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CONTENTS

- 17 The Role of the Psychotherapist in the Application of the Five Steps of Individual Psychosomatic Psychotherapy in the Context of the Three Integration Stages
Lubomira Dimitrova
- 21 Motivational Factors Between Individuals with Different Learning Goals for Acquiring English at Different Levels
Hanna Flores-Enríquez
- 31 Motivation as a Passport for Immigrants' Life: A Different Perspective for English Teachers
Citlalli Lizbeth Aguilera-Ortiz
- 41 Perceptions of Language Acquisition in Different Bilingualism Development
Sebastián Castro



The Role of the Psychotherapist in the Application of the Five Steps of Individual Psychosomatic Psychotherapy in the Context of the Three Integration Stagesⁱ

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Abstract

The process of psychotherapy of psychosomatic disorders requires key intervention skills from the psychotherapist. The transition through the five steps of therapy occurs against the background of the three integration stages in the communication on the axis “client-therapist” and respectively “therapist-client”. It is possible for the process of going through the five steps to be repeated for each of the three integration stages, and it is also permissible for it to go smoothly in parallel with the client reaching “separation” from the therapeutic environment. The psychotherapist’s ability to observe these mental phenomena that occur during therapy gives the client security. The goal is to “eradicate” the cause of the symptom, not just cure it.

Keywords: psychotherapy, symptom, psychosomatic disorders, psychoanalysis, psychotherapist’s skills, five steps, interaction steps.

1. Introduction

The five-step process Positive Psychotherapy is a therapeutic strategy whose main points such as family therapy and self-help are meaningfully related to each other. The patient is guided within the individual family or group psychotherapy step by step.

Five-stage framework model that allows for eight places vane of different psychotherapeutic methods as the role of the psychotherapist is of great importance. In the process there are used gestalt therapeutic behavioral, deep psychological, psycho energetic, hypnotic, drug and physiological inventories.

The five stages are:

- (1) observation/*distancing;
- (2) inventory;
- (3) situational encouragement;
- (4) situational encouragement;
- (5) extension of goals.

They contain each interpersonal interaction in itself so the ability to listen is realized and it follows that the five stages are important in the first place for the therapist their help he orients the stranger a world of the patient's feelings and experiences and thoughts.

2. Methods

The methods of therapy are an overview of the possibilities for application of the tool, they are flexibly adapted to the specific requirements of the situation in which the patient finds himself or his family. According to the principle that the change of one element of the system affects the whole system the patient receives within the therapy the task to abandon the role of patient and to perform the role of therapist of his own situation. Experience shows that the change of role from the patient scales therapist causes a change in position. In severe family problems it is important to activate initially the basic abilities of the patient and partner in case of danger of separation of the couple does not focus on existing conflicts but speaks of active self-help. The extended core of the family is important for the psycho-somatic elements of therapy.

Indicative of many patients with psychosomatic symptoms and the denial of conflict that occurs by the way, ignoring family conflicts, the three interaction stages are:

- (1) Linking;
- (2) Identification;
- (3) Separation.

They are key in the treatment process according to the methodology used. From the various forms of conflict processing to microtraumas these are the current abilities only then we talk about the basic conflict in the context of the four role models. A key role is played by the positive interpretation of the symptom which is best done by the patient who knows the meaning of the disease in his life and according to the specific situation. The role of the therapist can be extremely important to make the patient activate the method of self-help.

3. Results

Communication difficulties most often lead to a narrowing of the contact. The partner is punished by forbidding something or by withdrawing from it. The result is an encouraging indication which in diseases whose etiology is considered to be strongly somatic is aimed at including the Model of Positive Psychotherapy and the role of the therapist. Changes in the psychological sphere correspond and changes in somatic data recognized by the patient. Positive interpretation and the resulting therapy had as a result after another month a significant unloading of the conflict.

Behavioral outcomes and regulators of overall therapy pass the five steps through the three interactional stages are gratitude and independent work. One learns to perfection certain activities and others to neglect reliability and accuracy that are manifested only temporarily. This is the result of inconsistent behavior.

As a result of the symptoms in the field of the senses, sleep disturbances, physical pain and rapid fatigue, as well as various visual and auditory hallucinations can be understood.

The result in the realm of the mind is impaired thinking and intelligence poor concentration as well as poor memory and indecision.

The area of contact includes rigidity stereotypes and lack of self-judgment as well as hatred guilt and fear of the truth.

The result in the field of fantasy is the attribution of unbridled fantasy, suicidal fantasies, obsessive ideas, fears and sexual perceptions.

4. Discussion

The proven correlations between emotional arousal and endocrine reactions have been studied mainly in the study of stress. The main hypothesis is that they could be important in the pathogenesis of the disease.

Current qualities and abilities characterize the individual in his daily life, they are understood as models for explaining why he once developed specific symptoms. These are the emotional life situations that the patient categorizes as an integral part of his personality. With regard to the rules for conducting a conversation, the participants have the obligation to keep the conversation a secret, as a harsh remark is much more harmful than an open conversation at an appropriate time should not be criticized. All family members meet regularly at the agreed time this can be done once a week and can be held on exceptional occasions patient stories are psycho serum and most of the concepts and their opposites are reflected in proverbs and stories.

At the beginning of the conversation the partner expresses his problems and wishes. The requirement is for the therapist to focus on listening carefully and politeness. The role of the psychotherapy and the psychotherapist are connected to passing through the interactional stages and the whole process keeps in touch with the family members. Often the emphasis is only on rational upbringing, but the emotional sphere must also be emphasized on the emotional sphere. The child needs an emotional basis to master and distinguish this education and improvement as a result of disorders and conflicts. The child's somatic experiences are blocked by the emotions and feelings of conflict areas.

This is the touch or rational choice of teaching experience. The therapist needs to know more about emotional support that could be necessary for the child's psychic. Otherwise the process will be done slowly and the three interaction stages will not be passed.

5. Conclusion

There is no area that is as emotionally saturated as the relationship between a man and a woman in the family there is no other area as burdened with prejudice. My personal observation as a psychotherapist is that the more the emphasis on conflict, the more the patient becomes ill thematically. So we have to be careful in the way we present information.

Other things being equal, the condition of conflict gives rise to additional conflicts. And this causes the extended family to re-enter the original dispute.

Conclusions and confirmation of all the above: it is written that the psychotherapist goes through the five steps and the three stages helping his patient to reach conclusions on his own.

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Motivational Factors Between Individuals with Different Learning Goals for Acquiring English at Different Levels

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Abstract

Motivation is an important factor for successful learning. However, the teaching methods, activities, strategies and content influence in the development and direction of students' motivation. With a narrative approach which categorizes the experiences of each of the participants; supported by a quantitative approach, by showing quantitative data to have a broad view of the data collected. This research study collects the opinions of 4 participants from the University of Guanajuato who take English language classes as a graduation requirement showing that language learning approaches reflect an important effect on students' motivation being a complement to the learning objectives. Thus, increasing the motivation of the students to continue with the process of acquiring and learning a second language.

Keywords: motivation, teaching approaches, second language acquisition and learning, English as a Second Language (ESL) and English as a Foreign Language (EFL).

