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**Out of the English Classroom Activities:
An Appraisal System analysis**

**A thesis submitted to the School of Languages for the Degree of
Master in English Teaching**

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Out of the English Classroom Activities: An Appraisal System

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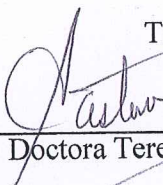
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Abstract

This study reports on students and teachers' perceptions towards out of the classroom activities carried out in English. The activity selected in this research was a play which is presented every year in a technological university of a central state of Mexico. A questionnaire was administered to 45 students, 9 teachers and 3 coordinators. In order to analyze this data, the Appraisal system (Martin & White, 2005) was used. This framework explores the emotions and feelings expressed in discourse and is sub-divided into different domains that will be discussed. This paper will focus on how the typology of "judgment" is presented in the various answers obtained through the questionnaires after the play was performed. It is discussed the concept of out of the classroom activities, its importance in education and why these may be important for second language acquisition. This presentation will give a wide glance of appraisal system and it will describe the three typologies of ATTITUDE: Affect, Judgment and Appreciation. Then, examples of these typologies will be suggested. Finally, this presentation will show how participants sanction or praise linguistically this out of the classroom activity in order to provide guidance to improve it. The findings of this study aim to promote more out of the classroom activities, to improve and challenge students' capacity to understand spoken English and trigger their interest in continue learning English. By experiencing different activities outside the classroom the school community will have the opportunity to explore other places, cultures, and ideas promoting in a different way English language acquisition.

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In these two years I lost and won. I fell and I stood up. I drowned and I learned to swim. Now, I might be swimming, slowly, but I am swimming. I swim to find a place where I feel comfortable, a place where I can know myself completely, a place where I can die in peace after enjoying myself, my family, my life and my place. Now I am swimming, but I know that I will be flying soon. I thank life for having me finishing this phase of my life, please continue surprising me.

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Dedications

I dedicate this work to my Parents, for all the support they have given me, not only in this stage of my life, but during my whole life.

To my mother, for getting up at 6 am to prepare my lunch in work days, for worrying about me when I had to travel long distances at night every Friday to go to work at my hometown, for taking me out of the water when I almost drowned.

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Out of the English classroom activities: An appraisal analysis

Chapter 1

1.0 Introduction

Language is a powerful means of communication that distinguishes humans from other beings. Human communication can be carried out via sounds, signs, gestures and other semiotic resources such as music and visuals. The way we use language depends on the purpose (Fromkin, Rodman, & Hyams, 2003). Therefore, language is not only used to communicate with others but also can be used to take a stance, persuade and/or manipulate both individuals and/or social groups (Bloor & Bloor, 2013).

This study examines teachers and students' insights towards an out of the classroom activity and how their beliefs and stances can be affected due to the different communities of practice (Lave & Wenger, 1998) that they belong to. So a brief introduction of how communities are built is given in the following paragraphs.

When we belong to a certain social community this influences our actions, discourses and beliefs, so we see, act and reflect differently depending on an event because of the power that this community has imposed over our thoughts. Therefore, we are influenced by several social communities, especially by communities of practice (Wenger, 2000) if we act in professional contexts. A community of practice has certain organization in which there is always a leader or someone that is more influential than others. Thus, the person who holds power in the community must use a language that helps persuade the

members' way of thinking and up to a certain extent, to control the way they live. To do so, the person who influences others changes his/her daily discourse or register to a distinct one only used inside this community to change individuals' ideas to completely belong to this community. Therefore, these discourses have become of interest to analyze and study the diverse relations between power and social structures (Bloor & Bloor, 2007, Fairclough 1995).

Power and social structures are analyzed by linguistics among other disciplines such as sociology and anthropology. They use discourse analysis to examine how language and other semiotic resources are managed either in written texts or spoken interactions by different social communities (Demo, 2001) or by individuals to achieve social goals. Bloor and Bloor (ibid.) discuss

Discourse analysis examines practices and customs in society both to discover and describe how they work and also to provide a critique of those practices. To do so, it is necessary to try to understand, from one's analysis: 1) what is going on in the event, and 2) whether it maintains the existing social structure or is likely to change or revise it (p. 3)

In this study, discourse analysis will be used to analyze the different use of language in the participants' discourses to trace the different power relationships and how these entities express opinion towards the social issue that this study intends to analyze. This project study will be framed by appraisal system within the Attitude domain (Martin & White, 2005).

Appraisal system is a framework that explores the emotions and feelings that a discourse carries within it. These emotions and feelings are illustrated by the set of words that the speaker chooses to demonstrate their opinion towards an event. Appraisal is divided

into three interaction domains “attitude”, “engagement” and “graduation”. Martin and White (2005) describe these categories as follows:

Attitude is concerned with our feelings, including emotional reactions, judgements of behavior and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (p.35)

1.1 Aim of the study

The main purpose of this study is to gain insights into teachers’ perceptions towards an out of the classroom activity by analyzing their discourse utilizing the appraisal system. I call out of the classroom activities those which can be performed by teachers, students or by other people which may be sometimes out of the curriculum, yet play an important role in the school system. These out of the classroom activities may include spelling bee contests, Christmas carols, and plays. In this particular case, the out of the classroom activity which will be analyzed is a *play*. Also, by analyzing teachers and coordinators’ discourse, this study will intend to examine how the communication among these two parties is in relation to what happens before, during and/or after the play. So, this will give us an idea on how relationships are constructed in a work environment.

1.2 Significance of the study

This study is significant in a number of ways. First, appraisal system will be taken in a context where, to my knowledge, research of this topic has never been carried out and the results will be a significant contribution to the field. Secondly, this research will show how this out of the classroom activity is perceived by the participants to compare and contrast

their stances. And finally, these attitudes will also show the level of communication established between teachers and coordinators' of the institution as well as possible power relations.

1.3 Research context and justification

This study is conducted in a technological university in a central state of Mexico. The students of this institution are learning English in order to have better opportunities to be hired by national and international corporations. To do so, this institution gives students four hours of English classes during the week and teachers of this institution organize different kinds of activities to develop student's English proficiency. The most relevant activity organized by the language academy of the institution is a play performed by a touring educational theatre company.

The idea of hiring this theatre company emerged when some teachers of this university watched the play in a famous Mexican convention only for English teachers. So, these teachers liked the performance and they agreed to hire the theatre company to perform a play in the institution in order for students to be more in touch with the language and to help them learn more culture. Since then, the play has been presented in this institution every year. The spectators of this play are not only students and English teachers from the language academy of this university, but also some coordinators from the different majors in the university.

The interest in this study appeared when some comments about the last year play were made by some coordinators, students and English teachers. Some of these comments were positive and others negative. They commented about many topics which concerned

not only the play performance but also the effectiveness of the activity on students. Therefore, these comments led to the idea of analyzing the stances held by the English teachers, coordinators and students towards the play performance in February, 2017.

To do this, I decided to study how coordinators, English teachers and students manage their language to evaluate this activity because each of these three parties has a different manner to convey meaning and they may use different types of discourse. Therefore, the interest is to show how this activity is sanctioned, praised or condemned by the participants and to compare and contrast the three parties' positions towards play.

1.4 Research questions

In order to carry out this study, three research questions were posed to focus the project:

RQ1: What are the perceptions and/or stances of the three participant groups associated with the out-of-classroom English language activity investigated?

RQ2: How do the results of the analysis of the three groups compare/contrast?

RQ4: What can be concluded from the communication between teachers and coordinators?

Question number one explores the students, teachers and coordinators' stances in relation with the out of the classroom activity. Then, question number two compares and contrasts the perceptions of these three parties. Finally, question number three aims to show if there is (or not) communication between teachers and coordinators as they belong to the same community of practice where communication might be the base of success.

1.5 Chapter summary and overview of thesis document

Chapter one provided an overview of the topics that will be discussed extensively in subsequent chapters. This chapter provided an introduction to appraisal system and communities of practice, also it allowed the reader to picture the context, the participants of this study as well as its significance. The following chapter will present the literature review and the theoretical framework upon which the study is based. Chapter three will describe the methodology which was used to answer the research questions to reach the aim of the study. Chapter four will present the results, and finally in chapter five conclusions will be drawn and the significance of the study will be discussed.

Chapter 2: Literature Review

2.0 Introduction

The purpose of this research is to gather teachers, students and coordinators' insights towards an out of the classroom activity; a play performed by a touring educational theatre company in February, 2017 in a Mexican Technological University. To do so, the data gathered in this study will be analyzed through the Appraisal system to interpret observers' perceptions towards this activity. Therefore, this chapter intends to provide literature on the most relevant topics for this study. It intends to clarify the concept of out of the classroom activities. The concept of communities of practice will be discussed to examine if there is communication among teachers and coordinators. At the same time the importance of drama activities in ESL classrooms will be explained. This chapter also will give an overview on English Language Teaching in Mexican higher education since this study is contextualized in a higher educational institution. Finally, the Appraisal system will be discussed.

2.1 A general view on ELT in Mexico: Public and private institutions

English has been taught in Mexican public institutions since 1960 (*English in Mexico: An examination of policy, perceptions and influencing factors*, 2015). Since then, Mexico has faced many problems in getting students to reach a reasonable English language proficiency. According to Vazquez, Guzmán and Roux (2013) and Davies (2009) in general, English Language Teaching (ELT) in Mexico often does not give positive results. Davies states that students are immersed in English classes for six to nine years after leaving secondary school and for 12 to 17 years after completing higher education, and

even though they have studied English for so many years, the majority of them do not learn English successfully.

Due to the fact that the majority of students did not learn English well in secondary school nor in high school education, English started to be taught as part of the curriculum in public primary schools since 1992. In some Mexican states, public education in ELT is partially taught, and since 1990 ELT has covered the same material for secondary and high school and now for primary public education. So, students are continuously learning the same topics, the same grammar structures over and over, and when they enroll in higher education the cycle begins again. Therefore, it might not be surprising that students enter higher education with zero level of English or with little knowledge, even though they have been taught the same forms and functions for a number of years. According to Borjian (2015) Mexican public school ELT has poor results because of certain issues such as the lack of motivation towards English and the limited exposure to English contexts. Therefore, the lack of interaction in this language produces students' shyness and low confidence in their capacities to express themselves in a foreign language. The fact that English teachers focus mainly on grammar skills rather than on communicative competence, the low socio-economic status, the amount of students in a class (30-40 students), the mixed-level classrooms, the classroom lack of facilities and low teachers' competence restrain Mexican students from learning English.

All these issues have affected English education. In many Mexican institutions, ELT lacks social recognition not only by the population but also by internal institution authorities. For that reason, several decisions regarding ELT are taken by external members of the English staff such as hiring people with any academic degree other than an ELT,

based on the fallacy that everyone who speaks the language is able to teach it (Johnston, 2003, cited in Vazquez, Guzmán & Roux, 2013). Also, some institutions do not ask for certifications to prove an English teacher's language proficiency, when it is a policy that states that English teachers need at least a B2 certification to teach English in a Mexican institution. This has made researchers suppose that the low results in public schools regarding ELT is also due to teachers' inadequate use of methodologies and low language competence (Ramirez et al., 2007, cited in Vazquez, Guzmán & Roux, 2013).

Being an English teacher in Mexico requires effort, patience and passion due to the fact that teachers face many difficulties that may affect their performance as teachers and consequently their impact on students. For example, they may not create bonds with their students because they only see them three times a week. Many teachers work in more than one institution in order to generate more income, as the majority of English teachers are not well paid, and they have more than five large groups per day limiting their interaction with other teachers and making it almost impossible to exchange strategies and methods. Also, this limits the interaction between teachers and students, generating constraints to creating projects or activities together. Therefore, the amount of work that an English teacher commonly has, involves a lot of time and effort which tend to negatively influence their professional competence. In spite of these issues, the majority of English teachers look for different ways to develop themselves as professionals (Calderón del Campo, M., Guzmán A., O'Donoghue J., Ruiz Ruiz, F., Velázquez Villa, P., Valladolid, M. B., Székely, M., Pérez, H., Blanca H. & Rubio, D., 2015).

On the other hand, according to Davies (2009) learning English in Mexico has become a fashionable activity, and this "everybody needs English" to succeed in life or to

gain opportunities to work not only nationally but internationally has created interest in learning English in many Mexican students. Davies gives these students a light to rethink and take advantage of the opportunity to learn English by saying: “the success or failure of ELT in Mexico becomes crucial when students leave school and progress to higher education or work” (2009, p. 3). If they have enough language English proficiency to interact and satisfy their study or work needs, the money, time and efforts invested in learning English will have been well worth it. However, if they are not able to satisfy their needs, then it will have been a waste of time, money and effort. To conclude, these dreams to work abroad, to travel and to know different cultures is a motivation for students to learn English and overcome all the challenges that learning English in Mexico implies. Therefore, teachers and students should go hand in hand along this path.

