CANADIAN ACULTURATION OF GRADUATES AND TEACHERS OF THE BACHELOR'S DEGREE IN LANGUAGES FROM A UNIVERSITY IN SOUTHEAST MEXICAN

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ABSTRACT

Objective: The objective of the study was to analyze the obstacles experienced by graduates of the Bachelor's Degree in Languages from a university in southeastern Mexico in the process of acculturation to Canadian culture.

Theoretical Framework: In this research, Berry’s (1997) two-dimensional acculturation model was taken as a theoretical reference.

Method: The methodology adopted for this research was the qualitative paradigm, with a constructivist approach, the research was phenomenological. The study population was nine graduates who participated in student mobility and four teachers who have traveled to Canada. Data collection was through interviews carried out virtually through the Microsoft Teams platform.

Results and Discussion: The results obtained confirmed that the personal dimension is the one that most hinders the acculturation process of students who carry out mobility. Other factors that influenced acculturation were economic and social. However, the results of the study coincide with Berry’s (1997) statements when he points out that the problems of migrants are resistance to preserving their identity of origin and cultural characteristics.

Implications of the research: Within the practical implications, the students' experience can be taken up for consideration in the area of Language teaching; since adaptation problems are presented, as well as possible solutions that students can implement.

Originality/Value: The results of the research can serve as a reference for students from Latin America who intend to carry out student mobility in Canada.

Keywords: Canadian Acculturation, Cultural Diversity, Intercultural Competencies, Cultural Adaptation, Acculturative Strategies.

RESUMO

Objetivo: O objetivo do estudo foi analisar os obstáculos enfrentados pelos formandos do Bacharelado em Letras de uma universidade do sudeste do México no processo de aculturação à cultura canadense.

Referencial Teórico: Nesta pesquisa, o modelo bidimensional de aculturação de Berry (1997) foi tomado como referência teórica.

Método: A metodologia adotada para esta pesquisa foi o paradigma qualitativo, com uma abordagem construtivista, a pesquisa foi fenomenológica. A população do estudo foi composta por nove graduados que...
participaram da mobilidade estudantil e quatro professores que viajaram para o Canadá. A coleta de dados foi feita por meio de entrevistas conduzidas virtualmente usando a plataforma Microsoft Teams.

**Resultados e Discussão:** Os resultados obtidos confirmaram que a dimensão pessoal é a que mais dificulta o processo de aculturação dos alunos que fazem mobilidade. Outros fatores que influenciaram a aculturação foram os econômicos e sociais. Entretanto, os resultados do estudo coincidem com os achados de Berry (1997) quando ele aponta que os problemas dos migrantes são a resistência em preservar sua identidade de origem e suas características culturais.

**Implicações da Pesquisa:** Entre as implicações práticas, a experiência dos alunos pode ser levada em consideração na área de ensino de idiomas, uma vez que os problemas de adaptação são apresentados, bem como as possíveis soluções que os alunos podem implementar.

**Originalidade/Valor:** Os resultados da pesquisa podem servir de referência para os estudantes latino-americanos que pretendem fazer mobilidade estudantil no Canadá.

**Palavras-chave:** Aculturação Canadiense, Diversidade Cultural, Competências Interculturais, Adaptação Cultural, Estratégias de Aculturação.

**ACULTURACIÓN CANADIENSE DE EGRESADOS Y PROFESORES DE LA LICENCIATURA EN IDIOMAS DE UNA UNIVERSIDAD DEL SURESTE MEXICANO**

**RESUMEN**

**Objetivo:** El objetivo del estudio fue analizar los obstáculos que experimentaron egresados de la Licenciatura en Idiomas de una universidad del sureste mexicano en el proceso de aculturação a la cultura canadiense.

**Marco Teórico:** En esta investigación se tomó como referente teórico el modelo bidimensional de aculturação de Berry (1997).

**Método:** La metodología adoptada para esta investigación fue el paradigma cualitativo, con enfoque constructivista, la investigación fue de tipo fenomenológica. La población de estudio fueron nueve egresados que participaron en movilidad estudiantil y cuatro profesores que han viajado a Canadá. La recolección de datos fue a través de entrevistas realizadas de forma virtual a través de la plataforma Microsoft Teams.