1. Introduction

For several years now, motivation has been considered an important weapon that triggers success in learning. As is supported by Dörnyei (1994), motivation is one of the main determinants of performance in a second/foreign language. Nowadays, thanks to the work of former teachers who have created models that explain the phenomenon of motivation in the learning process of students, we have a broad view of the effect that motivation has on second language learning or acquisition. However, some of these models do not consider other factors such as teaching methods, forms, strategies and contents that act together with motivation for the learner's linguistic development and progress, or they may do so as in the case of Garden's model (Dörnyei, 1994). Even so it directs motivation within a social context instead of the foreign language classroom which is the main context to which learners are accustomed. The following case study analyzes the factors that most affect students' motivation to continue with the study of a second language that is a prerequisite for their bachelor's degree level, comparing ESL students at the University of Guanajuato at different levels within a foreign language context learning. By obtaining specific information about their concrete contexts, it would be possible to identify the concepts or ideas that were obtained through the interviews and observation notes that were made to know if the language learning approaches affect the motivation of students at different levels with different learning objectives or if having an extrinsic motivation as a mandatory basis

affects the motivation process of students to continue with this process of acquiring and learning a second language.

2. Literature review

In this section, the main concepts which integrate the theoretical framework of this paper will be discussed: Motivation in SLA, Teaching Methods, Attitudes towards English as a Second Language.

2.1 *Motivation in SLA*

Over time, there have been several researchers on the main factors affecting the acquisition of second languages, in particular, English. Among these factors, motivation has acquired a value of its own. Adwani and Shrivastava (2019) state emphatically that motivation is the heart of any language teaching and learning, as within the field of language teaching “it is observed that all learning activities are filtered through the learners’ motivation” (Adwani & Shrivastava, 2019, cited in Azar & Tanggaraju, 2020) and indeed, without learners’ motivation, classes will not fulfill their teaching objective. Those who do not feel any motivation, every language class will be meaningless or aimless as a side effect the learning of that language would be delayed. This can be reflected within the statement of Williams et al. (2016) that motivation is the stimulus that makes one set specific goals, making extraordinary efforts to achieve them.

Understanding that motivation is one of the triggers of the learning process of students, it has been commonly classified into two types which are: intrinsic motivation, in which the individual has a real desire or intention to engage in a specific learning (Scheifele, 1996, cited in Krapp, 1999), and extrinsic motivation in which individuals perform the activity in order to obtain an external reward by not enjoying the learning process (Ryan & Deci, 2000).

However, in the research on Second Language Acquisition and the English as a Second Language field, there are two classifications of great importance, the language learning motivation and classroom learning motivation. By motivation for language learning we mean the type of motivation to effectively learn or acquire any language other than the mother tongue; however, as Gardner (1968) mentions, it is a characteristic for those individuals whose context allows them to do so. An example of this is the acquisition of the English language by immigrant families to the United States from other countries, who have to learn the language in order to communicate. Benefiting in a certain way from being in a country where in most cases the main language of communication is English, thus becoming one of the main factors of their motivation. The second class of motivation, classroom learning motivation refers to “motivation in the classroom situation, or in any specific situation. It focuses on individuals’ perception of the task at hand, and is largely state-oriented. It will be influenced by a number of factors associated with the language classroom” (Gardner, 1968: 11) such as the types of tasks, the type of teaching, the materials, the needs of the learner, the environment, among others. In other words, this motivation will depend on the learner's initial aim, which will be affected in a positive or negative way depending on the external factors of the classroom. That is to say, individuals can acquire a second language, by their own decision or by being a requirement, however, factors such as the teaching method or the materials implemented will shape their experience so that it will be satisfactory or not.

2.2 *Teaching methods*

An important factor in the students’ learning process is the teacher, who must be able to teach the basics of the language to the students, but also to encourage them to learn. As Gardner

(2001) mentions “the teacher plays an important role in the language learning process by motivating the students” (p. 8). One of the ways to achieve this is by selecting the best material, and making the appropriate adaptations for the best use according to the needs of the students. Through this, the teacher can help his students to make the process easier and more attractive. This idea is supporting by Han (2021) since mentions that “in order for students to be successfully engaged in learning rather than just spending time sitting in class, teachers need to provide clear learning intentions and to set up clear criteria for successful learning” (p. 5).

However, lack of student motivation is a constant problem facing not only education in general, but also language teaching. Increasingly, learners attend classes with little enthusiasm, dedication and motivation. This may be due to cultural factors, such as the social or professional circumstances they have been subjected to in order to learn a language or the social idea with which the country of origin and the individual have grown up with regard to the target language. As stipulates Gardner (1979, cited in Skehan, 1993 & Norris-Holt, 2001) “expectations regarding bilingualism, combined with attitudes toward the target language and its culture, form the basis of an individual's attitude toward language learning” (p. 212). Thus, proving that personal thoughts also influence language learner motivation.

The individual's personal goals, and even the emotions with which he or she comes to the classroom (Williams et al., 2016) in conclusion, cause students to not fully integrate into the learning process. Consequently, this leads to a lack of motivation for the educational process as a consequence of cultural problems and inadequate teaching methodology.

For that reason, motivation in teaching must be a constant practice in the teacher's work. To achieve this, the teacher must understand the needs, interests and concerns of the students, as mentioned above. Leading to the fact that “the teacher's main goal is to systematically plan and create a classroom environment that inspires the learner and encourages him/her to acquire new knowledge, skills and habits” (Popovska & Kuzmanovska, 2020: 42) moving from a teacher-centered to a learner-centered approach. Increasing the levels of motivation in students which as seen in previous research successfully helps the student's learning and acquisition process.

2.3 Attitudes towards English as a Second Language

Attitudes and motivation according with Oroujlou and Vahedi (2011) are two different concepts but are related to the language learning process. While an attitude is a set of beliefs and motivation is a reason for doing something, both intervene to create a perception. For example, your level of motivation to learn English can be affected for your attitude towards English culture, or towards your teacher. Some psycholinguists define attitude as “an enduring evaluation of something, where that something is called the object of the attitude. The object of the attitude can be a person, a product, or a social group” (Jhangiani & Tarry, 2014) or, in this case, a language, and depending on whether this preference is negative or positive, it can affect whether or not the learner actively participates in the language learning process. Holmes (1992) believes that when people feel positive towards the target language, they will be highly motivated and, therefore, will be more successful in acquiring the target language.

On the other hand, Horwitz et al. (1986) cited in Hashwani (2008), mentions that having a lack of comfort or fear will influence their performance in language tasks that require attention and deliberate effort, and they may lose concentration in language learning processes. Not achieving the established linguistic objectives or achieving them in a mediocre way. Therefore, attitude is considered one of the key factors contributing to the success of L2 learning (Spolsky, 1969, cited in Ming et al., 2011). A study conducted by Liu (2007) on the attitudes and motivation of Chinese university students to learn English gives us an example of the correlation of both

factors since in his results he obtained that Third-year university students had positive attitudes and a high level of motivation towards learning English, obtaining adequate grades for them.

3. Methodology

The focus of this study case is to analyze by comparing ESL students of the University of Guanajuato at different levels to find out the kind of factors that have a higher weight over students' motivation, by using a narrative analysis of the results.

3.1 *Research questions and analysis method*

The research questions used to lead this research study were the following:

- To what extent do language learning approaches affect the motivation of learners at various levels with different learning objectives?
- What effect does having imposed or independent goals have on learner motivation when acquiring a second language through guided learning?
- What are the differences in attitudes and motivation among students of different proficiency levels?

In order to analyze the results obtained for this academic research, a qualitative approach was used. This approach consists in “examines people’s words and actions in narrative or descriptive ways closely representing the situation as experienced by the participants” (Maycut & Morehouse, 1994 cited in Mora Pablo et al., 2015) in order to offer the reader a complete framework of the situations in which the case studies are situated. By obtaining specific information about their specific contexts, we could identify the concepts or ideas that are repeated in their results and thus be able to answer the research questions planned in this research. Also, it is focused on being a case study, which is an “intensive study on a person, a group of people or a unit, whose objective is to generalize over several units” (Heale & Twycross, 2018: 7). This type of research examines complex phenomena as it allows researchers to take a broad topic, and reduce it to such a manageable investigation. By using this methodology, it might be possible to transform the ideas and expressions of the participants into metalinguistic concepts in accordance with our field of study, second language acquisition.