The next paragraphs will describe a new approach that many teachers are taking as a way to integrate students in a more active, ludic and enjoyable learning outside the classroom.

2.2 Out of the classroom activities

When we think about teaching/learning a language, we generally think of a school, a teacher explaining a subject or writing grammar rules on the board and students inside a classroom taking notes. Certainly, most of the time Mexican students learn in a classroom; however, always being inside the classroom has been known to not fully challenge students’ abilities as when they face a situation in real life. According to Field, 2007 (cited in Guo, 2011) students need to be exposed to activities not only inside the classroom but also outside it in order to gain and develop new abilities. Thus, taking this idea of learning

outside the classroom further, this is immersing students in other settings or places and giving them a different opportunity to explore and learn.

When students are exposed to different activities outside the classroom they experience different feelings and behaviors. They create memorable experiences that reinforce their previous knowledge by making links between their classroom work and what is being experienced outside the classroom. Therefore, we can define out of the classroom activities as “the use of places other than the classroom for teaching and learning” (*Learning outside the classroom: manifesto*, n.d., p. 1).

Many EFL learners agree that classroom instruction is not sufficient to acquire the target language. This is the case of Mexican students. They lack exposure to the target language; therefore, teachers look for different sources of exposure to the language and one of these is to engage students in outside the classroom activities. These kinds of activities promote students’ interest in learning English and also may offer exposure to authentic language usage in real life situations (Guo, 2011). Teachers, according to Darling-Hammond (cited in Egbert, et al., 2015) “... do not only need in-depth knowledge of subject matter, but they also need to be able to understand it flexibly, relating it to everyday life so that they can make it accessible to students with different experiences and interests in different classroom contexts” (p.2).

Outside the classroom activities are quite related with the concept of *flipped learning* due to the fact that both involve the use of activities out of class. Lage, Platt, and Treglia (2000) say that “inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p.32). This approach, has recently become popular among teachers. In fact, many are

making it part of their teaching. Even though there is not enough research on this approach nor is it well defined, I believe there is room to take the idea of flipped learning into the ELT context. For example, there are many research projects such as: *The Flipped Classroom: A Survey of the Research* (Bishop & Verleger, 2013), *The Flipped Classroom: Online instruction at home frees class time for learning* (Bill Tucker, 2012) that relate this approach with the use of technology such as watching lecture videos or reading a text out of class at home, in a library or even sitting on a bench in a park. But these activities do not really let the student experience and perform a behavior needed in a real life situation. Another way in which this approach is used is by doing experiments or projects out of the class. Therefore, flipped learning may require the use of technology or not (Bishop & Verleger, 2013). Therefore, in this study, the terms *outside the classroom activities* and *flipped learning* will be used as synonymous taking into account that both concepts are interested in changing the directness of a curriculum for a more learner centered approach. The four pillars of flipped learning are flexible environment, learning culture, intentional content, and professional educators (Hamdan, N., McKnight, P. E., K. McKnight, Arfstrom, K. M., 2013)

- 1) Flexible environment: teachers arrange spaces in which students will decide where and when to learn. At the beginning, when teachers flip their classroom, this might seem an unpleasant and noisy environment, giving a picture that the teacher does not have control over the class because we are accustomed to seeing a classroom environment where students remain sitting while listening to the lecture. Therefore, what flipped classroom looks for the teacher is flexibility to create activities with achievable and meaningful objectives for the students. To do so, teachers include in

their class new content (different topics that they think students' will be interested in). Then, teachers need to select the best context where the new topic can be developed and where students reflect on their activity performance and interaction. Teachers have to monitor students to provide help for the difficulties that may appear when carrying out the activity and if students are having too much trouble teachers have the possibility to adjust the activity if they believe it necessary.

- 2) Learning culture: different cultural topics are discussed in depth creating a learner-centered environment. Flipped learning aims to create meaningful learning in students by promoting a learner-centered environment where every activity outside the classroom is based on the students' interests and on the development of enriching their knowledge of the foreign culture. Therefore, teachers choose cultural topics of interests for students and based on these they develop an activity where students can explore in depth and enrich themselves from these cultural aspects.
- 3) Intentional content: teachers choose the correct material to develop students' conceptual understanding and create a learner-centered environment. To flip a class, teachers need to make a change on themselves. Now, they have to focus more on an activity rather than in a lecture. However, sometimes a lecture class will be needed, for example, after an activity outside the classroom that will help to reinforce and complement the content of the class to achieve the objective. Therefore, teachers need to pay attention to the selection of materials and strategies they will use to create autonomous learners and empower the development of problem solving

abilities. The class content needs to be carefully chosen to make it accessible and meaningful to students.

- 4) Professional educators: the teacher becomes an observer providing relevant feedback inside the class and assessing students' work outside the class. To acknowledge this approach teachers need to become reflective in their teaching to determine when to flip the classroom and when to give individual, pair and/or group work that demands interaction outside the class to create collaborative learning among students. Therefore, teachers need to change their assessment strategies to encourage students to become autonomous in their learning. Hence, this approach recommends that teachers, as they gain experience, keep a journal, a diary or notes to gather data to reflect on their performance by their own or by sharing the information with colleagues and gain different observations of their work and transform their method if necessary.

Therefore, the goal of this approach is to create meaningful activities instead of overwhelming work, increase interaction around content, and to immerse students in a real context where they can implement their knowledge in real life interactions (*The four pillars of FLIP™*, 2014).

Flipped learning and outside the classroom activities are becoming an important approach to help students learn day by day appreciating life. However, not every teacher has experienced constructing this kind of learning. The article "Learning Outside the Classroom Curriculum Planning" (*Council For Learning Outside the Classroom*, 2008) gives some recommendations for those teachers who want to start transforming their class

into a flipped class. These recommendations are: First, teachers need to have clear aims for the experience outside the classroom. Then, teachers and students need to understand the goals that are pretended to achieve through these activities. After that, it is necessary to arrange the time of the activity and / or schedule it at a convenient time for everyone involved in the activity. Later, during the activity and after the activity it will be important to capture evidence of the activity for further improvements. And in case that the activity needs to be performed teachers will decide which other activity will cover better teachers' and students objectives and where this activity could be better held to have better results.

Also if possible invite other teachers who want to participate and/or collaborate with the activity as well as parents and other important colleagues of your institutions and finally ask students and staff to evaluate your activity, all these in order to do a meaningful activity.

It is recommendable to try this approach if teachers want to create autonomous learners who want to see themselves immersed in real contexts where their abilities will be challenged or to motivate students by immersion in cultural activities where they can get interested and create meaningful learning. Hence, by asking colleagues, parents and/or other audiences to observe and/or collaborate in the activity, flipped learning looks for different perspectives to improve and develop new out of the classroom activities to create a meaningful learning.

In the following section, Drama will be defined in the ELT context. The purpose is to identify the advantages of using drama as a tool to encourage students to continue learning and practicing English.

2.3 Drama in ELT

There are many teaching methods/tools by which students can learn English in a more engaging way. One of these is the use of drama. According to Hold (1982 cited in Davies, 1990) drama is any activity which permits learners to pretend to be someone else in an imaginary situation and that allows students and teachers to break the monotony of a traditional class. Hence, it develops students' communicative skills, master pronunciation, build confidence in a foreign language and raise intercultural awareness (Kuimova & Gaberling, 2014).

Drama activities require social and cooperative learners' skills; therefore, students can perform on their own or with one or more partners a character, a situation or dialogues as long as they interact with each other and react to what they do and say (Davies, 1990). There are many ways to use drama in teaching ESL for example:

Role plays according to Davies (1990) are activities where students have the opportunity to practice open-ended dialogues of familiar situations such as interactions at school, at the supermarket, chats on the phone, making appointments and asking for directions to recall the vocabulary presented in a lesson.

Mime is an activity where students do not talk but perform an activity, story, or situation by expressing the idea using gestures and body movements (Dougill cited in Davis, 1990). This type of activity develops students' imagination and observation (Hayes, cited in Davis, 1990)

Simulation "...is often a problem-solving activity to which the student brings his own personality, experience and opinions. The distinctive feature of a simulation is, then,

that it may require a certain knowledge or experience related to the given role” (Livingstone, 1986, p. 25).

These types of activities have many benefits for students. For example, students can improve their pronunciation and get to understand vocabulary and drama activities stimulate conversation between students, helping them master grammar and other language features. Therefore, teachers who use drama are trying to enhance their students’ language learning in an active, meaningful and ‘fun’ way.

2.4 Communities of practice

In our childhood our parents choose for us the school, the clothes we dressed and so on, and that starts defining the people we surround, but we grow up and we start deciding our own choices; we start choosing the different communities we want to belong to. There are different places where we find communities of practice such as in our job, at school, in the church, when practicing a sport and many other activities. In all these cases we belong to a community. A community of practice is a group of people with an active participation lead by the same purpose. For example, if a person likes karate, s/he will look for a specific place where karate is practiced. Then s/he will join this group and the membership will be based on participation whenever it is required. Indeed, the amount of participation inside the community depends on the person’s engagement; participation is presented in different degrees and in different ways. Participation according to Ruuska and Vartiainen (2003) is the process of being part of a community to build social interaction within it, therefore, it is a way of creating learning.

Communities of practice are committed to sharing knowledge and understanding based on constant interaction. To build up such learning (new values, new perspectives,

new behavior and so on), communities of practice develop activities or schedule meetings to discuss their mutual interests or ways of doing things. Communities of practice must be institutionalized which means that there must be some kind of organization. Wenger states that this organization is informal due to the fact that these communities are not always institutionalized; therefore he called them “quasi-formal” (1998).

Communities of practice are built up because of the interaction between their members and within this interaction there is certain organization that involves power relationships; therefore, the discourse or jargon used in these communities vary. According to Nonaka and Konno (1998, p. 40, cited in Ruuska & Vartiainen, 2003) communication inside a community is created by transmitting and exchanging messages through time and space between its participants. The place can be a virtual space (platforms, blogs, social media), physical (an office, a classroom), mental (an idea, experiences) or a combination of them, it depends where the members of a community prefer to convey their ideologies.

Certain communities of practice share their ideologies according to their geographical location, social status, gender, age, race and ethnic origins; whereas others do not have boundaries, for example the ELT community, support groups around the world and sports communities, among others. According to Wenger, McDermott and Snyder (2000, cited in Ruuska & Vartiainen, 2003) “important topics usually attract an informal group of people who begin networking” (p.4) to start the construction of a community, depending on the basis of their common interests and probably friendship. Communities of practice are distinguished by the combination of three elements:

- 1) Domain of knowledge which comprises the specific issues that the community is interested in, more specifically, a competence or an interest shared by the members of the community that distinguishes them from other people.
- 2) The community is related with the group of people that share the same domain and information by joined activities and/or discussions among them to create a relationship. This relationship might grow working together or as long as communication exists among the members of the community.
- 3) The practice of a community is developed by different resources that its members have gathered since the beginning of the community such as tools, ways of dressing, experiences and by the interaction of the members within the community and their network outside it (Wenger, 2009).

Mostly, the purpose of a community of practice is networking people to produce, share and apply knowledge, maintaining its functionality by the interaction of its members. Therefore, communities of practice is a relevant topic to this study due to the fact that the context where the study is carried out is inside a community of teachers in a higher education institution in Mexico.

The following paragraphs will give an overview of appraisal system, which will be the method used to analyze the data collected in this study.

2.5 Appraisal System

Systemic functional linguistics (SFL), developed by Michael Halliday in the early 1960's, analyzes the functions of language. This is to say, that language is used and structured differently depending on the context and speakers' individual goals or purposes. Therefore, SFL does not analyze the form or structure to convey meaning, but the manner in which

meaning is portrayed. Even though structure or form is needed to convey meaning this system focuses on semiotic processes (Fontaine, 2012).