**Resultados y Discusión:** Los resultados obtenidos permitieron confirmar que la dimensión personal, es la que más dificulta el proceso de aculturação de los estudiantes que realizan movilidad. Otros factores que influyeron en la aculturação fueron el económico y social. No obstante, los resultados del estudio coinciden con los planetamientos de Berry (1997) cuando señala que las problemáticas de los migrantes, es la resistencia por preservar su identidad de origen y características culturales.

**Implicaciones de la investigación:** Dentro de las implicaciones prácticas, se pueden retomar la experiencia de los estudiantes, para su consideración en el área de la enseñanza de Idiomas; ya que se presentan los problemas de adaptación, así como las posibles soluciones que los estudiantes pueden implementar.

**Originalidad/Valor:** Los resultados de la investigación pueden servir como referente para estudiantes de América Latina que pretendan realizar movilidad estudiantil en Canadá.

**Palabras clave:** Aculturação Canadiense, Diversidad Cultural, Competencias Interculturales, Adaptación Cultural, Estrategias Aculturativas.

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1 INTRODUCTION

In a globalized world, school exchange agreements between countries are increasingly frequent, making acculturation a relevant factor among international students. Acculturation is the interactive and multidimensional process between cultural groups when they come into contact for a significant time. Through the existing agreements between National and International Universities, university students have the opportunity to experience the process of adaptation in different parts of the world; that is why knowing this phase is essential for applicants to this program, since it is a phenomenon in which the main objective is the search for balance, this, in turn, is not linear, because they will have advances and setbacks, they will adapt to new cultural habits and will discard some of the culture of origin.

Young people who have had the opportunity to carry out student mobility, that is, the opportunity to take a school cycle in a National or International Higher Education Institution (HEI), which allows them to advance in their Study Programs, accrediting them for the subjects taken at the end of their school period (Institutional Student Mobility Program, 2016); they also faced a series of problems during the stay of which we can highlight dimensions such as the family aspect since most students still depend both economically and emotionally on their parents or relatives, the personal dimension is also directly involved in the period of acculturation if the student shows insecurity or incomprehension of the English or French language, he/she will most likely present adaptation difficulties.

Another aspect involved is the social dimension. As a new member of society, I expect to receive a good welcome from the Canadian population. On the other hand, the diet of the inhabitants of Canada is different from that of Mexicans, which places the food dimension as another problematic agent. The geographic location may also give rise to the climatic factor since the difference between the atmospheric temperature in Canada and Mexico is considerable, especially during the change of seasons. Finally, the economic factor is that because they have a different economic system than Mexico, the currency will have a different value and reference (Canadian dollar).

The general objective of this study was to analyze the obstacles experienced by graduates of the Bachelor's Degree in Languages from a university in the Southeast of Mexico in acculturation to Canadian culture. As well as to describe the personal dimensions that intervene in the acculturation to a new society to distinguish the food elements of the receiving country that influence the acculturation process to identify the family factors that intervene in the acculturation to a new society to classify the economic factors that participate in Canadian
acculturation; to describe the influence of climatic factors in the acculturation to a new society and to examine the social aspects that contribute to Canadian acculturation. In sum, the research sought to know the factors that may hinder the acculturation process of young university students or teachers who desire to stay in Canada.

2 THEORETICAL FRAMEWORK

In this research, the two-dimensional model of acculturation proposed by Berry (1997) was taken as a theoretical reference, as it is considered one of the most complete and recurrent in this line of research. This model has its roots in the migratory period in Canada in the 1970s when acculturation attitudes and strategies were the study's main objectives.

In this model, the author defines two critical issues for the immigrant: the first consists of cultural maintenance, which refers to the importance of the individual in considering his or her identity of origin and cultural characteristics; the second, contact and participation, which is related to the participation and relationship that immigrant groups should have with the host society. When these two dimensions are considered in parallel, four acculturation strategies are generated similarly, according to Berry (1997): integration, assimilation, separation, and marginalization (See Figure 1).

Figure 1
Acculturation strategies

Source: Berry (1997).

