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***The Influence of Culture on Bilingual English Language
Teachers' Identity Reconstruction: An Appraisal Analysis***

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ABSTRACT

The present qualitative case study aims to investigate three main purposes. First, to explore bilingual English teachers' (henceforth BET) adaptation from being immersed in a foreign language (L2) environment and then, going back to the first language (L1) context. Second, to identify the social factors involved in the reconstruction of their cultural identity. Finally, this research seeks to determine how culture in general has influenced bilingual English teacher in the reconstruction of such identity. In order to gather data, two instruments were applied: narratives and interviews. Both instruments will be examined through the attitude framework that focuses on the feelings constructed in the texts of the Appraisal System (Martin and White, 2005). The results have shown that BETs experienced their adoption and adaptation process into the foreign culture mainly positively rather than negatively. In addition, one of the main factors that had increased exposure to different cultures is international migration. The impact has brought many changes in people's life, economic development, communication and identities formation. Factors that have affected BETs' cultural identity reconstruction were discrimination, school system, transportation system, and being immersed in a different context with no previous background knowledge.

Key words: culture, identities, cultural identity, Bilingual English Teachers (BETs), appraisal system.

*The Influence of Culture on Bilingual English Language Teachers' Identity
Reconstruction: An Appraisal Analysis*

Chapter One: Introduction

1.0 Introduction

Some scholars maintain that there is a strong connection among language, culture and identity since language plays a significant role in teacher's identities (Zabetipour & Ashraf-Bagui, 2015). However, the question on how culture and language acquisition has shaped bilingual English language teachers' (henceforth BETs) cultural identity in central Mexico has not been researched. In learning a foreign language one acquires not only the language but also its culture (Brown, 2007). According to Cakir (2006), language and its culture should be experienced together since they are inseparably connected entities. This present research focuses on identity, culture, and cultural identity as key factors in the development of the identities content. Each factor is briefly explained in the next paragraph.

First, the notion of identity is quite complex since it involves life experiences, connections, relationships, thoughts and emotions (Bron, 2002; Darvin & Norton, 2015; Norton, 2013; Norton, 2000). Identity itself is about how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future (Norton, 2000). Identity in the language teaching context can be shaped by multiple and unequal power conditions, which lead to a complex uniqueness based on time and space changes experienced by the individuals (Darvin & Norton, 2015). By contrast, culture can be defined in numerous ways. According to Brown (2007), it is a call for individuals to agree upon some common values that bind them in harmony. There are two ways to think about culture. The first one is what people see (behavior, habits and actions) and what is

hidden (values and beliefs). Therefore, identity and culture are crucial aspects in the formation of the individuals' notion of shared culture known as cultural identity (Hall, 1990).

Finally, the concept of cultural identity arises making reference to an assembly or assemblies of familial cultural dimensions that fall into the same values and cultural beliefs in the light of aspects as race, ethnicity and religion (White, et al., 2005).

The studies of identity and culture are key components of this research. This case study attempts to explore the adaptation and adoption of two different cultures, and elements, as values, traditions, and experiences, that have influenced BETs' cultural identity reconstruction.

1.1 Main Objective

The general objective of this research seeks to analyze the influence of two different culture contexts in the reconstruction of cultural identity to appraise whether such reconstruction has impacted BET in central Mexico. The participants of this study have experienced two cultures: heritage and foreign. After experimenting living abroad as children having established back in Mexico, they became English teachers. Facing with one's identity is an issue we are all part of. The process often reminds us to ask ourselves questions about who we are, what we became or what our future is; usually in situations in which we find ourselves struggling in important, dangerous, strange, critical, situations or when we face changes (Bron, 2002). There are two concepts to bear in mind for this study: construction and reconstruction of identity. According to Brubaker and Cooper (2000), the former, refers to how an individual creates and represents themselves using different elements that constitute their identity, whereas, reconstructing identity has to do with how these elements or multiple identities can be

compounded and negotiated when they conflict against each other. In other words, how multiple-identities can be placed together to negotiate and reconstitute a new identity.

1.2 Research questions

There are several studies focused on teacher and learner identity (Olsen, 2011; Dörnyei & Ushioda, 2009; Miller, 2009; Olsen, 2008; Norton, 2000). This particular study focuses on a particular identity: cultural; therefore, the following questions were developed as source to explore the gap in the influence of adaptation and adoption of two different cultures and their effects on cultural identity. The three following questions attempt to answer the process of such reconstruction.

1. How has a foreign culture influenced bilingual English language teachers in Mexico?
2. How have their experiences of being bilingual influenced the reconstruction of their cultural identity?
3. Which are the factors that have had the greatest impact in the reconstruction of these teachers' cultural identity?

1.3 Purpose of the study

Understanding culture influence on one's cultural identity is particularly important when considering identities of language speakers as it is necessary to account for a set of ambiguities and complications that arise when individuals have experienced culture in two different contexts (Potowski, 2007). The purpose of this research is to document the adaptation and adoption process experiences as well as to identify specific factors that have impacted individuals in the immersion of two different cultures. Ibrahim (1993) stated that this process anchors individuals' primary cultural context and cultural

differences. Primary cultural context refers to ethnicity, gender, spiritual assumptions, age, life style, family, community, beliefs and nation. However, cultural differences focus on challenging life experiences and time. Finally, this research also intends to provide a better understanding of what being a BET means on one's identity and how it has affected them through their professional and personal life experiences.

1.4 Significance of the study

This study lies on the fact that it analyzes in depth the reconstruction of BETs' cultural identity in Mexico. There are many in-service teachers living in Mexico who have learned a second language in a total immersion process as they have lived in the L2 context. In this process of case, adaptation and adoption of two different cultures is by different factors. According to Maguire and Curdt-Christiansen (2007), the identity of speakers is co-constructed and contextualized as they maintain and build connections with both or multiple languages and cultures. Therefore, it is important to identify the process of reconstruction and the effects it has brought about into the participants' lives. According to Castillo (1996), embracing the cultural background is the start point in reconstructing an identity. The author suggested three aspects to be considered. First, the understanding of how an individual perceives its culture. Second, recognizing vital aspects of an identity. And finally, comprehending how an individual wishes to be perceived. Due to the immigration status faced by the BET, there is an awareness of the process they have faced trying to belong to into two or more different cultures. Understanding the immigration status and its impact on culture identity is quite complex. However, if individuals are more flexible and willing to adapt, the impact could be more positive than negative.

1.5 Methodology

This study falls into a qualitative case study, which is defined as an empirical inquiry that investigates a current phenomenon in depth and within its real-life context, particularly when the limits between the phenomenon and the context are not evident (Cresswell, 2012). In the light of this, two particular instruments were applied: a narrative and a semi-structured interview. First, the narrative, in which participants wrote a significant experience faced as they were adapting to the Native Language (L1) context after having been immersed in the L2 context. The narrative was conducted in order to find detail and meaningful information (Creswell, 2006). The narratives and semi-structured interviews were sent by email to each participant and both instruments were examined through the Appraisal System (Martin & White, 2005). This approach provides complementary lenses for interpreting language in use in different representations of texts. According to Martin and White (2005), the system provides the notion of kinds of meaning since the language can be mapped as ideational (constructing experiences), interpersonal (negotiating social relations) and textual meaning (information flow) onto a different act of communication. The system is also defined as an interpersonal language in texts provided by writers or speakers who share information in interpersonal meaning in written or spoken texts. The system consists of three frameworks: attitude, graduation and engagement. This system involves three semantic areas: Affect, which refers to the emotive dimension of meaning; Judgment, deals with all those attitudes towards a particular behavior; And appreciation, deals with the way individuals value things.

For this study only attitude and graduation were applied. Martin and White (2005) define the attitude framework as the way feelings are constructed; in other words, emotions, ethics and aesthetics. The second major sub-system is graduation, which refers to the role that enables individuals to present themselves as more strongly

aligned or less strongly aligned with the value position expressed in any texts. There are two categories in this framework: force and focus. Both are concerned with the gradability that construed greater or lesser degrees of positivity or negativity.

In order to achieve the previous objectives a sample of five participants who shared similar characteristics according to the topic were invited to participate in this research on a voluntary basis. Participants were in-service bilingual English teachers who have acquired the language while living in the L2 context. Three participants are female and two male. Their ages range from 25 to 30 years old. The participants are currently teaching at different English levels from middle school to college in central Mexico.

1.6 Study structure

The structure of this study is divided into five chapters. Chapter two offers a review and discussion of the literature relevant to the topic of this study. Chapter three provides an overview of the research methodology adopted to answer the research questions. Chapter four presents an analysis and discussion of the main findings from the research questions. The final chapter considers the implications of this study, conclusion and suggestions for further research.

Chapter Two: Literature Review

2.0 Introduction

As stated in chapter one, the reconstruction of identities tends to happen via a negotiation of experiences that have taken place from one location to another (Schwartz, Zamboanga, Rodriguez & Wang, 2007; Torres, 2004; Bron, 2002). The so-called negotiations of identities come from different multicultural contexts, which are influenced by a diversity of aspects such as social, cultural, political, historical, among other settings in which negotiations can happen (Pavlenko & Blackledge, 2003; Bron, 2002). The focus of this study is aimed at exploring the reconstruction of cultural identity and to establish the factors that explain the process of adaptation and adoption in the reconstruction of such identity on BETs in central Mexico. People are culturally situated, embedded and divided into distinct cultures. Therefore, one possesses the ability to belong to multiple and diverse cultural practices, the capacity to appropriate, and to invest in some or divest from others. According to Darvin and Norton (2014), it is through these cultural practices that one is able to construct and reconstruct the identity of a global cultural dynamics.

The present chapter provides an account of relevant information associated to the reconstruction of cultural identity. First, a general overview of the concept identity is discussed. Second, a review of the identity theory and the types of identities that are related to this study are mentioned in this section. Third, more detailed information about culture and identity is provided. Then, culture is reviewed from different authors' works as well as cultural identity reconstruction itself. After that, the recent migration reports are briefly presented. Finally, an introduction to the appraisal framework is shown.

2.1 What is identity?

Identity is a broad and complicated concept that plays a dominant role in ongoing debates in many fields such as political, cultural, social, and ethnic, among others. In general, identity refers to the notion of people's concept of who they are and how they relate to others (Bron, 2002; Norton 2000). Part of the trouble defining identity stems from the many ways this concept has been used over time and in different contexts. Identity in the language teaching field can be interfered by multiple and unequal power conditions developing a complex identity that changes according to time and space (Darvin & Norton, 2015). Norton (2013) defines identity as "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45).

According to Dörnyei and Ushioda (2009), identity is a concept that embeds language and semiotic systems that are held through social practices in specific social identities. In addition, Khatib (2011) refers to identity as a potential ability possessed by the individuals. This potential ability is shaped by the social context in which the language learners find themselves in; therefore, it is the learners' opportunity to enhance its potentiality. Within the previous statement, the concept of social identity arises. Norton (2013) states that this type of identity is marked by the interaction among individuals in several communities of practice: family, work, friends, religion, school, and so on. And it is due to this interaction that new identities have emerged.

2.2 Identity theories

Scholars have approached identity as a multiple and complex concept which cannot be defined without a specific context (Baker, 2015; Holliday, 2010; Norton, 2013). Norton (2013) claims that the areas of negotiated, constructed and conflicted natures of identity

have raised awareness in the language-teaching field. The literature uses distinct terminologies of identities such as learner identity (Norton, 2000), teacher identity (Miller, 2009; Olsen, 2011), social identity (Dörnyei & Ushioda, 2009; Khatib, 2011 & Norton, 2013), ethnic identity (Phinney, 2003), self-identity (Dörnyei & Ushioda, 2009), bicultural identity (Arnett, 2002) and cultural identity (Holliday, 2010), among others. Language teachers and students in any setting naturally represent a wide collection of social and cultural roles and identities. Norton (2013) states the fact that identities cannot be a fixed categorization, but rather identities are constructed and modified within a setting.