Over the past 17 years, within systemic functional linguistics, the appraisal system, developed by Martin and White (2005) has been looked in detail to shed more light on the semiotic and functional characteristics of a written and/or spoken text to evaluate how a speaker/emoter achieves his/her goals. Within systemic functional linguistics there are three meta-functions of meaning to interpret language in use in every act of communication (Halliday, 1994):

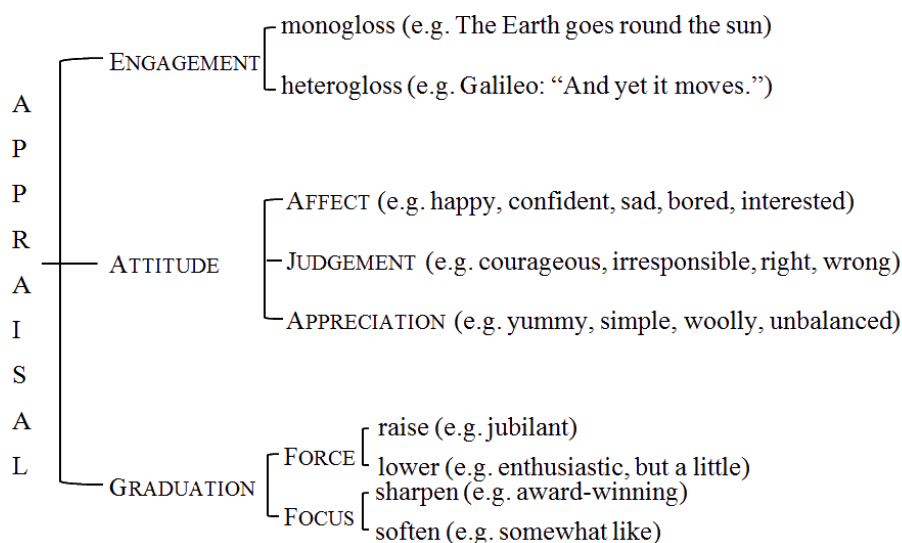
1) Ideational meaning refers to the construction of experience. This means how speakers use the appropriate language to represent their experiences at different times and for different purposes. The “ability to discriminate and classify language experiences comes about because we have ourselves experienced how a language works in different contexts and we recognize and reproduce appropriate language when the situation arises and contexts recur” (Butt, D., Fahey, R., Spinks, S. & Yallop, C., 2000, p. 2).

2) Interpersonal meaning deals with negotiating social relations, interaction in social contexts, to give ideas and to express attitudes. It covers two main areas: “one concerns the type of interaction taking place and the kind of commodity being exchanged, and the other concerns the way speakers take a position in their messages” (Butt et. al., 2000, p. 86).

3) Textual meaning is concerned with the way in which experiential, logical and interpersonal meanings are organized to give the meaning flow and coherence. This means that the speaker/writer needs to keep their reader/listener “well informed about where they are and where they go” (Butt et. al., 2000, p. 134).

The Appraisal system is located within the interpersonal meta-function in written, spoken and/or multimodal texts with two other complementary systems; *negotiation* which focuses on the interaction of discourse, speech function and exchange of structures, and *involvement* which focuses on non-gradable resources for negotiating tenor relations, especially solidarity. The appraisal system is divided into three domains which are divided into regions and they are divided into variables. (See Figure 1).

Figure 1. *Appraisal system overview*



Adapted from Martin & White, 2005

This figure shows the three domains of Appraisal System. The first domain is Engagement which “deals with sourcing attitudes and the play of voices around opinions in discourse”. The second domain is Attitude which “is concerned with feelings, including emotional reactions, judgments of behavior and evaluation of things”. And the third domain is Graduation which “attends to grading phenomena whereby feelings are amplified and categories blurred” (Martin & White, 2005, p. 35).

Table 1 – The three domains of the Appraisal System

ENGAGEMENT	ATTITUDE	GRADUATION
Engagement analyses the manner in which the speaker/writer sustains or abstains the message conveyed.	Attitude analyses speaker/writer's emotional/affectual messages towards people, events and other situations.	Graduation analyses the force of a text, this is how a speaker/writer intensifies or lowers the message intended to transmit. Also, this analysis the focus of a message by analyzing its sharpness and its blurriness.

2.5.1 Engagement

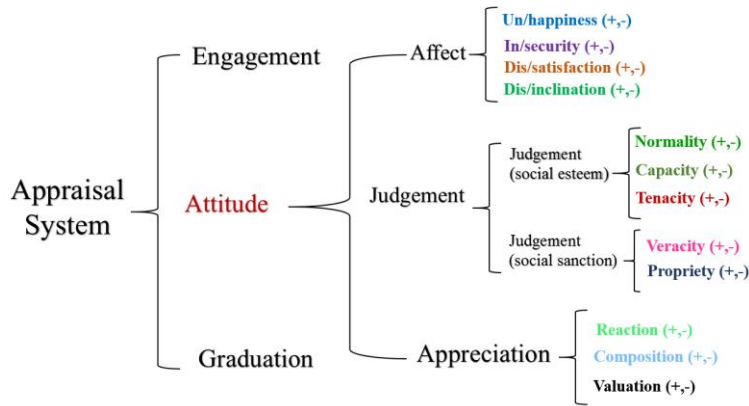
Engagement “deals with the linguistic constructions by which authors construe their point of view and the resources used to adopt stances towards the opinions of other people” (Read, Hope & Carroll, 2007, p. 94). In other words, engagement explores the interpersonal positioning as well as others opinions, “whether they present themselves as standing with, as standing against, as undecided, or as neutral with respect to these other speakers and their value positions” (Martin & White, 2005, p.93). All these stands can be classified into the two subsystems: the monogloss subsystem which makes no room for others opinions or views of point (e.g. *the sky is blue*) and the heterogloss subsystem which accepts, invokes, or allows other dialogistic alternatives (e.g. *according to astronomers, the earth goes around the sun*).

2.5.2 Attitude

This study will focus in the domain of Attitude which deals with our social relationships by negotiating emotions/feelings, judgements and valuations about things and people (Pascual

& Unger, 2010). This domain is divided into three regions Affect, Judgement and Appreciation (See figure 2.1) which will be wide developed in the following lines.

Figure 2 An overview of appraisal system; Attitude domain long-drawn-out



Adapted from Martin & White, 2005

As previously mentioned the domain of attitude is divided into regions that have their own concerns. The first region in this domain is *Affect* which deals with “registering positive or negative feelings” that are experienced by the speaker or writer, the second region is *Judgement* that “deals with attitude towards human behavior” and finally, the third region is *Appreciation* which evaluates things, processes and phenomena. These regions are developed in detail below.

2.5.2.1 Affect

Affect is concerned with positive or negative emotional and mental reactions which cover the feelings that come from of what we called the core of the human body, affairs of the heart where we found many emotions that can be triggered by a reaction of certain behavior, a phone called, a text message or other kind of phenomena that creates an emotion in ourselves (Read, Hope & Carroll, 2012). In order to come up with the nearest

classification of this region in written or spoken texts, Martin & White (2005) claim six factors:

- a) Are the feelings popularly by the culture as positive (good/enjoyable vibes) or negative ones (bad/avoided vibes)
- b) Are the feelings realised as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process?
- c) Are the feelings construed as directed at or reacting to some specific emotional Trigger or as a general ongoing mood for which one might pose the question ‘Why are you feeling that way?’
- d) How are the feelings graded – towards the lower valued end of a scale of intensity or towards the higher valued end; or somewhere in between?
- e) Do the feelings involve intention (rather than reaction), with respect to a stimulus that is unrealis (rather than realis)?
- f) The final variable in our typology of affect groups emotions into four major sets having to do with un/happiness, in/security, dis/satisfaction and dis/inclination.

Martin & White, 2005 p. 46-49

The first variable in the Affect region is *Un/happiness* which deals with feelings such as happiness, sadness, feelings of liking and disliking. The second variable is *In/security* which concerns feelings of anxiety, fear, trust, confidence and peace with our environment, in other words, how to protect a speaker/writer about how he feels in the world. The following variable is *Dis/satisfaction* which deals with feelings of achievement, failure and frustration in relation to the activities in which we are engaged. And the final variable is *Dis/inclination* which deals with a stimulus that makes us wish, desire doing or wanting something.

Table 2.0 *Variables of the Affect region*

Un/happiness (+/-)	In/security (+/-)	Dis/satisfaction (+/-)	Dis/inclination (+/-)
Abbreviation: <i>Hap / Unhap</i>	Abbreviation: <i>Insec / Sec</i>	Abbreviation: <i>Disat / Sat</i>	Abbreviation: <i>Disinc / Inc</i>

This concerns with moods such as happy or sad and feelings of liking and disliking.	This concerns feelings of anxiety, fear, trust, confidence and peace with our environ association with how protect a speaker/writer feels in the world.	This concerns feelings of achievement or frustrations towards whichever activity a speaker/or writer is engaged either as a spectator or a participant.	This concerns to intentions towards “irrealis” acts: desires or inclinations.
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To make clear the use of this region, there are presented some examples using the data gathered for this study. Hence, the words related with the Affect region are bolded and the abbreviation of the different typologies is in brackets with a minus sign showing that is a negative feeling or a plus sign which represent a positive feeling. See table 2.2 to identify the abbreviations.

Student 3: *The play was really good and interesting. I **liked** (hap, +) it a lot.*

Teacher 10: *...getting them ready to face the play with background knowledge to make them **feel comfortable** (sec, +).*

2.5.2.2 Judgement

Judgement analyzes positive or negative human behavior, how people applaud or reproach others’ actions by taking as a reference social norms or rules which are divided into “social esteem” and “social sanction”. In other words, we may assess “behavior as moral or immoral, as legal or illegal, as socially acceptable or unacceptable, as laudable or deplorable, as normal or abnormal and so on” (An introductory tour through appraisal theory 6, n.d, <http://www.grammatics.com/appraisal/appraisaloutline/framed/frame.htm>)

This region is divided into two types of judgement, Social esteem which has three variables; *Normality* that has to do with how unusual some is, *Capacity* which deals with how capable someone is and *Tenacity*, it refers to how determinative someone is. The other type of judgement is Social sanction which has two variables; *Veracity* that tells us how

truthful some is and *Propriety* which shows how ethical someone is. To identify these variables we might want to ask ourselves the following questions in Table 2.3 below.

Table 2.1 – *Social esteem and Social Sanction*

	Social Esteem		Social Sanction	
<i>Normality</i>	<i>Capacity</i>	<i>Tenacity</i>	<i>Veracity</i>	<i>Propriety</i>
Abbreviation: Norm	Abbreviation: Cap	Abbreviation: Ten	Abbreviation: Ver	Abbreviation: Prop
How special?	How capable?	How dependable?	How honest?	How far beyond reproach?

To make clear the use of this region, there are presented some examples using the data gathered for this study. Hence, the words related with the Judgement region are bolded and the abbreviation of the different typologies is in brackets with a minus sign showing that is a negative judgement or a plus sign which represent a positive judgement. See table 2.3 to identify the abbreviations.

Teacher 2: *Some of the students are really **capable** (Cap,+) to understand well what is being said by the actors.*

Student 36: *The villain and the witch **did not try** (Ten, -) any more to rob the queen’s crown.*

2.5.2.3 *Appreciation*

Appreciation evaluates appearance, impact, composition and the worthiness of non-living entities (things). This means that appreciation “encompasses values which fall under the general heading of aesthetics, as well as a non-aesthetic category of ‘social valuation’ which includes meanings such as significant and harmful” (An introductory tour through appraisal theory 6, n.d, <http://www.grammatics.com/appraisal/appraisaloutline/frame/frame.htm>).

This region has three variables; *Reaction*, related to the affection we feel for something, if it catches our attention or pleases us. *Composition* is related to our perception,

if something is balanced or complex and *Valuation* is related to cognition, if it is worth or not. Table 2.4 show the question which help to identify perceptions of Valuation.

Table 2.2 – *Characteristic Questions associated with Appreciation*

<i>Reaction</i>	<i>Composition</i>	<i>Valuation</i>
Abbreviation: Reac	Abbreviation: Comp	Abbreviation: Val
Impact: Did it grab me?	Balance: Did it hang together?	Was it worthwhile?
Quality: Did I like it?	Complexity: Was it hard to follow?	

To make clear the use of this region, there are presented some examples using the data gathered for this study. Hence, the words related with the Judgement region are bolded and the abbreviation of the different typologies is in brackets with a minus sign showing that is a negative judgement or a plus sign which represent a positive judgement. See table 2.4 to identify the abbreviations.

Student 1: *The play was a **good** (Val, +) activity.*

Student 23: *Some dialogs **were hard** (Comp, -) to get.*

2.5.3 Graduation

The domain of Graduation deals with the level in which resources are scaled from low to high intensity, “or from core to marginal membership of a category” (An introductory tour through appraisal theory 6, n.d, <http://www.grammatics.com/appraisal/appraisaloutline/framed/frame.htm>). “For attitude, since the resources are inherently gradable, graduation has to do with adjusting the degree of an evaluation” (Martin & White, 2005, p. 37). There are two types of graduation: Force, when we graduate how strong or week the feeling is and it is shown by two subsystems that highlight if the volume is up or down:

Raise; so *touchy*, infinitely *more naked*, quite *clinical*, and most *dangerous*

Lower; *a little upset, somewhat upset, the least bit more information*

The second type of graduation is Focus which “has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things” (Martin & White, 2005, p. 37). Other words, the meaning of the resource is sharpen or soften.

Sharpen; *a fully-fledged, award-winning, gold-plated monster; all alone*

Soften; *a word ... spelled somewhat like terrorists; about 60 years old*

2.6 Chapter conclusion

This chapter presented the background and theoretical perspectives chosen for this study. The chapter began with an overview of ELT in Mexico. Then the discussion focused on the specific topic of the research, namely ‘out of classroom activities’ and more specifically the use of drama in the ELT classroom. Because the study focuses on a specific ‘community’ and its characteristics, Wenger’s concept of communities of practice was briefly discussed. Finally, to explain the study’s methodological approach the chapter ended with an overview of the Appraisal System.

