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**The influence of different socio-cultural contexts on
Spanish language learners in Mexico and their ability to
communicate: An appraisal approach.**

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The influence of different socio-cultural contexts on Spanish language learners in Mexico and their ability to communicate: An appraisal approach.

Abstract

This M.A. thesis aims to find out how socio-cultural context influences foreign language Spanish learners from different nationalities to communicate in Spanish. This study will provide insights on how participants perceive their context in and outside the classroom, as well as, interpersonal interactions between native and foreign speakers to foster and improve communication. Interviews were required to collect participants' responses. The information gathered was qualitatively classified and analyzed with the use of the Appraisal System, aiming to understand how foreign language learning is built in relation to socio-cultural context. The results of this study will help to understand how language learners learned and use the foreign language by the influence of a foreign context in the foreign context.

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Dedications

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Chapter one

Introduction

1.1 Introduction

Once teachers speak about language learning the idea of being within a classroom and teach with methods cannot be disregarded. But nowadays, students need more than grammar or methods to know what's going on with the language they are learning. Thus, the purpose of this study is to find out what are the main sociocultural elements that benefit foreign language students to learn a language and communicate with it. Moreover, the exploration of how the context and classroom environment contribute to learners' language development.

These days, to travel from one side of the planet to another is easier than ever. People are having traveling experiences for different reasons, and the most recurrent ones are tourism, academic purposes, and job opportunities. With respect to academic opportunities, numerous language learners are getting scholarships to travel abroad in order to improve their knowledge and abilities in foreign languages. At least, in Mexico the ministry of education *Secretaría de Educación Pública* (SEP) has signed agreements with countries from North America, Europe, and Australia to support traveling for language and culture learning (Secretaría de Educación Pública, 2015). Students from many countries have the opportunity to experience traveling thanks to these scholarships. At present, students who arrive at a foreign country get exposed to a different way of living. Upon their arrival, they can almost instantly identify differences between their culture and the foreign one. Among these differences, they may perceive the way people dress, or how they are organized in public places. It can be said that when learners move to another country they get immersed into a new cultural context, and since that instant a communication challenge begins. Learners' immersion turns into a convenient opportunity to learn, "it positively affects second language development" (Savage & Hughes, 2014, p.104). This also allows learners to be in touch

with native speakers and to use the language on a daily basis. As Savage and Hughes (2014) mentioned, “students have the opportunity to get outside of the formal classroom and interact with the people of any given culture” (p.105).

If a person wants to run a quick research on the internet about socioconstructivist, approximately 170, 000 webpages appear only by looking for keywords such as constructivism. This theory arose with the publication of Vygotsky’s papers. This psychologist, famous for an uncompleted theory about human cultural and bio-social development (1978) stated that “language arises initially as a means of communication between a child and the people in his environment” (p.89). It can be understood that language is developed through interactions between language learners and more experienced speakers around them. To reach this kind of interactions, it may be said that when a learner is immersed in the native context of the language being learned s/he can be more successful in this endeavour. In Edwards (2009) words, socio-constructivist theory is “a generalization of thought and a social interaction”, basically “the social construction of knowledge within a zone of proximal development” (p.49). That very idea was firstly proposed by Vygotsky and it will be outlined in the second chapter of this study.

Socio-constructivist theory has been related with a theory called *socio cultural theory* since both agree that social relations have an impact when learning. These theories are taken into account in this research since it is another way to learn apart from methods and approaches within a classroom.

Sociocultural context takes part in the immersion process, it has an important function when learning a foreign language. According to Zhang (2006), sociocultural context cannot be isolated from its language. Languages are closely related to culture and this connection is reflected in daily communication. The theory which explains this relation is called *sociocultural theory* and it was

first proposed by Vygotsky (1978). This theory is based on the idea that language is acquired through a collaborative interaction a learner has within an interactive linguistic context. In other words, language and culture are closely related and they take active part in learning. These elements cannot be separated because they work together to promote human development (Snyder, 1995). Hence, what these authors mean is that language learning is positively influenced by a context where a learner is in touch with its native speakers. Being immersed in the context in which the language is spoken is also useful, there are more opportunities to use it in terms of communication.

Connell and Charles (n.d.) also supported the relationship among people, language, and context. They argued (based on Vygotsky's theory) that interaction in different contexts and situations is significant for achieving, changing and developing speech. Consequently, social interaction supports learners in their learning experiences to unconsciously select what and how they learn. Interaction may happen in various ways, as having communication with “the number of close friends, the presence of two parents at home, number of siblings, extracurricular activities, church attendance, parent knowledge of children's friends, parent's employment, parent monitoring and involvement in education” (Montero, Quesada & Salas, 2014, p.436).

In Vygotsky's sociocultural theory, the standpoint is that language is acquired through collaborative interaction which in turn is part of social learning (Snyder, 1995). Connell and Charles (n.d.) briefly explained how Vygotsky perceived this social learning. They pointed out that this view basically consists on taking advantage of the surroundings, history and cultural artifacts that learners have at hand. The zone of proximal development (ZPD) is included in Vygotsky's sociocultural theory. As Snyder (1997) points out:

The zone of proximal development is the interactively constituted social and cognitive place where language development occurs as learners participate in meaning-making activities with others where language learning is a process of discovery-in-use. (p.96)

The ZPD explains that learners need to live together with others to have meaning-making activities that may allow them to learn and understand parts of the language. Language learners will discover, for example, how to understand word' meanings thanks to the context they are immersed. As a result, it will allow them to use the language adequately within the context they are immersed.

Meaning is the only one of the zone of sense, the most stable and precise zone. A word acquires its sense from the context in which it appears; in different contexts, it changes its sense. (Vygotsky, 1997, p.38)

As can be observed, interaction with people who daily speak the foreign language and are immersed in the culture may help to improve language learning and communication. Shepard (2000) said that the interaction and cooperation of the socioconstructivist and sociocultural theory will be “accepted as a common wisdom and carried into practice” (p.6). Learning a foreign language not only involves the culture of the context, motivation is also important in language learning. Montero, Quesada and Salas (2014) state that:

When talking about second or foreign language teaching there are many aspects that should be considered. Such is the case of motivation, gender, age, attitude, culture, economical aspects, among others. (p.436)

According to Montero et al (2014) students' attitude and motivation are influenced by the social context. Attitude and motivation are key elements to learn a language, they “provide learning opportunities that will enhance learners' outcomes” (p.437).

To analyze attitude towards foreign language learning and communication in a different sociocultural context, Martin and White's appraisal system was considered. Appraisal “refers to delicate interpersonal resources of evaluative language at the level of grammar and discourse” (Lee, 2008, p.43). The function performed by this system lies on the analysis of participants'

responses. This system is divided into three domains: attitude, engagement, and graduation. Attitude is the domain utilized to analyze participants' responses in this inquiry. Attitude is divided into three typologies: affect, judgement, and appreciation (Martin & White, 2005). Affect refers to expressions of feelings and emotions whereas judgement refers to evaluation of human behaviors. Finally, appreciation refers to evaluation of things and entities (Lee, 2008). The typology of attitude, which is affect will be mainly used in this investigation to analyze participants' responses since this typology is concerned with emotional reactions and value judgements. Graduation will be used to identify the degree of this domain.

1.2 Significance of this study

This study is noteworthy because the overall goal is to explore what factors of living and interacting in a foreign context may boost or diminish foreign language learning and communication. Investigating about language learners who live in a foreign country will contribute to understand the influence of the socio-cultural context in foreign language learning, whether in a positive or a negative way. Research on topics as *sociocultural context*, *language learning*, and *communication* inside and outside the classroom may provide tools for future foreign language learners to facilitate the process of learning and communicating. Another important purpose of this study is to make a contribution to the development of appraisal, especially in Spanish. This project intends to shed more light into the process of teaching/learning a foreign language in immersion programs.

1.3 Research context

This research attempts to find out what factors regarding sociocultural context boost or diminish foreign language learning and communication in the Mexican context. Consequently, this qualitative study is based on the analysis of interviews conducted with foreign language learners

of Spanish who study in a Mexican public university in Puebla, central Mexico. These students have traveled to Mexico because of academic purposes and have lived between five months to one year in this city. They are from different countries and they have been welcomed by the main public university in the state to continue studying a bachelor's degree (Zambrano, 2013). Participants in this study speak different mother tongues but they use Spanish to communicate in Mexico. Therefore, the instruments were designed in Spanish. These are based on questions related to the students' experience learning Spanish in the Mexican socio-cultural context and to their interaction with Spanish native speakers. The qualitative analysis is supported by the use of the appraisal system to interpret, classify and analyze participant responses.

This analysis was carried out from a case study perspective since every participant case served a specific purpose within the overall inquiry (Yin, 2013). This means that this study took into account the foreign participants' own sociocultural background with the purpose of understanding how Spanish as a foreign language is learned and used as a means of communication within the Mexican context.

1.4 Justification

Nowadays, it is important for people who study languages to know how these can be learned inside and outside the classroom. When people travel abroad to countries of different cultures and languages it may seem complicated to understand at first glance how people use discourses and in which situations. Not all individuals catch immediately the speaking rules and behavior of a society, there are certain things that are learned just by observation and interactions when being immersed within a context. So, the main question that originated this study is "how do foreign language learners learn another language and communicate by immersion and experiences in a specific context?" The answer to this question may contribute to the learning process.

Once we investigate more about these sociocultural aspects in language learning, we may be able to set strategies for language learners in order to facilitate the use of the language when they are immersed in the foreign culture.

1.5 Objectives.

To better delineate what is intended to investigate in this inquiry, the main objectives are described below:

- To find out the sociocultural elements that influence foreign learners' communication with Mexican native speakers.
- To explore how foreign language learners are influenced by the Mexican sociocultural context and improve their Spanish.
- To investigate how the classroom environment is perceived by the foreign students.

1.6 Research questions

This study will be concerned with three fundamental research questions. The answers to all these questions will help to accomplish the objectives of the inquiry.

- What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?
- How does the Mexican sociocultural context influence students' ability to communicate?
- How do foreign students perceive the classroom environment?

1.7 Method

Due to the nature of the study, a qualitative view was considered. According to Mack, Woodsong, MacQueen, Guest, and Namely (2005) a qualitative study deals with the interpretation and understanding of participant responses:

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the “human” side of an issue – that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent. When used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data. (p.1)

Participants involved in this study are six foreign language learners of Spanish. Data was collected through the use of a semi-structured interview. The questions designed for this study are written with the purpose of finding out, through participants’ opinions, some perspectives on how a language is learned and used when living in a new and different foreign sociocultural context. As previously mentioned, a case study approach was followed, since this orientation helps “to understand a large group, a culture or a society by studying a small unit of that society” (Griffiee, 2012, p.97).

1.8 Thesis organization

This thesis is divided into five chapters. Chapter 1 covers six sections: introduction, significance of this study, research context, justification, objectives, research questions, and method. These sections provide an overview of the study content and its context. Chapter 2 contains the literature that theoretically supports this study. In this section outstanding concepts from specialized authors are described, compared, and discussed in relation to the study. Chapter 3 is concerned with the methodology used to carry out this research. In this chapter items such as participants, setting,

instruments, data collection and analysis are described. Chapter 4 is related with the analysis, findings, and interpretation of the data obtained. Finally, Chapter 5 is based on the discussion of findings, conclusion of the study, implications, contributions, limitations of the study, and suggestions for further research.

Chapter two

Literature review

2.1 Chapter overview

This chapter aims to discuss several notions related to sociocultural context and socio-constructivist theories to recognize how context influences communication in foreign language learning. This section also covers theoretical foundations underlying the aforementioned views and their influence on foreign language learning and communication in and outside the classroom. The literature about appraisal system will be explained and discussed in order to show how the data analysis was carried out.

