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Globalization's Impact on Cultural Identity: Empirical study on 1st and 2nd Generation Immigrants

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Masters in International Management

Supervisor:
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**BUSINESS
SCHOOL**

Department of Marketing, Strategy and Operations

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Resumo

A influência acelerada da globalização tem estado na vanguarda de muitas discussões sobre as ramificações potenciais da homogeneização das culturas. A pesquisa mostrou que, com o aumento da migração, o mundo está se tornando mais multiculturalmente diverso, embora mais homogeneizado. O estudo visa determinar se a globalização impactou positivamente as identidades culturais e as vidas dos participantes e examina se esse fenômeno leva à homogeneização das culturas.

Um estudo etnográfico foi realizado com 32 participantes de imigrantes de 1ª e 2ª geração, originários de 21 países, para retratar o impacto real da globalização em suas identidades culturais e vidas. A pesquisa utilizou uma abordagem qualitativa baseada em entrevistas estruturadas e utilizou a metodologia de análise de conteúdo para interpretação.

Os resultados das perguntas da pesquisa revelaram que, na maior parte dos casos, a globalização tem, de fato, impactado positivamente as identidades culturais e vidas dos indivíduos. O efeito positivo da globalização foi na forma de maiores oportunidades de educação e emprego e maior abertura de espírito em relação à diversidade cultural. O estudo também refutou que o mundo se tornou mais homogeneizado, mas sim que a globalização abriu as portas para a valorização das culturas.

À luz dos resultados desta pesquisa, um conjunto de recomendações foi sugerido para uma compreensão mais aprofundada da globalização e seu potencial aprimoramento cultural.

Palavras-clave: Globalização, Cultura, Identidade

JEL: F6- Impactos Econômicos da Globalização; I2- Instituições de Ensino e Pesquisa

Abstract

Globalization's accelerating influence has been at the forefront of many discussions concerning the potential ramifications of cultures' homogenization. Research has shown that with the increased migration, the world is becoming more multiculturally diverse, nonetheless more homogenized. The study aims to determine if globalization has positively impacted the participants' cultural identities and lives and examines if this phenomenon leads to the homogenization of cultures.

An ethnographic study was conducted on 32 participants from 1st and 2nd generation immigrants, originating from 21 countries, to depict globalization's real impact on their cultural identities and lives. The research used a qualitative approach based on structured interviews and used the content analysis methodology for interpretation.

The findings of the research questions revealed that, for the most part, globalization has, in fact, positively impacted individuals' cultural identities and lives. The positive effect of globalization appeared in the form of increased education and employment opportunities and increased open-mindedness in regards to cultural diversity. The study also disproved that the world has become more homogenized, but rather that globalization has opened the doors to the enhancement of cultures.

In light of this research's findings, a set of recommendations have been suggested for a more in-depth understanding of globalization and its potential cultural enhancement.

Keywords: Globalization, Culture, Identity

JEL: F6- Economic Impacts of Globalization; I2- Education and Research Institutions

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The Researcher's background

A brief overview of the researcher's background may help the readers understand the genuine motive and interests behind cultural globalization research.

I was born and raised in Canada in the early 1990s. My parents immigrated together from Morocco with the intent of providing their children a better life filled with opportunities. I, therefore, grew up splitting my summers between Canada and Morocco. Moreover, my upbringing was shaped by Moroccan values and customs. Hence, throughout my life, I always felt different than my peers. Nonetheless, I was fortunate enough to be raised in a multicultural environment, which meant that I was not the only "different" student. The combination of this unique upbringing and the multicultural environment allowed me to develop a deep interest in other cultures and people. I remember being ten years old and telling my father that I wanted to study abroad someday.

Fast forward 17 years later, I have now studied and worked in 5 different countries and 3 different continents. The experiences of living abroad have completely transformed me, and I discovered a passion for travels. They allowed me to become more open-minded, and they also increased my thirst for knowledge and the desire to meet new people. This incredible journey has also strengthened my analytical skills, such as communication, critical thinking, problem-solving, and many more skills. Thanks to the individuals I have encountered throughout my life, my self-awareness has significantly increased, and I started questioning the world in which we live.

More importantly, these experiences allowed me to discover and appreciate the different cultural wonders that the world has to offer and it drove me to think about what would happen if one's culture started to slowly disappear.

Finally, given my diverse background and experiences, I felt that I could relate and understand the participants' journeys and answers.

Chapter 1: Introduction

“The role of globalization is to homogenize all cultures, and to turn them into commodified markets, and therefore, to make them easier for global corporations to control [...]”

-Jerry Mander (n.d)

The theme of this thesis is Globalization’s Impact on Cultural: Empirical study on 1st and 2nd generation immigrants. In recent decades, there has been a considerable agreement that we currently live in an era of globalization. Due to its inevitability and accelerating influence, this topic has been at the forefront of many discussions. In the same light, when pondering about globalization, we have been unintentionally led to consider about this phenomenon’s impacts.

The increase of international movements across borders has, without a doubt, revolutionized the world and increased the interdependency between nations. Different cultures and societies have learned to deal with one another to benefit from new growth opportunities to increase their wealth. Moreover, economic integration has led to the emergence of borderless global markets, significantly contributing to the world’s gross domestic product. On the one hand, this movement has proven to be economically prosperous. However, on the other hand, one cannot disregard the adverse side effects.

Although this might be a centuries-old phenomenon, this has now become one of the most critical issues of our time. Researchers recently started examining which aspects of the current wave are being impacted. While some of the most noticeable effects of this movement revolve around the economy and the environment, more and more people are starting to notice its impact on cultural identity.

With the increased migration linked to labour, people are now forced to adapt to new environments, which most often than not signifies learning new languages and adapting to the new culture to fit in. During that process, one’s cultural identity can be altered and more importantly, this will direct impact their children’s cultural identities and so on.

The study aims to analyze the real impact that globalization has on the cultural identities of individuals and on other aspects of their lives. More specifically, this research focuses on the journey of a selected sample from the 1st and 2nd generation of immigrants, from 21 different countries. It aims to determine if globalization is leading to the homogenization of cultures. In essence, it seeks to investigate the cause and effect relationship between this

phenomenon and cultural identities.

1.1 Problem Statement and relevancy of the study

With the advancement of technology, globalization has tremendously facilitated immigration, thus allowing people to move abroad for better opportunities. However, nowadays, due to the increased literacy rate worldwide and the increased average level of education, the labour market has become extremely competitive. While societies are becoming more multicultural and integrated, somehow, cultural identities seem to become more homogenized. Individuals are pushed to adapt to their host country's culture and are often faced with conflicting decisions to maximize their opportunities. For example, parents might favor teaching their children a "business language" such as English or Mandarin over their native language to increase their children's career opportunities.

Although the world is currently focused on all the greatness and advancement associated with globalization, it is vital to shed light on the impacts that it will have on cultural identities over time. If cultural identities are indeed becoming more homogenized; we need to find the causes and the effects of this phenomenon.

Hence, investigating further the correlation between globalization and cultural identity will give us a better understanding of the direct and indirect impacts, as well as the extent to which the future generations will suffer from this.

Finally, to get a holistic view of the situation, it is essential also to explore the several benefits of globalization linked to the economy, education, and employment opportunities.

1.2 Objective

This research aims to determine whether globalization is indirectly or directly making this world a more homogenous place, hence slowly fading away the different cultural identities. Furthermore, it will explore the overall positive and negative impacts of globalization on the individuals' cultural identities. Finally, the study will also examine the potential implications of globalization on cultural identity.

1.3 Research Questions

The research questions answered in this thesis are centered around the impact of globalization, primarily on people's cultural identities but also on their lives:

The proposed research will attempt to answer the following research questions:

- i. To what extent has globalization impacted 1st and 2nd generation immigrants' cultural identities and lives?
- ii. Is globalization homogenizing all cultures and slowly dissolving the different cultural identities of 1st and 2nd generation immigrants?

1.4 Expectations

The first expectation in this research will address globalization's causal effect on cultural identity loss. I believe that if nothing changes, globalization will slowly homogenize most cultures, leading to a loss of cultural identity. More specifically, I think that there will be a drastic shift in languages and the future generations will favor the "business" languages over their native language. Hence, resulting in the disappearance of languages in the long-term.

The second expectation focuses on the idea that globalization has been extremely beneficial for the economy as well as education and careers. I believe that globalization has increased the level of education worldwide, increased the number of career opportunities, and increased people's open-mindedness.

The two predictions will be approved or disproved in the discussion section of the research.

1.5 Structure

This dissertation is divided into the following chapters:

Introduction: This chapter provides an overview of the thesis and explains the context behind globalization, the focus and scope, the problem statement and relevance of this topic, as well as the objective and research questions that will be addressed.

Literature review: The literature review serves as the building block of this research. It is the chapter that provides fundamental knowledge on globalization and culture. Moreover, it delves into globalization's impact on several aspects such as the culture, the economy, education, and employment. This crucial aspect will be utilized in the discussion chapter to

correlate (or not) the findings with the previous research.

Research Design and Methodology: This chapter examines the type of research that was done, how the data was collected and selected, and how the data was analysed. For the purpose of this research, the main methodology used was the qualitative approach, although some quantitative data served to illustrate some of the effects stemming from globalization. Furthermore, the target sample was composed of 32 participants from the 1st and 2nd generation immigrants, originating from 21 different countries, and aged between 22 and 61. Structured interviews were then conducted to gather an in-depth insight into the participants' journeys. Finally, it discusses the content analysis method chosen to identify themes and patterns from the interview's data.

Results and Discussion: This chapter presents the main findings of the research in an objective manner, by illustrating the themes and patterns identified during the analysis process. Moreover, it showcases some of the data into graphs. Finally, in the discussion section, the results are interpreted and linked to the previous research done in the literature review section.

Conclusion: This final chapter sums up the findings and elaborates on the limitations faced during this research. Additionally, it offers recommendations for future research. Finally, it highlights the relevant findings of this thesis, in other words, the main contribution.

Table 1.1 Structure of Thesis

Chapter 1: Introduction – Brief overview of the thesis
Chapter 2: Literature Review – Fundamental knowledge basis
Chapter 3: Research Design and Methodology – Methods and approaches chosen
Chapter 4: Results and Discussion - Findings and interpretations
Chapter 5: Conclusion – Answers to research questions, limitations, and recommendations

Chapter 2: Literature Review

This literature review aims to get a deeper understanding of globalization's impact on cultural identity, racism, the economy, education, employment and its relationship with technology.

This chapter deals with complex key concepts which cannot be reduced to one universal definition and are therefore contrasted across different literary views. Due to these concepts' broad nature, it impossible to summarize and define them without leaving gaps.

2.1 Concepts

Before exploring the impacts of globalization, it is vital to define and elaborate on the concepts of globalization, cultural identity, and biculturalism.

2.1.1 Globalization

There is a considerable agreement that we live in an era of globalization, but what is globalization, and when did it begin?

Surugiu and Surugiu (2015) described globalization as the drive behind the current international integration and global economic growth, which led to increased interdependence between countries. They further defined it as a complex process that enabled the development of communication and which increased the investment expansion as well as the cross-border flows of good and services (Surugiu & Surugiu, 2015). Moreover, Bourguignon et al., (2002) described it as the economic openness that decreased transportation costs and increased foreign direct investment (Howes, 2018, as cited Bourguignon et al., 2015). Inarguably, this representation of globalization predominantly focuses on the economic realm, which has transformed the societies we know today. Simply put, globalization is indirectly and directly measured by its quantitative contribution to the world rather than its qualitative impact on individuals and societies.

While this new economic interdependence may seem favourable, according to John Friedmann, this poses an issue. Since the focus has shifted on economic relations, this tends to render invisible the real effects of globalization on people's daily lives (Friedmann, 2004). In fact, Samimi and Jenatabadi (2014) approached this concept from a cause-effect perspective and explained that globalization is a complicated process that impacts different aspects of life. Amongst these are economic growth, poverty, inequality, the environment, and cultural dominance (Samimi & Jenatabadi 2014). Hence, this approach allows the reader

to consider both the positive and negative ramifications caused by this phenomenon and encourages them to reflect on the future.

Another essential aspect to consider in this paper is time. When did globalization begin? According to O'Rourke and Williamson (2000), several historians believe globalization first started in the 15th century. More precisely, they associate it to 1492 when Christopher Columbus stumbled upon America searching for spices and 1498 when Vasco da Gama travelled to Africa (O'Rourke & Williamson, 2000). They further highlighted that trade expansion is the mothership which gave rise to globalization (O'Rourke & Williamson, 2000). The burgeoning demand and supply within the trading economies opened the doors to international trade. Therefore, globalization is not a new phenomenon but it is important to mention that the majority of the research of globalization only dates to a couple of decades ago.

2.1.2 Culture and Cultural Identity

Another key concept of this study is culture. Understanding this word's extent and vastness is a crucial part of the readers' comprehension of this research.

Considering the wide range of definitions of the central term "culture", this cannot be reduced to one universal definition. While most dictionaries define culture as the set of "ideas, customs, and social behaviour of a particular people or society" (Oxford), the complexity and depth of this concept were best summarized by the President of Harvard University Lowell (1915).

