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**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**

***Researching Preservice Teachers' Perceptions about  
Remote Acculturation in their ELT Formation: Levels and  
Strategies***

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**By  
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“Researching Preservice Teachers’ Perceptions about Remote Acculturation in  
their ELT Formation: Levels and Strategies”

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## *Dedications*

*“When there is harmony between the mind, heart, and resolution, then nothing is impossible”*

*Rig Veda*

*Not long ago have I been asked: what is true Love? It took me some time to get it right. Love is everywhere where you feel peace and happiness, where life flows smoothly without any restriction, where your heart is strongly connected. It amazed me how loved I was and how it replicates in various forms. This thesis completion is a result of that love. The love of my parents who taught me how to live; the love of a mother who taught me how to read and has taught me the paths of life since then; the love of my professors and staff at MEI who really gave their best to teach and support me and my generation; the love of my classmates who were always there to live this period of time learning; the love of every participant in this research, who dedicated time to help me complete this task; the love of friends and acquaintances who always encouraged me to enter this program and to eventually finish it: fleeting love of people who were there. I appreciate all this love invested in me and therefore in this thesis project... and I thank you, dear visitor, who took some time to read the dedication page because as I have perceived true love is everywhere and can replicate on everyone, so you can perceive it too and then... True love will be still alive*

*Peace and Love  
Juan Manuel Rojas Vázquez*

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## **ABSTRACT**

The research focuses on quantitatively measure the overall levels of remote acculturation (RA). On the one hand, the first part of the online survey (ARSMA II) aims to collect data about the four strategies that people apply when facing another culture (C2), that is: assimilation, integration, separation and marginalization. On the other hand, a sub section of the survey (Malinchismo rating Scale for Use Among Adolescents) will confirm the levels of remote acculturation due to the fact that ARSMA II only ranks acculturation levels (not RA).

Some research suggests that integration is the most frequent strategy applied by people when encountering a C2 (maintaining the cultural heritage while seeking to incorporate new cultural elements of the C2) and that one of the most difficult strategies to find is assimilation (rejecting the one's cultural heritage (C1) while completely embracing the C2). Although this research will base some results on numerical levels of RA, it also focuses on seeking participants who apply the assimilation strategy and quantitatively analyze the phenomenon of RA. If these participants are not found, then participants who apply the integration strategy will be interviewed due to the fact that these type of participants (integrating participants) are people who can be called remote bicultural.

## CHAPTER I: INTRODUCTION

### Introduction

The purpose of this chapter is to acquaint the reader to this thesis project (Bitchener, 2009). It is divided into 7 different parts in which firstly, introduction to the problem is found, then the origins of the research and the aim of the study are presented. Afterwards the aim of the study, the research questions and the research scope and design are described. Finally, research content and organization as well as the conclusion are presented. Nowadays people from different cultures live and interact with each other in countries in which only one main culture is shared and experienced. In some cases immigrants and refugees from struggling countries are forced to leave their own society and culture in order to adapt to another one. When people encounter a mainstream culture they experience an acculturation process which according to Phalet & Baysu (2020) is “the process through which people from different cultures who are engaging in sustained contact adapt to one another” (p. 3). Research on acculturation helps to better understand the ways in which these adaptations happen in different people, settings and countries and therefore it is helpful to develop strategies which can be used in many fields of study. This is the case of second language acquisition (SLA) which studies how a second language (L2) and a second culture (C2) are acquired simultaneously by people. These studies of acculturation help to understand how C2 is acquired by people who are also learning another language and therefore develop strategies which help the learner to accomplish the goal of complete cultural and linguistic adaptation.

In terms of cultural and linguistic acquisition, pre-service English language teachers (PSELTs) are required to master the target language but also acquire a certain degree of the

Anglo culture and they may also be perceived as a representative of such C2. This acculturation process may be different from those who are immigrants or refugees due to the fact that PSELTs are not immersed in the C2. This leads to the idea that PSELTs have to accomplish an acculturation process through a remote acculturation (RA) which is defined by Eales, Gillespie, Eckerstorfer, Eltag, & Ferguson (2020) as “a modern form of acculturation common among youth, which results from contact with a distant culture via the 4 Ts of globalization (trade, technology, tourism, and transnationalism)” (p.1).

### **1.1 Introduction to the problem**

The L2 acquisition process is complex and it is still a phenomenon that causes a great debate on how it happens. Acculturation is considered to be an important part of language acquisition. It is traditionally defined as a phenomenon “when groups of individuals from different cultures come into contact with each other, which results in changes in the attitudes, values, and behaviors of either or both groups” (Jimenez et al, 2010, p.2). Pre-service teachers are usually defined as “those starting a teacher education program at the undergraduate or postgraduate level” (Tapia, Castillo & Velázquez, 2013, p. 176) and are specially taught in the foreign language that they will eventually teach. In this way PSELTs are required to be effective second language learners in order to be effective English language teachers who can develop a “multicultural sensitivity, which is the ability to acknowledge and accept that cultures perceive the world differently” (Johnson & Wells, 2017, p. 9). Therefore, this study aims to explore the phenomenon of RA in the L2 acquisition of pre service English teachers regarding their cognitive and behavioral changes.

## **1.2 Justification**

Within the SLA field much work has been done on acculturation. Many studies explore the acculturation phenomenon in contexts in which two or more different cultures engage in the daily life (Abdelhalim, & Alqubayshi, 2020; Abraído-Lanza, Echeverría & Flores, 2016; Berry, 2017; Sheikh & Anderson, 2018; Vargas & Jurado, 2016). These studies usually encompass either migration of minority groups living abroad. Only little research has been conducted regarding RA (Eales, Gillespie, Eckerstorfer, Eltag, & Ferguson, 2020; Ferguson, Iturbide, & Raffaelli, 2020), and even less research has been conducted regarding RA in Mexican contexts (Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo, 2019). Most of these studies on RA claim that remote acculturation derives mostly from contact of a new culture via globalization, but none of them focuses on RA through professional development which seems to be a pristine area to be studied. Since this seems to be a new area of research, this research has to be done considering three aspects: first, the RA phenomenon, second, how professional formation programs encourage acculturation and third, how PSELTs perceive this phenomenon. By considering these three aspects, this thesis will contribute to research on a relatively new area of study. Up to the day in which this research is being made, there seems to be no other study, research or publication aiming to research on the relationship between RA, ELT formation programs and their PSELTs perspectives.

## **1.3 Aims of the study**

This study aims to explore the phenomenon of RA in PSELTs in their final stages of formation in a university in central Mexico. It considers two aspects of acculturation which

are behavioral and cognitive changes as suggested by Collier, Brice & Oades-Sese (2007). These changes will be accompanied by the PSELTs perceptions on how this phenomenon manifests in their formation. Thus, the purpose of this study is to analyze how RA manifests in PSELTs and how they correlate to their own perspectives.

#### **1.4 Research questions**

This thesis addresses three research questions.

Research question 1 states as follows: What are the perceptions of pre-service English language teachers' on their RA process regarding their cognitive and behavioral changes?

Research question 2 states as follows: What are the overall levels of remote acculturation towards Anglo culture in pre-service English language teachers at Facultad de Lenguas BUAP?

Research question 3 states as follows: What are the perceptions of PSELTs about their RA assimilation or integration strategies?

#### **1.5 Research scope and design**

In order to answer to the research questions an adaptation of two rating scales will be used: the Acculturation Rating Scale for Mexican Americans (ARSMA), which according to Collier, Brice & Oades-Sese (2007), “has been used several times to examine the acculturation of Mexican students at the college level” (p. 17). The second adapted rating scale is the Malinchismo scale for use among adolescents proposed by Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo (2019). Many ARSMA studies have been conducted in different settings (Chapin, 2019; Tovar, 2017; Vela, Flamez, Sparrow & Lerma, 2016) but most of them focus on Latino population living abroad. Some

studies have been conducted regarding the relationship between English language teachers and acculturation (He, 1999; Howe, 2005; Lynch, Andrew, Richards & Pennington, 2018) but none has been conducted regarding PSELTs and their RA process while being in their native environment but learning the Anglo language and culture. Few studies on Mexican teenagers have been conducted regarding RA (Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo, 2019; Lorenzo-Blanco, Arillo-Santillán, Unger & Thrasher, 2019). This study will contribute to previous research as it boards suggestions for further research of studies on RA.

### **1.6 Research content and organization**

This research is divided in 5 different chapters which aim to present the development of this research. Chapter one aims to introduce the thesis project, relevance of the study as well as the background information. Chapter Two presents the pertinent review of literature. Chapter Three describes the methodology and instruments applied in order to obtain data and how it is analyzed. Then, in chapter Four the findings obtained from the data are presented. Finally, chapter Five discusses how the results regard the research questions and concludes the thesis.

### **Conclusion**

This chapter pointed out the general aims and objective of this thesis regarding the acculturation phenomenon linked to the formation of PSELTs. It provided a rationale which attempts to describe as best as possible the relevance of the study as well as the area of study of this research thesis. The next chapter will be devoted to the development of pertinent literature which illustrates and gathers previous knowledge on the matter. It will

be devoted to the understanding and collection of previous works and research on SLA, Culture and the acculturation process as well as the RA and also about research on teachers' education.

## **CHAPTER II: LITERATURE REVIEW**

### **Introduction**

The main purpose of this chapter is to gather relevant literature and research that will shed light on the main issues of this project. This thesis chapter provides an overview of previous research organized in 3 general topics: the first section regards literature review on second language learning and acquisition. The second section addresses gathered information about culture and the acculturation process. The third section provides previous research on teacher education and formation.

### **2.1 Defining second language acquisition & learning**

Krashen (1981) points out that language acquisition (LA) and language learning (LL) are two independent but interrelated systems which allow adults to be proficient in a language: subconsciously there is an acquisition process whereas consciously the language learning process takes place in the adults' minds. Hoque (2017) suggests a difference between LA and LL by suggesting that LL deals with the formal learning of a language usually taught in a classroom whereas "language acquisition means acquiring the language with little or no formal training or learning" (p. 1). The main difference here lies on the fact that language learning requires instruction and learners to be old enough whereas language acquisition is most often observable in children. Hussain (2017) supports the differentiation of these two terms by stating that LA "is an intuitive route that transpires naturally devoid of any exertion or intention" (p. 1) whereas LL requires a more systematic and laborious process in the speakers' minds. The differentiation between these both concepts has been widely

addressed and discussion may lead to different perspectives and theories. What is clear about them is how intertwined they are in the second language (L2) learning or acquisition. “The language which is acquired during early childhood starting before the age of about 3 years is first language” (L1) (Derakhshan & Karimi, 2015, p. 2112), which leads to the idea that any other additional language acquired by any person should ideally be called a second language (L2). According to Menezes (2013) second language acquisition (SLA) is “a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments” (p. 404). This definition seems to be linked to the complexity of this area of study and yet how achievable an L2 can be for a person.

## **2.2 Further information about SLA**

In order to understand the SLA phenomenon it is necessary first to understand what learning is. Much has been discussed about learning and learning theories in past years. Illeris (2018) suggests a broad definition of learning as “any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing” (p. 7). This same author claims that this is a very broad definition of the term and points out the need of including key elements of learning when conceptualizing it, for example the basis of learning (psychological, biological and social conditions), the internal and external conditions of learning, the learning process itself, and the applications of learning. Thus, in order to grasp an adequate concept of learning many complex features should be taken into account due to the nature of the process, the contexts, societies, contents, etc.