The following chapters will show how the Appraisal System was used to answer the study research questions.

Chapter III: Research method

3.0 Introduction

This section frames the approach and design of this study. It will give a brief definition of case study, qualitative approach and will explain how this study will make use of some quantitative data. Also, the participants of the study, the data collection instrument and its

piloting as well as the different situations that were overcome to apply the instrument will be described. Finally, the data collection process will be discussed.

3.1 Research approach

There are different orientations to approach research such as qualitative and quantitative among others. For this research, a qualitative approach will be taken as the main approach because it allows exploration and development of understanding towards a central phenomenon (Creswell, 2012) which according to Flick (2014) involves practices and social interactions of the participants in situations of everyday life. Therefore, the out of the classroom activity and the perceptions shown by the participants will be our central phenomenon. However, this study does have to be approached quantitatively, because some systematical data (Leedy & Ormrod, 2005) will be analyzed in order to corroborate results. According to Creswell (2012) quantitative approaches seek trends in the participants' responses. These, tendencies are measurable when they are recorded as scores or as numerical symbols to better observe and understand data. To do so, it was necessary to make use of a systematical procedure to come up with some results and also it was needed to establish trends in the students, teachers and coordinators' questions and answers to have better access to the data analysis. Therefore, this study may be considered qualitative in nature, but complemented with quantitative findings as it has made use of numbers in order to be expanded and to have precise results.

3.1.2 Research design

There are different research designs; however, the most suitable for this research is a case study. According to Yin (2013) a case study investigates a current phenomenon in real-life

context when the object and the context of study cannot be distinguished. Yin (2003) argues that a case study is characterized by some elements; first, it answers “how” and “why” questions; it focuses on a unit or a set of units; it links the data with the outcome and the data analysis is objectively analyzed by the researcher based on the literature reviewed. For Richards (2003), a case study is also the study of a particular unit or set of units, with the purpose of providing a detail the description of the unit(s). “This means that the qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Richards 2003, p11). To collect data when doing a case study the most common instruments are interviews, questionnaires, observations, and the collection and analysis of documents such as homework assignments, visual texts, life story, the description of a routine, and problematic moments and meanings in individual’s lives.

In the following section the study participants are described to help have a clear conception of this study.

3.2 The study participants

The participants selected for this research were Mexican English teachers, coordinators of the different majors that the university holds, and some of its students. In the following lines the three groups of participants are described in order to understand this study.

First, the participants for this study were 10 English teachers of a technological university: 5 females aged between 28 and 46 years old and 5 males aged between 34 and 40 years old. These teachers have between two and twenty years teaching English and their English level

according to the CEFR (Common European Framework) is among B2 and C1. The student body who participated in this study were 39 students of a technological university. All the participants at the time of the study were in fifth term, but from different majors. So, twenty-one students were in the physiotherapy area and eighteen students were in the mechatronics area. In total there were twenty-four males and fifteen females aged between nineteen to thirty-three years old. According to the CEFR the students' English level was A2. Finally, three coordinators who went to see the play; the technology information communication coordinator, the business manager coordinator and the food agroindustry coordinator participated in this study. All of them are males aged between thirty-two and forty-six years old with nine to fourteen years of teaching experience.

The next section describes the instrument used to collect the data needed for this research.

3.3 Instrument

As previously mentioned, there are different instruments used to collect qualitative data; however, the instrument used to collect data for this study was a questionnaire. According to Gay, Mills and Airasian (2003) a questionnaire was formed by several questions related to the same research topic (p. 281) and are commonly used to collect data on what the participants think or believe about certain experiences and/or to recall previous experiences. These questionnaires can have open-ended or close-ended questions. In this case, open-ended questions were posed to the participants because these allowed them to fully express their opinions about a topic, circumstance or event (Griffiee, 2012), in these case our main event is the play.

For this study three sets of questions were designed by the researcher, all three sets contained open-ended questions. The first set had twelve questions that were addressed to the students. Some of the main topics that these questions touched upon were: the perception of the play (like and dislikes), the effect of such activity in students English language development, the understanding of the play, the use of follow-ups activities after the play (**See Appendix A**). The second set of questions had eleven questions addressed to English teachers. The main topics that this set touched upon were: likes and dislikes about the play, students English level to comprehend the play and activities done before/after the play (**See Appendix B**). The third set of questions had six questions addressed to the coordinators. Some of the main topics that these questions included were: the usefulness of such an activity in the students' English language development, the understanding of the play, and the knowledge of follow-ups activities by the English teachers after the play (**See Appendix C**).

After describing the instruments used to collect the data, the following paragraphs will describe the data collection procedure.

3.4 Data collection

Data collection is a procedure to get the necessary evidence to answer research questions. For this procedure, it is necessary to identify and select the participants, design and/or choose an instrument and/or do an observation to obtain the information needed (Creswell, 2012) in order to support the researcher's answer his/her research questions or solve a problem (Griffiee,2012).

The data collection for this study was as follows: First, the researcher designed a set of questions for each group of participants as previously mentioned. Then, the instrument was administered to the English teachers a few hours after the play because the researcher is part of the language academy and after the play the actors and the teachers go and have meal together. Therefore, the researcher took advantage of that meeting and explained to the teachers that she was conducting a study in which she would need their help. After explaining the purpose of the study and expressing that their participation would be anonymous, she asked for their participation. The sixteen members of the language academy accepted to answer the questionnaire, but at the end only ten teachers returned it.

To administer the students' questionnaire the procedure was different. First, the questionnaire could not be administered to them after they saw the play because it was performed on Friday, the last day of classes. So the researcher had to wait until Monday. That day the researcher went to the language academy and asked her colleagues to let her administer a questionnaire to their students. Two teachers agreed to the request; one from the physiotherapy area and the other from the technology information communication area. The instructions to answer the questionnaire were the same for the two groups. Once the researcher obtained permission from the teachers, she introduced herself and explained to the students that she was there to ask for their participation to answer a questionnaire about the play they saw the previous Friday and that the data collected from those questionnaires would help to conduct a research study. Also, she told them that their participation would be anonymous and the ones who would like to participate needed to raise their hand to give them the questionnaire.

The reactions of the students in the two groups were different. In the physiotherapy area all the students agreed to answer the questionnaire, indeed they seemed really eager to help. Nevertheless, in the technology information communication area the students did not seem enthusiastic. This reaction was rather unexpected. Then, the students became more enthusiastic, but this happened only after one student said to their classmates to think about refusing or accepting answering the questionnaire because they may need this kind of support when they finish their major. At the end, only one student did not answer the questionnaire and some others answered it incompletely.

After administering the teachers and students' questionnaires, the researcher expected to administer the questionnaire to the coordinators the same week the students answered the questionnaire, but that was not possible because the coordinators would be in a meeting the whole week. Therefore, this part was the most difficult because the schedules of the researcher and the coordinators never matched. Also, the researcher lives four hours from the university and the days she could go the coordinators were not there. Fortunately, the researcher and the coordinators were invited to a spelling bee contest and after the contest the questionnaire was finally given to the coordinators in July, five months after the play was performed, which may interfere in the findings obtained due to memory loss. They were explained the purpose of the study and the anonymity of their participation. The three coordinators accepted to participate though they took the questionnaire to answer in their offices. Then, some problems arose when returning the questionnaire to the researcher. One sent the questionnaire to the language academy of the university the same day. The second questionnaire was turned in after fifteen days and the last one was sent by photos via *WhatsApp* after eighteen days. Fortunately, at the end the three questionnaires

were sent back to the researcher. As I will explain in the limitations of the study, this was an important one. From this experience I was able to realize that a researcher needs to be resourceful and consider alternatives to overcome the obstacles that can be faced during a research study. As a researcher, it is important to have a plan to try to fix possible problems and to continue as soon as possible with the data analysis.

In the following section the data analysis is described in detail to help understand how the results were achieved.

3.5 Data analysis

In this part of the study it is describe how the data was classified and categorized in order to understand the results of this study.

After all the questionnaires were collected, they were transcribed into a Word document where the teachers, students and coordinators' perceptions were categorized using the appraisal system focusing on the domain of attitude (Martin & White, 2005). To do so, each variable was assigned a color to distinguish them.

The variables of affect were marked as follows: *Un/happiness* was marked in blue bold. *In/security* was marked in purple bold, *Dis/satisfaction* was marked in brown bold and *Dis/inclination* was marked in light green. The variables of *Judgement* were marked as follows: *Normality* was marked in forest green bold, *Capacity* marked in green bold, *Tenacity* marked in dark red bold, *Veracity* marked in fuchsia bold, and *Propriety* was marked in dark blue bold. The variables of *Appreciation* were marked as follows: *Reaction* was marked in lime green bold, *Composition* marked in turquoise bold and finally,

Valuation was marked in black bold. *Positive affect* was indicated with a plus sign (+) and *negative affect* with a minus sign (-) (See Table 3).

Table 3.0 Colors to identify the variables of the domain Attitude

Attitude		
Effect	Judgement (social esteem)	Appreciation
Un/happiness (+,-)	Normality (+,-)	Reaction (+,-)
In/security (+,-)	Capacity (+,-)	
Dis/satisfaction (+,-)	Tenacity (+,-)	Composition (+,-)
	Judgement (social sanction)	
Dis/inclination (+,-)	Veracity (+,-)	Valuation (+,-)
	Propriety (+,-)	

After this, a chart per participant was designed in an Excel document to count the number of the different variables found in their answers. There were a total of fifty-two participants; therefore, fifty-two charts were designed. In these charts were recorded the name of the domain, the regions, the variables, the number of question and the number of positive and negative attitudes. When a positive variable of the domain attitude was found, this one was recorded in the column with the positive sign, and if it was a negative variable this was marked in the column with a minus sign. If one variable was found, this was recorded with the number 1; if two were found these were recorded with the number two and so on. This allowed the Excel sheet to sum the answers easily (See table 3.1 for an example of how this table was designed). Then, the variables found in each of the charts were counted and recorded in one general chart to know the trend of each variable by every question of the three sets of questionnaires (See Table 3.2, Table 3.3 and Table 3.4).

Table 3.3 Number of variables found in the teachers' questionnaire questions

Attitude	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Positive Attitude	Negative Attitude		
Affect	+	-	+	-	+	-	+	-	+	-	+	+	-		
Un/happiness	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1
In/security	0	1	0	0	1	0	0	0	0	0	0	0	0	2	1
Dis/satisfaction	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1
Dis/inclination	0	0	0	0	0	0	5	0	0	0	0	1	0	16	1
Judgement															
social esteem															
Normality	0	1	0	0	4	0	1	0	0	0	1	0	0	6	2
Capacity	0	0	0	0	1	0	4	2	5	0	1	0	0	14	3
Tenacity	0	0	1	0	1	0	2	0	2	0	1	0	0	9	0
Social sanction															
Veracity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Propriety	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Appreciation															
Reaction	2	3	6	0	0	0	0	0	0	0	0	0	1	10	3
Composition	0	7	2	0	0	1	2	0	0	0	0	0	1	5	9
Valuation	1	0	7	0	5	0	2	1	2	0	1	0	0	27	1

Table 3.4 Number of variables found in the coordinators' questionnaire questions

Attitude	Q1	Q2	Q3	Q4	Q5	Q6	Positive Attitude	Negative Attitude
Affect	+	-	+	-	+	-	+	-
Un/happiness	0	0	0	0	0	0	0	0
In/security	0	0	0	0	0	0	0	0
Dis/satisfaction	0	0	1	0	0	0	1	1
Dis/inclination	0	0	0	0	0	0	2	0
Judgement								
social esteem								
Normality	0	0	0	0	0	2	2	1
Capacity	0	0	0	0	0	0	0	0
Tenacity	1	0	0	0	0	0	2	0
Social sanction								
Veracity	0	0	0	0	0	0	0	0
Propriety	0	0	0	0	0	0	0	0
Appreciation								
Reaction	0	0	0	0	0	0	0	0
Composition	2	0	0	0	0	0	2	0
Valuation	3	0	2	0	3	0	11	0

The next step was to design a chart in an Excel document to take some extracts of the attitude variables found in each questions. These variables serve as an example to show how the participants express their feelings and emotions, judgments and appreciations towards the play. In these charts, one to three relevant examples per variable were recorded to summarize results. As the students' questionnaire has twelve questions, the teachers'

questionnaire has eleven questions and the coordinators' questionnaire has six questions, twenty-nine charts were done to exemplify participants' words

Table 3.5 Example of the chart which shows some extracts of the different attitude variables found in question one of the students' questionnaire.