In other words, the author describes immigrants' priorities regarding how they wish to live in the host societies based on the desire to maintain the culture of origin and to have contact with members of the receiving society. To explain the acculturation process, according to Berry
"individuals must assume four strategies during the adaptation process". The first refers to integration, where the person decides to maintain his or her cultural identity but, at the same time, participates and integrates into the groups of the native society. Assimilation, on the other hand, occurs when the individual abandons his or her cultural identity and seeks daily contact with the host society so that by participating in the native society, he or she can detach from his or her cultural heritage. The third strategy is separation; this is defined as the desire to maintain the identity and values of one's own culture, avoiding participation in the dominant culture and relationships with native members. Finally, when individuals maintain a negative attitude to the extent of rejecting both their culture of origin and the host culture, this is referred to as marginalization.

These four strategies show that each person goes through a different state of acceptance when facing or rejecting the change in the cultural environment, the people around them, the food, and the type of climate, among other aspects that directly influence the acculturation process. However, Berry (2001, p. 619) considers that "the process of mutual accommodation leads both groups to accept living as culturally different groups in the same society"; that is, migrants adapt to the norms and values of the community they join; and, at the same time, that the natives remain prepared in the labor, educational and social spheres for the integration and participation of minority groups.

Redfield et al. (1936, pp. 149–150) describe acculturation "as those phenomena that result when groups of individuals from different cultures come into continuous and first-hand contact, with subsequent changes in the original cultural patterns of one or both groups". On the other hand, culture shock has been defined as the general state of confusion, frustration, and disorientation that people experience when they leave their culture to live in a different one. According to Oberg (1954) (as cited in Kobashi, 2016, p. 523), "Culture shock is a state of anxiety that results from the loss of every referent and symbol we know to perform social interaction, even considering the same as part of the adaptation process".

Another influential concept is a sociocultural adaptation, which Zlobina et al. (2004, p. 95) define as "a social learning process and is positively associated with the time of residence, a high level of contact with natives, and good linguistic ability." Finally, the last key concept is interculturality; this introduces a more dynamic perspective of cultures since one lives together in an exchange environment. Mondragón (2010, p.138) refers to "the relations and contacts between different cultures, with the multiple forms that entail confrontation, negation, dialogue, imposition, acculturation, etcetera. These are the concrete-historical forms in which cultural relations occur".
3 METHODOLOGY

The research paradigm from which the research was approached was qualitative because it seeks to reconstruct reality as experienced by the actors involved. In this case, through the narrative of the student's experiences in Canada. The epistemological position with which this work was observed and analyzed was with a constructivist approach, "which starts from the experiences of the subjects and at the same time tries to understand the meanings of the phenomenon for those involved; behaviors, beliefs, attitudes, among others (Ramón & García, 2013, p.29). That is, through the interviews conducted with graduates and teachers who had the opportunity to travel and have a stay in a French-speaking country, a better interpretation of the results was achieved because the participants not only gave answers to the interview guide but also added anecdotes, advice, adaptation strategies, among other aspects, which allowed an in-depth assessment of the facts. Likewise, the research was phenomenological because it sought to document and describe the experience and what was lived by the subjects under study from their perspective.

3.1 PARTICIPANTS

The units of analysis were composed of two specific groups: the first formed by graduates with bachelor's degrees in languages and the second by professors of the same degree, all born in Mexico. The graduate participants considered in the research were those who were part of the student mobility program, with a stay in Canada during the years 2012, 2014, and 2017. On the other hand, the group of teachers was chosen thanks to their travel experiences told in classes and others by recommendation of the teachers themselves. Therefore, the technique used for the search for informants was by Snowball, i.e., utilizing this collection technique, the sample size grew as the selected individuals invited their acquaintances who met the indicated characteristics to participate.