"There is nothing in the work more elusive [than culture]. One cannot analyze it, for its components are infinite. One cannot describe it for it is a Protean in shape. An attempt to encompass its meaning in words is like trying to seize the air in the hand, when one finds that it is everywhere except within one's grasp" (Lowell, 1915)

The use of the word "Protean" clearly implies that due to its changing nature, culture can, in fact, be impacted. This brings up an interesting question: is culture changing and moving in the direction of globalization? A question that will be touched upon later.

Before we can further address the intersection between globalization and cultural identity, it is paramount to define the terms "identity" and "cultural identity." Oyserman, Elmore and Smith (2012) explained that identities are "the traits and characteristics, social

relations, roles and social group memberships that define who one is.”(Orseyman et al., 2012). According to the authors, our identities orient us in life and provide us with a “meaning-making lens” to evaluate the world.” (Orseyman et al., 2012). Furthermore, they elaborated on the principle that one’s identity can be focused on the past, the present, and the future.(Orseyman et al., 2012). Once again, this ideology leads us to understand that our identities can change over time. Since part of our identities is heavily based on culture, our cultural identities can, therefore change.

On the other hand, author Yan (2018), explained that cultural identity has become the cornerstone of national identity and that the cultural identity of an individual consists of two parts: i) the identity of the nation to which the individual belongs to and ii) the multi-dimensional character (Yan, 2018). The multi-dimensional nature relates to the internal psychological processes such as the attitudes, cognitions, and emotions of a specific group (Yan, 2018). By way of explanation, it is the construction of the cultural identity embodied both in a social environment and at individual level.

2.1.3 Biculturalism

Authors Schwartz and Unger (2010) explained that biculturalism has been defined in many ways but most commonly, it refers to an individual with a cultural identity composed of one’s heritage culture and the culture of the country in which they have settled or were born in (Schwartz & Unger, 2010). For instance, children of immigrants, although they are born into a different culture, they are still embedded with the cultural heritage of their parents and family. It is important to note that this concept can also apply to individuals living in ethnic enclaves: geographic area with high ethnic concentration.

Furthermore, Szapocznik, Kurtinez, and Fernandez (1980) have explained that biculturalism focuses primarily on an individual’s cultural behaviors, such as the language spoken, the choice of surroundings, and other preferences (Schwartz & Unger, 2010, as cited by Szapocznik et al., 1980). From this standpoint, individuals would be classified as bicultural if they speak both the host country’s language and the language of their cultural heritage. Also, since this concept is based on behaviors, this would mean that biculturalism implies more than just the language, but rather that it is linked to one’s values.

Moreover, Schwartz and Unger explained that individuals will adapt their behavior based on who they interact with (Schwartz & Unger, 2010). They will also develop some coping strategies in order to navigate across both cultures. (Schwartz & Unger, 2010) This behavior

demonstrates a high level of flexibility and adaptation.

On the other hand, biculturalism also opens the door to intragroup marginalization. According to Castillo et al., (2007) intragroup marginalization is defined as “the perceived interpersonal distancing by members of the heritage culture when an individual displays cultural characteristics of the dominant group” (Castillo et al., 2007). By way of explanation, it is the perception of rejection from people of the individual’s heritage culture due to not conforming to the prescribed values and expectations (Castillo et al., 2007). Needless to say that rejection can cause interpersonal conflicts in regards to one’s own identity. Therefore, there are both advantages and disadvantages at being bicultural.

2.2 Globalization’s impacts

Now that we have a better understanding of globalization and cultural identity, it is crucial to understand the positive and negative ramifications caused by this movement.

2.2.1 Globalization’s Impact on Cultural Identity

Positive

On the one hand, globalization has reduced the stereotyping and misconceptions about other individuals and different cultures. People now have instant access to worldwide information from any location globally; hence it is easier to become more knowledgeable and get a better understanding of foreign values and attitudes. Moreover, Dimova and Gillen (2017) pointed out that while many individuals associate globalization with the uniformity of cultural identities, this also creates a counter-demand for authenticity, which then becomes a valuable asset on the global market (Dimova & Gillen, 2017). In other words, people will steer away from homogenization.

Another example of the positive impact of globalization on culture was best explained by Wani (2011). The author explained that not all good practices were born in one civilization and that societies have taught and corrected one another to progress in the right direction (Wani, 2011). By way of explanation, the cultural differences and the different ideologies are essential for the advancement of civilization; exchange of thoughts and comparison need to take place for one to re-evaluate their choices and decisions. Wani (2011) also further explained, societies have become larger in recent decades due to their acceptance and

welcoming of people from different backgrounds. Consequently, this created a whole new culture of its own (Wani, 2011).

Additionally, Wang (2007), explained that globalization actually enhanced cultural identity. From the author's point of view, the welcoming of new cultures has enabled individuals to become more self-aware of cultural identities than before. Moreover, Wang (2007) explained that globalization could lead to a sense of "togetherness" rather than homogenization (Wang, 2007). Following this ideology, globalization could be seen as the enabler behind cultural identities. In other words, thanks to technology, there is extensive and accessible information about the different cultures, and people can now learn and educate themselves without necessarily traveling.

Furthermore, according to the United States Census Bureau, there has been a growth rate of almost 3% in interracial marriages in the US between 2000 to 2012-2016, and this rate is expected to increase over the upcoming years (Rico et al., 2018). These unions could signify the increase of potential multicultural children which would mean that these individuals would be exposed to different cultures within the same household.

Negative

While it may seem that globalization predominantly impacts the economy and the environment, other important aspects need to be acknowledged. Jensen et al. (2011) researched globalization and cultural identity by observing adolescents and emerging adults in Chile. They determined that first-hand and indirect interactions with people from diverse cultures are continually increasing, mainly due to various media. This has made it more difficult for these individuals to develop a cultural identity of their own. According to the authors, a person can identify with two or more cultures, and their identity will depend on individual choices as well as "the status or power of the different cultures in question" (Jensen et al., 2011). Following this rationality, a question that comes to mind is whether another culture's adoption takes away from one's native culture. For example, if an individual decides to adopt certain Western culture values, does this mean that they need to let go of some of their current values?

Edwin and Okpara (2015) also emphasized the negative impacts of globalization. In particular, they mentioned that when many people are moving in and out of countries, they tend to adapt to the prominent culture of that new country (Edwin & Okpara, 2015). In other words, they will embrace and follow foreign cultures and forsake their own roots (Edwin &

Okpara, 2015). This cultural adjustment could lead to a rise in cultural conflicts and a loss of cultural identity.

Moreover, Fernandino (2015) explained that with the advancement of science and technology, the world is getting increasingly globalized, and we are slowly witnessing a loss of diversity. According to the author, languages are changing into simpler and faster mode of communication and there is an increase of English incorporation (Fernandino, 2015). For example, in the Sinhala language, spoken mainly in Sri Lanka, many words were substituted by English words (Fernandino, 2015). Hence, this native language has undergone drastic changes and is slowly shifting towards the English language. In the same light, UNESCO (2010) shared that between 1950 and 2010, over 230 languages went extinct and that every two weeks another language dies (Moseley, 2010)

Overall, the authors above made it clear that globalization has made the cultural identity development process more difficult, as individuals are conflicted between two or more cultures. Also, native languages seem to be shifting towards the business languages and are also being deprioritized to make room for more “important” languages.

2.2.2 Globalization's impact on racism

Bosworth et al., (2008) explained that racism is very much still alive in this day and age, and globalization might be an important factor behind it. The authors elaborated on the idea that visible ethnic minorities will suffer the most from this, which will cause serious trauma in the long term (Bosworth et al., 2008). In other words, mistreatment and alienization can push these individuals to feel detached from their host country and its culture. Hence, this could lead to potentially dangerous situations. The authors linked globalization to the higher likelihood of crimes and increased racism.

Weisskopf (2009) also elaborated on the influence of globalization on the discrimination against people on account of their ethnic group identity (Weisskopf, 2009). He explained that, while this is an age-old phenomenon, globalization today is contributing to the growth of ethnicity-based discrimination and that it is progressing faster than ever before (Weisskopf, 2009). It is plausible to believe that there is a higher likelihood for discrimination, given that we encounter more people from different backgrounds and cultures.

2.2.3 Globalization's impact on the Economy and Education

Positive

According to Ebrahim et al. (2007), globalization's effects have been positives in many respects. The authors explained how globalization has contributed to the increase in the gross domestic product in developing countries and resulted in advancements in health indicators, such as life expectancy. Additionally, the authors further explained that the globalization of technology and information is expected to reduce the inequalities in public health interventions between the rich and the poor (Ebrahim et al., 2007). Hence, it is undeniable that the world has greatly benefited from globalization on many levels. More and more developing countries are committed to overcoming the development gaps and are aligned to enhance their economic performance every day. Moreover, they explained that multilateral trade rules had been set to ensure that the products meet specific safety and health standards thanks to international trade (Edwin & Okpara, 2015), hence providing people with better product quality overall.

Authors Edwin and Okpara also highlighted several positive impacts of globalization in their Strategic review of globalization's impact (Edwin & Okpara, 2015). Notably, the evident economic and educational opportunities that arose from the companies moving towards the developing countries to acquire labour forces and the enabling of business expansion through the advancement of technology (Edwin & Okpara, 2015). People can now work and get educated from anywhere in the world. They also asserted that globalization had unravelled free movement of capital, communication, and transportation (Edwin & Okpara, 2015). It is accurate to say that many people now have direct access to real-time information in this day and age. Not to mention that the access to information and data has enabled societies to educate themselves and make sounder and more informed decisions.

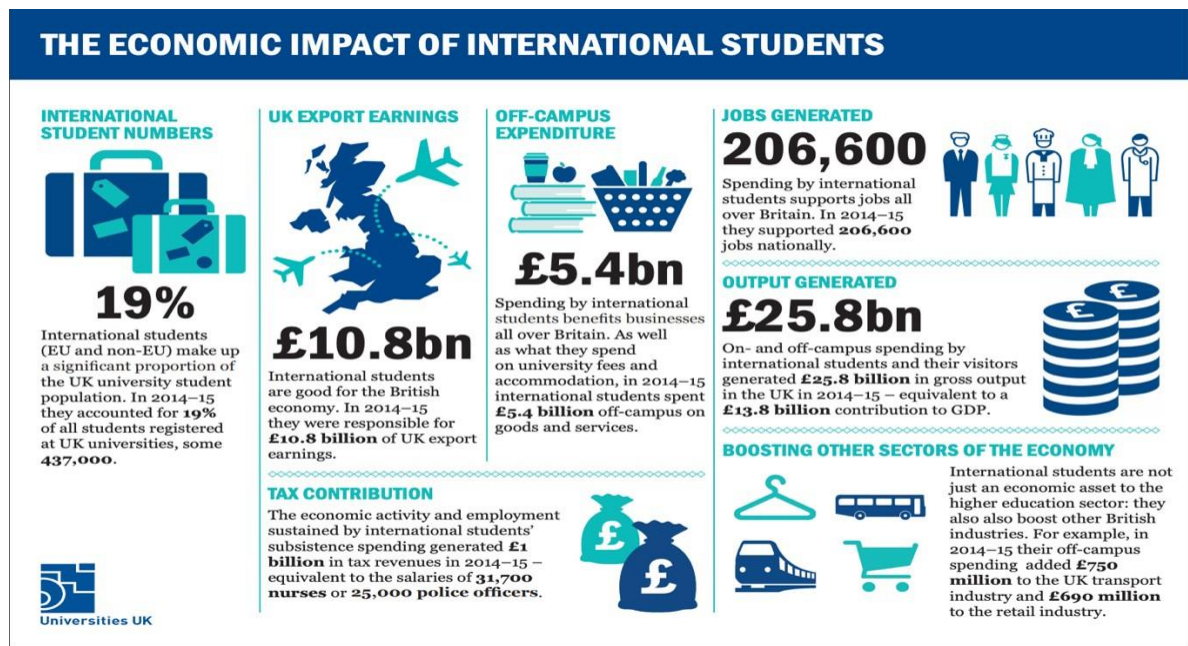


Figure 2.1: The economic impact of international students

Source: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/briefing-economic-impact-of-international-students.aspx>

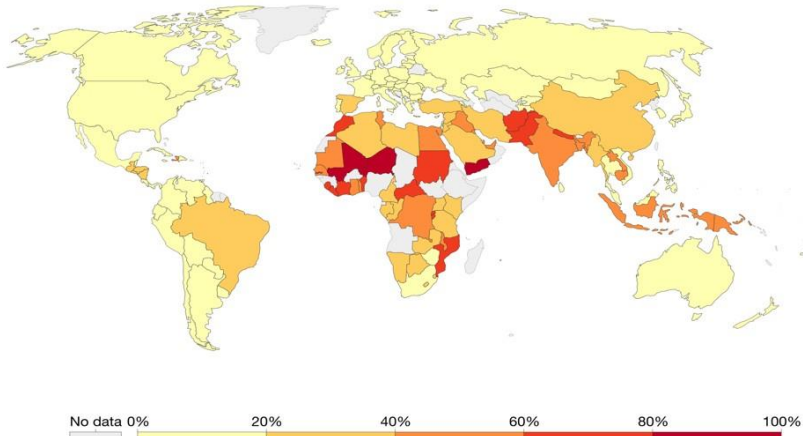
Furthermore, over the years, the percentage of international students has significantly increased, positively contributing to the countries' gross domestic product. The image above (Figure 2.1) is a glimpse of international students' economic impact of in the UK between 2014-2015. During that period, the international students contributed to £10.8 bn of UK export earnings, and also due to their spending expenditure, this generated 206,600 jobs. From this, there is a clear correlation between globalization and the number of international students abroad, which in return directly impacts the economy.