2.2 Context and culture

First, it is necessary to define what context means in this study. According to Halliday (1991, p.269) context is “what’s going on around, where language is somehow involved”. It can be interpreted that context is a physical space where language takes place. In Halliday’s words, context explains why language works the way it does in a specific place (Ibid, 1991). Abbe and Gallus (2012) point out that language is part of context and they complement the idea stating that “more than a place, context also constitute culture, region and language” (p.1). The conception of context becomes broader taking into consideration Neuliep’s (2009) assertion, “it covers a setting, situation, circumstances, background, and the overall framework where communication occurs” (p. 21). Therefore, in this study, the word *context* will be defined as both a physical space and the circumstances that constitute it. Context this time is considered as a region that has certain characteristics shaped by culture and language regarding elements as setting, situation, circumstances, background, framework of communication and people. According to Collentine and Freed (2004), language learners are likely to confront two kind of contexts when they move

to places where they have never been; communicative and learning context. The first one refers to a context in which a “learner has to use the L2 as a tool of sorts for exchanging information and participating in important social and interpersonal functions” and “they may be or not oriented by a teacher” (p. 155); whereas in the learning context, the “input and output of a learner are normally fashioned with the assistance of a teacher” (155).

Consequently, communicative contexts are more likely to be encountered by immersed foreign language learners than learning contexts. This kind of context boost them to communicate and to function effectively within the place they are living. These learners may or may not receive assistance from teachers except when they are in the classroom. Furthermore, context is associated with theories like *the theory of language in context*, where the setting and language establish a strong relationship, and it can be said that they complement each other.

Contexts in which foreign learners get immersed are often different from the contexts they have lived and these differences make them experience significant changes in their living, mostly regarding sociocultural differences. To face these changes learners have to learn “the patterns of values, beliefs, and behaviors” (Neuliep, 2009) of the new community they are immersed. In addition to those changes, they have to learn how to speak and behave respectfully to “fit” into their new community.

To enter to a new community and assimilate changes, foreign language learners are instinctively required to comprehend, learn and behave according to the new culture in which they get immersed. Most of the time, when people talk about culture they refer to an abstract noun which is not physically observable but it can be perceived just through people’s behavior, language, customs or traditions that spread with in a whole community. As Neuliep (1989) said, culture is simultaneously invisible and yet pervasive” (2009, p.17). From an intercultural study perspective

culture is not defined by just the context's artifacts but in how these artifacts are interpreted by the members of a context. Banks (1989) states this in the following extract:

Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways (p.8).

In the language learning field, culture is a remarkable concept that is close to context and language. Culture is interpreted as a context-specific term, which means that culture may vary depending on the place it is situated (Surber, 1998) and it causes “a direct influence on the physical, relational, and perceptual environment” (Neuliep, 2009, p.17). Culture influences people to behave in singular ways, they can be conscious about the effects of its culture in their identity, but the identification and acceptance of others culture' characteristics is not an easy task.

It may be difficult for people within a culture to identify the values, symbols, interpretations, and perspectives that define them despite living and experiencing these concepts since they were born. It is necessary to make clear that when someone was born in a specific place s/he will not have the knowledge of its culture instantaneously, this is a process that has to be learned (Neuliep, 2009). People from specific cultures learn singular ways “to organize their thoughts, emotions, and behaviors, in relation to their environment” (Ibid, p.38) and within their context they expect other individuals to behave according to their norms. Some may identify how its culture affects their way of being but it is because they are perceptible, they have observed, they have learned, or have had contact with other cultures apart from theirs. On the other hand, people who enter a new cultural context can identify with facility the characteristics of the culture they are immersed in

because they experience a shift from what they knew about their culture to the new behaviors of the foreign culture.

When newcomers investigate about the foreign culture they get involved into their understanding. As a result their surviving in the new context may be facilitated. Having previous knowledge may be very useful. “Culture teaches one how to think, conditions one how to feel, and instructs one how to act, especially how to inter-act with others; in other words to communicate” (Neuliep, 2009, p. 38). Once foreign language learners know these rules, it is almost guaranteed that they will develop and manage their cultural intelligence. Cultural intelligence refers to “the cognitive, motivational, and behavioral abilities necessary for effectively interacting with people from different cultures” (Winn, 2013, p.10).

Learning the culture of a new community will “provide people with an implicit theory about how to behave and how to interpret the behavior of others” (Roger Keesing in Neuliep, 2009, p.38). Understanding and interpreting those behaviors can help foreigners to succeed, to adaptate, and to be included into the new community. Changes that learners might experience depend on the kind of cultural context they decide to set foot in. The more foreseeable changes that those newcomers may experience are “changes in their diet, climate, housing, communication, role prescriptions, and media consumption as well as the myriad rules norms and values” (Neuliep, 2009, p.375). Wang (2015) suggested that beliefs, norms, and traditions can be also dissimilar from foreign learners’ culture and this fact may cause anxiety and feelings of confusion and insecurity that are the result of the strangeness of the new environment. Once the foreign learners adapt to these changes they may have more possibilities to increase their cultural intelligence and to interact and to communicate with the members of the community. This process of conveying messages in verbal and non-verbal features which are appropriate to a specific cultural context is

known as intercultural communication competence (Neuliep, 2009). Hence, foreign learners that become acquainted with the new cultural rules may avoid those uncomfortable feelings that are part of *cultural shock*.

Cultural shock is defined by Oberg as the feeling of “anxiety that results from losing all our familiar signs and symbols of social intercourse” (2006, p.177). In other words, it is the negative feeling of unfamiliarity due to context’s changes experienced by individuals who travel abroad to work, to live or to study (Kings College London, 2013). This feeling of anxiety is caused by the differences felt when entering into another context that is quite dissimilar from the one individuals have lived in. In known settings individuals do not feel this kind of anxiety, as Wang (2015, p.71) states “it gives us stability and security because we know how to understand and respond to what is happening”. This is the reason why significant changes occur when moving to a different situation, and sometimes this is difficult to be dealt with.

In order to identify aspects that differentiate cultures, foreign language learners have to be observers of the cultural context in which they are immersed. Thus, foreign learners will pick up culture clues to perform adequately in the new setting and succeed during their stay. As Neuliep (2009) mentions, culture teaches members of a community how to think, feel, act, and interact (Neuliep, 2009).

Once foreigners know about these clues, communication becomes much more manageable. When foreign members of a community overcome cultural shock, and improve their cultural intelligence and intercultural communication competence they can have more opportunities to enjoy the new context in which they are immersed and to learn from it. This positive adaptation is called self-awareness view of culture shock (Wang, 2015). When individuals get comfortable and

accept the positive opportunities that the new setting offers it is possible to avoid those negative feelings. Being positive about those cross-cultural experiences may:

- Involve change and movement from one cultural frame of reference to another
- Be personally and uniquely important to the individual
- Force the person into some form of self-examination
- Involve severe frustration, anxiety, and personal pain, at least for a while
- Cause the person to deal with relationships and processes related to his or her role as an outsider
- Encourage the person to try new attitudes and behaviors
- Allow the person to compare and contrast constantly.

(Wang, 2015, p.73)

Interacting in the community's language in which an individual is immersed is not an easy task, it is important to know how to use the language in terms of discursive and sociopragmatic practices. According to Kramsch (1998) the best way to learn this kind of knowledge and give meaning to language is through interaction between native people from the community and foreign language learners who are immersed in the foreign context. When an individual is interacting with native speakers s/he wants to learn, s/he can understand the pragmatic meanings. Pragmatics is defined by Fromkin, Rodman, and Hyams (2011, p.140) as the "study of how context affects meaning", which is basically "the study of the choices you make when you use language, the reasons and the effects of those choices" (Crystal, 2014). Basically, pragmatic theory tries to understand why people give meaning to words based on background knowledge. Similar to Crystal's explanation, Kramsch (1998) give her opinion on how to understand the construction of meanings as follows:

One had to understand why they [people] said what they said and how they said it to whom in a specific context of situation. In addition, one had to link their words, beliefs, and mindsets to a larger context of culture... Thus the semantic meanings of verbal signs had to be supplemented by the pragmatic meanings of verbal actions in contexts. (p.26)

As it can be observed, meaning depends on the context in which language is used. When having a conversation it is important to be aware of why people choose specific forms of the language and to whom they are directed.

2.3 Sociocultural theory

The term *sociocultural* is applied to describe learning as a social process. The following two points explain the conception of the two joined terms: socio and culture. Firstly, culture “is understood as a collection of institutions, rules, rituals, conventions, categories, designations, appointments and titles that constitute an objective hierarchy and which produce and accept certain discourses and activities” (Bonilla & Cruz, 2013, p.29). The second point concerns the social side in which the sociocultural concept “is understood as an objective structure that tends to reproduce capitals through institutions like family, education, marketing, and so on. Then, “reality becomes naturalized in the human interaction, and this fact makes it recognized as common sense” (Ibid, p.29). The following quotation captures the essence of what sociocultural theory is about.

“An interpersonal process is transformed into an intrapersonal one. Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological).” (Vygotsky, 1978, p.57)

Vygotsky understood learning as the outcome of a collaborative process, in which an individual at first constructs his/her knowledge with the guidance or assistance of more capable people and then he/she goes through a process of internalization (Vygotsky, 1978). Within the language field, sociocultural theory has been seen as the main contribution made by this theorist. This theory pays special attention to interaction when an individual is starting to develop in a context. Vygotsky’s central view is that knowledge is constructed due to individual’s relationships with artifacts and people that surrounds him/her (Lantolf and Thorne, 2007). Internalization, imitation, and the Zone of Proximal Development (ZPD) have been key concepts to understand this theory.

The first key concept, *internalization* has been considered as the creation of meaning and functions by an individual in relation with an objective situation (Vygotsky, 1978). This basically means that an individual learns from people who surround him/her when they are being helped to solve a situation. The individual receives assistance when having an objective incidence, and based on the observation of the solution of the circumstance that is provided by an aide, the individual identifies what s/he can use (by imitation) to solve a forthcoming similar problem.

Imitation, the second key concept, is also important for an individual' development of learning. Lantolf (2007), interprets imitation as a goal directed cognitive activity. He states that imitation does not involve just the action of copying or repeating what someone else does. Instead, he expresses that it is a “complex mechanism involving motor and neurological processing” (Ibid, p. 204) that takes and transforms the first action (which is called the original model) made by the aide in a similar action to solve forthcoming similar situations.

Children can imitate a variety of actions that go well beyond the limits of their own capabilities. Using imitation, children are capable of doing much more in collective activity or under the guidance of adults. (Vygotsky, 1978, p.88)

In this quote, it can be seen that imitation is a cognitive activity that allows the subject to use the knowledge that s/he learned from other experts to outperform an action with his/her own capabilities. The action is observed by the individual, and then s/he processes the key information that s/he detects what is useful when observing the expert aide. After, s/he transforms that information into solutions for similar situations. The solutions created by the assistance of a more capable peer are more complex than the ones that the individual will do without help, these resolutions correspond to a higher stage of brain development which involves a higher level of cognitive thinking. In language learning the search for solutions allows learners to identify parts of the language that may be useful to keep learning and to use to communicate. After this process,

as Lantolf (2000) states, “the novice is treated not as a repeater but as a communicative being” (p. 18).

The third key concept in the sociocultural theory is the *Zone of Proximal Development* (ZPD). It is worth saying that ZPD “is not a physical place situated in time and space; rather it is a metaphor for observing and understanding how mediational means are appropriated and internalized” (Lantolf, 2000, p.17). This zone has been used to explain interactionist studies around the world and it is the main element in which the sociocultural theory relies. Internalization and imitation also take place when entering into this zone. This part of the sociocultural theory touches on the idea that human beings can perform actions with other’s assistance and afterwards they can perform it by themselves.

“Learning helps awaken a number of different developmental processes that can operate only during children’s interaction with adults or peers. Once these processes are internalized, they become part of the independent development achievement.” (Dongyu, Fanyu, & Wanyi, 2013, p.167)

It can be said that within the Zone of Proximal Development is where learning through interaction occurs. On the basis of the previous quote, the zone of proximal development focuses on the identification of what the individual can perform when he/she interacts and receives assistance from others, and what the individual can do by himself/herself after having that assistance. In Lantolf (2000) words “the ZPD is the difference between what a person can achieve when acting alone and what the same person can achieve when acting with support from someone else and/or cultural artifacts” (p. 17). Once this individual learn from others, he/she can perform the task he/she could not do the first time by himself/herself. It is worth emphasizing that peers or adults who assist the individual are people with a higher level of development and they are more experienced in the task that the individual wants to achieve (Lantolf, 2000). The individual who interacts with more capable peers can learn from them and then he/she can cope with the same or

similar situation without help. As Vygotsky stated “what a child can do with assistance today she will be able to do by herself tomorrow” (1978, p.87).