Table 1 shows sociodemographic data for each of the informants, such as age, gender, school status, and year of visit to Canada.
Table 1

Sociodemographic data of professors and alumni

<table>
<thead>
<tr>
<th>Informant</th>
<th>Age</th>
<th>Gender</th>
<th>Status</th>
<th>Year of visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>4</td>
<td>26</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>Female</td>
<td>Graduate</td>
<td>2017</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>Female</td>
<td>Graduate</td>
<td>2014</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>Male</td>
<td>Graduate</td>
<td>2012</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>Female</td>
<td>Graduate</td>
<td>2012</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>Male</td>
<td>Professor</td>
<td>2011-2012</td>
</tr>
<tr>
<td>11</td>
<td>43</td>
<td>Female</td>
<td>Professor</td>
<td>2004-2006</td>
</tr>
<tr>
<td>12</td>
<td>43</td>
<td>Female</td>
<td>Professor</td>
<td>2005, 2010</td>
</tr>
<tr>
<td>13</td>
<td>47</td>
<td>Male</td>
<td>Professor</td>
<td>2001-2007</td>
</tr>
</tbody>
</table>

Source: Student Mobility Program (2016).

3.2 INSTRUMENTS

For the construction of the data collection instruments, a double-entry table was used, where the specific objectives were placed in one column, and the questions that arose based on these objectives were placed in the next column. This strategy allowed the construction of an open-ended interview guide composed of the dimensions shown in Table 2:
Table 2

Instrument Dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Number of Questions</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociodemographic</td>
<td>4</td>
<td>Information related to personal aspects of the participant</td>
</tr>
<tr>
<td>Personal Dimension</td>
<td>6</td>
<td>Refers to the personal factors involved in the acculturation of a new society.</td>
</tr>
<tr>
<td>Nutritional Dimension</td>
<td>3</td>
<td>The research delves into the intriguing realm of food factors in the receiving country and their profound influence on acculturation.</td>
</tr>
<tr>
<td>Family Dimension</td>
<td>4</td>
<td>Crucial to our findings is the family factors that shape and influence the acculturation to a new society, fostering a sense of connection and empathy.</td>
</tr>
<tr>
<td>Economic Dimension</td>
<td>3</td>
<td>It refers to classifying economic factors in aquaculture to the Canadian nation as a different currency.</td>
</tr>
<tr>
<td>Climate Dimension</td>
<td>2</td>
<td>It corresponds to the influence of climatic factors on aquaculture in a new society.</td>
</tr>
<tr>
<td>Social Dimension</td>
<td>3</td>
<td>It refers to the examination of the social aspects involved in aquaculture in Canada, such as racism, interaction, and expectations.</td>
</tr>
</tbody>
</table>

3.3 PROCEDURE

Due to the COVID-19 health contingency and the epidemiological traffic light, interviews were conducted virtually from 2020 to 2022 through the Microsoft Teams platform. The interviewees were contacted via WhatsApp, Institutional Mail, and Messenger, inviting them to participate in the interviews according to their experiences of adaptation to Canadian culture. They responded favorably by adding their email addresses for sending the interview guide, to which the letter of informed consent was attached. This process took three weeks to complete.

Nine graduates and four professors were interviewed, comprising 13 participants. Concerning the conversations that arose and the reflections made, the interviews were recorded in video format, with the prior informed consent of the participants. During the development of the interviews, the same procedure was followed in all cases that is, at the beginning, there was a brief presentation by the interviewer, mentioning the reasons why they had been chosen as participants in the study, and then the questions were asked; at the end, they were given the informed consent document digitally signed by the interviewee and the interviewer. The interviews were videotaped and later transcribed into Word documents.
4 RESULTS AND DISCUSSION

The results of the interviews are presented based on the dimensions considered in the study. The nomenclature for the interview excerpts corresponds to Inf (informant), followed by the number of interviewees (ranging from 1 to 13). Finally, the initials G (Graduate) and P (Professor) to differentiate them appropriately. Of the thirteen informants in this research work, 12 stayed in the province of Quebec, specifically in the city of Sherbrooke, and only one participant was in the city of Toronto, Canada.

4.1 PERSONAL DIMENSION: FEARS

Most graduates said that language was one of the biggest fears when arriving in the new culture; that is, needing to be understood and understanding Canadians.

"[...]. So my choice was because of the language, to expose myself, and of course, at the same time, it was fear; yes, I studied English in college, and I studied French, but it is not the same as being exposed to a culture that speaks the language natively, naturally, quickly. Yes, when I arrived, that was my fear, wasn't it, to say things wrong, not to be understood" (Inf. 5-G).