Lastly, in conjunction with both the economy and education, there has been a decrease in the low-skilled labor force in many countries (see Annex A), therefore creating a more competitive labor market. It is also important to mention that other important factors, such as people no longer retiring at 65, more women in the workforce, and technology, have also played an essential role in increasing market competitiveness.

1990

Share of population, 15 years and older, with no education, 1990

Our World in Data



Source: World Bank

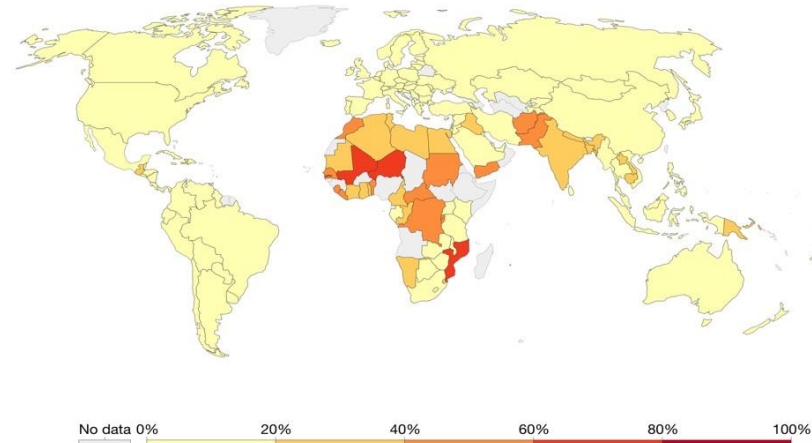
CC BY

Figure 2.2: Share of population, 15 years and older, with no education, 1990
Source: <https://ourworldindata.org/grapher/share-of-population-15-years-and-older-with-no-education?time=1990>

2010

Share of population, 15 years and older, with no education, 2010

Our World in Data



Source: World Bank

CC BY

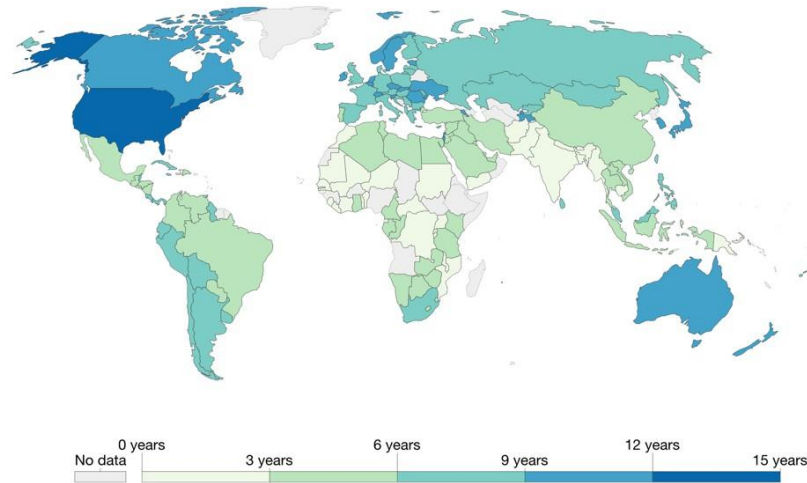
Figure 2.3: Share of population, 15 years and older, with no education, 2010
Source: <https://ourworldindata.org/grapher/share-of-population-15-years-and-older-with-no-education?time=2010>

These graphs are a clear representation of the impact that globalization has had on education from a global point of view. As seen above, in the map “Share of Population, 15 years and older, with no education”, it is undeniable that there has been a substantial decrease in the number of people without education between 1990 and 2010. For example, if we look at China and Brazil, both these countries had a 20% to 40% share of the population, 15 years and older, with no education. Two decades later, that percentage decreased to 0% to 20%. Considering that these two nations represented 22% (see Annex B) of the total population in 2010.

1990

Mean years of schooling, 1990

Average number of years of total schooling across all education levels, for the population aged 25+



Source: Lee-Lee (2016), Barro-Lee (2018) and UNDP, HDR (2018)

OurWorldInData.org/global-rise-of-education · CC BY

Figure 2.4: Mean years of schooling, 1990

Source: <https://ourworldindata.org/grapher/mean-years-of-schooling-1?time=1990>

2017

Mean years of schooling, 2017

Average number of years of total schooling across all education levels, for the population aged 25+

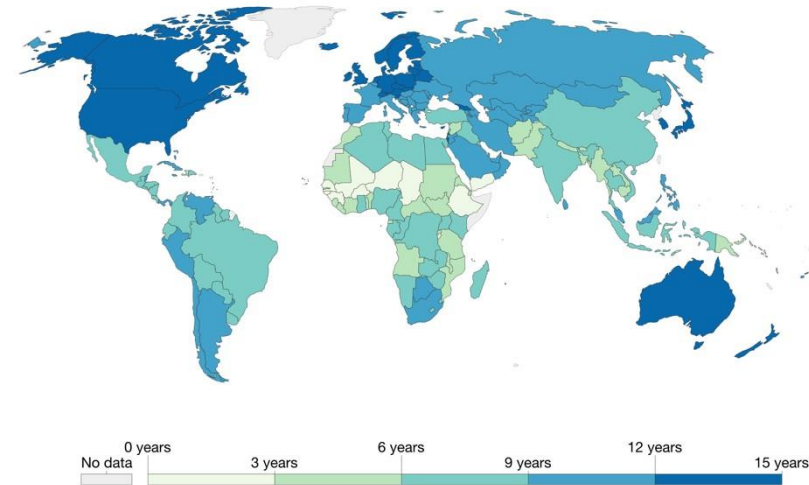


Figure 2.5: Mean years of schooling, 2017

Source: <https://ourworldindata.org/grapher/mean-years-of-schooling-1?time=2017>

Furthermore, taking a closer look at the map “Mean years of schooling”, there is a significant increase worldwide between 1990 and 2017. More specifically, the average number of years of total schooling across all education levels for the population aged 25 years and over has significantly increased. For instance, India went from 0 to 3 years of education, on average, to 6 to 9 years. Considering that India holds the record for the second-highest population globally (1.339B in 2017), that is once again, a powerful impact.

Negative

While globalization has opened the door to economies of scale and product possibility frontiers, this has majorly disrupted the local businesses.

Nonetheless, there is always a price to pay for everything, and when looking at the positive outcomes, one must also look at the negative ones. Edwin and Okpara (2015) elaborated on the increase of disparity and cut-throat competition that arose from globalization. While globalization has opened new venues, such as wider and diversified markets, this has dramatically impacted the local and national markets (Edwin & Okpara, 2015). When companies decide to establish their manufacturing plant in foreign countries for cheaper labor, the host countries generally tend to generate fewer revenues, and most of the profits go to foreign companies. Thus, once again, creating a disparity between the economies.

Furthermore, Masteikiene and Venckuviene (2015) claimed that globalization has become “one of the most pressing issues of the contemporary socio-economic theory”. They further added that despite the numerous positive effects, one must not disregard the many unavoidable negative impacts (Masteikiene & Venckuviene, 2015). Amongst those is the growing political power of multinational corporations, which consequently led to the devastating overexploitation of human labor and natural resources in emerging countries (Masteikiene & Venckuviene, 2015). It also led to a massive loss of jobs in developed countries. (Masteikiene & Venckuviene, 2015). It goes without saying that the negative impacts need to be addressed with urgency; otherwise, the world might not recover.

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2.2.4 Globalization's impact on Employment

Positive

Di Pietro, Girsberger, and Vuilled (2007) explained that globalization has impacted the employment sector in terms of the number of jobs, the composition of employment, the job earnings, the migrations, and the employment conditions (Di Pietro et al., 2007). They further explained that according to the OECD, it is estimated that about 30% of the migrations are linked to labour (Di Pietro et al., 2007, as cited in “International Migration”, 2007).

Once again, this demonstrates that globalization is the engine behind most migrations across the world and that it is also the backbone behind multicultural environments.

Moreover, in the OECD's 2007 Policy Brief, it was explained that despite the assertions behind labour-rich emerging economies, such as China, driving away high-wage jobs from the tradable sector into the non-tradeable, this could not be sustained over the long-run. By way of explanation, one country cannot exclusively import or export, they need to do both to survive financially, and hence they would not be the cause behind the decrease in number of jobs. In fact, the OECD stated that in the past decade, the employment-population ratios have risen and the unemployment rates have fallen (2007).

Negative

Contrastingly, the European Parliament (2019) explained that while globalization can create job opportunities, it can also result in job losses. Effectively, statement's premise is backed by the ideology that globalization increased competition between companies, which can therefore result in offshoring and job losses. Ultimately, these issues can be tackled and mitigated via a country's policies and legislation.

2.2.5 Relationship between Globalization and Technology

Technology and globalization are known for their linear and complementary relationship. As one progresses, so does the other. Technology has, without the shadow of a doubt, revolutionized the world. According to Archibugi and Pietrobelli (2002), technology has offered the world new development opportunities and innovative growth. It has allowed the transmission of knowledge at a much greater pace than ever before. (Archibugi & Pietrobelli, 2002) With faster access to information, people have more resources to make sounder and better decisions in life.

Moreover, Dahlman (2007) explained that technology greatly contributed to economic growth, productivity, and competitiveness. The author used the development of gas and electric lighting as an example of technological advancement, which increased the length of the working day, which in return increased productivity hours (Dahlman, 2007). This example is an excellent representation of the contribution of technology in the day to day life. One could conclude that technology's purpose is to make our lives easier and diminish the time wasted.

It is, therefore evident, that globalization and technology go hand in hand together. While globalization is heavily reliant on technology, globalization also stimulates the spread of knowledge and technology across nation.

Chapter 3: Research Design & Methodology

3.1 Research Design

As stated above, this research aims to gather relevant data to understand the actual impact of globalization on the participants' cultural identities and lives. Therefore, both the deductive and inductive approaches were applied throughout this research.

In essence, deductive research served as the foundation of this research paper. Considering that globalization has been heavily discussed and researched over the last three decades, deductive research was a vital component of this study. The in-depth examination of the keyword "globalization" allowed me to get a more holistic understanding of this phenomenon's actual impact on various aspects, such as cultural identity, education, and so forth.

Nonetheless, considering the nature of this research, deductive research was not sufficient. To truly understand the impact of globalization on people's cultural identities, I needed to gather their thoughts and ideas on the topic and then compare this to the theories from the deductive research. Moreover, inductive analysis also allowed me to get the participants' overall views on globalization and its benefits and drawbacks.

Furthermore, after collecting the necessary data, I used a mixed combination of analytical and predictive research. The analytical research focused on the different variables involved and the cause and effect relationships. On the other hand, after gathering the data, I used predictive research to formulate the potential future repercussions and recommendations.

Finally, due to this research's complexity, the most effective and relevant method to gather significant data was qualitative data. This enabled me to gain a comprehensive insight into the interviewees' unique experiences and understand their general beliefs. Nevertheless, several quantitative graphs served to demonstrate the actual effects of globalization on quantifiable questions.

3.2 Methodology

The following chapter examines the methodological approach chosen to collect and analyze the data, which served as the thesis' foundation. More specifically, it describes the data collection methods and the way the data was conceptualized and processed. Furthermore, it

delves into the decision process behind the screening of the targets and constructing of the interview canvas.

3.2.1 Methodological approach

To gain a better insight into the real impacts of globalization on cultural identities, structured interviews were conducted with a total of 32 participants from the 1st and 2nd generation of immigrants. I needed an approach that would allow me to explore and conceptualize every individual's perspective and journey. Therefore, I decided to use a qualitative approach and resorted to interviews to gather needed data. Additionally, the quantitative approach was used to generate graphs based on the data from closed-ended questions. At first, I had planned to set in place face-to-face interviews. However, given the unfortunate circumstances revolving around the COVID-19 pandemic, this was not possible and most of the interviews were held via video-conference or phone call.

3.2.2 Selection Process and Interview Questions

First, to determine the target sample, I decided to construct and design the questions that would be asked to the interviewees. In order to build the interview questions, I focused on open-ended questions that would enable me to gather the necessary data to answer my research questions. Once I determined the gaps and relevant areas to cover, I started thinking about the representative sample which would be interviewed. One of the following criteria was mandatory:

- a) 1st Generation Immigrant preferably with children but not exclusively: someone who has moved abroad to live permanently in a foreign country
- b) 2nd Generation Immigrant: naturally born in the relocated country to one or more parents born elsewhere

At first, I planned to only interview individuals from the 2nd Generations of Immigrants. However, I swiftly realized that this sample would not provide me with sufficient information to affirm or reject my hypotheses. After careful consideration, I also decided to include participants from the 1st Generation of Immigrants who had immigrated to another country and who preferably had children. Including them allowed me to contrast and compare the

ideologies from the two different generations regarding globalization. It also gave me pertinent insight into these individuals' decisions when choosing to raise their children abroad. In total, 32 participants between the ages of 22 and 61, from 21 different countries, were interviewed. Given my international network, I reached out to friends, family, and colleagues. Therefore, this was a non-random sampling since the selection was based on criteria and was intentional.