“The developing of pointing” (Vygotsky, 1978) is one example that shows how interaction together with internalization helps learning. It is about a child who wants an object beyond his reach, he/she tries to get it making movements of grasping with his/her hands and pointing at the object. His/her mother recognizes the gesture and she realizes what her child intends to do, causing a reaction in her. So this can be interpreted that the child was waiting to reach the object without being aware that the object would not approach him/her, so that the mother had to interfere and address the problem giving the object to her child. At the end, the action was made by the mother and not from the object, whereby the child understood that making the grasping movements caused the reaction of his/her mother. Once the child noticed that, he/she is able to use the movement whenever an object is beyond his/her reach and a person close to him. This process is known as internalization, and it could be reached because of the interaction the child had with his/her mother. Internalization, imitation and interaction are related to the process of learning within the sociocultural theory. Once an individual understands the purpose and dynamic of a task, he/she can learn it through those interactions and he/she will be able to construct its own knowledge (Vygotsky, 1978). According to Vygotsky, the same happens when learning a language.

2.4 Sociocultural theory and language learning

Language learning has also been seen through the sociocultural lens. *Internalization, imitation,* and the *Zone of Proximal Development* have been used to explain language learning. Lantolf (2000) agrees with Vygotsky on the idea that these elements in sociocultural theory make contributions to language learning and communication. In relation with internalization, he

expresses that human beings regulate his mental and physical activities by mediational artifacts, which in terms of language, means that people develop language when they have an objective situation to solve (2000). The need to find a solution for the situation learners are immersed in causes a reaction of interaction that involves communication, and when talking about language communication it means that verbal signs and gestural signals need to be used together (Lantolf, 2000).

Verbal and gestural signals are used when entering ZPD because they are part of the process of interaction. Interaction and imitation play a significant part in this part of sociocultural theory when speaking about language. Lantolf (2000) exemplifies this process with the following example taken from Newman and Holzman:

Child: (opening cover of tape recorder) open, open, open
Adult: Did you open it?
Child: (watching tape recorder) open it
Adult: Did you open the tape recorder?
Child: (watching tape recorder) tape recorder

The previous conversation exemplifies how internalization, interaction and imitation take place. As can be observed, the interaction starts as result of an object situation (the tape recorder). The child begins the interaction by saying the verb “open” which carries a meaning because that’s the action the child intends to do. The adult recognizes the action of the child responding with a question in past. The child recognizes in the adult’s response that the object he/she is referring is replaced with the pronoun “it”. The adults formulate a question with the pronoun instead of the real name of the object. In response to the adult’s question, the child adds the pronoun along with the verb to say “open it” and points out that s/he is talking about the same object. Here, the child develops his/her phrase from just a verb to a verb and pronoun. After this, the adult, rephrases the

question replacing the pronoun “it” with “the tape recorder” and the child recognized the name of the object he could not say before. As the last response, the child just says “tape recorder”.

Language learning in this example can be described as the result of interaction, internalization and imitation. Interaction between an adult, who is a better speaker of the language, and a child who is a novice. This interaction occurs as a result of an object situation that produces imitation from the child when he/she takes words from the adult’s answers.

Sociocultural theory in language learning has been contrasted by some intellectuals. According to Lantolf (2000) the input hypothesis which talks about “the notion that language acquisition occurs when an individual is surrounded by target language input” (p. 226) is unrelated with the ZPD theoretical approach. He makes the distinction that the input hypothesis is an autonomous process and the ZPD is a collaborative activity (Lantolf, 2000). His ideas regarding these language views are concrete and well sustained, but when we get involved in a need for communication in a different context there are no distinctions to use one or another, both are useful tools to learn a language. The input hypothesis says that learning is acquired just in one way, by receiving comprehensible input and nothing else (Krashen, 1985).

If we observe how a foreign language learner makes progress in the foreign language context, it may be said that understanding the language input is easier with the help of the language context (Krashen, 1985). Input can be used to learn from the native speakers of a certain environment. Context is what matters in learning a language, and it is the point in which both, Krashen and Vygotsky agree. Input and interaction are essential components when being immersed in the foreign language context.

2.5 Socioconstructivist theory

This theory is related to Vygotsky's sociocultural theory, since they attribute learning to social relations. According to Edwards (2009), socio constructivist theory refers to "interpersonal relations and their effect on intrapersonal learning within a group objective" (p.50). Knowledge is learned through social relations, individuals learn through the interaction with experienced pairs (scaffolding) and they internalize the knowledge to use it when necessary, as Vygotsky (1978) pointed out it when discussing the ZPD. Edwards (2009) defines socio constructivism as follows:

Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. (p. 50)

This theory explains that people learn first from other human beings, once people understand the world through their relationships with others they can use the knowledge to interact.

There are some assumptions related to socio-constructivist theory proposed by Orey (2010). He stated that it exist a reality, and it is constructed by a society. He explained that reality is a social invention. Moreover, knowledge is constructed also by humans. It is a product that is socially and culturally created. Knowledge in his opinion is created from the interactions humans have with each other and also with the environment they are immersed (Ibid, 2010). As a consequence, learning is also a product of a social invention and he defines it as a passive development of behaviors shaped by external forces (Ibid. 56)

Socio constructivism is the result of reality of human activity, of the knowledge socially and culturally constructed, as well as the social process of learning. As can be observed, knowledge is constructed with the guide of external factors that surround an individual. As Edwards (2009) states "it is a theory of the guided construction of knowledge" (p.50).

This theory acknowledges the role of language in learning. Language is an important “psychological tool that causes a fundamental change in mental functions that according to Vygotsky are signaling, significative, social, individual, communicative, intellectual, nominative, and indicative” (Jones and Brader-Araje, 2002, p.4). With regard to socio constructivist theory, language is also the product of the individual’ relationships. Jones and Brader-Araje (2002) also make reference to Vygotsky when explaining how language is developed. They suggest that language, at first, is interpersonal, which means that the person or the child, starts using the language with the external world, and after this, it becomes interpersonal. When the interpersonal stage happens, it means that the child can use the language on his own because s/he has previous knowledge about it thanks to the interpersonal stage (Jones and Brader-Araje, 2002).

In this study, the literature presented above will be identified within the participants’ responses through the use of the appraisal system developed by Martin and White. This system is discussed below.

2.6 Appraisal System

As previously mentioned, the appraisal system will be used in this study to analyze the data collected from the instruments. Appraisal System is an extension of Systemic Functional Linguistics (SFL) (Martin & White, 2005). SFL was developed by the linguist Michael Halliday, and it is a system that explains that language is “a resource for making meaning; so text is a process for making meaning in context” (Halliday, 2014, p.3). He considers language as a system that exchanges meaning throughout social interactions. This approach studies language and its functions in social settings, therefore, it is a social semiotic system (López, Santa, & Valencia, 2016).

Appraisal is “an interpersonal system at the level of discourse semantics” (Martin & White, 2005, p.33). It is an approach “to exploring, describing, and explaining the way language is used to evaluate, to adopt stances, to construct textual personas, and to manage interpersonal positionings and relationships” (White, 2015, para.1). “It refers to delicate interpersonal resources of evaluative language at the level of grammar and discourse” (Lee, 2008, p.43). This means that this system is used to analyze texts to find out how people express their relationships with the world through the language. As Castineira (2013) explained based on those authors, “it serves to explore, describe and explain the way that language is used to evaluate, to adopt stances, to construct textual personas or identities, and to manage interpersonal positioning and relationships” (p.91).

Appraisal has been designed to categorize individuals’ discourses into three different domains: engagement, attitude, and graduation. Each of these domains are also divided into different typologies or regions. In this study the domain used to analyze the instruments’ results is the domain of *attitude* which will be explained along with its typologies below.

The attitude domain focuses on the analysis of “feelings, including emotional reactions, judgements of behavior and evaluation of things” (Martin and White, 2005, p.35). Attitude has been divided by Martin and White into three typologies or regions of analysis: affect, judgement, and appreciation. The first typology, affect, “deals with resources for construing emotional reactions” (Ibid, p.35). The second typology, judgement, has to do with “resources for assessing behavior according to various normative principles” (Ibid, p.35). Finally, the third typology, appreciation, “looks at resources for construing the value of things including natural phenomena and semiosis” (Martin and White, 2005, p.35).

Due to the purpose of this study, the three typologies will be used to analyze the data. Affect, as mentioned before, analyzes emotional reactions, either “positive or negative feelings” (Martin and White, 2005, p.42). As Castineira (2013) explained, there are four variables within this region: un/happiness, in/security, dis/satisfaction, and dis/inclination. Un/happiness covers ‘affairs of the heart’, and these are related to emotions (Ibid). “It involves the mood of feeling, happy or sad and the possibility of directing these feelings” (Martin and White, 2005, p.49). “In/security covers our feelings of peace and anxiety in relation to or environs, including of course the people sharing them with us... the feelings here are associated with ‘mothering’ in the home- tuned to protection from the world outside (or not)” (Ibid). “Dis/satisfaction deals with the feelings of achievement and frustration in relation to the activities in which we are engaged, including our roles as both participants and spectators” (Ibid, p.50). Dis/inclination is concerned with issues of intentions and desires that are not yet triggered by an individual. (Ibid).

Regarding judgement, this typology is concerned with our opinions and attitudes regarding people’s behavior, including own (Martin and White, 2005). This region is sub-divided into two groups: social esteem and social sanction. The first sub-division includes the variables of ‘normality’ (how unusual someone is), ‘capacity’ (how capable they are), and ‘tenacity’ (how resolute they are) (Ibid, p.52). The second group, social sanction, includes the variables of ‘veracity’ (how truthful someone is), and ‘propriety’ (how ethical someone is) (Ibid).

The last typology of *attitude*, which is appreciation, deals with evaluations that an individual gives to things. It is divided into three variables, ‘reaction’ (do things catch our attention; do they please us?), ‘composition’ (balance and complexity), and ‘valuation’ (how innovative, authentic, timely, etc) (Ibid, p.56).

Graduation is used to “grade phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p.35). In this domain, the variable selected to analyze is force which is divided into two categories: intensification and quantification. This variable covers “assessments as to degree of intensity and as to amount” and “this interacts with attitude to either increase or decrease the ‘volume’ of that attitude as evaluative prosodies are set up across the text” (Ibid, p.140).

There is a third domain called *engagement* which deals “with sourcing attitudes and the play of voices around opinions in discourse” (Ibid, p.35). Engagement is divided into two variables: Monogloss and Heterogloss. The following quote shows the use of this domain:

Engagement is concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer with respect to the value position being advanced and with respect to potential responses to that value position – by quoting or reporting, acknowledging a possibility, denying, countering, affirming and so on. (Ibid, p.36)

In this research project, just the domains of *attitude* and *graduation* will be used to analyze the collected data. The following figure is used to illustrate with simplicity these domains, typologies and variables including examples. This adaptation of Martin and White’ figure has been done to facilitate the data analysis.

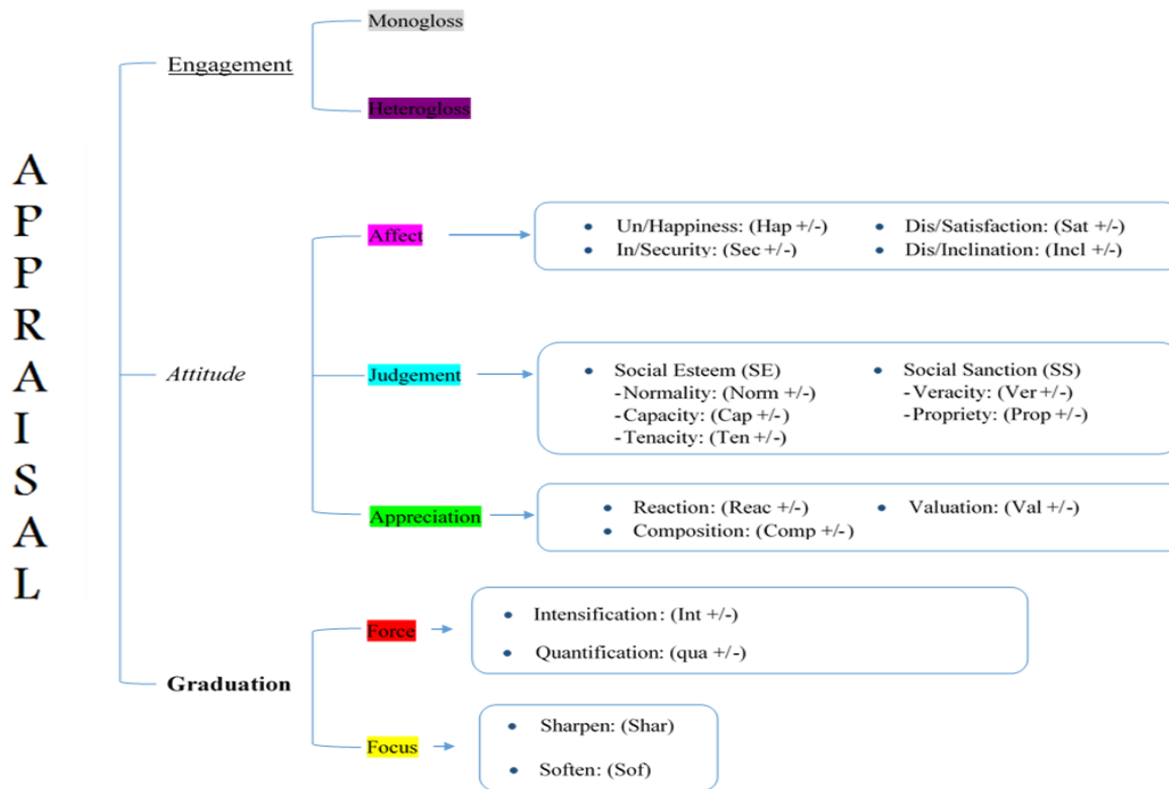


Figure 1. Domains, Typologies/Regions and Variables of Appraisal system adapted from Martin and White (2005).