1. What do you think about the play in general?		
Attitude	+	-
Effect		
Un/happiness		
S-32	Yes, I liked it since the beginning	
S-20		No, I did not like it
Judgment		
Capacity		
S-2	...with it we learn vocabulary and pronunciation..	-
S-17	-	... I could not understand it pretty well.
Tenacity		
S-2	We get familiarized with the pronunciation...	-
Appreciation		
Reaction		
S-35	...the play was really entertaining.	-
S-20	-	... it did not catch the public attention.
Valuation		
S-11	I believe it was really educational, it helps us to learn and understand more the English.	-
S-31	It was really interesting, good special effects and the characters were really good.	-
S-7	-	...a little interesting.

After all this procedure was done, the questions per questionnaire were grouped. These groups were the different variables of the domain attitude. Therefore; these groups were selected according to the trend found in the questions of each questionnaire. To do so, the results of table 3.2, table 3.3 and table 3.4 were used (See tables above). This final step in the data analysis was used because it would help to synthesize the results.

3.6 Conclusion

In this chapter the procedure to collect the data was described. First, the description of the participants was given. Later, the instrument to gather the data was defined, then some of the difficulties that were encountered in the administration of the instrument were described as well as how these were overcome. And finally the data analysis was termed. In chapter four the results of the data analysis will be shown.

Chapter 4: Findings

4.0 Introduction

In this chapter the results of the data analysis are presented in order to answer the research questions. To do so, the data gathered in this study were analyzed through the Appraisal system to interpret observers' perceptions towards an out of the classroom activity, the play. The participants for this study were 10 Mexican English teachers, 39 Technological University students and 3 coordinators of the University. Therefore, for these three groups there was a questionnaire especially for each group of participants (See appendices A, B and C). In the next paragraphs the data gathered through these questionnaires is explained in detail. The research questions posed in Chapter 1 are:

4.1 Research Questions

The four research questions that were the basis of this study are presented:

RQ1: What are the attitudes of the 3 participant groups associated with the out-of-classroom English language activity investigated?

RQ2: How do the results of the analysis of the three groups compare/contrast?

RQ4: What is inferred about the communication between teachers and coordinators?

4.2 Findings

In this section the findings of this study and its interpretation are presented. Teachers, students and coordinators' perceptions will be shown. To do so, each question of the three sets of questionnaires will be grouped according to the salient variable found in each

question. From tables 3.2, 3.3 and 3.4 the salient variable will be taken, due to that these contain the quantitative data needed to help grouping the questions. Therefore, the major number of perceptions categorized in one variable will be the salient. Then, the groups will be ranked according to Martin & White categorization of Appraisal System (See figure 2.1). Then, due to the amount of data gathered in the different questionnaires one to three examples of the variable will be provided in a summarized chart. It is important to highlight that some participants answered in Spanish. Therefore, it was necessary to translate their answers into English paying attention to not changing the meaning of the idea. The English answers remained the same. And finally, after all the following analysis research questions will be answered.

4.2.1 Categorization of the students' questionnaire

In this section, the perceptions found in the students' questionnaire will be presented and described. To do so, it was necessary to group the questions of the students' questionnaire using Table 3.2 shown in Chapter 3, where the salient variable was identified in each question by the major amount of perceptions in a variable. Then, the variables groups were listed according to Martin & White's (2005) categorization of Appraisal System (See Figure 2, chapter two). All this was done in order to summarize and to have a better comprehension of the results.

Accordingly, after finding the salient variable in each question, these were grouped taking into account the salient variable. Then, the groups were listed respecting Martin & White's categorization (See figure 2) which shows that the Attitude domain lists three regions; Affect, Judgment and Appreciation. These regions have different variables. Therefore, the

groups were listed beginning by the first variable of the affect region. So, if there were found all the variables of the affect region to be salient, these would be listed beginning by the first variable which is Un/happiness, then In/security, Dis/satisfaction and Dis/inclination. But if there were only one or two salient variables in the affect regions these would appear in the same order, just removing the ones that do not appear in the region.

It is the same procedure with the groups that could be found in the judgement region. So, if there were found that all the variables of this region are salient they would appear listed by the first variable of Social esteem which is Normality, then Capacity and Tenacity. Later they would be listed by the first variable of Social sanction which is Veracity and the Propriety. But, if there are only some salient variables of the judgement region, the ones that are not salient, would be removed from the list. And finally, it would happen the same with the appreciation region. If there were groups by every variable these would be listed by the first variable which is Reaction, then composition and valuation, but if there were only two salient variables, these would be presented in the same place, only removing the one that is not salient.

Chart 1 shows the six silent variables found in the different students' questions as well as others found in the data. In the domain Attitude the first region is Affect (See figure 2). Therefore, the first variables to be identified into the questions were *Un/happiness*, *In/security*, *Dis/satisfaction* and *Dis/inclination*. Where only **Dis/inclination** was found to be the silent variable for questions 2, 11 and 12. Question 2 had 28 positive and 10 negative *Dis/inclination* perceptions; variables of Un/happiness, Dis/satisfaction, Tenacity and

Capacity were also found. Q11 had 28 positive and 5 negative *Dis/inclination* perceptions; variables of Composition and Valuation were also found. And Q12 had 31 positive and 7 negative *Dis/inclination* perceptions; variables of Un/happiness, Normality, Capacity, Tenacity and Reaction were also found.

In the domain Attitude the second region is Judgment (See figure 2.1). Therefore, *Normality*, *Capacity*, *Tenacity*, *Veracity* and *Propriety* variables were looked into the students' questionnaire where *Capacity* and *Normality* were the salient variables for question 3 and question 5. Question 3 had 26 positive and 4 negative *Capacity* perceptions; variables of In/satisfaction, Composition and Valuation were also found and question 5 had 19 positive and 9 negative *Capacity* perceptions; variables of Capacity and Tenacity were also found.

Finally, the third region in the domain of attitude is Appreciation (See figure 2). Therefore, *Reaction*, *Composition* and *Valuation* variables were looked into the students' questionnaire where the three ones were found to be the silent variable in different questions. The *Reaction* variable was the trend in question 8 with 25 positive and 3 negative *Reaction* perceptions. Variables of Un/happiness, Dis/satisfaction, Normality, and Composition were also found. In the case of questions 4 and 7 the trend variable was *Composition* where question 4 had 12 positive and 26 negative *Composition* perceptions and variables of Capacity, Composition and Valuation were also found. Whereas, question 7 had 2 positive and 34 negative *Composition* perceptions; variables of Capacity were also found. The third variable of the appreciation region is *Valuation*, which was found to be the trend in questions 1, 6, 9 and 10. Question 1 obtained 37 positive and 2 negative

Valuation perceptions and variables of Un/happiness, Capacity, Tenacity and Reaction were also found. Question 6 obtained 35 positive and 1 negative *Valuation* perceptions and variables of Dis/inclination, Tenacity and Composition were also found. Question 9 obtained 26 positive and 1 negative perceptions; variables of Un/happiness, In/security, Dis/inclination, Normality, Capacity and Tenacity were also found. And Q10 obtained 31 positive and any negative *Valuation* perceptions and variables of Un/happiness, Dis/inclination, Normality, Capacity and Reaction were also found.

Chart 1.0 *Categorization of the students' questions*

Students' questions: categorization by Attitude variables					
Question	Siilent Variable			Other Variables	
		+	-		
Q2	Could you please describe the play?	Dis/inclination	28	10	Un/happiness, Dis/satisfaction, Tenacity, Capacity
Q11	Would you like to have more frequently 'out of the classroom' activities? Yes/No why? If your answer was 'yes', can you name some activities?		28	5	Composition, Valuation
Q12	Would you participate in those types of activities?		31	7	Un/happiness, Normality, Capacity, Tenacity, reaction
Q3	Did you comprehend the play mostly because of the actors' performance? How did you understand it?	Capacity	26	4	In/satisfaction, Composition, Valuation
Q5	Did your English teacher do a classroom activity (hand-out, debate, comprehension questions etc.) before/after the play related with the story play? Yes/No? Describe the activity if s/he did it.	Normality	19	9	Capacity, Tenacity
Q8	What did you like the most about the play? Why?	Reaction	25	3	Un/happiness, Dis/satisfaction, Normality, and Composition
Q4	Was the vocabulary easy/difficult to understand? Can you give some examples?	Composition	12	26	Capacity, Composition, Valuation
Q7	What was the most difficult about the play?		2	34	Capacity
Q1	What do you think about the play in general?	Valuation	37	2	Un/happiness, Capacity, Tenacity, Reaction
Q6	Do you consider a good idea being asked for an activity about the play before/after seeing it? Yes/no why?		35	1	Dis/inclination, Tenacity, Composition
Q9	In general terms, describe what the play made you feel about the usefulness of English?		26	1	Un/happiness, In/security, Dis/inclination, Normality, Capacity, Tenacity
Q10	What do you think in general about 'out of the classroom' activities in your English classes?		31	0	Un/happiness, Dis/inclination, Normality, Capacity, Reaction

After describing the categorization of the students' questions, extracts of the main variable found in the questionnaire are exemplified and its interpretation is given. A chart per question is given and they are organized according to the previous categorization.

4.2.2 Extracts of the Reaction variable

Question 8 of the Students' questionnaire, showed more attitudes categorized in the reaction variable which deals with the affective evaluation of things (Martin & White, 2005). The variable of reaction is presented in the following form.

Table 4.1. Question in relation to the variable: Reaction

Attitude		+		-	
8. What did you like the most about the play? Why?					
Appreciation					
Reaction					
S-6	The music was really catching.	S-20	Nothing... nothing called my attention.		
S-8	Everything, it was really pleasant and funny...				

This chart shows that some elements of the play such as the music played, the actors' performance and the scenography were enjoyable and captured students' attention. There were negative perceptions about the event, but these never surpassed the positive ones which might indicate that the play was an engaging language experience for the students. However there were some students' who were not attracted by the event.

4.2.3 Extracts of the Dis/inclination variable

Question 2, 11 and 12 of the students' questionnaire showed more attitudes categorized in the dis/inclination variable which deals with feelings of desire and inclination (Martin & White, 2005). The variable of dis/inclination is presented in the following form.

Table 4.2 *Question in relation to the variable: Dis/inclination*

2. Did you understand the play? Give a short description of the play.		
Attitude	+	
Effect		
Dis/inclination		
S-1	...the story was about a young man how traveled to a city with the desire of becoming a musketeer.	-

Question 2 intended to show the understandability of the play by the students. They used many utterances where they expressed that the characters had many aspirations. This issue might represent that the target of the play was to show students that everybody can make dreams come true.

Table 4.2.1 *Question in relation to the variable: Dis/inclination*

11. Would you like to have more frequently out of the classroom activities? Yes/No why? If your answer was 'yes', can you name some activities?			
Attitude	+		-
Effect			
Dis/inclination			
S-22	Yes, I would like to improve my pronunciation and English knowledge.	S-19	No, I would not like to participate because I do not dominate English in a 100%.

Question 11 asked students' eagerness to have more out of the classroom activities. Students expressed their agreement to have more activities to improve or practice more their English. However, the ones who expressed their inconformity towards this activity, said that the play made them spend money that they would need for more important expenses. This seemed to be the more relevant impediment associated these types of activities. But, as the majority agree to participate we might infer that they want these activities because it helps them progress in their English language learning.

Table 4.2.2 Question in relation to the variable: Dis/inclination

12. Would you participate in these out of the classroom activities?			
Attitude	+		-
Effect			
Dis/inclination			
S-22	Yes, I would like to improve my pronunciation and English knowledge.		S-19 No, I would not like to participate because I do not dominate English in a 100%.

Question 12 intended to show students' willingness to participate in out of the classroom activities. Students said that they wanted to participate in these activities in order to enhance their English learning, not only in grammar but in pronunciation and speaking. Some others said they did not want to participate because they are not able to express themselves in English. However, as the majority were willing to participate it might be inferred, that for them, the play is a good activity to practice and improve their English.

4.2.4 Extracts of the Capacity variable

Question 3 of the students' questionnaire showed more attitudes categorized in the capacity variable which shows the judgement of someone's competence to execute something. (Martin & White, 2005). The variable of capacity is presented in the following form.

Table 4.3 Question in relation to the variable: Capacity

3. How did you comprehend the play? Explain			
Attitude	+		-
Judgement (social esteem)			
Capacity			
S-21	I understood a few words that they said...	-	
S-18	I was able to understand the play because of the characters' performance and some dialogues.		
S-14	-		...I did not understand what they said.

This question shows that students can understand a play, even when they do not have a high level of English proficiency. In this case, they made use of certain strategies to understand. They used some elements of the play and previous knowledge such as the actors' performance, previous vocabulary and the actors' pronunciation to understand the context of the play. However, not all students achieved the understanding of the play. Thus we can suppose that if the other students make use of the strategies for the next event, they may have a better understanding.

4.2.5 Extracts of the Normality variable

Question 5 of the Ss' questionnaire showed more attitudes categorized in the normality variable which judge someone's regular behavior regarding social principles (Martin & White, 2005).

