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Linguistic Imperialism: A Critical Analysis of English Hegemony and Its Effect on English Language Learners

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Linguistic Imperialism: A Critical Analysis of English Hegemony and Its Effect on
English Language Learners

by

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ABSTRACT

This study uses previous research and qualitative data to determine how foreign language teachers can present English to learners as an international communicative tool while also preserving their native L1 identity amidst hegemonic cultural influences. Since becoming a lingua franca, the majority of English users are non-native speakers, and the findings of this study explain how English has globally spread to create distinctive linguistic groups among these speakers and the importance of promoting the equality of their English variations against the "standard" dialect used in current monolingual English language teaching (ELT) policies (Canagarajah, 1999; Duff, 2005; Schmitz, 2014). Responses from questionnaires and interviews consisted of participants from various linguistic profiles, and, using thematic analysis, the data emphasize findings from previous literature relating to ELT curriculum, motivations for acquisition, and the effects of language learning on non-native English speakers. The results of this study encourage English language teachers to identify the unique situations of their students, so they can create an individualized education that preserves their native L1 identity. Using Kachru's three-circle model of World Englishes (1990), this research provides information on the attitudes of English language learners (ELL) towards English and the effects that cultural assimilation in foreign language learning can have to make recommendations for ELT policies that better serve the educational and personal needs of ELL.

Keywords: Cultural studies, English language teaching, Foreign language acquisition, Lingua franca, Linguistic imperialism, Three-circle model

DEDICATION

To my Parents, Family, Friends, Roommates, and Aidan,

I truly could not have accomplished this feat without you and your constant

encouragements. Thank you for forcing me to always believe in myself and see the light

at the end of the tunnel.

A la Gente de Cádiz,

Gracias por abrir su hogar y permitirme experimentar todo lo que su ciudad y cultura

tiene para ofrecer mientras viajaba. Les dedico el éxito de este trabajo.

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

EIL   English as an International Language

ELF   English as a Lingua Franca

ELL   English Language Learning/Learners

ELT   English Language Teaching/Teachers

ESL   English as a Second Language

TESL   Teachers of English as a Second Language

CHAPTER I: BACKGROUND

While the United States has formed itself into an extensive melting pot of languages, cultures, and values throughout its history, many residents of the U.S. continue to claim English as the official language of the land. Even though English has never officially been named the language of the U.S., the need for English language teachers (ELT) has increased dramatically across the globe. Previous research has connected the global expansion of English to multiple outlets including early British colonialism and expansionist policies, the industrial revolution of the early 19th century, and the rising cultural influence of western media (Phillipson, 1992; Crystal, 2003; Modiano, 2001). A current examination of the English language shows its continued use and influence as a common language, or "lingua franca," among the fields of politics, medicine, technology, and media. By looking at the history and development of English, some of the language's initial globalization can be traced to early British colonialism and the emergence of the United States as a major world power after World War II. (Phillipson, 1992) These influences led to the creation of a variety of English dialectical variations that can be interpreted through Kachru's three-circle model of World Englishes (1982), which divides them into identifying groups of Inner (L1), Outer (L2), and Expanding (L3) circles. In the last few decades, however, more people are being introduced to English through the power of cultural influence, including mass media publications and the increasingly popular service of streaming television and video services, such as YouTube and Netflix. As another means of acquisition, and the focus of this research, English continues to be taught as a foreign language through primary school curriculum and English language teaching (ELT) across the globe, potentially

influencing cultural immigration or hegemonic assimilation of learners in their linguistic environment. According to data from the U.S. Census Bureau, the American Community Survey for 2021 revealed that over 67 million residents in the United States speak a language other than English in their home with 41.3 million of those residents speaking Spanish. (Zeigler & Camarota, 2019) In comparison, an estimated 245.5 million residents only speak English at home equaling 78.4% of the U.S. population 5 years of age and older. (Zeigler & Camarota, 2019) While not every foreign language speaker will go on to pursue English language acquisition, it is important to recognize all the potential motivations behind the rising number of both native and non-native English speakers in the U.S. which will lead to a better understanding of the influences on current ELT policies.

Beginning with a combination of British and American expansion efforts during the 18th and 19th century, the English language was being driven across the globe, usually through funded language teaching or with expanding areas of immigration. (Crystal, 2003) In his book, *Linguistic Imperialism*, Robert Phillipson (1992) describes how the contributions of British political and military power were used to extend the reach of English as ELT policies continued to promote institutionalized language learning that compromised the learner's cultural diversity. Funding of these learning institutes was supported in the hopes that knowledge of English amongst the colonized groups would encourage them to adopt English culture, ways of thinking, communicating, etc. (Phillipson, 1992) However, the goals of this teaching style were not to expose learners to a broader range of culture, but rather to indoctrinate them into English ideologies that displaced their native identity in the hopes of bringing "civility" to their communities

(Modiano, 2001; Canagarajah, 1999). Through the lens of critical pedagogy, a reflection in the education of language shows that ELT policies lacking intercultural awareness and an understanding of cultural differences amongst teachers and students, may instead rely on "cultural canons and standards," which are typically rooted in stereotypes or generalizations that extend the effects of linguistic imperialism. (Phipps & Guilherme, 2004) This realization is a critical aspect of changing future ELT curricula to promote linguistic diversity and cultural equality.

Throughout their book, *Resisting Linguistic Imperialism in English Teaching*, author A. Suresh Canagarajah (1999) seeks to analyze the struggle that English language learners experience between adopting Western values versus sticking to their indigenous vernacular in post-colonial communities. Without a conscious effort being made to preserve the ELL native L1 identity, this hegemonic (See Appendix A) style of learning can create a disconnect between English language teachers and their students, affecting both their ability and desire to learn. (Canagarajah, 1999) With core English-speaking countries continuing to fund language aid programs in Third World countries with hopes to expand their global market (Canagarajah, 1999), they enact policies motivated by integration, near-native proficiency, and cultural indoctrination. (Modiano, 2001) This curriculum, however, fails to give these learners the full tools of the English language by not understanding the education systems and the language settings of the countries they are occupying. As "knowledge, therefore, is intrinsically social, and constructed through interactions between community members" (Canagarajah, 1999, p. 18), the dominant political power is seen to have a societal control on the knowledge of its people. As Modiano (2001) explains, demanding near-native proficiency from ELL can fracture their

cultural identity, especially if they are learning the language for an instrumental reason. Therefore, in order to maintain the cultural integrity of English language learners and lessen the effects of linguistic imperialism, ELT policies should define English as an international language that can be used as a "cross-cultural communicative tool" (Modiano, 2001, p. 340) for the global market. International teaching of English as a second language (ESL) can be changed to integrate learners towards bilingualism rather than the typical monolinguistic policies seen in foreign ELT. (Phillipson, 1992)

Even though the global reach of English is vast, with over 1.3 billion speakers in the world (Eberhard, et. al., 2021), studies show that the United States is increasing with residents who speak a language other than English at home. Between 1980 and 2018, the number of residents who spoke only English at home increased by 28 percent, while the number of foreign language speakers increased by 192 percent. (Zeigler & Camarota, 2019) Despite the melting pot of languages in the United States, there is a divide among the attitudes towards bilingualism. While many countries have been able to successfully implement the promotion of multilingualism in their countries, an example being Canada and its comprehensive French-English bilingual policy, there is the continued promotion of monolingualism in the United States. (Phillipson, 1992) To better explain this phenomenon, research shows polarizing attitudes towards English and the effects that policies of ELL have on those acquiring the language. (Modiano, 2001) On one side, they see English being used as a tool for exploitation, marginalizing people into "advantaged" and "disadvantaged" groups (Modiano, 2001, p. 342). However, others see English as a necessary tool for the world, and they believe that providing non-native speakers with

standard English allows the learners to propel forward in the global marketplace. (Modiano, 2001)

After researching the history that preceded the education of ELL, both positive and negative attitudes were recognized from their language acquisition experiences. Many native Spanish speakers have embraced English due to its social benefits, as research on "speech accommodation theory" explains how speakers will adapt to the linguistic model around them. (Callahan, 2006). Another motivation seen for English came from the development of new forms of media in the global marketplace, as more Spanish speakers acquired English through music, news, radio, and television. (Crystal, 2003) For many of these learners, there is less emphasis on perfecting standard English, as they are motivated by listening to authentic material. Other Spanish speakers were instrumentally motivated to learn English for better job opportunities, such as the labor contracts provided by the U.S. Bracero program between 1942-1964 (Loza, 2016). Through the Bracero Agreement, over 4.5 million contracts were issued to Mexican immigrants for their aid in the agriculture and railroad industries during a parallel labor shortage in the United States that was created from WWII. (Loza, 2016) This exchange of work for opportunity showed an international interdependence between the United States and Spanish workers that was only successful through the use of English. However, through widely seen anti-Latino/Spanish hysteria in the U.S., known as Hispanophobia (Zentella, 1997), the public feared that Spanish speakers would endanger the balance of society. These prejudices towards Spanish speakers influenced language policies towards cultural assimilation, making ELT curricula the catalyst for linguistic imperialism in the 21st century. (Pac, 2012)

As major influencers in the spread of English and ELT curricula, Inner Circle nations have an ethical responsibility to reflect on their contributions to the world by exploring the cultural and political environment surrounding ELL. (Phillipson, 1992) Whether it is the opportunities that come from learning English or a greater promotion of ELT in Outer and Expanding Circles, countries around the world are requiring more teachers of English as a second language (TESL). (Phillipson, 1992) The education of ESL (See Appendix A) is typically seen in L2, or Outer Circle, countries, as a more integrative form of language acquisition, with learners working towards the goal of being bi- or multilingual. (Canagarajah, 1999) However, research shows that some policies of ELT and international TESL have been assimilating learners towards monolingual users of English, rather than forming them into bilingual learners. (Phillipson, 1992) This type of teaching shows the extremes of language learning, in which learners may lose their native language in the process. (Levy, et. al., 2007) Therefore, a critical analysis of TESL states that it is essential for teachers and learners of English to question the curricula they have inherited and explore whether their language policies are assimilating learners or empowering them. (Phillipson, 1992)

As the history of English highlights the influence that colonial powers had on the globalization of ELT policies (Crystal, 2003; Canagarajah, 1999), research explains the variety of other ways in which non-native speakers are motivated to acquire English including "market-place" accommodation, increased job opportunities, cultural assimilation, and media. (Modiano, 2001) While exploring these avenues of language learning, this paper will primarily focus on the acquisition of English through ELT. Through a critical analysis of English language acquisition and the educational systems

surrounding it, this research determines the effect that foreign colonial powers had on current ELT policies, what this curriculum is passing on to students, and how well they are being equipped with English for their specific needs. Though current literature can describe the perceived social and cultural effects that external influences have on ELL, this paper will provide data and personal commentary from non-native English speakers as their perspective is a key aspect to truly understanding the effects of English hegemony.

CHAPTER II: LITERATURE REVIEW

Early Colonial Expansion

Through his book, *Linguistic Imperialism* (1992), Robert Phillipson explains that in the pursuit of industrialism and capitalism, the British empire made large strides to conquer, colonize, and build trading routes across the globe to expand its reach of power. These imperialist endeavors were then further enhanced by the Enlightenment movement as European colonizers granted it the "white man's burden" (Canagarajah, 1999, p. 18) to spread their scientific and technological progressions to the world, supported through an English education. This "need" to educate the local communities can be explained by previous research on monolinguistic attitudes, such as the "Greek stigmatization of speakers of other languages as 'barbarian'…a non-language" (Phillipson, 1992, p. 19). However, by teaching English to these communities, the goal of British colonizers was not to help the local communities expand, but rather to have them function as interpreters for them and their trading expeditions (Canagarajah, 1999; Phillipson, 1992). Research from David Crystal's (2003) *English as a Global Language* further demonstrates the underlying goals of British colonizers through the "Atlantic Triangle" slave trade in which they kidnapped African people for the exchange of goods between Europe, the Caribbean, and the newly established America. By mixing their ships with people from different linguistic backgrounds and only providing them with a small knowledge of English, the colonizers hoped it would be easier to maintain the slaves and prevent an uprising or rebellion (Crystal, 2003; Schmitz, 2014). However, this ended up establishing some primary examples of dialectical variations in the Outer Circle (L2) of World Englishes as the people created their own "pidgin" forms of communication that were

carried into a developing America and Caribbean islands. (Crystal, 2003) Empirical

research on the justification of 'modernization' among the indigenous people of new

colonies and selective English education shows how linguistic policies began to be

implemented that were rooted in the desire to control these colonized communities for

their own economic profit.

In *The Cultural Politics of English as an International Language*, two colonial

ideologies are defined involving the policies of language: Orientalism and Anglicism.

(Pennycook, 2017) Orientalist policies favor the education of local languages, while

Anglicist policies favor an English-only education (Pennycook, 2017; Canagarajah,

1999). This "English education" system adopted in periphery communities was actually a

mirrored representation of the systems used in British public schools used "to 'discipline'

the students according to a Protestant work ethic" (Canagarajah, 1999, p. 60) and away

from their native cultural influences. Despite the avid feelings of nationalism seen in

many periphery communities, Anglicist education policies continued to grow due, in part,

to its functional value. (Canagarajah, 1999) However, the literature reveals that by

educating the local communities in English, it instilled in them a knowledge of "liberal

values" in which they "questioned the status of English education" (Canagarajah, 1999,

p. 65) and the colonizers in their communities. While they recognized the value that

English had in expanding their social and economic opportunities, there was also

resistance to English education, which forged itself from a fear of losing their cultural

identity. (Canagarajah, 1999) Out of concern for the preservation of native culture and

language, a third mode of language policies, called Vernacularism, is revealed that

promotes the use and equality of indigenous languages and cultures. (Canagarajah, 1999)

Research on the use of vernaculars shows that local people's ability to switch between their indigenous language and English in various contexts proved to be an advantage as they gained access to the global market through English, while also challenging the inequalities in their communities and maintaining their native identity (Schmitz, 2014; Canagarajah, 1999; Crystal, 2003). After observing the pluralism of motivation and resistance embedded in colonized communities, the production of code-switching and native variations of English can be seen as forms of *negotiation* with the language made by non-native speakers to serve their cultural and linguistic needs (Canagarajah, 1999; Crystal, 2003). By analyzing the reactions of colonized communities to English education during British colonialism and how it affected their motivations for language learning, this information can better explain the impact English's imperialist history has on current ELT policies and the attitudes non-native English speakers may have towards foreign language acquisition.

When observing the mass globalization of English following early British colonialism, there is a question of how much the *indigenous people* of colonized communities contributed to this globalization. As previous literature states, the imperial spread of English is rooted in British colonial expansion as it was inserted into periphery communities and "maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (Canagarajah, 1999, p. 41). With Britain leading the way in technological and industrial advancements, English was seen as a medium for accessing these markets, and those who wanted to reap the benefits learned it (Crystal, 2003; Canagarajah, 1999). Using the predetermined class divisions already embedded in the colonized communities, the British inserted English as

an additional criterion for gaining power, which created a field of competition among the local people for the privileges associated with its knowledge. (Canagarajah, 1999) However, researchers can now recognize that these social conditions were subconsciously influencing the natives to reproduce Western culture and ideologies. (Canagarajah, 1999) By placing English on a pedestal, the local people flocked to English education centers in the hopes of gaining this communicative tool where they were instead met with monolingual ELT policies that caused first-language attrition and the abandonment of their native vernaculars. Research conducted by the University of Oregon and the University of Salamanca defines first-language attrition as "the forgetting of one's native tongue during second-language acquisition" (Levy, et. al., 2007, p. 29). The inhibitory-control model created by Green (1998) also claims that bilinguals experience "interlingual lexical competition" (Levy, et. al., 2007, p. 33) with their newly acquired language, which leads to the inhibition of their native language.

These articles help to explain the struggles that ELLs experience, both then and now, when trying to acquire a new language while also attempting to maintain their native identity. The most extreme example of native language inhibition is through "linguistic death" (Crystal, 2003, p. 20), defined when an ethnic minority assimilates to the dominant societal group by abandoning their native language and adopting that of the majority. While this is not the result of all linguistic minorities, it shows the most devastating influence that English can have and why it caused many colonized natives to become agents of globalization by equating the language with higher status in their communities, favoring English to indigenous vernaculars and bringing dialectical variations across the globe (Canagarajah, 1999; Crystal, 2003). So, while there is

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evidence that the hegemony of English began its spread through British colonial endeavors, its globalization was undeniably influenced by non-native English speakers.

Spanish Establishment in the U.S.

While the British moved their conquests for dominance into Asia and Africa, the Spanish were focusing their attention on exploring the "New World" bringing their own culture, language, and forms of government. (Graham & Dorn, 2012) Literature surrounding the establishment and endurance of Spanish in the U.S. shows the cultural foundation that it had in the development of the New World and how the language was able to survive continuous interactions with English amidst anti-immigrant/anti-Latino policies. (Graham & Dorn, 2012) Research on Spanish language and culture in the United States typically begins with the explorer Ponce de León settling in Florida in 1513 (Graham & Dorn, 2012), which was followed by a growth of Spanish as missionaries were teaching indigenous people the language in order to convert them to Christianity. (Graham & Dorn, 2012) However, a few decades earlier while Christopher Columbus famously voyaged to the New World in 1492, Spanish humanist Antonio de Nebrija authored a book that promoted the Castilian language and its grammatical rules entitled, *Gramática de la lengua Castellana* (Braselmann, 1994; Phillipson, 1992). With Castilian being the vernacular of the Spanish Queen Isabella, it was the preferred language for the imperial goals of unifying and expanding the Spanish empire. (Phillipson, 1992) So, to increase their power and influence in the New World, Nebrija began using his work to teach standard Castilian. (Braselmann, 1994) As Spanish imperialists recognized the advantages that came with language expansion, the desires of the indigenous people became less valued, with research making the connection that the expansion of Spanish,

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like with English, was being implemented through dominance and power. (Graham & Dorn, 2012)

Following the revolution of the American colonies against Britain, accomplished notably with Spanish support (Graham & Dorn, 2012), an influx of immigrants started to enter the New World, primarily towards the East coast, and in the pursuit of "Manifest Destiny," this expansion moved towards the established Spanish lands of the Southwest (Crystal, 2003; Graham & Dorn, 2012). Research on this trend of migration explains that all the previously established Spanish communities began to adapt to the English language and culture through the same methods of cultural assimilation that were implemented by British colonizers. (Graham & Dorn, 2012) According to David Crystal (2003), these American ideologies of cultural integration and monolingualism came from the increasing linguistic diversity of immigrants, which led English to be "a major factor in maintaining American unity" (p. 36). Along with this, Hispanophobia, a popular concept in England and Northern Europe, found its way into the New World through Anglo-American attempts to justify their expansion and eradication of previously settled communities (Graham & Dorn, 2012; Zentella, 1997). However, the Spanish language survived this period of xenophobia because of the wealth and population seen in Spanish borderlands following the California gold rush. (Graham & Dorn, 2012) Furthering the preservation of the Spanish language was the popularity of Spanish and Mexican arts and crafts in borderlands, such as California, by the end of the 19th century. (Graham & Dorn, 2012) With continuous immigration due to periods of political or civil unrest in Spain and Latin America, another important agent in the spread of Spanish was the many aspects of Hispanic culture and dialects that have been preserved in the United States

through libraries, learning institutions, communities, and art and literature. (Graham & Dorn, 2012) The importance of this research is that it highlights a variety of survival methods that helped Spanish combat the hegemony of English in the U.S. amidst influences from English-only Anglo-American ideologies.

Moving into the mid 19th century, literature then begins to describe how federal immigration policies in the U.S. had a back-and-forth relationship with the inclusion and dismissal of Spanish speakers due to ongoing war conditions (Abbott, 1924; Loza, 2016). The first of these policies was passed in 1864, entitled "An Act to Encourage Immigration" by President Lincoln, as a solution to the national labor shortage caused by the Civil War. (Abbott, 1924) This act was the first to legalize contract labor by having immigrants establish their wages and terms of employment before arriving in the states (Abbott, 1924; Migration Policy Institute, 2013). However, the act was repealed in 1868, as there was no longer a need for the immigrants' labor after the war. (Abbott, 1924) Because this article was published before World War II, it lacks the connection that can be made to the similarly established Bracero program of the mid-20th century. Despite the opportunities it provided to the Mexican laborers in the U.S., the Bracero program was responsible for many negative effects including lengthy contracting processes, invasive medical exams, exploitative working conditions, denial of compensation, societal backlash, and racist underlying motivations. (Loza, 2016) These motivations can be seen in the fact that both Mexico and the U.S. viewed the Bracero program as a tool to eradicate the "indigeneity" of rural agricultural workers because they believed it was "a form of racial deviancy that could be corrected through modernization" (Loza, 2016, p. 10). Initially, many of the Braceros were treated well in the U.S. due to the help that their

labor provided, but their presence was eventually met with criticism as people attributed Braceros to "an increase in bars, liquor stores, and prostitution in the community" (Loza, 2016, p. 8). An analysis of these federal immigration policies and the situational motivations for their enactment help to explain a quote from an ex-Bracero saying, "They want us when we can serve them" (Loza, 2016, p. 6). The historical relevance of this research contributes to a narrative that depicts the U.S. treatment of immigrants as exploitative in nature, using them to "satisfy capitalist desires" (Loza, 2016, p. 6) then disposing of them or criticizing their presence when they are no longer useful.