The following figure is used to represent the abbreviation of variables. These abbreviations have been taken from the Appraisal system categorization and they will be used to facilitate the recognition of variables in the transcriptions. The evaluation of variables is a representation of the positive or negative postures that the variables may have. The following table illustrates the abbreviations:

Table 1. *Abbreviation of Variables.*

<i>Typology/Region</i>	<i>Variables</i>	<i>Abbreviation of variables</i>
<i>Affect</i>	Inclination un/happiness in/security dis/satisfaction	incl hap sec sat
<i>Judgement</i>	Normality Capacity Tenacity	norm cap ten

	Veracity	ver
	propriety	prop
<i>Appreciation</i>	Reaction	reac
	composition	comp
	valuation	val
<i>Evaluation of variables</i>	Positive attitude	+
	Negative attitude	-

Note: Adapted from Martin and White (2005).

2.7 Lexicogrammatical realizations

Appraisal System makes use of grammatical categories such as epithets (adjectives), verbs (processes), and adverbs. These categories are known as *lexicogrammatical realizations*, and they have been applied to facilitate the categorization of the appraisal domains, typologies and variables. Grammatical realizations are used as a resource of meaning making. As Martin and White said “lexicogrammar and discourse semantics contribute layers of meaning to a text” (2005, p.12). Together foster the understanding of a text being analyzed. In this analysis, processes (verbs) have been taken into account to understand the stances and opinions of participants. These processes constitute the grammar of clauses (Halliday, 1994) and they are divided into six types: material, existential, relational, verbal, mental, and behavioral. These processes describe the physical world (doing), world of abstracts relations (being), and world of consciousness (sensing). A process is formed by three components: the process itself, the participants in the process and the circumstances associated with the process (Ibid, 1994). The following figure exhibits the six processes and what they represent in a clause, it is adapted from Halliday (1994):

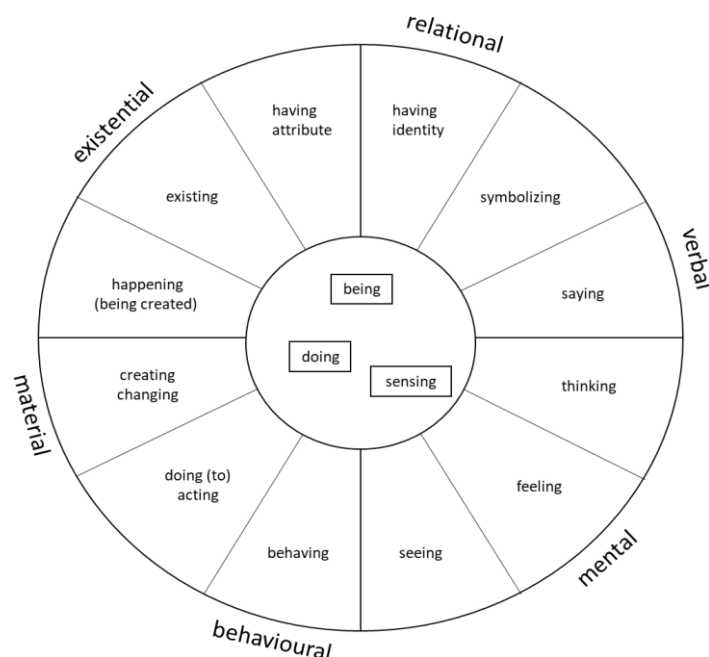


Figure 2. Lexicogrammatical realizations within Appraisal system.

“Material processes are processes of ‘doing’. They express the notion that some entity ‘does’ something- which may be done ‘to’ some other entity.” (Halliday, 1994, p.110). In other words, this process allow individuals to express what they can do in relation to them and others, either people or things. Existential processes “represent that something exist or happens” (Ibid, 142). They usually express attributions or identifications in which the verb ‘be’ is commonly used (Ibid, 1994). Relational processes also are represented with the verb ‘be’ but in this case it is used to commonly describe something or someone, “could be said to be those of being in which a relation is being set up between two separate entities” (Ibid, p.119). Verbal processes involve processes that express something that can be ‘said’ as well as ‘tell’, ‘mention’, ‘say’, ‘speak’. “It does not require a conscious participant. The Sayer can be anything that puts out a signal” (Ibid, 140). Mental processes “are processes of feeling, thinking and seeing. They are not kinds of doing, and cannot be probed or substituted by do” (Ibid, 117). Finally, behavioral processes “are processes of (typically human) physiological and psychological behavior” (Ibid, 139). This verbs express

biological characteristics and expressions of human beings as breathing, dreaming, staring. Lexicogrammatical realizations are a guide to classify processes that people use while producing a text. They can be useful to identify the organization and inclination of discourses. (Martin & White, 2005).

2.8 Chapter conclusion

This section of the study introduced literature concerning Vygotsky's sociocultural theory, socio constructivism, and the appraisal system. The following chapter will contain the methodology used in this investigation.

Chapter three

Methodology

3.1 Chapter overview

This chapter includes the methodology used to develop this investigation. In this section, the procedure is describe in order to understand how foreign language learners are influenced by the socio-cultural context and how this influences foreign learners' communication. This chapter also contains the description of the context, instruments, research design, participants, the data collection process and analysis. As a final point, a conclusion of the chapter is presented.

3.2 Methodology

As previously mentioned, the nature of this study is qualitative. Denzin & Lincoln (2000) define qualitative research as follows:

Qualitative research is a situated activity that locates the observer in the world. It consist if a set of interpretive, material practices that makes the world visible. These practices... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (p.3).

The approach considered for this research is a *case study*. This is based on the observation and report of information about an individual or a group of people. Case studies are usually applied in qualitative inquiries. Zainal (2007) defines in detail this approach:

Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (p.2-3)

In order to explore and answer the research questions of this study, it was considered that *Appraisal System* was the most adequate analytical tool. This is a system that evaluates feelings and emotions within texts and is divided into domains, typologies and variables (see chapter 2).

3.3 Context

This study was carried out in a public university in central Mexico. This institution offers Spanish courses to foreign language learners. Due to these courses and other programs that benefit country exchanges, the school has a high foreign language learners' influx.

In terms of language, Spanish is the most widely used throughout the whole country. However, Mexico is considered a pluricultural country, which means that there are several cultures within the country, thus, there are more languages used apart from Spanish. Education in all levels is carried out mainly in Spanish.

3.4 Instruments

To gather the inquiry data, a semi-standardized or semi-structured interview was designed for obtaining qualitative information. Semi-standardized interviews have been defined by Gilbert (2006) as following:

Here the interviewer asks major questions the same way each time, but is free to alter their sequence and to probe for more information. The interviewer can thus adapt the research instrument to the level of comprehension and articulation of the respondent, and handle the fact that in responding to a question, people often also provide answers to questions we were going to ask later (p.124).

The interview is focused on sociocultural and socio constructivist theories. The questions look for answers regarding how participants have perceived the influence of the sociocultural context where they are immersed, and how it has influenced their communication in Spanish. The interview has 28 open questions that explore inside the participants' language experiences while

living in Mexico. The interview is organized in four sections: context, sociocultural and socioconstructivist theories, classroom, and cultural context. These sections were designed for organization purposes only.

As the interview is designed for foreign language learners it was difficult to find out a new group of Spanish language learners inside the Language faculty. It was asked for the Spanish classes schedule but there was not enough information about it and neither disposal from some Spanish language teachers. Due to the lack of information about these students, some participants were sought in the recreational areas of the school. Others were contacted by a female student from the language faculty who knew foreign language learners. She took classes in common and she contacted without hesitation. Once they were found, their permission to be interviewed was requested. The Spanish language learners accepted the invitation to collaborate in this investigation and they agreed on providing information by scheduling the interviews after a month since they were first contacted. Before the interview their consent to record their answers was requested. Finally, all the interviewees accepted to be recorded. After interviewing process, all the interviews were transcribed.

Participants commented that the interview was a little extensive but they had no difficulties answering the questions apart from unknown vocabulary. These doubts were solved at the moment of the interview with the use of dictionaries and paraphrasing. Finally, the analysis of these interviews was done through the appraisal system.

3.5 Study ethical issues

Bearing in mind ethical issues. Voluntary consent participations were used. Participants' anonymity was kept and identity pseudonyms were used for each individual. As Crow and Wiles (n.d.) mention "the primary method researchers use to preserve anonymity and confidentiality is

the use of pseudonyms for participants” (p.2). Once participants were aware of this, they were willing to participate in this research. In addition, the information obtained was used only for the purpose it was intended.

3.6 Participants

Due to the nature of this inquiry, the participants considered were foreign language learners of Spanish. Participants came from different sociocultural contexts. They arrived to Mexico as an intercultural exchange to keep studying Spanish. These participants study at this institution since they also study languages in their native countries. They have been living in Puebla de Zaragoza, Mexico from five months to one year. They live in Puebla because of educational purposes and they have to stay with native language speakers of Spanish. They are six participants, three females and three males from different nationalities. There are four Japanese (two females and two males), one Korean (female), and one French (male).

3.7 Data collection process

The process of gathering data has been developed with the use of interviews. Participants answered an interview of 28 open questions. The instrument was applied inside the institution in a period of approximately one month and the appointments were done according to the availability of participants’ schedule. Participants manifested goodwill to answer the interviews. The interview was conducted in different areas of the institution such as the library, the cafeteria, and classrooms, all these with the purpose of not being interrupted and to avoid noise. Some participants had difficulties understanding some words of the questions but they could solve them with the use of repetition and paraphrasing.

3.8 Data analysis

Appraisal system (Martin & White, 2005) is divided into three domains: engagement, attitude, and graduation. In this study, participants' responses were categorized with the attitude and graduation domains. Attitude concerns "feelings, including emotional reactions, judgements of behaviors and evaluation of things" (Castineira, 2013, p.92). This domain is divided into four typologies: un/happiness, in/security, dis/satisfaction, and dis/inclination (See also chapter 2). These domains, typologies, and variables will be represented with abbreviations (see chapter 2) to organize the information within the answers of the interviews and to facilitate the categorization in the findings section.

The abbreviations and selections of highlighted colors were used to analyze the interview' transcriptions. Participant' responses were classified according to the above mentioned categories found in transcriptions. This categorization is related with the main opinions of participants regarding the theories used in the literature review and its relations with the research questions.

3.9 Chapter conclusion

This chapter coped with the methodology used to develop the research. It explained the method, the context, instruments, ethical issues, participants, the data collection process and analysis of the data. The following chapter will deal with the data analysis and interpretation of the information.

Chapter four

Findings

4.1 Chapter overview

This chapter discusses findings. These were obtained from the instruments analyzed through the appraisal system. In this section the categorization of domains, typologies or regions, and variables of the transcriptions is explained. The results of this categorization is going to be related with the theory explained in the literature review. These findings will be presented in text, and charts to facilitate the comprehension of the information. Finally, a conclusion of the chapter will be exposed.