3.2 *Context and participants*

The participants required for this study were 4 persons: 1 male and 3 females. They are between 19 and 26 years old. The participants belong to different undergraduate programs at the University of Guanajuato. The students attend English courses at the language center of the same educational institution at different levels as is the case of participants Y (level 500) and W (level 600). However, some of them share the same English level as participants U and V who are at level 400 of the English language. All of the participants have previously studied English throughout their educational life. However, there is special cases. One of the participants decided to complement his classes through private education in language centers and spent 1 month in Canada for study purposes. So, they have been immersed in the teaching and acquisition of the English language throughout their lives. Finally, all participants are studying this language because it is a mandatory requirement of their degrees in order to obtain their titulation.

3.3 *Data collection instruments*

Data collection was carried out through observation of the subject's environment and face-to-face interviews with both participants. Data collection through observation will be by means of personal notes of the researcher, while for the structure of the interviews, it was decided to be divided into two parts. The first part was the open-ended interview, where there is more interaction between the interviewer and the participant, feeling free to express their personal thoughts and ideas about the subject. On the other hand, the second part was the semi-directive interview where the researcher controls the question, she wants the participant to answer, limiting their communicative freedom but focusing the participants' answers for the objectives of the study (Budar & Belmonte, 2012). The interviews were audio-recorded and analyzed. Letters of consent were given to the two participants to protect their privacy and rights. In addition, according to the interview, there were 15 questions that will be attached as an appendix, and are found at the end of this paper.

4. Analysis and discussion of results

The data analysis procedure during this academic research was done through a narrative analysis which, that according to Oliver (1998), is based on people's accounts of their daily lives, classifying these data into certain categories of belonging, beside by giving a quantitative data to have a broad view of the results.

First, it is important to mention that 67% of the participants decided to take English because of the graduation requirements of their corresponding degree programs. Making this reason a goal imposed on students to fulfill throughout their university years. However, this is not the only reason, 33% of these 67% of participants mention that the ease of scheduling the language played a role in the decision to take it. Although their undergraduate programs gave them the option of completing one of the following languages in its entirety; English, French, Italian or German, this percentage of participants chose English not only because of its flexible scheduling, but also because of certain perceptions they had about the language itself.

Therefore, two factors have been generated that show their involvement in the development of their motivation, which they established have an effect on their learning process.

The responses on their personal reflections on the possible factors show that the personal perceptions they have about the English language on a general level and their teacher's way of teaching affect their enjoyment and/or motivation of the language.

4.1 *Personal perceptions towards English language*

Beginning with personal perceptions, the participants demonstrate having a positive perception regarding the English language. Beltran (2017) states that English has been considered worldwide as the most useful language, so many educational institutions integrate it into their educational programs since 1887, at least in Mexico (Mancilla, 2015) Thus assuming a fundamental role in the lives of the participants, that almost all their educational life they have been exposed to the teaching of the language. As mentioned by participant (x) "I have studied it since I am in high school"¹ given its importance, which they have seen reflected throughout their lives. Below is an extract from the response of participant (u) in which we can observe this perception of the language from a cultural point of view.

¹ Original interview in Spanish. Translated by the author of the article.

“It’s necessary speak the language for the *job opportunities* besides is one, or maybe, one of the most recognize language to be able to communicate globally.”

It is important to mention that the fact that the word is in bold is due to the fact that in the recording participant (U) is heard with a more emphatic tone; however, this fact shows a somewhat negative perception. Despaigne (2010) mentions that “our perceptions towards languages will be influenced mostly through our parents’, teachers’ and peers’ perceptions, which in turn will be defined based on the social context in which we are living” (p. 55). All participants are students from different undergraduate programs at the University of Guanajuato, which means that they share different educational systems. 50% of the participating students have studied English before, through their same governmental educational institutions, which in both cases started from high school level. 25% of them studied English through the University of Guanajuato starting from 100 level up to their final 600 level which they are currently at. While the other 25% have had a combined formation since they are currently in the 500 level of the Guanajuato University program, however they have studied English in private institutions as well as in private schools. So, I discuss the following data based on the collection of the responses of the 4 participants.

4.1.1 Perceptions towards English Language

100% consider English to be a useful language for obtaining better job opportunities.

Students who graduated from the public school system are more attracted to U.S. culture than students from the private school system because English means hope and a better income. They have observed throughout their lives the beliefs of their family members and the cultural beliefs about the language, which encourage the population to prepare themselves in this language since it has been globalized in business and economics fields.

Students coming from the private sector have the opportunity to be in contact with the U.S. culture, however it is this overwhelming view that makes them more likely to strive to reach a native-like level of proficiency and fluency. For them, gaining these characteristics can provide more opportunities.

“I have been immersed in English since I was a little girl, however my parents decided to put me in private schools in order to improve my pronunciation, which I like because I feel I belong to this group and given my proficiency in my language I will have more opportunities to advance in my career and get better jobs” (P.I.V)²

75% of the participants believe that English has become undervalued over the years.

The 3 participants representing 75% of the responses mentioned that the idea of wanting to study another language in addition to English was because they thought that English has been a language that has been given a lot of attention over the years and that it has centralized the idea that it is a business language, however most of them think that there are other languages such as German or Japanese that can provide them with the same job opportunities.

And finally, another 75% feel that English is an easier language to learn.

These results clearly show that students feel an extrinsic motivation to learn English. All of them are aware that English is mandatory to find a good job and really important to continue their studies. These results clearly show that students feel extrinsic motivation to learn English. They are all aware that English is mandatory to find a good job and really important to continue

² Abbreviation for (Participant, Interview, Participant reference).

their studies. Unfortunately, these data show negative perceptions as students perceive, consciously or unconsciously, that English is related to economic, political and socio-cultural problems between the United States and Mexico. They also think that native English speakers are ethnocentric which puts pressure on them to want to speak like them and would like them to speak other languages.

Therefore, this clearly indicates that negative perceptions may be the root of problems in the learning process. Subsequently, as Despaigne (2010) mentions, it is extremely important to analyze attitudes from an approach that includes the social and historical context of the students.

Students have mostly negative perceptions regarding English language, however their response regarding how motivated they were to attend classes showed that their feelings about the classes have a contribution to their level of motivation. The 3 most prominent characteristics about their classes were stressful, tedious and grammar focused, classes all of them with 25% of the responses from the total population of participants. Referring that 75% of the participants share this same understanding. And only the 8% mentions the word dynamic to describe their classes. These results are strongly related to the methods that the participant's teachers used.

However, not everything will depend on these perceptions, the work on how classes are taught is also part of the impact on the learning process of its participants, becoming the second factor that can affect the motivation of students.

4.2 Teaching methods

Observations made in the participants' respective classrooms showed that 75% of the participants' teachers assume to teach using a communicative approach, yet show that they are lost in translation when it comes to putting it into practice in their classrooms. In fact, through such observations of these 75% of the participants it was seen that they use a grammar-centered methodology combined with an audiolingual method that does not focus on the learner's production of the language. The participants argue that everything is based on grammar and that learner participation is less than that of the teachers in the classroom. This impedes the increase of their motivation and prevents them from exploring their abilities in the language as expressed by participant (u) *"just teaches us rules and rules on and on, and with very little conversation practice [...] I feel unable to engage in conversation without having to think about grammatical rules."* There are other cases in which the teacher takes stock with grammatical structures and language practice by the learners however they do not pay much attention to this participation, which causes an impact on the learner. Assuming a class that uses the communicative approach, it is necessary for teachers to give feedback about the learners' language production since is one of the main principles for the CLT approach (Richards, 2006) this with the purpose of helping them to improve and learn from their mistakes. However, as participant (y) mentions teachers *"does not give any feedback or motivate you with words of encouragement, thing that in my previous years help me as students"* affecting in this way its motivation to assist to class or in other cases, to prevents them of studying the language due to they do not see a progress in their language production.