However, after several weeks in a nation different from their own, the interviewees agreed that the most significant personal obstacles to adapting to Canadian culture were a lack of confidence, shyness, unpunctuality, and the need to be open-minded enough to experience new things.

4.2 SOCIAL DIMENSIÓN: INTERACTION WITH NATIVE CANADIANS

Despite the fears that arise when integrating into a new culture, teachers and graduates reported that the interaction with the inhabitants of the Canadian culture was perfect because the natives are very kind and patient; therefore, the informants agreed that the new society received them well. In relation to the cultural part, the participants mentioned that respect and punctuality are the main characteristics that distinguish Canadians. They are also very cultured people; they like sports and reading.

Finally, the informants think that there is no collective obstacle that prevents adaptation to the Canadian culture; instead, they consider that it could be the inadequate ingrained habits,
such as unpunctuality, irresponsibility, and lack of organization, of the person arriving in the country.

"I cannot imagine any, maybe some of the Mexican's ways of acting, such as some irresponsibility, for example, they are very organized in taking out the garbage, they keep it separated, and we are all expected to keep it that way, separated" (Inf. 5-G).

4.3 FAMILY DIMENSIÓN: COMMUNICATION AT A DISTANCE AND DIFFERENCES

Even though the informants felt neither rejected nor excluded by the Canadian culture's inhabitants, eight felt the need to be with their family in the first weeks and at essential times; also, video calls were generally the first means of communication.

"But I did miss it; I arrived from the Church to my Canadian home and so on... Automatically, what I did was to call home the next day, well, to celebrate; they celebrate the 25th, so yes... and especially the first year. During Holy Week, it also hit me a lot" (Inf. 11-P).

According to the informants, one of the first differences between Canadian and Mexican families is that Canadian families respect their children's individuality much more than Mexican families. It is expected to see young Canadians independent from their parents in their teenage years. However, the interviewees also affirm that the family dimension was not an obstacle to their adaptation to the new culture. In the beginning, they did notice this concern on the part of their parents; however, they always received moral support.

4.4 CLIMATE DIMENSIÓN: VARIABLE TEMPERATURES

On the other hand, the teachers mentioned that the difficulties they encountered during the adaptation process were the climate and not knowing how to locate themselves in the city.

Despite being two nations with different climates, most graduates mentioned that the climate did not hinder their adaptation process. They usually arrived in summer when the temperature was still pleasant. Also, they prepared themselves with the appropriate clothing during their stay.

"I went about the fifteenth of August, and the weather was still delightful; it was about fifteen degrees. I was adapting little by little to the weather. The temperature was decreasing, but I was adapting to it. I think it was not difficult for me because I arrived
in August; maybe if I had gone in January, probably yes, because in that month it is too cold" (Inf. 2-G).

4.5 NUTRITIONAL DIMENSION: ORGANIC O PROCESSED?

Regarding the food dimension, the graduate informants agreed that the food is processed and fatty. At the same time, the teacher informants reported that their diet was very balanced in fruits and vegetables.

After identifying the differences between the foods of the new culture and those of their origin, the informants pointed out that their eating habits had drastically changed.

"Drastically, yes, for the same reason that it was a little more expensive to buy fruits and vegetables because I ended up sharing pizza with my classmates or buying many foods that came ready to prepare, then I did consume quite a lot of cheese and pasta” (Inf. 1-G).

The study participants mentioned that the time zone did not impede their adaptation process because there was only a one-hour difference; however, they were surprised during the winter because they had fewer hours of sunlight and, therefore, had to adapt to the meal times. Despite the confusion during the winter, the informants say that the most significant food obstacle to adapting to Canadian culture is not the food itself, but the fact of being rooted to the foods of the culture of origin and needing to experiment with new flavors.

4.6 ECONOMIC DIMENSION: EQUIVALENCE OF CURRENCIS AND TAXES

Regarding the economic dimension, most informants commented that they knew the Canadian dollar; however, some graduates did not know its equivalence with the Mexican peso. Despite knowing about the Canadian dollar's existence, most interviewees confessed to having had difficulties using Canadian cents because they did not know their value and were always thinking of Mexican pesos, so they preferred to use banknotes.