4.2 Appraisal system analysis

As presented in chapter 2, Fig. 1 and Fig 2, Appraisal is divided into various domains. The findings of this study will focus on the domains of Attitude and Graduation. Color coding was used to better visualize these categories. The domains are represented underlined, in *italics*, and **bold**. The typologies or regions are represented in highlighted colors and the variables are represented with abbreviations (see chapter 2).

Attitude covers the typologies or regions of affect, judgement, and appreciation. Attitude registers positive or negative feelings and answers questions as “do we feel happy or sad, confident or anxious, interested or bored?” (Martin and White, 2005, p.42). This, in turn, is divided into four variables: (1) dis/inclination, (2) un/happiness, (3) in/security, and (4) dis/satisfaction. Dis/inclination is related with feelings that involve “intention rather than reaction with respect to stimulus that are unrealistic” (Martin and White, 2005, p.48). This means that this variable involves feelings when something has not been triggered yet. Un/happiness is known as the variable that “covers affairs of the heart” (Martin and White, 2005, p. 49). In this variable, there are feelings

related to likes and dislikes, love, hate, happiness, or sadness. In/security, deals with feeling and emotions related to confidence, trust, anxiety, fears (Ibid, 2005). Dis/satisfaction, covers emotions related with goals persecution as “ennui, displeasure, curiosity, respect” (Ibid, 2005, p.49).

“Judgement deals with attitudes towards behavior” (Ibid, p.42). This region judges people and nothing else. “Appreciation involves evaluations of semiotic and natural phenomena, regarding how they are valued or not in a given field” (Ibid, p.43). This means that appreciation values things and it does not get involved with estimations towards people. As mentioned (see chapter 2), judgements has variables in two sections: social esteem and social sanction. In this research, the variables used are the ones concerned with social esteem. They have to do with ‘normality’ (how unusual someone is), ‘capacity’ (how capable they are), and ‘tenacity’ (how resolute they are) (Ibid, p.52).

The appreciation typology serves to evaluate things, or natural phenomena (Martin and White, 2005). It is divided into “‘reactions’ to things (do they catch our attention; do they please us?), their ‘composition’ (balance and complexity), and their ‘value’ (how innovative, authentic, timely, etc)” (Ibid, p. 56).

Regarding graduation, Martin and White (2005) explained that this domain gives intensity to attitudes. This domain has two typologies: force and focus. Force is the only typology used in this research. This region has two variables: intensification and quantification. These two “cover assessments as to degree of intensity as to amount” (Ibid, p.140). This domain is useful to identify the intensity or quantity of attitude or engagement. (See also chapter 2)

Within the interviews, the domains are marked in italics to identify Attitude and bold to identify Graduation. The typologies are marked with highlighted colors to facilitate its identification in the

transcriptions (See figure 1). It is possible to find various regions in one paragraph. It is observable that apart from the highlighted colors, the transcriptions contain the above mentioned abbreviations. This represents the kind of variables found for each region. Finally, two signs are included: + or - to indicate if the variables are positive or negative as presented in chapter 2, figure 2.

In the following part of the chapter, excerpts from transcriptions are shown to exemplify the analysis. These extracts have been translated by the researcher. They show participants' opinions about sociocultural and socioconstructivist theories and they are classified in relation to Appraisal system.

4.3 Sociocultural, socioconstructivist, and Appraisal system results

4.3.1 Participant 1

This participant was born in Japan, she is 21 years old and has been living in Mexico for a year. Regarding the question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?” This participant perceived sociocultural elements as beneficial to communicate for the following reasons. She stated that Mexican families and friends are responsible for her improvement when communicating. She lived with a Mexican family and they taught her representative aspects of Mexico. Her roommate has also contributed to her improvement because she is an English teacher and she has facilitated the learning process by helping her with her homework. She detailed that to be surrounded by Mexicans, she had to speak and listen in Spanish, and so this helped to improve her language abilities. The following extract represents participant' opinion about these sociocultural elements.

Extract 1

Spanish	English translation
Vivir con alguna, algún mexicano, antes viví con una familia mexicana. Ella, ellos me enseñaban (+cap) muchas (+qua) cosas típicas de México y ahora, ahora vivo con una mexicana, ella es una maestra de inglés y por eso me, por eso chequea mi tarea (+cap) y me lleva a algún lugar y... cuando vive con mexicano, los mexicanos tengo que hablar, (+cap) escuchar (+cap) todo en español por eso...	Living with a, with a Mexican, I lived with a Mexican family. She, they taught (+cap) me lots (+qua) of typical Mexican things and now, now I live with a Mexican woman, she is an English teacher and that's why, that's why she checks(+cap)my homework and she takes me to some place and, when I live with Mexicans I must speak, (+cap) listen (+cap) everything in Spanish.

It is observed that participant 1 regularly used the judgement typology (highlighted in blue). She used it to evaluate the behavior and actions of Mexican people and also to emphasize the capability of Mexican people to help. Graduation is highlighted in red to express a positive quantification of variables. The participant expressed that Mexican people always look for communication, they usually ask her about how she is. She expressed that they communicated more than her countrymen, as shown in the following extract when answering the question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?”

Extract 2

Spanish	English translation
Creo que los mexicanos siempre (+int) preguntan (+norm) “¿Cómo estás?” “¿Cómo has estado?” “¿Cómo te fue?” alguna cosa pero los japoneses no. (-norm) Y... ¿qué más? Los mexicanos hablan (+norm) mucho (+int) más (+int) que nosotros.	I think that mexicans always (+int) ask (+norm) “how are you? how have you been? How is it going?” something, but Japanese don't. (-norm) And... what else? Mexicans talk (+norm) much (+int) more (+int) than us.

Participant 1 emphasized the general personal characteristics of Mexican people and she compared them with her countrymen characteristics. She explained that she had more opportunities to speak because the Mexican personality allowed her to have confidence to speak more than she would do if she was in her country. Again, the region used is judgement but in this case the variable that she elected is normality. She used normality to emphasize that Mexicans usually look for opportunities to communicate as opposed to her own culture. As can be seen, this participant used positive graduation of intensification. These Mexican characteristics are shown in the extract below:

Extract 3

Spanish	English translation
Sí, creo que sí los mexicanos son (+norm) más (+int) abiertos por eso yo también ahora soy (+norm) más (int+) abierta que antes cuando llegue apenas y cuando estaba en Japón por eso ahora mmm ahora puedo tener (+cap) mucho (+int) más (+int) oportunidades de hablar español y también ya conozco (+cap) mucho (+int) cultura de México y me interesa (+hap) mucho por eso a veces en internet investigo, (+cap) investigo (+cap) la cultura de México en español estos me ayudan (+val) mucho. (+int)	Yes, I think that Mexicans are (+norm) more (+int) open-minded, that is why now I am (+norm) more (+int) open-minded than before, when I came and when I was in japan, that's why now I can have (+cap) much (+int) more (+int) opportunities to speak Spanish and I also know (+cap) much (+int) Mexican culture and I am so interested. (+hap) For this reason I investigate, (+cap) investigate (+cap) about the Mexican culture in Spanish, these help (+val) me a lot. (+int)

In this extract, the typology used is judgment. She used it with regularity to evaluate herself and to express what she can do now. She supported her arguments with Affect (highlighted in pink) and Appreciation (highlighted in green) typologies. Regarding judgement, she used capacity because she was telling what she is capable to do, so she was judging herself. In the case of affect, she used the variable of happiness in a positive stance to express her willingness to keep learning about the Mexican culture. Finally, she expressed the positive valuation she had about the culture because it has been useful to her.

Participant 1, answered the research question “How does the Mexican sociocultural context influence students’ ability to communicate?” Saying that sociocultural context contributed to improve her ability to communicate. As indicated in the following excerpt:

Extract 4

Spanish	English translation
<i>Es que los mexicanos son (+norm) más (+int) abiertos que los japoneses por eso aun algún mexicano no me conozca a veces me, me pregunta (+norm) “¿de dónde eres?” o “¿Por qué estás aquí?” Sí, por eso acá puedo tener (+cap) muchas (+qua) oportunidades de hablar en español.</i>	<i>Mexicans are (+norm) more (+int) open-minded that Japanese that’s why a Mexican that does not know me asks (+norm) me “where are you from? Why are you here?” here, I can have (+cap) much (+int) opportunities to speak Spanish.</i>

She said that it was easier for her to speak Spanish when being immersed in the country because she had more opportunities to speak with Spanish language speakers. She used judgement to speak about Mexicans, she said they usually sought to chat with her. She was basically judging people as well as their characteristics and behavior. Regarding graduation, she used positive intensifiers to speak about Mexicans and positive quantification to express the opportunities she had to speak the language.

Concerning the research question “How do foreign students perceive the classroom environment?” She expressed (in the excerpt below) that her Spanish classes do not contribute as she wanted to her language development. She stated that what she learned in the classroom is not so helpful to use in her daily life in Mexico.

Extract 5

Spanish	English translation
<i>Sí. Es que en español, español que escucho (+cap) en el salón no ocupa (-valuation) mucho (+int) en la vida diaria. Muy (+int) [sic] especializado, (-comp) por ejemplo en la clase de gramática como subordinado, pretérito, indefinido, subjuntivo.</i>	<i>Yes. Spanish, the Spanish I have heard (+cap) in the classroom is not much (+int) useful (+val) in daily life. It is very (+int) specialized, (+comp) for example, in the grammar class as a subordinated, past, subjunctive.</i>

The excerpt shows how this participant uses judgement to express her capability inside the classroom, and then she uses appreciation to evaluate the Spanish language she uses inside it. She used negative valuation to appreciate that this kind of Spanish, and negative composition, since this type of language is not very common in the particular Mexican context.

In a general view of all the interview, this participant made more use of the positive judgment region. She used it to express her opinions about Mexican people and also to express a positive judgement about herself and her language development after living and interacting with Mexicans. In second place, she used the appreciation region to express her comments about the context regarding and provide positive valuation. Affect was considered to express what she likes about being immersed in the context. Few negative postures were adopted by this participant in those three regions of Attitude and they were said to express how negative her language abilities were before coming to Mexico and to express comments about what she does in her language classroom. This information is summarized in the following chart (see appendix B):

Table 2

<i>Answers' frequency regarding Appraisal System: participant 1</i>				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	5	4
		Security	0	0
		Satisfaction	2	0
		Inclination	4	2
	Judgement	Normality	19	3
		Capacity	29	4
		Tenacity	3	0
		Veracity	0	0
		Propriety	0	0
	Appreciation	Reaction	0	0
		Composition	8	10
		Valuation	7	1
Graduation	Force	Intensification	27	5
		Quantification	3	0

4.3.2 Participant 2

Participant 2 is a 20 years old man born in Japan. He has been living in Mexico for six months. There are some sociocultural elements that the participant considered to be beneficial to his improvement in communication. What the participant expressed is that he could improve his communication ability in Spanish because his New Mexican family treated him like another family member and his Mexican friends helped him to accomplish his daily activities. The following extracts, taken from interview question “¿Las personas con las que convives diariamente te inspiran o motivan a aprender y comunicarte en español?” (Do people motivate you to learn and communicate in Spanish?) illustrates the above:

Extract 6

Spanish	English translation
<i>Sí. Mmm sí, como yo vivo con mis, es como familias mexicanas también como me tratan (+cap) como hijo, entonces como, por ejemplo me enseñan (+cap) muchas (+qua) cosas “¿ya vas a ir clase?” “no falte clase”, como si me hace presión pero es (+reac) muy (+int) buena (+reac) cosa ¿no? Como para buena (+reac) relación.</i>	<i>Yes. Mmm yes, as I live with my, is like a Mexican family, they also treat (+cap) me as their child, thus, for example they teach (+cap) me many (+qua) things “are you going to your class?” “Do not miss your class”, like if they were doing pressure but it is (+reac) a very (+int) good (+reac) thing, right? For having a good relationship.</i>

Extract 7

Spanish	English translation
<i>Sí. Mis amigos me ayudan (+cap) muchas (+qua) tareas o cuando no le entendo [sic] al español como que significa, como me enseñan (+cap) muchas (+int) cosas también es (+comp) como más (+int) fácil. (+reac)</i>	<i>Yes. My Friends help (+cap) me with many (+qua) homework or when I don't understand Spanish its meaning, they teach (+cap) me a lot of things too, it is (+cap) much (+int) more (+int) easier. (+reac)</i>

This participant, expressed a lot of judgement. He also used affect and appreciation. He used judgment with the variable of normality to express how he spoke before coming to Mexico, giving

negative intensity to these variables. Then he used capacity to express how Mexicans helped him during his stay. Capacity shows what people could do. He used affect to express the variable of inclination to say why he decided to study Spanish and his willingness to communicate in the language and he added positive intensifiers to emphasize that it was good to learn that language. He used appreciation to express the reaction he had about the relationship with the Mexican family, and the variable of reaction to comment about language.