It is important to mention that 50% of this 75% of the participants take their classes online while the rest do so in face-to-face mode. The fact that the classes are online does not have as much impact as the methodology and the type of activities, while some say that being in online classes discourages them to enter to them because *"there is no motivation being online, the classes are more tedious [...] being in front of a computer is not the same as being in front of a person"* (P.I.U) others think that being online is more comfortable, however both opinions agree that it does not affect their level of motivation as much as the teacher's methodology does.

The 25% of the participants show having a problem with the methodology in the fact that even their teachers are creative in their teaching, they are not paying attention to developing fluency in the class. A study by Kettler et al. (2018) provides some evidence to support that having “a positive relationship between teachers’ personal creativity and students’ creative characteristics” (p. 165) helps students’ creative process, which awakens their motivation to continue discovering their abilities. A special case comes out in this group. This participant mentions that is studying English as a requirement for her degree program, however, since she has previous training in private institutions, she is looking to develop fluency to sound like a native speaker.

Therefore, it is this idea that prevents him from having a motivation to study the language, thus contrasting his acquisition experience with his current learning. The fact that she had the opportunity to be immersed in an English-speaking country for a one-month stay to focus on language acquisition increased her motivation to acquire this language, as she mentions that she noticed an improvement in her pronunciation and in the expansion of her vocabulary. She also stopped paying attention to the grammatical composition of her ideas and was able to develop some fluency. However, the fact that her teacher is creative in teaching the rules does not prevent her from feeling discouraged by not seeing progress in her language production.

This shows that in this study, having creative teaching has a minimal impact on students' motivation depending on the goals or objectives they have. In fact, having a creative way of teaching will alleviate the feeling of rejection that the student has to attend classes; however, if this creative teaching is not accompanied by a method that addresses the needs of the students it will overwhelm the students and their motivation levels will be very low. As shown in the results, most of the participants range between 3 and 6 in motivation (on a scale of 1 to 10 where 1 is unmotivated and 10 is motivated) which is interpreted as a poorly motivation.

5. Conclusion

According to the result shown in this case study, having a method focused only on technique and grammar discourages learners, as it prevents them from showing their ability to speak and be autonomous in the language. Demonstrating that, the learning approaches that each teacher selects to carry out in the classroom affect learner motivation to a greater extent than the type of objective the learner has. On the contrary, the study shows that the type of objective, the learner’s perceptions and attitudes, and above all, the teachers’ teaching methods act together to have an effect on learner motivation. In this way, becoming the last one the major factor that affect students' motivation.

Finally, it is important that we as teachers take into account the goals and perceptions that students have when they enter the classroom. In order to be able to work with them in the classroom, as well as to be able to implement these considerations in our way of teaching. Since, as it is observed, the selection of teaching methods has an important role in the motivation of those students who study the language through an imposed objective (extrinsic motivation), as well as motivating those who enter the classroom with an intrinsic motivation.

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Motivation as a Passport for Immigrants' Life: A Different Perspective for English Teachers

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Abstract

Motivation is one of the main elements that affect SLA (second language acquisition) and the process that the students face when learning the target language. Normally, the factors that influence the amount of motivation of the learners are not controlled due to the fact that these latter are in distinct sociocultural contexts, educational settings, among others. In this study, the factors that affect motivation in immigrant learners are investigated as an issue that SLA teachers must consider in order to transform the educational settings into an inclusive environment in such field.

Keywords: sociocultural context, external factors, motivation, educational settings, amotivation, acculturation model, identity.

1. Introduction

Learning a language is a process that requires different components. Generally, people who want to learn a L2 (second language) may hear that some of the strategies to acquire it is to be surrounded by the target language (Culhane, 2004, as cited in Zaker, 2016), such as living in a country where people speak it, or adapt it to their own context, among others. Nonetheless, learning a language as L2 is not a straightforward process because students face challenges that might not allow them to have an accurate and fluency output of the language. These challenges are the cultural differences, the influence of the L1 (first language) into the L2, pronunciation, new grammatical structures, vocabulary (Rajini & Krishnamoorthy, 2020) and more other aspects.

In this paper, motivation will be used to explore the amount of influence that determined factors affect the learning process English as L2 in the field of SLA by considering Mexican immigrants as the main subject of the study and their sociocultural contexts. This study will consider these learners' experiences by expressing the challenges they might have faced when learning English in the United States of America.

In order to guide the study and the analysis, I will first explain a literature review section that is compounded of key terms such as motivation, amotivation, external factors and the acculturation model. Second, the methodology section will be discussed where the research question is explained. Third, the context of the participants is described. Next, the data collection process will be provided. Finally, the discussion and analysis of the study will be expounded.

2. Literature review

In this section, some concepts will be discussed. These are important for the presented study. The terms that integrate the section of theoretical framework of this paper are the following: Motivation vs amotivation, factors and their effects in SLA, and acculturation model.

2.1 *Motivation vs amotivation*

The acquisition of a L2 can be presented in different contexts, such as classrooms with formal instruction, educational or natural settings, among others. Nevertheless, motivation is faced, experienced and presented by all the learners in these different conditions. Additionally, in this study motivation will be referred as the aspect that impacts the individuals' objectives of success when people are learning a second language (Gardner, 2010).

On the other hand, the concept of amotivation is considered in this study too. This concept and motivation do not mean the same, since amotivation refers to the non-appearance of motivation which is not generated by a lack of interest but it is caused by the person who is encountering feelings of incompetence and impotence (Deci & Ryan, 1985, as cited in Yan, 2009).

This latter concept was included in the presented study since the participants are in a sociocultural context where they face different problems related to economy, identity, culture shock and communication that may affect their motivation when learning a L2 in a country where people use it as a main mediator for conveying information.

2.2 *Factors and their effects in SLA*

In the field of SLA there are factors that are presented in or by the students when learning a language. These factors are divided into two categories; internal and external. According to Ellis (1994) these external factors are age, ethnic identity, social class and sex.

On one hand, according to Ellis (1994) the social class is measured by considering the incomes, the level of education and jobs people have. There are four different social class or levels; lower, working, lower-middle and upper-middle (Ellis, 1994). This may influence in what resources immigrants have in order to learn properly and in good conditions the target language.

On the other hand, there is the ethnic identity factor. According to Schumann (1978, as cited in Zaker, 2016) identifying with a group or community is an important condition for SLA. This leads to the acculturation model since the identity is an important aspect of the presented model.

2.3 *Acculturation model*

According to Ellis (1994) the acculturation model was initiated to consider the acquisition of a second language done by immigrants in a particular language setting or context. This model is important in this study since both, the study and model, exclude the students that are obtaining a formal language instruction (Ellis, 1994).

The term acculturation refers to the cultural and psychological processes that a person goes through when is in contact between two or more cultural groups and the independent members of it (Berry, 2015). On the other hand, Schumann (1986, as cited in Zaker, 2016) defines the acculturation model as the social and psychological incorporation of the student with the group of the target language.

This also considers the use of words such as intercultural contact and cultural change. These terms can be presented for the following reasons; colonization, migration or even military invasion (Berry, 2015).