If the learning process focuses on language, the result may end up in the building of linguistic knowledge which is broadly defined (inter alia) by Fung & Macaro (2019) as “lexical-semantic knowledge and morphosyntactic knowledge” (p. 2). This is knowledge about the order and composition of words and their meaning. Fung & Macaro (2019) also suggest that in order to understand linguistic knowledge, proficiency should also be incorporated to the understanding of the phenomenon. Linguistic knowledge of an L2 should ideally be called interlanguage which is “an autonomous linguistic system in its own right that evolved according to innate and probably universal processes” (Han & Tarone, 2014 cited in Al- Sobhi, 2019, p.58). The innate and universal processes may be a reference to the learning processes suggested by Illeris (2018). If learning is a complex phenomenon, L2 learning encompasses an equally complexity due to the variants that the process encounters.

### **2.3 The relationship between SLA and culture**

It is hard (if not impossible) to learn an L2 without its host culture. “Culture is a product of the way individuals learn to coordinate desirable and useful activities with others and it is expressed in many ways, including through the actions, expectations, and beliefs of individual persons; physical elements such as artifacts, tools and the design of physical spaces; norms for interacting with others, both verbally and nonverbally; and beliefs and ways of looking at the world that are shared with others” (National Academies of Sciences, Engineering, and Medicine, 2018, p.23). It can be understood that culture and language are importantly intertwined as Ramírez-Lizcano, & Cabrera-Tovar (2020) point out: “the historical and social layers of culture have combined to address the sociocultural context of language study, and so, culture plays a crucial role in language learning and teaching (p.

98). Similar to language learning dealing with the appropriation of language, culture learning deals with the appropriation of a culture. It is defined as “a theory of cross-cultural adaptation that seeks to conceptualize the challenges sojourners often experience when learning to navigate their daily functioning in novel and unfamiliar cultural environments” (Pacheco, 2020, p.4). These both human features (linguistic and cultural knowledge) share an important aim in the development of every individual which is social interaction and social mediation. (Mazari & Derraz, 2016) accurately point out that “the study of a foreign language allows learners to know another culture, not only by the expansion of language experiences, but also by including social and human factors” (p. 351). The authors also claim that more areas of study should be involved in the study of the relationship between language and culture apart from the psychological and linguistic perspectives. Thus, it can be said that culture learning and language learning are intertwined. This means that if language learning follows certain process for certain people, also culture learning should be seen in the same way: different people learning different cultures in different manners. In this sense, once that language learning is better understood, also culture learning and the acculturation process should be better understood and that is the attempt of the next section which regards the understanding of culture and the acculturation process.

#### **2.4 Understanding culture and the acculturation process**

In order to better understand culture it is necessary to firstly talk about the field of research in which it is immersed: cultural studies. Early attempts to study culture after World War II were done by Hoggart (1957) in which the author studied in great detail the characteristics and the culture of the working class people. This work developed by Hoggart (1957)

became one of the seminal texts of the mid-twentieth century according to Owen (2008) for it “had an enormous impact: in part for the intrinsic interest, quality and originality of its argument, and in part because of its bearings on wider discussions about the pace and direction of post-war social change” (p.1).

Barker (2004) suggests that the cultural studies field “is concerned with an exploration of culture, as constituted by the meanings and representations generated by human signifying practices, and the context in which they occur. The Cultural studies field has a particular interest in the relations of power and the political consequences that are inherent in such cultural practices” (p. xix). It can be understood that cultural studies aim to describe and promote changes in any constructed reality of a group of different people in different settings.

Defining the term culture is a difficult task. Due to the infinite cultures which exist, have existed and will exist, and the many roots and branches of it, the term becomes almost impossible to be fully described. Barker (2004) suggests that “it is best thought of as a mobile signifier that enables distinct and divergent ways of talking about human activity for a variety of purposes. That is, the concept of culture is a tool that is of more or less usefulness to us as a life form and its usage and meanings continue to change as thinkers have hoped to ‘do’ different things with it” (p. 44).

Many authors throughout the modern human history have tried to have a definition of culture and dedicated entire research books on the difficult task of coming up with a precise definition. Katan (2018) suggests that these definitions are usually accompanied by different approaches, focuses, perspectives and fields of study, resulting in solid definitions that fulfill the requirements of an area of study. These definitions on the other hand would

not be fully accepted in other areas of study. Also, Katan (2018) offers some classifications of the term culture as technical culture (the manifestations of civilization resulting in arts, morals, laws, knowledge and so on that differentiate civilized beings from savage ones); formal culture (the unwritten culture regarding customs and traditions), informal culture (that one regarding subconscious mental processes which guides judgments, feelings and behavior usually constructed in a person); and culture as a dynamic (which has to do with a cultural web in which individuals are immersed, a dynamic living).

Over 300 definitions have been found by Faulkner, Baldwin, Lindsley, & Hecht (2006) grouped in 7 themes or categories in which “authors have defined culture in terms of structure, function, process, product, refinement, group, and power or ideology” (p. 51) In the area of psychology culture is defined as either a designation of “some group of people who “belong together” by value of some shared features (Valsiner, 2006, p. 9 ) or “as an inherent, systemic organizer of the psychological systems of individual persons (p. 10). Thus, it can be understood that in order to explore a definition of culture, it is necessary to firstly understand the context of such definition and the subject or subjects who are considered to be immersed in that context.

After an exhaustive review of psychological views on culture, Salzman (2018) points out that “cultures address core human needs physiological and psychological” (p. 124). These assumptions are based on the human condition of mortality, the continuous process of solving problems and fulfilling human needs: culture, in a sense, could be described as that force that binds humans together (either as an individual or groups) in the continuous challenge of satisfying our existential, psychological, cognitive, physiological, and spiritual needs. Once that the term “culture” is explored through the literature review, it is clear that there are many ways to define it and understand it, but also it opens the door to emergent

questions about the acculturation process. If the term culture can be understood and defined in so many ways, how would the learning of a culture be for every individual? This question leads to the need of exploring the remote acculturation phenomenon and techniques in a more detailed manner and thus, the next section will address the acculturation process and how the way in which culture is seen, impacts the way in which a person learns the culture.

### **2.5 Further information about culture: remote acculturation**

In order to describe acculturation, the acculturation process (AP) and remote acculturation (RA) it is necessary to retake Valsnier's (2006) perspectives on culture: either a group perspective or an individual focus. For Arroyo (2016), there is a difference between acculturation and transculturation: acculturation dealt with the assimilation of a minority culture into a dominant culture while transculturation has to do with the complexity of the process of exchanging linguistic, economical, racial, cultural and racial features. It can be understood that there is also a differentiation from a plural perspective to an individual one. Early attempts to study the acculturation process were made in the 1930s according to Berry (1995). These studies were made under an anthropologist approach and usually two major definitions of acculturation aim towards the change observed in either one or two cultures that come together or an adaptation of new patterns into someone's modes of life. Berry (1989) described three ways in which a person can deal with cultural conflicts due to contact among cultures: adjustment, reaction and withdrawal. When positive social relations occur, assimilation and integration processes take place. If those cultural relations are negative, the resulting stages are separation (rejection) and marginality (deculturation). This study of the acculturation process was later named as the fourfold theory as pointed

out by Rudmin (2003). Ozer (2017) points out that “an acculturating individual could be oriented toward either the heritage culture (termed separation) or the new culture (assimilation)” (pp. 1-2). The acculturation process also deals with “individuals oriented toward both heritage and new culture (integration or biculturalism) and people with low orientation toward either culture (marginalization)” (Ozer, 2017, p.2). This is: separation regards with the rejection of the host culture and a preference for preserving the origin culture; assimilation deals with the complete adoption of the host culture over the culture of origin; integration focuses on the adoption of the new culture while maintaining the original culture at the same time; marginalization encompasses the phenomenon of rejecting the host culture and the culture of origin.

Studies on remote acculturation are more recent in comparison to studies on the acculturation phenomenon. (Ferguson, Tran, Mendez, Van De Vijver, 2017) point out that “globalization has accelerated the exposure of nonimmigrants to remote cultures in which they have never lived, producing remote acculturation (RA)” (p. 1) Ferguson, Iturbide & Raffaelli (2019) point out that RA “was introduced as a modern form of nonimmigrant acculturation prompted by indirect and/or intermittent intercultural contact (p. 3). This type of acculturation takes place due to globalization of media, entertainment, goods, etc.

As it can be analyzed from the literature, there are many ways in which people react when entering in contact with a new culture. This is an aspect that many people around the world have to go through. Similar to those immigrants who have to face and adapt to a new culture, some language teachers may see themselves in the learning of their target language during their formation programs. Thus, it is important to explore deeply into this issue, due to the fact that these teachers may have a different or similar reaction to those who are facing an acculturation process caused by migration. The next section will be devoted to

explore this situation in a more deeply manner: understanding how is the acculturation process in second language teachers

## **2.6 SLA teachers' acculturation**

Some research has been done on language teachers' acculturation (Deters, 2018; He, 1999; Tran & Birman, 2019). In these studies acculturation is usually a feature that is included in language teacher formation and even it is required to understand this process and master certain ability to understand the cultural struggles that come students may encounter when facing a totally different setting in which they live and therefore facing a new culture. Troudy (2005) suggests that "cultural knowledge needs to be informed by a deep sense of commitment on the part of the TESOL teacher to understand his/her students' social and cultural contexts and how these shape their approach to learning and attitudes to English as a second or foreign language" (p. 1). Murray & Christison (2019) claim that: a common goal as teachers "should be for learners to be able to engage in intercultural interactions, to create an intercultural space" (p. 51).

Even when some research has been done on the acculturation process of SLA teachers, little research has been done on the RA process of SLA teachers. This gives a clear direction in which research has to focus. Firstly, more research should be done in the RA field, but also research should not discriminate the efforts of the formation or education of the teachers. In order to better understand how teacher face a RA process, it is necessary to pay attention to their formation too. Do they learn a new culture in their formation programs? How is culture taught in places such as ELT programs in Mexico? How should a teacher education or formation be understood? The next section will be devoted to explore and define teacher education formation.

## **2.7 Defining teachers' education/formation**

An important aspect to review within the teachers' education (TE) or teacher formation (TF) is the role that they play within the teaching-learning practice. Darling-Hammond (2000) points out that one of the main contribution of TE "is its development of teachers' abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom" (p. 166). In this way, teacher education refers to the improvement of teachers' skills, observation abilities and knowledge oriented towards their main goal: successful students' learning. This is usually not an easy task due to the fact that "much of what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study and to frequent disdain for teacher education programs" (Darling-Hammond, 2006, p. 300).

Richards (1998) proposes 6 domains which should constitute the core basis of second language teacher education (SLTE) which are "theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge" (p. 1). These domains, according to the author would vary due to the different approaches to language that teachers usually apply. Richards (2008) considers that the field of SLTE has advanced in different ways and points out that it "makes a vital contribution to our understanding of what lies at the core of this enterprise, namely, teacher, teaching, and the nature of teacher education" (p.173). Although great advances have been accomplished in the field of SLTE, Farrell (2019) suggests that more attention should be paid between the different stages in which language teachers evolve during their formation and professional practice: paying special attention to the process of going from pre-service to in-service teacher stages. These changes (including the

sociocultural context learning) should be addressed not only by language teachers in formation, but also by those who teach them and those who are in charge of developing SLTE programs.

## **2.8 Research on teachers' education/formation**

Following Farrell's (2019) suggestions on taking into consideration the conditions perceived by SLTE students towards their programs, Altmisdort (2016) analyzes similarities and differences between English language teacher educational programs in Turkey obtained from the students' observations within those same programs. This analysis leads to the suggestion provided by the participants but also by the author. On the one hand, participants suggest that changes should be made regarding content of the courses, tools (sources of information and technological), opportunities to study abroad and more support on their practices. On the other hand, the author suggests mainly changes regarding the curriculum, the focus on the learner approach, more resources on knowledge, support to the learners and staff, technological investments, and a process of curricular reorganization that takes into consideration all of these aspects.