Participant 2 answered the research question “How does the Mexican sociocultural context influence students’ ability to communicate?” Mentioning that the Mexican sociocultural context helped him to improve his language ability because being inside the country gave him the opportunity to interact with the native speakers. He acknowledged his improvement to the freedom he had to live and to develop without restrictions as in his native land. The following excerpt illustrates the mentioned information:

Extract 8

Spanish	English translation
<i>Por ejemplo, cuando yo vivo México como para ganar mmm creo que yo cuando vengo a México, como un poco (-int) tenía miedo (-incl) como puedo conseguir amigos mexicanos pero los mexicanos muy (+int) amigables, (+norm) ya te dije y también mexicanos muy, (int+) muchas (qua+) eh muchas (+qua) mexicanos interesa (+hap) Japón por ejemplo cultura, comida, sushi, como anime. Entonces todos me preguntaron (+norm) “¿eres de Japón?” me preguntó (+norm) cultura, anime, comida, entonces como para ganar (+comp) relación como amigos esta no, no tan (+int) difícil (+comp) como... está (+comp) muy (+int) fácil (+comp)</i>	<i>For example, when I live in Mexico like to have, mmm I think that when I come to Mexico, I was a little (-int) scared (-incl) of how I could make Mexican friends but Mexican people is very (+int) friendly, (+norm) I told you and lots (+int) of Mexicans are interested (+hap) in Japan, for example culture, food, sushi, like anime. So, everybody asked (+norm) me “are you from Japan?” he asked (+norm) me culture, anime, food, so to have relation with friends is not so (+int) difficult, (+comp) it is very easy. (+comp)</i>

This participant, mentioned that living in Mexico helped him to improve the language. Judgement and the variable of capacity were used to express this opinion, it is observable in the following excerpt:

Extract 9

Spanish	English translation
Sí. No puedo hablaba (-cap) bien (-int) español y cuando vine aquí, aprendí (+cap) más , (+int) más (+int) y más . (+int)	Yes. I could not talk (-cap) well (-int) in Spanish and when I came here, I learned (+cap) more , (+int) and more , (+int) and more (+int)

As can be observed in the following excerpt, this participant used judgement to say how Mexican characteristics influenced in a positive way his language improvement:

Extract 10

Spanish	English translation
Mexicanos son muy (+int) amigables (+norm) ¿no? Entonces para extranjero es... tal vez todos les gusta (+hap) México porque es (+comp) muy (int+) alegre , muy (+int) amigable (+comp) sí. También todo como muy (+int) libertad (+comp) [sic] ¿no? Mexicanos están (+norm) muchos (+int) gays o lesbianas. Japón no hay (-comp) mucho , (+int) o escondido como sea seguro, entonces aquí tienen (+norm) más (+int) libertad entonces cuando viene extranjero quiere libertad (+ten) aquí en México	Mexicans are very (+int) friendly , (+norm) right? So, for foreigners is, maybe everybody like (+hap) Mexico since it is so (+int) joyful , (+comp) friendly, yes. Also, everything is, like freedom , (+comp) right? Mexicans, there are much (+int) gays, lesbians. In Japan there are not much , (+int) or hidden to be safe, so here you have more (+int) freedom (+norm) so when a foreigner comes s/he wants freedom (+ten) in Mexico

Once again, this participant used judgement. He talked about how he started his stay and how people behaved. He used judgement to emphasize the characteristics of Mexican people. In this case, he used affect and the variable of inclination to express that he, at first, was afraid of coming because he taught he could not make friends. The inclination variable was used because it is a feeling that comes from an action that hasn't been triggered. Then, he used appreciation to express

that having relationships, as getting friends is not as difficult as he taught. So, the use of the variable composition took place.

Regarding classroom environment, he stated that inside the Mexican classroom, it is difficult to understand vocabulary, to do homework, or to speak. Participant 2, answered the research question “How do foreign students perceive the classroom environment?” in the following way:

Extract 11

Spanish	English translation
También muy , (+int) muy (+int) paciente (+ten) para extranjeros. Por ejemplo, yo de intercambio ¿no?, entonces a veces no le entiendo (-cap) vocabulario o como no sé qué dice, entonces después cuando termino clase voy a preguntarle a maestro y me explica , (+cap) más (+int) fácil , (+int) más (+int) clara . (+int)	Also very , (+int) very (+int) patient (+ten) with foreigners. For example, I am from an exchange, right? So, sometimes I do not understand (+cap) the vocabulary or I do not know how to say something, so when the class finish I ask the teacher and s/he explains (+cap) me easier , clearer . (+int)

The judgement typology is used by this participant to express things he could do with the variables of capability and normality. He used positive intensifiers to specify what he was capable to do or be and negative intensifiers to say the contrary.

Participant 2, overall showed that he used the region of judgement with the capacity and normality variables. This participant used them with a positive stance to express what he can do now that has been exposed to the Mexican context and also to say how Mexicans have helped him to improve his language abilities. In the appreciation region, he decided to use composition since he exposed a positive thinking about Spanish and the description of context. Regarding affect, he used happiness to say that he liked Mexico. On the other hand, this participant used capacity negatively to explain what he couldn't do before coming to Mexico. In the case of composition, he used it to say how different Japanese is from Spanish and to point out that it is difficult to learn

this language. In terms of graduation he intensified most of the variables with a positive disposition (see appendix C for more information). The frequency of regions can be observed in the following table:

Table 3

<i>Answers' frequency regarding Appraisal System: Participant 2</i>				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	3	2
		Security	0	1
		Satisfaction	0	0
		Inclination	5	2
	Judgement	Normality	40	7
		Capacity	55	19
		Tenacity	6	0
		Veracity	0	0
		Propriety	0	0
	Appreciation	Reaction	5	0
		Composition	25	11
		Valuation	3	1
Graduation	Force	Intensification	76	10
		Quantification	11	4

4.3.3 Participant 3

Participant 3 is from Japan, he is 20 years old and has been living in Mexico for six months. Regarding the research question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?” Participant 3 explained that the element more useful was the willingness to help of Mexican people. Judgement with the variable of normality and capacity predominate in the following participant’s excerpt:

Extract 12

<i>Spanish</i>	<i>English translation</i>
Ah, este, los mexicanos me explican (+cap) muy (+int) bien . (+int)	Mexicans explain (+cap) me very well .(+int)

He expressed that another element that motivated him to learn and improve the language was his willingness to work in Mexico.

Extract 13

Spanish	English translation
<i>En México este quiero trabajar (+incl), en México en el futuro.</i>	<i>I want to work (+incl) in Mexico, in Mexico in the future.</i>

Apart from work, he said that the Mexican personality and culture helped him to learn the language. The following excerpt shows this opinion:

Extract 14

Spanish	English translation
<i>Sí, este culturas y personas, y los mexicanos son muy (+int) amables (+norm) y por, los, las extranjeras, mucho. (+int)</i>	<i>Yes, culture and people, and mexicans are very (+int) kind (+norm) and with foreigners, more. (+int)</i>

He used capacity to say that Mexicans help foreigners to facilitate their language learning process. This participant expressed with the normality variable that kindness helped him to learn.

The sociocultural context also contributes to improve participant's ability to communicate. Participants considered that parties are a favorable environment to improve language abilities. Moreover, being immersed in this country. Judgement, appreciation and affect were used to express these participant's opinions about the question "How does the Mexican sociocultural context influence students' ability to communicate?" It can be observed in the following excerpts:

Extract 15

Spanish	English translation
<i>Ah... este, mmm hay una fiesta o, y... sí hay una fiesta. Me ayudó (+val) mucho. (+int)</i>	<i>Ah, there is a party, oh, and... yes there is a party. It helped (+val) me a lot. (+int)</i>

This participant also considers that living in the country helped him to study and increase vocabulary, as it is observable in the excerpt below:

Extract 16

Spanish	English translation
Mmm más o menos pero bueno por mí, porque mmm en México puedo estudiar (+cap) muchas (+qua) palabras. Por ejemplo, mmm en universidad de Japón no estudio (-norm) mmm palabras de México por ejemplo “ahorita” “chiquita” no estudio , (-cap) no puedo estudiar (-cap) en japonés, en Japón.	Mmm, more or less but it is good for me, because in Mexico I can study (+cap) lots (+qua) of words. For example, in my university in Japan I do not study (-norm) words from Mexico for example, “ahorita” “chiquita” I do not study , (-cap) I can’t study (-cap) in Japanese, in Japan.

Judgement is used by this participant to express what he is able to do within the context of Spanish. Appreciation and its valuation variable is used by the participant to say how useful parties are to learn Spanish. Negative capacity is used to express that this participant does not learn in Japan as well as in Mexico. He said with positive quantity graduation that in Mexico, he can learn more vocabulary.

Participant 3 showed that the classroom environment for him is difficult. In relation to the question “How do foreign students perceive the classroom environment?” He pointed out that he cannot do some things as express what he thinks when he is in class since he has not so much vocabulary. Regarding assignments, he said that other people helped him to do them. The trouble he has while expressing himself is illustrated in the following excerpt:

Excerpt 17

Spanish	English translation
Es muy (+int) difícil (-sec) porque, mmm yo no sé (-cap) varias (+qua) palabras y varias (-qua) frases por eso no puedo explicar (-cap)	It is very (+int) difficult (-sec) because, mmm I do not know (-cap) much (+qua) words, and much phrases, that is why I cannot explain . (-cap)

This time, the participant used affect to demonstrate insecurity when using the word difícil/difficult about being unable to explain himself or do his homework. The capability variable was used with a negative stance to say what he couldn't do. He used valuation of appreciation to indicate the utility of the classes in Mexico. Graduation was used in intensifiers and quantifiers. Intensification was used in the affect region and quantifiers to say how many things the participants could do.

At analyzing all the comments given by this participant, it is observable that judgement is the dominant typology. He used normality to express his feelings about Mexican disposition to help and capacity to say what social activities he could do. In this case, affect was used to represent a feeling of likeness about Mexican people and the country and he used the four variables almost equally. Regarding appreciation, the participant used valuation to say what has been useful to learn inside the classroom environment. Graduation was used with the intensification variable to support the judgment region (see appendix D for more information). The frequency is shown below:

Table 4

<i>Answers' frequency regarding Appraisal System: Participant 3</i>				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	3	0
		Security	2	2
		Satisfaction	2	0
		Inclination	2	0
	Judgement	Normality	13	0
		Capacity	13	0
		Tenacity	0	0
		Veracity	0	0
		Propriety	0	0
	Appreciation	Reaction	1	0
		Composition	0	4
		Valuation	5	0
Graduation	Force	Intensification	20	0
		Quantification	5	0

4.3.4 Participant 4

Participant 4 is from Korea. She has lived in Mexico for six months. In relation to the question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?” This participant expressed that chatting with Mexican friends improved her communication ability in Spanish. This is represented in the following extract:

Excerpt 18

<i>Spanish</i>	<i>English translation</i>
Ah, sí, me ayudan (+cap) mucho (+int) mis amigos que, que le interesa (+ten) la cultura asiática especialmente la facultad de lenguas hay (+comp) muchas , muchos (+qua) estudiantes como así y siempre (+int) me dicen (+cap) primero “hola ¿de dónde eres?” “ah, coreano, oh bla, bla, bla” por eso me anima (+sat) mucho . (+int)	Oh, yes. My Friends help (+cap) me a lot . (+int) The ones who are interested (+ten) in Asiatic culture in the Faculty of Languages. There are (+comp) lots , lots (+qua) of students and they always (+int) tell me (+cap) “Hi, where are you from?” “I am Korean, oh, bla, bla, bla, bla” that is why it motivates (+sat) me a lot . (+int)

In terms of affect, the participant predominantly shows dis/satisfaction. This is highlighted in pink color, and the words are used to express motivations. She also expressed judgement which is highlighted in sky blue color. This time the participant uses the tenacity variable to speak about what she was interested in. She also used the domain of graduation, both intensification and quantification variables.