Evident in European history as well, research shows that when a "catastrophic economic crisis" (Schmitz, 2014, p. 404), or shock to a current national system occurs, it is followed by a heavy period of migration from their country of origin, typically towards the U.S. or other major nations of economic prosperity. (Brøgger, 2021) This high traffic of immigration to the U.S. has prompted a variety of reactions over time, but most notable are those objecting from a monolingual mindset. The 26th U.S. President, Teddy Roosevelt, is quoted as saying the United States has "...room for but one language here" elaborating that Americans should not be "...dwellers in a polyglot boarding house" (Schmitz, 2014, p. 388). Thomas P. Bonfiglio investigates the origins of this monolingual viewpoint in his book, *Race and the Rise of Standard American* (2002), noting that "standard American was based on mid-western English '…shaped as a paranoid reaction to Eastern immigration and a celebration of the American frontier'" (Schmitz, 2014, p. 388) that attempted to distance itself from the dialectical variations and linguistic diversity of regions like New York and Boston. Certain declarations, like that of Samuel Huntington in his 2009 publication, "The Hispanic Challenge," are generated by a
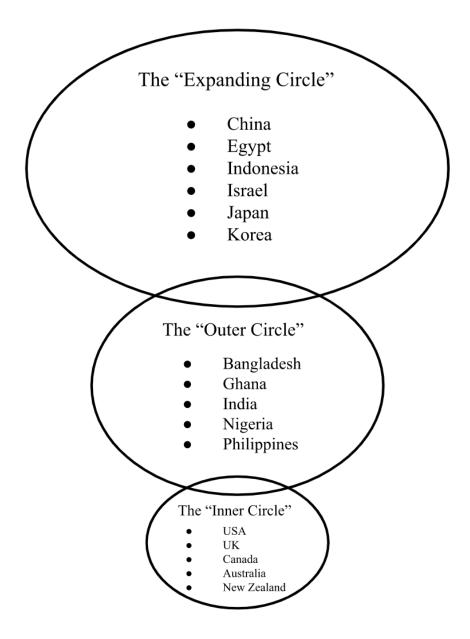
nationalist paranoia over losing dominance in which he states, "The persistent inflow of Hispanic immigrants threatens to divide the United States into two peoples, two cultures, and two languages" and because they have not "assimilated into mainstream U.S. culture" they are "rejecting the Anglo-Protestant values that built the American dream" (Schmitz, 2014, p. 392). However, this "English-only" movement only further unified Spanish speakers in the U.S. as the reaction of the Latino community is crafted by James Crawford in his book, *Hold Your Tongue* (1992), noting they "perceive it to be a campaign of intolerance" attempting to protect the English language against "Hispanic advances in civil rights, education, and political empowerment" (Schmitz, 2014, p. 393). Just as British colonizers tried to diminish the use of local languages to protect the expansion of English, Spanish speakers in the U.S. are being told to reject their linguistic and cultural identity and assimilate towards monolingualism. Understanding these experiences of non-native English speakers can help to explain external influences that may motivate their English acquisition in the U.S. or cause them to reject it as a whole; the effects of each decision and other solutions will be discussed further below.

English Acquisition & Globalization

With British expansionists promoting English as the preferred communicative tool in colonized communities and economic endeavors, the language began to globally spread through sources such as emigration, economic and scientific developments of the 19th and 20th centuries, and English dialectal variations (Schmitz, 2014; Crystal, 2003; Canagarajah, 1999). Previous research on the globalization of English points to Braj Kachru's three-circle model of World Englishes to explain these trends, as it categorizes the cultural diversity and expansion of English across distinct international borders.

(Kachru, 1990) What Kachru's three-circle model provides to the field of linguistics is the division of English varieties into separate "circles" that expand from a dominant central source, as seen below in Figure 1 (Kachru, 1990; Schmitz, 2014).

Figure 1. Three-circle model of World Englishes*

The "Expanding Circle"
- China
- Egypt
- Indonesia
- Israel
- Japan
- Korea

The "Outer Circle"
- Bangladesh
- Ghana
- India
- Nigeria
- Philippines

The "Inner Circle"
- USA
- UK
- Canada
- Australia
- New Zealand

* Figure based on Braj Kachru's original three-circle model (Kachru, 1990)

This model is constructed around the Inner Circle, where English is the L1, or native language, of the majority, notably in the U.S., the United Kingdom, and Australia. Following this is the Outer Circle, where English was inserted into non-native settings as an L2, or second language, and now has a distinct role alongside native varieties (Kachru, 1990; Schmitz, 2014; Crystal, 2003). Examples of Outer Circle nations include India, Nigeria, and other previously colonized communities (Kachru, 1990; Schmitz, 2014; Crystal, 2003). Finally, Kachru describes the Expanding Circle, in which English is taught as a foreign language (EFL) (See Appendix A), but it does not carry the same importance as seen in the Outer Circle because they lack the historical colonization by Inner Circle nations (Kachru, 1990; Crystal, 2003). Focusing on the Expanding Circle, or L3 varieties, research from Kachru and other linguists shows that English has grown to a level of use that is far more notable than any other lingua franca before as the teaching of EFL has increased the number of non-native English speakers, therefore, expanding its cultural diversity to a level that has surpassed English monolinguals (Kachru, 1990; Schmitz, 2014). With English as the most widely taught foreign language (Crystal, 2003), this research reflects the statement that "the world is multilingual, multilingualism is the rule, and monolingualism is the exception" (Schmitz, 2014, p. 377). Yet, Inner Circle nations still notably discriminate against L2 and L3 linguistic varieties with English-only policies. (Schmitz, 2014) What Kachru's model provides to this study is a visual representation of English's globalization, where the vast majority of English speakers are multilingual or use English dialectical variations. Therefore, it is important to understand that the diversity of English, and the influence it has on a global scale, is largely due to the increasing acquisition of English by non-native speakers.

To better understand Kachru's model of World Englishes and how they steadily manifested into these periphery circles, Robert Phillipson (1992) writes in *Linguistic Imperialism* that "while English was imposed by force in colonial times, contemporary language policies are determined by the state of the market ('demand') and the force of the argument" (p. 8). As previous literature points out, English was already inserted into many areas of the world through *imperial* language spread by British colonialism and Anglo-Americanization (Quirk, 1988; Kachru, 1990; Phillipson, 1997). This linguistic growth was then further advanced by the industrial revolution of the late 18th and early 19th century, where American and British research made significant advancements in science and technology that attracted the attention of non-native English speakers. (Crystal, 2003) A large portion of this English recognition came from the impact of mass communication systems like the telephone, broadcasting media, international advertising, and the film industry. (Crystal, 2003) This is an explanation of "econo-cultural" language spread in which there is no corresponding population movement, but, rather, language is embraced for the purpose of gaining "scientific, technological, and cultural information" (Kachru, 1990, p. 7). This research is important to the study as media will continue to be seen as a substantial influence on language acquisition.

Another influential factor in English's globalization was the substantial increase in the economic and political power of Britain and the U.S. following their success in World War II. This led to "international alliances" that promoted collaborative ideologies of Western hegemony among "unprecedented internationalisation" (Brøgger, 2021, p. 64). With this growing global market came the need for a common language of communication, and, since Inner Circle nations had the financial backing for education

systems in periphery communities, English came to fill that role (Phillipson, 1992; Canagarajah, 1999). However, as English was being received globally, many researchers noted how the *ownership* of the language was being obtained by the Outer and Expanding Circles who were evolving it to their functional and social needs (Kachru, 1990; Crystal, 2003; Canagarajah, 1999). This integration of native cultures with English can be seen in forms of media like music, arts, and literature that is produced in English by non-native speakers. (Modiano, 2001) Many academics, entrepreneurs, and artists, like the Swedish band "ABBA", saw the economic and social rewards that came with access to the language, giving them instrumental motivation for producing their content in English, despite it not being their native language. (Modiano, 2001) With English no longer directly being imposed upon non-native speakers through direct influences like British colonialism, this period of mass globalization shows that English acquisition was moving into the hands of the L2 and L3 speakers, blurring the lines of Kachru's circles (Modiano, 2001; Schmitz, 2014).

Not only does this research show the origins of dialectical variances we see in the global use of English, but it also illustrates the diverse feelings of cultural and linguistic identity among its users. Because of these distinct English appropriations made in periphery communities by non-native speakers, researchers note the fault of Kachru's three-circle model in that it places Inner Circle English as the standard for measuring against dialectical variations, when both are "characterized by variety" (Anderson & Corbett, 2009, p. 422; Graddol, 1997; Modiano, 2001). However, monolingual attitudes that promote "English-only" policies continue to affect these non-native English speakers causing a multitude of potential negative reactions in their language learning experiences.

Through privatized language aid to non-Western communities based on Inner Circle English varieties, research by Mark Modiano (2001) in "Linguistic Imperialism, Cultural Integrity, and EIL" notes how the danger of the spread of English is that it "dilutes (and 'corrupts') (p. 340) the distinguishing characteristics of other languages and cultures" leading to the confusion or loss of cultural identity by the speakers. This can particularly be seen in the British Isles of England, Wales, Scotland, and Ireland where numerous Celtic and Irish Gaelic languages have been slowly repressed. (Schmitz, 2014) Most notably, research by Wales History BBC Cymru/Wales describes the tactics in which this was carried out as children were punished for speaking Welsh in classrooms with a block of wood saying "Welsh Not" worn around their necks (Schmitz, 2014, p. 383). Other research on strict immersion in a foreign language shows how it can cause first-language attrition, or a speaker forgetting their native language during second-language acquisition, as it focuses on the concept of retrieval-induced forgetting, or RIF, in which the repeated retrieval of foreign language terms can develop the speaker into forgetting their native language terms. (Levy, et. al, 2007) The importance for ELL is that this research shows how certain teaching methods of English can cause their native L1 language and culture to diminish without proper ELT curricula or policies. While some researchers, like Pennycook (1994), believe the globalization of English and strict monolingual education divided people into advantaged and disadvantaged groups, others, like Honey (1997), saw English as an opportunity for the "disenfranchised" (Modiano, 2001, p. 342) to contribute to the global market. A solution that Kachru provides to combating this polarized discrimination among dialects is "to promote those indigenized varieties of English as which are established forms of intranational communication"

(Modiano, 2001, p. 340). Not only would this diffuse the promotion of *standard* English, but also protect the cultural identities of ethnic minorities as they acquire English. (Modiano, 2001)

As previous literature has described the potential motivations for English acquisition among non-native speakers, including historical colonialism, mass media, academic advancement, and knowledge of Western culture, it is also important to recognize the potential resistance to learning English that periphery communities experience (Canagarajah, 1999; Modiano, 2001; Duff, 2005). By understanding the complex history and influences surrounding ELL, educators can adjust their teaching methods to protect their student's cultural and linguistic identity, while still providing them with the skills and knowledge to meet their educational needs. Research on the effects of different foreign language learning and ELT policies will be discussed below to determine how the learning environment can be individualized and crafted for the success of all learners.

Evolution of ELT Policies

Through his book, *English as a Global Language*, David Crystal (2003) suggests how English was "a major factor in maintaining American unity" (p. 36) as immigration continued to rise into the United States. With labor contracts and job opportunities as examples of instrumental motivations, immigrants began seeking involvement in the United States' stance on science, technology, media, and commerce (Loza, 2016; Phillipson, 1992). Seeing English as the common access point to the opportunities of the global market, there became an assimilation towards it from all linguistic backgrounds and a greater need for ELT (Crystal, 2003; Canagarajah, 1999). Looking at the language

aid that is sent to periphery communities, English-only teaching is being subtly established as an effort to minimize certain ethnic groups in education (Pac, 2012; Schmitz, 2014). As research points out, the classroom is not "determined" by macro-level institutions based on Western cultural agencies, though classrooms are "considerably influenced" (Canagarajah, 1999, p. 80) through their provision of materials, textbooks, and training courses to teachers in non-Western communities. Much of this educational material is based on an "urbanized, Western culture" (Canagarajah, 1999, p. 86) that can alter the learning of students. Therefore, due to its roots in Anglicism, the policies of ELT should be critically analyzed by educators to determine whether they are assimilating their students towards the culture of English or empowering them with a communicative tool. (Phillipson, 1992)

When examining the globalization of English as a cultural movement, immersive language exposure and ELT policies can have effects that diminish ELL native culture and language skills. (Modiano, 2001) Without understanding the sociolinguistic contexts of the classroom, many ELL struggle to choose between adopting Western values versus sticking to their indigenous vernacular. (Canagarajah, 1999) Research on second language acquisition shows that increased suppression of the speaker's native language can inhibit its recall in the future, moving individuals closer to monolingual speakers rather than multilingual communicators. (Levy, et. al, 2007) Research also shows varying societal pressures that are placed on non-native speakers such as anti-Latino/Spanish hysteria, (Modiano, 2001) discrimination based on accent perception, (Baquiran & Nicoladia, 2019) and the assimilation towards monolingualism seen in core English-speaking countries. (Phillipson, 1992) The book *Critical Pedagogy* implies a perspective

on foreign language education that critiques the educator's approach to both their own and the ELL cultural background and how this affects their communication and retention of the learner's native culture. (Phipps & Guilherme, 2004) By establishing a sociocultural view of the ELL and the history in which English has developed around their classroom, English language teachers can provide better instruction towards multilingualism.

A solution that the literature provides to creating this view is looking at the reality of the lives of ELL that are centered in a post-colonial history and globalized market-driven world, which could cause them to question their cultural identity. (Schmitz, 2014) The wide variety of English dialectical varieties can be explored in the classroom through learning strategies that incorporate their L1 language "in order to be meaningful and relevant for its users" (Canagarajah, 1999, p. 181). Other research points out that by projecting English as an international language tool, rather than the sole linguistic gateway, it moves away from the possibilities of classifying different English varieties as superior to one another, which can negatively impact the ELL. (Modiano, 2001) Since classroom materials are most likely based on Western ideologies, English language teachers can still give materials value by using them for critical reflection with students as they "explore from different perspectives" (Canagarajah, 1999, p. 189) and have exposure to Western cultural knowledge. Another recommendation for the classroom is that teachers and students should be considered "managers of learning" (Canagarajah, 1999, p. 195) by negotiating the classroom discussion around students' learning and what the curriculum is providing. Student needs are one of the major areas that ELT research has highlighted by recognizing the motivations behind their acquisition and what purpose

the language is going to serve them (Duff, 2005; Schmitz, 2014; Phillipson, 1997). It is this area of research in which much of the study will focus on identifying the changes that can be made in ELT policies that do not further promote assimilation towards English culture or increase the effects of linguistic imperialism.

The provided literature paints a picture of the globalization of English beginning with historical events surrounding language growth that are affecting current ELT policies. It also seeks to define the advantages and disadvantages that language acquisition has on the cultural and linguistic identity of its learners. (Modiano, 2001) With an understanding of the hegemonic effects that ELL may experience, a list of policies or curricula can be created, based on research, that allows learners to acquire English without inhibiting their L1 language. A limitation of the reviewed literature is that it lacks the understanding and perspective directly from non-native speakers on their views of English acquisition and ELT policies. Using information from previous research, this study has a foundation on the perceived effects of language acquisition. (Canagarajah, 1999) However, data collected among ELL, foreign language teachers, and native English speakers, is added in this study to work towards more inclusive ELT policies. To better prohibit the effects of linguistic imperialism in the widely sought area of ELT, qualitative studies on foreign language acquisition by both native and non-native English speakers are performed to understand the effects that colonial powers had on globalizing English and how ELT policies have evolved around this history. Regarding English acquisition, ELL can have different motivations and experiences, but it is through this study that recommendations can be made that reduce the negative impacts that it can have on their L1 cultural and linguistic identity.

Research Questions

Through a chronological evaluation of ELT policies and their contribution to linguistic imperialism, from British colonialism to 21st century attitudes towards monolingualism, this multidimensional research was designed to investigate the global spread of English acquisition and understand how the language can be taught as a cross-cultural tool for learners in the global market. An analysis of the current policies of ELT reveals that without proper understanding of the sociolinguistic contexts of the English Language Learner (ELL) and the hegemonic history of English acquisition, ELT practices can contribute to societal inequality and cause inhibition of the speaker's native language. (Levy, et. al, 2007) As TESL are not only teaching the language to their students, but, like any other language teacher, they are also showing them the culture, ways of thinking, and social communications of the language. (Phillipson, 1992) If language aid is to help ELL reach their full bilingual potential, the curricula should also have knowledge of their students' culture, ways of thinking, and social communications. This paper will attempt to provide the ways in which English language policies can achieve this goal.

The expansion of English created an environment that developed it as the "lingua franca" of the world. (Crystal, 2003) This global development explains the growth in demand for ELT and explains the role that language-related aid plays in funding and promoting these programs. Other motivations for language acquisition from ELL, such as expanded job opportunities, cultural assimilation, and mass media influences, are examined to determine the goals of both the ELL and those contributing to the expansion. As the number of foreign language speakers continues to rise in the United States, it is

the role of ELT, ELL, and citizens of English-dominated Western societies, to understand the history that precedes English and discover how languages can be integrated into their culture, rather than assimilating learners into monolingual machines.

It is through data collected from previous literature, interviews, and questionnaire responses that this research seeks to answer the following research questions:

1. What are the effects that colonial history had on English dialectical variations and establishing English as a lingua franca?

2. What is the role of cultural studies in the globalization of English and how does it influence people's perception of English?

3. How do current perceptions of foreign language acquisition and ELT policies show the impact of English's history and linguistic imperialism?

4. How can ELT curriculum and policies acknowledge the culture and native L1 identity of ELL, while also providing them with a cross-cultural communicative tool?

CHAPTER III: METHODOLOGY

The purpose of this research is to study English dialectical variations among native English speakers, multilingual speakers, and native Spanish speakers, while also looking at the influence of cultural studies on current English Language Teaching (ELT) policies and ELL. Data collected from these major linguistic groups through the methodology outlined below was used to help answer the previously stated research questions.

Questionnaire

The instruments used for data collection were a questionnaire and interviews for select participants. The questionnaire consisted of a total of 64 open-ended, close-ended, and Likert scale questions. Of these questions, 37 were answered using a five-point Likert scale while the other 27 were multiple choice with three of those having an additional open-ended response option. Because of the variance in opinion and demographic backgrounds of participants, this method of research allows for exploration into the beliefs of participants and an easy way to compare their responses. Participants were also provided with a Spanish-translated version of the questionnaire if that was their preferred language.

The survey begins with questions on general demographics such as age, race/ethnicity, socioeconomic status, and region of origin. Participants were then asked to indicate the forms of media they currently have access to and the amount of time they engage with those platforms each day, ranging from less than 30 minutes to more than 8 hours. The following set of questions related to the participant's native language use and how they choose to communicate with various groups of people, including their

parents/guardians, siblings, and peers. Using a Likert scale, the final section of the questionnaire had participants respond to a series of statements with answers ranging from 1 indicating strongly disagree to 5 indicating strongly agree. These statements regarded classroom behaviors, general communicative abilities, and social interactions outside of the school and home setting to better understand the influence of external factors on language acquisition. Recruitment of participants was done through the use of online social media platforms, the distribution of emails, and in-person conversations. A link to both the Spanish and English versions of the questionnaire was then provided to participants which allowed them to submit their responses. The confidentiality of participants was protected by not attaching their names or email to responses, and all data was kept on a password-protected computer.

Interviews

To have a more in-depth analysis of the data provided by the questionnaire, semi-structured interviews with participants that have experience in English language learning or teaching were conducted using a prepared set of questions. These semi-strucutred interviews allowed participants to continue with their responses into personal anecdotes or other potential sub-questions from the researcher. These participants were recruited by the primary investigator based on their personal experience with English language learning or teaching. The decision to continue with the interview process was then voluntary for the participant after initial recruitment. Interviews were recorded through an audio recording device with the consent of the participants. Typically, interviews lasted between 30 minutes to an hour answering questions about their introduction to English, the influence of media on language acquisition, the globalization of English, and personal

experiences with English language learning. Interviews were then transcribed and through thematic analysis, the data were coded to find patterns of perceptions and themes among the participants' responses. To increase the validity of this data, the responses from the interviews were also used to verify the findings from the questionnaire and further explain the participants' perceptions of English.

