

THE INCLUSIVE ENGLISH LANGUAGE CLASSROOM AND THE EFFECTS OF ACCULTURATION ON CHILDREN FROM DIFFERENT ETHNIC GROUPS

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ABSTRACT

In the process of English language learning the issue of acculturation inevitably appears since the members of a minority culture come into contact with the culture and language of a majority culture. This phenomenon of acculturation and its effect on second language acquisition is to be observed not only with the Bulgarian learners of English but also with all the other ethnically represented groups in our society.

This article studies the way the dilemma whether to resist or to conform to the cultural norms and the specifics of the English language is represented both by Bulgarian schoolchildren and by pupils from other ethnic groups. The difference in their results will be indicative of the degree to which the inclusive English language classroom has succeeded in giving equal opportunities for English language acquisition to all the children in the Bulgarian primary school.

Key Words: Acculturation, language learning, inclusive education.