The context is an important factor that contributes to communication. This participant expressed his opinion in relation to the question “How does the Mexican sociocultural context influence students’ ability to communicate?” Participant 4 said that Mexicans have a need for communication and this motivates them to help foreign learners to learn Spanish, as follows:

Excerpt 19

Spanish	English translation
Ah, de hecho no sé. Porque otros, otros mexicanos querían (+ten) como experime... tener, tener experimentar como experiencia en el, en el día muy especial por eso ellos querían (+ten) comunicarme, por eso me apoyan (+cap) mucho . (+int)	Ah, In fact, I don't know. Because other, other Mexicans wanted to (+ten) express... have, have me to experience as an experience in the, in the special day. That's why they wanted to (+ten) communicate with me, that's why they support (+cap) me a lot . (+int)

He also expressed that Mexican people welcome foreign people in a very kindly way, as it is mentioned below:

Excerpt 20

Spanish	English translation
Mmm, muy (+int) positivamente . (+norm) Yo creo que sí.	Mmm, quite (+int) positively . (+norm) I believe this.

And the participant stated that foreigners also receive support from Mexican native speakers in particular forms, as it can be observed in the following excerpt:

Excerpt 21

Spanish	English translation
Mmm, a veces hablan (+cap) lentamente (-int) o me enseñan (+cap) las palabras útiles o... sí.	Mmm, sometimes they speak (+cap) slowly (-int) or they teach (+cap) me useful words or... yes.

This participant used judgement, most of the time with the capacity and tenacity variables. She used capacity to say what Mexicans do to support her when learning the language. And tenacity was chosen to express what Mexicans were willing to do in order to help her.

In terms of classroom learning in Mexico, and answering to the question “How do foreign students perceive the classroom environment?” the participant has perceived it as not very helpful to improve communication. She indicated this in different moments:

Excerpt 22

Spanish	English translation
De hecho, en clases, las clases no me ayudan (-val) nada (-int) para desarrollar español porque es nada más de escuchar , escuchar (+cap) los profesores y los amigos, los compañeros y yo siempre (+int) callada , (-norm) siempre (+int) callada , (-norm) (VP) a veces ellos me preguntan (+cap) (VP) algo pero porque yo creía que ellos piensan (+cap) como... piensan (+cap) que cuando yo hablo (+cap) español es, es... no sé, está mal , (-int) no sé ellos creen que es mala onda porque soy extranjera y ah cuando yo habla , (+cap) cuando yo dices (+cap) a ella, ellos con español como yo puedo molestarles (-incl) o algo así, no sé tengo mi opinión.	In fact, in classes, the classes have not helped me (-cap) anything (-int) to develop my Spanish because I only listen, listen (+cap) to the teachers, friends, classmates and I am always (+int) quiet , (-norm) always (+int) quiet (-norm) and sometimes they ask me (+cap) things but because I thought that they think (+cap) as... they think (+cap) that when I speak (+cap) Spanish is, is... I don't know, it's wrong . (-int) I don't know, they think that is with bad vibes because I am a foreigner, and ah when I speak , (+cap) when I tell (+cap) her, they, with Spanish I might bother (-hap) them or something like that, I don't know, I have my opinions.

She made use of positive evaluation regarding judgement in order to make comments about the teacher. As shown below:

Excerpt 23

Spanish	English translation
Mmm, sí. Es difícil , difícil , (-comp) porque cada estudiante tiene (-norm) diferente (int-) acento de español nada más que profesora. Profesora habla (+cap) muy lentamente (int-) y más (int+) correctamente (int+) pero los estudiantes no, no por eso es un poco (int-) difícil . (-comp)	Mmm, yes. It is difficult , difficult (-comp) because each student has (+norm) a different Spanish accent nothing more than the teacher. The teacher speaks (+cap) quite slow (-int) and more correctly (+int) but the students do not, not. That's why it is a little (-int) difficult . (-comp)

The three regions were used in these excerpts. In affect, she used inclination to express a negative feeling created by an action that did not happen. Judgement was used to express what this participant and people inside the class could do. In this case, repetition was used, repetition is highlighted in blue color to intensify the regions. Graduation was applied to give a degree of intensification to the typologies.

To show a general sample of the typologies used in all the interview, here below a chart is exposed. The typology mostly used by this participant was capacity, followed by normality. They were used positively to point out what the participant could do after the assistance of friends, to say how Hispanics are willing to help, and to say how these helped him to expand his linguistic repertoire. He used tenacity hand to hand with happiness to say why she love to learn Spanish and to expose her language purposes. Appreciation with the variables of composition and valuation were used to say that the experience of being in Mexico is good. Valuation was also used to say that unless the teacher speaks slowly the classes are not good enough to learn. These variables were supported with the use of intensification to positively emphasize the opinions of the participant regarding his positive comments about people and context (to corroborate see appendix E).

Table 5

<i>Answers' frequency regarding Appraisal System: Participant 4</i>				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	6	2
		Security	0	1
		Satisfaction	1	0
		Inclination	1	2
	Judgement	Normality	11	0
		Capacity	39	0
		Tenacity	7	0
		Veracity	0	0
		Propriety	0	0
	Appreciation	Reaction	0	0
		Composition	6	9
		Valuation	3	2
Graduation	Force	Intensification	40	14
		Quantification	4	

4.3.5 Participant 5

Participant 5 is 21 years. She is Japanese and has been living in Mexico for five months. She provided some answers related to the question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?” Her responses showed that the main sociocultural elements that she considered beneficial to communicate were the assistance of Mexican speakers and foreign students. She commented:

Excerpt 24

Spanish	English translation
Porque, porque si hablo (-cap) malo (-int) o si como hago (-cap) errores siempre (+int) me dicen (+norm) “en este caso es mejor, bla, bla, bla, bla” pero ahora vivo con unos estudiantes internacionales pero ellos creo que si hacen (-norm) error pero nadie como que no lo, no lo comenta nada de eso	Because, if I talk (-cap) bad (-int) or if I commit (-cap) mistakes they always (+int) tell me (+norm) “in this case this is better, bla, bla, bla, bla” but now I live with some international students but them, I think they commit (-norm) mistakes but they do not, do not comment anything about it.

Excerpt 25

Spanish	English translation
Ejemplo... solo nos hablamos (+cap) en español pero por ejemplo en la noche cocinamos (+cap) juntos y platicamos (+cap) en español y hablamos (+cap) mucho (+int) y sí, mm ah también en mi casa viven una argentina y una chilena por eso me ayudan (+cap) mucho (+int)	For example... we just speak (+cap) in Spanish but for example at night we cook (+cap) together and we chat (+cap) in Spanish, we speak (+cap) a lot (+int) and yes, also at my house an argentine and a Chilean live, that is way they help (+cap) me a lot . (+int)

She also said that Mexican people welcome other cultures and they are interested in knowing about them. She said:

Excerpt 26

Spanish	English translation
Por ejemplo los mexicanos como quieren (+hap) otras culturas por eso les preguntan (+norm) muchas (+int) veces a nosotros los extranjeros “¿y cómo es tu país?” o “¿Cómo es tu cultura?” y les da muchas oportunidades para hablar o para pensar en su país y en mi caso me preguntan (+norm) mucho (+int) sobre anime o sobre sushi pero es que no conozco (-cap) nada (-int) de sushi o anime, no veo (-norm) anime ni, sí me gusta (+hap) sushi pero no sé cómo decirlo	For example, Mexicans love (+hap) other cultures that is why they ask (+norm) us many (+int) times, to us the foreigners “and how does your country look like?” or “how is your culture?” and it gives opportunities to talk or to think about your country. In my case, they ask (+norm) me a lot (+int) about sushi or anime, but I do not know (-cap) anything (-int) about sushi or anime, I do not watch (-norm) anime neither... I like (+hap) sushi but I do not know how to say it.

She used judgment to express her capability to speak in Spanish and to express what she does with her roomies. She also chose normality to say what she and Mexican people usually do. In the case of affect, she used words that express the variable of happiness. This variable served to say what she likes and what Mexicans feel about other cultures. She used graduation to intensify her opinions about Mexicans.

The beliefs about Mexican socio cultural context are highlighted with pink to point out happiness, the variable of affect. The participant used it to say that she liked Mexico and she used graduation to intensify the feeling. She also used appreciation to point out the variable of reaction by expressing that Mexico is a country of love. She used judgement to verbalize her opinion about Spaniard people. She made use of negative normality to say that they are not the kind of people who help others to speak the language. The extracts of this domains are shown below:

Excerpt 27

Spanish	English translation
Sí y hace dos años vine a México y fui a la UDLAP para aprender español un mes por eso me gustó (+hap) mucho (+int) México y	Yes, two years ago i came to mexico and I went to UDLAP to learn spanish for a month that is why I liked (+hap) Mexico so much (+int) and

<i>también me gusta (+hap) mucho (+int) Puebla y por eso regresé (+cap) a México</i>	<i>also I like (+hap) so much (+int) Puebla and that's why I came back (+cap) to Mexico</i>
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Excerpt 28

Spanish	English translation
<i>México es un país de amor (+react)</i>	<i>Mexico is a country of love. (+react)</i>

Excerpt 29

<i>Porque mis amigas que ahora están en España ellas dicen que casi los españoles no les ayudan (-norm) nada (-int) y no les, no las ayudan nada (-norm) pero aquí sí, aquí sí. Sí, muy diferente</i>	<i>Because my Friends that now are in Spain say that Spaniards do not help (-norm) them in any (-int) case, and they, they do not help (-norm) her in any (-int) case but here yes, here yes, here yes. Yes, very different.</i>
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This student expressed that the classroom environment was relaxed. She stated that friends and teachers supported her by asking questions to make her talk and she actually learns by doing homework. She used the judgement domain to express what Mexican people do to help her, using the capability variable and she emphasized it with intensity.

It is interesting that unless the topics are classes, she used judgement and she decided to talk about the people and not exactly about the content of the course. She only talked about the content by using the reaction variable but just to say its posture about what she thinks about the classes. As demonstrated in the following excerpts:

Excerpt 30

Spanish	English translation
<i>Fácil, porque me ayudan (+norm) mucho (+int) mis amigos y mis maestros, sí</i>	<i>Easy because they help (+norm) me so much, (+int) my friends and teachers, yes</i>

Excerpt 31

Spanish	English translation
Por ejemplo en la clase de español para extranjeros mi maestra siempre (+int) o cada vez me pregunta (+norm) “¿qué hiciste ayer?” es (+reac) muy (+int) como útil o utilizar español entonces me cuesta (-cap) mucho (+int) los vocabularios, los verbos como pasado, sí por eso	For example in the Spanish class for foreigners my teacher always (+int) or each time asks (+norm) me “what did you do yesterday”, it is (+reac) very (+int) useful or to use Spanish, so it is difficult (-cap) for me, a lot, (+int) to understand the vocabulary, the verbs in past, that’s why.

Excerpt 32

Spanish	English translation
Mm sí, ajá y este la clase de aquí en Mexico me dan (+norm) más (+int) como oportunidades de hablar, hablar español o estudiar más	Mmm, yes, and, this class of here in Mexico, they gave (+norm) me more (+int) opportunities to speak, speak in Spanish or to study more

A recount of this participant’s responses to the interview based on appraisal has been done and it is presented below. It shows that judgment has been used with more frequency. Its variables of normality and capacity were selected to express the opinions about Mexicans’ behavior and the things they are capable to do to help. She also used them to say that within the classroom she learns doing homework, but to comment that inside the context she has more opportunities to speak. This participant used affect to say what she likes about Mexicans and what she dislikes about her countrymen, and intensification to mark the importance of her opinions. In the case of appreciation, reaction and composition variables were used to express opinions about context and language.