In this study the term of adaptation is also important because the culture has an influence when learning a second language (Zaker, 2016). In addition, the acculturation model is important and essential in this paper because it allows to understand in deep analysis other circumstances in which immigrants may be learning English apart from educational settings.

3. Methodology

In this section the methodology that was applied to carry out this study will be described. First, the research design will be explained where the use of a qualitative approach was made. Second, the research question that conducted this study is going to be mentioned.

3.1 *Research design*

This study will make use of the qualitative research approach. According to Hollstein (2011) this approach highlights meaning and this meaning will depend on what is being analyzed. There are six areas in which this approach is acceptable and worthy. They consider the subjects' experiences and what they believe (Mann, 2011, as cited in Alsaawi, 2014). According to Hollstein (2011) inside of this approach and method there are different tools such as interviews and observation. In addition, the qualitative approach tends to recreate the understanding.

In this study this approach was used in order to be able to understand and analyze the answers that were provided by the participants by considering their experiences in order to collect the data with a profound scanning. On the other hand, the given answers were examined in order to consider and solve social problems (Ashley & Boyd, 2006) such as taking into consideration immigrants as part of SLA students who also have needs when learning. This study was carried out by making use of an interview.

On the other hand, the qualitative approach in the field of SLA considers and highlights the role that plays the sociocultural environment where the learning of the target language is happening (Davis, 1995, as cited in Adams et al., 2005). This research contemplated the environment as one of the main contexts where these students are learning English.

3.2 *Research question*

The objective of this study is to explore what factors influence in the motivation of a particular type of learners and how amount of influence these factors have in a specific sociocultural context. Therefore, the research question that conducted this study is the following:

- (1) To what extent do factors affect the motivation in Mexican adult immigrants who currently live in the USA when they started learning English as L2?

4. Context

In this section, the context of the participants who were part of this study will be explained. First, a brief description of them will be provided. Second, information about their cultural and linguistic background will be described.

4.1 *Participants*

The participants that form part of this study involve three Mexican adults. Two men and one woman between the ages of 40 to 50 years old. All of the participants were born and raised in different parts of the state of Guanajuato and Sonora, Mexico.

All of them moved to the USA when they were in their 20's and 30's. Currently, they live and work in the state of California, particularly in the area of San Francisco, Los Angeles and Orange County. They have lived in the USA for a period of 15 to 20 years now where some of them formed a family or live alone.

4.2 *Language and culture*

The participants keep communication with their family in Mexico through technological devices, such as phone and social media, but some of them do not have the opportunity to travel at least one time at a year. Nevertheless, some of them see their family more often than others due to elements such as economical, legal and formalities. This means that they are constantly spending more time with their L2 which is English, and C2 (second culture) which is American.

On the other hand, some of them have more closeness with their L1 and C1 (first culture) in the USA due to the area where they presently live and work. In addition, all of the participants have in common their mother tongue and culture. All of them speak Spanish as L1 and they share Mexican culture.

They officially started to learn English once they moved to the USA and they did not know English. Nevertheless, some of them learned few and basic things in Mexico when they were studying at the high school or primary level. The participants lived in Mexico for an extensive term of time. They migrated for economic reasons and to seek for a better life for them and their future family since in Mexico they did not find enough opportunities.

5. Data collection

In this section the procedure of collecting the data for this study will be described where it will be explained what instrument was used through the three steps that were followed.

5.1 *Interviews*

First, previous days before starting the interview a consent letter was sent to the participants in order to show formality and to inform that their identity and answers were going to be used only for the purpose of this study, and that they will be protected.

Second, in order to collect the data of this research, a set of ten open-ended questions were asked to the interviewees. These questions allowed the researcher to collect experiences (Mann, 2011, as cited in Alsaawi, 2014) as the qualitative approach requires and as was previously mentioned in the methodology section.

Third, the interviews were recorded and transcribed in order to analyze them and to present the participants' answers as exact as possible. In this stage some platforms were used, such as google meet, teams and zoom. In order to protect the identity and names of the participants, a set of pseudonyms were used and given to each of them.

6. Analysis and discussion of the results

In this section, the interpretation and discussion of the results that were obtained in the data collection step are going to be described. First, an explanation of the two topics that were mainly found in this study will be provided. Second, an analysis of the results will be discussed and the research question is going to be answered.

6.1 Themes

In order to answer the question that conducted this study, at the moment of collecting the data, it was observed that two main external factors influenced the learning process of the target language and its motivation. These factors are the Ethnic identity and the social class.

The factors were presented by all of the participants when they were learning English. In addition, these will be organized based on its importance and as how much they influenced in the learning process of English. Bearing this in mind, the first factor is social class and the second is ethnic identity.

6.1.1 Social class

First, it is important to define the term of social class. According to Bradley (1996) it is a categorization that refers to connections that are surrounded by social systems of production, interchange and utilization. It also includes more a social view such as lifestyle, educational settings (Bradley, 1996), among others.

This term is important in the sociocultural contexts of the participants and their process of second language acquisition since it may affect to what extent the materials are at the students' disposition in order to be able to learn the target language and how their motivation may be affected for the reason that it is something that they cannot control directly. This motivation may not be directly related to the lack of interest of the learners (Deci & Ryan, 1985, as cited in Yan, 2009).

Mariana, one of the participants, recalls that one of the factors that affected directly her motivation while learning English was the aspect of "time":

"When I came to the USA, I did not know anything about English, but I started to go for over a year to a school that is for adults and to read books. That is how I began to speak it until I started to have experience in my jobs, but the problem is that USA is a country where you really need to work really hard and it was impossible for me to keep going to school, because I was tired most of the time and there was not any time left to go or any interest because of factors that I could not control."¹

On the other hand, Hugo, another participant, mentions that the time is one of the main factors that affected his motivation too. He supports the argument that the social class and its levels are important and affects the SLA learning when he says:

"What affected my motivation when I was learning English was the time, because in this country you have to work most of the time to get ahead, to have support and to be able to take care of your family. Most of the times the schedule is not adequate because you work many hours."

This shows that people who do not belong to an upper or upper-middle level (Ellis, 1994) do not have the opportunity to study the language since they dedicate most of their day to

¹ The interviews were originally done in Spanish. These were translated by the author of the presented study.

work and to get incomes that support an adequate and an acceptable level of economy in this country. Furthermore, the economy and environments in Mexico differ from how people usually live in the USA.

In the latter there are more economical resources, and the immigrants are provided with more tools, such as teachers who are prepared in the area, materials and appropriate environments to learn the target language. On the other hand, in Mexico, this is not a common possibility since there is not support for immigrants or people from communities in Mexico whose first language is not Spanish. Nevertheless, this lifestyle and educational settings are due to the social production in order to have acceptable social and political conditions (Block, 2012).

Mariana supports this when she explains:

“The materials and books are in good conditions. They are free and some classes are free too. Also, you can see everywhere the language, like in the bus station. Actually, the teachers are really good too because they are always available and they are always waiting for people from other countries to go and learn English.”

On the other hand, Daniel another participant, maintains that Mexico does not provide resources, even for the formal students with formal instruction, that have the same good quality as the USA when he mentions that:

“USA provides materials like books and free classes for adults that are available and easy to access for any person, but for me it is difficult to access to them due to the lack of time. Actually, taking English classes in Mexico and USA was different, because in Mexico teachers use all the time Spanish and not English, they do not make use of a more natural language that people here speak and that lows the quality of the materials and classes, but in the USA, the teachers speak English all the time because there are people from different parts of the world.”