Instruments

Qualitative methods of research are most often used in the area of linguistics and sociology to better explain the words and observations of human interactions. Since a wide area of topics will be discussed in the questionnaire and interviews, an advantage of using qualitative data is that it can easily be compared across the chosen samples. While the selected interview participants may not represent all of their population due to the smaller sample size, they do give a first-hand account of their experiences with the English language, which some of the previous literature has not accounted for. This can only be done through the use of qualitative research methods, providing another advantage of its use.

Participants

The target groups of participants for this study were non-native English speakers and people with experience in English language learning. With this information, the perspectives of those affected by English hegemony could be evaluated. In total, 39 participants responded to the questionnaire and six participants were individually interviewed for a total of 45 participants over the course of the study. Looking at the participants from the questionnaire, 32 (82%) are native English speakers with no proficiency in other languages, five (13%) are native English speakers with moderate

knowledge or fluency in another language, one (2.5%) is a native Spanish speaker

proficient in English, and one (2.5%) is a native Bengali speaker fluent in English and

Hindi. The gender identities of participants included 32 (82%) identifying as female, six

(15%) identifying as male, and one (3%) identifying as non-binary. Participants indicated

their age within groups ranging from 18-24 to 55-64, with 29 (74.3%) stating their age is

within 18-24, four (10.3%) within the range of 25-34, four (10.3%) within 45-54, and two

(5.1%) within 55-64. When asked to describe their racial identity, 36 (92.3%) participants

identified as white/Caucasian, one (2.6%) identified as Asian, one (2.6%) identified as

native Hawaiian or Pacific islander, and one (2.6%) identified as white with various

ethnicities including Native American, Scottish, Irish, Italian, and Eastern European. This

study could have benefitted from a greater population of non-native English speakers and

the limitations of this data will be discussed.

Table 1. Demographic information of questionnaire participants

Characteristics	Frequency	Percentage
Language		
Native English speaker with no proficiency in other language(s)	32	82%
Native English speaker with moderate or sufficient fluency in other language(s)	5	13%
Native Spanish speaker with fluency in other language(s)	1	2.5%
Native Bengali speaker with fluency in other language(s)	1	2.5%
Gender		
Female	32	82%
Male	6	15%
Non-binary	1	3%

Table 1. (continued)

Age		
18-24	29	74.3%
25-34	4	10.3%
45-54	4	10.3%
55-64	2	5.1%
Racial Identity		
White/Caucasian	36	92.3%
Asian	1	2.6%
Native Hawaiian/Pacific Islander	1	2.6%
White with various ethnicities	1	2.6%

The six individuals included in the interviews are all native Spanish speakers who have some level of experience in English language teaching (ELT) and/or English language learning (ELL). Five (83%) of the participants are native to Spain and one (17%) is native to Colombia with their ages ranging from 24 to 57. Three (50%) of the participants that were interviewed identify as male and three (50%) identify as female. While all six participants' native language is Spanish, they also are fluent in English and five (83%) are proficient in at least one other language.

Table 2. Demographic information of interview participants

Characteristics	Frequency	Percentage
Native Country		
Spain	5	83%
Colombia	1	17%
Gender		
Male	3	50%
Female	3	50%
Language Proficiency		

Table 2. (continued)

Native Spanish speaker with additional fluency only in English	1	17%
Native Spanish speaker with fluency in English and additional language(s)	5	83%

CHAPTER IV: ANALYSIS

The results from the data collected through questionnaires and interviews were projected to answer research questions on current attitudes toward foreign language acquisition and ELT policies from both native and non-native English speakers and demonstrate how those opinions can reflect trends of language expansion and linguistic imperialism. By understanding the motivations of different linguistic groups, suggestions for ELT curriculum and policies can be made that serve the educational interests of ELL while preserving their native L1 identity.

For research in this field, the information gathered through questionnaires and interviews would generally be classified as qualitative data, and the determined method of interpreting these results was through data coding and thematic analysis. The responses of each participant were coded as they answered questions according to the descriptions in Table 3. These codes were formulated around research questions surrounding the influence of cultural studies on ELT policies and ELL, opinions and motivations related to foreign language acquisition, and the effects of ELT curriculum on learners' L1 identities. After comparing the results of this data to previous research and anticipated questions of research, a more definitive conclusion was able to be supported in the discussion.

Table 3. List of codes used for data analysis

CODES	*Description of Codes*
CA	Cultural Assimilation
INT	Intrinsic/Integrative Motivation
INM	Instrumental Motivation
SC	School Curriculum

Table 3. (continued)

M	Media
SA	Social Accommodation Strategies

To examine the potential influences that can affect a learner's language

acquisition outside of ELT, the questionnaire and interviews were formulated around

topics of media use, instrumental motivations, social experiences, and school curriculum.

Following the general demographic questions of the questionnaire, participants responded

to their level of media use with common communication forms such as television, the

internet, and social media. The average time spent across each form of media was

calculated from the answer choices through the following proportions: less than 30

minutes = 0.5, 1-2 hours = 1.5, 3-5 hours = 4.0, 6-8 hours = 7.0, and more than 8 hours =

8.0. Table 4 describes the total number of participants, out of 39, who determined they

had access to each form of media, and the average number of hours they spent each day

using the individual forms.

Computers, the internet, and social media were the three types of media that all 39

participants of the questionnaire denoted as having access to, with the internet having the

highest average hours of consumption of the three forms of use. Some highlights of this

data are that one-third (33%) of participants responded as having spent six or more hours

each day on the internet and 31 out of 36 (86%) participants spend less than two hours

each day watching films/movies. Interview responses that support data on media as a

form of language learning came from each participant, as they all had some connection to

media in their acquisition of English. Four of the six (66.7%) participants identified

music as a form of media that influenced their acquisition, five (83.3%) noted that movies

or television were an influence, two (33.3%) mentioned the impact of the internet and access to videos, and two (33.3%) identified podcasts as a learning opportunity.

Table 4. Media usage according to questionnaire participants

Media Source	# of participants with access	Average # of hours spent each day
Television	38	2.14
Computer	39	3.03
Internet	39	4.26
Social Media	39	3.00
Radio/Podcasts	35	1.31
Newspaper/Magazines	32	0.53
Films/Movies	36	1.68
Books	37	1.55

Looking at instrumental motivation, where a specific goal is trying to be met, there were multiple questions on the questionnaire that were directly related to this influence, typically surrounding the aspect of job opportunities. In the section of Likert-scaled questions, participants were asked to rate their agreement with various statements. Statements 17 and 18 discussed the ease of finding a job in their native language and their confidence in their ability to interview for a job. With *1* equaling strongly disagree and *5* equaling strongly agree, the average score for statement 17 was 4.8 across all participants and the average score for statement 18 was 4.6. Of the 39 participants, 37 (95%) agreed to some degree with the statement: "It is easy to find a job speaking my native language" and 38 (97%) participants agreed to some degree with the statement: "I feel confident in my ability to interview for a job." After viewing the results of the averages, most of the participants agreed with both statements and the one participant who strongly disagreed with statement 17 had a native language other than English. However, as the results of

the questionnaire are described in this analysis, it is an important observation that 37 of the 39 participants are native English speakers, and therefore, most of the data provide information from their perspective.

Statements 22, 23, and 24 were also on the topic of job opportunities as participants answered the questions, "I feel comfortable initiating conversations with my coworkers," "My language skills hold me back from further advancing in my job," and "It is necessary to speak English at my job," respectively. The average score of statement 22 was 1.3 with 37 (95%) of the 39 participants disagreeing to some degree; the average score for statement 23 was 4.7 with 36 (92%) participants agreeing to some degree; the average score for statement 24 was 4.2 with 28 (72%) participants agreeing to some degree. As most participants disagreed with statement 22, it can answer the question of extrinsic motivation for careers in their opinion but does not answer whether a disadvantage would lead to finding other jobs or social accommodation in the work environment. For statement 23, it is important to note that both non-native English speakers agreed.

Statements 33 and 37 are the final questions referring to instrumental motivation. Statement 33 asked the participants if they believe there are opportunities they would miss if they did not speak English. The average score among participants was 4.7 with 37 (95%) of the 39 participants agreeing to some degree, including both non-native English speakers. Finally, statement 37 asked participants if they agree that "The language of the world is English." The average score of this statement was 3.1 with seven (18%) participants strongly disagreeing, six (15.4%) disagreeing, 12 (30.7%) responding neutral, six (15.4%) agreeing, and eight (20.5%) strongly agreeing. This statement had

the greatest variance in opinion, but neither non-native English speaker disagreed. Looking at responses from interviews that correlate to this data, five participants responded to the question "Do you believe knowledge of English is necessary for entrance into the global market?" with information relating to instrumental motivation. Three (60%) of the interview participants connected academia as a source of motivation, either for more exposure for their work, learning opportunities, or the influence of prestigious institutions, and three (60%) participants noted that English was a tool for expanding job opportunities.

The final criterion for motivation of language use outside of ELT that will be discussed is social accommodation strategies. Statements 5, 6, 21, and 28 of the questionnaire discuss the participants' confidence in initiating a conversation with classmates, teachers, coworkers, and strangers. The averages for each statement were 4.6, 4.3, 4.5, and 4.6 respectively to classmates, teachers, coworkers, and strangers. Statement 29 asked participants if they find it difficult to ask for help from others in their native language. With an average of 1.7, one non-native English speaker agreed to this statement, and the other four participants who agreed were native English speakers. Statements 16 and 27 asked participants if they experienced discrimination in either school or the workplace environment respectively. The average for statement 16 on classroom discrimination was 1.2 and the average for statement 27 on workplace discrimination was also 1.2. For both statements, the two non-native English speakers disagreed about experiencing discrimination in those areas.

Interview participants were asked if they ever had any negative reactions or biases due to their native language and if they had any experience with accent reduction courses.

While the participants denied experiencing discrimination due to their native language, one participant (16.7%) stated they had taken accent reduction courses. One (16.7%) participant mentioned they were corrected on their production due to their accent, and three (50%) discussed the equality, or acceptance, of accents in ELT courses.

Another topic of research this data aimed to answer was cultural assimilation, specifically towards English-speaking varieties. Statements 14, 32, and 36 of the questionnaire focused on this, with statement 36 being discussed below as it also relates to the school curriculum. Statement 14 asked participants to agree if they felt like an outsider in the classroom. The average score for this response was 1.8 with one of the non-native English speakers strongly agreeing. Looking at statement 32, participants were asked if they agree that knowing English is an asset for communication. The average score for this statement was 4.4 with only two (5.1%) participants disagreeing, and they were both native English speakers. The only evidence of discussion surrounding cultural assimilation in the interviews was by one (16.7%) participant who stated that some people in the U.S. see Latin America as a monolithic unit, typically Mexico, while at the same time many children in the U.S. are not exposed to other languages and cultures.

The final research questions that the data aimed to answer surrounded school curriculum and the impact of ELT policies on foreign language acquisition. Statements 8 and 9 of the questionnaire asked the participants to agree to the following: "Knowledge of other languages was encouraged in the classroom" and "I learned about other global cultures in school." Looking at statement 8, the average score was 2.6 with 23 (59%) of the 39 participants disagreeing. For statement 9, the average score was 3.5 with only

eight (20.5%) of the 39 participants disagreeing. This data shows an average agreeance about learning other global cultures in school, but there is little evidence of the encouragement of foreign language learning overall. Statement 34 of the questionnaire was "I want to learn other languages" with the average score of responses being 4.7, in which both non-native English speakers agreed. Since this question is related more to intrinsic motivation, which is seen as being substantially evident, it raises the question of why there is not more foreign language learning in their classrooms. This can be correlated to statement 36 that says, "Learning another language would diminish my native language skills" which had an average score of 1.2. Besides one neutral response (2.6%), all 38 other participants (97.4%) disagreed with this statement, with the non-native English speakers strongly disagreeing. This information contradicts previous research findings but is also notably based on the opinion of the participants.

All the interview participants had some experience with English language teaching, as a teacher and/or a student, so the following responses are the result of their experience in this field. When asked about their first introduction to English, five (83.3.%) of the participants stated that they were in English lessons, or "modern languages" courses that included English, during primary schooling. Of these five participants, three noted that they had a positive experience with their learning, while one had negative associations with English learning and the other participant was neutral. When discussing their methods of teaching English, some based on their own experiences, four of the participants provided specific examples of ELT that they had found to be useful for the ELL. These will be identified in further detail in the discussion

CHAPTER V: DISCUSSION

English Dialectal Variations

After studying the World Englishes depicted in Kachru's three-circle model, the globalization of English can be seen beginning with British colonialism but persisting in the ELT classroom (Phillipson, 1992; Canagarajah, 1999). Research shows that "standard" English or "English-only" ideologies have been consistently seen in foreign language education and through the treatment of non-native English speakers (NNES) in Inner Circle nations, which both undermine the speaker's cultural diversity and multilingualism (Kachru, 1990; Loza, 2016; Schmitz, 2014). However, when comparing this information to the data of the questionnaire, both participants who identified as NNES disagreed that they felt ashamed about their native language. There was also a general disagreement among the questionnaire participants, including NNES, that foreign language learning would diminish their native language skills. While this data does not support previous research on first-language attrition among NNES in foreign language learning (Duff, 2005; Levy, et. al, 2007), it explains the more recent trends of increased multilingualism among global NNES and the survival of English dialectical variations in Outer and Expanding Circles (Schmitz, 2014; Canagarajah, 1999).

When asked about their experience with accent reduction in ELT, half the interview participants, who all had first-hand experience with ELL and/or ELT, commented that English language teachers should not discourage the use of foreign accents and specifically, make the classroom a "safe space" for mistakes. As participant ID #2 noted, "standard English" of the L1 variety, does not prepare students for the real world since most English spoken globally is by non-native speakers or through English

dialectical variations. A solution to changing the perception of "standard English" in the classroom is discovered through research on "bottom-up" policies. (Schmitz, 2014) These policies *begin* with input from the ELL, and, by listening to their perspective, educators are "respecting the crossing of linguistic and ethnic borders" (Schmitz, 2014, p. 387) that learners are navigating during foreign language acquisition. Previously reviewed literature in this study has explained the many motivations that may influence ELL (Modiano, 2001), and, as interview participant ID #2 stated, the use of bottom-up policies can help educators understand the external influences for learning English and how they can best meet their student's needs.

The Influence of Cultural Studies on ELT/ELL

When questionnaire participants were separately asked if the knowledge of global languages and cultures was encouraged in the classroom, the average score of the statement concerning cultures was more neutral at 3.5. However, there was more disagreement in responses on the encouragement of knowing global languages, with an average score of 2.6 among participants. Looking at the influence that cultural studies have on ELL in their education, previous research discusses the "cultural hegemony" that ELL can be subjected to if teachers construct an attitude of inequality between English and other indigenous languages or dialectical varieties, or not understanding the culture of the learner's native language. (Canagarajah, 1999) This same source of research states that "nativized Englishes serve purposes of personal identity and communal solidarity" (Canagarajah, 1999, p. 180) within periphery communities, so diminishing these English variations to a lesser status implies that the learner's culture is inferior. Multiple

interview participants noted that dialectical variations should not be discouraged in the classroom as that can impact the student's cultural identity and willingness to learn. ELL may also be subjected to discrimination if they are not equipped with a knowledge of English that suits their needs. This is supported by multiple interview participants acknowledging the "necessity," or importance, of English as a tool for communication and advancement in areas of academia, global entertainment, and vocational opportunities.

The multicultural identity of English, seen through the dialectical variations of Kachru's three-circle model and the diverse responses from research participants, is a consequence of its globalization when British colonialism was followed by an amplification in the market value of the language (Kachru, 1990; Canagarajah, 1999). As participant ID #2 explained, when a country has multiple factors causing interest, "you get people interested in the language." In their opinion, English has too many factors, like mass media, economic prosperity, and political influence, currently activated to lose global interest. Understanding this information on the expansion of English, along with literature emphasizing the need for ELL to maintain their cultural identity, creates a dynamic that English language teachers must navigate in the classroom. Since almost 95% of questionnaire participants agreed that they would miss opportunities if they didn't speak English, this data supports the claim that the necessity of English is widely recognized. Therefore, ELT should be actively involved in helping their students acquire English for their needs, while also recognizing the influence their own linguistic and cultural identity may have during their language learning. (Schmitz, 2014)

Effects of Language Expansion on Foreign Language Acquisition and ELT Policies

Using data from the results of the questionnaire, the internet, social media, and computers were indicated as the most popular forms of media use among participants, with all 39 (100%) indicating they have access to them and one-third (33.3%) stating that they spend six or more hours each day on the internet. Information from the interview participants supports these findings as they recognize the cultural influence of English through access to the internet and video services, such as YouTube and Netflix. In their opinion, these forms of media have increased global exposure to English music, movies, and television and, therefore, increased the desire for ELT. The highlight of this data is that it provides positive examples of language acquisition due to the intrinsic motivations of learners, as many participants noted their desire to understand "American" concepts or music lyrics, was a core motivator in their language learning.

However, the alternative, as one interview participant notes, is when people see the progress of English as an overwhelming influence. Following World War II, Western nation-states, like the United States and Great Britain, experienced great "economic and military superiority" (Brøgger, 2021, p. 72) that strengthened alliances and promoted nationalist ideals. This pride and nationalism helped strengthen the "English-only" movement rising in the Western hemisphere that was attempting to "assimilate ethnic minorities" (Schmitz, 2014, p. 386) into English culture rather than integrate them into a bilingual learner, which would preserve their native L1 identity (Kachru, 1990; Brøgger, 2021). Looking at the data from questionnaire participants, there are varying opinions on statement 37 which states, "The language of the world is English." While one native Spanish-speaking participant strongly agreed, the native English speakers with

proficiency in foreign languages answered neutral, and native English speakers with no other language proficiency were seen on both sides of the spectrum. While this specific set of data does not provide a significant opinion on the hegemony of English, the general opinion of the interview participants is that English is seen as an important tool for advancing in the global market, due to the presence of strong universities in L1 countries, the greater impact of academic studies in English publications, and vocational necessities. As the results of the data show intrinsic motivations by questionnaire participants and instrumental motivations by interview participants, it supports the increased interest seen in English language learning in the U.S., along with the continued expansion of English into Outer and Expanding Circle nations.

While the acquisition of English is seen as creating these opportunities for ELL, previous literature points out how "dominant groups are always involved in building consent to their power by influencing the culture and knowledge of subordinate groups" (Canagarajah, 1999, p. 31). It is here that this study encourages English language teachers to interrupt this transaction of linguistic imperialism to ELL, by critically analyzing the policies, attitudes, and materials surrounding their student's education. To achieve this, ELT should be looking at the influence of L1 dominant groups in language related aid and questioning if their curriculum is serving their learner's need. Previous research on colonial communities notes how the local people began to question the presence of English education and its influence on their cultural identity, which allowed them to mold their language learning to their specific needs and preserve their vernacular and native communication norms. (Canagarajah, 1999) With the support of this research and their teachers, ELL can have greater control over their language learning.

Assessment of ELT Policies and Recommendations

Participants of the questionnaire responded to a series of statements that reflected their opinion on general education experiences and foreign language acquisition. The average scores of their responses to statements coded under the theme of school curriculum are depicted in Table 5 below.

Table 5. Average scores on statements of education and foreign language acquisition

Questionnaire Statement #	Average Score
1) *I always understood my teachers in the classroom.*	4.6
2) *I felt supported by my teachers.*	4.3
3) *I felt like my teachers valued my understanding.*	4.1
4) *I felt like my teachers were interested in how well I was learning.*	4.2
7) *The lessons and materials I received in school fit my needs.*	4.2
8) *Knowledge of other languages was encouraged in the classroom.*	2.6
9) *I learned about other global cultures in school.*	3.5
10) *I felt confident in my reading skills in the classroom*	4.7
11) *I felt confident in my writing skills in the classroom.*	4.4
12) *I felt confident in my speaking skills in the classroom.*	4.4
14) *I felt like an outsider in the classroom.*	1.8
35) *It is important to understand other cultures when learning a language.*	4.9

Looking at the data provided in Table 5, there was a general agreement among participants that they had positive relationships with their teachers and the materials provided to them in the classroom suited their needs. The significance of this data is that

one of the two non-native English-speaking participants disagreed with statements 2 and 3, while the other agreed. These two non-native English speakers also contrasted on statement 14 with the initial participant strongly agreeing that they felt like an outsider in the classroom, while the other disagreed once again. This data is correlated to a response from interview participant ID #4 who stated that their negative experience with English as a child affected their future language learning experience, which is validated by other responses from interview participants that said their students had similar negative experiences. What this information shows is that a variety of attitudes towards English language learning is to be expected from non-native speakers and it is, therefore, the educator's responsibility to understand the complexity of their students' motivations in the classroom, so they can better meet their educational needs.