In an Asian context Nguyen (2017) suggests that "if teachers were taught a more reflective and collegial set of habits during their EFL teacher preparation, their practice would show marked improvement" (p. 20), relating the success of in service teachers based in their preparation stage and in their habits and reflective skills. Although these reflections and mentoring could be done during the professional life of an in-service teacher, the habits or the basis should be implemented during the first stages of formation. From a South American perspective, Villegas, Varona & Gutierrez (2020) analyzed PSELTs'

construction of identity in a second language teacher education program claiming that “teacher identity is transformed as a result of teachers’ participation in a teacher community” (p.1). These observations made about identity construction may also be related to the acculturation process that PSELTs face.

Moradkhani (2017) points out that “Teacher educators have a significant contribution to “the total ecology of teacher education”. They help teachers develop a sense of professional, gain confidence about their teaching, and enlarge their knowledge base” (p. 92). These observations seem to exemplify a successful teacher educator activities and role within the teacher formation field. Yasan (2018) also analyzes teacher identity in teacher education but also one of the author’s main concerns is the role of teacher educators within this process. It seems that in order to pay attention to an important change such as identity changes among PSELTs it is necessary to look at all the important components of these settings. Al-Issa (2017) suggests that successful teacher educators “are empowering educators and holders of strong disciplinary knowledge who pursue achieving social justice ELT education” (p. 13) when trying to achieve quality and accountability in PSELTs. The efforts of SLTE programs and teacher educators seem to aim to a common goal: looking for a growing effectiveness of the language teachers who are being educated.

Demiroz & Yesilyurt (2015) suggest that teacher effectiveness is “the capacity of a given teacher to lead their students to sustained achievement gains” (p. 862) and explain that teacher effectiveness is linked to the “knowledge and command of the target language, ability to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students, fairness to students by showing neither favoritism nor prejudice, availability to students” (p. 863). Kola, Sunday & Ayinde (2015) define the teachers’ effectiveness in general as “one who is intellectually challenging, motivating

students, setting high standards and encourages self-initiating learning” (p. 88) and although this definition is not necessarily linked to English teachers’ effectiveness, the author suggests that this definition applies for every kind of teacher.

Uygun (2013) accurately defines effective teaching as the one that “involves the ability to provide instruction that helps students to develop the knowledge, skills, and understandings intended by curriculum objectives, create an instructional climate that causes students to develop positive attitudes toward school and self, adjust instruction so that all students learn, irrespective of their ability, ethnicity, or other characteristics, manage the classroom so that students are engaged in learning all or most of the time, make sound decisions and plans that maximize students’ opportunity to learn, and respond to initiatives for curriculum change so that the new curriculum’s intents are fully realized” (p. 306). This definition seems to be more objective in terms of a student centered approached of the matter.

Shahvan & Rezvani (2016) consider that “one of the key factors to help effective teaching is the discussion of teachers’ beliefs” (p. 31). The author links the idea of exploring the teachers’ beliefs in order to understand how effective teaching could be promoted and how teachers’ previous experiences may positively or negatively affect their effectiveness when facing the instruction time.

Based on the previous literature, it is clear that the need of understanding how teacher formation programs impact the development of a language teacher. It is also clear that the need of relating this to culture learning is crucial for the cultural development of a language teacher. Understanding how this process takes place during the teacher formation program would lead to a better understanding of the RA learning phenomenon and it would turn helpful for future generations of PSELTs who are either struggling with cultural features, or improving greatly their academic growth due to cultural knowledge. Therefore, the next

section will explore these topics in detail: How is the process of RA in PSELTs in Mexico? Are there any studies that explore the changes that PSELTs have during their formation program?

## **2.9 Pre-service teachers' remote acculturation**

Many studies have been done regarding the analysis of the teacher formation stages of PSELTs (Kavanoz, 2016; Kavanoz, Yüksel & Varol, 2017; Mumford & Dikilitas, 2020; Yuan, 2016). Much research has been conducted with an attempt of providing updated data about PSELTs, which shows that the topic and the field in which this research focus grows is still an area of significant improvement. The acculturation process has also been widely studied but mainly focusing on immigrants and refugees (Alexandrovich, 2019; Al Wekhian, 2016; Choi, 2016; Khawaja, 2016; Stephens, 2016) which leads to the idea that these two research interests are broad.

Studies regarding the remote acculturation topic are relatively new in comparison to those exploring the acculturation process. Some studies have been made concerning remote acculturation in: adolescents' perspectives of biculturalism in two contexts (Ferguson, Iturbide & Rafaelli, 2019), identity formation among adolescents (Ferguson, Ferguson & Ferguson, 2017), divorced coparents and children adjustment (Giray & Ferguson, 2018), cigarette use susceptibility among youth in Mexico (Lorenzo-Blanco, Unger & Thrasher, 2020). These works on RA has been vital to the development of the term and the field, but only little research has been conducted regarding acculturation in non-native English speaker teachers (Abayadeera, Mihret & Dulige, 2019), although such research focus on ethnographic approach on accounting teachers. It seems imperative that more research is

done within the field of study of remote acculturation having in mind a broad population who face this process: PSELTs.

## **Conclusion**

This chapter aimed to gather previous research on the issues that this thesis regards. It was organized in three main topics which addressed SLA, culture and teachers' formation. During the process of collecting previous research it has been observed that no other publication and research aims to study the same aspect that this thesis is aiming to explore. This chapter also provided some discussions through the reviewed literature. The next chapter will be devoted to describe this thesis' research methodology in which aspects such as research design, the context, the participants, instruments and all the data collection stages will be presented and described.

## **CHAPTER III: METHODOLOGY**

### **Introduction**

This chapter describes the research methodology of this study. First, the research design is addressed, and then the research context and the description of the participants are provided. The instruments that were applied in this study were described in detail: firstly regarding the survey sections and subsections as well as every item's purpose. Later the interview guide is described mentioning every question's purpose. Also data analysis procedures were discussed in order to provide a better comprehension of how the raw data was organized and later analyzed. Finally, a conclusion of the chapter ~~will be addressed~~ was included mentioning relevant data of the chapter.

### **3.1 Research design**

This research follows a mixed-method approach focusing on quantitative and qualitative research which “is described as quantitative and/ or qualitative data combined within a single study complementing each other by integrating their strengths (Bowen, Rose & Pilkington, 2017, p. 10). On the one hand, quantitative data is needed first to know the levels of acculturation achieved by the participants, thus answering research question 2. On the other hand, once that an overall result is obtained from the participants, interviews were applied to some of the participants, resulting in qualitative data which contributed to do the triangulation needed for this research aiming to answer research questions 1 to 3.

### **3.2 The instruments**

This thesis carries out mainly two instruments: a survey and interviews. The survey was electronically designed so that it could reach to as many participants as possible. This survey starts with a brief description of its goal but also with some information regarding RA so that the participants know the purpose and the topic that this survey will be aimed to. The first section of the survey consists of the exploration of the participants' background information. Items 1 to 7 aim to explore respectively the participants' background information regarding their e-mail address, gender, age, Mexican nationality, clarification of any other nationality, the participants' parents' Mexican nationality, and the participants' travelling experience to an Anglo country. Items 1 and 5 were opened questions, whereas items 2, 3, 4, 6, and 7 were multiple choice questions. These 7 items were mandatory to answer except for items 4 and 5. Items 8 to 19 correspond to the ARSMA II section. They were in a frequency Likert scale model which ranges from 0 (not at all) to 5 (almost always). They aim to explore the participants' habits towards their language use (items 8 and 9), enjoyment towards the use of the Spanish language (item 10), association with Anglos (item 11), enjoyment toward English language movies (item 12), enjoyment of Spanish language TV (item 13), enjoyment of Spanish language movies (item 14), enjoyment of Spanish language books (item 15), writing letters in English (item 16), language of thoughts (items 17 and 18), and friendly associations with Anglos (item 19). Items 20 to 28 have a similar format as those corresponding to the ARSMA II section: they were elaborated as a frequency Likert scale model ranging from 1 (never) to 5 (always) which aim to rank the participants' orientation towards the Anglo culture. Items 20, 21, and 22 aimed to explore the participants' preference of Anglo brands and products. Items 23

and 24 rank the participants' preference for Anglo food and the quality of such food. Items 25 and 26 aimed to collect data about the participants' preference for Anglo people or people with Anglo ancestry. Items 27 and 28 measure the participants' preference for Anglo music or the quality of such music. Items 29 and 30 were designed to obtain the participants' consent to be contacted later and their contact information respectively. Item 29 was a yes-no question, whereas item 30 was an open question.

The interview was the other instrument carried out in this thesis to explore and better understand the phenomenon of RA in PSELTs. This semi structured interview carried out 9 subtopics of RA organized in an interview guide which was used at the moment of applying the interviews. The first 3 questions regarded the participants' behavioral, cognitive and identity changes that the participants have encountered before starting their professional formation and during this same process. The next four questions in the interview guide aimed to confirm the participants' orientation towards a certain acculturation strategy: assimilation, integration, separation, and marginalization. Depending on how the participants' were ranked in the questionnaire, one of these questions was asked to confirm the obtained results. The last two questions regarded the participants' most interesting cultural Anglo elements as well as their culture learning.

### **3.3 Instruments design**

Firstly, an acculturation rating scale was designed based on (Cuellar, Arnold & Maldonado, 1995) observations on how to design a proper rating scale based on the ARSMA II revision. This online acculturation rating scale questionnaire is based on Bauman's (2005) Brief Acculturation Rating Scale for Mexican- Americans II due to the proved validity and

reliability shown in Bauman's (2005) work. This rating scale is a questionnaire designed as an online survey which can gather the participant's background information such as age, gender, origin, traveling experiences among others and can facilitate the work of the researcher without affecting the results in comparison to paper format questionnaires (Bowen, Rose & Pilkington, 2017). The main part of this survey ranked the acculturation levels of such participants. In addition to the ARSMA II scale, also the Malinchismo rating scale for use among adolescents (Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo, 2019) is included in the online questionnaire. Due to the nature of the survey, it was possible to obtain a general overview of the acculturation levels. The main purpose of this survey is not to be judgmental about the participants' acculturation levels, but rather to firstly, obtain an overview of acculturation levels and secondly to target participants who obtained the higher levels of acculturation so that they could be contacted later (see appendix A to the survey). The survey had an option in which participants give their permission to be contacted and collect their e-mail addresses as well as showing the consent letter (see appendix B)

### **3.4 The piloting stage**

In order to conduct the piloting stage of this thesis project, some comments made by the thesis supervisor were taken into consideration. Firstly, after the online survey was developed containing both ARSMA II and the Malinchismo rating scale, it was sent to in service teachers and PSELTs. Comments of in service teachers helped to obtain a wider view on how to improve the online survey. These comments helped to target specifically to those participants who were true remote acculturate subjects. The survey was later designed in a way in which depending on the answer on whether the participant lived abroad or not

helped to only obtain real remote acculturating participants. Participants who had lived abroad were directly sent to the end of the survey. Comments of PSELTs contributed to be sure that the online survey was comprehensible and that it did not represent any issues regarding difficult language and or spelling mistakes. This aspect resulted in minor corrections of spelling and punctuation.