Table 4.4 Question in relation to the variable: Normality

5. Did your English teacher do a classroom activity (hand-out, debate, comprehension questions etc.) before/after the play related with the story play? Yes/No? Describe the activity if s/he did it.		
Attitude	+	-
Judgement (social esteem)		
Normality		
S-24	Yes, we normally practice the songs and we talked about the plot.	-
S-30	Yes, we always use a bingo with some words about objects that will appear during the play.	-
S-2	-	No, any activity related with the play was done.

We presuppose that doing activities before students get in touch with a new context, in this case an unknown play, is something that many teachers would do. Therefore, in this question when it was found an affirmative answer “yes” it was categorized in the normality variable because it is inferred that doing activities before/after is a regular procedure that

many teachers follow to encourage and immerse students in a topic. The variable of capacity is presented in the following form.

This chart shows that some students did an activity before/after the play. These activities were singing some soundtracks of the play. Some others played bingo using vocabulary related to the play and others did not do any activity before/after the play. As the majority of the answers for these questions were positive, it is inferred that doing an activity after/before the play is a common procedure that teachers of this university follow when organizing this event which may bring the understanding of the play and other benefits.

4.2.6 Extracts of the Composition variable

Question 4 and 7 of the Ss' questionnaire showed more attitudes related to the composition variable which regards the organization and the complexity of things (Martin & White, 2005). These questions intended to define the play as an elementary or a demanding event for the students. The variable *composition* is presented in the following form.

Table 4.5 Question in relation to the variable: *Composition*

4. Was the vocabulary easy/difficult to understand?			
Attitude	+	-	
Appreciation			
Composition			
S-12	...the vocabulary used was easy .	S-11	...for me it was complicated to understand some words...
S-38	...it contain an easy language , easy to comprehend.	S-6	...there way of talking was really fast .

Question 4 asked students about the comprehensibility of the vocabulary used in the play. As mentioned above this question generated more negative perceptions. Even though, some students said that the vocabulary was easy to understand, the majority of them did not

understand it because of the fluency used in the actors' speech, so this made the words incomprehensible.

Table 4.5.1 *Question in relation to the variable: Composition*

7. What was the most difficult to comprehend about the play?			
Attitude	+	-	
Appreciation			
Composition			
S-18	...with the actor's performance is was easier to understand the play.	S-18	...the hardest was to understand the pronunciation.
-		S-21	...what they said was the most complicated.

Question 7 intended to show which features of the play were hard to comprehend. This question found that some students could understand the play because of the actors' performance; however, there were more negative perceptions when expressing that the actors' fluency and pronunciation were hard to follow.

In these two questions students expressed it was a complex work to catch the actors' pronunciation. This might mean that students need to improve their listening skill, or that English teachers need to find an event that matches better with students' levels.

4.2.7 Extracts of the Valuation variable

Questions 1, 6, 9 and 10 of the students' questionnaire showed more attitudes related to the valuation variable which deals with stances that show the worth of a thing (Martin & White, 2005). These questions intended to show the value of the activity and the importance for students to do activities before/after the play. The valuation variable was expressed in the following forms.

Table 4.6 shows that question 1 tried to find out the general idea of how students described the play. So, as it is seen in table 4.6 student 11 and 31 described the play as an interesting and educational activity. Also, there were some students who did not find the play very interesting, but the majority of students gave positive comments towards the play.

Table 4.6 *Question in relation to the variable: Valuation*

1. What do you think about the play in general?			
Attitude	+		-
Appreciation			
Valuation			
S-11	I believe it was really educational, it helps us to learn and understand more the English.	S-7	...a little interesting.
S-31	It was really interesting, good special effects and the characters were really good.	-	

Table 4.6.1 shows some extracts of question 6. This question tried to find out if students agree or not to be asked for activities before/after the play. The majority of the students agreed to be asked for activities after the play and not for activities before the play because that way, they will know the end of the story and that could reduce the excitement of seeing the play.

Table 4.6.1 *Question in relation to the variable: Valuation*

6. Do you consider a good idea being asked for an activity about the play before/after seeing it? Yes/no why?			
Attitude	+		-
Appreciation			
Valuation			
S-12	I think it is a good idea to do an activity after we have seen the play.	S-21	Before the play it is not good because if you talked about it before it loses its magic...

Table 4.6.2 shows some extracts of question 9 that suggest that the play helps students to widen their horizons about the usefulness of English and also it is a valuable activity to

experience joy when being exposed to this language. However, there were few students how believe that the play has any effect on them.

Table 4.6.2 *Question in relation to the variable: Valuation*

9. In general terms, what is the effect to be exposed to this kind of activity in relation to your English acquisition ?			
Attitude	+		-
Appreciation			
Valuation			
S-14	It is beneficial, it helps us to have a better idea about the language.	S-24	None
S-31	It helps us to relax and enjoy a little.		-

Table 4.6.3 exemplifies some extracts of question ten where students described that out of the classroom activities organized by the English academy are excellent, helpful and for students it is considered a good strategy to reinforce their knowledge. In this question all the students answers where positive.

Table 4.6.3 *Question in relation to the variable: Valuation*

10. What do you think about the out of the classroom activities that are organized by the English academy?			
Attitude	+		-
Appreciation			
Valuation			
S-16	They are excellent, they help us to experience other ways to learn English.		-
S-18	I consider this is a good technique to reinforce our knowledge.		-

In this part of the analysis students' answers of the questionnaire were shown and described. In the following paragraphs the Teachers' questionnaires will be shown and described.

4.3 Categorization of the Teachers' questionnaire

In this section, the perceptions found in the teachers' questionnaire will be presented and described. To do so, it was necessary to group the questions of the teachers' questionnaire using Table 3.3 shown in Chapter 3. In this table, the most relevant variables are identified in each question by the number of perceptions that these have. Then, the variables were listed according to Martin & White's (2005) categorization of Appraisal System (See Figure 2, chapter two) in order to summarize and to have a better comprehension of the results.

Accordingly, the teachers' questions were grouped identifying the trend variable in each question, then the question was grouped in the variable where it fit better into the attitude domain respecting Martin & white's categorization. To do so, the trend variable was identified in the questions, later these questions were grouped following figure 2 which shows that the Attitude domain lists three regions; Affect, Judgment and Appreciation and these regions have different variables. Therefore, Un/happiness was the first variable to be looked for into the questions and the final one was valuation. In the case of not finding any questions in one variable this was removed and the next variable would be looked into the questions.

The following chart shows the number of question, the question, the silent variable in each question, the amount of positive and negative perceptions found in each question and other variables found in them.

Chart 2.0 *Categorization of the teachers' questions*

Teachers questions: categorization by Attitude variables					
Question		Salient Variable	+	-	Other variables
Q5	What are your expectations from your students after seeing this play?	Dis/inclination	5	0	Un/happiness, Normality, Capacity, Tenacity.
Q11	Would you like to continue doing these activities for your students? Yes/no Why?		9	0	Reaction and Valuation
Q4	Do you believe students have the level to comprehend a play like this? Why/not?	Capacity	4	2	Dis/satisfaction, Dis/inclination, Normality, Tenacity, Composition, Valuation
Q2	What do you think about the play in general terms?	Reaction	7	0	Un/happiness, Composition, Valuation
Q1	What challenges did you face when organizing this kind of event?	Composition	0	7	In/security, Propriety, Valuation
Q3	What is the purpose to expose students to this kind of event?	Valuation	5	0	Un/happiness, In/security, Normality, Capacity, Tenacity, Composition
Q9	Did you use it before or after the students saw the play? Mention why you decided to do the activity before or after.		2	0	Dis/inclination, Capacity, Composition
Q10	What is the purpose of doing an activity before/after the play?		3	0	In/security, Dis/inclination, Reaction

Chart 2.0 shows the five salient variables found in the different teachers' questions as well as others found in the data. In the domain Attitude the first region is Affect (See figure 2). Therefore, the first variables to be identified into the questions were *Un/happiness*, *In/security*, *Dis/satisfaction* and *Dis/inclination*. Where the salient variable is *Dis/inclination*. This variable was found in question 5 and 11. Question 5 had 5 positive and any negative *Dis/inclination* perceptions and Variables of Un/happiness, Normality, Capacity and Tenacity were also found and question 11 had 9 positive and any negative *Dis/inclination* perceptions, variables of Reaction and Valuation were also found.

In the domain Attitude the second region is Judgment (See figure 2). Therefore, *Normality*, *Capacity*, *Tenacity*, *Veracity* and *Propriety* variables were looked into the teachers' questionnaire where the only salient variable found was *Capacity*. This variable

was found in question 4 which had 4 positive and 2 negative *Capacity* perceptions and Variables of Dis/satisfaction, Dis/inclination, Normality, Tenacity, Composition and Valuation were also found.

Finally, the third region in the domain of attitude is Appreciation (See figure 2). Therefore, *Reaction*, *Composition* and *Valuation* variables were looked into the teachers' questionnaire where the three of them were the salient variable for some questions. The *Reaction* variable was found in question 2 with 7 positive and any negative perceptions. Variables of Un/happiness, Composition and Valuation were also found. In question 1 the salient variable was *Composition* with 7 negative and any positive perceptions. Variables of In/security, Propriety and Valuation were also found and the *Valuation* variable was found in questions 3, 9 and 10. Question 3 had 5 positive and zero negative perceptions and variables of Un/happiness, In/security, Normality, Capacity, Tenacity and Composition were also found. Question 9 obtained 2 positive perceptions only. Variables of Dis/inclination, Capacity and Composition were also found and Q10 had 3 positive and any negative perceptions. Variables of In/security, Dis/inclination and Reaction were also found.

In the case of the teachers' questionnaire, there were some questions that had the same number of variables, so this did not allow to find the salient variable in questions 6, 7 and 8 because all of them had one example of the different variables found in them. However, these questions were grouped together because they all asked about the activities done before/after the play (See chart 4.4).

Chart 2 shows that in question 6 were found variables of Normality and Tenacity with one positive perception each one. Then, in question 7 the Dis/satisfaction variable was found with one positive perception. Also variables of Dis/inclination, Normality, Capacity and Composition were found with one positive perception in each question and finally in question 8 variables of Tenacity and Valuation were found with one positive perception in each question.

Chart 2.1 *Questions in relation to the activities done before/after the play*

Categorization in relation with the activities done about the play				
Questions in relation to the activities before/after the play		Variables Found	+	-
Q6	Did you use the material provided in the theatre company webpage to make an activity about the play? Yes/no why? Why did you use it?	Normality, Tenacity, Valuation	1	
Q7	If you did not use the material provided in the theatre company webpage, did you ask your students for another activity (debate, hand-out etc.) about the play?	Dis/satisfaction,	1	
		Dis/inclination, Normality, Capacity, Composition		1
Q8	If you used the material, how did you use it?	Tenacity, Valuation	1	

After describing the categorization of the teachers' questions, extracts of the trend variable found in each question of the questionnaire are exemplified and its interpretation is given. A table per question is given and they are organized according to the previous categorization.

4.3.1 *Extracts of the Dis/inclination variable*

Question 5 and 11 of the teachers' questionnaire showed more attitudes categorized in the dis/inclination variable which deals with feelings of desire and inclination (Martin & White, 2005). The variable of dis/inclination is expressed in the following forms by the teachers.

Question 5 intended to show some changes that teachers want to see in their students after they saw the play. In this question, there were found many positive attitudes in the inclination variable that expressed how teachers wanted this activity to be a trigger to student to feel the necessity of learning English and found the language interesting.

Table 4.7 *Question in relation to the variable: Dis/inclination*

5. What are your expectations from your students after seeing this play?		
Attitude	+	
Effect		
Dis/inclination		
T2	I expect to see my students motivated to learn...	-
T6	I only expect they get interested in learning more English	-

Question 11 asks about teachers' interest in continuing organizing a play. This questions showed lots of positive reactions. Teachers expressed their agreement in continuing with this practice because it is beneficial for students. This activity, according with the teachers perceptions, gives students the opportunity to be in touch with native English speakers and to learn about culture.

Table 4.7.1 *Question in relation to the variable: Dis/inclination*

11. Would you like to continue doing these activities for your students? Yes/no Why?		
Attitude	+	
Effect		
Dis/inclination		
T2	I've [sic] love to continue doing this kind of event due to the lack of cultural activities in our region.	-
T7	I'd [sic] continue because they have to be expose to the language.	-

4.3.2 Extracts of the Capacity variable

Question 4 of the teachers' questionnaire showed more attitudes categorized in the capacity variable which shows the judgement of someone's competence to execute something (Martin & White, 2005). The variable of capacity is expressed in the following forms by the teachers.

Table 4.8 Question in relation to the variable: Judgement

4. Do you believe students have the level to comprehend a play like this? Why/not?		
Attitude	+	-
Judgement (social esteem)		
Capacity		
T1	I see students comprehend it due to their level...	-
T2	Some of the students are really capable to understand well what is being said by the actors	-
T6	-	...they don't understand basic verbs or vocabulary.