Because of the interview participants' experience in ELT, their responses provide recommendations for English language learning environments that are constructed from previous knowledge and education. First, the importance of English immersion in the classroom is noted by four of the participants, who recommend it as an aid to the learner's exposure to English and a way to improve their overall linguistic skills. It is important, however, to recognize that this is not to contradict previous recommendations of allowing foreign accents and indigenous vernacular during the learning process. Rather, English language teachers should adopt a "multilingual education" (Schmitz, 2014, p. 385) between the extremes of an "English-only" education that would diminish the learner's native identity and a lack of exposure to English that fails to provide the ELL with a global communicative tool. In proper foreign language education, the goal is to provide learners with communication skills that connect to real-life conversations.

(Phillipson, 1997) Responses from multiple interview participants support this claim as ID #6 specifically advocates for a "communicative approach" that gets students talking practically. In their opinion, this allows them to learn from discussions with classmates and build their confidence in making mistakes. One participant noted how traditional methodology in language learning was too centered on grammar and translation, which increased students' knowledge of English but not how to use it in conversation. Therefore, with increased communication in the classroom, the students can have more exposure to spontaneous conversations and improve their listening skills, which participants indicate as a priority in foreign language learning. Another significant finding from the interviews is how multiple participants brought up the culture in Spain against making mistakes. As this can clearly affect the classroom environment, teachers should work on breaking down this barrier within their students, specifically those who are native Spanish speakers.

Another recommendation by the interview participants that aids ELL exposure to realistic English use is through *authentic* native English material. An example of authentic material would be listening to a real conversation between two native English speakers, rather than appropriated source material from Western agencies, or a video of an English speaker that includes examples of dialectical variations or accents. By including other World Englishes that learners may have connections to as part of the ELT curriculum, it resists the hegemony that "standard English" ELT policies impose on ELL, since it can lead to students associating their cultural identity with inferiority and in turn, corrupt their learning experience. (Canagarajah, 1999) If English language teachers empower their students with the knowledge that they bring to the classroom, understand

their motivations, and immerse them in English and authentic material, with exceptions for accents and dialectical differences, they can create an effective multilingual education that preserves their students' cultural identity.

CHAPTER VI: CONCLUSION

Due to the colonial history of English, this research began with a chronological overview of how the language was able to globalize to the magnitude of speakers seen in Kachru's three-circle model. (Kachru, 1990) Along with influences from mass communication systems, this paper examined the effects of foreign language acquisition on non-native English speakers within English language teaching (ELT) environments. This information can be used to describe trends of global English expansion and imperialism while also aiding foreign language educators with a standard of curricula that will maintain the ELL native L1 identity.

In the reviewed literature, multiple examples of positive and resistant feelings toward the acquisition of English among non-native speakers can be recognized. (Canagarajah, 1999) Previous research and cultural studies also define numerous ways in which an individual can be influenced or externally motivated, to acquire English including their family, politics, mass media, technology, and classroom instruction (Canagarajah, 1999; Crystal, 2003; Duff, 2005). As the literature revealed how changes in political and global influences can affect policies on language learning, the questionnaires and interviews were designed for participants to offer their opinion on globalized English dialects, influences in language acquisition, and other external experiences as they may reflect or explain current ELT standards. Specifically, the interview responses from English language teachers give insight into the effects that current curricula can have on English language learners (ELL) and changes in the educational setting that could create a more positive learning experience and provide them with a greater communicative tool for the global market.

The results of the study were able to answer previously stated research questions on English dialectical variations, the influence of cultural studies on ELT policies and ELL, how foreign language acquisition affects trends of language expansion, and improvements that can be made to current ELT curriculum which better serve the learner's needs. The major findings from the data and reviewed literature reflect an educational policy that recognizes the significance of English dialectical varieties since the history of English's globalization was a major stimulus to the unique cultural and linguistic identities of these speakers and does not reject these differences as it would further the linguistic imperialism of English (Canagarajah, 1999; Kachru, 1990; Schmitz, 2014). Another recommendation resulting from this study is to emphasize cultural studies in foreign language learning that acknowledge the cultural systems and previous English experiences ELL may bring into the classroom, as it can help to understand their motivations, which allows educators to provide them with the proper tools for their future linguistic environments (Duff, 2005; Phillipson, 1997; Canagarajah, 1999). The results from this study also imply a *critical* use of English when addressing the needs of ELL, as a variety of motivations can alter their attitudes toward foreign language acquisition and classroom instruction. (Canagarajah, 1999) Positive motivations for non-native speaker's language acquisition that were identified in this study, typically from the influence of mass media and access to the internet, help to explain the endurance of ELT and linguistic imperialism in Outer Circle nations (Kachru, 1990; Canagarajah, 1999). However, negative motivations, which can be seen in the interview responses, may be the result of previous ELT experiences, and the recognition of these learners' mindsets could aid educators in evaluating their instruction methods.

Finally, the value of this study for native English speakers, or those without experience in foreign language learning, is that it highlights the hegemony of English that may not be recognized from a native perspective, giving readers a newfound understanding into the dynamics of social communication with non-native speakers, the typical perception of foreign languages by L1 standards, and insight into the many influences surrounding English language acquisition. As responses of the questionnaire mostly reflect a native-English speaking perspective, the results can provide an image of how English and foreign languages are seen in L1 nations. However, the contrasting perspective can be seen from the results of the interviews, as the participants were all non-native English speakers who had experience in ELL. Both ELL and ELT have the responsibility to expose the hegemonic history of English and how it has persisted, so together they can alter their learning environment towards a more inclusive experience that no longer advances the effects of linguistic imperialism.

Limitations of the current study

An important aspect of holistic research is understanding the limitations of the current study in reference to its data collection, literature, and overall findings. Looking at the demographics of the data, the majority of participants in the sample for the questionnaire were native English speakers. While this gives adequate insight into the L1 perspective on foreign language learning, it would be an improvement to the study to have a more diverse sample, specifically with more non-native speakers of English. The sample may also be considered as a smaller size and having a larger sample would potentially alter the findings of the study or alternatively, further strengthen the results. A limitation to the data collection was only having two forms of data and by including

another form of collection, for example, including an ethnographic study, it could provide triangulated data that is typically seen as more validated to the research community. The data collected during the study was coded to analyze themes among the results. However, a limitation to this could be the way in which the results were assessed and a different, or more in-depth, version of assessment may yield altered results. Finally, while this study has attempted to create a curriculum that can better serve the population of non-native English language learners, it is limited in its consideration of proper tools for speakers with disabilities and their specific linguistic needs.

Recommendations for further research

Further research on this topic could expand on the limitations of the current study and advance the research findings. First, another study may be done with a larger sample size to include a broader demographic, while still collecting data surrounding foreign language learning. This may be accomplished through broader means of recruitment, a larger team for data collection, and/or a different survey design. Another aspect of the study that was not fully considered was the influence of Latin American countries that speak Portuguese and how their history may contrast other L1 countries but have a similar culture to the communities of Spanish speakers. These countries would be considered L3 where English is learned as a foreign language, so those perspectives were explored in the study, but future research would be telling of the impact that English hegemony has on ELL from these countries.

The final recommendation that can be made for further research would be the addition of an ethnographic study in ELT classrooms in L1 nations, Spanish-speaking communities in predominantly English-speaking countries, and/or English language

learning experiences in L2 communities. While this form of data collection would add a greater amount of labor for the researcher, having a third source of data to compare against the results of the questionnaires and interviews would both add a greater significance to the study and further validate the findings

APPENDIX A: GLOSSARY OF ABBREVIATIONS & TERMS

Term	Definition
Critical Pedagogy	In terms of foreign language education and intercultural communications/interactions, critical pedagogy (CP) is defined as educators "addressing radical concerns, the abuses of power in intercultural contexts, in the acquisition of languages and in their circulation" (Phipps & Guilherme, 2004, p. 1). Another explanation is that this perspective in foreign language education can better serve learners' "challenges, aspirations, and interests more effectively" (Canagarajah, 1999, p.17).
EFL	***English as a Foreign Language*** - EFL is typically seen in Kachru's model of the L3 Expanding Circle, including countries like China and Brazil, who study English as a foreign language with less societal influence than seen in L1 and L2 circles because they lack the history of English colonization. (Kachru, 1990); Users of EFL also have more variety in their dialects because they allow more "local realizations as well as extensive use of accommodation strategies and code-switching" (Anderson & Corbett, 2009, p. 414).
EIL	***English as an International Language*** - EIL is defined by the history of English spreading through colonial expansion and "Anglo-American imperialism" that "indirectly favor the linguistic imperialism of English over the vernaculars in periphery communities" (Canagarajah, 1999, pp.76-77); With its present influence in global markets, EIL is due to this globalization of English acquisition and the "need for a language of wider communication with multinational commercial enterprises" (Canagarajah, 1999, p. 82).
ELL	***English Language Learners/Learning*** - ELL can be defined as students that are learning English and the process of language learning that is experienced by non-native speakers. The importance of this group of language learners is that they make up the majority of English speakers, as research in 2016 showed that more than 70% of English speakers were non-native. (Taguchi & Ishihara, 2018)
ESL/TESL	***English as a Second Language/Teachers of English as a Second Language*** – English is globally taught as a second language in a variety of programs that may be integrated with their mainstream classroom education. (Duff, 2005) Kachru's three-circle model explains that the L2 Outer Circle contains the majority of ESL speakers, with most

	learners of ESL being bi- or multilingual that are non-native English speakers. (Kachru, 1990) In the L1 Inner Circle, research on ESL courses taught in native-English communities "emphasize the importance of affirming students' cultural backgrounds and building on their existing knowledge" (Duff, 2005, p. 52).
Hegemony	Hegemony can be defined as a synonym for dominance, as it typically is used in terms of one dominant social group over another. During this study, hegemony can be seen through the comparison of "standard English" to the dialectical variations of ethnic minorities, or British colonial powers to periphery communities.
Lingua Franca/ELF	*English as Lingua Franca* – Previous researchers have understood ELF as "an umbrella term that encompasses all types of communication among bilingual users of English in the Expanding Circle" (Anderson & Corbett, 2009, p. 414).

APPENDIX B: TRANSCRIPT OF QUESTIONNAIRE

This questionnaire was provided to participants through an online link and was available in an English or Spanish translation. The following is a transcript of the questions included in the English translation of the questionnaire which is preceded by statements of the research's purpose, benefits, and risks as required by the Institutional Review Board that can be seen in Appendix D.

<u>Demographic Information</u>

By clicking the box below, I give my consent to participate in this research project. If you do not wish to participate in this study, please close your browser now.
    a. Yes, I consent to participate.

What is your age?
    a. (18-24)
    b. (25-34)
    c. (35-44)
    d. (45-54)
    e. (55-64)
    f. (65+)

Are you of Hispanic, Latino, or Spanish origin?
    a. Yes
    b. No

How would you describe your racial identity? (*Mark all that apply*)
    a. White
    b. Black/African American
    c. Asian
    d. American Indian or Alaska Native
    e. Native Hawaiian or Pacific Islander
    f. Other: _____

What is your gender identity?
    a. Male
    b. Female
    c. Nonbinary/Other
    d. Prefer Not to Respond

Which answer best describes your region of birth?
    a. Northeastern United States

b. Southeastern United States
c. Northwest United States
d. Southwest United States
e. Outside of the United States
f. Other (e.g. military base outside the US): _____

Is this the same region where you spent your primary school years? *(If no, specify the region below)*
a. Open response option

Did you immigrate to the United States? If yes, at what age did you immigrate?
a. Open response option

What is the highest degree or level of school that you have completed?
(*If currently in school, indicate the highest degree you have received up to this point*)
a. Less than a high school diploma
b. High school degree or equivalent (e.g. GED)
c. Some college credit with no degree
d. Associate degree (e.g. AA, AS)
e. Bachelor's degree (e.g. BA, BS)
f. Master's degree (e.g. MA, MS, MEd)
g. Professional Degree (e.g. MD, DDS, DVM)
h. Doctorate (e.g. PhD, EdD)
i. Other: _____

Which option best describes your household income?
a. Less than $20,000
b. $20,000 to $45,0000
c. $46,000 to $74,999
d. $75,000 to $99,999
e. Over $100,000

Media/Arts/Literature
What form(s) of media do you have access to? *Check all that apply.*
a. Television
b. Computer
c. Internet
d. Social Media (Twitter, Facebook, Instagram, etc.)
e. Radio/Podcasts
f. Newspapers/Magazines
g. Films
h. Books

On average, how much time do you spend engaging with these forms of media each day?

Media includes: television, computer, internet, social media, radio/podcasts, newspapers/magazines, films, and books

a. Television
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
b. Computer
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
c. Internet
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
d. Social Media (Twitter, Facebook, Instagram, etc.)
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
e. Radio/Podcasts
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
f. Newspapers/Magazines
  i. Less than 30 minutes
  ii. 1-2 hours
  iii. 3-5 hours
  iv. 6-8 hours
  v. More than 8 hours
  vi. N/A
g. Films/Movies

      i. Less than 30 minutes
      ii. 1-2 hours
      iii. 3-5 hours
      iv. 6-8 hours
      v. More than 8 hours
      vi. N/A
    h. Books
      i. Less than 30 minutes
      ii. 1-2 hours
      iii. 3-5 hours
      iv. 6-8 hours
      v. More than 8 hours
      vi. N/A

<div align="center">Language Use</div>

What is your first native language?
    a. English
    b. Spanish
    c. Other: _____

Besides your primary language, do you fluently speak any other languages?
    a. Yes
    b. No

If you answered yes to the previous question, what other languages do you speak? If none, skip this question.
    a. Open response option

What language do you speak at home?
    a. English
    b. Spanish
    c. Other: _____

Indicate the language that you typically use with each of the following groups:
    a. Parents/Guardians
      i. English
      ii. Spanish
      iii. N/A
      iv. Other: _____
    b. Siblings
      i. English
      ii. Spanish
      iii. N/A
      iv. Other: _____
    c. Friends
      i. English

ii. Spanish
        iii. N/A
        iv. Other: _____
    d. Classroom Peers
        i. English
        ii. Spanish
        iii. N/A
        iv. Other: _____
    e. Co-workers
        i. English
        ii. Spanish
        iii. N/A
        iv. Other: _____

The following section will ask questions on classroom behaviors, general communicative abilities, and social interactions outside of the school and home setting. Classroom behaviors and settings refer to primary school settings. *Select the number in each answer that best represents your level of agreement to the following statements.*

1 = Strongly Disagree / **2** = Disagree / **3** = Neutral / **4** = Agree / **5** = Strongly Agree

1. I always understood my teachers in the classroom.
        1   2   3   4   5
2. I felt supported by my teachers.
        1   2   3   4   5
3. I felt like my teachers valued my understanding.
        1   2   3   4   5
4. I felt like my teachers were interested in how well I was learning.
        1   2   3   4   5
5. I felt comfortable initiating conversations with my classmates.
        1   2   3   4   5
6. I felt comfortable initiating conversations with my teachers.
        1   2   3   4   5
7. The lessons and materials I received in school fit my needs.
        1   2   3   4   5
8. Knowledge of other languages was encouraged in the classroom.
        1   2   3   4   5
9. I learned about other global cultures in school.
        1   2   3   4   5
10. I felt confident in my reading skills in the classroom
        1   2   3   4   5
11. I felt confident in my writing skills in the classroom.
        1   2   3   4   5
12. I felt confident in my speaking skills in the classroom.
        1   2   3   4   5
13. Sometimes I felt burnout or fatigued trying to understand my teacher.

1   2   3   4   5

14. I felt like an outsider in the classroom.

1   2   3   4   5

15. I made friends easily in school.

1   2   3   4   5

16. I experienced discrimination in the school setting due to my native language.

1   2   3   4   5

17. It is easy to find a job speaking my native language.

1   2   3   4   5

18. I feel confident in my ability to interview for a job.

1   2   3   4   5

19. I feel supported in my work environment.

1   2   3   4   5

20. It is easy to make friends in my work environment.

1   2   3   4   5

21. I feel comfortable initiating conversations with my coworkers.

1   2   3   4   5

22. My language skills hold me back from further advancing in my job.

1   2   3   4   5

23. It is necessary to be able to speak English at my job.

1   2   3   4   5

24. It is a positive characteristic to know a language other than English at my job.

1   2   3   4   5

25. Most of my coworkers speak English.

1   2   3   4   5

26. I felt understood by my coworkers.

1   2   3   4   5

27. I experienced discrimination in the work setting due to my native language.

1   2   3   4   5

28. I feel confident in my ability to start a conversation with strangers.

1   2   3   4   5

29. I find it difficult to ask for help from others in my native language.

1   2   3   4   5

30. I feel ashamed about my native language.

1   2   3   4   5

31. It would be difficult to help someone who spoke another language than me.

1   2   3   4   5

32. Knowing English is an asset for communication.

1   2   3   4   5

33. There are opportunities I would miss if I didn't speak English.

1   2   3   4   5

34. I want to learn other languages.
     1   2   3   4   5
35. It is important to understand other cultures when learning a language.
     1   2   3   4   5
36. Learning another language would diminish my native language skills.
     1   2   3   4   5
37. The language of the world is English.
     1   2   3   4   5

APPENDIX C: INTERVIEW QUESTIONS

Below is a list of the questions that guided interviews with participants in English and Spanish translations:

1. What is your name, native language and where are you from?

2. How were you first introduced to English?

3. Did any form of media influence your English acquisition (movies, books, television, news, etc.)?

4. Do you have any experience with English language teaching, speech therapy, and/or accent reduction?

5. Have you ever experienced any negative reactions or biases due to your native language?

6. Would you say you have a negative or positive association with the English language?

7. Do you believe knowledge of English is necessary for entrance into the global market?

1. ¿Cómo te llamas, tu lengua materna y de dónde eres?

2. ¿Cómo te introdujeron por primera vez en el inglés?

3. ¿Alguna forma de media influyó en su adquisición del inglés (películas, libros, televisión, noticias, etc.)?

4. ¿Tiene alguna experiencia con la enseñanza del idioma inglés, la terapia del habla y / o la reducción de acento?

5. ¿Ha experimentado alguna vez reacciones o prejuicios negativos debido a su lengua materna?

6. ¿Dirías que tienes una asociación negativa o positiva con el idioma inglés?

7. ¿Crees que el conocimiento del inglés es necesario para entrar en el mercado global?

APPENDIX D: INTERVIEW TRANSCRIPTS

D.1 - Interview with ID #1

(I = Interviewer; R1 = Respondent)

I: So you can start with how you've started learning English and your experience growing up. Did you like learning it or did you not? Did you learn any other languages?

R1: I'm from Jerez de la Frontera in Cádiz, Spain. Back in my day we used to start learning English in third grade. We were 8..9? It is nowadays different, they start way earlier. I started English then and I liked it right away I have to say. I was one of those kids that said "I want to be an English teacher?" and I am currently.

I: So it worked out?

R1: Yeah, I didn't change my mind. But I really enjoyed it then I continued to have English courses in high school till I graduated. I also had private English lessons because my parents wanted me to know English. Then when I went to university, I started majoring in English. I've been abroad a few times. For the first time abroad, I went to New York and Long Island for a month when I was 17.

I: Were you by yourself?

R1: Yeah I was with my relatives, but I did the whole trip by myself because I was really stubborn. I think then I started to think more clear about wanting to start English at university, so I enjoyed having that experience beforehand. Then, I went to London with a scholarship for 2 weeks and Ireland for 3 weeks. I did an exchange as well and lived in London for nine months and I learned a lot. That's kind of my learning.

I: Was it more of a British English that you always learned as well?

R1: Yeah. Definitely, here in Europe teachers have that in mind, the British accent and all that. We have more contact from the British culture anyways. Although, we are very familiar with Americans because who isn't?

I: Yes exactly.

R1: But I remember that I had British teachers and teachers with British accents. I did have a British accent when I lived in London, but you can't survive in Hattiesburg for 2 years having a British accent. So it just reached this Southern...sometimes hussy English - my thing! But yeah, I definitely had a really big British influence.

I: Yeah, a lot of people assume that American English is what is being globalized when really a lot of that main influence mainly came from Britain. I always assumed whenever I was looking at this, that the economic power of these countries is what was driving the language growth, but I've also noticed the influence from media and culture, like movies. Did any cultural media on television or music influence your learning at all?