The definition of identity is wide and might differ depending on the context where it is used. For this study it is relevant to consider the following definitions. Learner identity addresses the ways in which learners understand their relationships to the social domain through engaging identity construction and negotiation (Norton, 2000). Teacher identity represents the behavior we, teachers, show to define the image and ourselves we show to others (Miller, 2009; Olsen, 2011). Olsen (2008) acknowledges that in teacher identity, teachers are preserved as whole person across social contexts; therefore, teachers continually reconstruct the perception of themselves in relation to others, professional purposes, workplace features and cultures of teaching practices. Teacher identity remarks a continuing development based on defining the teacher according to one's teaching practices. In relation to this, self-identity emerges. Self-identity represents a global understanding of a person has of themselves and others (Dörnyei & Ushioda, 2009). Social identity, in general terms, refers to the ways one identifies with the ideals, values and practices as belonging to a specific group. In addition, Schwartz, Montgomery and Briones (2006) claim that social identity represents those values and beliefs that are explicitly attached to a particular group, as

well as those attitudes and behaviors towards active or inactive members of that particular social group.

Identities that lean on more cultural aspects also vary. As reported by Schwartz, Zamboanga, Rodriguez and Wang (2007), ethnic identity has to do with exploring the meaning of one's ethnicity background and the value given to such ethnic heritage. Several conceptual approaches to ethnic identity emphasize an individual level of analysis where notions of identity formation and development are linked to one's self-concept. Phinney (2003) points out ethnic identity as a dynamic multidimensional construct that refers to one's understanding of self and ethnic background. Phinney (2005) states that in the case immigrants it is the way they retain ideals and practices of their own heritage culture in spite of receiving the foreign culture.

Arnett (2002) states that another factor that has influenced the reconstruction of identities has been the globalization, which has impacted the presence of cultures as an exchange of information and ideas, thus transforming identity as well. One of its consequences has to do with the development of bicultural identity. Arnett defines bicultural identity as when individuals endorse both, their culture of origin and the awareness of their relation to the global cultures. However, Phinney (2003) claims that the concept of bicultural identity has mainly been discussed in relation to the identities developed by immigrants and ethnic minority groups. This last type of identity leads us to the whole concept of culture identity.

Culture and identity play an important role in an individual's identity reconstruction process (Baker, 2015; Choudhury, 2014). In general terms, culture relates to the language, beliefs, customs, traditions, values and norms and many other aspects that individuals acquire in any society, whereas identity involves how individuals see and define themselves. From these two notions, culture identity is

developed. As stated by Holliday (2010), culture identity refers to the notion of belonging. In other words, a shared sense of beliefs, religion, traditions, interest, among others. Schwartz, Montgomery and Briones (2006) mention that cultural identity tends to change due to acculturation as people (mainly immigrants) come into contact with individuals, institutions, customs, traditions and behaviors from the receiving culture.

Regarding identities it can be inferred that negotiations of identities in multidimensional settings occur as a reconstruction of an ongoing process by the individuals. During this process, individuals intent to be identified and recognized as as part of their belonging process. In general, identity emphasizes belonging, common things shared among individuals as well as those that differentiate them from others.

2.3 Culture and identity

Culture and identity are two important issues approached on the present study. These terms have become key concepts in the English language teaching (ELT) field due to the globalization, which has awoken ideas of identity and culture into question. According to Chen, Benet- Martínez and Harris Bond (2008), culture is a defining feature of a person's identity, contributing to how they see themselves and the groups with which they have identified themselves. Experiencing different environments develops one or more culture identities that move around different directions based on the individual's needs.

2.3.1 Cultural identity

Hall (1990), one of the pioneers in the research of culture and identity, states that cultural identity can be observed through two different views. The first view defines cultural identity as the notion of shared culture. This position makes reference to the true one-self in terms of reflecting historical experiences and shared cultural codes. The

second view relies on the individuals' experiences of their culture in which culture constantly change. In other words, individuals find themselves in a continuous movement of culture, history and power. The conjunction of culture and identity brings acculturative changes to individuals in which through experiences they reconstruct and negotiate their cultural identities.

2.3.2 Correlates of cultural identity

According to Schwartz, Zamboanga, Rodriguez and Wang (2007), cultural identity goes through multiple processes that are interfered as a result of a multidimensional process consisting of the confluence among heritage-cultural and receiving-cultural practices, values, and identifications. In other words, the so-called acculturation refers to the process that occurs when individuals meet and exchange aspects of their culture. Schwartz, et al. (2007) proposed three variables that correlate culture identity: familial ethnic socialization, acculturative stress and perceived ethnic discrimination. Torres (2004) defines familial ethnic socialization as the way in which the elder family members transmit the heritage culture by teaching their families the values, traditions, customs, beliefs, history and symbols of pride within the culture as well as community members through one generation to another. Schwartz, Montgomery and Briones (2006) point out that acculturative stress refers to those negative aspects of adopting cultural traits or social aspects of the culture one does not consider of its own. The last variable, perceived ethnic discrimination, refers to beliefs of being ignored by someone from the receiving culture (Schwartz, Montgomery & Briones, 2006). The three variables play a crucial role in the reconstruction of cultural identity. Each variable represents the distinct ways in which cultural identity is shaped by such factors.

2.3.3 Bicultural individuals

Cross-cultural exposure has increased over the years due to many factors such as international migration, globalization, traveling and even the Internet access. According to Chen, Bonet-Martínez and Harris-Bond (2008), globalization has increased intercultural among individuals. Therefore, this impact has brought many changes in people's economic development, changes in lifestyles and communication. The contact people have with others nations have led to multicultural and intercultural individuals. These aspects have also influenced in developing bicultural individuals. Bonet-Martínez and Harris-Bond (2008) define bicultural individuals as those who have experienced being part of at least two different cultures. Generally speaking, bicultural individuals may be immigrants, indigenous people, ethnic minorities, mixed-ethnic individuals, refugees, or sojourners (Padilla, 2006).

Previous studies have emerged regarding bicultural individuals. In 1984, Ramirez gathered a sample from the Latino community in which the researcher identified three ways Latinos dealt with being part of two cultures. The first one is the synthesized multicultural individual, who is believed to be capable and committed to both cultures. The functional multicultural individual has a conventional cultural orientation; in other words, the individual is truly committed to only one culture, yet competent in both. And finally, the functional multicultural individual has a Latino cultural orientation. LaFromboise, Coleman and Gerton (1993) developed two bicultural modes: alternation and fusion. In alternation, individuals shift between cultures depending on the situation they find themselves in. While in fusion, individuals develop an emergent third culture by combining their native and foreign cultures. On the other hand, Birdman (1994) created three classifications of bicultural individuals: blended, instrumental and integrated. Blended refers to developing an alternative culture from their two cultures; instrumental bears upon individual's competency in both cultures,

despite the fact that the individual does not feel identified with any culture; and integrated has to do with the individual's inclination to one culture.

Studies from Benet-Martínez, Leu, Lee, and Morris (2002) have brought relevant information regarding bicultural individuals. The researchers proposed a theoretical construct of Bicultural Identity Integration (BII) as a framework to investigate individual differences in bicultural identity. This model encompasses bicultural subjective perceptions of how much "...biculturals perceive their mainstream and ethnic cultural identities as compatible and integrated vs. oppositional and difficult to integrate" (Benet-Martínez *et al.*, 2002, p. 9). In addition, Bonet-Martínez and Harris-Bond (2008) state that bicultural individuals are the key to uncovering the dynamics of culture and identity. The process of negotiating multiple cultural identities is complex and multifaceted. As stated above, immigrants are considered to be bicultural individuals due to the cultures they have to adopt as they move from one nation to another.

2.3.4 Migration reports

According to the recent report by the United Nations Department of Economic and Social Affairs (2015), about 244 million of people are living in a country other than the one they were born. Europe hosted the first place of all international migrants, followed by Asia as second place. Northern America hosted the third largest number of international migrants which is about 54 million, followed by Africa with 21 million, Latin America and the Caribbean have about 9 million, and in Oceania 8 million. In addition, the largest number of international migrants resided in the United States of America which is a total of 47 million migrants from all over the world.

The focus of this study is on Mexicans who migrated to the United States when they were children and came back either as adolescents or adults. According to the Migration Policy Institute the population of Mexican immigrants has remained stable in recent years. In 2014, more than 11.7 million Mexicans resided in the United States. During the end of the 2007-2009 Great Recession, many Mexican immigrants returned to Mexico, according to a recent report from Pew Research Center. The decline in Mexican inflows results from a mix of factors including weakened job opportunities in the US, tougher border enforcement, the long-term decline in Mexico's birth rates, and the improving Mexican economy (Passel, 2006). The present migration data is relevant for this study because participants fall into the category of cultural individuals due to their previous immigration status. Migration has led to a considerably increased cross-cultural contact and cultural diversity across the world.

2.4 Culture

The concept of culture has always generated controversy for its innate ability to avoid any exact meaning. Defining this word implies many meanings. Choudhury (2014) discusses that for some people culture in general refers to appreciation of goods: arts, music, cuisine, place, social habits and literature. Culture can be seen as a general expression of humanity, the expression of its diversity. It is what makes people who they are. Although authors state that culture is more than just goods; that is, those things a culture uses and produces (Hall, 1990; Choudhury, 2014). Choudhury (2014) says that culture also refers to the way of life of people, the behaviors, beliefs, values, attitudes, religions, notions, among others factors that are acquired by a group of people. These particular characteristics are passed and transmitted over generations.

Wellein (2008) states that in 1976, Edward T. Hall developed the iceberg analogy of culture. Hall (1976) argued that there are some visible aspects, but there is a

larger hidden portion. This notion is divided in external and internal. The external part of the culture is what one can see and it is represented as the tip of the iceberg. This part includes behaviors, food, dress, architecture, art, language, gestures and more, whereas the internal part reflects the essential causes of the visible part. The internal elements are hidden, they are a person's cultural values, beliefs and attitudes which affect what a person say or does. In other words, values and beliefs determine people's behavior. The representation below (based on Hall's ideas) provides an example of an Iceberg Model, which shows both the visible and invisible parts of culture. As can be seen, in the upper part of the iceberg most easily seen elements can be found like food, visual arts, crafts, dress, celebrations, literature, language, behaviors to mention some. Under the water surface there are many aspects of culture that cannot be seen. In this part, we can find unspoken rules, unconscious rules and a high emotional level. Figure 2.1 illustrates the iceberg analogy of culture.