Question 4 aimed to know if teachers' find their students competent to understand the play. Some teachers said that their students did not comprehend the play because they lack of vocabulary and they have not learned verbs; however, others trust in their students arguing that they did not have problems in the comprehension of the storyline. Therefore, as the majority of the teachers said that students could comprehend the play this might mean that students from that institution have learnt English to some acceptable level.

4.3.3 Extracts of the Reaction variable

Question 2 of the teachers' questionnaire showed more attitudes categorized in the reaction variable which deals with the affective evaluation of things (Martin & White, 2005). The variable of reaction is presented in the following form by the teachers.

Question 2 intends to show how the play is graded by teachers. This chart shows that this play is seen by English teachers as an activity that might have regularly positive elements that involve the play as a pleasant activity for the students. For example, some said that the play was entertaining and fun which makes a good combination to keep the audience engaged with the event.

Table 4.9 *Question in relation to the variable: Reaction*

2. What do you think about the play in general terms?		
Attitude	+	-
Appreciation		
Reaction		
T1	Very nice, the songs, the actors, the plot, very entertaining	-
T8	Very entertaining and funny play.	-

4.3.4 Extracts of the Composition variable

Question 1 of the teachers' questionnaire showed more attitudes related to the composition variable which regards the organization and the complexity of things (Martin & White, 2005). The variable of reaction is presented in the following form by the teachers.

Question 1 asks about the challenges faced in organizing the play. So, teachers' highlighted two main challenges at the moment of organizing the event. Many of them said that it was a complex work to convince students to go to the play because they are not accustomed to having these events in their locality. Other teachers argued that the time to organize and promote the event is not enough. This perceptions were taken as negative attitudes which might represent that organizing an event of such magnitude is not easy for teachers.

Table 5.0 Question in relation to the variable: Composition

1. What challenges did you face when organizing this kind of event?		
Attitude	+	-
Appreciation		
Composition		
T2	-	Time was one of the first challenges since we had just a few weeks...
T5	-	I think the main challenge is creating conscious among my students in attending this kind of events.

4.3.5 Extracts of the Valuation variable

Questions 3, 9 and 10 of the teachers' questionnaire showed more attitudes related to the valuation variable which deals with stances that show the worth of a thing (Martin & White, 2005). These questions aimed to show the value of doing an activity before or after the play and the purpose to organize an event of this magnitude. The valuation variable was expressed in the following forms.

Question 3 shows stances of the valuation variable when teachers' describe their beliefs using verbs such as *help* and *provide*. These verbs imply that the play gives something worthy back to students if they go to see it. In the chart we can observe how teacher 1 stated that the play is a great opportunity for students to be spectators of the play because the town where the university is located does not organize any English cultural events and the students' social status does not help them to look for these events out of their community. In the case of teacher 3 we find that he believes that the event gives students the opportunity to face English in a real context.

Table 5.0 *Question in relation to the variable: Valuation*

3. What is the purpose to expose students to this kind of event?		
Attitude	+	-
Appreciation		
Valuation		
T1	... provides them a close up to a play (which cannot be very available in our area)...	-
T3	This kind of events helps students to be exposed to vivid English	-

Question 9 is categorized in the variable of valuation because the majority of the teachers mentioned that doing activities before the play has a better impact on students than doing them after. In the chart it is observable that teacher 7 decided to do an activity before the play to give students a summary of the play, something that many teachers said they did. Hence, teacher 1 said that doing activities before the play helped students to reduce thoughts of failure and the fear of not understanding a native English accent.

Table 5.1 *Question in relation to the variable: Valuation*

9. Did you use it before or after the students saw the play? Mention why you decided to do the activity before or after.		
Attitude	+	-
Appreciation		
Valuation		
T7	I decided to do it before because these activities are a good back ground for students	-
T1	The activities help to reduce anxiety or frustration...	-

Question 10 is categorized in the variable of valuation because the majority of the teachers talked about the usefulness of doing activities before/after the play. In this question

teachers expressed only positive attitudes. Only one teacher specified that she prefers doing activities after the play, arguing that it is good for students to check previous knowledge and teacher 6 only said that the goal of doing such activities is because he tries to make students see the importance of English.

Table 5.2 *Question in relation to the variable: Valuation*

10. What is the purpose of doing an activity before/after the play?		
Attitude	+	-
Appreciation		
Valuation		
T1	After: It helps to measure if previous activities were effective .	-
T6	It helps to see English as something useful	-

4.3.6 *Extracts of the Activities done about the play*

Question 6, question 7 and question 8 are related to the Activities done about the play. These questions intended to find some information about the usage of the material provided by the theater company webpage. In this page there are several activities that can be freely used by teachers. However, these questions did not have a predominant variable. Therefore, the researcher decided to include these questions in order to show that there can be found not one but more variables of the different regions of appraisal system in one question. This might show how a question can pull out different attitudes. The variables found in question 6, question 7 and question 8 are expressed as follows:

Table 5.3 *Question in relation to the activities done about the play: Normality, Tenacity and Valuation variables*

6. Did you use the material provided by the webpage of the theatre company to do an activity about the play? Yes/no why?		
Attitude	+	-
Judgement (social esteem)		
Normality		
T3	I usually give them some of the handouts...	-
Tenacity		
T8	I used it as a complement to put in practice what they understood from the play.	-
Appreciation		
Valuation		
T2	giving some information before and [sic] to my students will be very helpful...	-

Question 6 tried to look for reasons to use or not to use the activities provided by the theatre company webpage. The three variables found in the questions were Normality, Tenacity and Valuation. Teacher 3 expresses normality when he stated that he generally uses the handouts provided in the webpage; this means he has used the webpage activities more than once. Then, the variable tenacity was found in teacher 8 when she mentioned that she used the activity to recall the context of the play, but we cannot infer if she has used the activities more than once. And finally, the variable valuation was found when teacher 2 said that it is helpful to give students information about the play before they saw it. This answer seems not to be related to the purpose of the question, but he values that action.

Table 5.3.1 Question in relation to the activities done about the play: Dis/satisfaction, Dis/inclination, Normality, Capacity and Composition variables

7. If you did not use the material provided by the webpage of the theatre company, did you ask your students for another activity (debate, hand-out etc.) about the play?		
Attitude	+	-
Effect		
Dis/satisfaction		
T8	No, because with the material of the webpage is enough.	-
Dis/inclination		
T6		Because some things (sinc) they don't want to go...
Judgement (social esteem)		
Normality		
T10	-	...I have never entered to that webpage.
Capacity		
T6	-	They have no idea how to write reports up...
Appreciation		
Composition		
T9	Yes, a short summary of the play	

Question 7 asked about if teachers did other activities apart from the ones provided in the webpage. For this question only teacher 8 and 9 answered appropriately. In their questions the variables of Satisfaction and Composition were found. Teacher 8 showed attitudes of satisfaction when he expressed to be pleased with the amount of activities provided by the theater company webpage and teacher 9 expressed appreciation when she said that she did another activity which was not extensive; this might imply that the task was not difficult. The other variables were found in teachers' answers even though this does not match with the question. Teacher 6 expressed disinclination when he said that his students did not feel the desire to go to the play and the same teacher judges his students as incapable to write summaries which may mean that he did not do other activities because his students lack writing skills. And finally, teacher 10 expresses normality when he said that he did not know about the theater company webpage until he answered the questionnaire for this research.

Table 5.3.2 Question in relation to the activities done about the play: Tenacity and Valuation variables

8. If you used the material provided by the theater company, how did you use it?		
Attitude	+	-
Judgement (social esteem)		
Tenacity		
T1	I played the tracks of the songs while reading along on the screen all the lyrics, trying to guess who might be singing it	-
Appreciation		
Valuation		
T1	... to encourage them to go to the play and to help ss to understand giving a background.	-

Question 8 was designed to find information about the diverse ways to use the material provided by the webpage among these teachers. As we can observe in the previous chart only one teacher answered this question finding two variables. The first was Tenacity and it is found when teacher 1 said that he encouraged his students to guess the singer of the song. The other variable found was valuation when teacher 1 expressed that doing that activity would bring good results for students such as understanding the play better and to inspire them to go to the play.

4.4 Categorization of the coordinators' questionnaire

In this section, the perceptions found in the coordinators' questionnaire will be presented and described. To do so, it was necessary to group the questions of the teachers' questionnaire using Table 3.4 shown in Chapter 3. In this table, the most relevant variables are identified in each question by the number of perceptions that these have. Then, the variables were listed according to Martin & White's (2005) categorization of Appraisal

System (See Figure 2, chapter two) in order to summarize and to have a better comprehension of the results.

Accordingly, the coordinators' questions were grouped identifying the trend variable in each question, then the question was grouped in the variable where it fit better into the attitude domain respecting Martin & white's categorization. To do so, the trend variable was identified in the questions, later these questions were grouped following figure 2 which shows that the Attitude domain lists three regions; Affect, Judgment and Appreciation and these regions have different variables. Therefore, Un/happiness was the first variable to be looked for into the questions and the final one was valuation. In the case of not finding any questions in one variable this was removed and the next variable would be looked into the questions.

The following chart shows the number of question, the question, the silent variable in each question, the amount of positive and negative perceptions found in each question and other variables found in them.

Chart 3.0 *Categorization of the coordinators' questions*

Coordinators' questions: categorization by Attitude variables					
Question		Salient Variable	+	-	Other variables
Q6	Do you think students should participate in more 'out of the classroom activities'? Why/not?	Dis/Inclination	2	0	Valuation
Q4	Do you know if English teachers do an activity (comprehension questions, a debate, etc.) inside classroom after/before the play?	Normality	2	1	-
Q1	What do you think about the play in general terms?	Valuation	3	0	Tenacity, Composition
Q2	What is your opinion about involving students in this kind of events?		2	0	Dis/satisfaction
Q3	What learning effects do you think this type of events have on students?		3	0	-
Q5	Do you think English teachers should do an activity inside the classroom before/after about the play? Why?		1	0	Tenacity

Chart 3 shows the three salient variables found in the coordinators' questionnaire and other variables found. In the domain Attitude the first region is Affect (See figure 2). Therefore, the first variables to be identified into the questions were *Un/happiness*, *In/security*, *Dis/satisfaction* and *Dis/inclination*. Where the salient variable is ***Dis/inclination***. This variable was found in question 6 with 2 positive and zero negative perceptions and variables of valuation were also found.

In the domain Attitude the second region is Judgment (See figure 2). Therefore, *Normality*, *Capacity*, *Tenacity*, *Veracity* and *Propriety* variables were looked into the coordinators' questionnaire where the only salient variable found was ***Normality*** with 2 positive and one negative perception. Any other variables were found.

The third region in the domain of attitude is Appreciation (See figure 2). Therefore, *Reaction*, *Composition* and *Valuation* variables were looked into the coordinators' questionnaire where the salient variable was valuation. This was found in questions 1, 2, 3 and 5. Question 1 had 3 positive and zero negative perceptions and variables of Tenacity and Composition were also found. In the case of question 2 there were found 2 positive and zero negative perceptions and variables of Dis/satisfaction were also found. Question 3 had 3 positive and zero negative answers. Other variables were not found and finally, question 5 had one positive and zero negative answers. Variables of Tenacity were also found.

After describing how the questions of the coordinators were grouped, some extracts of how coordinators expressed themselves are presented as well as their interpretation. A table per questions showing the extracts is given in the previous order.

4.4.1 Extracts of the Dis/inclination variable

Question 6 of the coordinators' questionnaire showed more attitudes categorized in the dis/inclination variable which deals with feelings of desire and inclination (Martin & White, 2005). This question intended to find coordinators' opinions about the students' participation in out of the English classroom activities. The variable of dis/inclination is expressed as follows:

In question 6 the predominant variable was Inclination. Coordinator 1 and 2 expressed agreement about the students' participation in such activities. This might imply that coordinators liked that students are immersed in these type of events.

Table 5.4 Question in relation to the variable: Dis/inclination

6. Do you think students should participate in more 'out of the classroom activities'? Why/not?		
Attitude	+	-
Effect		
Dis/inclination		
C1	Yes, I think they should.	-
C2	Sure, They should.	-

4.4.2 Extracts of the Normality variable

Question 5 of the coordinators' questionnaire showed more attitudes in regards to the normality variable which judge someone's regular behavior regarding social principles (Martin & White, 2005).

Question 4 intended to get information about the communication that exists among teachers and coordinators in order to find out if coordinators know what the pedagogic

activities are that teachers might apply to students to understand and appreciate the play. Therefore, we can observe that two out of three teachers knew that some activities about the play apply to students. However, it seems that more communication between these parties might be needed. It is important to note that it is better to have a little communication than none.