In the case of the interviews, comments made by the thesis supervisor were taken into consideration regarding the nature of the questions as well as the procedures on how to make those questions. Pilot interviews were applied to two colleagues who are in service teachers and also researchers and the experience resulting in positive comments about the procedures and questions made during the interview and therefore no changes were made to the interview guide.

### **3.2 Data collection**

The research context was a public decentralized university in central Mexico where programs in ELT are provided to students (among other educative programs). This program is known as *licenciatura en la enseñanza del inglés* (LEI). In this university the survey was applied to PSELTs although because of the pandemic situation, this application had to be online. The physical context was a building where mainly young adults take courses on ELT formation as well as foreign language learning. The reason for selecting this context is the great number of available participants. The participants chosen from this setting are the ones related to the ELT formation program. Thus, sampling is purposive: participants should ideally be in their final stages of formation due to the proposed aim of the program of high mastery of language and culture at the end of their formation. They should ideally

be between 23 to 25 years old although this is a flexible aspect due to the conditions in which older participants start their formation process.

Firstly, some arrangements were made with some teacher of the *Facultad de Lenguas BUAP* to allow me to enter their online classrooms to invite their students to be part of this thesis project. The targeted groups were students of the LEI program who were in their final stages of formation. This would allow the results to be valid and reliable. A total of 3 groups were invited to participate but due to the low numbers of participation, the invitation was sent via Facebook group of the *Facultad de Lenguas BUAP*. In the invitation post the requirements for possible participants were stated: the first requirement was to be part of the LEI program and be at the final stages of formation. The second requirement was not to have visited any Anglo country ever. Once this publication was made on Facebook, the number of participants increased considerably. The link to the online survey was attached and participants' started to answer such survey.

Based on results shown by the acculturation survey, participants who were ranked higher in acculturation were contacted to have semi-structured interviews via internet platforms. Participants were asked to choose their most preferred platform to have the interviews. These interviews were recorded to facilitate data transcription and processing. The main purpose of the interview was to explore the participants' perceptions towards their own RA process and the changes in their cognition and behavior since qualitative research "allows the researcher to delve deeper into finding out what people think and feel; and how people cope with particular experiences" (Bowen, Rose & Pilkington, 2017, p. 16). In this way, triangulation took place first to quantitatively obtain a general score on RA and secondly, to qualitatively explore the participant's perceptions on the phenomenon of successful RA. Regarding the design of a guide of the interviews, this thesis took into consideration from

DeJonckheere & Vaughn (2019) who suggests that “all questions should be open ended, neutral, clear and avoid leading language. In addition, questions should use familiar language and avoid jargon” (p.5). The authors also suggest that the question should be flexible and dependent of the interviewee’s responses. These two instruments are relevant to the purpose of the study due to the specific type of participants needed for the study but also the purpose's nature of the study.

### **3.5 Data analysis**

Once that enough participants had answered the online survey, the raw data was obtained through google forms and it was originally displayed in the google forms platform, which offers different types of charts, graphs and tables in which raw data could be organized. Later, the same data was input to an online graph and chart designer so that the size and format would be changed from the google forms platform. Data analysis concerning the online survey was reviewed by pie charts and graphs in which acculturations levels were visually displayed. These data analysis tools helped to identify the global levels of RA but also the online revision of e-mail addresses allowed the participants to be later contacted.

Once that the section of RA levels was obtained and analyzed from the survey, those participants who were ranked higher were sent an invitation to be interviewed. In this sense, only two interviews were able to be performed. While the interviews were carried out online, the recordings were made at the same time. Recording the whole interview was helpful to later transcribe into written language every aspect of the spoken language. This resulted in obtaining two different transcripts from which more analysis could be made.

The second data analysis procedure was made from transcriptions of the applied interviews in which information had to be organized in tables so that it could be manageable. Relevant comments on the phenomenon of RA were highlighted in the Word program so that a better analysis could be performed and later discussed in chapter 4.

## **Conclusion**

This chapter addressed the research methodology carried out in this study. First, the research design and the participants' profile were made. Later the instruments and the instrument designed were narrated. Then, the piloting stage and data collection procedures were described as well as the data analysis. It is relevant to point out that due to the mixed methodology that this study carried out, two types of instruments were required to explore the phenomenon of RA from general to specific, having a quantitative and a qualitative perspective of the global levels of RA but also the participants' perspectives on the RA phenomenon. The next chapter will take into consideration this methodology to present the pertinent results.

## **CHAPTER IV: RESULTS**

### **Introduction**

In this chapter the results of the online survey and interviews are presented. The chapter is divided into two sub sections which regard the quantitative part first and the qualitative part after. Qualitative results show information about the subjects' general background, a tridimensional acculturation scales analysis and elements of the malinchismo rating scale for use among adolescents (MRSUAA) (Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo, 2019). Qualitative results will shed some light on the participants' cognitive changes, behavioral changes and perceptions about their acculturation process. Results regarding quantitative data were presented and displayed in graphs and charts and immediately discussed. Results concerning the qualitative data were displayed in tables and discussed.

### **4.1 Quantitative results**

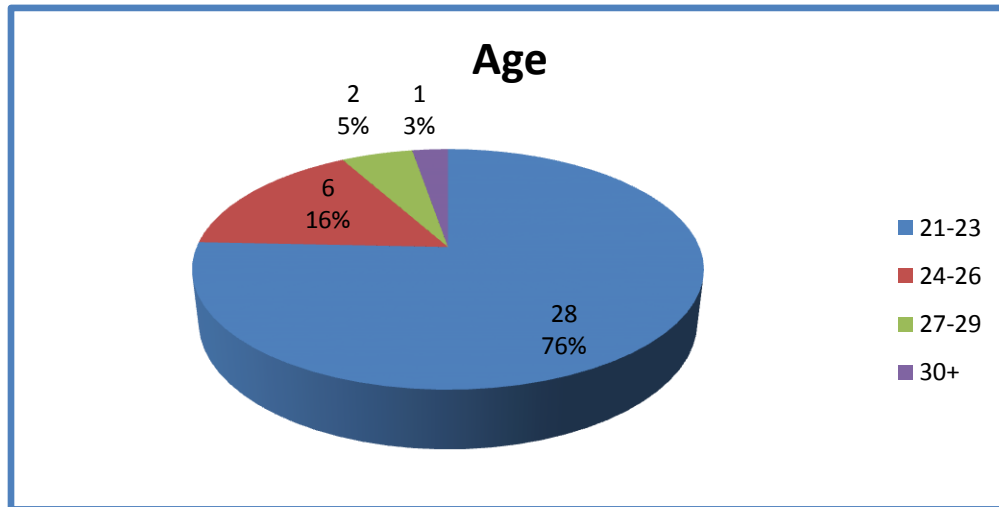
In this section information obtained by the online survey is presented. As stated in chapter III, the online survey was an instrument created from the application of two rating scales: a short version of ARSMA II (Bauman, 2005) and the Malinchismo rating scale for use among adolescents (Galán Jiménez, Ferguson, Cappello, Torres Colunga, & Cerda Escobedo, 2019). This two-in-one instrument would allow collecting numerical information about the acculturation personal and general levels of the participants who participated in the data collection procedures. A general table of results was obtained by processing the answers of participants according to Bauman's (2005) suggestions (see appendix C). Also a

similar procedure was applied to organize the information of the Malinchismo rating scale (see appendix D)

#### **4.2 The subjects' background**

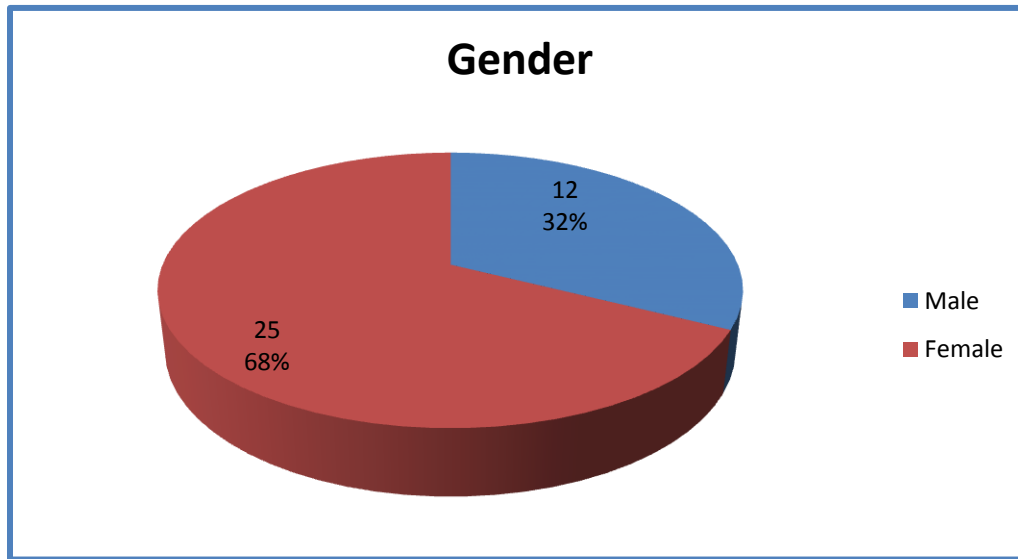
One of the first questions of the survey aimed to explore the participants' age. Outcomes from the survey showed (Figure 4.1) a total of 37 participants answered the online questionnaire. Out of the 37 participants, 28 were placed in ages from 21 to 23 representing the 76% of the whole surveyed population. Whilst 16% were between 24-26 years old (Figure 4.1) and the rest were older than 27.

The findings highlighted above (Figure 4.1) clearly suggest that most of the PSELTs who are in their final stages of formation were young adults who have never been to an Anglo country but they have managed to start their RA process. My experience (as a student of the same program) tells me that this is a good age in which a PSELT can engage with a new culture and eventually assimilate it. For example, students can, apart from learning linguistic features of the English language, learn some other Anglo cultural elements such as literature, history, traditions and even take classes on the Anglo culture. In this way the LEI program acts as a medium through which culture is learnt in a remote environment such as this university.



**Figure 4.1 Participants' age**

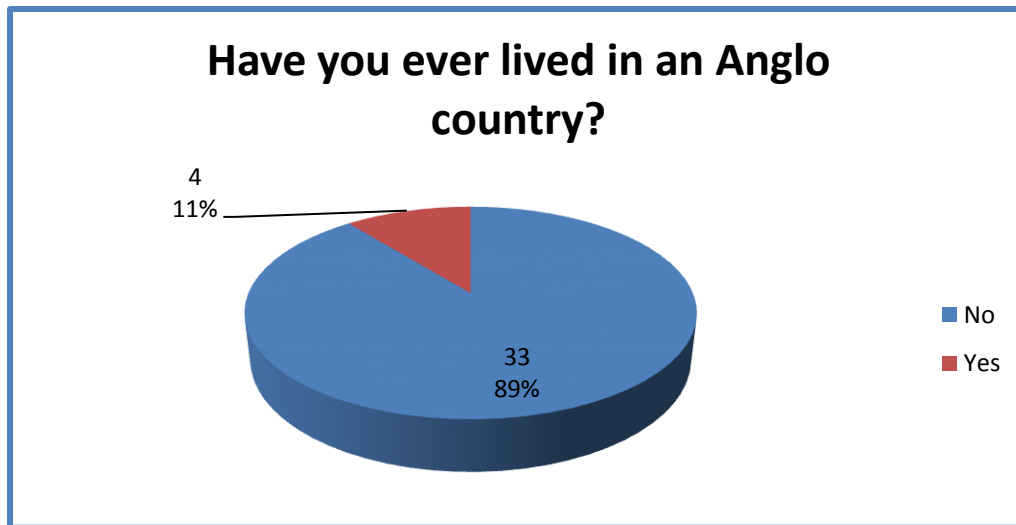
Item 2 of the questionnaire aimed to explore the participants' gender. Results obtained from the survey (Figure 4.2) show that 25 female participants represented 68% of the total surveyed participants and only 12 male participants represented the 32% of the total surveyed population. Although it was possible to mark the "other" answer in the survey, this answer did not get any response. The findings highlighted above (Figure 4.1) showed that there was a prominent female population in the LEI program. This could also be related to how the culture within the LEI program is. How culture is understood in a place where most of its participants are females and how RA occurs in this type of settings. In this regard, in my experience I could also say that most of the teaching staff at the LEI program is also female. It would also be interesting to explore the different perceptions of male and female participants when encountering a RA process and see if there is any difference at all or if the process is similar. This could be a referent to subsequent studies that can be made regarding the teaching program formation.