R1: Definitely. I've watched English movies my entire life, in Spanish dub, but then you have that contact with the culture. Music was really popular, back in my day we had the Spice Girls, Backstreet Boys. Well, we were encouraged to look up the lyrics and you

learn in English in school and you're curious about it, well you look it up. Or if you know some words, that's a driving motivation I guess. You know, monuments and all that, you always want to go see the Empire State Building or Big Ben. Like, Harry Potter when we were kids was really popular too. I remember all those things and I think everyone knows the stereotypes, like "drinking tea". A huge cultural impact in my life was when I watched Matilda and I remember I was very young when I watched it the first time and I was so excited when she cooked pancakes. It was riveting for me, I wanted to have those and I remember my dad looking for a place in Jerez that would sell pancakes.

I: So y'all don't have pancakes here?

R1: No, not like American pancakes. We have crepes maybe but it's not part of our cultural food, like Spanish food. We maybe would be more familiar with those, but pancakes with the maple syrup and all that was really amazing. And we found a place in Jerez where we would go eat pancakes, so that's part of the cultural influence in food.

I: Yes, different things like that. Well lastly, I know you're getting into English language teaching and things like that as well. So, have you seen anything that is helpful to your students as a language teacher to help them absorb the language or things from when you learned that you would want to fix?

R1: I always try to stay in the target language as much as possible and as much as they let me to. Because I think that's cool to be immersed in the classroom and I always try to share with them my experiences. I remember when I taught Spanish in Hattiesburg, I always tried to share with them my story and they seemed really interested there. When you're telling them your personal information, they will be paying attention.

I: Oh yes, people love to hear about their teachers.

R1: So, I use that kind of when I teach English here, I tell them about my experience in the U.S. and I always try to find topics that motivate them and activities that will encourage them to talk. Just try to make it fun so at least they have fun. But it depends, because sometimes staying in the target language doesn't seem to help them because they get frustrated so I also try to encourage confidence with a safe space where we don't laugh at each other's mistakes - just relax. But sometimes it difficult for students to let the English speaking vehicle go and have fun, so I try to stay in the target language.

I: Yeah, sometimes they can have that anxiety or that nervousness not wanting to make a mistake or not wanting to mess up. That's something I think I've learned is just letting people know it's okay to mess up and make mistakes.

R1: I always try to say things like if someone has a question, or if their trying to encourage their other classmates to answer a question, you know help your classmate. Where it makes them feel like they're not going to be humiliated and let that feeling go.

I: Yeah, it can make people not want to speak and not want to learn so they just shut down and feel embarrassed.

R1: I also tell them that I didn't know English, so if I can you can. They always look at me like "huh" but it's true. It's the way I feel it and the way I try to make them feel.

I: Yeah, it's difficult to learn a language, but not impossible. It just takes a lot of work.

R1: Yeah I think if they respect you, that's a plus. Like with the respect that you've learned other languages and you empathize with them, they're going to feel more supported in a way. Hopefully, I mean there are others that don't care. Before we took up our students we always think about all the fantastic things that we're going to do with them, but then you come to the classroom and they're not going to engage because they don't want to and it's tough. So, I come up with things that are going to engage them or instill in them the things you want to teach them.

I: There's definitely always a few that aren't going to. Depends on the day, depends on the student.

R1: Depends on the class. It is very important to have a positive class environment, because you can have a bad day but if you really like your English class, you're going to be there and maybe at the end of the class you feel like your vibe is different. I don't know.

I: Well, I appreciate it. I think there was one more thing I wanted to ask you. Do you feel like English is essential for advancements in science and technology, like if you want to be a part of that field do you think English is essential for that? Just being the lingua franca? Or do you think there are ways to work around that?

R1: Yeah. I think it's essential for the most part. I mean I work in academia and I'm doing my PhD now and I'm writing it in English. So, I'm going to publish it later and the best journals in my field aren't in Spanish, so I'm going to have to work with English and many other fields it works the same way. So, of course if you want to give this ability to your work, you need to make it accessible to as many speakers as you can. English is nowadays the language vehicle for many speakers. So it is a tool to use. Of course, I love learning languages, as many languages as you learn, it is the best, but you can't graduate college without an English certificate here in Spain now, you cannot access a Master's, it is more required in job positions; it's just something that's in the current world.

I: Yeah, it's inevitable exactly.

R1: Apart from working and all of that, for me it's also a must to feel, at least curious, about a second language. English is the easiest one that we have around us so why not start there?

I: That's exactly what I've gotten from my research so when I talk to people it's nice to reaffirm what I've been studying. I want them to not feel that anxiety but to feel like they can go out in the world and understand English, but that it's just bilingualism and they don't have to lose their native identity.

R1: It's difficult depending on the context you're working with. I had some experience with Hispanic students, teenagers, in Hattiesburg that were learning English and I could see several issues that they have in their life. I guess it's different for me to teach Spanish students in Spain and all that, English as they have a motivation different to students of English in the country they are seeing it. Is those problems or issues with migrants, its

more complex than just teaching English but teaching English to ELL in an immersed context or a second language with a family that may not speak English that may not approve certain things, or may instill in their kids cultural values from other languages. I used to have a good friend of mine that had 5 kids and the first one spoke beautifully in Spanish. He was the one that communicated his mother as a translator to everyone, so that kid had to learn English to help his mother survive in a country that isn't hers. The second kid instead didn't speak really well Spanish, because mother's sometimes don't want their kids to learn the language because they had such a hard time learning English that they think it's better to know no Spanish and just be English speakers. I've experienced that and that was so shocking to me but I understand where they come from.

I: Yes, they don't want them to struggle with any of the things they had to.

R1: They have such a hard time and this girl because she was the second daughter, she was in a slow-talking class, she had these problems with Spanish and Hispanic culture. She was really integrating in the culture because the whole family was very Mexican, but at the same time she didn't speak the language so she had some personality issues and her English accent was weirdish, like it was a whole story. You could study each family like that. And how do you address that many student needs when have like 25 in a classroom?

I: That's something I also need to look at just how do you be individual when you have so many and you don't really time to be individualized structure to everyone? In a way maybe finding a way to help all of them at once in a different way.

R1: It's key that you know your student's situations a bit, and you try to connect with them in some way individually can create a different learner, but it's difficult in that context of Hispanic learners. And it's different in every context, so it's something important to think about. Yeah second language in the U.S. it's a pain. I remember I did service learning in high school in Hattiesburg and the ELL teacher didn't speak Spanish. He spoke only English and there were students in that class that didn't know any English. Some couldn't read, some couldn't write and that's a problem too, L1 literacy. Like how are you going to teach those kids English if they don't even know their writing in their first language? So you address those needs before even starting your role as an English teacher, it's important to know, this person doesn't know how to write properly so I'm going to have to work with him on his reading, or this other person is very shy because of their cultural background, so you have to kind of make my way to make your speech.

I: Yeah you kind have got to maneuver around certain things and just understand more things about somebody to be able to -

R1: And address their individual needs and learn about them and try to incorporate that into teaching and the time you have is limited, because teaching involves so much. It's so time consuming. I remember when I was in Hattiesburg, I used to think about classes all day long. Like I would prepare all my class materials and thinking about my students and

things that I could do to make them... - the whole time you're in teacher mode. You have to put an end to it at some point, because I always get involved and that's why I'm a teacher, but you need to know when you can do something and when you can't. We cannot forget we are people. I also use that to motivate my students. I can always tell, "I don't like English!"; I had a student this year – she didn't speak English and she wasn't intending to. Speaking not my thing- pass. I said you have a speaking test if you don't pass you fail. I couldn't go from there she was just not speaking English and that was tough to make her speak English. She used to say, "Nah, I don't like English." After I heard that, I said it's impossible that you don't like it. Do you like making new friends? Do you like traveling? Do you like knowing new things? Watching movies? Language takes it all like learning a second language is giving you double choices.

I: Opening your opportunities.

R1: Yeah! Doubling your chances to do whatever you want to do. So it's impossible that you don't like learning it. That's my answer.

I: Yes, some people I think just refuse to open up their mind. It's very hard to change people's mindset.

R1: "Second language – not my thing." But, it's everyone's thing because we all speak a language so it's not something you cannot do. You just need to work hard, practice, be patient, be good with yourself, and challenge yourself.

I: You just have to find a way to motivate them and then they will understand why it's important.

R1: It'll usually work when you give them things that they are interested in - a hot topic or current news.

D.2 - Interview with ID #2

(I = Interviewer; R2 = Respondent)

I: Well first we can start with your name, your native language and where you are from specifically.

R2: Okay, my name is [redacted], I am a teacher of English in the University of Cadiz, it was Spanish in the past. I studied the undergraduate degree here in the University of Cadiz, and I spent some time in Galway in Ireland, and internationally, in places of Ireland. That's basically my background, I more specialize in linguistics specifically and language policy. The way that we are trying to increase the culture of bilingualism in this nation.

I: Gotcha. Well, what has kind of driven you to want to help people be bilingual and that motivation for bilingualism?

R2: Yeah, actually there is a sort of boom in becoming bilingual since probably 2010 more or less, maybe some earlier. In which, the high schools and the secondary schools in Spain tried to cope with a methodology, which is trying to teach in a foreign language

other subjects which are not specific for that language. For example, mathematics, science, and so on and still my son who was 10 years old was participating in this kind of stuff who is learning now. Basically, it's a kind of integration and a kind of culturing being interested in learning a language that was the most interesting about that. This has changed a lot, the perception of studying the language, and how you get with it. Maybe, people get involved in learning a language in a more unconscious way or in the past.

I: That was one other thing that I've been looking at, is just the influence of how people learn English. Sometimes it can just be through media, like music, movies, or television. So, do you feel like media has an influence in English acquisition?

R2: Yeah, well actually there is a block. You can make a contrast between my generation, and the time when I started learning a language, and today, and in the past, I can remember that the teaching of a foreign language was too much center in grammar and translation. A very traditional methodology. Most Spanish students knew a lot about English but not how to use English in conversations and that was extremely frustrating because you ended after 10 years of studying English without the ability to speak a word or understanding lyrics. The few people that brought back the handicap was those that were interested actually in music and all that because you really wanted to understand the lyrics of songs. There is another which is the dubbing of films. In Spain, we dub all films and there is a huge culture of translating everything and that's make people lazy about the fact of learning a language, so that is changing a little bit that perception. Its very important today and it's something that I'm observing from my students is the presence of YouTube and YouTube in their lives. If they're really interested in one kind of content which is in English, they really go straight to it whether it is in English or not. They become more interested in coping with the content of it than we could in the past. So, that's a very big difference in the teaching, so the motivation comes from that and the access to the internet, which is extremely different.

I: That another thing, I don't want anyone who is learning English to feel like they don't know how to communicate in an authentic linguistic environment, so I want to try and make them feel confident in that way.

R2: That variation is extremely shocking. Especially because we try our first approach with the English from England and in England there are hundreds of different varieties and accents and it's very difficult to cope with the understanding if you actually authentic sources. It is very difficult. Something which has changed a lot and has provoked a big influence is the changing the way that teachers are teaching now. For example in the past, and in places not very long ago, maybe 10-12 ago, I used to teach English for computer engineering and the first question that I asked on their little survey at the beginning is, how many of you received most of their English in high school in English? I said, the teacher spoke to you in English that whole time, 1 or 2 hands were up. All of them received their English classes in Spanish so the explanation every input I've ever received for Spanish because they will still be explained. The aim is to finish this kettle

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of the contents about the grammar rather than giving them changing in the way that they, so how many of you did receive some listening exercising which the teacher played some kind of radio station, video, or something and you had to do something with the content of that? Okay from time to time, about 50% of people with their hands. Now, teachers are speaking in English in the classroom and this is a big difference, because this is provoking something important and actually the parents of the children are traveling around the world and they are watching in the first person that English is necessary to travel around the world. And there's a big change in the motivations. So, this little difference it's making a sort of synergy in the way that people are perceiving the ways to learn.

I: Yeah, that's something I've noticed too is that if they were learning French, but they were talking in their native language the whole time, it's a lot harder for them to learn whatever language it is because they're just depending upon that.

R2: There is still a sort of resistance and this year, for example, I'm in teaching English for people who are supposed to get into C1 level, which in the European framework means that I am a sort of advanced student and now I want to get some more expertise to write in newspapers so I have to register for formal English, so a person who has no high school studies in their native language basically speak with a B2, which is a lower level. But its more the native, and most of my students when they ask for a tutoring or something, the tendency is to write in Spanish or they come here and say, excuse me teacher can I explain this, in Spanish, and I say, no. You have to speak in English your level should cope with that challenge and now you have a problem. And this is something that people still don't understand. They have the motivation but there is still a block because, and this is part of the Spanish culture, people have panic to the mistake.

I: Yes, that's what I've heard.

R2: And this is something that you have to say the very first day in the classroom. As long as you show me your mistakes, I will be more helpful and your time here will be more profitable for your own training. So, try not to be explain or say or communicate something with the resources that you are very, very sure you can control. Try to say okay I'm going to use that expression if in this context, it would be suitable. Trying to change the mind is extremely impossible. "Okay, if I say this, then my clique will criticize me or think something wrong about me," and this is something I have to break. I always interview the very last day they have an interview to assess their speaking skills and at the very end of the formal interview, I do a little survey to them. "Oh, what do you think about the course now that the course is finished?" You tried to make speak out loud in the classroom with so many people and many of us do not feel very comfortable with that situation and they tend not to come or try to get a by. Okay, well one day you will become a teacher of English and you will have to speak to many students so -

I: Why not start now?

R2: Exactly. That's a big change and a big challenge.

I: So, do you have any experience with your English acquisition that you feel has helped you as a teacher? Or what was sort of your experience with learning English and just acquiring it as a language?

R2: I always try to not only to compare my own experience learning English to prevent some kind of challenge in the classroom but also, I try always to be studying a foreign language on my own. I actually speak French, German, Italian, and Japanese in different degrees of proficiency. But I try to get familiar with it at different levels so that I can be challenged in different levels according to what my students may face. That's very important. And yes, exactly. One of the things that really scary is about listening. Listening is the first skill you have to train in a foreign language. So you have to get familiar with listening then with reading and in different degrees you start using speaking and then writing. That's more or less the level, but the very first stages you have to get a lot of listening, so listening shouldn't be a problem when you're advanced because it's a skill that you're very familiar with but that's not always the case. I don't know how far still that scare to make mistakes is playing a role here, but people do not get familiar with listening even if they don't study. For example, I always say to them, listen to films in the original language even though you need subtitles to follow it. But there is a sort of resistance even in my family, I have to insist a lot to put the movie into English. "Dad, please can you put it in dubbing? I don't understand." You don't understand the very beginning. There is sort of 2 ways of getting familiar with listening. One is the passive listening, which is I get familiar with the music, with the intonation, even though I don't understand a word. So, they already have to be in the background, and it doesn't matter if you don't understand. Then, there is the listening, the kind of exercises that you do to understand are specific pieces, which is shorter in time, 2-3 minutes, sometimes they are little bit adapted to the level of the students, so there's an exercise for that. But the other is an authentic material and both have 2 in one moment meet and then the fluency in listening emerges. This is something the student doesn't understand, so for me it was very helpful in my own experience to discover that and it's something that I try to put on the desk of my students. So, I put forward some podcasts, but don't worry about that. The first aim is what is this talking about? Try to make a list of ideas that you have an intuition about what it. The mind, if you don't understand all the words, all the expressions, even if you are doubting about the likelihood of that idea, its actually correct. Again, this is a very striking thing and my experience in that is finding those things that are not in the classroom, but which were very helpful in breaking the barrier that I have to speak English.

I: Yeah, that mental barrier is like the biggest thing, to be able to start filling them with knowledge you have to break it down first so they can absorb more.

R2: And I can remember my first experience in Galway and I took a taxi, a cab I don't know how you say it.

I: Taxi. Yeah, I say taxi.

R2: I took a taxi, and the taxi driver was very talkative and I couldn't understand a single word. I was really scared. I'm at a very advanced level now and I can't understand this guy, anything. I went to the BnB that I did for the first week and there was an old lady and whenever I tried to speak to her, she couldn't understand me and so, I was like oh my god. There is something wrong about my intonation, then I discovered some days later that taxi driver spoke in a very peculiar way that those in Galway, and even people from other parts of Ireland, find it tough to understand and the lady was deaf. But the kind of challenge of that in which you have a barrier in there but you don't collapse because of that barrier you try to find something to solve the situation. It's the kind of things like that which are very important. And especially with your experience here, because your teachers in the states will speak a very different way than your teachers here. They speak very slowly, pausing, vocalizing everything in a sort of artificial way, but they don't reject our Spanish variation. This is very important for you to get familiar with something different. If you get taught the same way in the United States, traveling to Spain has no sense.

I: Exactly. And one of our teachers speaks a lot faster, and I think I had to get past this idea that I need to understand every single word that she's saying, and I was like I just need to get the idea and figure out that. So, I think that's helped me a lot too.

R2: Yeah, because teachers adapt to language in a very different way. Some of them understand that how fast they speak is transforming, not to change or not to get the pronunciation very far from the standard, and not that they grade the same criteria for that. How do you cope with the host family?

I: Due to covid, we aren't actually staying with them, but we really are missing out on that experience to be constantly submerged.

R2: That would be very shocking because a Spanish family will speak to you probably shouting because of the way to adapt their language. I would have been very shocked to see the contrast between your teacher and the families, but in a way there's many opportunities to interact because Cadiz people are all the time eager to speak to foreigners.

I: Yes, we've met a lot of really cool people just at shops or our waiters have been really nice, because obviously we are Americans so they will try to talk to us a little slower or adapt their speech to help us.

R2: Yes, and if you see a weird face, you think, I must have said something wild. "What did I say that was not right?" and that's a quicker way to learn anything. That's very good. Especially in Cadiz, the intonation is essential to change the purpose of the communication and one single expression can meet 10, 12 ways of intonation which means extremely different things. So that's a big challenge with the locals. And we have something in common with the English in the South of the United States that we shorten everything. It melds together many words in a shock, so if you're not very familiar with that its very…There is a video channel that I would recommend you to watch. I think

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he's from South Carolina, and he's a teacher of English in Jerez, which is 35 kilometers from here and he's from South Carolina. I was joking with the Spanish culture shock here and we got some very funny videos, some in English, some in Spanish, contrasting the kind of shock in culture, I say, and the changes, how he discovered new expressions in Spanish. It's extremely funny how they meld together. There is one of the videos which is one of the most famous because he was showing the national TV because they must have been covering it and I can remember my little people coming to the class, eating an ice cream this way and I asked her why are you coming so late? Where are you coming from? "Encabuela" I thought it was the name of a little village in the province of Cadiz because most of the names sound a very similar way. She says "En casa de abuela" What? Encabuela.

I: Ah, encabuela and you know, how would I ever understand that's a melting of all those words together? But I guess that's just part of being in the culture.

R2: In the same way that you grew up with people saying "Howyadoin?"

I: Howyadoin!

R2: Howyadoin.

I: So now I understand that it's probably so hard to understand, especially in the South, our English.

R2: That's one of the problems with the language teaching. Normally, you teach in a way that is not the way that it's spoken in the real world. So that kind of expression, is similar. Because if I'm teaching in my classes, "standard" English or "standard" Spanish, where is standard English and standard Spanish spoken? I can remember when I was young, they tried to use RP pronunciation, RC pronunciation, but RC pronunciation, the features is only spoken by the Queen of England and its very unlikely that I have the Queen of England in front of me to speak to. Or the BBC English, which is a more similar thing. Now teachers are trying to introduce this thing of different sources and make funny contrast between Australian, American, and English with the same expression and many videos with people making fun with that. Very good source. The standard Spanish here is only spoken in the North and the very middle, but you won't be able to understand 90% of the people in the World that speak Spanish. Its more profitable for you, if you get familiar with some kind of accent from South America and probably our accent which is a bridge between Spain and South America. In our speech we have features shared with Spain and South America, so it's like a summarizing of both. And that's more interesting, this is something that is not in the classroom and is very frustrating. So hopefully in the future, people will start using more authentic materials to make people easier access to the real understanding of things.

I: Yeah, see that's the other side of my thesis is talking about the globalization of English and how there is no one standard English because there's all these dialectal variations and you know Britain was colonizing these areas developing all these accents, so trying to figure out what is "standard" English and what is going to be the most helpful for people

to learn? Do they need to know that this is the exact way to speak something? And same with Spanish.