Additionally, one of the motivations to learn the target language of Daniel makes reference to the social class and the access that people of upper-level class have. He says the following:

“What motivated me to learn English is where I live, I get to meet people from different parts of the world at many levels. I work in the accounting area and I have to be working with people who have and belong to a high level of education, this is how it is in the USA, and they really have a good level of English, so I want to be at their level too and learn from them.”

As Block (2017) mentions it is also important the access that the students have to learn the target language. This access also includes the opportunities that the second language students have to practice the four skills (read, write, listen, and speak) in the target language. On the other hand, some of the social classes have more opportunities to pay for exclusive teaching while other do not have the resources to support this (Block, 2017).

6.1.2 *Ethnic identity*

According to Cheryan and Tsai (2007) the ethnic identity is the level in which people identify with their ancestral origin country. Nevertheless, it can be understood beyond this and can be considered as the closeness one person feels to their cultural heritages (Cheryan & Tsai, 2007). Including those cultural heritages that are not based on one's country were the person is originally (Cheryan & Tsai, 2007). In addition, the ethnic identity can also be defined as the level of which a person feels being part of a group (Cheryan & Tsai, 2007).

Mariana states the following:

“I am really proud of being Mexican and I will never forget my Mexican culture, all the time it is in my heart because I always remember the important dates. That is something that I would never change. It is an important part of me which I am very proud of and that makes me feel very secure about adopting another culture without betraying mine. That is what allows me to feel happy about being part of both cultures.”

Daniel makes reference of the closeness he has with his heritage culture. Nevertheless, he feels that familiarity with his C2 too by adopting new manners of lifestyle based on the American culture. He maintains the following:

“I love my culture. Actually, I keep in contact with my Mexican culture and Spanish because most of the time I talk to my Latino friends who speak this language all the time. Also, in my house I have my catrinas, alebrijes and Aztec calendars, but I would never consider going back to Mexico. I have really adapted to the American culture because I am already acquiring and adapting to the way they live, like be always on time.”

On the other hand, as previously mentioned, identifying with a group or community is an important condition for SLA (Schumann, 1978, as cited in Zaker, 2016). This leads to another important concept, and it is the acculturation model. This model refers to the level to which a person has already adapted to a particular group (Cheryan & Tsai, 2007). In addition, it has its attention on actual practices and behaviors (Cheryan & Tsai, 2007).

In Mariana’s answer it can be observed a clear example of this model and how it is applied. Mariana states the following:

“Recently I am working at the kitchen area of a supermarket, and there I keep contact with my culture because usually Latinos are the ones that do this work. For me the first 10 years it was really hard to adapt to the American culture, but with the time it got easier because my daughter was born and raised here. The fact that she was constantly celebrating their customs made me adopt them. Now I feel part of it and I celebrate both cultures, before I used to say that thanksgiving was not for us, but now I really like to celebrate it and other American holidays too.”

On the other hand, Hugo, maintains the following:

“It never crossed my mind going back to Mexico, but I adapted very well to the American culture and the country. If I have to put it into a number, I would say that I have adapted in an 85 to 90% I really like this country because I enjoy exploring other cultures. Of course, I still like my Mexican culture and I am constantly in contact with it by talking to my family.”

6.2 Extent to which the external factors affect the motivation in immigrant students who are in a determined sociocultural context when learning English as L2

The main goal of the participants to start learning English was to be able to have the “American dream” which is a concept that animates people to achieve success in the United States of America (Hochschild, 1995) and this consists in having a proper lifestyle. This is the principal reason that motivated the learners to move to this country and to begin with the learning process of the target language since they needed it in order to communicate and obtain a job that pays better and allowed them to live there.

Nevertheless, this motivation was decreasing or increasing for different reasons that they could not control. As formerly discussed, the two principal factors that influenced in the motivation of the participants were the social class and the ethnic identity. These affected in how

motivated the learners were and their decision to continue or to stop learning the target language. Other factors influenced too, such as the family support, job, friends, among others. However, these do not impact in a direct manner.

6.2.1 *Social class*

All of the participants were highly motivated at the beginning of their learning process. This can be noticed because they decided to assist to adult schools and have formal instruction lessons; nevertheless, they stopped assisting and they started to acquire the target language in a naturalistic setting where they were surrounded by an environment where the target language is the principal linguistic mediator to maintain communication (Block, 2007). After the participants paused having formal instruction, they made use of strategies such as reading books and dictionaries, listening to the conversations of the native speakers, playing games and using flashcards, repeating and drilling new vocabulary.

This leads to unexpected results that were also found in this study. As discussed by Al-Kendi and Khattab (2021) in SLA environments the age of learning (AoL) is normally considered since it is believed that there is a critical period hypothesis (CPH) (Al-Kendi & Khattab, 2021) when a person is acquiring a language. These participants do not belong to the average age that is considered for this hypothesis because they are adults; however, they were acquiring English in a naturalistic setting. This happened for the following reasons.

First, all of the participants provided similar answers to the fact that their motivation was mainly affected for the reason of not having enough time to go to school because of their full-time job. They lost interest in going to the school and to learn by themselves too even if they had free access to lessons and materials, such as grammatical books, among others. Mainly, this motivation and interest was lost because they do not belong to an upper or upper-middle level (Ellis, 1994) and they dedicated most of their day to work in order to survive in a country that demands an adequate and appropriate economy lifestyle.

However, one of the participants mentions that the high educational level that citizens have in the USA impacted in his perception of learning the language and this increased his motivation. Considering the information formerly presented, the social class is an external factor that predominantly decreases the motivation of learners to the extent of conducting the students to have a lack of interest (Deci & Ryan, 1985, as cited in Yan, 2009) in learning a language due to factors that they cannot control. Additionally, this do not provide enough opportunities to have a more conscious knowledge of the target language.

6.2.2 *Ethnic identity*

The present sociocultural context of these learners differs from the context they used to live in when they were younger. As formerly mentioned, they were born and raised in Mexico for a long period of time. Mexican traditions and daily lifestyle were an important part in their life in order to construct their individual identity; however, this identity is not apart from the rest of the society (Norton, 2012).

As stated in the previous section, the majority of these students were unmotivated to continue learning English with a formal instruction due to the social class factor. Nevertheless, this motivation ascended as a consequence of the ethnic identity external factor for the following reasons.

First, the participants were interested in continue learning the target language in order to know and to adapt to the C2. They celebrate their C1 and there is a Heritage Language

Maintenance (HLM) where they intend to have a connection with the language instead of proficiency (Fishman, 1991, as cited in Kung, 2013) in the different environments they communicate since some of the learners want to be understood with the English level they have, given that they considered themselves as bilinguals; nevertheless, they are adopting new traditions and how to view the world through another different culture.

Second, these learners are constantly having a learning process where they are practicing the target language in a system that consists in error and practice where they are incrementing a desire for learning (Norton, 2012). These learners are constructing their identity and negotiating every time they have contact with their L2 in an oral or written form (Norton, 2012) with anglophones.

7. Conclusions

The results of this study conclude that the social class factor presented a descent in the learners' motivation and this did not allow them to continue learning English. This led to learn by using a naturalistic approach through having contact with the C2, job experience and the use of the linguistic landscapes of their current sociocultural context.

On the other hand, the ethnic identity increased the level of motivation to the extent of encouraging them to learn English while they were connecting with the American culture in a sociocultural environment where they have the opportunity to maintain and celebrate their C1 and L1 while getting input in the target language.

In conclusion, the motivation of SLA learners may be influenced by different factors that they cannot control. Therefore, it is important that teachers consider that this group of learners exist in the SLA field and the importance of providing tools to them in order to encourage the students to be autonomous in their learning process if they cannot assist to formal instructional settings. In addition, this study intends to encourage teachers to develop a more inclusive educational environment where the learners have different needs and they come from distinct realities and sociocultural circumstances.