**Figure 4.2 Participants' gender**

Item 7 aimed to explore the participants' travelling experience to an Anglo country. Results from the survey showed (Figure 4.3) that out of 37 participants only 33 had not lived in another country and thus only these 33 participants (89%) answered the rating scales. The rest (11%) did not have the opportunity to access the rating scale sections because the online survey was programmed to only allow true RA participants to answer the complete survey. Although one of the requisites in the data collection stage was not having visited an Anglo country some participants who were not true RA tried to answer the survey. The results previously shown (Figure 4.3) pointed out that the whole population of PSELTs is composed by people who have encountered the Anglo culture at first hand and some others who have not. This is quite a unique place to study the phenomenon of RA due to the fact that some students may have never been able to experience any Anglo culture but they could be encouraged to learn it through some other students who have had the opportunity to live in an Anglo culture. Based on the results of the survey (Figure 4.3) it could also be

said that this type of RA is also possible due to the social connections among true RA participants and non-true RA students.



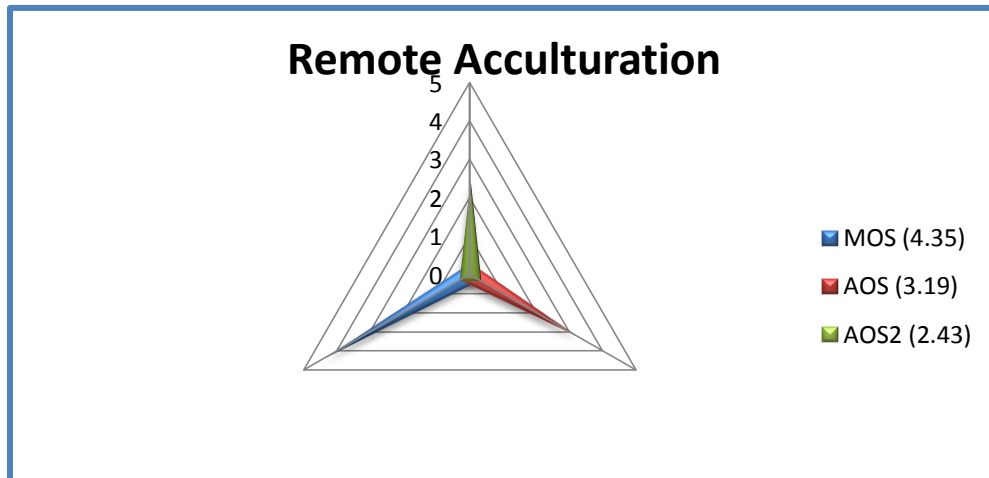
**Figure 4.3 Truly remote acculturating participants**

#### **4.3 Participants' acculturation levels**

As it was previously stated in the preceding chapter, the online survey was designed taking into consideration two rating scales. The first rating scale (Bauman, 2005) provided indications on how to get two units of measurement, which are the Anglo oriented scale (AOS) and the Mexican oriented scale (MOS). These two scales indicated how oriented a participant is towards certain culture (either the Anglo culture or the Mexican culture). Figure 4.4 shows the measurement of 3 dimensions of acculturation. These two scales (AOS and MOS) offer a numerical general acculturation view. Also, the same procedures were applied to the second rating scale used in the survey. The second acculturation rating scale (MRSUAA) only obtained information about AOS (Figure 4.4 as in AOS2).

The most prominent orientation scale was the MOS with a value of 4.35 followed by AOS with a value of 3.19. AOS2 had the least prominent value (2.43). These values were obtained by following Bauman's (2005) instructions on how to get the oriented scales parameters. The general MOS level was obtained by adding the items 1, 3, 6, 7, 8 & 11 of every participant, dividing the results by 6 and then by 33 (total of participants). The general AOS level is obtained by adding the value of the items 2, 4, 5, 9, 10 & 12 of every participant, dividing the results by 6 and then by 33. The general AOS2 level is obtained by adding all values of all items (from 1 to 9) of every participant, dividing the results by 9 and then by 33 (total of participants).

These results may imply that there is a successful RA process occurring in these participants and even when AOS and MOS were specially design for acculturation, these indicators are quite precise about the participants' acculturation orientation. Of course MOS is still a predominant value, but AOS is still an important indicator of a RA process. In the case of AOS2, values were lower than MOS and AOS probably because of the fact that it only measures the Anglo culture orientation and participants may feel uncomfortable when answering the MRSUAA. The MRSUAA main purpose was to search for indicators of preference of the Anglo culture over the Mexican culture and since the ARSMA II results indicate that participants are remotely acculturating but still holding their own culture, this means that for obvious reasons AOS2 would be lower in its values.



**Figure 4.4 Tri-dimensional acculturation scales**

Figure 4.4 shows the scoring instructions for orthogonal acculturation categories proposed by Bauman (2005). These categories are associated with Berry's (1989) and Ozer's (2017) work on the acculturation strategies: separation, assimilation, integration (biculturalism) and marginalization. In the case of Bauman's (2005) work these categories are: "High Biculturals, Marginals (Low Biculturals), Traditionals, and Assimilated types" (Bauman, 2005, p. 440). Table 4.1 also shows the participants' general values of MOS and AOS and how it fits into the "traditionals" category. It is relevant to say that this rating scale was originally thought to be applied to Mexican-American participants and values of MOS and AOS tend to be considered even within low biculturals (AOS approximation) and "high biculturals" (MOS approximation). Thus, placing the participants in the "traditionals" category may not represent the real category in which they are especially because of the AOS level; they could perfectly fit into the "low biculturals" category. Based on the results shown in Figure 4.1 it can be said that although levels of MOS are high, also a certain degree of RA is taking place in the RA participants. One of the most relevant results shown (Figure 4.1) is that AOS level is, to my own consideration, higher than any other result that

could have been gathered in the general central-Mexican population. In this regard, it could be said that there is a cultural influence within the LEI program towards the PSELTs to learn the C2.

**Table 4.1 Four acculturation categories**

Category	MOS	AOS
Traditionals	$\geq 3.7$	$\leq 3.24$
Marginals (low biculturals)	$< 3.59$	$< 3.7$
High biculturals	$> 3.59$	$> 3.7$
Assimilated	$\leq 2.44$	$\geq 4.11$
Participants general values	4.35	3.19

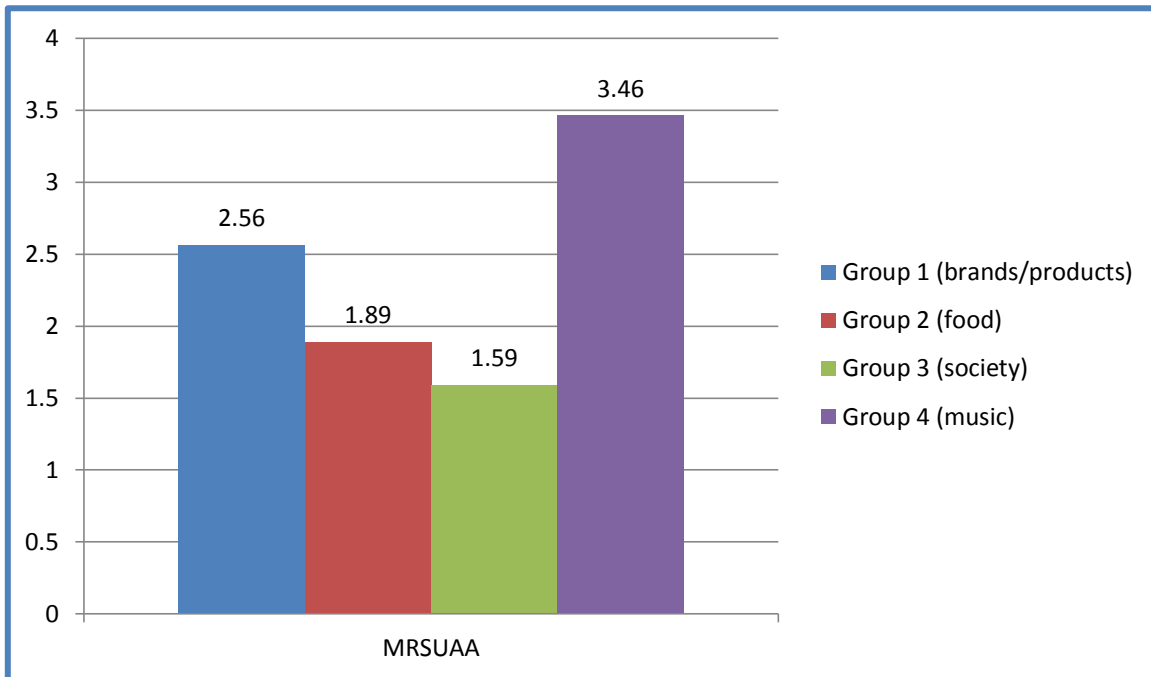
#### 4.4 The malinchismo scale items

Items 20 to 28 aimed to explore the participants' preference towards the Anglo brands or products (items 20-22), the Anglo food (items 23-24), the Anglo society and ancestry (items 25-26), and the Anglo music (items 27-28). Figure 4.5 shows complementary information of the MRSUAA which concerns the different cultural orientations of the Anglo culture. The four categories analyzed in the MRSUAA are brands and products, food society and music. General orientations towards these categories can be seen in figure 4.5 in which categories are named groups. The most prominent group is group 4 (music) in which the global score was 3.46. The less prominent group was society with a global score of 1.59. These results were obtained by adding all results by category then divide them among the number of participants and then divided by number of items.

The findings highlighted above (Figure 4.5) clearly point out that music is the most prominent group. This may be due to the easy access to Anglo music as well as the cultural

proximity of the location of the participants' country and the US. This has some other implications for people within the LEI program because by knowing that music is one of the most interesting cultural elements of the Anglo culture for PSELTs, it is possible to assume that using music is an effective cultural vehicle and through this group many more cultural features can be easily learnt.

It could also be said that based on the results from the survey (Figure 4.5), preference for Anglo society, this means, favoring the Anglo society over oneself is notoriously low probably due to a sense of belonging of the participants. Also, this has to do with the fact that true RA participants have never been able to be in touch with many members of any Anglo country, resulting in a situation which they have never encountered. This information may be relevant and useful to develop acculturation techniques in the PSELTs formation program maybe by promoting the use of music as a good cultural element and improving conditions in which a PSELT can be in touch with more members of the Anglo cultures. By doing so, the RA process and techniques of PSELTs may be different and even increase their opportunities to learn the C2.