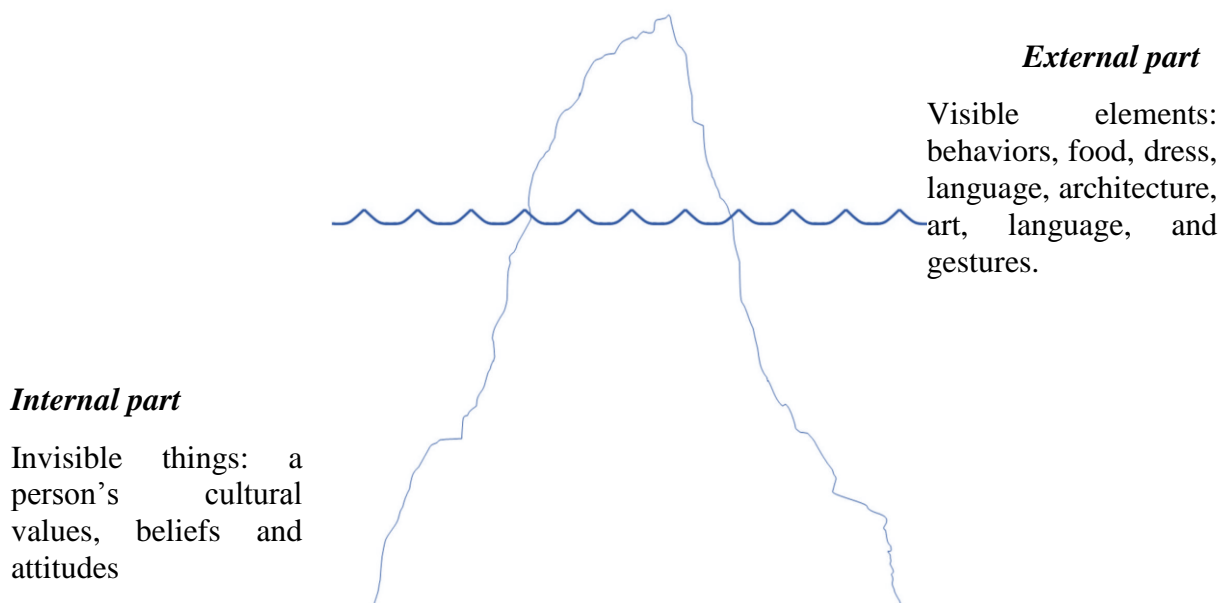


Figure 2.1 A representation of the Iceberg Analogy of Culture

However, scholars state that defining culture is a complex task, which has no clear definition (Holliday, 2010; Choudhury; 2014). According to Holliday (2010),

those who had the experience to live abroad often encounter situations where their cultural identity plays an important role in their life which triggers their identity formation. Adopting a new language implies adopting and adapting to the culture behind the learnt language. Thus, language and culture are inseparable. It can be inferred that culture finds its expression in language. People encountering more than one culture face the possibility of negotiating and reconstructing their identities through social interaction (Arnett, 2002; Chen, Bonet-Martínez & Harris Bond; (2008), Hall, 1990; Holliday, 2010; Holliday, Hyde & Kullman, 2014; Phinney, 2003; 2008). For the purpose of the present study, culture can be defined as a learned set of shared interpretations about beliefs, values, and norms that affect the behavior of a relatively large group of people.

2.5 Culture, language and identity reconstruction

The study of cultural identity may encounter many factors affecting teachers' identity formation. Holliday, Hyde and Kullman (2014) claim that language is a process involving issues of culture and identity. Fougère (2008) explained the notion of identities as opposed to a single identity, and that one person is capable of having multiple identities, being continually constructed through interactions. The reconstruction processes could be referred as the notion of a negotiation of fixed identities which has side effects for many aspects of language learning and teaching as well for identity reconstruction (Dörnyei & Ushioda, 2009). Bilingual English teachers' cultural identity might vary depending on which communities they belong to at a certain period of time. Pavlenko and Blackledge (2003) pointed out that those who belong to more than one community of practice need to adjust their cultural identity, which concurs only with those identities that are accepted. The relationship among language, culture and identity reconstruction might be complex; factors such as values, beliefs,

attitudes, behaviors and norms make reference to symbols of identity conveying the preferred distinctiveness and allegiance, yet each aspect by itself does not define the person. All of them are considered part of culture identity.

Constructing an individual's cultural identity involves life experiences, relationships, connections, cultural heritage and foreign background, customs and traditions in order to express one's uniqueness as a symbolically cultural identity that will be interpreted by others (Hall, 1990; Arnett, 2002; Phinney, 2003; Chen, Bonet-Martínez & Harris Bond, 2008; Holliday, 2010; Holliday, Hyde and Kullman, 2014).

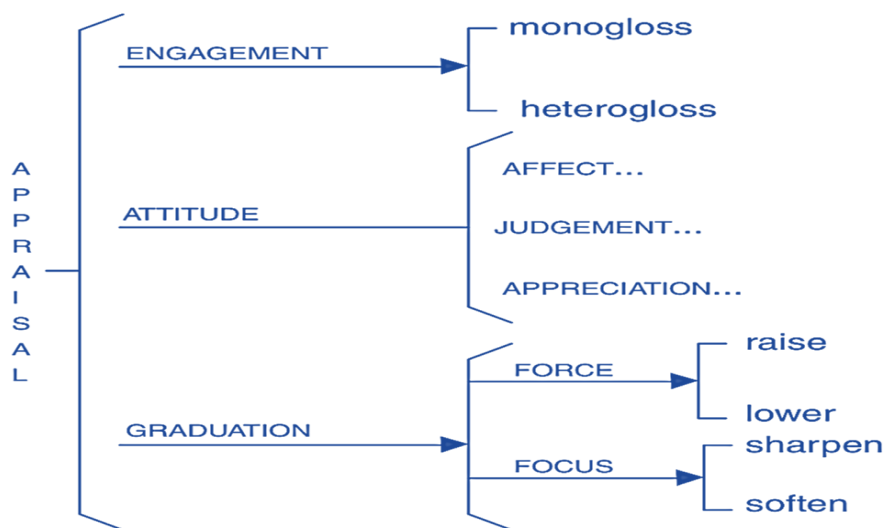
There are many resources available in language for text producers to analyze those aspects that involve culture and identity. Thus, one can evaluate people, objects, entities, and all the other aspects of the social relationships negotiated in daily life, which can be submitted to judgment, appreciation and valuation. In order to explore these culture and identity issues, the Appraisal framework best suits the process of analyzing data. This system focuses on attitude, graduation and engagement. For the aim of the present study, only attitude and graduation were used in the analysis.

2.6 Appraisal System

As mentioned in the previous chapter, the Appraisal System is used to evaluate the uses of language where speakers or writers adopt particular stances. The Appraisal System is a theory of the language evaluation developed by Martin and White (2005) in which speakers or writers can show a position and personal reactions. This theory was developed within the tradition of systemic functional linguistics by M. A. K. Halliday and it is concerned with interpersonal meaning in a text. The framework provides some categories of the type of language used by one person to convey evaluation and position

oneself with respect to the evaluations of other people. The system is structured by three sub-systems: Engagement, Attitude and Graduation.

Figure 2.2 An overview of appraisal resources subtracted from Martin & White (2005)



Concerning Engagement, Martin and White (2005) mention that “Engagement is comparable in many respects to evidentially, but our social perspective, inspired by Bakhtin’s dialogism contrast with the truth functional orientation of more philosophically influenced approaches” p.40. In other words the engagement sub-system deals with the linguistic constructions by which authors construe their point of view and the resources used to adopt stances towards the opinions of other people.

This research focuses on two sub-systems: Attitude and Graduation. Attitude is concerned with all those feelings such as emotional reaction, judgments of behaviors and evaluations of things. This sub-system works with the different areas: affect, judgment and appreciation. According to Martin and White (2005) this three regions focus on the reactions to emotions and feelings:

Affect deals with resources for construing emotional reactions...Judgment is concerned with resources for assessing behavior according to various normative principles...Appreciation looks at resources for construing the

value of things, including natural phenomena and semiosis (as either product or process). (p.35-36)

The three regions provide a deep understanding and meaningful evaluation of personal narratives as the ones aimed by this research. In addition, the analysis was also held through the graduation sub-system. Martin and White (2005) consider graduation as the resources by which writers alter the strength of their evaluation. Graduation provides grading or scaling, either in terms of the interpersonal force which the speaker attaches to an utterance or in terms of the preciseness or sharpness of focus with which an item exemplifies a value relationship. These regions of attitude and graduation are discussed below in more detail.

2.6.1 Attitude

Briefly stated, the system of Attitude is "...concerned with our feelings, including emotional reactions, judgments of behavior and evaluation of things" (Martin & White, 2005, p. 35). In other words, the system helps to identify all types of evaluative assessments, either negative or positive, which may appear in any type of texts. The attitude framework also makes a distinction between those attitudes which are *inscribed* or made explicitly, and those which may be *implied*, or activated in the text by other means. In addition, each subtype of attitude recognizes a variety of sub-categorizations. The framework recognizes three sub-types of attitude: affect, judgment and appreciation, discussed in the following paragraphs.

2.6.1.1 Affect

According to Martin and White (2005), "affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored?" (p.42). In other words, it concerns with assessments based on emotional responses expressing the way how we feel. In order to classify affect, Martin and White

(2005) developed four important classifications regarding feelings. This classification is defined as positive or negative feelings. First, dis/inclination that involves intentions with respect to stimulus. It includes wishes and inclinations. Then, un/happiness which involves the moods of feelings; for instance, being happy or sad. dis/satisfaction deals with feelings that express frustration or achievement one is engaged in. Finally, in/security refers to those feelings that deal with one's peace or anxiety towards our environs. Overall, affect resources for expressing emotional states and responses. The following chart illustrates each classification.

Table 2.1 Martin and White (2005) Affect Classification Chart

Dis/inclination		Un/happiness		Dis/satisfaction		In/security	
Involves intentions		Affairs of the heart.		Emotions concerned with the pursuit of goals.		Emotions concerned with ecosocial well-being.	
+	-	+	-	+	-	+	-
Desire	Fear	Cheer Affection	Misery Antipathy	Interest Pleasure	Ennui Surprise	Confidence Trust	Disquiet Surprise

2.6.1.2 Judgment

Broadly speaking, judgment typology deals with those resources for expressing norms and human behavior. Judgment is defined as “the region of meaning construing our attitudes to people and the way they behave – their character (how they measure up)...judgment can be divided into those dealing with ‘social esteem’ and those oriented to ‘social sanction’” (Martin and White, 2005, p.52). Social esteem “have to do with ‘normality’ (how unusual someone is), ‘capacity’ (how capable they are) and ‘tenacity’ (how resolute they are)” (p.52). Social esteem is essential in the formation of social relations; for example, family, friends, and colleagues and peers to name a few. On the other hand, judgments of sanction “have to do with ‘veracity’ (how truthful they are) and ‘propriety’ (how ethical someone is)” (p.52). In other words, it aims to focus

with how ethical or truthful an individual can be. The main characteristic of this region is that it judges people that surround the appraiser. In addition, Martin and White (2005) claim that social esteem tends to be monitored in the oral culture whereas social sanction tends to be codified in writing mode. The following table shows brief representations of social esteem and social sanction in judgment.