The interviews were structured with a pre-defined set of questions. The first couple of interviews were conducted via video-call and transcribed on the computer, but I quickly realized that this was not the optimal method for my interviews; it felt too robotic. In addition to that, typing during the interview did not allow me to filter, and when reviewing my transcripts, I noticed that a lot of information gathered was useless. Therefore, I resorted to hand-writing as this method allowed me to write down the most important data. It also allowed me to annotate and highlight more easily. In the event of any gap or unclear information, I would revert to the participant. Moreover, some interviews were tape-recorded. All the interviews lasted between 20 minutes to 70 minutes, with an average of 30 minutes.

Evidently, I had to tailor my questions according to the generations. I decided to create two interview questionnaires, one for the 1st Generation Immigrants and one for the 2nd Generation Immigrants. Considering that several participants were both 1st and 2nd generation immigrants, I combined the two questionnaires and removed the overlapping questions.

I created a 12-14 closed and open-ended questionnaire interview, segmented into 5-6 sections.

Table 3.1 Questionnaire Segments

1st Generation Immigrant	2nd Generation Immigrant
Background	Background
Motives	Identity
Identity	Impact
Impact	Thoughts
Thoughts	Closure
Closure	-

3.2.3 Translations

While most of the interviews were conducted in English, some of the respondents were French natives and preferred to respond in French. Therefore, I transcribed their answers in French at first and then translated their answers to English to the best of my ability. I was very cautious throughout the translation process, as I did not want any words to be lost in translation

3.2.4 Methods of Analysis (Interpreting Data)

Once I gathered the data, I needed to process and analyse it. I used the content analysis approach (see Annex G) to code and categorize the data into themes. The interviews were open coded to categorize key themes and eventually identify patterns. First, I read and re-read the transcripts in order to situate myself. Then I started labeling the relevant pieces by highlighting relevant words and phrases as well as recurring words. Given that the interviews were structured and that the questions were identical for participants from the same group, I initially used the questions to create the categories and then grouped the relevant codes into each category. Once this was done, I started filtering the codes by eliminating the irrelevant and repetitive ones. I also started combining one or more codes together. As soon as the codes were finalized, I then reviewed the categories based on the codes to ensure that there was a clear and distinct relationship between the two. I then proceeded to describe the connection between the codes and categories. Lastly, I established that there was no hierarchy or higher importance between in the themes, as they are all correlated and interdependent.

Finally, in the results section, the patterns and themes gathered will be used to describe the impacts faced by the 1st and 2nd generation of immigrants due to globalization. Furthermore, the patterns and themes will serve as a foundation to answer the following research questions:

- i. To what extent has globalization impacted 1st and 2nd generation immigrants' cultural identities and lives?
- ii. Is globalization homogenizing all cultures and slowly dissolving the different cultural identities of 1st and 2nd generation immigrants?

The results will then be compared to previous studies and theories to draw conclusions. Finally, in the conclusion I will discuss about the results and explain my own interpretations.

3.2.5 Evaluation and justification of the methodological choices

Given the nature of the research, the quantitative approach would not have enabled me to get in-depth insight and understanding of the participants' perceptions, motivations, and emotions. In this case, the qualitative approach was effective to better understand the causal relationship between globalization and cultural identities. While this methodology cannot accurately produce statistical results, it will still provide the readers with a more thorough grasp of the participants' journey and thoughts. Having said that, some of the close-ended questions that were asked to the participants can be quantified and will be displayed by graphs for better overall visualization (see Annex I).

Chapter 4: Results and Discussion

4.1 Results

This chapter provides an objective report of the results and findings of globalization's impact on cultural identity. More specifically, it will showcase the different themes and patterns that were observed from the interviews.

This section is divided into two major segments, whereby each segment focuses on one of the research questions and the sub-themes associated to it. The Venn diagram below (Figure 4.1) shows the logical relations between the different themes and research questions.

The first part will primarily explore the positive impacts of globalization on individuals' cultural identities and lives, and will discuss the negative ones. Moreover, the second part will examine the relationship between globalization and the homogenization of cultural identities.

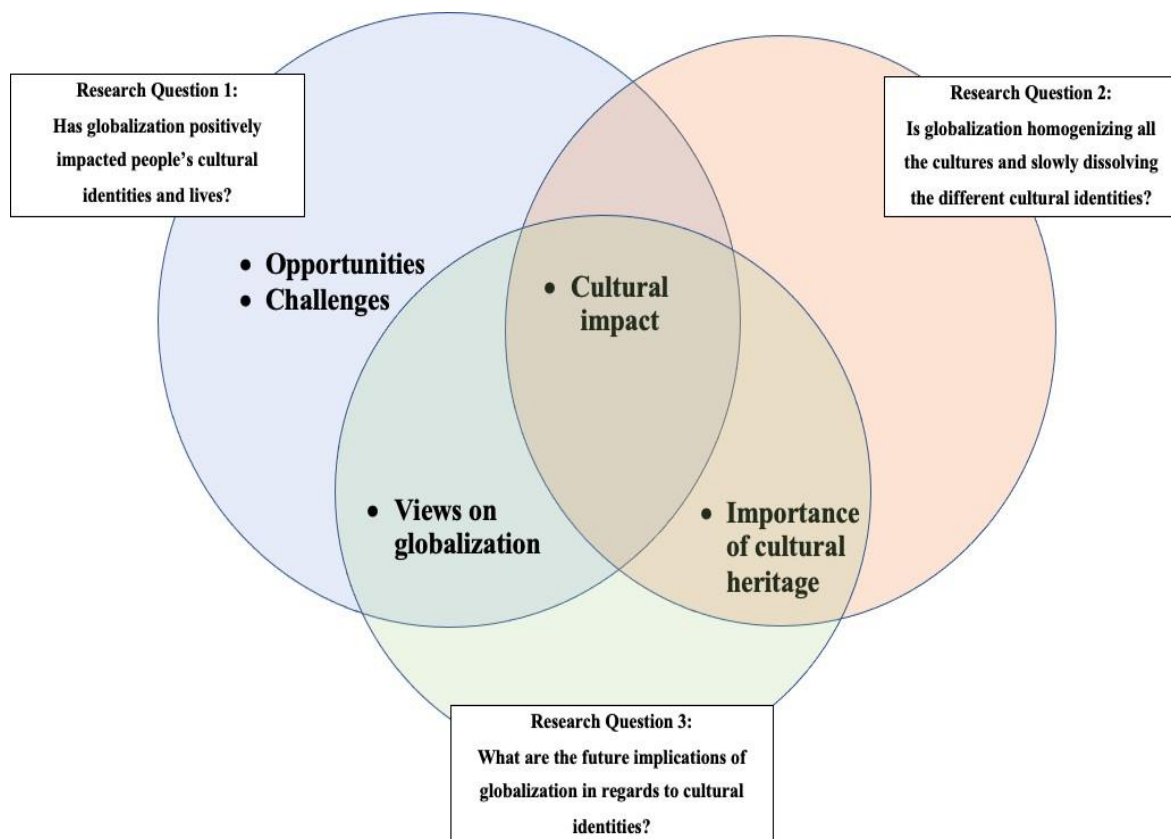


Figure 4.1: Results Venn Diagram

4.2 To what extent has globalization impacted 1st and 2nd generation immigrants' cultural identities and lives?

Based on the extensive research and the data gathered from the interviews, there is a clear pattern demonstrating that globalization has and is still impacting people's cultural identities on multiple levels. The section below will focus on the findings which explore the impacts of globalization on cultural identity.

4.2.1 Globalization's impact on cultural identity

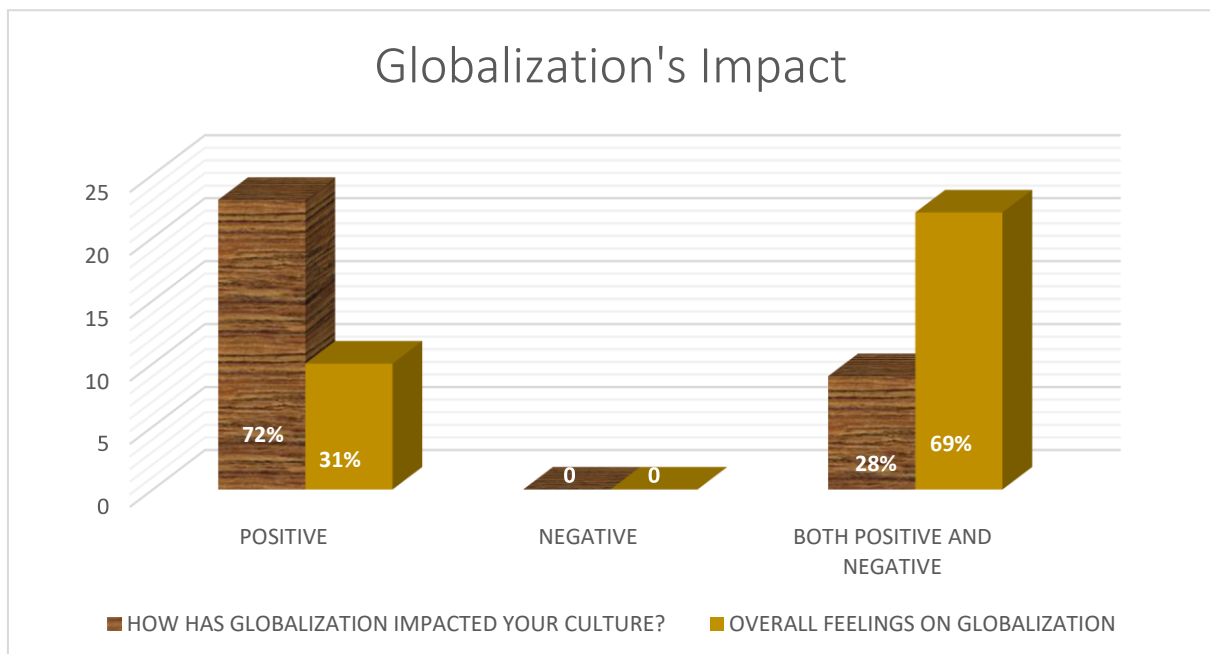


Figure 4.2: Globalization's Impact

When 1st and 2nd generation of immigrants were asked if they believed globalization had positively impacted their cultural identities, close to 72% of the participants said yes. The most repetitive answers revolved around the notion that globalization had enabled them to grow in a multicultural environment which in return positively impacted their relationships and allowed them to learn new languages. Moreover, the majority of participants conveyed that the opportunity to grow up in a multicultural environment had allowed them to become more open-minded and respectful towards other cultures. Not to mention that, a noticeable pattern indicated that many individuals retained their native cultural identity and further

embraced parts of foreign cultures.

In contrast, while the remaining 28% also agreed that globalization had positively impacted their culture, they explained that there had been some negative impacts as well. More specifically, they explained that they had lost part of their cultural identities over time while immersing themselves in the new culture.

Participant MB, originally from Morocco, explained that “[...] over time I let go of certain traditions and did not work hard enough to keep these traditions alive. I was too busy making sure that my children would fit in the host country. Now my children will never know about these traditions, and they will slowly disappear forever.”

Additionally, there was a unanimous agreement amongst 1st generation immigrant participants that immigrating abroad had separated them from their families, which negatively impacted their lives and mental health for many years.

Regarding the interviewees’ overall feelings on globalization, it seems that more than the majority of the interviewees (69%) (Figure 5.2) pointed out at least one negative aspect. Amongst these were the following: loss of culture, deterioration of our planet, the dependence of nations, and unrealistic benchmark.

Participant GK, who was born in Cameroon, described globalization as the creation of: “an unrealistic benchmark between societies, which other societies look up to and aspire to become [...], and this accelerates the development of other societies and cultures which are not necessarily ready for it. For example, I lived in Thailand for two years, and everyone there perceived the US and Europe as the benchmark, and the Thai people would start questioning the purpose of even speaking Thai.”

The following section will look into the impact of globalization on languages.

4.2.2 Languages

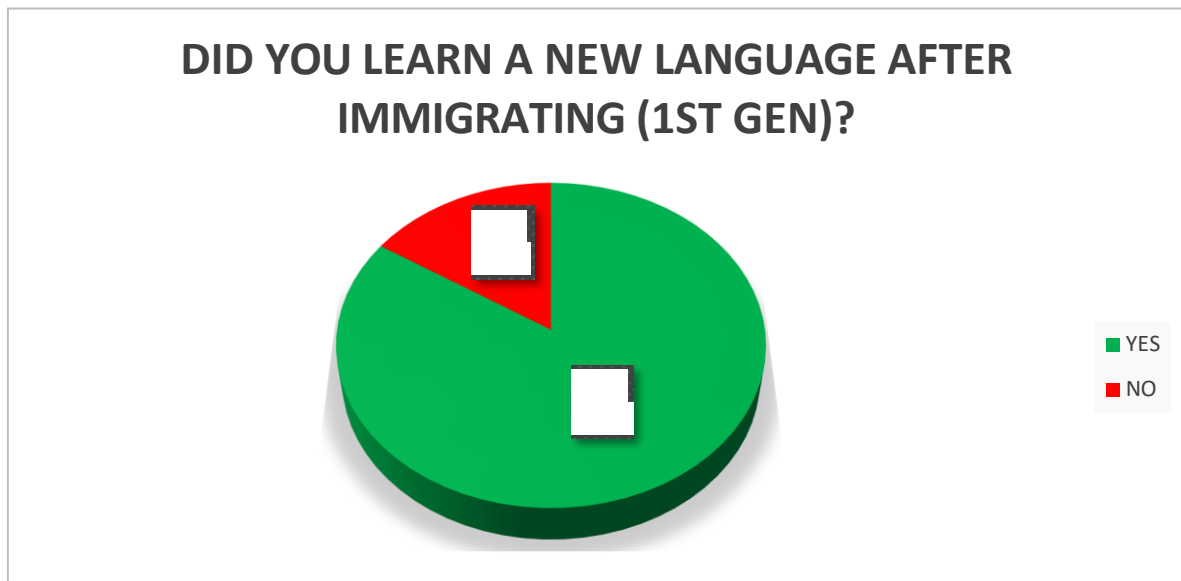


Figure 4.3: Did you learn a new language after immigrating? (1st gen)

Firstly, as seen above (Figure 5.3), 1st generation immigrants were asked if they had learnt a new language after immigrating, and 84% of them had learned a new language, while the remaining 16% had not.