**Figure 4.5 Orientations towards Anglo brands, products, food, society and music**

#### **4.5 Qualitative results from interview data**

This section explains from a qualitative perspective comments made by two participants who were contacted first via the online questionnaire. Once that the acculturation process of every participant was rated, those who were ranked higher in the rating scales were invited to be interviewed (see appendix E). Out of 5 possible candidates and due to issues related to connectivity of the participants only two participants agreed and volunteered to be part of this study. Participant 1 had a MOS level of 4 and AOS level of 4.5, placing the participant (as seen in table 4.1) as a high bicultural. Participant 2 had a MOS level of 3.33 and AOS level of 4, placing the participant (accordingly to table 4.1) as a high bicultural (due to MOS level) but also as a low bicultural (due to AOS level). The main focus of the semi structured interviews were the participants' cognitive and behavioral changes as well as their perceptions on their acculturation process along their language professional formation

## 4.6 Cognitive changes

One of the first topics that were explored during the application of the interviews was the cognitive changes that the participants had. First, the participants were asked about their first impressions of the Anglo culture. In this regard, the participants said:

Participant 1

*it hasn't changed like just when I entered to LEI from that point because I have been learning English from long time*

Participant 2

*when I first started learning English, I had this idea, I had the idea that the United States was like a... I need to be honest in this. I had the idea that they were the ideal country, you know, everything is perfect*

Participant 1's opinion seems to be related to a perception of the Anglo culture as something that has not changed from the moment prior to enter the LEI program to the moment after entering the LEI program. Participant 2's comments on this suggest that her perception of the Anglo culture was positive: referring to the fact that she believed they were the perfect countries or the ideal country. She was probably referring too to the way of living in those countries. Participant 2's opinion seems to be related to participant 1's because they both agree on the fact that they obtained their perceptions at the moment of learning the English language. It can be also said through the participants' thoughts that cultures and languages are inevitable intertwined and that whenever a person learns the language he or she also learns the culture and vice versa.

Students were also asked their perceptions about their actual cognitive changes. In this regard the participants said:

Participant 1

*'I think that many times I have seen like the English culture as an icon of education'*

Participant 2

*... 'doing some research, about the political aspect I have fully into account that maybe it is not the best country in the world'...*

Participant 1's opinion clearly reflects his admiration for English Culture and associates such culture to academic issues. I have to clarify that when people in Mexico are asked about the English culture, the closest reference is the USA due to the geographical proximity of Mexico to this country. In the words of participant 1 it can be seen that one of the first cognitive changes that he had was the one related to the relationship between the English culture and the education. In my experience, some Mexicans tend to relate the English culture with technology or economy.

Participant 2's opinion reflects his cognitive change as the reality perceived through the research on the political aspect. It is important to point out that due to the geographical location of Mexico and the USA, most of the people can research about other countries' politics. In this way, it seems that participant 2 had a cognitive change regarding the prestige of the USA when knowing more of its political culture and probably also the society that is related to political changes. Results regarding the participants' cognitive changes reveal that both participants had a change in their perceptions towards the C2. The previous comments show that in the case of participant 1, the Anglo culture is signaled as an icon of education: a standard of education that should be reached by any person who is

acculturating. In the case of participant 2 perceptions were different: there was a change of perception from a high standard to a decrease in the Anglo culture appreciation. These both perceptions may be related to the type of acculturation strategy in which both participants were placed.

#### **4.7 Behavioral changes**

Another explored topic during the application of the interviews was the behavioral changes that the participants had encountered. In this regard, the participants said:

##### **Participant 1**

*before entering LEI I just was learning the language... like grammar or all that but after entering LEI I began to maybe reading more about the culture, cultural aspects or pop culture or about maybe a little bit of history so now I watch more, for example.. I spend a lot of time sometimes in YouTube just watching about... watching videos about culture or things that are important for the English language*

##### **Participant 2**

*Before I started studying at LEI I was like, OK, March the 17th is just a normal day, but now... I don't celebrate it But it's just like a quickly reminder, like, oh, it's March 17<sup>th</sup>. It's St. Patrick's Day. Yes, and also one thing that I have noticed in LEI is that at least, among my friends, the more we study foreigner cultures, the more we treasure our own culture so we acknowledge all those celebrations*

In terms of behavioral changes the participants provided a wider description of their own perceptions, but also a more complex one to analyze. Both participants reported a change after starting their professional formation program. In the case of participant 1, the behavior observed by the participant revealed a habit of consuming the Anglo pop culture, history and cultural aspects per se. It also seems that media and Internet resources such as videos have helped this participant to achieve a good level of acculturation. Participant 1 affirmed that the first changes were only related to language learning, but after entering the LEI program he started incorporating more Anglo cultural activities such as reading about the culture and history such as enjoying music.

In the case of participant 2, comments made on the same issue reveal that this participant became more aware of celebrations such as St. Patrick's Day. This participant also perceives that among friends, acknowledging more cultures also implies treasuring their own. This change may be even referred to other aspects apart from the recognition of celebrations. What is relevant to mention based on participant 2's comments is that even when she gained recognition of foreign celebrations, she values more the traditions from Mexico. This may be also related to the type of acculturation strategy in which she was placed.

#### **4.8 Participants' acculturation strategies**

Based on the results obtained in the survey it was possible to locate every participant in a specific acculturation strategy. One of the last topics of the interviews was the confirmation and exploration of the participants' acculturation strategies. In this regard, the participants said:

### Participant 1

*because I think that you forget a little bit about your own culture. You forget about it, honestly. I could honestly say that I know more about the other countries' culture than I know from my own and so... I mean... it should be like the other way around because you belong to a certain place and you have been raised in a certain place and I mean... you should know where you come from*

### Participant 2

*... I think that having one culture as rich as ours and also learning about other cultures, not only I need to... say that... not only the American culture, but also the British culture and also since you know the other languages that we can learn at LEI, in my case Japanese culture. Learning about all those cultures makes me... gives me a wider view of how the world is nowadays changing and how they are adapting their traditions or their way of... they behave to the actual world.*

A very interesting part of this study was the fact that among the total of participants the two interviewed participants were a high bicultural and a low bicultural (Table 4.1). The qualitative data on this issue is showed in table 4.5, in which perceptions about the participants' acculturation strategies are seen. Participant 1 affirms that the process of learning a C2 implies losing a part of the C1 and that his process of acculturation has been done in a way in which now this participant is more knowledgeable in the C2 than in the C1. This is a very unusual affirmation due to the fact that most RA studies do not find participants like this. Acknowledging that this is a participant who has never been to an

Anglo culture, who has never been in continuous contact with the Anglo society and who has increased his interest for the American culture through the LEI program is very relevant to this study because it proves that with some people, the LEI program actually could work as a vehicle of successful RA.

In the case of participant 2 there seems to be a tendency of adapting to a new culture without losing the C1. Participant 2 also claims that this strategy also applies in the case of learning a C3 or more cultures depending on what language they are learning and that this habit of knowing more cultures offers the participant a wider view of the world and how other peoples behave. My experience (as a student) in the LEI program tells me that since the professional program requires students to learn an L3, also a C3 is learnt and in some cases, students tend to value more and being willing to learn a C3 more than the Anglo culture which is encouraged in the LEI program. This could also imply that there are many other cultures involved in the RA process: not only towards the Anglo culture, but also to a third culture in which the student is interested in.

## **Conclusion**

This chapter aimed to present the obtained raw data in a detailed and ordered manner. It presented all the data from the two instruments that were previously applied. The data was systematically ordered and presented in tables and figures in a way in which quantitative data and qualitative data were revealed. Quantitative raw data was obtained from the mixture between the ARSMA II questionnaire and the Malinchismo Rating Scale for Use among Adolescents. Qualitative raw data was obtained from the transcriptions made from the interviews applied to two targeted participants who were suitable for this study in terms of successful acculturation. Also, grounded theory is presented after the presentation and

description of data resulted from the analysis and narrowing of raw data. This data analysis will contribute to answer the research questions in chapter 1 and will shed some light on the next chapter which regards answering the research questions proposed by this thesis project, the main results, implications, limitations, suggestions for further research and in general, the conclusions of this research project.

## **CHAPTER V: CONCLUSIONS**

### **Introduction**

This chapter concludes this thesis project by presenting the main results, answering the research questions as well as indicating the limitations and implications of this research as well as the suggestions for further research. It is organized in 4 sub sections: main results, answer to the research questions, limitations and implications and suggestions for further research. In this way, this chapter will conclude this thesis project.

### **5.1 Main results**

The results obtained from the online survey and the semi structured interviews applied to PSELTs in their final stages of formation were aiming towards the same goal. In first instances the main goal was to research on the general levels of RA but also to gather the perspectives of those participants who had high levels of acculturation towards the Anglo culture. First, general levels of acculturation indicate that most population is still in the “traditionals” category (Bauman, 2005). This result may not reflect the real levels of RA due to the fact that Bauman’s 2005 rating scale suggestion is based on acculturation with immigrants, which is a rather different process when it is encountered in remote acculturating situations. Also, as table 1 showed. The AOS levels are close to the limits in this rank, which may imply that the PSELTs population is acculturating in a successful way. This is observable in participants who obtained high levels of acculturation even without migrating. Successful RA levels may be encouraged by the professional formation program in which PSELTs are immersed as well as other factors such as media, music, fashion and globalization in general.

Regarding the PSELTs' perception on their RA process it is relevant to say that Bauman's (2005) acculturation rating scale was accurate on the distinction of different acculturating strategies and therefore it was possible to find (according to table 1) a high bicultural and a participant who was almost placed in the low bicultural section. It is possible to affirm based on comments obtained and presented in chapter IV that the high bicultural participant believes that his/her local or native culture is losing importance whereas the C2 is gaining terrain in the participant's life. Cognitive and behavioral changes are observed in the high bicultural participant as aiming towards a complete Anglo acculturation. The low bicultural participant believes that the LEI program encourages awareness of two cultures at the same time and that this formation program does promote acculturation through the different activities, contents, curriculums and classes in general. The low bicultural reported that even when his/her RA process started before entering the LEI program; it was possible for him/her to learn another culture through the L2 learning.

Finally, although this research focused mainly on the RA phenomenon among PSELTs, the interviewed participants agreed on the fact that the acculturation process takes place at the same time in which L2 learning occurs, linking the success of language learning with culture learning. These comments were made by both participants and they may imply that even when many types of acculturating people have different strategies to deal with the culture learning, language learning should be paired along with culture learning.

## **5.2 Answer to the research questions**

This research focuses on three research questions. The first research question explores the beliefs of PSELTs who have completed most of their ELT formation program on their cognitive and behavioral changes. This research question is:

### **1. What are the perceptions of pre-service English language teachers' on their RA process regarding their cognitive and behavioral changes?**

Previously provided data seems to point out that the perspectives of those PSELTs who were interviewed seem to be aligned with their results of Bauman's (2005) acculturation categories. The high bicultural perceives a lack of interest in his/her C1 while successfully acculturating towards the C2. This is also seen in the comments made about his/her cognitive changes due to the fact that this participant had a change of appreciation of the Anglo culture and countries. In terms of behavioral changes, habits like focusing on the Anglo fashion and media and changing the participant's preferences towards Anglo fashion, media and ways of living indicate that this participant had behavioral changes along his/her acculturation process. Almost the same change indicators were perceived in the low bicultural participant, who claimed that becoming aware of Anglo celebrations, dates and other ways of living were present in his/her mind and sometimes this participant had the motivation to participate in some cultural events. These perceptions may indicate that the behavioral and cognitive changes are different in every person, but they all happen in different ways and magnitudes. The answer to the research question may state that PSELTs do confirm that there have been some behavioral and cognitive changes during their formation program and although some may be more noticeable than others, this phenomenon occurs.