R2: I can remember being at Congress 5 years ago on language testing, about what kind of sources we have to use for testing, which were fair to test on the students. For example, you wouldn't use a piece of test taking from the wire because it's impossible to understand for anyone. So what kind of sources can we use to be fair with that? Try to use authentic materials so authentic materials which are not something created specifically for the test, but something that was created in the real world to infer about anything. Another question was, can we use foreign accents? I mean, non-native speakers with a high-level speaking proficiency and all the same? Yes. Because in the case of English specifically, 80% of the English spoken worldwide is by non-native speakers of English. The United States have 200 million inhabitants and there are quite many in England and some many in Australia, but English is spoken worldwide and people around Europe speak in English and in Africa and in Asia and you have to get familiar with those accents. An Indian person speaking in English, if the Indian influence is not too strong, it could be an ask, so yeah people are getting familiar with foreign accents to be used in the test because it's the real thing in the real world.

I: Yes, that's what I've looked at is that some people feel like they have to get rid of their accent, and part of it can stem from xenophobia and racism in the United States.

R2: I can find myself very resistant to the accent from Mississippi for example, and Texas is very difficult for me to understand especially when you get very nasal. That kind of accent is very, very difficult for me. But, this year in my classroom, I had 3 students that had American accents, very much from the South. Not the Meridian accents, not the kind of accents that you can find in New York or something. Reminds me more to George Bush, than to anyone in the North, and this is probably a clue that people have started using original sources, tv series.

I: Yes, and they learn wherever they're watching from.

R2: Exactly. YouTube and the kind of sources being used that's the kind of things that make you change that, but for me, which is my methodology, there are still certain accents that are very hard for me to understand. I cannot understand a word in the wire for example. It is something I have to watch with subtitles because I can't understand anything and it happens also with certain accents from the outskirts of big cities in England. Cockney and for example in Manchester, the workers neighborhood have a very tough and very difficult way of pronouncing that is hard to understand. In the North Newcastle cities, there's very difficult accents.

I: I guess if I were a teacher of English as a second language, I want them to know you don't have to perfectly speak, like you do need to pronounce certain things but you don't need to have a perfect English accent with no intonation of saying that you're foreign or whatever.

R2: Actually on the TV, when they come to Cadiz to interview people from some neighborhood, they subtitle in Spanish because of the accent and they speak very quickly and they over understand, they give information that's implied but they don't know that the other person doesn't need any extra information to be understood.

I: One more thing is just, do you feel like English is necessary for entrance into the global market?

R2: I'm preparing a research, which is actually about that. But actually, it's trying to study how English is important in the universities and in those here. What's the change and how people are changing their minds, and not concentrated in English degrees. In signs, marketing, and all the others, people are trying to do more things in English in their academic life. In order so they can project all their work globally. However, in the European Union, there is a policy that is trying to promote multilingualism. European Union is trying to make people learn more than 2 foreign languages because there are 35 official languages in the EU, so they don't want English to be the lingua franca in all of the contexts. So, that you more or less can access to the culture of other countries, even though you do not speak in a proficiency level, you can more or less communicate then get interested in the way of thinking. And it's collapsing these kind of things because I think that economical reasons are blocking that intention from the EU and people are studying English more and more and they're forgetting about other languages. Another big question is on England because they got out from the European union with the Brexit and there is now a big question of can we still be using English as a lingua franca actually for all the countries when one of the only members of English is out. Should we use English as a lingua franca anymore or should we invite other languages? French people are very sure that their language is trying to cope and is a language that is spoken in five continents as well, is trying to get the policy. Even Spanish is trying to promote their intention because South America is an emerging market and has a high potentially, economically, to invest so as far as we can get political stabilization in those countries, South America is a huge place for economical opportunities. So, people will get interested in learning Spanish to invest in that, because China is totally blocked. China has chosen very much from their own and some companies that invest in China are returning to Europe because they cannot trust in their future there. It doesn't seem that China will change in future politically, and it is the similar way that the U.S. have the big factories in Detroit and the factories start to move abroad because it was very expensive. Well, Europe is finding a similar situation and I think that South America is going to grow so probably French, Spanish, and maybe German because German is strong economically and it's like the center of Europe. Many countries use German very often, but these 3 languages are going to fight to have a higher importance in Europe than English. In my opinion, I think that this is not going to be successful because English is too much a lingua franca now and it's very difficult to make disappear so as far as this

multilingual policy succeeding, you can open again the discussions in 15, 20 years, but now I don't think English will have any danger of being displaced by other languages.

I: That's what I've been kind of reading too it's kind of about the economic and political power. Like English has made its way up there and until some big economic or political force makes that change, it'll probably stay as the lingua franca.

R2: The question is, now probably England is going to lose economical power with Brexit. I think their influences are very strong and it's a very important intellectual source so if you want to have a good training, England is still a very good source. But I don't know how long that's going to be lasting. This is going to slow down, and in the United States, the big question is how important other languages are going to take place in their daily life? So, it's like a bottom-up policy. If you go into a shop, it is very likely to find a Spanish person speaking Spanish and if you speak Spanish you don't have any kind of problem to be said. How far or how much this kind of movement is going to be generalized so that in the future speaking in English or Spanish wouldn't matter. So, you can use both languages. In that case, I think the importance of English might shift a little bit and I don't think it's going to disappear, but I think other languages will balance out their importance with English. So, the big question I think about the future is in the United States, so far. Because Australia has no kind of international role. It is a rich country, but has a very low influence worldwide. It's an island. England has a very big influence in Europe up to this moment and now with the Brexit we're wondering how this is going to be anymore, so Brexit is too close now we don't know how this will evolve in the future. I think that the economy will shrink a little bit in England. It's not going to be as important as in the past. I think probably France of course Germany and maybe Swedish and Norwegian will also take a role in the future as well. So, this will balance a little bit, I think. Ireland is concentrated on big companies and computers and Facebook and everything. It's like the Silicon Valley of Europe and this is interesting because of that. The other movement in the United States is a big difference. How important the bottom-up policies of other languages or these minorities, especially Spanish, Puerto Rican, Mexican, will get influence in the states and this is something that we have to observe from California, all the South, upwards. Because only the North is resistant, but even in New York you can observe a huge community of Spanish people speaking Spanish.

I: In like, the Washington Heights area it's like a whole Spanish community

R2: So, the role of that in 20 years, there is a report by the Institute de Cervantes, which is a Spanish reference worldwide that control and study the influence of Spanish and they say that in the 2050, in the United States, there will be more Spanish speakers than English speakers.

I: I would believe it from what I'm reading as well. The monolingualism will be the minority coming in the future because I think my generation wants to learn more as well

and people are coming here and the Spanish communities are growing, the influence is growing, there's less resistance to that, so I can see it.

R2: However, I believe there are more forces than that. It's not only economy because, for example, other youngsters study English because the content they find is very cool and they watch tv series from the United States they don't care about the economy. They do that because okay they can't wait till the dubbing, so it doesn't matter where the contents come from, they can watch it instantly. But the tendency is that whenever they watch everything in Spanish, they're eager to watch anything that comes next and the only way to do that is go to the parts of series that have not been dubbed yet. They go to the English which is in the United States but has not come to Spain yet. And they look on the internet for the new episodes and they say "yes because I wanted to finish that tv series from season number 5." Everything was in English, and they were eager for that. So, I don't think economy is everything. As far as you get culturally, the kind of how fashion it is. People listen to American music. Just try to listen to Spanish music or music that is done in Spain, but which is done in Spanish and is not Flamenco and they have two tendencies. One is the reggaeton, but the other this kind of music that did in the past, Britney Spears, Miley Cyrus, that kind of pop like Madonna. People are trying to imitate this, and this is something culturally and people want that, so its the capacity to create cultural thing that cools the world, that is another reason to study of English rather than other languages.

I: Yeah, it's more just human curiosity too. That's where I see the media influence too, emulating the Madonna and all that.

R2: Think about Russia before the invasion. Nobody studied Russian and with Russia you can travel around many other countries which can from the Soviet Union and there are other countries to which you can speak Russian language, but people don't get interested in Russia, why? "It's because it is a very difficult." Yeah, well it could be, but it is also very difficult Japanese, and there are many people getting interested in Japanese. Why do they study Japanese, which is further in the East and very far away, likely finding a Japanese person in Spain is lower, why? Because the cultural aspect of Japanese life is very cool. They want anime, they want music, they're getting very fashionable in the same way that Korea is getting popular. It's very unlikely that anyone will learn Korean because of the tv shows because this is only one factor, but with one factor, two factors, three, whenever you have five or six different factors, you get people interested in the language. So, I don't think English will be displaced because there are too many factors activated on that.

I: Technology and science and culture, yeah a lot.

R2: This movement of the population speaking Spanish and so on will shift into a sort of multilingualism but doesn't imply that people will get uninterested in studying English I don't think so.

I: That's exactly how my research howled me, so that's nice to validate what I've been researching.

R2: I personally fall in love with Ireland. I love Irish culture. Whenever I have a possibility to travel there and play some music with that, because the music and the kind of life they have in the country and family life and the pubs in the evenings and being so talkative with others. That kind of behavior made me interested in studying English. "I want to learn. I want to read Irish writers a little bit more." And that's the kind of thing for me that had no any kind of influence any economical thing, it's because the appeal to me is that kind of culture.

I: I feel that way about Spanish. I love the culture here and the emphasis on family, the walking in the streets, there's a lot I love about Spain that you cannot find in the U.S.

R2: However, academically this is different. I think English will displace any other language academically and in the future, probably most of the classes, it will take time. But in the universities, little by little, there will be more and more courses taught in English. Because it's trying to bring people from the United States to be interested in their research and the U.S. is extremely strong which is most important. Spanish universities are very interested to get some kind of communication with them so language is the first step for that. Academic language and even for me, if I write a paper and I want to publish it, if I write it in English, the impact I get is much higher than if I write it in Spanish. So, if I'm making the effort to write the paper, why not write it in English and get a better input and better result for my curriculum? So you finally write it in English and you finally write everything in English so I think academically, English will have hegemony, absolutely.

D.3 - Interview with ID #3

(I = Interviewer; R3 = Respondent)

I: So, I know you have had experience with accent reduction classes in the past. What was your motivation going into that? Are people usually trying to sound closer to the "standard" dialect?

R3: It's not really to sound more native or American or whatever. It's just that the English language has all these sounds that we don't have in Spanish, so it's difficult for us to produce them and actually to be aware of their existence sometimes. So I need to practice on that. I need to recognize where the sounds appear in words, which words, and how to pronounce them actually. That is one of the most difficult parts of English for Spanish speakers - pronunciation. We can handle the vocabulary and verb conjugations, all of that, except for a few things in grammar like phrases of verbs, those are tough as well. There are so many to memorize. Whereas the sounds, many times a difference in sound represents a different word you are using and the meaning. Sometimes, it can be

very embarrassing actually. So I just wanted to take the training to be able to, not master, but cope with the sounds and recognize and use them.

I: That's another thing I wanted to explore. It's weird to me that English is the dominant language, yet it is such a difficult language in itself, too. Italian, Spanish, French, those are all romance languages with Latin bases, so it's all very similar and easier to learn. Whereas, English is a powerful language that everyone has to know to be in a position of power in politics, but it's so difficult. It makes people feel bad if they are pronouncing things correctly. That's what I'm exploring - Why has it become this powerful language through a history of colonization, oppression, etc.?

R3: It's also a matter of how close the U.S. is to Latin America. It's very close and very powerful, but sometimes it's not only how powerful it is, but the cultural influence it has. I remember when I was growing up, in Columbia, we always listened to music - different genres of music. Especially music in Spanish, but we also listened, because we had radio stations and it is very powerful in Columbia, still to this day. We listened to the radio all the time and so there we were scanning radio stations while we played music in English. Not only music from the U.S., but from all parts of the world. England - when I was in high school years and years ago, we used to listen to the Beatles for example. And I learned a lot of vocabulary through the Beatles songs. I think it was because of the existence of these radio stations playing music in English all the time that a lot of us started to try and learn English so we could understand the songs. Actually, I think it is a cultural influence and then the movies started to appear. In Columbia, when I was growing up and when I went to see American movies or movies in other countries. The movie was in the original language and we had subtitles in Spanish. I think that's not the case anymore. I think they are dubbed in Spanish. But it was really good, and this is my opinion, because I wanted to learn English and finally French as well. To be listening to the language directly, and then yeah the subtitles in Spanish, that was okay. I think people started with movies to be interested in English or listening to music. It's the influence of music, the influence of movies, but it's not so much I would say a manner of how powerful the country is militarily. It's just an influence and we liked what the U.S. had to offer in terms of music. The influence was so great and for example, rock-n-roll, you actually have a whole version of music called "Rock in Español". It's a genre that was really powerful in the 60's, 70s, 80s so there were a bunch of rock groups from Argentina, Mexico, Spain that a lot of people used to listen to. Even to this day. Obviously, then it was pop music, Shakira and all of those people. And there is a famous singer in Columbia, Carlos Vives, he took traditional music from the Atlantic Coast and he made it more modern by adding more instruments and elements. Like using the electric guitar, flutes, and all of that and it sounds really nice. So young people were able to be exposed to this newer version of this traditional rhythm from the coast and it helped move young people towards this traditional music with modern instruments. But again, I could say that it is not about how powerful the country is, but it's just influence.

I: I think when I originally started this, people are learning English because America and England are these dominant countries with huge military influence and they want to be a part of it, but now I've started to realize a lot of it is just, we happen to be influenced by English and it slowly moves its way into the culture. Even for me, you said you tried to learn English by watching movies with the Spanish, and I've been trying to learn Spanish by watching Narcos. But it's definitely helped me learn more Spanish by seeing how it is in conversation rather than just vocabulary. It's better to see it be interacted with rather than just, this is how you say: "Soy de Estados Unidos".

R3: Obviously, because the U.S. is economically very powerful, very influential and so is England in many ways, so the world uses English as the lingua franca. And I guess if the most powerful nation on Earth economically was China in a few years, a lot of countries will introduce Chinese as a second language in the education system. I remember years ago, French used to be the language of diplomacy because of the importance of France in the wars and that's why English has a lot of French words. And you remember that at one point it was Latin. But we've certainly, and I'm talking about Columbia, had a lot of influence from Spanish speaking countries as well. And it's always been through television and music. We've had a huge influence from Mexico for example because of all of the movies they've produced throughout the years and TV programs and a lot of music. For example, in terms of music, it's so huge that we know in traditional Mexican music, there is the mariachi band with the Ranceras. There are several places in Columbia, like where I'm from and the capital where you can go and you find a way to pay for a Mariachi band to give your wife or mom a serenade. And it's extremely common to hire these people to serenade your mom for example. That's Mexican influence, see? We also have a lot of words that we learn from Mexican TV programs and movies that we currently use in Colombian Spanish. The same is true of Spain with the influence of Spain and television, we have adopted some words that they use. So, I would say the powerful thing here is culture, whether it's music, television, or film, that's where most of it comes from.

I: So, even if it wasn't English, but French that was being displayed on television and the music, then that would be what's seen. It's really what's being shown to everyone, what's being put in there. Also, I did have another question, did you have English courses when you were going through school? Did they teach you English at all growing up?

R3: They teach what is called "Modern Languages" which is just English and French. So when I was in high school, I took French and English classes. We had to.

I: That was another thing I was looking at. I know from my high school, we just had to take 2 language courses and that was it. We never had to take more and I was just looking in Europe, a lot of schools there will teach them English a lot because they know it is something that could be helpful for them. And I wish here in America, languages were taught to us more than your 2 classes and that's it. Everyone I know that has taken languages just knows like 5 words. However, a lot of people are ahead of us because they

are getting ahead by learning our language, due to the cultural or power influence of it, and I think that's another thing. Looking at the perspective of languages in America. It's kind of negative in this political climate where if you don't speak English or you have an accent, you're an immigrant, you're not from here. But in other countries it's a completely different climate. There are some areas in the U.S. like New York, San Francisco, that are cultural melting pots, but as a whole, it's not as welcoming of an environment compared to other countries outside the U.S.

R3: It's strange because of the proximity of Latin America to the U.S. It should be more open, at least, to the Spanish language.

I: Yeah, and we have so many people right here that are willing to share their culture with us. But instead, we put our culture on everybody else.

R3: And another thing I've noticed is that for some people in the U.S., Latin America is like a monolithic unit and for some reason these people think we all come from Mexico and we all eat tortillas and spicy food, but that's not true. I've been asked what city in Mexico I am from. But the reason is because kids are not exposed since they are little kids to other languages, except for many private schools that have Spanish classes.

I: Yeah, it depends on the school district you go to as well. And so for my thesis, I want my conclusion to be a way for English Language learners and ELT to better teach the language, so you can learn the whole culture of Spanish and that influence. Then for ELL, just figuring out the best way to teach it to them, so it is not hegemonic but culturally better for everyone is sort of my goal.

R3: I think in Latin America, there are different reasons to learn a language and you'll find people who want to learn English because they want to travel to the U.S. or other countries. There are people who learn it because they need it to work and also there are people like me who simply learned it because I liked it. And I had a good teacher too in high school. There is this distinction between instrumental motivation, which is work, travel, or an intrinsic motivation, which is just because you like it. But it's not the same reason for all people.

I: That's why I'm glad I talked to you because I want to get Spanish speakers' perspectives, and I am studying abroad this summer in Cádiz! I want to have people who only speak Spanish, people who are bilingual, or those in our group who only speak English.

R3: That's another thing that I think for Latin America in general, it is not well received when Americans refer to the U.S. as America because we are American as well. Just South America. We feel that the U.S. appropriated that word and now use it to describe themselves, but that shouldn't be the case. However, in Spain they refer to the U.S. as America and Americans. They don't care. But we do care because we are from America, as well. And obviously, you will find people in Latin America that they sort of admire the U.S. for what they have become as a country and as a nation. The creativity, the companies, the economic progress and all that, but at the same time a lot of people tend

not to like the Americans' influence in other countries. Like we hate when the U.S. is trying to tell people what to do in other countries. It's good when America is just trying to help a catastrophe or now with vaccines and all that, but it's another thing with the military getting involved, and trying to change things. So you will find a lot of people who disapprove of that.

D.4 - Interview with ID #4

(I = Interviewer; R4 = Respondent)
R4: I'm from Spain, originally. I've been in Hattiesburg for 7 years now, since 2014. Well, when I arrived here, my English was okay I guess. I took the TOFEL and got the grade that I needed to start the program and all that, but my second language after Spanish that I was first proficient in was French. So I understood English when I got here, but I wanted to reply to people in French. My speaking skills weren't really good and so then after having to work on my papers, speaking to my classmates, my professors, my English got better. But I wasn't really good at English when I was little and I didn't really like English, so when I started the program, I started mastering in teaching languages and I emphasized in English and French. I was always scared because my experience when I was little wasn't good. I always got passing grades, but I didn't get an excellent grade. So it was always very difficult to me but I was able to self-taught English because at school they always taught us, "I am", "you are", "make this little dialogue where you will present in front of the class" and we didn't know. I never heard my teacher speaking English so it was very difficult for me to see the role model, who never spoke English. Like how am I supposed to speak English if my role model doesn't. I never heard English except on those cassettes and all those things. But with French, it was a little bit different. I remember my mom telling me that she loved it and she learned French when she was little, so I wanted to be a little bit like that and learn French. So I learned French in school. There was also a field trip to France and I was able to get there and then, when I was in my first year of my career, of my degree, I had to take a language and of course I took French. It wasn't that I was super good at French either, but if I had to pick English or German that I didn't know anything about or any other languages that I didn't know, I was like well I prefer French. I don't know much but I think I will manage it well. I really liked the professor and so in Europe we have this program that is an exchange program among universities. So I went to Bordeaux in south France to study for one year. Well, I got a scholarship to do that so I knew one year before I enrolled in a public language school that we have, but it's an afternoon program. I enrolled in French and started in 101 French for one year and it was very helpful teaching me about phonetics and the pronunciation of sounds. And I really liked phonetics so I was like having a really good time. When I got there it was another story because I had 2 Italian roommates so I had to speak French because we couldn't understand each other. It is

similar when you know English and French, but it's more similar to Spanish, but if they speak very fast, it's very hard to understand what they say. But when i got there, it was like "oh my gosh" what is all that I learned for one year and freshman year, I don't know anything! That real life and real context showed me that I needed to learn French so I started watching movies every day after the university because I was able to understand better than I could express myself. But I got to learn French really well after that experience. I remember through that experience in France they had optional language classes you could take without enrolling in any credits or affecting your grade and depending on the point of the semester, it could be English 1 or English 2. I don't remember what English I took but my teacher was from London and I was very lost in that class. They were talking about questions and I couldn't understand what that was. I didn't have the vocabulary so I felt very bad. So all of my English experiences were very negative but my French was very good and so when I came back from that experience, I heard about an assistantship position, this opportunity here, and there was another in Massachusetts. So I applied and I didn't get it the first time, but the professor told me to apply next year because they already had their candidates but they really liked me. So during that year I started watching American TV shows and also I was awarded a scholarship to study for a week in Madrid, but I needed to be there the whole time. At that point, I was living in Madrid but I had to sleep there. I had my classes in the afternoon and for the meals we had conversation partners and they were all over the place. That experience wasn't bad, I really liked it and made a lot of friends, and my English was better at that point. I remember though my main picture was from Ireland and i remember when they did the placement test that he asked me: "Oh what are some of your favorite TV shows and all that?" and I said Sex in the City and I used to watch all these TV shows so my accent wasn't British but more European English. I got corrected on that but at that point, I was like yes I don't really care. I understand that's American English and I understand in Spanish I have my Southern accent and that is fine, I don't think I can teach another accent that is not mine, because I could do it for 5 minutes and forget that I'm speaking in Castilian or Madridian accent. But that experience went well for 1 week and then I came here. I was able to get the assistantship and I started for like a month studying on my own and focusing on the TOEFL book. Then I got the grad I needed to start, but I remember when I came here I only wanted to talk to people in French. Now it's the opposite, my French is getting worse because I'm not practicing it as much. So I'm studying French again.

