyze to what extent the English IP contributes to the sociolinguistic awareness on the participants.

- **PROCEDURES AND ACTIVITIES:**

1. The participants of this research will receive an introduction about the study, and they will be aware about the research's purpose, and how they will participate in the study.
2. The researchers will observe the participants during the activities selected, also the students will be interviewed at the end of the immersion, and they will know that their

interviews will be recorded.

3. There is no payment incentive to participate in this study.

- **CONFIDENTIALITY**

Throughout the data analysis, the identity of the participants will remain anonymously for research purposes.

1. Pseudonyms will be used in all documentation related to this research project. All the data, and information gathered will be used solely for this research project and for no other purpose.

- **IDENTIFICATION OF INVESTIGATORS AND REVIEW BOARD**

If you have any questions or concerns about the research, please feel free to contact: Paula Rios at (c)3148541766, email [paulaan965@gmail.com](mailto:paulaan965@gmail.com) and Carolina Velasquez at (c)3125026873 at [carolinavr28@utp.edu.co](mailto:carolinavr28@utp.edu.co)

SIGNATURE OF RESEARCHERS
--------------------------

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been provided copy of this form.

---

Name of Participant

---

Signature of Participant

Date

SIGNATURE OF RESEARCH PARTICIPANT

In my judgment, the participant is voluntarily and knowingly providing informed consent and possesses the legal capacity to give informed consent to participate in this research study.

\_\_\_\_\_

Name of Investigator or Designee

\_\_\_\_\_

Signature of Investigator or Designee

**APPENDIX 4 Bookcode**

[Link](#)

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