Then, when interviewees from the 1st generation of immigrants were asked the following question: “Given the choice between having your children learn your native language or a business language such as English or Mandarin, what would you choose?”, 83.3% of them answered that they would favor both the native language and the language(s), which would allow their kids to have more employment opportunities in the future. On the other hand, only 16.7% of the candidates chose the native language over the business language.

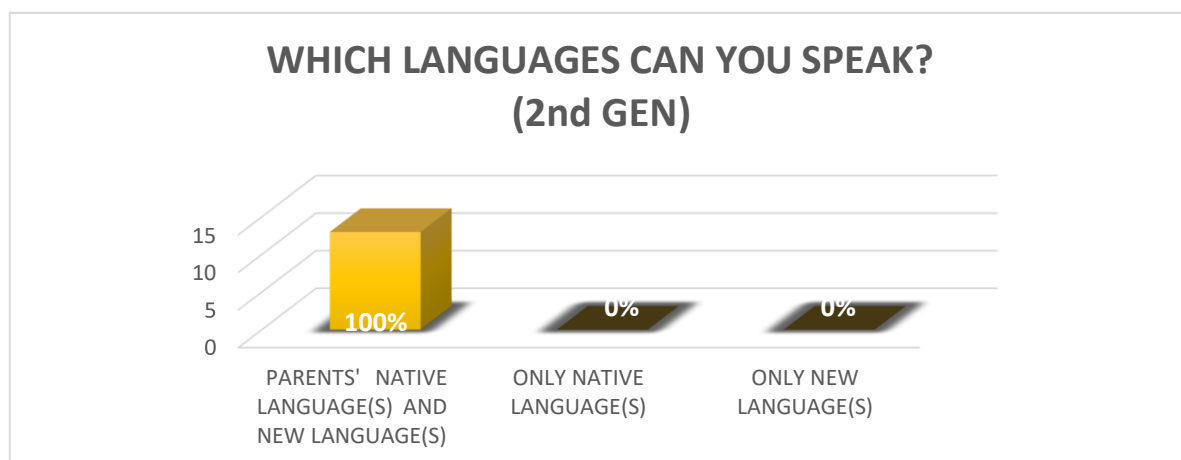


Figure 4.4: Which languages can you speak? (2nd Gen)

Moreover, as seen in the graph above (Figure 5.4), when the 2nd generation immigrant participants were asked which languages they could speak, 100% of them declared that they could speak both their parents' native language(s) and new languages. Hence, indicating that native languages have not been impacted.

4.2.3 Cultural Shock and Challenges

In addition, when the participants of the 1st generation immigrant were asked if they had experienced a cultural shock when they returned home for the first time, at least 42% of them said yes. On the other hand, many of the remaining participants explained that the cultural shock happened many years later, once they got used to their host environment.

Participant NL, originally from Morocco, stated that:

“[...]when I first went back to Morocco, there was no cultural shock whatsoever. In fact, I had missed Morocco so much. However, the 3rd time I went back, which was about 8 years later, that's when it hit me. The ways of doing, the mentality, it suddenly didn't feel so natural. I guess I was not used to it anymore[...].”

Also, 100% of the 1st generation immigrant participants claimed that they would maybe want to move back to their country of origin someday.

Another repetitive theme that surfaced during the interviews are the challenges faced by the 2nd generation immigrants. When the interviewees were asked if they had experienced challenges growing up as children of immigrants in a different society, every single participant but one claimed that they did. A common pattern of lack of belonging was detected amongst most of the participants. Furthermore, many of them claimed that their parents were very conservative, which consequently made the whole process much harder.

Participant AC, born and raised in Canada and whose parents immigrated from Italy, explained the following:

“ [...] my parents never allowed me to go on school trips outside of the city during my high school education. My Canadian friends could not understand why my parents didn't allow it.

It was so hard to always be one of the only ones missing the school trip and not being able to discuss about memories with them [...]Because of that, I always tried to fit it and adapt my ways of doing”.

4.2.4 Opportunities

When 1st and 2nd generation of immigrants were asked if they believed that globalization had given them more opportunities in life, the results revealed that 100% of the candidates, from both generations, believed that moving abroad had increased their life opportunities. The most repetitive answers revolved around the opportunities linked to education and career.

4.2.4.1 Employment and Education

There was an agreement amongst all the participants from the 1st generation immigrants concerning the increase in job opportunities abroad as well as higher financial incentives. Also, within the same group, those with children explained that one of the main motives for choosing to move overseas was to give their children a better education, which would ensure better employment opportunities in the future. Furthermore, when asked if they wished to go back in time and do anything differently (e.g.: choose a different country), none of the them said yes.

Interviewee LF originally from Mauritius (1st generation), explained that without globalization, he would not have had the chance of getting a bursary to study economics and computer science in France, nor would he have had the opportunity to then move to London to start a career in finance.

The 2nd generation immigrants were also of the opinion that globalization increased their job opportunities, however, their answers largely focused on education. Many of the participants expressed their gratefulness towards their parents and how growing up abroad had positively altered their lives. At least 66% of the people interviewed have studied abroad at least once throughout their education and more than 62% of the interviewees have worked abroad at least once.

Furthermore, both groups explained that living in multicultural societies had allowed them to build an international network which turned out to be fruitful for their careers.

4.3 Is globalization homogenizing all the cultures and slowly dissolving the different cultural identities of 1st and 2nd generation immigrants?

Based on the data gathered for the research question above, there is a clear indication that 1st and 2nd generation immigrants have embraced their host country's culture. Having said that, the findings also indicate that there is a strong desire to preserve their cultural heritage, especially for the future generations to come.

4.3.1 Identity

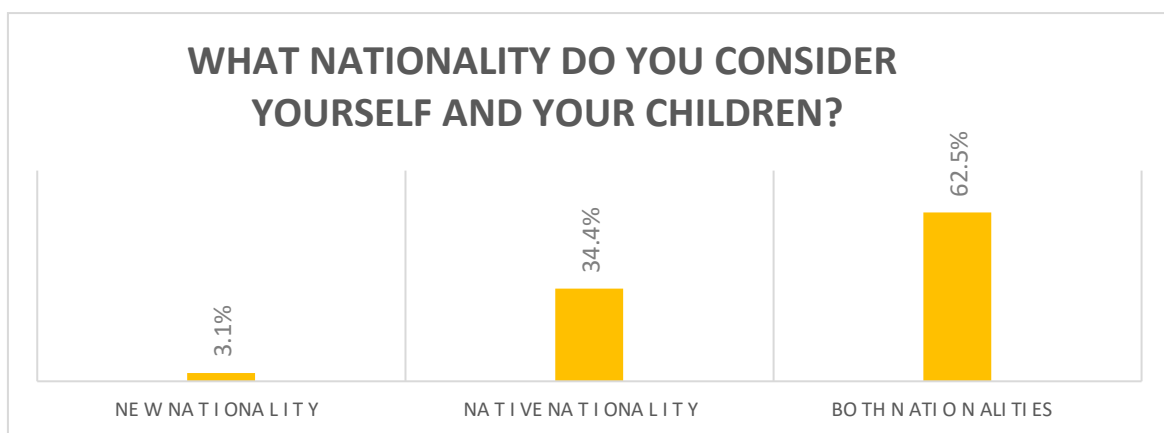


Figure 4.5: What nationality do you consider yourself and your children?

One of the first questions of the interview focused on the national identification and imprint on every individual. When participants were asked about what nationality they consider themselves to be, as well as their children, 62.5% of the participants from the 1st and 2nd generations acknowledged both nationalities when asked. On the other hand, 34.4% of the participants who answered “native nationality” only have one nationality; hence that was the only possible answer. Finally, the remainder 3.1% chose the “new nationality” over their native one. Therefore, all of the participants with dual citizenship owned up to both nationalities

4.3.2 Cultural Heritage

Moreover, when both groups of participants were asked about the importance of preserving their cultural heritage, most interviewees reported that it was crucial to preserve the cultural heritage for the future generations to come. Many of them expressed a strong sense of pride

in regards to their traditions, language and most importantly history. A common pattern revolved around the ideology that we are living in a fast-changing world and it is up to us to protect and uphold our culture. Likewise, almost all the participants admitted that globalization had not changed their values.

4.4 Discussion

This study set out to provide a comprehensive picture of the impact of globalization on cultural identities. This has been illustrated through the interviews of 32, 1st and 2nd generation immigrants and the respective journey of their cultural identities. The interviews were conducted in order to answer the posed research questions:

- i. To what extent has globalization impacted 1st and 2nd generation immigrants' cultural identities and lives?
- ii. Is globalization homogenizing all cultures and slowly dissolving the different cultural identities of 1st and 2nd generation immigrants?

The study demonstrated that there is an undeniable correlation between globalization and cultural identity. Additionally, based on the sample chosen, the data suggests that the benefits associated to globalization have outweighed the negative ramifications. More specifically immigrants have positively benefited from globalization in terms of their education and employment opportunities, as well as languages. Also, globalization gave birth to multiculturalism, which in return has proven to be highly enriching for these individuals in terms of their open-mindedness and overall knowledge

Furthermore, while the literature review proved that globalization is in fact slowly homogenizing all the cultures, more precisely, in terms of languages, the analysis does not completely support that claim. The results from the interview clearly demonstrated that at this stage, all the participants have retained their native language and have also learned new languages. Moreover, the majority of the participants clearly indicated that their values and native culture has not disappeared, rather, they have also embraced parts of other cultures.

Having said that, it is important to mention the negative ramifications associated to globalization. The most common theme was associated to the cultural shocks and challenges faced by both the 1st and 2nd generation immigrants.

4.4.1 Did the results meet my expectations?

At the beginning of the research, I predicted that if nothing changes, globalization will slowly homogenize most cultures, leading to a loss of cultural identity. The results gathered from the interviews mainly indicated the opposite. Individuals exhibited the retention of their values and cultural characteristics, as well as the desire to preserve that legacy for future generations to come. I also predicted that due to the increased competitiveness in the job market, students would be encouraged to learn new languages, which in return would mean that they would have to focus on the “business” languages and deprioritize their native language. In that same line of thought, I believed that parents would often be conflicted in choosing between teaching their kids their native language or teaching them a language that would give them a competitive advantage in the future. The results for this segment were the most shocking. The data completely disproved my original hypothesis. I expected that many people would not have the ability to speak their parents’ native language; however, it was the opposite.

Secondly, the interviews’ findings proved met my expectations in regards to the positive impact of globalization on individuals’ education, employment and open-mindedness. Every single participant reported that they had positively benefited from globalization in terms of their education or careers. Most of them also manifested their increased open-mindedness in regards to other culture and individuals.

4.4.2 Interpretations

This section identifies the correlations, patterns and relationships among the data. Furthermore, it contextualizes the finding with the previous research in order to determine if there are any contradictions.

4.4.3 Cultural Identity

Based on the research, it is undeniable that globalization has positively impacted individuals’ cultural identities. According to the participants, the biggest benefit is their increase of open-mindedness and general knowledge on other cultures. From this perspective, this can positively impact one’s relationships with people from different backgrounds, but it can also open their minds to different experiences and better their lives. For example, an individual might experience international cuisine or adopt new customs from a different culture.

Moreover, based on the research, individuals explained that learning about new cultures did not take away from their own culture, therefore altogether, it has been a gain rather than a loss. For instance, the individuals still associate to their native nationalities, but they have now added a new one to their lives.

While this research has proven that, for the most part, globalization is not homogenizing most cultures, I believe it is important to discuss about the outliers and the potential implications for the future. A few participants had mentioned how they noticed a shift in their cultural identities, more specifically, regarding traditions. Assuming that they are not the only ones; if more and more people start letting go of their traditions and customs, cultural identities could be endangered. As discussed earlier, Agwu Edwin and Atuma Okpara (2015) explained that people tend to adapt to the prominent culture of that new country, which in return can lead to a loss of cultural identity (Edwin & Okpara, 2015).

Furthermore, thanks to globalization, it is more and more common to meet an individual with mixed cultural identities who can speak more than one language. While according to the data gathered, individuals perceive this to be positive and they claim that this has not taken away from their cultural identities. I cannot help but question if that is entirely true. On the one hand, living in a diverse environment can in fact help to preserve one's cultural identity, as they fight to remain different and authentic in a sea of different people and it can also enhance a more diverse cultural identity. In fact, according to Yi Wang (2007), globalization actually enhanced cultural identity. From the author's point of view, the welcoming of new cultures has enabled individuals to become more self-aware of cultural identities than before. Moreover, Wang explained that globalization could lead to a sense of "togetherness" rather than homogenization (Wang, 2007).