I: I remember when I was learning Spanish in high school, she spoke Spanish the whole time we were there and I was confused but in the end I learned so much more, because I would have failed without it. But being immersed in that all the time made it a lot better. It's interesting that whatever you're immersed in is what you're going to pick up.

R4: Yeah for the experience I can say anything but everyone was very nice to me and they will speak something slowly, but sometimes they just spoke the way they spoke. It

was always a nice experience and discovering things about culture and just like surrounded by this place which is so different than where I'm from so it was always fun to my parents also and showing them around - looking at my mailbox and watching the movies! But it was always a good experience learning that way. It wasn't the same for French because I guess I had better luck because at that point my freshman year professor she spoke in French and also my other teacher in school spoke all the time in French and when I got there I felt lost, but I was able to pick it up really quick. I've started English for maybe 20 years and I still make the same mistakes and also I can't really remember by those exercises of writing a dialogue and getting up. I remember that I had a mind blowing moment here when I learned how to use those irregular verbs, they made us draw these charts but I didn't know how to pronounce them because my teacher never pronounced them. So then, I was like starting all these charts and during the exam I was *noise* you know all of that, but I didn't know why I had to learn that and when to use it you know. Then I learned, okay present-perfect and we don't use it that much you know. That tense is not really the one that we use to express past tense but it's mostly simple past. So, I learned all of that here, when I was here, because in my classes, I always remembered the same things. Like verb "Be" over and over and over and I never heard English and these kind of exercises representing, play role, the thing in front of the class, so it was very stressing and I don't even remember my English books really. I cannot remember, but I remember that strongly that I never heard English from my professors, so it was really hard for me to find or to feel motivated to speak it. Because I didn't really get it.

I: Yeah, you can't make that connection, so it's hard to you know put that in your memory bank. Like okay now I know how its expressed, I can keep it, but if you don't have that example, I can see what it looks like, but alright cool, we'll just move it over and I'll try the next thing.

R4: Yes, and for me I think I learned more just by myself because I was able to learn French so as a linguist, I really like all the phonetics, but I also like grammar you know. Kind of like, you say decomposing? Or like the changing or trying to visualize the grammar in Spanish and compare it to that grammar and see oh okay this doesn't make any sense in French or something. So, I knew the grammar in French and then I was able to understand better like English grammar. Then when I got here, it was better to, it wasn't that hard. It was that I was used to speaking French and I wanted to speak in French, but it wasn't that bad after all. Maybe I'm not really thankful to my teachers or something or it may sound harsh, but I don't think I have to really thank those teachers because -

I: They didn't really contribute to it, yeah.

R4: I don't really remember any contribution, so it's a long way, like we are like English and me, I never thought that I would be teaching English, because when I got here I said no no no - emphasis in Spanish and French, not English. Then I thought, why not?

Because I was so scared I didn't want to take those TESOL classes and it was like, I don't want do it. But, it was so interesting and I had so many good teachers and professors. I'm really glad that I decided to go that way and do it with the emphasis also in English. I really enjoyed those classes. My experience changed.

I: Now you have a good experience!

R4: Yes, and I hope I'm giving a good experience to my student too. We have, the majority of our students here speak Spanish and I feel proud that I never speak in Spanish to them. They also ask me, "Oh, but we want to hear your accent," because most of them are from Latin America and they want to hear my Spanish accent. Like, "I'm not gonna tell you! Once you leave the ELI, then when you start your degree and you're in the real life with your real assignments, and all those things, I will talk to you in Spanish. And I'm really proud to say that all the students are really surprised to hear me speak Spanish because I never speak Spanish to them. I mean I have a huge accent when I speak English, but I'm proud that it's not going to be, I don't want my students to be like I was. Because sometimes we only have like Panamanians in one class, and I never spoke Spanish to them either. We are not translating here. I don't know what *you* mean. What is that? I don't know that word or something. I don't understand what you mean, like don't translate in this class. We are here to learn the language not to translate, but to try to get what's going on and how do you say this? And what do they call that? Or you know things like that. But I was very traumatized by that experience like never hearing the language and it's like that's not real life. Language is spoken first of all.

I: Yes, it's a communicative device, like it's all about being spoken and used for conversation and getting throughout our day.

R4: Yes, so more than anything else. Then we learn how to write it and everything but it's not that we need to write or translate. Sometimes when I see my students with their phone like trying to translate, I'm like no no don't translate! I like charades and I love google images so I type whatever it is and it will show them what is so when things are easier I can show them. We are talking about, I don't know, peace, or something like that, love...

I: Like abstract things?

R4: Yes, that is a little more difficult but you can still imitate things, like I love my family, I care for my family. Or other verbs, things like that you can get around give them more verbs, more vocabulary, more things for them to be able to go ahead and be independent, on their own. But I was never independent, I was always depending on what my teachers asked me to do and I was always shaking, like what is he or she going to ask me now? I am lost here and I don't have a clue. The other thing was that I didn't really see the importance of learning English. Everyone spoke Spanish in Spain and well, I got one person, one type, for example that tried to speak in English and I said no no I don't understand. I wasn't able to help that person, so those little things like not being able to help people or understand when I went to France, how rich it can be knowing another

language and culture and other people and other perspectives. That's what drove me to want to learn more and travel here and come here and try.

I: It's interesting because I like how your bad experience with English and learning it has helped you as a teacher make it a better experience for your students. That's another thing I want to research is the best way to teach it so by not speaking Spanish to them while they're learning English, and if they have difficulty, showing them a picture, that's things I can kind of show in my research like people will be intrigued to learn a language if they hear it being spoken and they're not just being translated. I want more people to be confident in the language they're learning.

R4: And also, I've been researching all of this because obviously I want my students to get the best out of the learning experience. I've researched several papers and all of them were saying the same, like if you translate this word because you don't know, you'll remember the English word in your case, but then try to think of the word in Spanish. It's very difficult because you didn't make all that effort to see okay, I'm reading something and I get stressed because I don't know all the words. You don't need to know all the words in English, so how are you going to know all the words in Spanish. Because I can tell you some words that you may not know in English so it's like what is the point? You don't feel stressed out when you are reading English and there's a word that you don't know, you figure it out on the way or maybe it wasn't that important.

I: Yeah, you can use context clues or you just forget it yeah.

R4: But since it's your language, you're comfortable. In Spanish, it may not be your language, so you are like I need to know all of these words. You don't! To enjoy, you don't need to know all the words. And if you translate those words and don't try to understand by context clues, because maybe it just appears one time in the whole book and it's not really important, so you stopped enjoying your reading because of that. But if you translate and you don't work on maybe looking up a monolingual dictionary or a definition or a synonym, or something like that, I assure you that if you don't make any effort, the word that you will remember later is the translation. Your English or in my case the Spanish word. But if you, for example check a word and you read the English definition in my case, and read synonym and in context, then you will understand because you can even get from that other words or new words. So, you can get to connect and expand your vocabulary by searching in a monolingual dictionary, because if you translate its very fast and you can do that in see for yourself if that works for you. Maybe you have a super memory but I don't. So I need to work for my words or any verb, any grammatical structure I don't understand, I need to see examples, not really in Spanish, but I need to see them in English. I understand when you are first learning you may need more translation but it is a dangerous tool. I tell my students also when you watch a movie or listen to a song you look at the lyrics and you look at the translation, you are not really listening to the words. If you are watching a Spanish tv show in Spanish but with English subtitles, you are not really listening or watching the tv show. You are reading

really. It is that way that you get stressed out it is so fast that you don't get to hear everything and it's like okay I need to understand because I'm going to miss the plot, then what is the point? So I always recommend to use, if you're watching an English tv show, subtitles in English and if it is in Spanish, Spanish or French or whatever language it is, just make sure that subtitles are the same because that way sometimes you hear a word and you read it and it's like I didn't know how to spell that word but now I know. But if you are different languages, for me it's very difficult to hear in French because after 5, 10 minutes, I'm not listening. I notice that I'm just reading here. But I remember in my English process when I got here, I started watching this tv show Grey's Anatomy and so I remember and that beginning I had to like sit on the couch or on my bed and watch it with full focus. Then after a while I knew you know about the plot, the characters, and I started like doing my dishes and listening next to me, but I wasn't barely looking at it and I understood everything that they say. But at the beginning, it was like I need to... Subtitles they are also dangerous even in the language that you are learning. Not dangerous, but addictive I will say. You get used to that and sometimes if you are very tired, you are just reading the subtitles. Sometimes I just want to hear and try to understand what they say. But sometimes we use that and I will always recommend to have the same language you are using with the subtitles because sometimes you are not really. I will say taking all the maximum from that experience that wasting your time sitting there and watching this tv show trying to improve your oral skills. I always recommend that but I think making the effort is what makes the difference when you are learning a language. If you just translate, you forget and I don't know trying to use that vocabulary and that knowledge that you learn and I also believe vocabulary is very important. It's more important than grammar for higher levels and to be accurate. But if I say I go to the movies yesterday; if I don't have yesterday you know that is wrong and that I should have said I went to the movies yesterday but you understood what I meant. If I don't have like the word yesterday with me and I just say I go to the movies, you need clarification. But you wouldn't correct someone maybe in a casual - in a grammar class or something you could correct a student - but if they say that you don't really need clarification. I believe words are very important rather than grammar. Grammar is for your accuracy to be accurate and say, I have these temporal words like yesterday, last week, those things in the next couple of minutes or something and I need to use future tense or past tense. But I think grammar is just to be more accurate and that will be at a higher level. I remember reading this chapter in one book, I think it was an English professor and he was like talking this situation with him or a student but he wanted to go to the supermarket and he was trying to find flour and he realized when he got there he didn't know how to say it. So it doesn't matter if you know this is past tense or whatever but what about this word that you need? How are you going to ask for something if you don't know the word? You need what it is. Words are more important than really verbs, -

I: Like transitional verbs.

R4: Right, that's more for the higher level to get close to a native speaker when they write or speak and knowing those little details that will make the difference between a beginner and maybe a more advanced student. But I think words are very important and that's the first thing. With that kind of practice like looking up words in a monolingual dictionary and things like that, I think it can help students expand because in the monolingual dictionary you see the definition and you may know those words you may not know all of the words on that definition but you will learn on the way. You will connect those words to the other word that you were looking at in the first place. I think making that effort like your brain remembers better. If it's just like a translation, then your brain -

I: It's just in one ear and out the other.

R4: Yeah.

D.5 - Interview with ID #5

(I = Interviewer; R5 = Respondent)

I: Essentially, I just want to hear your opinion on how you acquired English like did you learn it in school or through watching tv shows or listening to music?

R5: So, I first started studying English when I was like 3 or 4 years old in preschool. It wasn't like a bilingual education or anything I just had a literal English class. Then I kept studying English over the years and when I was around 13 years old I realized that I was good at languages because I also started studying French when I was 6 or 7 years old. No 10 years old.

I: Was that normal for people to learn multiple languages in Europe?

R5: In Europe, definitely, but not really in Spain. For example, you may have people in central Europe that speak in French, German, and Dutch. But in Spain, not that much except for Galicia or Catalonia or the Basque country where they have like a second official language. In my case, I am from Castellon, and we only speak Spanish there. But yeah, when I was 12 years old I had English classes for about 8 years by then and French classes for like 3, and I really liked languages because I was so bad at some other things and I realized that languages was something I was actually good at. Then, I started watching videos on the internet in English because it was really interesting to me and I was addicted to YouTube. And then around the age of 14 I got a private tutor because I was good at English but if I don't activally study it, my grades will go lower so I wanted something that would force me to speak in English and get it ingrained in my brain. So I got this teacher, his name was Fernando, and he had traveled all over the world and he was my mentor with English. Super fun guy.

I: Was he from Spain or where was he originally from?

R5: Uh, yeah from Spain and he was one of the most interesting people I've ever met. He was an English tutor in Southeast Asia or like 10 years, crazy. He would travel all over

the world and tell me stories in English about his trips all over the world and it was really fun. Then, my first long-term experience abroad was that I lived for a summer in Dublin. So, I had a lot of fun in Ireland because I was independent and doing my own things. Still, it was like very controlled environment and then, how do you guys go to college? I see in the movies that they send these letters to them and then they write back and go you're accepted or you're not accepted?

I: So, basically you apply and you have to send a standardized test score and sometimes a letter of intent, and write an essay about some topic then usually they use that to accept you or deny you.

R5: Okay, well the other kind of long term abroad experience I had was in Paris. I had been going to France since I was very young because my parents have friends in the south of France. And I had been learning really good French there but then I lost it a little bit because I don't have much of a realistic environment to practice in here in Spain. Then, the last 2 years of high school in Spain they are called [unintelligible] and you have to pick between biological sciences, social sciences, or letters, as in arts. Then when I was 16 I was in technical science, when I was 17 I was in social science, when I was 18 I was in arts, because I was so bad at math. I wanted to be able to practice my languages and in order to get to college you have to pass an exam called selectividad.

I: or EBAU? Yeah, we learned about that in class.

R5: That's sick. And you're going to pick some courses to take on that exam and that's going to be your final mark and you depend on that mark to enter this degree at this place or the same degree at the other place or whatever. And I like so many things that I put like 10 different options. I actually applied to a very expensive private school in Madrid for marketing and publicity and I had to take a private test and all sorts of exams and I passed. So, I thought cool I have this as an option and if you want to go to a public school you just have to have a mark that allows you to go in and that's it. Like my four years of college cost me under 5k.

I: Under 5k for all 4 years?

R5: Yeah, it's nice.

I: Wow, very nice.

R5: The thing is that I found out about this degree called translation interpreting and apparently that is the only public degree that you have to take an extra test about because it depends on your proficiency of several languages to be a part of it. So, I already have a sufficient grade to get into this school and I also to take a test and I pass, so now I have to pick between marketing in Madrid or translation interpreting in Salamanca and I picked Salamanca because my sister used to live there and her life was so fun. It was like a party city. I forgot about this, I didn't get in just for translation interpreting, I got in for a double degree. Translation interpreting and law and then how do you call that? 10 positions and I was one of them.

I: That's crazy.

R5: I'm telling my story I can brag. But I hated law so much. First year I had history of Spanish law, sociological law, constitutional law, and then civil rights. Oh my god the worst courses and I was miserable. In the mornings, I would go to class for translation interpreting and it was super fun and easy and then in the evenings, I would go to class for law and it was exhausting.

I: Could you do just the translating or did you have to do both?

R5: The thing is that the translating option was also available in the university in my hometown but I did not want to study there. Also, if you study translation interpreting you are forced to work with at least 2 to 3 languages and I worked with Spanish, English, and French for my first year. So, do you know what irasthmus is? It's a European program in which college students are allowed and even encouraged to spend one year studying abroad or in another European country. And it was kind of monetary for translation interpreting at my university. For my first year, I was studying law and if you're doing the double degree, you're supposed to do one on the third year and if you don't you're supposed to do it on the second year so I dropped out of the double degree. And I was supposed to do it and I ended up not being able to do it and it really sucked because I really wanted to move abroad.

I: Where did you want to go?

R5: I applied and I got into a university in Edinburgh and it was going to be so much fun and I was so excited. I ended up not going there because the courses I was supposed to take didn't exist there. It was really rancid. Then covid happened. But, by the end of my degree, I had a vacant. Okay I'm going to say this without sounding like a brat. As of right now, I feel like kind of fluent or good in Spanish, English, French, and Italian because those are the languages that I have studied the most by far. But I have also taken a lot of courses in German and just a tiny bit of Portuguese and it was all for my undergrad or for myself. Because I could have stopped taking German but I really liked it so I didn't. So yeah I had to take courses in my undergrad in order to translate and interpret in the world because when you're taking your undergrad you do 2 years of generic courses and then on the third year you discover interpreting which is like more demanding on the spot than translating and I fell in love with it. Interpreting is so cool and I'm kind of good at it, it's what I like to do. And on your fourth year, you're supposed to choose between translation or interpreting, and I chose interpreting. And it was in proportion of like 95% versus 5% of students and that's what I like. By the end of my undergrad, I was also pissed that I couldn't move abroad and I really wanted to have an experience living on an English speaking country, so there was this one day that our university an opportunity as a teaching assistant at West Virginia University.

I: West Virginia? Oh okay.

R5: West Virginia University, yes, and my friend got into it and I didn't. I was the first one in line and I ended up not getting the position. I remember perfectly the night the results came out and I was so sad that I didn't get the position that I didn't sleep. So, I

emailed the professor that told us about the grant and I was like hey man, so I was really wanted to do this let me know if something else has done this at a different place or if you can wriggle me something. He didn't give me a grant or anything but said I know this person who went to Mississippi and did this thing. And that kind of motivated me to talk to that person and I applied to a ton of schools, Mississippi, Georgia, Chicago, New York, California, even the most random states like Wyoming. Eventually, the wrote me back from Mississippi. The first time they told me that all the positions were full and they couldn't take me but then a month later I was super frustrated because I wasn't getting anywhere and they wrote me back and they were like "we want to interview you" and Dr. Miles and Dr. Ariel they were the ones who interviewed me. Then I had to take an English test and I had to do a ton of paperwork.

I: Was it the TOEFL that you had to take for your English placement?

R5: The TOEFL, yes. I really liked it. And I ended up going there and I was super close to not making it because all the USM buses in Europe were, I don't know how to say, I had to wait days and days refreshing the webpage to get an appointment for my visa. I remember by that point, you couldn't even go to the U.S. as a tourist, because I thought I could come as a tourist and once I was there I would get my visa, but I couldn't do it. I was supposed to be there on August 15th and I ended up getting there on August 29th. I was this close to being rejected because I was late.

I: Did you know you were going to be a TA when you got there?

R5: I knew I was going to be a TA but I had no idea.

I: Did you did a lot of work for your teachers like grading exams?

R5: Actually, yeah but every day I would bring an exercise to class, like an activity. During the second semester, I had so much more work and I couldn't do it every day but I did some days. Like full classes myself.

I: Was that scary or did you like it?

R5: Oh, it is scary and this year, I'm supposed to be the teacher, like the main teacher for Spanish 101 and 102 and its scary. And when I'm in the U.S., I want people to talk to me in English because that's why I'm there. But when I'm here and I'm hanging out with Americans, I'm cool with speaking in Spanish, because obviously I want to talk in English too, but we are in Spain! I mean that's my story with the language now I'm in Mississippi and I'm going to spend my second year starting in August and then after that I want to get a job in the U.S. for like a year or two and then eventually, I want to go to back to Europe. Because this is the lifestyle that I like better. Like I'm a very sociable person. I've come to terms with the fact that I'm an extrovert and it's not that easy to be an extrovert in the U.S. because you guys like to stay at home and you have your big, big yard and your carport.

I: Oh, our garage?

R5: Yeah, your garage. You have your garage and you just drive your car from your work to your house and you just walk in and you don't see anybody. I really like being able to walk to places and sometimes I feel like an energy from talking to people.

D.6 - Interview with ID #6

(I = Interviewer; R6 = Respondent)

I: So basically, my thesis that I have to do is essentially on the globalization of English and how, starting with the colonialism of Britain and everything with America, it's just kind of become this lingua franca of the world…But basically my first question is just your name, your native language, where are you from, and how you were first introduced to English.