Table 2.2 Martin and White (2005) Judgment classification: Social esteem and Social sanction

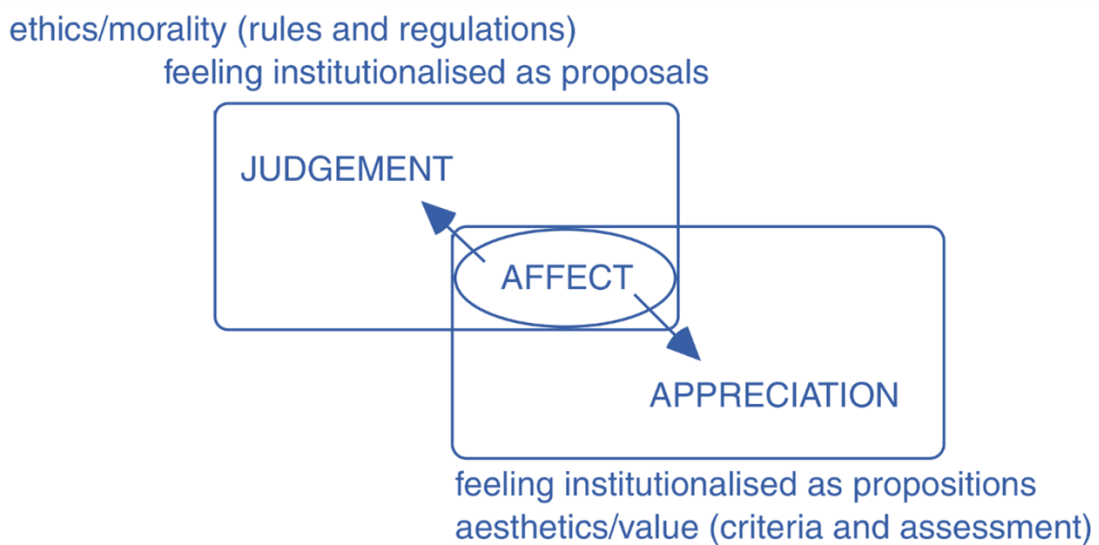
Judgment: Meaning constructing	
<i>Social esteem</i>	<i>Social sanction</i>
• Normality – <i>How special..?</i>	• Veracity - <i>How honest..?</i>
• Capacity - <i>How capable..?</i>	• Propriety- <i>How far beyond reproach..?</i>
• Tenacity - <i>How dependable..?</i>	
Codified form:	
Oral	Written

2.6.1.3 Appreciation

Appreciation (aesthetics; evaluating text/process, natural phenomena) is the third category in the Attitude classification of the Appraisal System which evaluates the semiotic given by the appraisers. According to Martin and White (2005), Appreciation “... involves evaluation of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field” (p. 43). Generally, it refers to objects, events and artefacts that surround the appraiser evaluated within their narratives. Within this branch one identifies positive or negative evaluations of the things surrounded by the appraiser as well as the possibility to estimate the value for them. Martin and White (2005) state that Appreciation is also divided into three main areas: reaction, composition and valuation. Reaction describes the emotional impact of a particular object or product on the researcher. Composition focuses on the perception of whether the object or product conforms to various conventions of formal organizations. And

valuation deals with the value given to the product. Figure 2.2 shows the connection among judgment, appreciation and affect as institutionalized feelings. First, judgment rewords feelings in the realm of proposals about behavior (how one should behave or not). Then, appreciation, on the other hand rewords feelings about the value of things (what they are worth or not). Finally, affect at the middle of the institutionalized feelings defining them as positive or negative feelings.

Figure 2.3 Judgment and appreciation institutionalize affect, subtracted from Martin and White (2005)



2.6.2 Graduation

Graduation deals with “grading phenomena whereby feelings are amplified and categories blurred” (Martin & White, 2005, p. 35). Graduation has to do with adjusting the degree of evaluation by expressing how strong or weak the feeling is. According to Martin and White (2005), graduation “operates across two axes of scalability- that of grading according to intensity or amount, and that grading according to prototypicality and the preciseness by which categories are drawn” (p.137). As the lines above have expressed, there are two domains in graduation: force and focus. Force emphasizes on

how the intensity and amount are gradable in a sense as positive or negative. As stated by Martin and White (2005):

...focus it is possible to up-scale, or ‘sharpen’, the specification that prototypicality is indicated (e.g. a real father, a true friend) or to down-scale, or ‘soften’, the specification so as to characterize an instance as having only a marginal membership in the category (e.g. they sort of play jazz, they are kind of crazy, it was an apology of sorts). (p.138)

The second next major sub-category of graduation refers to ‘force’. According to Martin and White (2005) force covers assessments of intensification and quantification. Martin and White (2005) state that:

Intensification can operate over qualities (e.g. *slightly foolish*, *extremely foolish*; *it stopped somewhat abruptly*, *it stopped very abruptly*), over processes (e.g. *This slightly hindered us*, *This greatly hindered us*), or over the verbal modalities of likelihood, usuality, inclination and obligation (e.g. *it’s just possible that*, *it’s very possible that*)” (p.140).

In other words, it applies to categories that are prototypically scaled via locutions. However, quantification it focuses more precisely to entities since “these provide for the imprecise measuring of number (e.g. a *few* miles, *many* miles) and imprecise measuring of the presence or mass of entities according to such features as their size, weight, distribution or proximity” (e.g. *small* amount, *large* amount; *nearby* mountain, *distant* mountain) (p.140). Furthermore, both sub-categories interact with the attitude domain of the appraisal system to either increase or decrease the level of attitude.

2.7 Conclusion

The literature review in this chapter explores the multiple studies that have been conducted around the topic of reconstruction of cultural identity in bilingual English teachers. This has shed the light on the gap that exists regarding the process central

Mexico BETs face in the reconstruction, adaptation and adoption process of their cultural identity.

First, the so called reconstruction identity process emerged. Second, defining identity is a complex task since it is a reconstruction processes which is carried out through negotiations of identities. Such negotiations must have a context and a social interaction setting (Darvin & Norton, 2015). Third, the different identity theories bring many identities concepts given by the literature situated in specific contexts.

Identities lean on many aspects such as cultural, personal, and professional among others (Bron, 2002; Darvin & Norton, 2015; Norton, 2013; Norton, 2000). These aspects shape the role of identities posed by individuals. The identity process is a way for individuals to be identified and recognized as a means of seeking belonging. As it has been established above, culture and identity embrace each other and form an individual's true one-self in terms of reflecting the cultural and historical experiences shared norms (Arnett, 2002; Chen, Bonet-Martínez & Harris Bond, (2008); Hall, 1990; Holliday, 2010; Holliday, Hyde & Kullman, 2014; Phinney, 2003; 2008).

Authors claim that culture is represented in two parts: internal and external (Choudhury, 2014; Wellein, 2008;). The former represents those things that are visible in a culture: dress style, behaviors, language, gestures and art. The latter refers to the invisible aspects such as values, beliefs and attitudes. Another important aspect is the encountering of culture, language and identity reconstruction which develops symbols of identity through interaction. It is also essential to highlight that not all identities are well accepted by people. Finally, the Appraisal framework addresses the way in which language can be evaluated (Martin & White, 2005). The System focuses on the interpersonal evaluation within a text. It is worth mentioning that BETs have faced the

experience of being influenced by two cultures, their own culture and the process of adopting and adapting to a new culture.

Once the information available about identity, culture and cultural identity reconstruction has been explored and reviewed, the following chapter provides a description of the methodology, participants, instruments and data collection.

Chapter Three: Methodology

3.0 Introduction

The present chapter provides firstly a description of the significance to conduct the research. It also offers a detailed explanation of the methodology used to conduct the research including the approach and strategies of inquiry. A previous summary of the participants and instruments is presented in detail. The procedure to analyze the data as well as the description of the approaches is included. Finally, conclusions over the information presented in the entire chapter are also shown.

3.1 Research questions

This research sought to investigate the reconstruction of cultural identity process in BETs and identify those factors that have impacted the greatest in such process. The research questions posed in chapter 1 are as follows:

1. How has a foreign culture influenced bilingual English language teachers?
2. How have their experiences of being bilingual influenced the reconstruction of their cultural identity?
3. Which are the factors that have had the greatest impact in the reconstruction of these teachers' cultural identity?

3.2 Approach and strategy of inquiry

The research tradition adopted for this study was a qualitative case study. Qualitative, as described by Cresswell (2012), is the type of approach in which the inquirer often makes knowledge claims based primarily on perspectives through strategies inquiry such as narratives, grounded theories or case studies, to name a few. It is a case study because it attempts to provide an opportunity for the researcher to gain a deep holistic view of the research problem and, in this way understanding, and explaining a research phenomenon. In addition, Yin (2009) defines qualitative case study as “an empirical

inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 113). To sum up, in the context of case studies, “data analysis consists of examining, categorizing, tabulating, testing, or otherwise recombining evidence to draw empirically based conclusions” (Yin, 2009, p. 126). In the light of this, it can be claimed that the present research falls into the case study area because impact of embracing a different culture in BETs is a phenomenon which has not been thoroughly investigated by scholars within my research context.

3.3 Participants

The participants of this study who are addressed as ‘appraisers’ are a group of five bilingual English in-service teachers who once were enrolled in a BA in English language teaching after having lived in the United States. Participants’ ages ranged from 26 to 35 years old. There were a total of three females and two males. The reason behind choosing these particular participants stemmed from the fact they all lived in the United States for a period of time which ranges from five to ten years. Another important aspect in the study is that participants have acquired the English language in an English speaking environment. All of them have experienced interacting with both Mexican and American cultures. Moreover, they had previously been or are currently teaching as BETs in central Mexico for at least three years. Table 3.1 shows specific information about them.

Table 3.1 Participants’ background information

Participant	Gender	Age	Period of time living abroad	Started their BA	Languages	Teaching experience
Appraiser 1	M	28	1996 – 2005	2007	Spanish and English	5 years
Appraiser 2	F	25	1994 – 2005	2009	Spanish and English	4 years

Appraiser 3	F	32	2005– 2010	2000	Spanish and English	11 years
Appraiser 4	M	25	1997 – 2007	2010	Spanish and English	4 years
Appraiser 5	M	35	1988– 2006	2007	Spanish and English	9 years

3.4 Instruments

Due to the fact that the present study falls into the qualitative case study (Yin, 2009) two instruments were chosen as the most efficacious research instruments for the study: a written narrative and a semi-structured interview. The aim of the narrative was for the participants to produce a story by writing according to their own experiences and their reflections after living in the US and how the interaction between the native and foreign culture has changed their lives. Phillion and He (2007) define narratives as a term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context. The interviews of this study utilized a semi-structured interview. Burn (1999) defines the semi-structured interviews as open-ended questionnaires that provide much greater flexibility. The semi-structured interviews give the advantages of having a balance between structure and openness. This instrument was applied with two main purposes: 1) to collect background information such as age, languages learnt, teaching experience, period of time leaving abroad (see table 3.1); and 2) gather deeper information about culture preference, experiences living abroad, challenges faced in both countries of living and any other information that needed further clarification from the narrative. Therefore, this instrument was chosen as a semi-structured interview since the set of questions were formulated as guidance but during the process of interviewing some of them were modified according to the participants' responses.

3.5 Data collection process

Before the narrative and interviews, participants had to sign a written consent to volunteer in this study. In order to respect participants' anonymity each of them received a different name. The narratives were sent through email to the researcher. After receiving the narratives each of them were analyzed through the Appraisal System in the frameworks of attitude and graduation. This data analysis and helped creating follow-up questions to collect data that might not have come available in the narratives. By having administered both instruments the possibility of obtaining the richest possible data from the participants was met. The purpose of applying two qualitative instruments was to obtain richly detailed experiences shared by the participants.

3.6 Data analysis through the Appraisal System

The data of this study was analyzed through the Appraisal System of the language evaluation. Both instruments, the narrative and the semi-structured interviews, were examined with the help of color coding (see Table 3.2 and Table 3.3). To classify the variables and avoid confusion, color coding was used. The variables were labeled as positive (+) or negative (-). Color coding makes it simple to see which parts of the text belong to which category of the Appraisal System and of the importance they have had to the interviewee, based on the amount of information provided. This analysis tool was used to keep track of the various codes, concepts, and categories and to support the research analysis. This source enables the researcher to split up or combine categories during the analysis process by changing and tracking the color. The following table illustrates the colors used during the analysis and which concept is represented in each color.