Table 5.5 Question in relation to the variable: Normality

4. Do you know if English teachers do an activity (comprehension questions, a debate, etc.) inside classroom after/before the play?		
Attitude	+	-
Judgement (social esteem)		
Normality		
C1	In my area, there are always different activites after the play	-
C3	Sure, I have always known that there are some activities after the play	-

4.4.3 Extracts of the Valuation variable

Questions 1, 2, 3 and 5 of the coordinators’ questionnaire showed more attitudes related to the valuation variable which deals with stances that show the worth of a thing (Martin & White, 2005). These questions were labeled in this variable because their answers show that coordinators observed and evaluated the play and they agreed that the play was valuable in different ways. Examples of how the variable of valuation was expressed is shown in the following charts.

Question 1 intended to gather information regarding coordinators’ opinions about the play in general. Coordinator 1 said that it is a great opportunity for students to have the chance to see one play performed by actors who speak English. Coordinator 2 said not to have seen any defect in the play and coordinator 3 said that the event was appropriate for students.

Therefore, all these answers were labeled in the valuation category because coordinators expressed how the event is helpful for students. This question did not had any negative answers, it might mean that the play pleased the coordinators.

Table 5.6 *Question in relation to the variable: Valuation*

1. What do you think about the play?		
Attitude	+	-
Appreciation		
Valuation		
C1	It is an excellent chance to have access to this type of events	-
C2	For me the play seems perfect...	-
C3	A complete activity for students.	-

Question 2 asked coordinators about involving students in this event. Coordinator 1 and coordinator 2 seemed to agree with the fact that the play is a good idea. Coordinators described the play as the ideal activity, and that they did not have any complaints. They also agreed with the fact that students should have access to these kinds of events in order to increase they interest in learning the language.

Table 5.6.1 *Question in relation to the variable: Valuation*

2.What is your opinion about involving students in this kind of events?		
Attitude	+	-
Appreciation		
Valuation		
C1	It is an acertive activity to involve students.	-
C2	It is an excellent idea.	-

Question 3 asked coordinators to think about how the play could influence in different aspects of the students. Coordinator 1 and 2 said that the play is a valuable event with many benefits for students and one of them influences in their English language learning. Coordinator 3 said that the play is not only an event to give students something different and take them out of routine, but it is an interesting way to motivate them to continue learning English.

Table 5.6.2 Question in relation to the variable: Valuation

3. What learning effects do you think this type of events have on students?		
Attitude	+	-
Appreciation		
Valuation		
C1	The play contributes with their learning	-
C2	This event gives students a meaningful learning.	-
C3	It is useful to motivate students	-

Question 5 asked coordinators if teachers should do some activities before/after the play to immerse students in the context of the play. Coordinators thought it was important because the influence that these activities can have in the students' English learning. For example, coordinator 1 gave his opinion about this mentioning that these activities might help students reinforce previous vocabulary.

Table 5.6.2 Question in relation to the variable: Valuation

5. Do you think English teachers should do an activity inside the classroom before/after about		
Attitude	+	-
Appreciation		
Valuation		
C1	Of course, before and after the play, this help to reinforce vocabulary...	-

4.5 Conclusion

This chapter it presented the description of the quantitative and qualitative results gathered in this study. In the following chapter the research questions will be answered and the significant of the study will be presented.

Chapter 5: Conclusion

5.0 Introduction

This chapter will answer the research questions using the Appraisal System framework as presented in the previous chapter (Martin & White, 2005). First, the research questions are answered; then the limitations of the study are presented and finally the directions for further research will be shown.

5.1 Research question answers

In order to answer the research questions it is necessary to look back to the qualitative and quantitative results presented in chapter four. There we can find how the participants expressed their feelings, judgments and appreciations about the play.

Research question 1: What are the attitudes of the 3 participant groups associated with the out-of-classroom English language activity investigated?

To answer this research questions it is necessary to describe the attitudes of these groups separately.

5.1.2 Students attitudes interpreted through appraisal system

Taking into account the quantitative data presented in Table 3.2 five variables were found of the attitudes of appraisal system which suggest that students believe that the play is an important event for them (**Valuation**, 143 positive stances). Therefore they feel they will to go to such events (**Dis/inclination**, 93 positive stances) not only to improve their English skills (**Capacity** with 89 positive stances and **Composition** with 63 negative stances) but to experience a new environment and to delight themselves with the actors’

performance (**Reaction**, 72 positive stances). The following quotes would help to support my statement.

P21: “*It seemed [the play] interesting to me and...*”

P30: “*I want to participate in more events to learn*”

P35: “*I understood the play because of the funny actors’ performance...*”

P36: “*It [the vocabulary] was a little easy to understand*”

P37: “*it was an entertaining event...*”

These quotes support the finding that the students have the desire to attend to more out of the classroom activities because they found the play to be an attractive event where they challenge their English knowledge. In conclusion, we can say that the play uses an understandable but challenging vocabulary for the students’ English proficiency and that it is an event where they not only face obstacles but enjoy the event because the actors’ performance is humorous and entertaining.

5.1.3 Teachers attitudes interpreted through appraisal system

Taking into account the quantitative data presented in Table 3.3 three variables were found of the attitudes of appraisal system which suggest that Teachers believed that the majority of students have the English level to attend to the play and understand it, if not by the students themselves by using some elements of the play (**Capacity**, 14 positive stances). Hence, teachers desire to continue organizing this event (**Inclination**, 16 positive stances) because it benefits students (**Valuation 27**, Positive stances). The following quotes will help to support my statement.

T1: “I see students **comprehend it** due to their level (those with higher level of knowledge), and other [sic] through the play and the body language used by actors, even though their level is basic.

T7: “**I would like to continue** with this kind of activity because ...**its impact** is not only in the learning process but in a cultural aspect to widen students’ expectations in entertainments”

T9: “...due to the lack of cultural activities in our region, **I think these events help** students and teachers to have a wider idea of what art is”

These quotes help us to understand that for teachers it is important to organize this event for the different outcomes that students receive from it. For example, it is inferred that for teachers the play helped students to appreciate the culture and in regards to their English language skills, students have to pay attention not only to what they hear but also to what they see to help themselves understand the play. Therefore, teachers want to continue organizing these types of events for the students’ benefit.

5.1.4 Coordinators attitudes interpreted through appraisal system

Taking into account the quantitative data presented in Table 3.3 one variable was found of the appraisal system attitudes which suggests that coordinators believe that the play is an important event where students learn and practice English (**Valuation**, 11 positive stances). The following quotes will help to support my statement.

C1: “The content of the play **helps** students to practice English...”

C2: “It is an **original** way to learn and practice English in our town”

C3: “This play is an **authentic** event ...”

These quotes exemplify how coordinators used the valuation variable in their statements to express their impressions of the impact the play had on students.

Research question 2: How do the results of the analysis of the three groups compare/contrast?

To answer this question it is necessary to find out which variables these groups have in common. The variables found in the students' group the variables *Inclination*, *Capacity*, *Reaction*, *Composition* and *Valuation* were found. In the teachers' group the variables of *Inclination*, *Capacity* and *Valuation* were found, and in the coordinators' group the most used variable was *Valuation*. With this information we can come up with a more precise conception of the participants' perceptions towards the play.

Using the previous information we can see that teachers and students had in common three variables: *Inclination*, *Capacity* and *Valuation*. This information helps us to infer that the teachers and students which expressed their attitudes of inclination towards the play think the same; that the teachers should continue organizing the play and that students should participate in more out of the classroom activities. Then, teachers and students whose responses indicated the variable of *capacity* may have in common that students are capable to understand the play, but if they do not, these students have the ability to find the necessary strategies to understand it. Finally, teachers and students also have in common the variable of *valuation*, as well as the coordinators group. Therefore, teachers, students and coordinators who had in common the variable of valuation may agree with the fact that the play causes a great impact on the students' motivation to learn, in the students' English proficiency, and in the students' immersion into another culture.

Research question 4: What is inferred about the communication between teachers and coordinators?

This RQ tries to identify if certain communication between teachers and coordinators exists. The researcher believes that communication among these parties is essential. Coordinators need to know how these teachers work in order to fully understand the organization of these out of the classroom activities. The purpose of these out of the classrooms activities, according to the teachers perceptions, are the great importance in the students English input and outcomes.

According to the analysis of the data, question number four of the coordinators' questionnaire gathered information about the communication among teachers and coordinators which shows that two out of three coordinators knew how teachers work in their areas with regards of the play. The following quotes support this statement.

C1: "In my area, **there are always** different activities after the play..."

C3: "Sure, **I have always known** that there are some activities after the play..."

These questions were categorized in the *normality* variable of the region attitude because teachers used some adverbs of frequency to express that doing activities after the play is a regular behavior that teachers have to enhance students learning.

5.2 Limitations of the study

This study has some limitations. First, some teachers never handed in the questionnaire; therefore, some data that might have been relevant for the study was lost. Secondly, there were just a few coordinators who were willing to participate. Thus this

might have limited the results of the study. Thirdly, the three groups of participants did not extend their answers. In other words, they only answered the minimum. This might have been because of the limited amount of time they had to answer the instrument. And finally, I believe that if the instrument would had been piloted, the questionnaires would have had a better structure, they would have been better focused for the purpose of the study and they would not have caused confusions and difficulties to the researcher.

5.3 Directions for further research

The results provided in this study point out topics to develop this study and for further research. First, in regards of improving this study I would suggest to have more participants of the three parties to have a more varied data. Also, it would be better to use narratives as an instrument using the same prompt for the three parties to elicit their answers instead of questionnaires with different questions for the three participant groups. This would give the study a large amount of data that might show more precise and useful results to the study. And finally, I would suggest to carry out more studies using the Appraisal System in Mexican educational contexts to understand better why English is taught, the way it is done in this country, and if this method develops students' English proficiency.

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Appendices

Appendix A Students' questionnaire

Questions for students

The purpose of this questionnaire is to gain insights about 'out of the classroom activities'. The data gathered will be analyzed using the appraisal system. The questionnaire will be used only for research purposes. All the information given will be confidential.

**Feel free to answer in English or Spanish*

Gender: F _____ M _____ Age: _____ Grade: _____ Major: _____

1. What do you think about the play in general?
2. Did you understand the play? Give a short description of the play.
3. Did you comprehend the play mostly because of the actors' performance? Yes, no. How did you understand it?
4. Was the vocabulary easy/difficult to understand? Can you give some examples?
5. Did your English teacher do a classroom activity (hand-out, debate, comprehension questions etc.) before/after the play related with the story play? Yes/No? Describe the activity if s/he did it.
6. Do you consider a good idea being asked for an activity about the play before/after seeing it? Yes/no why?
7. What was the most difficult about the play?
8. What did you like the most about the play? Why?
9. In general terms, describe what the play made you feel about the usefulness of English?
10. What do you think in general about 'out of the classroom' activities in your English classes?
11. Would you like to have more frequently 'out of the classroom' activities? Yes/No why? If your answer was 'yes', can you name some activities?
12. Would you participate in those types of activities?

Appendix B Teachers' questionnaire

Questions for teachers

The purpose of this questionnaire is to gain insights about 'out of the classroom activities'. The data gathered will be analyzed using the appraisal system. The questionnaire will be used only for research purposes. All the information given will be confidential.

**Feel free to answer in English or Spanish*

Gender: F _____ M _____ Age: _____ Years teaching English: _____

Majors where you teach: _____

1. What challenges did you face when organizing this kind of event?
2. What do you think about the play in general terms?
3. What is the purpose to expose students to this kind of event?
4. Do you believe students have the level to comprehend a play like this? Why/not?
5. What are your expectations from your students after seeing this play?
6. Did you use the material provided in the theatre company webpage to make an activity about the play? Yes/no why? Why did you use it?
7. If you did not use the material provided in the theatre company webpage, did you ask your students for another activity (debate, hand-out etc.) about the play?
Yes, describe it. No, why not?
8. If you used the material, how did you use it?
9. Did you use it before or after the students saw the play? Mention why you decided to do the activity before or after.
10. What is the purpose of doing an activity before/after the play?
11. Would you like to continue doing these activities for your students? Yes/no Why?

Appendix C Coordinators' questionnaire

Questions for the Coordinators

The purpose of this questionnaire is to gain insights about 'out of the classroom activities'. The data gathered will be analyzed using the appraisal system. The questionnaire will be used only for research purposes. All the information given will be confidential.

**Feel free to answer in English or Spanish*

Gender: F _____ M _____ Age: _____ Post: _____

Years teaching/working in the institution: _____

1. What do you think about the play in general terms?
2. What is your opinion about involving students in this kind of events?
3. What learning effects do you think this type of events have on students?
4. Do you know if English teachers do an activity (comprehension questions, a debate, etc.) inside classroom after/before the play?
5. Do you think English teachers should do an activity inside the classroom before/after about the play? Why?
6. Do you think students should participate in more 'out of the classroom activities'? Why/not?