R6: Right, so my name is [redacted] and I started learning English when I was probably 5 or 6 years old because my mom signed me up for English lessons. So Just a few steps from our flat was where we lived and where I used to grow up and there was an English teacher who was from Haiti and he used to teach English to groups of children or teenagers and that's how I started to learn English. I didn't do any English at school at that time because it wasn't part of the curriculum, in our school anyway I was in a public school. It was only when I was 11 years old that English was introduced in the curriculum in primary school which at the time we used to finish primary school when we were 13 about to turn 14. -- He was a really good teacher because he put a lot of emphasis in the pronunciation, because obviously pronunciation is important to make yourself understood. But also, he would initially just make us work with sentences. Like for example, "I am tired; I am not tired; Am I tired; Am I not tired?" I sort of see it almost like, I know it sounds bit crazy, but like with Lego pieces so you build the structure, you know which pieces you need and then you just change the word but you know you need the verb there, the auxiliary there, the noun there. Then you just build it up so you just join Lego structures and then you make your sentence bigger. He used to work like that initially so that would be for example to learn the present simple and then he would tell you that was the present simple. Then the past simple, "I was tired; Was I tired?" Then all you have to do is change I for you, for me, for she, for we, and then also you would have to learn that if it was you it was where. You did have to learn things by heart.

I: But it was a little bit easier with breaking it up.

R6: Yeah, exactly. So, by the time we had learned all the basic tenses like the present perfect, then we were ready to expand like I said join that Lego structure and other Lego structures. Like present perfect comes here, so you knew how to build the present perfect and if it has continued next to it, it needed a gerund. So that's how I worked it out in my head not that that's how, he never said Lego structure, but that's what I called it. For me, it was very useful but each person has a different way of learning, and that's how I

learned English. I was his student, like I said, from the age of 5 or 6 until I was 11 or 12, I can't remember and then I joined what's called here in Spain, "Escuela Oficial Idiomas" which is a public school for learning languages. And I joined when I was 16 and I think I did a year there. After a year or so, I just left and then when it came time to finish secondary school and I had to start university, then I decided to do English philology and then I did linguistics, literature, English colonial, American sort of thing. Then when I finished my degree, I moved to England for 5 years and that's where my spoken English got up to speed. Because up to that point, it wasn't bad but it wasn't that good either. That's a problem that here when you learn English. There's this teacher I used to have and I've always been very fond of him. Unfortunately, he passed not long ago but he didn't just give you homework to do and no talking. He wanted you to speak so that was something that in school never happened. Mostly, because the teachers were not capable of doing it themselves.

I: Did they primarily speak Spanish with you when you were learning English?

R6: All the time. They never spoke English only when we were reading the sentences from whatever assignment we were doing. That was it. So, my conclusion is that they were not able to actually teach in English. But when I have spoken to lots of people about my age or older, even younger people, the story is the same - their teacher never spoke in English. So that's a huge problem, also we don't have a tradition in this country of watching films or series in English. Everything's been dubbed always to Spanish, so that's another disadvantage. When I lived in the UK for about 5 years, I never did any teaching there. At first, I worked as a translator and then I was in an admin job and then I moved back and few months after I moved back, I got the job at CSLM teaching English. That's where I learned how to teach English through the communicative approach, which is speaking English. Which, luckily for me, after having spent that time in England it wasn't a problem. I had done private teaching, but I hadn't done actually done proper teaching, so I learned that way of teaching. On and off I did that job for almost 10 or 11 years, like I said not all the time. I did go through the first few years, and I was working a lot. I did learn for example, when I have to prepare a lesson, first there's always a topic. If it is, for example books, then I prepare a set of questions like, "Do you enjoy reading?" Because unfortunately, nowadays not a lot of people enjoy reading. If the answer is no, then I always give them the chance to talk about maybe their favorite story when they were a kid or their favorite tv series, which now they're really popular. Really, the idea of books is to get them talking about the past so past simple, past continued, but instead of started with "This is the past simple" I try to do, which in the communicative approach is were going to do this in a practical way.

I: I've heard from a lot of people if they were learning French, but they were Spain, their teachers were only speaking Spanish and it was very hard for them to imagine the conversation and being here, all of our teachers have been speaking solely Spanish to us.

Which has been difficult, but I've learned way more because I have to really listen and try to understand and use context clues.

R6: When I moved to England, my English was so textbook, but I had to really learn how people communicate over there. I bring that to my class because I want them to listen to actual real English. Yeah, we work with the textbooks and the audio recordings from the textbook, but if I can bring that to them and not just stick to the textbook, which isn't the real English, then as a teacher, it is my responsibility to do that and students enjoy that. When you tell them, "You're not going to learn this in the book, but this is how people talk in the UK" or "This is a very common expression in the U.S." The difference between mate and dude and all that.

I: Yes, all the little slang terms.

R6: Exactly, so like in Britain people say "ta" instead of thank you and no one tells you that so the first time someone says to you, "ta", people are like what? I've realized that most of the students enjoy that.

I: Yes, that's what we've loved here, learning all the different ways to order, how it's not a literal translation of "can I have this?" Man, I wish I knew because we just look so dumb like little dictionaries walking around trying to say these things. But we want to understand how everyone does it, not how my textbook told me to say it.

R6: Whenever I can in my lessons, if the lesson gives me an opportunity to introduce something about English culture, or just English-speaking culture, I'll do it. Obviously, the one I know best is British culture. So, I like to stick to what I know, but if I can teach about another English-speaking culture, I do my research and then talk about it in class. Because not everyone, but some people try and make it interesting and the thing is that you have to motivate the student but there's also a motivation that has to come from the student that I think if it's not there, it's really hard to get something out of them. But you are also comfortable for motivating them. When I plan my lessons, I always try to start with a set of questions, like I said if we're going to talk about books, the intention is to practice the past and adjectives, add the passive voice, the story is set. I don't start with that, I just start with a set of questions, I do, "Do you enjoy reading?" and then you get people talking about it. That's the starting point and then I'll say to them, for example, work in pairs or groups of 3, talk about your stories, and if you don't know anything about that book or that story, ask your partner to tell you a little bit about it. Then we will do like a reading activity related to that and then from the reading activity, then we will toss in some of the grammar. Like, do you recognize this structure? Because if you go straight in with the grammar, some people will shut down. If you don't do any grammar, then some people don't like that, if they actually want to learn about the grammar. So, you have to sort of cater to everyone. Obviously, if it's a big group, then it's impossible to make sure everyone's happy and also big groups are not ideal for language learning or any type of learning. In my opinion, once you get past 15 students, it's a bit chaotic. Up to that number, it's manageable and also, if you have a very small group, the students are

interested and it's great. But, yeah that's how I've planned my teaching English as a second language, that's how I planned my lessons and that's when I worked at the CSLM, now I'm working in the Union. I've taught English as second language. It's a different dynamic when it's a huge group because its 40-60 people and you can imagine it's not ideal. When I had to teach a theory, so I try my best to make it practical because when you have to watch 2 hours worth of listening to someone talk about grammar, everyone's going to disconnect after about 10 minutes. So, I say, first we're going to talk about this, then we're going to listen to a few things a mix of that, a bit of reading a grammar exercise. I don't like giving lists of all these vocabulary, all these phrasal verbs, because single words are fair enough and idioms, but even idioms and phrasal verbs you've got to understand them. You have to see them in context, so I'd just rather teach 2 or 3 phrasal verbs then give a list with all 50. There's no point otherwise.

I: Yeah, you're just teaching and they're only going to absorb 2 or 3 anyways.

R6: Also, they've experienced that in secondary school and many of them have very negative experiences, so I don't want to make it worse. But, you know something happened to me in one of the lessons I was teaching this year, I had to teach the lesson about the second conditional, I wish I were taller and stuff like that. If I were rich, I would buy a new car. So, I remember I introduced a lesson that I felt needed to be introduced with the grammar because it was quite complicated. First, I sort of said to them, today we're going to start with the grammar unfortunately, because things like that, I want to emphasize with them and they know that for me it's not really exciting. It might be exciting for some people, which is fine, but for me personally it's not the most exciting thing. So, I'd say, I know it's boring but we need to learn this, and I did this every time we had to say complicated parts of grammar, I'd say, "Do you remember this from second grade grammar?" and they said yes. So, I asked them about the second conditional and not many of them offered to answer really. A couple offered and they gave me the structure of the second conditional and one of the students made a mistake in the structure and I was like, it's okay. When they make mistakes, I'm like, it's okay we're in class, let's talk about this. It's fine if we make a mistake and that fear of making a mistake I always tell them you're learning because you don't know, so obviously you're going to make mistakes. If you did not make any mistakes, you wouldn't be here, or you would just pass with flying colors no problem, which is the case for some people of course, but very few. We managed to get the right structure and I said when do we use the second conditional? Absolute silence. And I said, "Anybody?" and they're like… And that wasn't the first time that happened. I can't remember what it was about, but we had the same situation when we talked about a different part of the grammar.

- *Break -*

I: So, we were just talking about your experience with the second conditional.

R6: Right, the second conditional. So, I asked them, I said when do we use the second conditional? They were unable to answer, so I said to them, if you know the structure, but

you don't know how to use it, it's the same with phrasal verbs, they give up if they don't know how to use it. You forget about it, because you don't know how to use it, and they were all nodding in agreement. This person initially from the beginning said that they didn't like English, and they didn't enjoy it and secondary school was really boring and confusing. They just gave up. Then, funnily enough that day when we were talking about second conditional, I said right, let's actually talk *when* we use this. Then all of a sudden, I saw this person really pay attention for the first time and I said, and I actually pointed this student, and I said you probably didn't understand this in secondary school? Nope, no idea, really confusing, I've never managed to understand it. Because it's not something you learn only once in secondary school, you do it pretty much every year. I explained it to them, the second conditional expresses a wish because our real situation, our current situation for some reason doesn't make us happy. So, we would like it to be different and in this hypothetical magical world, if it were this, then we would or we could do this. I could see for the first time like most of them actually listening, so I realized it was something that obviously had stayed with them, and they actually wanted to know what is this for? So, obviously that just tells you that the way languages are taught, in my experience, I can't speak for the whole of Spain or anything. Then we had to work with the third conditional the same day, so I did the same thing. What is the third conditional? When do we use it? Still, no idea. So, for each conditional we have to ask ourselves what's the situation that we don't like or not being useful to us? If the answer is in the present, then we have to use the second conditional. If the answer is in the past, then we have to use the third conditional. For example, the situation that I don't like is that I failed my exam, that's in the past. So, if I had studied more, I wouldn't have failed.

I: And just kind of breaking it down like that.

R6: And I can see them like really thinking about it and that was actually a very good class because by the end of it, I could see that they really got it and this person that was struggling with it actually participated for the first time. That was an example of how introduce the class to the grammar and I didn't expect that as first, but I felt compelled to start with the grammar because otherwise we wouldn't be able to do anything else with it because it was a quite complicated grammar and then once we establish that, then we started with a set of questions. So, I always begin with a thinking exercise and get them talking and I always insist, if you have any questions, if you don't know how to say something or how to pronounce it, raise your hand and I'll come over and help you. But you need to ask a question, and I said, also if you speak in Spanish, the questions are never going to come up because you're not put in that situation. That was what it was like, and I was quite surprised that day by the fact that most of the people were actually listening. And sort of finding out once and for all, how do we work with this? I'll always begin with a set of questions, unless it's a very complicated part of a grammar, then I'll start with the grammar, but that's the exception. I also try to reassure them that making mistakes, its okay but obviously we need to work on the mistakes. It's a problem if that

mistake keeps happening, no matter how many times or how differently I explain things. If you're still not managing to get there, and then there's obviously a problem. Maybe, I'm not expert in it right, so, you need to tell me and then I'll find a different way of explaining it. If the student is not motivated enough, then they are not going to ask any questions. Then, my hands are tied.

I: Exactly, if they don't ask the questions, then they'll never learn.

R6: Right, and I don't know if you're country is the same way, but in Spain, there's a big culture of not making mistakes and its stupid because if you're learning then you're going to make mistakes. If you don't need to learn, then you already know that. That's why in my exams, I never take points off when people make mistakes because I want them to be rewarded for the things they do well. Obviously, the writing part of the exam where they have to do writing exercises, they will make mistakes, even if the exercise is really good. Say for example, the level of subject is a B1 and someone might make mistakes but the mistakes might belong to the B2 or the C1 so they will get a top grade on their exam because it's for the B1. I always tell them you will have mistakes, even if you don't want to. If you always make a mistake with the verb "to be" for example, you will fail the exam no matter how good everything else is that will bring you down because the basics, I don't care how much vocabulary you know, if you don't control the basics then you're never going to get anywhere academically with English. But yeah that's basically it. Do you have any other questions?

I: The only other one is like about the influence of media, like movies and television and music. So, have you had any experience with that?

R6: So, when I was like a preteenager, no actually younger because I remember the first time I ever asked for a music album for Wiseman's Day, the 6th of January, like our "Christmas". Some families do Santa, but we all do Wiseman's Day on the 6th. I remember when I was about 9 or something, I asked my mom for this album that was called "Best of Soul' and that was all English and I couldn't understand many of the things that was said in the songs, but I really enjoyed the music. My family is very musical, my dad is a musician, and my mom is a retired nurse, but she always loved music. So, there weas always music in my house in Spanish, whether it be South American, because my dad's South American, or American folk, but music was a big part of my growing up so I really got into English music. I really wanted to be able to understand -

I: What you were hearing.

R6: Yeah, what I was hearing, so when I was around 11 or 12, I got into Brit Pop, like Blur and Oasis not so much, but I really liked Blur. And I remember I got this album called "The Great Escape" and it had the lyrics in the CD, so I really enjoyed listening to music and reading the lyrics, even though I couldn't understand most of it, because it was written in very slang English as well. But I never felt overwhelmed by new vocabulary, I

don't know. I think it was that I was quite good at English, so I had a lot of motivation to keep learning and one of my dreams was to be able to think in English.

I: That's one of my dreams with Spanish.

R6: Yeah, so that was one of the things that really motivated me to keep learning and move to England and all that. Music was a big part and now I can see, I tell that to my students that if your English is good enough, a whole world is going to open up. A whole world of anything. Information, entertainment, anything like that. I love listening to podcasts, and there is so many that are so good out there and popular culture, like tv series, there's not so much nowadays and now young people watch Netflix, HBO, and you can watch everything in English with subtitles in English, so we coach them. Like, if there's a tv series you've been watching and you watch it again in English or if you enjoy, obviously for like the upper levels, the podcasts are a good way for practicing as well. There are all sorts of podcasts for anything you like, so you know there's a good one called "Big and Brain" by NPR and it's got everything. Also, the NPR station itself, there's live music in the studio at NPR. I love history podcasts, too. I'm a bit of a dork and there's this British one by the BBC called "You're Dead to Me" and its history done in a very clever way, so they've got comedians and academics, so there's a real mixture of people and it's not boring. Also, there's all sorts of topics so you can listen to anything you want.

I: So, there'll going to be something for everybody.

R6: Yeah, if you like music, you can listen to independent radio stations. There's one from New Orleans that I really like that's called WWOZ and they do jazz, flamenco, and you can really learn about the culture as well, because they talk about the music festivals and the food festivals, celebrations. So, I said to them, if your English gets good enough, or you work towards it, a whole world opens up and it's wonderful. You learn about so many things. You can listen to radio stations in India if you want, but it's a shame because its sort of like they're traumatized from their learning in secondary school and they really hate it, some people. I get that, because that happened to me with math for example.

I: That's what I've heard from other people's experiences too. They kind of shut it off because of that negative experience and that's what I don't want for other people and why I'm trying to learn how not to get people to just shut down. Whether it's English or Spanish or any other language, I think its beneficial to know another language so how can we best prepare people and motivate them to do that?

R6: Some of them are a bit in shock because they have so much information and everything is so mixed up and there's so many holes within that of things they don't understand that it's this mess. Like a cat cradle, I don't know what you call it, but they don't know where to begin and I completely understand that. And we don't have enough time to untangle that and that's a problem, so you help them where you can, but really it needs to start before they get to uni.

I: For sure, that's another thing I've learned in speech therapy. There's the early development period that's just way more crucial to be able to absorb the knowledge and things, so yeah, it's hard to pick up another language when you're 25 or even 20, it's a lot harder.

R6: Yeah, I mean phonetically, a lot more difficult, but luckily, nowadays the stigma on having an accent is also sort of wearing off. And I do tell my students and some of them look quite surprised. I say look you can have accent that is absolute fine, but you only have to make sure your accent doesn't interfere with the understanding of the communication. If your accent is so strong that it is hindering the communication process, then we've got a problem. But, if it's not then its fine.

I: Exactly, you don't have to speak perfect English.

R6: Right, if you say To-MA-toes but not To-MAY-toes, its fine because as long as you're pronouncing the "s" at the end, it's not a problem. However, if you're not pronouncing that "t" properly, then we have a problem.

I: Yes, because then it's a different word and meaning.

R6: So, with the accent thing, I always tell them that. I say, you need to make sure you pronounce the important sounds when they're needed. But, revealing the fact that you're foreign is not a problem. It's fine, you have an accent and that's fine. It's in nature and it doesn't interfere with the communication process, or it leads to misunderstandings and mistakes. Also, when you're saying something and you realize you've made a mistake, just stop and say oh sorry and repeat it again and start from the beginning or phrase it differently. I also tell them, because many of them say it's just like, oh I translate in my mind, and I know I'm not supposed to do that. Well, you can't help doing that so what you need to do is be aware of it so the more fluent you get, the less that will happen. Unless you're bilingual from birth or a very early age, there will be times when that happens even if your English is really good.

I: Yes, you'll be learning forever too.

R6: Exactly, so I said make sure you're aware that translation process happens in your brain. That's why, if you need to take a few seconds before you start answering, just take a few seconds before you jump right in. Obviously, the better your level is the less time you need to actually start answering the question or communicating, but I say if you take a few seconds beforehand, that will give you enough time to say it right. This is how I say this, this is how I communicate it, so you're not speaking Spanish with English words.

I: Sometimes I do that.

R6: It's a natural process, so you just have to work on it. But there's all these stigmas that people carry with them, and when you tell them, look it's okay and it's just a process you have to go through, they sort of seem to relax a bit more about it. But like I said, it needs to start sooner than preschool.

I: Yes, like you know just speaking with her in Spanish and English, that's already preparing her for the rest down the road and then she will just be that much more fluent.

R6: And obviously she's got an advantage because her dad's British, so she's essentially bilingual from birth and also at home we speak in English. So, she's got that, but we have to keep working on that because she can lose that if we don't keep doing it. I mean, it's just by the time they get here, most of the damage has already been done. And when you've gotten a certain perception of something, it's really hard to get someone to enjoy that or be open to that. So, that's why presenting with a different approach, a different attitude, towards mistakes, towards pronunciation. With pronunciation, some words like uncomfortable, comfortable, or vegetable, people always struggle with and I know what it's like to struggle with that, so when I see my students struggling with that, I say let's talk, when you have a long word, all you've got to do is break it up. So, we'll say "com" and they'll say "com", then "comfor", "comfort", and let's just say comfort. So, then let's just say "able", then "comfort", "able", and now let's just join them and bring them closer and they say, "comfortable". I say, see? I also teach them techniques to do that, or another like it's a really silly exercise, but to work on the plosive sounds like the "t", the "d", you know how we say Harry Podder in Spanish? They'd say Harry Potter, and I'd say, batons, and they'd say, batons. Instead of Reebok, they say Reebok. Just give them little tricks that they can do themselves without your assistance. Also, teaching them to use all the online resources, because I say to them, I'm not a walking dictionary. Let's not waste time asking me how to say one word. You look it up, and if you're satisfied with the result that you get and you understand it, great. If you still don't understand it, by all means, let me know. So, that's sort of what I aim to do in class is I sort of just take down all that stigma and fears that they have and even then, you still have people who are really against it. So, it's hard. It's the embarrassment of, "Oh, I'm going to sound stupid" and no you're not going to sound stupid. You're learning, it's fine. But obviously that's a really difficult thing to overcome. Some people do overcome it, but like I said, it needs to start sooner in uni.

APPENDIX E: IRB Approval

The following image presents the notice of approval for this study by the

Institutional Review Board (IRB) of the University of Southern Mississippi.

Office of Research Integrity

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NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident submission on InfoEd IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER:	22-280
PROJECT TITLE:	Linguistic Imperialism: A critical analysis of language perception following the chronologic development of ELT policies and hegemonic practices
SCHOOL/PROGRAM	Psychology
RESEARCHERS:	PI: Linley King Investigators: King, Linley~Miles, Christopher~
IRB COMMITTEE ACTION:	Approved
CATEGORY:	Expedited Category
PERIOD OF APPROVAL:	20-Jun-2022 to 19-Jun-2023

Donald Sacco Jr.

Donald Sacco, Ph.D.
Institutional Review Board Chairperson

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