Table 3.2 Classification of Attitude in color coding (Martin and White, 2005, p. 42-89)

Attitude	Classification of Attitudes	Color	Purpose
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Affect		un/happiness		Covers emotions concerned with “affairs of the heart”
		in/security		Deals with emotions concerned with the eco-social being.
		dis/satisfaction		Covers emotions concerned with the pursuit of goals.
		dis/inclination		Covers feelings that involve fear and desires.
Judgment	Social Esteem	Normality		How special or unusual?
		Capacity		How capable or competent?
		Tenacity		How dependable? How well-disposed?
	Social Sanction	Veracity		How honest?
		Propriety		How far beyond reproach? How ethical?
Appreciation		Reaction		Does it catch our attention? Does it please us?
		Composition		Was it hard to follow? Did it hang together?
		Valuation		Was it worthwhile?

Table 3.3 Classification of Graduation in color coding (Martin and White, 2005, p. 137-152)

Graduation	Classification	Color	Purpose
Force	Raise	<u>More intense</u>	Assess to degree of intensification and amount.
	Lower	<u>Less intense</u>	
Focus	Sharpen	<u>More precise</u>	How up-scale is the specification prototypically indicated?
	Soften	<u>Less precise</u>	How low-scale is the specification prototypically indicated?

Lastly, after all the factors were identified and categorized, the results were compared and overviewed in order to seek the answers for the stated research questions.

For instance, the process of BETs being influenced by a foreign culture, cultural experiences/challenges and those factors that might have impacted BETs' identity reconstruction process. This was carried out to validate the information provided by the participants in both instruments.

3.7 Ethical issues

In order to carry out an environment of trust, accountability, and mutual respect among the researcher and the participants a voluntary consent was essential. The anonymity and confidentiality of each participant were assured through this consent to help ensure the safety of each one of them. Ethical elements and the purpose of the study were explained to each participant; therefore, their voluntary participation was one of the main focal points in addressing the integrity of this research. Consequently, the data gathered in this study was hypothesized to be a greater or lesser extent closely representative of the participants' experiences.

3.8 Chapter conclusion

This chapter sets out the research design and the main strategy of inquiry used for this study. It also provides detailed information of each participant involved, the instruments applied and the purpose of each instrument; then, the process of overall data collection, including the data analysis through the Appraisal System. Lastly, the ethical issues and its considerations. Formerly the information available about the methodology process was presented and revised, the following chapter provides a detail description of the results from the analysis of the qualitative data of each appraiser and the general quantitative data gathered.

Chapter Four: Results

4.0 Introduction

This chapter provides an overview of the data obtained from the narratives and interviews, together with the Appraisal analysis. It is important to take into account that grammar was not corrected nor taken into consideration in the actual writing from the participants. The order of the results follows the next organization. In the first part the analysis of the qualitative data is described via the Appraisal System's Attitude and Graduation sub-systems. Each narrative provides examples that significantly support the results. In the second section, some quantitative findings obtained from the narratives are presented, together with the results from the semi-structured interviews. The results obtained are presented in charts to have a better visual representation. Finally, a brief conclusion of the chapter is explained.

4.1 Results of Analysis of the Qualitative Data

It was essential to identify expressions of feelings found in the Attitude framework, as well as those messages in the text and the intensity found in each message that is classified according to the Graduation framework. In order to be more specific the Attitude framework is divided in three semantic regions: emotion, ethics and aesthetics.

According to Martin and White (2005), the Appraisal System approach helps us understand the way people express a written or spoken text to manage relationships and power positions among others. The Appraisal System has three sub-systems: Attitude, Graduation and Engagement. The focus of this research is centered mainly in attitude and Graduation sub-systems. Attitude has three main regions which can be categorized as positive or negative feelings. The first region is Affect, and regards the feelings performed by those who generate the message. The second region is Judgment which

refers to the evaluation done to other's behavior. The last region is Appreciation, which covers the evaluation of belongings around people. In the case of Graduation refers to "...grading phenomena whereby feelings are amplified and categories blurred" (Martin & White, 2005, p. 37). It is also divided into two main sources: force and focus. The former deals with those resources found as adjustments of the degree of appraisals. The latter has to do with those resources used in adjusting the strength of margins between categories.

In order to have a visual idea of each region, the two frameworks are presented (see also chapter two). First, in the Affect region four categories are found: dis/inclination (dis/in), un/happiness (un/hap), in/security (in/sec), and dis/satisfaction (dis/sat). The Judgment region is divided in two categories: social-esteem (s-e) and social sanction (s-s). Social-esteem is divided in three sub-areas: normality (norm), capacity (cap) and tenacity (ten). Social sanction has two categories as well: veracity (ver) and propriety (prop). Finally, the Appreciation region is divided into three categories: reaction (reac), composition (comp), and valuation (val). The summarized meaning of each category is shown in table 3.2 (see also chapter three).

Graduation is the second region covered in this research. Through this category the message in the text is made more or less intense, sharper or blurred. This region involves two categories: Force and Focus. Force refers to the intensity of the message, it can be raised or lowered by the author's choice. On the other hand, Focus emphasizes the meaning of the text which can be more or less precise. Both categories involve negative or positive meaning. The summarized meaning of each category is showed in the table 3.3 (see also chapter three).

The chapter is presented with the results of each participant individually, providing several examples that are supported by the Appraisal System. Then,

quantitative charts are showed to express the lexico-grammatical realizations found in both instruments under the frameworks of Attitude and Graduation.

4.1.1 Appraiser 1's Results

The results obtained from the Appraiser 1 are summarized in Table 4.2. Based on the data provided from Appraiser 1, it is clearly showed a tendency on judgment. According to Martin and White (2005), judgment conveys "... meanings construing our attitudes to people and the way they behave – their character (how they measure up)" attitudes (p.52). In other words, the Appraiser 1 tends to judge people and his own behavior that has experienced before in order to help him become the person he is now. Affect and Appreciation were also identified. Although this was not an easy process, the following excerpts have helped understand and develop meaningful data from the three categories. The following sample showed Appraiser 1's emotions and attitudes towards behavior and the new changes.

"I moved to the states when I was 8 years old. I live there for 8 and half years...I was shocked (aff, sec +) the first thing me and my brothers noticed, was how different everything looked... I had to get used (jud, norm +) to new rules, a new culture, and new habits. It was really (grad, int +) hard (app, comp -) for me to get used to...We had to adapt to a new culture (jud, cap -)...We also had to put up with discrimination (aff, sec -)...Being discriminated only made me stronger (aff, sec +) and made me realized that I need to be thankful (app, val +) for the things I had. That I had made it this far (jud, cap +)... I thank my parents (jud, ver+) for giving this opportunity (app, val +)...I learned (jud, cap +) a new language, but also a new culture."

As presented above, the classification in Table 3.2 and 3.3 (see chapter 3) shows that the Judgment region was used more times (five times) the expression were positive. Followed by Affect and Appreciation. There were two positive Affect representations and one negative expression found. On the other hand, in Appreciation, there were two positive statements and one negative. Table 4.1 focuses on the grammatical-realizations

used in the predominant samples (Judgment) from Appraiser 1. It can be identified that Appraiser 1 mainly used mental processes and epithets.

Table 4.1 Appraiser1's grammatical-realizations

Example:	Grammatical-realizations
I had to get used (jud, norm +) to new rules...	Mental process
It was really (grad, int +) hard (app, comp -)...	Adverbial Epithet
We had to adapt to a new culture (jud, cap -)...	Behavioral process
That I had made it this far (jud, cap +)...	Material process Epithet
I thank my parents (jud, ver+) for...	Verbal process
I learned (jud, cap +) a new language, but also a new culture."	Mental process

Appraiser 1's experiences show a negative impact caused at first sight as she experienced the L2 context. Most samples illustrated feelings of peace in relation to the appraiser's adaptation to the new environment where discrimination caused insecurity yet it became an impulse to overcome that anxiety. Appraiser 1 has put into words how amazed and thrilled he was with the traditions in the US. It might be implied that the process of adaptation was prosperous as he explored the customs and traditions of the L2 context. Although culture seemed not too complicated to adapt, there were other aspects that interfered during this process and somehow have caused an undesirable impact in the appraiser; for instance, behavior from members of the Mexican-American community affected the process of adopting a new free home. It was identified that even though this community is closely related to the Mexican community, the participant felt rejected from people he considered shared the same values and cultural bounds. Cultural differences can cause a lot of misunderstandings and may lead to irrational feelings of hate and fear, as Appraiser 1 has shared. Despite of not being able to feel the best foreign culture welcoming, he remarked how valuable the time spent was learning about

a new culture through external and perhaps internal aspects that have provided a better understanding of the L2 context.

The following table illustrates further samples subtracted from Appraiser 1's narrative and semi-structured interview.

Table 4.2 Appraiser 1's sample results

Affect		Positive	Negative
un/happiness			
in/security		<i>...discriminated stronger...</i>	<i>made me I was shocked... ...being discriminated... ...put up with discrimination...</i>
dis/satisfaction			
dis/inclination			
Judgment		Positive	Negative
Social Esteem	Normality	<i>...Americans take Christmas to a whole different level...</i>	
	Capacity	<i>...I think I am now a better person... ...I had made it this far... ...get used to new rules...</i>	
	Tenacity	<i>I thank my parents for giving me...</i>	
Social Sanctio n	Veracity		
	Propriety		
Appreciation		Positive	Negative
Reaction			
Composition			<i>...it was really hard...school...</i>
Valuation		<i>...need to be thankful for the things...</i>	

4.1.2 Appraiser 2's Results

Within Appraiser 2's information, it was necessary to identify the different expressions of feelings found in both the narrative and the semi-structure interview. In order to be more specific Table 4.4 implicitly illustrates samples and categories each sample falls

into. Firstly, is clearly shown the tendency on Affect; mainly positive rather than negative. The appraiser reflects on many emotions throughout her data collection. Martin and White (2005) state that Affect concerns with positive and negative moods of feelings; whether one feels happy or sad, concerned, bored, nervous or anxious to mention a few. Appreciation and Judgment were also identified. The following lines are part of an extract of the narrative elicitation where we can see different uses of positive and negative attitudes:

“I can’t really remember much because of my age... We were basically raised in the US... I had many friends, it **was surprising** (aff, sat +) to me that they were from all over the world...I **hate** (aff, hap -) that we move a lot... we also moved too many schools... The school were actually **really** (grad, int +) **close** (aff, sat +)... which was exciting (app, reac +)... We had a **great** (grad, int +) time (app, reac +) in those places...I had a really **great** (grad, int +) time (app, reac +) living abroad... **Nobody ever made me feel bad or embarrassed** (jud, nor +) of the fact that **I was Mexican** (aff, sec +)...The only thing that I really remember that **made a huge** (grad, quan+) **impact** (aff, sec -) on my life was when I was told that we were coming back. I **felt excited** (aff, sat +), **sad** (aff, hap -) and **mad** (aff, sec -) that they wanted us to leave after 11 **wonderful** (grad, int +) years (app, reac +). But now, I **can’t thank them enough** (grad, quan -) (jud, ver +). I’m **really** (grad, int +) **happy** (aff, hap +) to live here.”

As stated above, the classification in Table 3.2 and 3.3 (see chapter 3) shows that the Affect region was used eight times, mostly positive rather than negative. Followed by Appreciation and Judgment. There were four positive Appreciation expressions and two in negative, while Judgment was identified twice in positive statements. Table 4.3 focuses on the grammatical-realizations used in the predominant samples (affect) from Appraiser 2. Such examples show that Appraiser 2 opted to express their emotions using epithets, material processes, existential process and a nominal group.