However, on the other hand, if an individual decides to embrace several cultures, inadvertently, they will need to let go of certain cultural characteristics. Thus, creating room for loss of cultural identity. Once again, everyone has a different perception of the concept of cultural identity, therefore, if an individual replaces parts of their native cultural identity with another culture; this might be perceived as a gain for many.

4.4.4 Languages

Another important aspect is the languages. As mentioned, 1st generation immigrants were asked to choose between teaching their children their native language, the business languages, or both; 83.3% chose "both". This clearly indicated that there has been a shift, and

individuals are now also prioritizing business languages. Hence, in line with Jensen et al.'s study (2011), with the rise of business languages such as English, many local languages are dying out (Jensen et al., 2011). Moreover, the authors mentioned that "the expectation is that fewer than half of today's languages will remain in about 100 years" (Jensen et al., 2011, as cited in "Enduring Voices," 2008). If these expectations are accurate, then cultural identities will be at risk of endangerment.

Additionally, as stated above, I expected that many people would not have the ability to speak their parents' native language; however, it was the opposite. This was a very relevant indicator that clearly demonstrated that based on this sample, globalization had positively impacted people's lives since they can now speak more than one language without losing their cultural identities. Interestingly, the results contradicted UNESCO's claim concerning the fact that, between 1950 and 2010, over 230 languages went extinct, and every two weeks another language dies (Moseley, 2010). In order to be in line with this claim, some of the participants from the sample would have needed to confirm their inability to speak their parents' native language.

4.4.5 Cultural Shock and Challenges

Most 1st generation immigrant participants described not experiencing a cultural shock when going back to their countries initially, but that as years passed by, every time they would go back to their home country, the cultural shock would get bigger. I believe that this is a clear indication that globalization is in fact changing the cultural identities of individuals, as their home countries suddenly feel different. Manifestly, one's mentality and ideologies can change over time, especially if the individual in question moved to a different environment.

Another important aspect touched upon was the challenges faced by 2nd generation immigrants. Based on the results, most of the participants felt as though they did not belong and that their parents had conservative views. Interestingly, many participants also further explained that in order to fit in, they would adapt and change their behavior. Evidently, this demonstrated that to a certain extent, that globalization did in fact push people to assimilate and adapt which means that it is impacting their cultural identity and beliefs.

Overall, it is safe to say that both 1st and 2nd generation immigrants faced some challenges.

4.4.6 Employment and education

First, regarding education, it is undeniable that globalization's effects have been profoundly advantageous. It has resulted in teaching methods that are more interconnected and widespread and has enabled students to study in several parts of the world. Both the results of the interviews and the data gathered from previous research have demonstrated that individuals are now exposed to higher education. Nowadays, most universities have partner universities worldwide and offer students the opportunity to study abroad for a semester or two. Subsequently, students are increasingly becoming prepared for multinational roles and the business scene. In fact, over 66% of the participants claimed to have studied abroad at least once.

Moreover, multicultural education has also increased the cultural knowledge and open-mindedness of students. As societies are slowly becoming more multicultural, children are being raised in more open-minded environments, pushing them to understand the individuals around them better. They also develop an eagerness to learn and an appreciation for differences.

Then, as seen in the graphs above (Figure.2.2-2.5), globalization also led to a significant increase in the literacy level globally and average schooling years. These graphs greatly correlate with the results from the interviews, thus demonstrating, globalization has, without a doubt, positively impacted education.

Lastly, in regards to employment opportunities, both 1st and 2nd generation of immigrants have agreed that one of the most significant impacts of globalization is the opening of doors to new markets and workplaces. More than 62% of the interviewees have worked abroad at least once. While, these results met my expectations, I was surprised at the number of responses that included the word "multicultural" when discussing about their work experience. Hence there was a clear positive pattern between employment and multicultural environment. Participants explained that working in a multicultural environment enabled them to grow, remain challenged, and learn more about different cultures.

Globalization has doubtlessly maximized diversity within many firms globally. From a business perspective, individuals learn more about cultural differences and can then adapt to the different types of clients. Furthermore, diversity and inclusion create a healthy environment for the workers; hence, employees tend to feel accepted and valued, making them feel happier.

4.4.7 Homegenization

The results gathered from this section indicated that more than half (62.5%) of the participants proudly acknowledged both their native and new nationalities when asked what they considered themselves to be. This data demonstrated that there has been a clear impact on the individuals' cultural identities, as they now feel that they belong to two countries. Once again, on one hand, this can be perceived as a loss of cultural identity, however, on the other hand, it can also be perceived as a gain . In other words, some people might feel that they have turned their back on part of their native nationalities to make room for the new one, or, they might simply feel that they now have two different nationalities.

Not to mention that when the participants were asked if they would ever move back to their native country someday, all of the participants answered “maybe”. Thus, the sole fact that their answers could not be a definite “yes” or “no” demonstrated with clarity that these individuals no longer entirely associate with their native country, nor do they fully associate with their host country. Evidently, their identities have become divided. While the results from the research demonstrate the welcoming and acknowledgement of the culture of the host country, based on the study, there is not substantial evidence proving that this has in fact diminished their native cultural identity. Naturally, there were a few outliers, as in most studies, but once again, not enough to confirm this. In fact, I would argue that immigrants try to hold on harder to their native cultural identities as they feel that it is slipping or changing.

In fact, striking findings showed evidence that the participants feel this sense of pride when talking about their cultural heritage and they expressed their desire to preserve and cultivate their culture for future generations.

Prejudice and Racism

Another important aspect that I believe should be touched upon is prejudices and racism. The desire to assimilate or discriminate against another individual may stem from the lack of understanding or knowledge concerning another culture. I believe that individuals born in multicultural environments express less prejudices regarding other people because it is their “normality”. In other words, the cultural differences are , and in fact, they might even embrace them. Hence they will not necessarily attempt to change people. Interestingly, the data gathered from the interviews points in the direction that globalization leads to the increase of awareness of the different cultures, which broadens one's mind and decreases

prejudices and discrimination. One of the common pattern detected was the acceptance of others. Therefore, the results do not support the previous research from the literature review.

4.5 Implications for cultural identities

The following section will discuss about the implications of globalization in regards to cultural identity. Essentially, it will dive into the cause and effect relationship between globalization and cultural identities. Moreover, it also will look at the implications of being “bi-cultural”, in other words, it is someone who’s cultural customs and attitude stem from two different nations or ethnic group.

4.5.1 Bicultural individuals

While on the one hand previous studies have discussed about cultures potentially becoming more homogenized, other studies have discussed about the increase of bicultural individuals. Once again, as mentioned earlier, in some parts of the world, interracial marriage rates have increased. Hence, globalization has ,without a doubt, increased the number of bicultural people. Naturally, in some specific cases, there is a higher likelihood that specific cultural customs might be abandoned in order to co-exist better within the same household. In cases where children are involved, couples are involuntary or voluntary forced to make mutual decisions in regards to the upbringing of their children. In other words, they need to decide what they will teach their children and what part of their culture they wish to incorporate when raising them.

In different circumstances, this can, in fact, increase one’s flexibility and resilience. Of course, everyone’s outlook differs when it comes to what a person from a certain culture should be like or behave like. Due to this, certain people might choose to reject or not associate with a bi-cultural person. Consequently, a bicultural individual can feel as though they do not fully belong to any cultural group and feel conflicted about their identity. As explained by Castillo et al., (2007), this thought process can often be associated to intragroup marginalisation. In other words, this is the experience of rejection from one’s heritage culture. Therefore, being bicultural can have both advantages and disadvantages.

4.5.2 Languages

Moreover, cultural identities and diversity make the world so great and unique. Looking back on history, many cultures have been wiped out by globalization, technology and the rapidly changing economic landscape. For instance, as mentioned above by UNESCO (2010), every two weeks a language goes extinct. Therefore, there is no argument that cultural identity is at risk.

As proven via this study, there are numerous advantages to globalization and its impacts on languages, such as the retention of native languages and the learning of new languages. Having said that, one can help but wonder the actual implications of the disappearance of cultural identities and its impact on societies. As more and more individuals prioritize business languages to increase their education and employment opportunities, the risk of language extinction increases. At this rate, more languages will go extinct and many more will become endangered.

Thus, efforts and actions will need to be set in place in order to preserve the different cultures and diversity over time. Thankfully, we live in an era of technology where everything can be stored and saved.

Overall, cultural identities will continue to be impacted as long as globalization progresses in the same direction. It will be up to each individual to decide if they want to preserve their culture and pass it on to the future generations to come.

Chapter 5: Conclusion

5.1 Conclusion

In conclusion, this research aimed to determine the impacts of globalization on cultural identities, more specifically to understand whether this phenomenon is leading to a homogenization of cultures on 1st and 2nd generation immigrants.

Initially, I predicted that globalization would lead to a homogenization of culture as well as the disappearance of native languages. Furthermore, I also expected that this movement would positively impact education and employment opportunities as well as increase the open-mindedness of individuals.

I decided that given the nature of this research, the most relevant methodology would be the qualitative approach. It would enable me to better understand the real impacts of globalization on cultural and a more in-depth understanding of each individual's journey.

Interestingly, not all the results matched my expectations. Based primarily on qualitative analysis, results conclude that the cultural identities of the sample chosen, was not negatively impacted by globalization or homogenized. By way of explanation, the majority of participants preserved their values and culture despite living in a foreign country. Most importantly, most of the participants were determined to protect their cultural heritage in order to pass it on to the future generations. Moreover, there was a definite positive impact, on languages. Once again, all the participants claimed to be able to speak their native languages and also learned new ones.

By analyzing each individual's immigration journey, this dissertation has shown that globalization has in fact positively impacted most of the participants' cultural identities. It has increased their open-mindedness as well as cultural knowledge, therefore improving cross-cultural communications. Not to mention that their multicultural environment has allowed them to perform better in school and in their workplace. Also, many individuals clearly explained that globalization has actually enhanced their cultural identities since they can choose to adopt the best characteristics of each culture.

Nonetheless, as mentioned throughout, there is clear evidence based on previous research that globalization can in fact lead to the loss of cultural identity. This research also discussed about a few outliers which indicated that globalization can negatively impact one's cultural identity.

Therefore, it is important to understand that this study only reflects on a small sample of

individuals, it is not reflective of the entire population. Also, while globalization may have not negatively impacted these individuals' cultural identities, it does not mean that it cannot happen in the future.

5.2 Limitations

Concerning the limitations of this research, the generalizability of the results is limited by the sample chosen. First, whilst the demographic of the sample chosen encompasses a wide range of countries and ages, this is not a clear representation of globalization's impact on cultural identities in the world.

Also, due to the nature of the research questions and the qualitative methodology, this research did not, for the most part, yield statistical results. Rather, the content analysis method was chosen to analyze the data, which leaves room for biases.

Moreover, this research's scope purposely excluded the topic of "religion" which could have greatly contributed in understanding further the impact of globalization on cultural identities. Having said that, given the sensitivity of this topic, I decided to exclude it, because I figured that some people might not feel comfortable answering these questions. Naturally, if certain participants decided not to answer, I would not be able to include the results in my research.

Finally, the reliability of this data is strongly impacted by the fact that the data can in some cases, be inadvertently bias.

Despite the limitations of this study, I believe that given the demographics of this research, the data obtained still offers valuable insight and new information, particularly regarding the positive impact of globalization on cultural identities.

5.3 Recommendations

I believe that further research needs to be established on this topic. More specifically, I would recommend targeting a bigger sample group, however with a more specific demographics. Needless to say, that the sample group would need to be very diverse. As mentioned above, this research included outliers which indicated a shift in their cultural identities. Hence, I believe it would be important to investigate on these outliers, as the number may rise in the future and hence become a potential issue.

I would also suggest including the topic of religion, as it plays a major role in one's culture. A shift in religion can allow us to dig deeper into the cause behind it. Naturally, given the sensitivity and controversy around this topic, I would propose that the sample chosen be made aware of the questions prior to the interview, in order to decide whether or not they feel comfortable answering any religion related questions.

Moreover, I would also recommend including more quantitative data in the research in order to minimize the biases. More particularly in regards to the correlation between education and successful employment opportunities. For example, examining the correlation between "the increase of post-graduate immigrants and the decrease of low-skilled labor workers" in a specific country.

Additionally, I would highlight a potential future research on the enhancement of globalization and investigation on how individuals can actually enhance their cultural identities in today's time.

Finally, I would further advice to narrow the scope of the research to a specific issue within this topic in order to increase the accuracy and relevance of the study.

5.4 Relevant Findings

Lastly, after conducting this research, I believe that I opened the door for further studies on the enhancing of globalization on cultural identities rather than its potential homogenization. Based on the sample interviewed, we could conclude that globalization could, in fact, be beneficial for cultures, especially in this day and age, where technology can enable us to store and preserve the evidence of the different cultures. Also, globalization could completely redefine the ideology behind "cultural identity", whereas, cultural identity would become "multicultural identity". Individuals could decide to embrace specific characteristics of different cultures, rather than just one.