"Yes, the truth is that this was a detail that cost me a little because, as a beginner traveler, I always did the math and always thought in Mexican pesos; if milk cost me 3 dollars, I would say, "It cost me 45 pesos" [...] so my Mexican pesos became nothing in Canadian dollars, and that was a frustration” (Inf. 4-G).
After considering some of the difficulties in using the Canadian currency, informants relate that the main economic aspects that can hinder the stay in Canada are the amount of taxes on each purchase and the constant conversion of Canadian currencies to Mexican pesos.

4.7 LESSONS LEARNED

Some of the learnings that the interviewees acquired after their stay in Canada were developing communication skills, increasing their belonging to the homeland, and becoming more independent and respectful of people.

"In terms of language, I improved my skills a lot; in terms of personal experience, I learned to be more independent, to know how to manage on my own, I learned to manage my money better, to value my roots more, my traditions, everything we have here in Mexico, the food, the products, also the family" (Inf. 4-G).

4.8 PRACTICAL RECOMMENDATIONS

After sharing some of the learning acquired in the new culture, the informants advised making a trip to Canada; some of the most outstanding were to get informed about the culture and prepare mentally for what they are going to face, to buy thermal clothing, preferably in the place of arrival to be able to resist the changing temperatures, to save as much as possible because it is an expensive city; and, to participate in all the activities, not to be afraid.

"They inform themselves about the things in the place they are going to visit; I was mentally prepared for the type of food, currency, be patient when socializing, travel without fear, it is a very nice place, quiet, nothing bad happens to you, they are very good people" (Inf. 2-G).

4.9 IT IS WORTH MAKING IT HAPPEN!

Finally, the interviewees added that Canada is a very diverse Country, which is worth getting to know since, apart from practicing languages, it is possible to meet many people of different nationalities.

“You are going to get close to a range of cultures, you are going to interact with many people [...]. You are going to practice a small quantity of everything, English, French, from time to time if you go to the French part, meals, restaurants of everything, from all
over the world, especially in Toronto, it is a very cosmopolitan environment, you have to experience it! It is worth going!" (Inf. 11-P).

According to the interviewees, Canada offers many opportunities to grow both personally and professionally, hence the incentive to visit.

4.10 DISCUSSION

Based on the results obtained and according to the literature reviewed in this research work, the most significant findings on the acculturation process and the obstacles it implies in the host society were compared.

Sosa and Zubieta (2010) analyzed coping styles. They found that 48.5% mentioned adverse events related to academics (enrollment, exams, arguments with a professor, not agreeing with a grade), 18.1% related to personal life (fights with parents, break up with a partner), 16.7% with being away from home, family, partner and friends, and 16.7% mentioned varied positive and negative events such as death of a grandparent, robbery, promotion at work, moving, etcetera.

On the other hand, the graduates and professors did not present academic or family problems since they had the unconditional support of their parents; however, they encountered personal aspects such as lack of confidence, shyness, unpunctuality, and not having the mental openness to experience new experiences.

In the case of González and Flores (2011), they found that the factors that allow a favorable adaptation to the new culture are the language, having Mexican family and friends, the kindness and simplicity of the people, having friendships with local people, and participating in extracurricular activities. Insecurity, however, is the main negative factor. In a similar vein, the participants of the university in southern Mexico agree on the human warmth of the Canadian culture as an adaptive factor, as well as the aspect of integration into extracurricular groups to be in constant contact with the host nation, but at the same time they differ in the area of social insecurity; according to Ledsom (2022), in Forbes magazine mentions that Canada is one of the safest countries in the world.

On the other hand, Berry's and Hou's (2016) studies regarding the sense of belonging to Canada and the country of origin are positively correlated, albeit weakly. The most significant proportion of immigrants (69%) had a strong sense of belonging to Canada and the native country (integration). In descending order of frequency, 24% had a strong sense of belonging...
to Canada and a weak sense of belonging to the native country (assimilation), 3% had a strong sense of belonging to the native country and a weak sense of belonging to Canada (separation), and 4% had a weak sense of belonging to both Canada and the native country (marginalization).