Table 4.3 Appraiser2’s grammatical-realizations

Example:	Grammatical-realizations
----------	--------------------------

I had many times, it was surprising (aff, sat +) to me...	Epithet
I hate (aff, hap -) that we moved a lot (grad, quan +)...	Epithet Material process
...the fact that I was Mexican (aff, sec +)...	Relational process
...that made a huge (grad, quan+) impact (aff, sec -) on my life...	Material process Epithet Nominal group
I felt excited (aff, sat +), sad (aff, hap -) and mad (aff, sec -)...	Epithets
I'm really (grad, int +) happy (aff, hap +) to leave here.	Relational process Epithet

Appraiser 2 represented her emotions after facing a big decision that caused a huge impact in her identity reconstruction process. First, it might seem that Appraiser 2 had a difficult situation towards her future plans. She once experienced a friendly, multicultural and respectful foreign context, where she felt accepted, despite the fact of her Mexican background. Embracing a foreign culture in which one feels accepted might have broaden her views and tolerance as she interacted with people from different cultures around the world. Her experiences might detail how amazed and gratified she is after living in two cultures and making them both part of her current lifestyle. The analysis obtained from the Appraiser 2 was clear and concise, it was able to capture relevant information that in turn provided answers to the research questions. Table 4.6 shows in detail several fragments subtracted from the narrative and the semi-structure interview.

Table 4.4 Appraiser4's sample results

Affect	Positive	Negative
un/happiness	<i>I'm really happy to live here...</i>	<i>...sad and mad...they wanted to leave...</i>
in/security	<i>...embarrassed of... ... I was a Mexican...</i>	<i>...made a huge impact... ...mad...</i>
dis/satisfaction	<i>...made a lot of friends... ...it was surprising to me that they were from all over the world...</i>	
dis/inclination		

Judgment	Positive	Negative
Social Esteem	Normality	<i>Nobody ever made me feel bad or embarrassed...</i>
	Capacity	
	Tenacity	
Social Sanction	Veracity	
	Propriety	
Appreciation	Positive	Negative
Reaction	<i>...which was exciting ...</i> <i>...had a great time ...</i> <i>...11 wonderful years ...</i>	
Composition		<i>...moved too many schools...</i>
Valuation	<i>...I had really great time living abroad...</i>	

4.1.3 Appraiser 3's Results

Appraiser 3's results have provided relevant answers from which many samples are presented in table 4.5. Appreciation was the tendency in both positive and negative situations. This reflects how Appraiser 3 values the processes in meanings that once were significant or harmful. In addition, Martin and White (2005) state that values of Appreciation may focus on the compositional qualities of the evaluated entity and how well it formed is. Then, followed by Judgment and Affect, it can be concluded that the experiences shared in the written data was very precise. The following excerpts illustrate the most significant samples from the three categories:

"I lived around four years in US, in a Cajun community where culture is extremely (grad, int+) important (jud, norm +)...However, having married a local in the South, completely changed my life (app, comp -) in many different aspects... I realized how meaningful (app, val +) it was to provide your own family (app, val +) with what is given by nature... These people have a lot of (grad, quan +) respect for nature (jud, norm +)... Once I came back to Mexico, I had such a terrible (grad, quan +) shock (aff, sec -)... I had always the feeling I was trapped (aff, sec -) (in the US). I was so very (grad, int +) relieved (aff, sec +) once back in Mexico... I believe one of the toughest (grad, int +) situations I had to face was discrimination (jud, norm -).

Discrimination is a silent enemy (app, comp -)...I had one advantage over others, my education (app, val +). Once people would realize I was educated they changed attitude (jud, ten +) towards me... I had to tolerate stupid people (jud, cap -) anyway. I think I became a stronger person (aff, sec +). Discrimination made me realize how scared people can be (jud, cap +) ...”

As stated above, the classification in table 3.2 and 3.3 (see chapter 3) shows that the Appreciation region was used fourteen times, mostly positive rather than negative. Followed by judgment with five positive and three negative classifications. Then, Affect with seven statements, in which the statements were reflected in four positive and three negative feelings. Table 4.6 focuses on the grammatical-realizations used in the predominant samples (appreciation) from Appraiser 3. Such examples show that Appraiser 3 has opted to use mainly epithets, material processes, mental processes, relational processes and nominal groups.

Table 4.5 Appraiser 3’s grammatical-realizations

Example:	Grammatical-realizations
... having married a local in the South, completely changed my life (app, comp -)...	Material processes
I realized how meaningful (app, val +)...	Mental process Epithet
...it was to provide your own family (app, val +)...	Material process
I learned how to cook Cajun food (app, comp +)...	Mental process
...but very (grad, int +) functional (app, reac +)...	Epithet
I believe one of the toughest (grad, int +) situations I had to face was discrimination (app, comp -).	Nominal group
Discrimination is a silent enemy (app, comp -)...	Relational process Epithet
I had one advantage over others, my education (app, val +).	Nominal group
...and helped me (app, val +) being who I am...	Relational process

After analyzing both instruments it can be identified that Appraiser 3 found herself involved in cultural curiosity and supports willingness to explore unfamiliar terrains. However, she may also invite a sense of feeling a little lost in the world. As it has affected her as she was living far from home in unexpected ways. Something relevant from this participant was the fact that she did not only involved in American

culture, but she also explored Cajun culture. While in the US, she spent most of her time within the Cajun community, it can be implied that respecting environments also ensures that communities have adequate resources to meet their needs and many of their wants.

Speaking of meaning construing attitudes made towards people is character or behavior (Martin & White, 2005), Appraiser 3 has also entailed discrimination as a crucial factor she had to constantly face in the US, just for the fact she was Mexican and the misconception there is on them. It also can be identified that being educated is recognizable and admirable within the US culture. After having lived in a foreign culture, Appraiser 3 has shared how these practices made her feel proud of her Mexican roots. In addition, her confidence grew as she experienced new traditions and believes. Living abroad has also made her an independent woman.

Appraiser 3 has shared remarkable anecdotes that have shown rich data. The comparison among the three cultures in which she had found herself into might have both benefits and challenges. Feeling left out was one off the negative factors faced during these experiences. However, there is a list of the many benefits she has received after living among three cultures, such as the privilege of learning from the culture, the language, celebrating different traditions, school systems and broadening of horizons. Table 4.8 provides relevant samples subtracted from the narratives and interview of Appraiser 3.

Table 4.6 Appraiser 3's sample results

Affect	Positive	Negative
un/happiness		<i>Once I came back to Mexico, I had such a terrible shock...</i>
in/security	<i>...I was so very relieved... ...very independent woman. ...became a stronger person.</i>	<i>...the feeling I was trapped. ...being discriminated...</i>
dis/satisfaction	<i>...had missed being able to...</i>	

dis/inclination		
Judgment	Positive	Negative
Social Esteem	Normality ...in a Cajun community where culture is extremely important ...These people have a lot of respect for nature...	
	Capacity ... used to cook and eat healthier.	I had to tolerate stupid peoplehow scared can be people ...
	Tenacity ...Once people realized I was educated... change attitude towards me.	
Social Sanction	Veracity Propriety	
Appreciation	Positive	Negative
Reaction	... lived in a nice propertytransportation system... very functional almost died ...
Composition	...the lifestyle was archaictransportation... is very functional .	Discrimination is a silent enemy .
Valuation	I had one advantage over others, my education (app, val +) (US) transportation might not be perfect ...

4.1.4 Appraiser 4's Results

The results from Appraiser 4 are summarized in table 4.8; they clearly show a tendency in positive Judgment that implies that his experiences were expressed through positive and negative evaluations. Appraisal theory focuses on the way people express approval or disapproval for their own experiences. Within the Appraisal literature, the region of Judgment typology deals with those resources for expressing norms and human behavior (Martin & White, 2005). Subsequently, Appreciation and Affect were also found. The experiences shared in this data were very significant to the Appraiser 4. The following excerpt illustrates the most significant samples from the three categories:

“When I was four years old my parents decided to go in search of a new lifestyle to the United States. ... The time passed... Our **lives changed completely (grad, int+)** (**app, comp -**), due to

the fact that we were children and we **got used to** (jud, cap+) the language, education and culture of the country. We **knew more about** (jud, cap +) American history and social sciences **than we did about** (jud, cap -) our Mexican roots, although my mother continued speaking to us in Spanish we **got used to speaking English** (jud, cap+) as a first language... My **life was simple** (grad, int -) but **great** (grad, int +) (app, val +)...I **loved** (aff, hap +) Halloween and Christmas...When we came back to Mexico I **realized that** (jud, ver +) my country and my culture have lots of things that cannot be compared with others. I have **much** (grad, quan +) **love** (aff, hap +) for the place where I spent most of my childhood; yet, living in Mexico **has made me appreciate** (jud, ver +) all of the great things Mexico has to offer.”

As stated above, the classification in Table 3.2 and 3.3 (see chapter 3) shows that the Judgment region was used five times, mostly positive rather than negative. Followed by the Appreciation region with three positive and one negative statement. Then, Affect with only two positive statements and one negative. Table 4.7 focuses on the grammatical-realizations used in the predominant samples (Judgment) from appraiser 4. Such examples show that appraiser 4 has a tendency to show his attitudes using mental processes.

Table 4.7 Appraiser 4’s grammatical-realizations

Example:	Grammatical-realizations
We knew more about (jud, cap +) American history and social sciences...	Mental processes
...we got used to the language, education and culture of the country (jud, cap+)	Mental process
...living in Mexico has made me appreciate (jud, ver +)	Mental process
... we got used to speaking English (jud, cap+) as a first language...	Mental process

The process of living in a culture different from his own can be a thrilling and stimulating experience. But it also entails a tremendous challenge as one realizes that the things or behaviors one considers “normal”, may not be the appropriate in the new culture context.

Appraiser 4 has created his own personal interpretation of his experiences since he felt accepted in the foreign culture, which helped him build positive attitudes towards

the people within the foreign culture. One potential factor that has influenced his acceptance and positive view to the foreign culture has to do with his self-awareness as he worked out his beliefs, values and personal biases. It can be seen that this situation could have impacted his understanding of differences since the lack of his background knowledge definitely influenced in tolerating of how different people are in different contexts.

Positive Judgment was central in this analysis, since Appraiser 4 expressed several samples. Even though, his knowledge about his own roots were not present for him during his stay in the US, he realized how valuable and important his culture is. Appraiser 4 has shared the ways he has learned to embrace both cultures by combining the good aspects from each experience as he was willingly enough to explore beyond his own roots. The fact that both heritages have made him bilingual has made him become more sensitive to other cultures. Table 4.8 provides relevant samples subtracted from the narratives and interview from appraiser 4.