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ANNEXES

Annex A: Low-skilled employment rate between 2003-2014

→ Variable	Employment rate; low skilled											
→ Sex	Total											
Unit	Percentage											
→ Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
→ Country												
Belgium	40.5	40.8	40.4	40.1	40.5	39.7	38.6	39.1	38.4	38.1	37.5	37.3
France	48.6	48	48	47.6	47.6	47.2	46.1	45.4	45.2	44.7	42.9	41.2
Greece	50.8	49.2	50	51.5	51.8	52	51.5	49.5	45.2	40.4	38.3	39
Ireland	47.9	47.8	49.5	49.7	49.4	46.8	40.2	36.9	35.2	33.8	35.4	33.9
Italy	45.7	46.4	46	46.3	46.3	45.8	44.3	43.4	43.4	43.3	42	41.8
Netherlands	59.4	58.5	58.4	59.4	61	62.8	62.2	59.2	58.9	58.8	57.2	55.6
Sweden	57	54.6	52.5	51	50.6	49.5	46.7	46	46.9	46.3	45.5	45.9
Croatia	33.9	35.4	35.2	32.6	35.3	36.5	36.8	35.2	32.7	29.5	27.5	26.9
Cyprus ⓘ	53.1	53.6	53	53.3	52.8	50.9	50.5	51.7	50.3	43.7	40.5	40.4

Annex B: Calculations

Population of China in 2010 : 1.338B; Population of Brazil in 2010: 195.7M; Total World Population 2010: 6.923B

$$= \frac{\text{Population of China} + \text{Population of Brazil}}{\text{Total World population}} \quad [2.1]$$

$$= \frac{(1.338\text{B} + 195.7\text{M})}{6.92\text{B}}$$

$$= 0.22 \rightarrow (22\%)$$

Annex C: Detailed Demographics of the Interview Participants

	Name (Alias)	Gender	Year of Birth	Academic Background	Nationalit(ies)	Language(s) Spoken	Travel/Living Locations	Studied Abroad (Y/N)	Children (Y/N)	1 st or 2 nd generation
1	LF	M	1995	MSc in Finance	Mauritian	Mauritius English French	Mauritius (1995-2013) France (2013-2016) UK (2016-present)	Y	N	1 st
2	MC	F	1991	MSc in International Management	Andorran Spanish	Catalan Spanish English French German Portuguese	Andorra (1991-2009, 2016-2018, Present) Spain (2009-2014) Germany (2014-2016) Portugal (2018-2019) New York (2019-2020) Switzerland (2020)	Y	N	1 st
3	CA	M	1990	MSc in International Management	German	German English Chinese	Germany (1990-2006, 2007-2015, Present) China (2006-2007, 2015-2016) Portugal (2018-2019) France (2020)	Y	N	1 st
4	JB	M	1986	International Business	Guatemalan Canadian	Spanish English French	Canada (1986-present)	N	Y	2 nd
5	AT	F	1996	MSc in International Management	Indian	English Hindi Kannada Konkani	India () Qatar () Portugal (2018-present)	Y	N	1 st & 2 nd
6	AT2	M	1987	MSc in International Management	Iranian	English Farsi	Iran (1987-1997) UAE (1997-2018) Portugal (2018-present)	Y	N	1 st & 2 nd
7	JB2	F	1989	Computer Imagery	Moroccan Canadian	Arabic English French	Morocco (1989-1991) Canada (1991-present)	N	Y	2 nd
8	GK	F	1990	Masters in English Studies	Cameroonian	Cameroonian French English	Cameroon (1990-1997) UK (1997-2015, Present) Thailand (2015-2017)	Y	N	2 nd
9	MB	F	1996	Bachelors in Sociology	Moroccan Canadian	Arabic English French	Canada (1996-Present)	N	N	2 nd
10	NL	F	1959	College degree in Childcare	Moroccan Canadian	Arabic French	Morocco (1959-1991) Canada (1991-Present)	N	Y	1 st

11	MB2	M	1962	Mechanical Engineer (Aviation)	Moroccan Canadian	Arabic English French	Morocco (1959-1982, 1985-1991) France (1982-1985) Canada (1991-Present)	Y	Y	1 st
12	RS	F	1994	Bachelor's in marketing	Pakistani Canadian	Urdu English French	Pakistan Canada France (2015) UK (2017-present)	Y	N	1 st & 2 nd
13	NS	F	1993	Ph.D. Psychology	Algerian Canadian	Arabic English French	Canada (1993-Present)	N	N	2 nd
14	PU	M	1996	Bachelors in Intl. Business and Management	Indian German	English German Punjabi	Germany (1996-2015) UK (2015- Present)	Y	N	1 st & 2 nd
15	SU	F	1998	Bachelors in. Business and Management	Indian German	English German Punjabi	Germany (1998-present)	N	N	2 nd
16	ML	F	1990	Management	French	English French Portuguese	France (1990-2012) Ireland (2012-2017, 2020-present) Portugal (2017-2020)	Y	N	1 st
17	DM	F	1984	History	German	English German	Germany (1984-2019) England (2019-present)	Y	N	1 st
18	MG	M	1994	MSc in International Management	Italian	English Italian French	Italy (1994-2015) France (2015-2016) Portugal (2016-2018) Sweden (2017) Ireland (2018-present)	Y	N	1 st
19	AA	M	1994	Engineering (Data Scientist)	French Algerian	English French Arabic	France (1994-2018, 2019-2020) USA (2018-2019) Switzerland (2020-present)	Y	N	1 st & 2 nd
20	HA	F	1993	MSc Environmental Engineering	Saudi Arabian Moroccan	English Arabic	Saudi Arabia (1993-2013, 2017-2020) USA (2013-2017) England (2020-present)	Y	N	1 st & 2 nd
21	LL	F	1989	Master's in Business Administration	South African	English Zulu	South Africa (1989-2018) England (2018-present)	Y	N	1 st
22	MP	F	1992	Bachelor's in marketing and International Business	Colombian Canadian	English French Spanish	Colombia (1992-1999) USA (1999-2003) Canada (2003-present)	N	N	2 nd
23	AS	F	1991	Bachelor's in marketing	Mexican Canadian	English French Spanish	Mexico (1991-2005) Canada (2005- present)	N	N	2 nd

24	AC	F	1993	Accounting	Italian Canadian	English Italian French	Canada (1993-present)	N	N	2 nd
25	MS	F	1993	International Business	Italian Canadian	English French	Canada (1993-present)	N	N	2 nd
26	JZ	F	1994	International Business	Colombian Spanish	English Spanish French	Colombia (1994-1999) Spain (1999-2011) UK (2011-2015) France (2015-present)	Y	N	1 st & 2 nd
27	WJL	F	1993	International Management	Chinese Dutch	Chinese English Dutch	China (1993-1999) France (2015-2016) Netherlands (1999-2015; 2016-present)	Y	N	2 nd
28	JD	F	1991	Women Studies	Dutch	English Dutch	Netherlands (1991-2015; 2016-2018) France (2015-2016) South Africa (2018-present)	Y	N	1 st
29	FA	M	1988	Accounting	British Pakistani	English Urdu	Pakistan (1988-1993) UK (1993-Present)	N	N	2 nd
30	DD	F	1986	N/A	Moroccan	Arabic French	Morocco (1986-2010) France (2010-Present)	N	Y	1 st
31	SD	F	1989	N/A	Moroccan	Arabic French Italian	Morocco (1989-2012) Italy (2012-Present)	N	Y	1 st
32	KB	F	1994	Sociology	Moroccan Dutch	English Arabic Dutch	Netherlands (1994-Present)	N	N	2 nd

Annex D: Abbreviated Demographics Table

COUNTRY	CONTINENT	AGE RANGE
ALGERIA	AFRICA	27
ANDORRA	EUROPE	29
CAMEROON	AFRICA	20
CANADA	NORTH AMERICA	24-61
CHINA	ASIA	27
COLOMBIA	SOUTH AMERICA	28
FRANCE	EUROPE	26
GERMANY	EUROPE	22-36
GUATEMALA	NORTH AMERICA	34
INDIA	ASIA	24
IRAN	ASIA	33
ITALY	EUROPE	26
MAURITIUS	AFRICA	25
MEXICO	NORTH AMERICA	30
MOROCCO	AFRICA	59-61
NETHERLANDS	EUROPE	26-28
PAKISTAN	ASIA	26-32
SAUDI ARABIA	MIDDLE EAST/ASIA	27
SPAIN	EUROPE	26-29
SOUTH AFRICA	AFRICA	31
UNITED KINGDOM	EUROPE	30

Annex E: Method and Duration of the interviews

#	Name (Alias)	Period of the interview	Place of the Interview	Length	Transcriptions (#pages)
1	LF	Early Spring 2020	Whatsapp	70 mins	2
2	MC	Early Spring 2020	Skype	40 mins	2
3	CA	Spring 2020	Whatsapp	40 mins	1.5
4	JB	Spring 2020	Whatsapp	20 mins	1
5	AT	Early Spring 2020	Skype	50 mins	1.5
6	AT2	Spring 2020	Whatsapp	40 mins	1.5
7	JB2	Spring 2020	Whatsapp	20 mins	1
8	GK	Summer 2020	Whatsapp	45 mins	1.4
9	MB	Summer 2020	In-person	30 mins	1
10	NL	Fall 2020	In-person	25 mins	1
11	MB2	Fall 2020	In-person	25 mins	1
12	RS	Fall 2020	Whatsapp	35 mins	1
13	NS	Fall 2020	In-person	45 mins	1
14	PU	Fall 2020	Facetime	30 mins	1
15	SU	Fall 2020	Facetime	25 mins	1
16	ML	Fall 2020	Whatsapp	40 mins	1
17	DM	Fall 2020	In-person	30 mins	1
18	MG	Fall 2020	Whatsapp	30 mins	1
19	AA	Fall 2020	Skype	30 mins	1
20	HA	Fall 2020	In-person	25 mins	1
21	LL	Fall 2020	Facetime	20 mins	1
22	MP	Fall 2020	In-person	30 mins	1
23	AS	Fall 2020	In-person	25 mins	1
24	AC	Fall 2020	In-person	35 mins	1
25	MS	Fall 2020	In-person	25 mins	1
26	JZ	Fall 2020	Whatsapp	30 mins	1
27	WJL	Fall 2020	Whatsapp	30 mins	1
28	JD	Fall 2020	Whatsapp	20 mins	1
29	FA	Fall 2020	Whatsapp	20 mins	1
30	DD	Fall 2020	Whatsapp	30 mins	1
31	SD	Fall 2020	Whatsapp	30 mins	1
32	KB	Fall 2020	Whatsapp	35 mins	1

Annex F: Interview Questions

Interview Canvas: 1st Generation Immigrant

Segments	Questions	Notes
Background	<p>Age</p> <p>Education</p> <p>Where did you emigrate from and where did you immigrate to? What year?</p> <p>Did you have any children when you first immigrated? If not, do you have children now?</p> <p>How easy/hard was it to adjust to a new country? (Cultural shock)</p> <p>What is your native language? Did you learn any new languages after immigrating?</p>	This segment has for aim to get a better understanding of the individual's background.
Motives	<p>Why did you decide to immigrate to another country? Why did you choose that country specifically?</p>	This segment focuses on the motives behind immigrating to a new country.
Identity	<p>What do you consider yourself (and your children)? (i.e.: nationality wise)</p> <p>How important is it for you that your children speak your native language? (For those who have children)</p> <p>How important is it for you to keep your cultural heritage alive? If so, what do you do to transmit this heritage?</p>	This segment delves into the individual's perception of their identity today, as well as the identity they want their children to associate with.
Impact	<p>How has <i>globalization</i> impacted your culture?</p> <p>Do you feel that immigrating to a new country has given you more opportunities in life? For your children?</p> <p>Do you feel that moving to a new country has had an effect on your values?</p> <p>How was it (if) when you returned home for the first time? What about the times after that? (Cultural shock)</p>	This segment digs into the actual impact of the immigration over the years in regard to their cultural identity.
Thoughts	<p>Do you have positive or negative feelings in regard to <i>globalization</i>?</p>	This segment aims to get a deeper understanding of the individual's overall thoughts on globalization.

Closure	If you could go back in time, would you do anything different? (E.g.: Choose a new country, raise your children differently, etc.) Do you ever plan on moving back to your native country someday?	This segment seeks to elaborate on the individual's
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Interview Canvas: 2nd Generation Immigrant

Segments	Questions	Notes
Background	Age Education Where were you born? Where are you currently living? What is your native language? What other languages can you speak?	This segment has for aim to get a better understanding of the individual's background.
Identity	What do you consider yourself? (i.e.: nationality wise) How important is it for you to speak your parent's native language? How important is it for you to keep your cultural heritage alive? Do you feel that some of your values stem from your parent's culture?	This segment delves into the individual's perception of their identity in relations to their parents.
Impact	How has <i>globalization</i> impacted your life? (E.g.: Did you move to another country to study/work abroad?) Do you feel that your parents' decision to move abroad has given you more opportunities in life? Did you ever visit your parents' native country? If yes, how was it the first time? Do you go back regularly? (Cultural shock) What were the challenges of growing up as a child of immigrant parents?	This segment digs into the actual impact of growing up in a country as a child of immigrant parents and how it has impacted their cultural identity.
Thoughts	What are your thoughts on <i>globalization</i> ?	This segment aims to get a deeper understanding of the individual's overall thoughts on <i>globalization</i> .
Closure	Do you think your parents made the right decision to immigrate to a new country? Do you ever plan on moving to another country?	This segment seeks to elaborate on the individual's perception of their parents' decision to immigrate to a new country. Furthermore, it aims to

Annex G: Content Analysis for open-ended questions (Coding System)

Research Questions

- i. To what extent has globalization impacted 1st and 2nd generation immigrants' cultural identities and lives?
- ii. Is globalization homogenizing all cultures and slowly dissolving the different cultural identities of 1st and 2nd generation immigrants?