The second research question explores the personal but mostly the general levels of acculturation reported in PSELTs during their final stages of formation. This question was stated as follows:

**2. What are the overall levels of remote acculturation towards Anglo culture in pre-service English language teachers at Facultad de Lenguas BUAP?**

Numerical information suggests that general levels of acculturation, according to Bauman's (2005) version of the acculturation rating scale keeps in the "traditionals" category. Overall levels of acculturation were high in the AOS section (as presented in Table 1) but the AOS level was not enough to place the general population levels of acculturation in other categories. Despite of the fact that Bauman (2005) suggests this categorization of different acculturating strategies, the main focus of this research resides on the acculturation towards the Anglo culture. The overall level of AOS values was 3.19, which may imply placing the participants in the "traditional" category or even as low bicultural. Of course, getting these results from an acculturation rating scale that was not specifically designed for RA measurement must be the reason why the data was not completely aligned with the focus of the research, but it does provide this research with good indicators of acculturation. The answer to the second research question is that general levels of acculturation in PSELTs are placed in the traditional category, although taking into consideration that this study applied a non RA rating scale, general levels of acculturation could be place in the low bicultural category.

The third research question focuses on the PSELTs RA strategies, focusing mainly on two types of RA strategies: assimilation and integration. The question was stated as follows:

**3. What are the perceptions of PSELTs about their RA assimilation or integration strategy?**

When it comes to the description of assimilation and integration, Ferguson, Tran, Mendez & Van De Vijver (2017) point out that “assimilation is reflected in the exchange of traditional values for global ones; integration is seen in the simultaneous immersion in global culture and traditional customs” (pp. 2-3). These two aspects of how to deal with a new culture along with a native culture was present in the two types of PSELTs interviewed in this study due to the fact that the assimilated PSELT does claimed that in terms of relevance he/she was more focused on the C2 than the C1. The Integrated PSELT affirmed that rather than considering the C2 more important than the C1, in his/her case it was a matter of balance between these two cultures and so becoming aware of the C2 made him/her value more the C1. These beliefs suggest that the conceptualization of these acculturation strategies can be actually perceived in remote acculturating people. The answer to this question is quite complex: the PSETLs taken into consideration within this study seem to agree with the assimilation and integration strategies. Even when these participants were not informed about such strategies, during the interviews they stated that they either rejected their C1 and or adapted to a C2 or they favored both cultures at the same time.

### **5.3 Limitations and implications**

During the development of this thesis some issues were encountered. First, the recollection of data a more difficult stage due to the fact that social distancing was encouraged throughout this process due to the pandemic situation in which the whole world was immersed. Second, there was a need of finding a reliable and valid remote acculturation rating scale that offered the reader with the whole set of instructions on how to measure RA

levels. Up to today, only acculturation rating scales were found but those rating scales do not focus on RA and therefore there is still a need of developing such rating scales. Third, due to the fact that this study relies on an acculturation rating scale (Bauman, 2005) rather than a RA rating scale a refined set of results was not possible to be obtained. Although Bauman's (2005) acculturation scale does provide with reliable and valid results that help to understand better the acculturation levels and processes observed in PSELTs. This is also due to the fact that studies on RA are relatively new.

Based on these results it is possible for teachers, students and curriculum designers of the LEI program to enhance the acculturation processes in which they are immersed. It is relevant to say that based on these results more cultural knowledge as well as cultural events and or keeping in touch with the Anglo culture would encourage students and teachers to practice more cultural elements and provably even have a good impact in their L2 learning process. Students may benefit from being more in contact with the Anglo culture; teachers may benefit by incorporating more cultural elements to their classes and curriculum designers may create opportunities for everyone involved in the teaching-learning process to successfully acculturate an ELT formation program class.

It is also relevant to say that this project would generate more research on studies of how professional formation programs in ELT (such as LEI) can promote cultural learning for PSELTs. These implications have to do with researchers interested on the RA process and or strategies. Since RA is a relatively new area of study more research is needed and so these implications are there for those new researchers who want to contribute to study this area from another perspective or with another approach. By doing so, the general understanding of how RA and teacher formation programs are related would grow and

positively impact both the program effectiveness and new generations of PSELTs who would acculturate better and faster by entering such programs.

#### **5.4 Suggestions for further research**

As previously stated, this thesis project based its quantitative results on an acculturation rating scale rather than a RA rating scale. It is suggested to conduct more research in this field with new adapted instruments and also including the whole population of PSELTs. Analyzing quantitatively and qualitatively is encouraged due to the fact that this phenomenon is encountered as a whole (community) and personally and in order to better understand this phenomenon, more research on RA should be conducted. The field of RA is relatively new and therefore a good area of opportunity for new findings and development of new techniques, curriculum, content, materials, programs that enhance the cultural knowledge of PSELTs.

#### **Conclusion**

In conclusion there are many aspects that can be said. Firstly, based on the results and analysis of the general situation in the LEI program it is possible to acculturate students in a remote manner. Despite the fact that the students have the opportunity to visit an Anglo country or not, the process of RA takes place in the LEI program.

Secondly, it could be said that the phenomenon of acculturation and RA in the LEI program is something that deserves to be studied more deeply and with a wider range of participants due to the fact that the LEI program is a place in which culture is very different to any other setting in which a person can develop professionally and academically. Not only students

who have travelled or stayed in the country are immersed in the construction of the culture, but also teachers, Anglo teachers, teachers from other cultures who teach other languages and so on.

Thirdly, it can be concluded that even when the field of RA studies is relatively new, this study attempted and successfully found a participant who is acculturating effectively and remotely through the LEI program. This should be considered as a success of the Lei program, but also as a reminder to pay attention to cultural features so that future students of the LEI program can succeed in their professional development.

This chapter aimed to conclude this thesis project. It took information from chapter 4 and connections from Chapter 1 in order to answer the research questions as well as providing implications and suggestions for further research. In this way this thesis project is concluded.

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## Appendices

### Appendix A Online Questionnaire

27/1/2021

Remote Acculturation Rating scale

# Remote Acculturation Rating scale

This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.

You are being asked to participate in a research study. This research is being conducted with the only purpose of collecting information about your acculturation process. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand. This research will:

- A) Use your personal data in an anonymously way (your name or identity will not be asked nor revealed)
- B) Use your data only for the research purposes
- C) Treat any response that you give with a nonjudgmental purpose
- D) Collect your contact data only for contacting you (this information will be kept confidential)

You have the right to know what you will be asked to do so that you can decide whether or not to be in the study. Your participation is voluntary. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled. By continuing filling up the form you agree to this consent letter. Thank you

\*Required

1. Email address \*

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## Background information

[https://docs.google.com/forms/d/14y2EwVBwpl6Oa\\_lqCLiDfY7c\\_jqJhKs8X\\_MG4wyxb0c/edit](https://docs.google.com/forms/d/14y2EwVBwpl6Oa_lqCLiDfY7c_jqJhKs8X_MG4wyxb0c/edit)

1/9

2. What is your gender?

*\* Mark only one oval.*

Female

Male

Other: \_\_\_\_\_

3. How old are you? \*

*Mark only one oval.*

22 or younger

23

24

25

26

27 or older

4. Were you born in Mexico?

*Mark only one oval.*

Yes

No

5. If not, what country are you from?

\_\_\_\_\_



6. Are your parents from

Mexico? \* *Mark only one oval.*

Yes

No

Other: \_\_\_\_\_

7. Have you ever lived in an Anglo

country? \* *Mark only one oval.*

Yes

No

## ARSMA II Questionnaire

Click freely on the options to each of the statements that best suits you. There is no right or wrong answer. 1= not at all, 2= very little, 3= moderately, 4= very often, 5= almost always

8. I speak Spanish \*

*Mark only one oval.*

1      2      3      4      5

Not at all      Almost always

9. I speak English \*

*Mark only one oval.*

1      2      3      4      5

Not at all      Almost always



10. I enjoy speaking Spanish \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

11. I associate with Anglos \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

12. I enjoy English language movies \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

13. I enjoy Spanish language TV \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always



14. I enjoy Spanish language movies \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

15. I enjoy reading books in Spanish \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

16. I write letters in English \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

17. My thinking is done in the English language \*

*Mark only one oval.*

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always



18. My thinking is done in the Spanish language \*

Mark only one oval.

1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

19. My friends are of the Anglo origin \*

Mark only one oval.

1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always

The  
MSUAA

click freely on the options to each of the statements that best suits you. There is no right or wrong answer. 1= never, 2= rarely, 3= sometimes, 4= often, 5 always

20. I think that a brand from another country satisfies me better \*

Mark only one oval.

1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

21. I believe an Anglo brand is better than a national one \*

Mark only one oval.

1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



22. I consider that products of Anglo countries are better \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

23. I choose food made in Anglo countries because I consider they have a better quality \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

24. I believe that the quality of Anglo countries food is better \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

25. I treat better people who have Anglo ancestry \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



26. I treat better people from Anglo cultures \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

27. I enjoy better music of Anglo origins \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

28. I listen to songs from Anglo countries because I believe they are better \*

*Mark only one oval.*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

29. Do you agree to be contacted later to have an interview about your results? \* *Mark only one oval.*

Yes

No

30. If yes, add your preferred contact platform and information (for example: Whatsapp/2222222222)

\*

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This content is neither created nor endorsed by Google.

# Google Forms

## **Appendix B Consent letter**

**This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.**

You are being asked to participate in a research study. This research is being conducted with the only purpose of collecting information about your acculturation process. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand. This research will:

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- B) Use your data only for the research purposes
- C) Treat any response that you give with a nonjudgmental purpose
- D) Collect your contact data only for contacting you (this information will be kept confidential)

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### Appendix C ARSMA II results

Part	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	MOS	AOS	A Score	A Level
1	5	3	5	2	5	5	5	5	4	5	5	2	5	4.5	.5	3
2	4	3	5	2	5	3	3	5	5	3	4	2	4	4.5	.5	3
3	5	3	5	4	5	4	5	5	2	3	4	2	4.66	3.16	-1.5	1
4	5	3	5	2	5	5	3	5	3	4	5	2	4.66	3.16	-1.5	1
5	5	3	5	4	5	5	5	5	5	3	4	3	4	3.83	-0.17	2
6	5	3	5	1	4	4	4	5	5	5	5	1	4.66	3.16	-1.5	1
7	5	3	5	4	4	3	3	5	2	3	5	2	4.33	3	-1.33	2
8	5	4	5	3	5	5	5	5	2	3	5	4	5	3.5	-1.5	1
9	5	3	5	4	5	2	3	4	4	5	5	2	4	3.83	-0.17	2
10	5	2	5	1	4	5	5	5	2	2	5	1	5	2	-3	1
11	5	3	5	2	3	5	5	3	2	3	3	1	4.33	2.33	-2	1
12	5	3	5	3	5	5	5	5	2	4	5	1	5	3	-2	1
13	5	3	5	2	4	1	4	3	2	2	4	2	3.66	2.5	-1.16	2
14	4	3	5	4	5	3	3	2	4	5	3	3	3.33	4	0.67	3
15	5	3	5	1	4	5	5	5	3	4	5	1	5	2.66	-2.34	1
16	5	3	5	3	4	4	5	5	4	5	5	1	4.83	3.33	-1.47	1
17	5	3	5	2	5	3	5	5	3	4	5	2	4.66	3.16	-1.5	1
18	5	3	5	1	5	4	4	5	1	3	5	1	4.66	2.33	-2.33	1
19	5	1	4	1	4	3	3	2	2	2	2	1	3.16	2	-1.16	2
20	5	4	5	4	5	3	5	3	4	4	4	1	4.16	3.66	-0.5	2
21	5	5	5	4	5	4	4	3	3	5	5	2	4.33	4	-0.5	2
22	5	4	5	4	5	3	5	5	1	4	5	1	4.66	3.16	-1.5	1
23	5	2	5	3	5	2	2	3	3	4	4	2	3.5	3.16	-0.34	2
24	5	3	5	1	5	1	1	5	3	3	5	2	3.66	2.83	-0.83	2
25	5	3	5	4	5	4	5	5	3	4	5	1	4.83	3.33	-1.47	1
26	5	3	5	2	5	5	2	5	3	2	5	2	4.5	2.83	-1.67	1
27	5	3	5	5	5	4	4	5	3	4	4	4	4.5	4	-0.5	2
28	5	5	5	4	5	1	3	5	3	3	4	1	3.83	3.5	-0.33	2
29	5	3	5	2	5	5	5	5	4	3	5	2	5	3.16	-1.84	1
30	5	3	4	1	5	4	4	5	3	3	5	2	4.5	2.83	-1.67	1
31	5	3	5	2	5	2	5	5	3	4	4	3	4.33	3.33	-1	2
32	5	3	5	2	5	4	3	5	3	2	5	1	4.5	2.66	-1.84	1
33	5	2	5	3	5	2	2	3	3	4	4	2	3.5	3.16	-0.34	2
Total													4.35	3.19		