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This study is dedicated to all the immigrants who are separated from their families and who left behind their country and life for many reasons in order to seek for better opportunities and to achieve dreams.

These dreams come true.

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Perceptions of Language Acquisition in Different Bilingualism Development

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Abstract

When bilingualism is brought up as a term, is commonly associated with just the ability to speak two languages, and some other factors that come with this term are not considered in order to give an identity to the individuals who are considered bilinguals. Some aspects of this environment, for example, the background that individuals in how to acquire the language play an important role in order to see how those individuals perceive some of the aspects that are implied in linguistics studies. Another thing to consider is how the social environment that individuals have affects their language development and by the same, it can provide them a feeling of belongingness in certain environments that are around them. Also, these differences in the background of bilinguals can make them have a different perception of each aspect because even if the development of two languages has reached the same goal, the process that those individuals followed to achieve those goals was different and could make them get a different perspective due to the different aspects that each individual identifies in their different process. All of the aspects that are associated with the acquisition of a second language will be analyzed in this paper and will provide the data that allow the identification of each perspective of two different groups of bilinguals, and will make clearer if those aspects, has a big influence on language development.

Keywords: Bilingualism, migrant families, immigrants, language acquisition, Raised Bilinguals (RB), Non-Raised Bilinguals (NRB).

1. Introduction

When someone is being developed as a bilingual person, it is immediately connected to someone that just speaks two languages, but as we know to learn a language it is necessary more than just knowing how to speak it, it is necessary to be involved in the different aspects that are around the language that is being learned, for example, the variation in the languages according to different factors (geographical location, age, etc.), also the culture plays a role in the language when is being learned. This is why sometimes it can be considered that bilingualism has its own culture that is developed when the learner is acquiring the second language.

2. Literature review

2.1 *Bilingualism*

Being considered a bilingual person is an aspect that is different aspect from being a language learner because even those terms are related to the same goal, the cognitive functions that work in the production of the language are different because to be considered “bilingual” we have to be exposed already to the process of acquisition of a second language, to clarify this, let’s point to what Hamers et al. (2000) mentions “the concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction”.

This difference was also mentioned by Bialystok et al. (2005) when they mention that bilingualism is more common to be used when you are referring to the whole scale of language proficiency, which includes the manage on the manage from the skills used in the language and the correct cognitive process of the language like if the individual is expressing in their mother tongue or if they use the language with an accurate proficiency as a native speaker. On the other hand, second language learners refer to learners with specific linguistic competence on a scale that they are not as well developed in the language as native speakers.

2.2 *Migration and immigration*

Is it very necessary to know that there is a difference between those aspects, some of them may consider these two aspects as the same, and some people may relate it to an illegal act of crossing to another country. But these terms have a definition that describes the actions since the early ages of time, for example, The Encyclopedia Britannica (2022) defines Human Migration as “the permanent change of residence by an individual or group; it excludes such movements as nomadism, labor, commuting, and tourism, all of which are transitory in nature” this presenting some benefits only for the people that decide to migrate to another place, forcing them to adopt some aspects that are required to achieve a good social development in that place they move in, for example, languages as a principal factor to have an easier way of relationship in the place to move.

On the other hand, immigration presents a difference according to this “adaptation”. Parry (2002) defines immigration as “the process through which individuals become permanent residents or citizens of another country. Historically, the process of immigration has been of great social, economic, and cultural benefit to states” focusing a little on the last part of the definition it can be assumed that immigration presents such influence in the place individuals move, that the pace suffers some adaptations, “The immigration experience is long and varied and has in many cases resulted in the development of multicultural societies; many modern states are characterized by a wide variety of cultures and ethnicities that have derived from previous periods of immigration” (Parry, 2022), showing us the difference that migration requires that the individual adopts certain characteristics from the environment and immigration requires that the environment adopts certain characteristics from the individual.

2.3 *Consequences of bilingualism on a long-term basis*

A lot of researchers have shown the benefits that bilingualism has presented in society, but that research is based on short-term outcomes, Agirdag (2014) proposes to analyze the positive or negative consequences of the role of bilingualism on people. There are some aspects that should be considered to be mentioned in this part, for example, the identity that a bilingual develops, but this will be analyzed further in the paper. By now I agree with what Caldas and Caron-Caldas (2002) mention “bilingual adolescents have the added task of assimilating into their developing

identified the dimension of “bilingual person”, a complexity which most of their peers do not have” these authors, distinguish some problematics of teenagers when they are developing their identity in a bilingual environment in which they have to decide is there a language or cultural aspect that they feel more comfortable with, thus resulting in some problematics in a social environment in a familiar environment.

2.4 Acquisition of a new language

In this part, we will analyze, according to Lambert (1981), some of the cognitive effects that bilingual people present and identify if those effects play the role of an advantage in language learning. the difference in bilinguals to this study presents us with two variations, early bilinguals, which may be those bilinguals that get raised developing the two languages they speak at the same time, and late bilinguals, which are those bilinguals that learn a second language once they have developed the first language already.

The two kinds of bilinguals, show us different attitudes which they have a better development in the language, and in how they perceive the learning of a new language in different ways, for example, Lambert (1981) mentions “late French-English bilinguals were found to be less able than early bilinguals to draw on mixed-language associational clues” referring that early bilinguals have the facility developing this ability of takes some vocabulary or linguistic items from another language and integrates them into their language on the other hand Lambert mentions that late bilinguals have a better development of presenting a difference between the two languages they have, avoiding them to mix the vocabulary in both languages, “late bilinguals are more inclined than early bilinguals to keep their two linguistic systems functionally distinctive and segregated” (Lambert, 1981: 18) also In a recent study, Lambert and Paivio have found that late bilinguals have a bigger facility than early ones to create mental images at the same time they translate words from one language to another.

2.5 Languages preferences

When we talk about language preferences, we should analyze which language an individual perceives as more comfortable for them, based on the experiences or the development of the identity they have developed through time (Caldas & Caron-Caldas, 2002). Some of the aspects to analyze in this topic are more related to some factors that individual experiences through their experience as a bilingual speaker. Some influences on which individuals may base the perception of comfortability in a language are two, Familiar and Social contexts.

These two aspect plays an important role in language preference, Caldas and Caron-Caldas (2002) directed research that demonstrates some of the affectations that some bilingual children experienced in the development of a bilingual identity, first of all, they claimed that family as being the first exposition to a language plays the role of demonstrates how a language works, but also with the pass of the time and the children becoming adolescents, they also play a role in non-belongingness to the language, due that is this period, teenagers tend to feel someone apart of the family and tries to avoid any other aspects that differentiate them from their family, in this case, adopting a second language as their preference in language.

This part of development is when the social context, or the friends of the individual, plays the role of provider with some belongingness to the individuals with a language they use the most with them in a social environment. But, in this same idea this aspect may seem to be interrupted if a factor in the family affects more strongly the preferences for another language, for example, the older brother seems to play a role of influence during this period and also provides a

different kind of influence over language perception of an individual, providing them with a familiar language preference again (Caldas & Caron-Caldas, 2002).

3. Methodology

The methodology that will be used in this paper will include the following elements to acquire the most precise information on this topic.

3.1 *Research question/s*

- (1) What are the differences between Raised Bilingual and Non-Raised bilinguals' perception about language acquisition?
- (2) What are the aspects that make an individual consider a language their “mother tongue”?

3.2 *Qualitative approach*

In this paper, to get the data that will be analyzed to determine the influences that present bilingualism in different individual contexts, the paper will use a qualitative approach to get more precise data that will show us the aspects of bilingualism.