Concerning the state university results, most of the informants mentioned feeling part of the Canadian culture and, at the same time, love for their own culture. In contrast, some mentioned enjoying the new society but not feeling part of it because they usually felt nostalgic for their homeland.

Another study was that of Berna (2018), in which they found, in terms of reiteration for Colombian students, the maintenance of eating habits typical of the host culture without consideration of the international student, especially in the family as a sphere of interaction. Another characteristic of the acculturative strategy of segregation was the lack of interest in establishing or developing effective bonds with the international students, so one of the adaptation strategies would be to carry out activities with the international students.

In the case of the graduates and professors of the university in the study, it was found that the most significant food obstacle to adaptation to Canadian culture was not food as such, but the fact of being rooted to the foods of the culture of origin and not being open to experimenting new flavors. They also considered the integration of academic or cultural groups of the region for better acculturation since some of the graduates regretted not having taken the opportunity at the time.

Fernandez (2018), in a research conducted in Peru, presents that the contexts of discrimination and social adaptation have a solid cultural component; the leading causes were lack of trust or selective trust, indifference, the need for self-affirmation, and distance from non-scholarship students, thus maintaining, adaptive difficulties, since they have experienced feelings such as fear, rejection, and loneliness. However, the participants from the university in southern Mexico agreed that during their stay, they did not receive any racist aggression; on the contrary, their expectations about the country and its people had been exceeded because the host population had been friendly all the time, willing to support the needs that arose.

Finally, a study conducted in Chile by Mera et al. (2020) showed that integration presented the highest score in acculturation strategies, followed by separation. The individualism, assimilation, and marginalization orientations obtained the lowest scores. On the other hand, the time spent in the Chilean city presented a relevant and negative concept with the dimension of mastery of the environment and was not significantly related to general psychological well-being or the rest of its dimensions. In the case of the informants from the state university, they found openness to integration, as well as hospitality on the part of the
Canadians, since they had to take advantage of the opportunity to be approved in the Student Mobility Program of the Tabasco University, which made the period of stay more comfortable.

Even though most of the literature reviewed in this research was quantitative, the data relatively coincide in that the best acculturation strategy is integration; that is, the host person has an open and receptive attitude of contact with the groups of the native society, but at the same time maintains his or her cultural identity (Berry, 1997). Integration can originate mainly with the incorporation into groups of extracurricular activities, whether in the university or social space, since living daily with native people will allow them to feel confident and with a sense of belonging to a group, thus giving rise to an adaptation to the host nation.

5 CONCLUSION

This research aimed to determine the obstacles experienced by graduates with Bachelor's Degrees in Languages and professors of a university in southeastern Mexico in acculturation to a Canadian culture. The study also included the acculturation strategies proposed by the participants for a better adaptation to a new context.

The study addressed six dimensions that affect the acculturation process: personal, nutritional, family, economic, climatic, and social, which were analyzed from the informants' responses. The results confirmed the assumption that the acculturation process to Canadian culture depends significantly on the attitude shown by the graduates and professors of the university under study. The essential strategies to achieve successful acculturation, according to the informants, were to be aware of social norms such as punctuality and responsibility and to apply them during their stay, to integrate and feel part of the culture since society will accept or reject to the extent that wants to be accepted or rejected.

In the same way, it is suggested to arrive with an open mind, to participate in all school activities, and above all, to be willing to learn; because it is a culture with different values, making mistakes will not be a reason for mockery, on the contrary, they will always be willing to support and correct when necessary. Canada is a multicultural country.

Nevertheless, the attitudes shown before the changes, before the new and diverse, will determine whether the acculturation process is possible or complicated. Based on the above, new applicants will have this accessible communication with the last generation that made a stay in Canada, either for practical advice or the simple fact of telling the lived experience through this study, which gives voice to the graduates who had the opportunity to perform mobility in 2017, voices that can serve as a guide for those students who will perform in the
following school cycles mobility in Canada. To conclude, one of the recommendations for future research is the study of the process of adaptation or reintegration into Mexican culture; in the areas addressed here (food, family, social, economic, personal) is the inclusion of dimensions such as religious or academic. In addition to the comparison of the French learned in class and Quebecois.

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