## Appendix D The Malinchismo rating scale results

Part	I1	I2	I3	I4	I5	I6	I7	I8	I9	G1	G2	G3	G4	AOS		
1	3	3	4	5	3	4	4	4	4	10	8	8	8	3.7	Candidate	
2	2	3	3	1	1	1	1	4	2	8	2	2	6	2		interv
3	3	3	4	2	2	1	1	5	4	10	4	2	9	2.7		
4	4	3	3	3	2	1	1	5	5	10	5	2	10	3		
5	1	1	1	1	1	1	1	3	1	3	2	2	4	1.2		
6	4	4	4	4	4	4	4	5	4	12	8	8	9	4.1	candidate	
7	4	3	4	2	2	2	2	4	3	11	4	4	7	2.8		
8	1	1	1	1	1	1	1	5	1	3	2	2	6	1.4		
9	3	2	2	1	1	1	1	4	2	7	2	2	6	1.8		
10	1	3	3	1	4	1	1	3	2	7	5	2	5	2.1		
11	2	2	3	3	3	1	1	4	4	7	6	2	8	2.5		
12	3	2	2	1	2	1	3	3	3	7	3	4	6	2.2		
13	3	2	3	1	1	1	1	3	2	8	2	2	5	1.8		
14	3	2	2	1	1	1	1	3	3	7	2	2	6	1.8		interv
15	1	1	1	1	1	1	1	1	1	3	2	2	2	1		
16	4	3	3	3	4	1	1	4	3	10	7	2	7	2.8		
17	3	2	2	2	1	1	1	5	1	7	3	2	6	2		
18	3	3	2	1	1	3	3	5	4	8	2	6	9	2.7		
19	2	3	3	1	1	2	2	3	2	8	2	4	5	2.1		
20	3	3	4	3	3	3	3	5	5	10	6	6	10	3.5	candidate	
21	2	3	3	1	1	1	1	4	4	8	2	2	8	2.2		
22	3	3	3	2	2	1	2	3	3	9	4	3	6	2.4		
23	3	3	3	4	3	1	1	5	4	9	7	2	9	3		
24	5	4	4	3	3	1	1	4	4	13	3	2	8	2.8		
25	5	3	4	1	2	1	1	3	3	12	3	2	6	2.5		
26	3	2	3	1	2	2	2	4	4	8	3	4	8	2.5		
27	1	1	1	1	1	1	1	2	2	3	2	2	4	1.2		
28	5	2	2	1	1	2	5	5	5	9	2	7	10	3.1	candidate	
29	1	3	2	2	3	3	3	3	3	6	5	6	6	2.5		
30	5	2	2	3	2	1	1	2	1	9	5	2	3	2.1		
31	3	3	3	2	1	1	1	4	4	9	3	2	8	2.4		
32	3	3	3	1	1	1	2	5	5	9	2	3	10	2.6		
33	3	3	3	4	3	1	1	5	4	9	7	2	9	3		
Total										2.56	1.89	1.59	3.465	2.43		

Brands/products

Food

Society

Music

### Appendix E Transcription from the interview

Person	Transcript
Interviewer	Ok, well... thank you very much for accepting this interview. In this interview we are going to talk about your cognitive changes, you behavioral changes and some of the strategies that you followed to learn the Anglo culture and also to keep your local culture, alright?
participant	Yes, yes, sure
I	So first could you tell me how your perceptions about the culture of English speaking countries have changed?
P	How they have changed? Well... I think the English speaking cultures mainly in the United States has changed. I think because it has a lot of influence from other countries like I think many people migrate to the US I mean, from China, from Russia, from all parts of the world and I think that has to have a major impact, right? So. But how they have changed... I mean... I couldn't say, but I think they have become more diverse in the recent years and they have fought a lot against racism so yeah. I think there's a new culture of integrate a lot of people from a lot of countries and I just accept their cultures.
I	Alright... but... what about your own perception like... from the beginning of the Lei program you had certain perception from the probably the States or the UK and probably throughout all this time in your formation that perception has changed... Do you think that happened to you?

P	<p>Ummm... no... well... It has changed a little bit but... it hasn't changed like just when I entered to LEI from that point because I have been learning English from long time. Even though I don't practice a lot but... I think that many times I have seen like the English culture as an icon of education if I'm being honest, like... I don't know, like high level of education or yeah... I just... yeah. So, but at a certain point I have realized that many people who speak English tend to be like the American culture... tend to be like pretty like they don't have a culture... like they have a lot of cultures but they don't like... mix well together so they don't have like a proper culture, I don't know how to explain my self</p>
I	Like a uniform culture?
P	Yes
I	Well, basically you started learning English even before LEI and that's the reason why your perception of the American or the Anglo culture hasn't changed
P	Yes.
I	Do you think that's what happened?
P	Yes because I mean... I have been in contact with the culture since I was like probably ten years old... like... I mean I haven't been to the US but I have like... for example... I consume a lot of like pop culture. I see a lot of videos, see a lot of movies. I don't really love, but I have read like

	many web sites or. I don't know... I don't think that my perception has changed like a lot in that period of time
I	Right. So do you think that our program, our LEI program in a way has helped you to be more aware or learn more cultural features of Anglo countries?
P	Yes because I mean... there's things that I didn't know before I entered to LEI like... for example history about the language, that the English language had a lot of influence from French, from Latin, from like a lot of another languages from the past and so... you can like... understand at a certain degree that... why is it how it is today
I	Ok.. Could you describe how have your teaching practices and personal activities changed through your formation program?
P	Yes... ummm... How they have changed? Ummm... well, now I see, for example, before entering LEI I saw like learning another language or teaching a lot of them like you just have to learn grammar and vocabulary and that's the way it is right? Because most of the times the schools that... that's what they do and now that I see like all the things that are involved in between. You realize that you cannot learn another language without learning about its culture so I think having like both things of both aspects like language, culture and teaching them as a unit and learning as learning them as a unit. I think it's... takes you to succeed when learning English in this case.
I	Right, so basically incorporating the culture teaching... and language

	teaching right?
P	Yes, exactly
I	Right.. so... what about your personal activities, do you think that you have throughout the LEI formation program you have incorporated certain aspects from the Anglo culture?
P	I don't know, like... just... I try to learn more about the culture, that's for sure. Like before that, before entering LEI I just was learning the language... like grammar or all that but after entering LEI I began to maybe reading more about the culture, cultural aspects or pop culture or about maybe a little bit of history so now I watch more, for example.. I spend a lot of time sometimes in YouTube just watching about... watching videos about culture or things that are important for the English language.
I	Right... I'm saying this because for example one example of these changes is I don't know if you know... you know, these people who are really really heavily into K-pop culture of the Korean culture, right... and you know, they start going to Korean restaurants, they start saying Korean phrases or you know, all of these ideas... they have incorporated basically a foreign culture or a second culture in their own culture, right? So... the same happens with English... so I'd like to know if you have done something like this or if you consider you have done something like this
P	Well... perhaps with the music and sometimes the vocabulary like... I

	<p>here... honestly I hear a lot more English music or yes... It's in English and a lot more than what I do with Spanish. For example another thing is that I sometimes use like a more English words than I do like I substitute sometimes English words for words in Spanish... What else? Yes, music and vocabulary mainly... Another thing... oh, like for example fashion things, like I think we're starting as a culture as Mexican culture we star consuming a lot of also fashion things... fashion related topics so yeah, I watch a lot of, for example a lot of videos about fashion but mainly from the US, that's another aspect.</p>
I	<p>So in this case you are more... when we talk about the Anglo culture your most referential point is the States, right? You could say that when we talk about the Anglo culture, basically your closest example is the American culture, right?</p>
P	<p>Yes, honestly yes</p>
I	<p>Right so... what are your perceptions about the Anglo culture over your own culture, do you think that this Anglo culture is taking over you or, you know, do you think it's a more prominent culture than your own culture?</p>
P	<p>Well... I could say in certain aspects, I could say that I've been guilty of thinking that just because it's like an English speaking culture it's sometimes not better but more important than my own culture. Yes I have been guilty of that because... I mean... in the whole world you use more English to like... communicate with other people from around the</p>

	<p>world and sometimes you get... I get the idea that speaking English is... I don't know business or just better work opportunities so... yeah I don't know if.. I wouldn't say that I think that the English culture is more Important or not better but it's more important sometimes than my own and yeah...</p>
I	<p>Right. In which occasions do you think it's more important the Anglo culture than your own culture?</p>
P	<p>For educational purposes. Yeah. Yes because I mean... we try to learn English because we want better job opportunities end we learn even more languages, right? For example English, German or French or whatever, but sometimes learning another language and another culture means sometimes you get the idea that it means a better life and that's a little bit sad honestly but it's true for me sometimes.</p>
I	<p>Why do you think the main... of course learning... I believe that learning a language has to do a lot with learning the culture but why do you think it's sad?</p>
P	<p>Umm... well, it's because I think that you forget a little bit about your own culture. You forget about it, honestly. I could honestly say that I know more about the other countries' culture than I know from my own and so... I mean... it should be like the other way around because you belong to a certain place and you have been raised in a certain place and I mean... you should know where you come from but I think that consuming like another culture and paying much attention to it you</p>

	cannot forget about ... about your own background and you don't pay much attention to it and well, that's a little bit sad for me, honestly.
I	Ok... well wow, that's really really interesting because you know, some people deal with these cultural encounters in a different way. Some people like to know... you know... a certain culture but at the same time they like keeping their own culture... so it's really interesting how people do this. And why do you think that this happened to you, why do you think that little by little you start forgetting your own culture and accepting more a second culture?
P	Well I think it's just what I said previously that for me, learning another language is just better opportunities and so... yeah, for example if I said that I only speak English at a certain job interview I mean... yeah, you may be like... not hired, you may not be hired just because of that... and so I think like for me the attractiveness of the language began with that aspect that just better job opportunities. Now I see it in a different way because I mean... I like the English language I just love the culture and I like... I would love to know another other cultures from other parts of the world but ummm... yeah, I think that's why I started just paying less and less attention to my own
I	Alright, well... I don't really have more questions for this session. I really appreciate your participation and thank you very much for this interview your participation and your time. Right?
p	You're welcome, yes. I hope it helped you.