Table 4.8 Appraiser 4's sample results

Affect		Positive	Negative
un/happiness		<i>I loved Halloween and Christmas. I have much love for the place...</i>	
in/security			
dis/satisfaction			<i>Neither of us spoke English...</i>
dis/inclination			
Judgment		Positive	Negative
Social	Normality		
Esteem	Capacity	<i>We knew more about American history... ...than what we did about our Mexican roots... ...we got used to speaking English as a first language.... ...we got used to the language, education and culture...</i>	<i>We knew more about American...than we did about our Mexican roots.</i>

	Tenacity	
Social Sanction	Veracity	<i>...living in Mexico has made me appreciate...</i>
	Propriety	
Appreciation	Positive	Negative
Reaction		<i>Our lives changed completely...</i>
Composition		
Valuation	<i>My life was simple but great... I realized my country and my culture...cannot be compared... I appreciate all of the great things Mexico has to offer.</i>	

4.1.5 Appraiser 5's Results

The results from appraiser 5 are summarized in table 4.10, after the analysis it can be identified that most of the samples fall into the Affect region mostly positive rather than negative. This shows that the role of emotions and feelings were fundamental for appraiser 5 as the need to understand and appreciate cultures other than our own was expressed. Secondly, positive and negative Appreciation was the second region frequently found in its different categories. Finally, Judgement which was rarely identified. The following lines are part of an extract of the narrative elicitation where we can see different uses of positive and negative attitudes:

“Living in the United States has **definitely** (grad, int +) **been an important factor** (app, val +) in my life. It has shaped (app, comp +) my identity as a person, professional and family member...It is difficult to say (app, comp -) that I feel **completely** (grad, int +) **Mexican** (aff, sec +) after living abroad over 18 years...In the beginning it was **very** (grad, int +) different (app, comp +) to get used to (app, comp -) the American culture. The school system was different (app, comp -) and I did not have the **appropriate level of English** (jud, cap -); therefore, I really **struggle to communicate** (jud, cap -)... Cultural differences seem to be a **great** (grad, int +) **deal** (app, comp +) as different ethnic groups stay close to each other...Things I **really** (grad, int +) **like** (aff, hap +) were the fact to travel and visit important places and historical landmarks is **very** easy and accessible (app, comp +). I was **fortunate enough** (aff, sat +) (grad, quan -) to go through over half of the United States. Things I **did not like** **as much** (aff,

hap -) (grad, quan -) was that some people seem to be very (grad, int +) racist (jud, cap -)...I return to Mexico...I am a person with an open mind (jud, norm +) who has been influenced (jud, cap +) by another culture... I love (aff, hap +) Mexico.

As stated above, the classification in table 3.2 and 3.3 (see chapter 3) shows that the Appreciation region was used nine times as positive and four times as negative. Followed by the Judgment region with five positive and two negative statements. Then, Affect with five statements found; four positive and one negative attitude. Table 4.11 focuses on the grammatical-realizations used in the predominant samples (Appreciation) from Appraiser 5. Such examples show that appraiser 5 has a tendency to show attitudes using mainly mental processes, epithets and nominal groups.

Table 4.9 Appraiser 5's grammatical-realizations

Example:	Grammatical-realizations
...been <u>an important factor</u> (app, val +) in my life	Epithet Nominal group
It has shaped (app, comp +) my identity...	Mental process
It is difficult to say (app, comp -) that...	Epithets Verbal process
The school system was different (app, comp -)...	Epithet
Cultural differences seem to be a <u>great</u> (grad, int +) <u>deal</u> (app, comp)...	Epithet Nominal group
...you <u>learn to accept things and deal</u> (app, comp +)...	Mental processes
I'm interested (app, reac +) sports...	Relational process

Appraiser 5 has provided a background history in which it is strongly stated the impact faced while living in the L2 context. The experiences shared refer to situations related to learning the language, the culture, racism and life itself. Such events helped to identify crucial factors that have affected in positively and negatively ways. It can be recognized that there was a competency in identifying and defining both cultures in specific situations.

The previous excerpt reflects the undergoing racism that has being identified as a negative factor. Although, besides his emotions and feelings being involved into these

circumstances. I can be seen how valuable these experiences were for the appraiser. Construing positive attitudes to people or the way they behave within a particular cultural context might express the ability to learn and relate respectfully to different cultures. Understanding our own culture is key determinant to understand other cultures. Eventually after having been involved within the American community, his perspective changed. It can be identified that appraiser 5 learned to value contributions provided from both cultures once found them enriching, which also had opened up his viewpoints, thoughts and experiences. Most of the samples are related to the appraiser himself as he construed attitudes towards his own behavior. Due to the lack of the English language proficiency, it can be inferred that the constant limitations he felt, forced him to continue exploring and adapting to the foreign environment. Table 4.10 illustrates relevant examples subtracted from the narrative and interview.

Table 4.10 Appraiser5's sample results

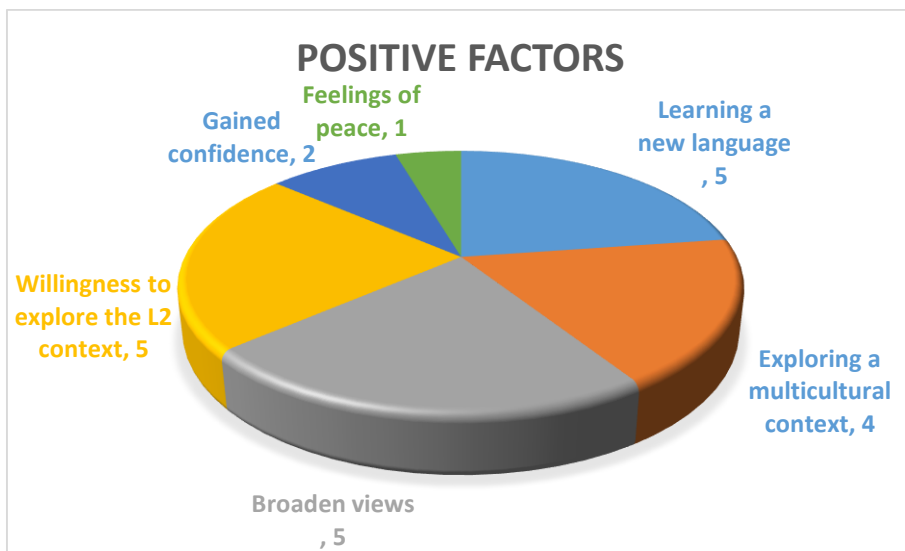
Affect		Positive	Negative
	un/happiness	<i>Things I really like ...travel...and visit historical landmarks.</i>	<i>Things I did not like...racist.</i>
	in/security	<i>...I feel completely Mexican I am interested in...</i>	
	dis/satisfaction	<i>I was fortunate enough...</i>	
	dis/inclination		
Judgment		Positive	Negative
Social Esteem	normality	<i>I am a person with an open mind... I still feel half American...</i>	
	Capacity	<i>...everyday life force me to learn English... ...learn to accept things and deal with everyday life...</i>	<i>I did not have the appropriate level of English... I really struggle to communicate...</i>
	Tenacity		
Social Sanction	Veracity	<i>I also embrace my Mexican traditions...</i>	

Propriety		
Appreciation	Positive	Negative
Reaction	<i>...easy and accessible... ...good and bad...</i>	<i>...<u>very</u> racist...</i>
Composition	<i>It has shaped my identity... In the beginning it was <u>very</u> different... Cultural differences...a <u>great</u> deal... ...travel and visit...<u>very</u> easy and accessible... ...<u>very</u> easy and accessible... ...has been influenced....</i>	<i>It is difficult to say... ...to get used to American culture. The school system was different...</i>
Valuation	<i>...<u>definitely</u> been an <u>important</u> factor...</i>	

4.1.6 Factors

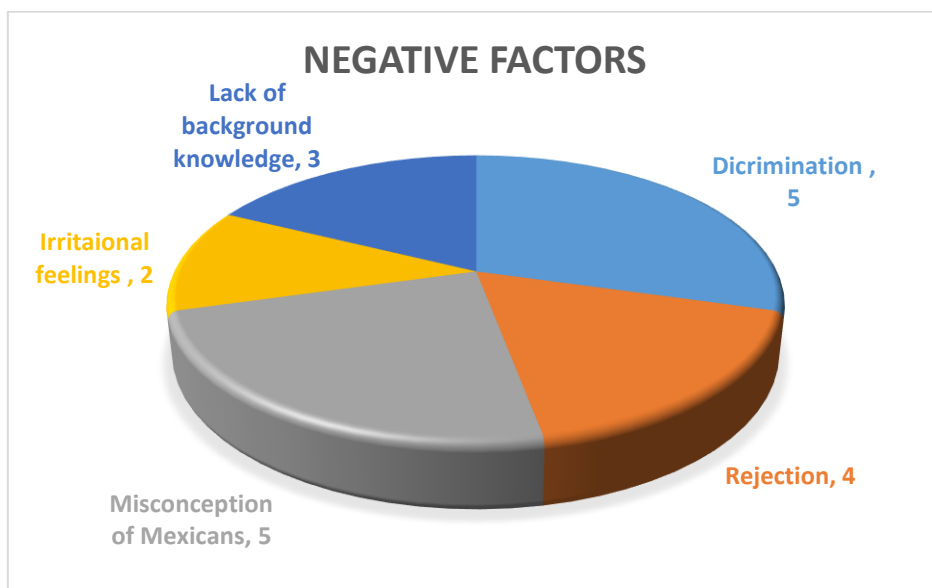
Factors that most of the participants pointed out were both positive and negative. The results shows that the five participants considered that learning a new language, their willingness to explore the L2 context and the opportunity to broaden her views as they have interacted with two different cultures encouraged them to persist in their adaptation and adoption process of their cultural identity. Four appraisers shared that interacting in a multicultural context help them to understand and get involve in interacting with different cultures. Two appraisers' claimed that confidence was a key factor in this process as they learned to respect different cultures. Finally, feelings of peace were factors that positively impacted appraisers' adaptation process and have also influenced in the reconstruction their identity. The following graph illustrates the previous factors.

Graph 4.1 Appraisers' positive factors



On the other hand, the negative factors found in the results were the five appraisers' claimed that they have been exposed to undergoing discrimination situations due to the misconception some people have to the Mexican community. Four appraisers' have expressed rejection in the L2 context as they were not well welcomed at first. Three appraisers shared that the lack of knowledge of their Mexican roots led them to wonder about their through identity as they did not feel completely Mexican nor American. Finally, only one appraiser expressed that has felt irrational feelings such as fear and hate to the L2 context. Graph 4.2 simplifies the previous factors.

Graph 4.2 Appraisers' negative factors



4.2 General Results of the Qualitative Analysis

Table 4.11 shows the results from the analysis of the written texts using the Appraisal framework. The tables are divided into the three sub-systems of the Appraisal System: Attitude, Judgement and Appreciation. The tables are divided into nine columns. The first column shows the regions and its categories. The following five columns represent the five participants identified by the acronym followed by the number of the use certain categories in the narratives. The following two columns demonstrate the total of times that male and female used from each category. Finally, the total amount of times that the five participants used each category within each region. These tables provided us quantitative results gathered from the amount of time all the categories were presented in each narrative.