According to Heigham and Croker (2009) qualitative research as a term “is an umbrella term used to refer to a complex and evolving research methodology” this methodology allows researchers to experiment with different data collection methods, such as observation, interviews, diaries, etc. also this methodology includes several research techniques and strategies that have been developed to collect data and analyze it in a day-to-day conceptualization that provides with data that demonstrates the behavior of individuals in a natural basis (Heigham & Croker, 2009).

The qualitative approach in applied linguistics allows us to get data that we as researchers may analyze using interpretative analysis to simplify the data and make it easier for us to understand how people in Second Language Acquisition (SLA) develop their language skills depending on the different contexts that allows them to get the knowledge in a second language (Heigham & Croker, 2009).

3.3 *Case study*

The cases that are going to be analyzed in this paper will be based on 4 individuals that are identified as bilinguals, but with the difference that they have developed bilingualism in different contexts, two of the individuals in this paper have developed bilingualism as children that have to develop their Spanish and English at the same time due to, they were raised in a Mexican family that migrates to the US. On the other hand, the other two individuals have developed the language at a more advanced age once they have developed completely their native language (Spanish).

3.4 *Inquiry tools (interviews, observation)*

The method by which information will be recovered in this research is through short interviews with people that had to be developed as bilingual children because their family is Mexican, and had to migrate to the US. Those participants were born and grew up in that country,

were exposed to their parent's first language (Spanish), and had to the language that is around them in society. I want to apply this method because I consider that it can provide me with the perspective that people in my research have based on their own experience, also Thelwall and Nevill (2021) mentions that interviews allow non-researchers to articulate their perspective in their own words and reduces the opportunity for the research to impose their perspective.

Another tool to apply to this research is based observation, the observation of the individuals will be applied because the data that I can collect from this method will be based on how the individuals on my observation behave in a natural environment for them, like a conversation with family or in the widespread use of the language. Observation will be used in this research to get some additional data as Jamshed (2014) mentions "observational data can be integrated as auxiliary or confirmatory research" about the function of observation that may work to get a better analysis of the situation that the individuals in the research experience. This is to get a complete analysis of individuals' behavior by the ethnographic fields.

4. Data analysis and discussion of results

4.1 *Raised bilinguals*

Raised bilinguals (RB) for this paper will refer to bilinguals that were influenced by the simultaneous development of two languages from an early age in childhood and that provide the ability for fluent and accurate communication in two languages (Greene, 2022). In the case of the participants of this study, two of my four participants have developed as bilinguals since an early age in childhood, and both of these participants have a similar background in their families. Their families present a migration background that makes the raising of children the necessary development in two languages, by one hand, learning their parent's mother tongue is a familiar communicational factor, and on the other hand, developing the language that is used in the place the family moves, in order to have socially correct development of individuals (*Ibid.*, 2022).

For those same participants, it was the common factor that the language they started to develop first, was the language that was used by their parents as their mother tongue, this factor could be considered a kind of inheritance from parents to their children. Having in mind that is the dominant language spoken in their familiar context, can be assumed that sometimes RB can identify this language as the mother tongue in their linguistic development, and maybe they will have an identity that is more related to this language. Or, by the other hand, this kind of belongingness with the language may result in a preference by the individuals for a language that is not the one spoken in their familiar environment.

4.2 *Mother tongue and family*

The context that all my participants share, is that they all have a bilingual context in his family, some of them has parents that develop a second language for a particular reason for them, and some of them migrate to another country and have to adopt the language by a social adaptation. Or by the other hand, the family of other of my participants are monolinguals but they have an interest in particular that makes them learn, some other worked as the influence to my participants to learn a second language.

The participants in this paper show that even two of them were raised as bilinguals, and they were developing two languages at the same time, they identified one of those languages as their mother tongue, and all of my participants mentioned that the language that they identify as their mother tongue, is the one that was used according to their familiar context, for example, one of my RB who grows in a Mexican family context that moves to the USA, mentioned that the language that he was exposed to first was Spanish, due that it was the language that his family

speaks the most and that even he develops Spanish at the same time that English, he does not have a problem in identifying it as his mother tongue.

On the other hand, my other RB participant mentioned something interesting, this participant is from Canada, a country that speaks as English as Spanish, and he mentioned that even though his parents have French as his mother tongue, he identifies English as his mother tongue because he mentioned that due to his parents decides to adopt this language as the most used in his familiar environment, and even he also speaks French, English becomes the dominant language in his family.

4.3 *Social interaction*

One another factor that also affects a lot the language perception of my participants, is the social environment that is around them. For some of them, it was the principal factor why they had to learn a second language, and for some others, this affects them as a motivator to start learning a new language, but for all of them, developing a new language was affected by a social interest in communication. For three of my four participants, it presents a big impact on their perception of the language, due and those participants mentioned that they feel more comfortable using language that is not more related to their familiar context. They mentioned that the language that they use the most in their social life and environment is the language that they feel most comfortable for them to speak the most. For my other participant, is an NRB and mentioned that the language that she more comfortable speaking is her first language, this may be because the social environment that she has was more related to this first language, and as it is the same that is spoken in her family, is the language that she is relating the most part of the time.

4.4 *Acquisition of a new language*

One another factor that my participants share, is the perception of a new language. All of them agree that learning a third language for them is difficult, this was interesting for me because some people including me may think that learning a new language to people who speak two languages already can represent a bigger facility in their language development. As Cenoz (2003) said, “Third language acquisition shares many characteristics with second language acquisition, but it also presents differences because third language learners have more language experience,” even though the process of learning a third language may be the same and could be easier for learners to relate that a past knowledge to something new, it seems that is a separated aspect that these bilinguals perceive because they mention that it is challenging for them the fact of a new language because is something new. One of my participants for example said:

“I try to learn French at school, but It was very difficult because it was something different for me.”

This comment was made by one of my RB participants, this could be something to consider due to the fact that the language development he has, was different from the development of the other bilinguals, and this perception of a new language could be hard for him because he was acquiring the knowledge of something new. And by the other hand, for my NRB participants, the acquirement of a new language seems to be difficult as well even if they have a background in the development of a past second language and may have knowledge that can be related to the acquirement of a new language, it seems that even this process of the acquisition follows the same process, it involves different aspects that make it difficult for all the bilinguals that I have on this research.

5. Conclusion

All the aspects that were analyzed in this paper allow the identification of different aspects that answer the questions that were presented at the beginning of the paper. It was shown for example, that sometimes the need of some people to migrate to another country may affect the future that those individuals are creating, making some people have to create a new familiar environment that will involve the adaptation of some aspects that will present a benefit for the people involved on that environment one day in the future. Also, by this paper, it was shown that some RB can feel such a good relation to the two languages that they are related that they prefer to have a different variation in the language that combines aspects of both languages (Spanglish, for example).

Another important aspect was the role that society presents in the development of preferences for an individual because all of my participant for this research seems to be more comfortable with the language that is more used in their social environment, this may be affected by the quantity of time that requires for the individuals to use the language. Also, it was shown that even when there is a monolingual environment for individuals, it can be modified due to the need that a person has to move to another place that requires those individuals to learn a new language, to then, decide to adopt this second language as the dominant language on individual's life in order to create a good relationship in their social environment.

Finally, the whole research provides data that shows that even there can be a difference in bilingual's backgrounds. It shows that the linguistics aspects involved seem to be not so affected as they could be, for example, in the perception of the acquirement of a new language, that for all of my participants, even if it was something they could be interested in, it can be difficult if the individual is not prepared enough.

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