Content analysis steps:

Step 1: Read transcripts

- Read transcripts one by one

Step 2: Label relevant pieces (Code Creation) & Create Categories

- Label relevant words, phrases, etc.
- Decide what is relevant to cod

CATEGORY/ THEME	EASY TO ADJUST	IMPACT ON CULTURE	CULTURAL HERITAGE	OPPORTUNITIES	WHY IMMIGRATE	GLOBALIZATION	CHALLENGES
KEYWORD/ CODE	<p>Positive: Safety Similar environment Same Language Family living there Used to traveling</p> <p>Negative: Language Barrier Lack of family Weather Different Culture</p>	<p>Positive: Open-mindedness More cultured/knowledgeable Multicultural environment World Citizen Enhancement of culture Enriching experience Native culture retention</p> <p>Negative: Loss of culture Discrimination</p>	<p>Language Culture Pride History Legacy Richness</p>	<p>Positive: Education Career Relationships/Love New Languages Freedom Meet new people Multicultural Environment</p> <p>Negative: Separation from family</p>	<p>Existing Relationship Financial Better Opportunities Career Education To be Challenged Multicultural Environment</p>	<p>Positive: Economy Better quality of life Opportunities Easier lives Travels & Technology Meet people Education Career Connection with people Encounter different cultures</p> <p>Negative: Disparities/Inequalities Environment Family Abandonment Capitalism Social Media Racism Disconnection from people Homogenization Threat to languages Threat to local businesses Loss of culture Unattainable expectations</p>	<p>Parents' different mentality Feeling of not belonging Feeling different Different Accent Conservative parents Lack of freedom Starting from zero</p>

Step 3: Decide which codes are important

- Create new codes
- Combine two or more code codes together (same color)
- Eliminate codes (strikethrough)
- Create categories/themes

CATEGORY/ THEME	EASY TO ADJUST	IMPACT ON CULTURE	CULTURAL HERITAGE	OPPORTUNITIES	WHY IMMIGRATE	GLOBALIZATION	CHALLENGES
KEYWORD/ CODE	<p>Positive: Safety Similar environment Same Language Family living there Used to traveling</p> <p>Negative: Language Barrier Lack of family Weather Different Culture</p>	<p>Positive: Open-mindedness More cultured/knowledgeable Multicultural environment World Citizen Enhancement of culture Enriching experience Native culture retention</p> <p>Negative: Loss of culture Discrimination</p>	<p>Language Culture Pride History Legacy Values Richness</p>	<p>Positive: Education ++++++ Career++++ Relationships/Love ++ New Languages Freedom Meet new people ++++ Multicultural Environment</p> <p>Negative: Separation from family</p>	<p>Existing Relationship Financial Better Opportunities Career Education To be Challenged Multicultural Environment</p>	<p>Positive: Economy Better quality of life Opportunities Easier lives Travels & Technology Meet people Education Career Connection with people Encounter different cultures</p> <p>Negative: Disparities/Inequalities Environment Family Abandonment Capitalism Social Media Racism Disconnection from people Homogenization Threat to languages Threat to local businesses Loss of culture Unattainable expectations</p>	<p>Parents' different mentality Feeling of not belonging Feeling different Different Accent Conservative parents Lack of freedom Starting from zero</p>

Step 4: Label Categories/themes & decide which are the most relevant and how they are connected to each other

- Label categories/theme
- Describe the connections between them

CATEGORY/ THEME	EASINESS OF ADJUSTMENT	CULTURAL IMPACT	IMPORTANCE OF CULTURAL HERITAGE	OPPORTUNITIES	IMMIGRATION REASONS	GLOBALIZATION'S OVERALL IMPACT	CHALLENGES
KEYWORD/ CODE	<p>Positive: Safety Similar environment Used to traveling</p> <p>Negative: Language Barrier Lack of family Weather Different Culture</p>	<p>Positive: Open-mindedness More cultured/ due to multicultural environments World Citizen Native culture retention</p> <p>Negative: Loss of culture</p>	<p>Culture Pride History Legacy</p>	<p>Positive: Education & Career Relationships/Meet new people New Languages Multicultural Environment</p> <p>Negative: Separation from family</p>	<p>Existing Relationship Education & Career</p>	<p>Positive: Economy Better quality of life Travels & Technology Meet people Education & Career</p> <p>Negative: Disparities/Inequalities Environment Separation from family Capitalism Social Media & Disconnection Loss of culture & Homogenization</p>	<p>Feeling of not belonging Conservative parents Lack of freedom</p>

Connections (From step 4):

1) Easiness of Adjustment:

- The **safer** the environment >> the easier to adjust
- If the environment is **similar** >> it is easier to adjust, not that many differences
- If someone is **used to traveling** >> they have the adaptation skill and it is easier for them to adapt to foreign environments
- **Language barriers** can make it more difficult to adjust to a new environment
- **Lack of family** >> harder to adjust, no one to turn to
- **Weather** >> Extreme weather (cold or hot) can make it harder to adjust
- **Different culture** >> Makes you feel like you do not fit in

2) Cultural Impact:

- **Open-mindedness:** living amongst different people and culture can increase your open-mindedness and eagerness to learn about different cultures.
- **More cultured :** globalization opened the doors to multicultural environments, and thanks to this environment, people learn to better understand culture and respect other cultures. Hence, they will adjust their behaviors accordingly.
- **World Citizen:** Many people consider themselves world citizen because their culture and beliefs are a combination of all the cultures they have encountered over their lifetime. They do not associate themselves with just one culture.
- **Native Culture Retention:** people are able to retain their native culture and yet, learn about other cultures, therefore there is no loss, only a gain.
- **Loss of culture:** Other people feel that they have lost part of their culture due to globalization. When they moved abroad, they have to adapt to the host country's culture and let go of parts of their culture to fit in.

3) Importance of Cultural Heritage:

- Culture:
- Pride: Many people are so proud of their culture that they feel the need to keep the cultural heritage alive. Due to the fact that people are surrounded by people from across the world, it is harder to stand out.
- History: Looking back on history, many people fought to keep their culture alive and because of that, they are not willing to let it disappear.
- Legacy: most people feel the need to pass on their culture to the future generations (their children). Since culture is part of who they are and their children are also a part of them, it seems natural that the two would be linked.

4) Opportunities

- **Education & Career:** There is a clear evidence that people associate education and career as the biggest opportunities that stem from globalization.
- **Relationships/Meet new people :** Another clear correlation is globalization and meeting new people. Participants associate globalization to new relationships and more important new cultural relationships. Hence, the broadening of their perspective and knowledge on different culture and ideologies.
- **New Languages :** Globalization has enabled languages to travel from one country to another. Thanks to it, many people have learned 1 or more foreign language, which they consider to be a great gain.
- **Multicultural Environment:** Globalization is the source behind multicultural environments. People no longer need to travel very far to discover a different culture. Moreover, the multicultural environments enable people to get under the skin of cultures and therefore acquire knowledge that will help them both in their careers but also on a personal level.
- **Separation from family:** Many people had to leave their families behind in order to move abroad. Hence, whilst globalization open doors, there is a price to pay

5) Immigration Reasons:

- **Existing relationship:** Globalization has increased the number of interracial couples; therefore, many times individuals will move abroad to be with their loved one.
- **Education & Career:** The main reason behind immigration is education and career. In other words, better opportunities. Globalization has enabled people to study and work abroad.

6) Globalization's impacts:

- **Economy:** there is a proven connection between the economy's prosperity and globalization.
- **Better quality of life:** people have explained that globalization opened the doors to many opportunities which overall increased their quality of life (e.g.: better education, more career opportunities, etc.)
- **Travels & technology:** globalization combined with technology made travels possible.
- **Meet people:** Globalization paved the way for multiculturalism, hence, meeting people from different background and cultures.
- **Education & Career:** Globalization has enabled people to study and work abroad.
- **Loss of culture:** Globalization has pushed people to adapt and assimilate to other cultures, hence pushing them to give up part of their culture.
- **Disparities/Inequalities:**
- **Environment:** Globalization has led to increased consumptions which led to resource depletion and many more environmental issues.
- **Separation from family** Many people had to leave their families behind in order to move abroad. Hence, whilst globalization open doors, there is a price to pay.
- **Capitalism:** Globalization has increased the capitalist mindset and more people are concerned about money.
- **Social Media & Disconnection:** Globalization and technology have contributed to social media, which have given birth to this cyber space realm and decreased real-life interactions. Hence causing disconnection between humans.

7) Challenges:

- **Feeling of belonging:** Different looks, names, accents can make you feel different from your peers and you may feel judged. Therefore, individuals may feel like they do not fit in.
- **Conservative Parents:** A parent's mentality will not necessarily change when they move to a new country. Thus, this can be quite challenging for children, as they are being raised differently from their peers. They may feel suffocated and deprived from their freedom.

Step 5: Some Options

- Decide if there is a hierarchy among the categories
- Decide if one category is more important than the other
- Draw a figure to summarize your results

Step 6: Write up your results

- Describe the categories and how they are connected (using neutral, objective voice)
- Answer key questions

Annex H: Coded Questions (Close-ended)

1st generation of immigrants

Question	=1	=2	=3
Did you have any children when you first immigrated? If not, do you have children now?	1= had or have children	2= no children then, no children now	n/a
How easy or hard was it to adjust to a new country? (Cultural shock)	1= easy to adjust	2=not easy to adjust	3= hard at first then easy
Did you learn any new languages after immigrating?	1= yes learnt a new language	2= no did not learn a new language	n/a
Why did you decide to immigrate to another country? Why did you choose that country specifically?	1= for better opportunities	2= other reason	n/a
What do you consider yourself (and your children)? (i.e.: nationality wise)	1= new nationality	2= native nationality	3= both nationalities
How important is it for you that your children speak your native language? Given the choice between having them learn your native language or a business language such as English or Mandarin, what would you choose?	1= business language over native	2= native language over business language	3=both native and business languages
How important is it for you to keep your cultural heritage alive?	1= not important	2=important	n/a
How has <i>globalization</i> impacted your culture?	1= positively	2=negatively	3= both positively and negatively
Do you feel that immigrating to a new country has given you more opportunities in life? For your children?	1= yes	2=no	3=unsure
Do you feel that moving to a new country has had an effect on your values?	1=yes	2=no	3=unsure
How was it (if) when you returned home for the first time?	1= no cultural shock	2=cultural shock	3=somewhat of a cultural shock
Overall, do you have positive or negative feelings in regard to <i>globalization</i> ?	1=positive	2=negative	3=both positive and negative
If you could go back in time, would you do anything different? (E.g.: Choose a new country, raise your children differently, etc.)	1= no	2=yes	3= yes and no
Do you ever plan on moving back to your native country someday?	1=no	2=yes	3=maybe

Note: These questions also served as open-ended questions. In other words, in the transcripts I was able to gather more information that would then be processed via the “content analysis” methodology.

2nd Generation Immigrants

Question	=1	=2	=3
Can you speak other languages other than your native language?	1= can speak native language and other languages	2= can only speak native language	3= does not speak native language, only other languages
What do you consider yourself (and your children if any)? (i.e.: nationality wise)	1= new nationality	2= native nationality	3= both nationalities
How important is it for you to speak your parents' native language?	1= not important	2=important	3= indifferent
How important is it for you to keep your cultural heritage alive?	1= not important	2=important	3= indifferent
Do you feel that some of your values stem from your parents' culture?	1=no	2= yes	3= unsure
How has <i>globalization</i> impacted your life and culture?	1= positively	2= negatively	3=both positively and negatively
Do you feel that your parents' decision to move abroad has given you more opportunities in life?	1= yes, more opportunities	2=no	3= unsure
Did you ever visit your parents' native country?	1=no	2=yes	3=n/a
Did you experience a culture shock when visiting your parents' native country?	1= yes	2=no	3=somewhat of a cultural shock
Were there challenges growing up as a child of immigrant parents?	1=no challenges	2= many challenges	n/a
Overall, do you have positive or negative feelings in regard to <i>globalization</i> ?	1= positive	2=negative	3= both positive and negative
Do you ever plan on moving to another country?	1=yes	2=no	3=maybe

Annex I: Coding System for close-ended questions

Example:

Question	1	2	3
Did you learn any new languages after immigrating?	1= yes learnt a new language	2= no did not learn a new language	n/a
What do you consider yourself (and your children)? (i.e.: nationality wise)	1= new nationality	2= native nationality	3= both nationalities
How important is it for you that your children speak your native language? Given the choice between having them learn your native language or a business language such as English or Mandarin, what would you choose?	1= business language over native	2= native language over business language	3=both native and business languages
How important is it for you to keep your cultural heritage alive?	1= not important	2=important	n/a
How has <i>globalization</i> impacted your culture?	1= positively	2=negatively	3= both positively and negatively
Do you feel that immigrating to a new country has given you more opportunities in life? For your children?	1= yes	2=no	3=unsure
Do you feel that moving to a new country has had an effect on your values?	1=yes	2=no	3=unsure

Note: The open-ended questions allowed me build graph in order to illustrate some relevant results from a quantitative approach.