Table 4.11 Quantitative Results from Appraisal System

AFFECT	BET 1		BLE 2		BLE 3		BLE 4		BLE 5		BLE Male Total		BLE Female Total		General Total	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Un/happiness	0	0	1	1	0	1	2	0	1	1	3	1	1	2	4	3
In/security	1	3	2	2	3	2	0	0	2	0	1	3	5	4	6	7
Dis/satisfaction	0	0	2	0	1	0	0	1	1	0	1	1	3	0	4	1
Dis/inclination	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	3	5	3	4	3	2	1	4	1	5	5	9	6	14	11

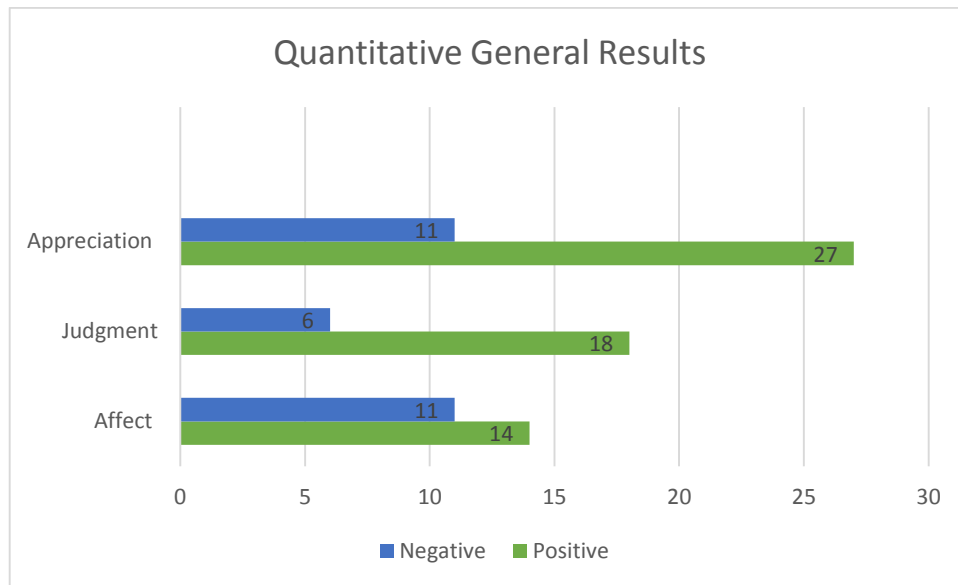
JUDGMENT	BET 1		BLE 2		BLE 3		BLE 4		BLE 5		BLE Male Total		BLE Female Total		General Total	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
SOCIAL ESTEEM	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Normality	0	0	1	0	2	0	0	0	2	0	2	0	3	0	5	0
Capacity	3	0	0	0	1	2	4	1	2	2	9	3	1	2	10	5
Tenacity	1	0	0	0	1	0	0	0	0	0	1	0	0	1	1	1
Total	4	0	1	0	4	2	4	1	4	2	12	3	4	3	16	6

SOCIA SANCTION																	
Veracity	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	2	0
Propriety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	2	0

APPRECIATION	BET 1		BLE 2		BLE 3		BLE 4		BLE 5		BLE Male Total		BLE Female Total		Gener al Total	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Reaction	0	0	3	0	2	1	0	1	2	1	2	2	5	1	6	3
Composition	0	1	0	1	2	1	0	0	5	3	5	4	2	2	7	4
Valuation	1	0	1	0	1	1	3	0	1	0	5	0	2	1	14	4
Total	1	1	4	1	5	3	3	1	8	4	12	6	9	4	27	11

As we can see in Table 4.11, the majority of the participants used the Appreciation region followed by the Judgment region; whereas the Affect region took the third place. Positive attitudes were the most predominant in all the narratives. The Appreciation region was the category with more statements. There were a total of twenty-seven positive expressions and eleven negative expressions. In the Judgement region, there were sixteen positive utterances and six negative utterances from the social esteem area, whereas only two positive statements found in the social sanction area. Finally, in the Affect region, there were a total of fourteen positive statements and eleven negative statements. Overall the predominant statements in the three categories are positive (See Graph 4.1). Based on these previous results, I can inferred that the participants have considered their experiences as constructive and positive attitudes in their currently lives. Graph 4.1 shows the total positive and negative statements represented in Table 4.11.

Graph 4.3 Quantitative Results from Appraisal System



4.3 Conclusion

In conclusion, this chapter presented the results obtained from the analysis of the qualitative data and the explanation of the results obtained from the qualitative data too, however the following chapter will answer the research questions and the significance of the study.

Chapter Five: Conclusions

5.0 Introduction

The present chapter provides a summary of the findings described in the previous chapter by highlighting their significance in the extent to which they contribute to the gap stated in the first chapters. It also sets the limitations and suggestions for further research.

5.1 Review of main findings

In order to answer the research questions it was necessary to carried out the results (see Chapter 4). There, we can see that most of the BETs experienced their adoption and adaptation process into the foreign culture mainly positive rather than negative. Understanding the influences of culture on one's cultural identity sets a negotiation of experiences in two different cultural contexts. These experiences have caused an impact in individuals in the immersion of two different cultures. The process of adoption and adaptation is re-constructed and contextualized as the individuals maintain and build connections with the cultures they have been exposed to.

First, it can be identified that understanding the native culture and the way participants perceive themselves within that culture led to identify particular aspects of their identity and how it is reconstructed as they have faced trying to integrate into two or more different cultures. Nevertheless, those participants who were more flexible to culture exposure and willing to adapt, the impact was positive. Darwin and Norton (2004), state that through cultural practices one was able to construct and reconstruct the ability to belong to different cultural practices. The role that identity has played in each participant was complex and on ongoing debates. There were many aspects that had been taken into account in the reconstruction of cultural identities such as family, work, friends, religion, beliefs, school, values and life experiences. The exposure of the

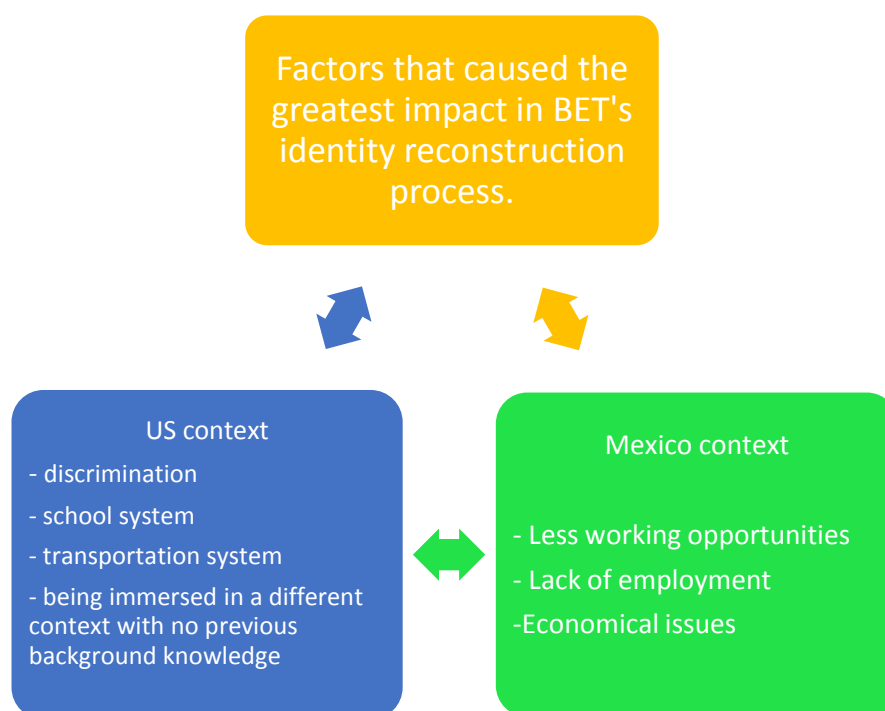
foreign culture influenced BETs in a positive way, as most of them showed gratitude, appreciation and fortunate for being part of endorsing both their culture of origin and the awareness of their relation to other cultures. In this case, Mexican and American cultures.

Second, a defining feature of a person's identity deals with how people identify themselves. Experiencing different cultural contexts might develop one or more identities that transfer into different directions based on the participants' needs and interests. After reflecting on participants experiences in which culture constantly changes and evolves as they reconstruct and negotiate their reconstruction of their cultural identity. This process was identified to happen when the participants met and exchanged aspects of their origin culture and the foreign culture.

Factors that have presented the greatest impact in each participants are presented. One of the main factors that had increased exposure to different cultures is international migration. The five participants fall into this factor. The impact has brought many changes in people's life, economic development, communication and identities formation. Factors that negatively affect BETs' cultural identity reconstruction: discrimination, school system, transportation system, and being immersed in a different context with no previous background knowledge. Situations that reflect discrimination or racism were present among the participants, who expressed that have at least once experienced discrimination or have been treated unfairly because of their race or ethnicity. School system was not easy to follow due to the lack of language knowledge. Participants stated that following the school system was complicated, mainly because they did not have the appropriate English level nor the historical background knowledge. Transportation system was another factor that interfered in adoption and adaptation process of each participants as they considered not very

functional. Finally, being immersed in a different cultural context, this last factor was believed to be complex since identity is a way for individuals to be identified and recognized as means of seeking belonging. The reconstruction process of adoption and adaptation among the participants has been shaped by the social context in which BETs found themselves in; therefore, it becomes their opportunity to enrich the reconstruction of their cultural identity marked by the interaction among the foreign culture in its different community practices such as family, work, friends, school, and religion to name a few. To conclude, the process experienced by the majority of the participants has to do with the presence of cultures and exchange of ideas, values, beliefs and one's cultural perception. Figure 5.1 illustrates the factors that have impacted BETs.

Figure 5.1 Factors that have had the greatest impact in the reconstruction of Cultural Identity



5.2 Limitations of the study

There are some limitations identified in this study. First, the results do not reflect generality considering they represent those of a single case and despite conducting a

deep analysis with more participants it is highly possible that if the study is replicated, the results may vary. Second, participants may not have had the time to extend and elaborate on their answers as they are full time teachers in different institutions. Last, I strongly support that if this study had been carried out in a different context or country, results may vary based on migration reasons. To conclude, it is worth mentioning that although there were some limitations, the use of the two instruments (narrative and semi-structure interview) and the approach of Appraisal System (Martin and White, 2005) permitted to analyze in detail all the aspects possible stated as the purpose of this study.

5.3 Discussion for further research

In order to provide some suggestions for further research I would first like to point out that it would be important to carry out this type of studies in other contexts using the Appraisal System. This would allow for comparison with results obtained from this study. I believe it would also be interesting to investigate students who have experienced similar situations as the participants in this study.

This research opened the way to see BETs through a more personal and cultural perspective. This study also allowed us to have a deeper understanding of BETs and their process of adoption and adaptation after being immersed in two or more different cultures.

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APPENDIX A

This instrument will be used for research purposes. I will ask you to be part of the two instruments that will be carried out in two phases. The first one is the following narrative and the second one will be a semi-structured interview in which some questions regarding your experiences in the interaction of two cultures.

In what way(s) do you think living in the US has changed your life?

You can write about: daily routines, customs, traditions, transportation, education, family, beliefs, feelings of belonging, adaptation to a new or old culture, the community, or any other cultural aspect that you feel has had a great impact on your life. You can give specific examples if you like.

Alternatively, you may want to focus on a specific moment/situation/experience that has influenced your life and that made you reflect upon being a Mexican in another country.

Please write between 300-350 words and state how long you stayed in the US.

Thank you for your contribution in this research.

APPENDIX B

Semi-structured interview

1. How old are you?

2. Where were you born?

3. How long did you stay in the US?

4. How old were you when you move to the US?

5. Why did you move to the US?

6. Where did you settle down?

7. Who did you live with?

8. Did you attend school? If so, what levels?

9. How was your experience during your time in the US?

10. What do you think about American culture?

11. Was it difficult to adapt to a different culture?

12. What was the most challenging experience you have faced in the US?

13. Why did you return to Mexico?

14. Where do you live now?

15. Was it difficult to adapt to the native culture? Why or Why not?

16. What challenges did you face once you were back in Mexico?

17. Do you have a preference for a particular culture (Mexican or American)? If so, why or why not?

18. How do you feel after experiencing two different cultures?

19. How would you define this stage of your life?

20. In your narrative, you mentioned (In case of needed clarification)...

Thank you for your contribution for this research.