Table 6

Answers’ frequency regarding Appraisal System: Participant 5				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	7	2
		Security	0	2

		Satisfaction	0	0
		Inclination	3	0
	Judgement	Normality	18	11
		Capacity	18	5
		Tenacity	1	0
		Veracity	0	0
		propriety	0	0
	Appreciation	Reaction	2	0
		Composition	8	1
		Valuation	2	0
Graduation	Force	Intensification		
		Quantification		

4.3.6 Participant 6

Participant 6 is from France and he has been living in Mexico during 6 months. The main sociocultural elements exposed by this participant are his likeness strolling around the city and the interactions he has when doing it. This is shown below with the regions of appreciation and judgment. In terms of appreciation he used the reaction and composition variables to express his ideas about being immersed in the context where Spanish is spoken. In the case of judgement, he used capacity to express what he and people can do to increase knowledge thanks to the interactions with native Spanish speakers. He also used positive happiness to express what he liked to do when being immersed in Mexico. These answers are related to the question “What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?” and they are illustrated in the following extracts:

Extract 33

Spanish	English translation
Entonces, sí, es por eso, es por eso que me gusta, (+hap) bueno me gustó (+hap) demasiado (+int) salir pero es buena experiencia porque te permite eh mejorar tu español y el español muy coloquial, a veces	So, yes, that is why, I like it for (+hap) that, well I liked (+hap) too much to go out but it is a good experience because it allows you to improve your Spanish and a very colloquial Spanish, sometimes rude (-comp) but it helps

grosero (-comp) pero es, te ayuda (+val) mucho en las situaciones que pueden ser difíciles (-comp) o cuando estas, encuentras problema sabes cómo actuar, ves cómo actúan los demás, como mimetismo y ahora vivo en el centro, es más seguro, (+comp) bueno no era tan inseguro pero es más seguro. (+comp) Es otro tipo de, de vida porque siempre vives con gente por todo lado y hablas (+cap) muchs. (+int)	you (+val) a lot in the difficult (+val) situations, in which you have problems you know how to act, you see how the others act, like imitation. Now I live in the centre of the city, it is safe, (+comp) well it was not so insecure but it is safer. (+comp) Is another kind of life because you always live with people of other places and you talk (+cap) much more? (+int)
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Extract 34

Spanish	English translation
pero te permite ver más allá y encontrar a nuevas personas que te ayuden, (+cap) que te hacen descubrir (+cap) otras cosas de su cultura y de su lengua aprender (+cap) otras expresiones o entonces sí, sí creo que es un enriquecimiento	This allows you to see more, and find new people who help you, (+cap) who make you discover (+cap) other things of their culture and language and learn (+cap) other expressions or, so, it is an enrichment

The sociocultural context has been a favorable factor at improving the language. In relation to the question “How does the Mexican sociocultural context influence students’ ability to communicate?” This participant said that when living in his country he could not develop his language skills as he wanted.

As demonstrated in the fragments below, the affect region with the inclination variable was used to express the participant’s desires to manage the language. He used negative capacity to point out things he couldn’t do in his country and positive capacity to say what he could do in Mexico. Appreciation with the variable of valuation was used up to emphasize the participant’s improvement due to the Mexican context. These regions are shown in the following extracts:

Excerpt 35

Spanish	English translation
Bueno, es que al principio quisiera (+incl) mucho (+int) saber hablar cotidianamente pero resultaba difícil (-react) en Francia porque allá tenía amigos españoles, tenía una amiga franco española un amigo de canarias también cuando intentaba hablar (-cap) con ellos en español resultaba difícil , intentaba pero me daba cuenta de que no era tan fácil (-cap) aunque conocía mucho del español y era difícil (-comp) pero cuando llegue aquí, es sumamente impresionante la velocidad a las que de la que mejoras tu lengua. Solo en unas semanas ya puedes platicar (+cap) en las calle sin problema	Well, at first I would like (+incl) more (+int) diurnally but it was hard (+react) in France because there I had Spaniard friends, I had a franco-Spaniard friend, a friend from Canary. When I tried to speak (+cap) with them it was difficult , I tried but I did not notice that it was not so (+int) easy (-cap) unless I knew a lot of Spanish and it was hard (-comp) but when I came here, it is impressive how you improve the language. Just in a few weeks you can talk (+cap) in the streets without problems

Extract 36

Spanish	English translation
Sí, en semanas. Entonces, ¿te imaginas después de meses? Bueno con todo el, la experiencia de la lengua que tengo, no la hablo desde hace tres años, es mucho más. O sea, ya tenía (+cap) mucha (+int) experiencia pero en lo cotidiano en el terreno como tal no. Entonces, sí me ayudó , sí me ayudó (+val) mucho (+int) y creo que mejoré (+cap) mucho (+int) mi español.	Yes, in weeks. So, can you imagine after months? Well, with all the experience that I have about the language, I do not speak it since three years ago, it is much more . (+int) I mean, I had (+cap) the experience but in the daily life not. So, it help me , it helped (+val) me a lot (+int) and I think I improved (+cap) more (+int) my Spanish.

The classroom environment is not considered by this participant as useful. He expressed this opinion using appreciation. Composition was selected to express that Spanish classes in Mexico are not in a level they should be to assist foreign students. And, he closed his opinion about it by using affect, and its variable of happiness to say that it is a shame to know that. In relation to the question “How do foreign students perceive the classroom environment?” This participant expressed his opinions as it can be seen in the excerpts below:

Excerpt 37

Spanish	English translation
<i>Aquí es un poco diferente (-comp) la manera de enseñar porque se parece (+comp) mucho(+int) más a la prepa a veces en Francia, el nivel, la manera de enseñar con juegos a veces, ese tipo de cosas.</i>	<i>Here it is a little different, (-comp) the way of teaching because it looks like (+comp) much (+int) more as a high school in France, the level, the way of teaching with games sometimes, that kind of things.</i>

Excerpt 38

Spanish	English translation
<i>No, no mucho. A veces no me ayuda. (-val) Hay, hay materias pase mi tiempo a no hacer nada o hacer otras, yo hago mis tareas de otra materia más importante porque aquí en lenguas, bueno mi nivel no me conviene mucho. Hay unas materias de español pero las de inglés no. Y la de filosofía son mucho más (+int) alto, (+comp) estudiamos cosas muy interesantes, hay mucho más autonomía, hay intercambio. Aquí, a veces tengo la presión de venir a unas clases para asistencia, es una pena. (-hap)</i>	<i>No, not much. Sometimes it does not help. (-val) There are, there are subjects in which I do nothing or to do other things of another subject more important because here in the language faculty, well my level, is not so good for me. There are some subjects in Spanish but in English no. And philosophy is much (+int) higher, (+comp) we study interesting things, there is much gastronomy, there is interchange. Here, sometimes the pressure to assist classes just for the attendance, it's a shame. (-hap)</i>

The next chart explain the use of appraisal by the participant 6. It shows how this participant used the normality and capacity variable in positive forms to express his opinions about Mexican people. He stated that when learning Spanish and adapting to the context he received help from Mexicans and to say that they have a positive personality. He used happiness and valuation to express a positive feeling about living in Mexico. Composition and valuation were used to describe the characteristics of the place where he lives. And graduation was used to intensify these domains, especially appreciation (See appendix G).

Table 7

Answers' frequency regarding Appraisal System: Participant 6				
Domain	Typology	Variable	+	-
Attitude	Affect	Happiness	26	8
		Security	1	1
		Satisfaction	0	2
		Inclination	4	0
	Judgement	Normality	68	9
		Capacity	71	15
		Tenacity	9	0
		Veracity	0	0
		Propriety	0	0
	Appreciation	Reaction	2	2
		Composition	36	15
		Valuation	12	3
Graduation	Force	Intensification	71	
		Quantification	2	

4.4 General participants' results

The individual analysis of participants' answers show a tendency in the use of the typology or region of judgement. It seems that the interviews' answers were focused in individuals more than context. Judgement was the category mostly used to say opinions about Mexican people. The most recurrent ones are that Mexicans help foreigners to speak the language and to adapt to the context. We can exemplify the kind of Lexicogrammatical realizations that participants used to express their opinions in each domain of the appraisal system. This categorization can also demonstrate how participants used verbs in each domains and variables.

4.4.1 Lexicogrammatical realization results

The following chart contains linguistic information about appraisal system regarding the attitude and graduation variables along with this use of processes, epithets, adverbs, and nominal groups:

Table 8

Lexicogrammatical Realizations**Affect**

Un/happiness	In/security	Dis/satisfaction	Dis/inclination
• Mental Process (e.g. no me gustó, me gusta, me interesaba, siento feo, me interesa, no me gusta, me encanta) • Epithet (e.g. feo)	• Mental Process (e.g. ¿dónde está ladrón?, da miedo) • Relational Process (e.g. es) • Epithet (e.g. difícil, fácil) • Nominal Group (e.g. miedo)	• Mental Process (e.g. quería estudiar, quiero hablar, quiero entender)	• Mental Process (e.g. quería, tengo miedo, tenía miedo, quería, quería aprender) • Nominal Group (e.g. miedo) • Relational Process (tenía miedo)

Judgement**Social esteem****Social sanction**

Normality	Capacity	Tenacity		
• Relational Process (e.g. son abiertos, es, tiene) • Material Process (e.g. no se abrazan, se besan, estudiar, usa) • Verbal Process (e.g. preguntan, hable, hablaba) • Epithet (e.g. abiertos, raro, amable, alegre, tímido, estudiosa, diferentes, amables,	• Mental Process (e.g. conozco, acostumbrarme, entiende, aprendí) • Verbal Process (e.g. dicen, pregunta, explicar, habla, no hablé hablamos, comunico, digo, gritan, platicamos) • Material Process (e.g. me enseñaban, puedo escribirlo, me enseñan, reviso,	• Mental Process (e.g. interesa, decidí, quiero, elegí)	-	-

- | | |
|---|---|
| simpáticos,
cerrados,
antipáticos) | cocinamos,
hago) |
| • Mental
Process (e.g.
no sabía,
conocía,
acostumbrada) | • Relational
Process (e.g. es,
no tengo, tengo) |
| • Existential
Process (e.g.
están) | • Repetition of
process (e.g.
escribir, escribir,
escribir) |
| • Repetition of
Nominal
Group (e.g.
japonés,
japonés,
japonés) | • Epithet (e.g.
mejor) |
| • Repetition of
Epithet (e.g.
callada,
callada,
callada) | • Behavioural
Process (e.g. veo
películas, visto) |
| • Repetition on
Material
Process (e.g.
me miraron) | • Repetition of
verbal
process(e.g.
comunicar,
comunicarme,
comunicarse) |
| | • Repetition of
Mental Process
(e.g.
entenderles,
entenderles) |
| | • Repetition of
Material Process
(e.g. investigo,
investigo;
escuchar,
escuchar) |

Appreciation

Reaction

- Relational Process (e.g. esta bueno, es buena, es)
- Material Process (e.g. me ayuda)
- Epithet (e.g. bueno, bonito, divertido)

Composition

- Existential Process (e.g. hay, no hay)
- Relational process (e.g. es el más difícil, tienen, es, no tiene, está)
- Epithet (e.g. difícil, diferente, fácil)
- Mental Process (e.g. lo sientes)

Valuation

- Material Process (e.g. me ayudan, ayuda, permite)
- Existential Process e.g. hay)
- Epithet (e.g. buena)
- Relational Process (e.g. es muy buena, son útiles)

- Existential Process
(e.g. hay muchas diferencias, hay)
- Material Process (e.g. frases japones no se puede cambiar, no utiliza, parece)
- Nominal Group (e.g. diferencias, dificultad, libertad, características)
- Repetition of Epithet
(e.g. especializado, raro, diferente)

Graduation

Intensification

- Adverb (e.g. más, mucho, siempre, nunca, positivamente, muy, solo, nada, poco, tan)
- Epithet (e.g. difícil, fácil, rápido, mucha)

Quantification

- Epithet (numeral) (e.g. muchas, muchos)
- Adverb (e.g. mucho)

This chart demonstrated the lexicogrammatical part of the participants' answers that support the categorization of the variables. This information demonstrates that processes have been frequently used by participants to express their feelings and emotions towards their language learning in the Mexican context. The lexicogrammatical realizations were diverse in the normality, capacity and composition variables. The processes that were used with more frequency are: material, mental, verbal, and relational. It seems that participants expressed their ideas about the physical world, the abstract relation world and the world of consciousness.

4.5 Chapter conclusion

In this chapter the analysis of the participants' answers was presented. Firstly, the explanation of the Appraisal System was provided. Secondly, the individual results of participants' answers were explained. Lastly, the participants' general results were described.

Chapter five

Conclusions

5.1 Chapter overview

This chapter contains a detailed report of research questions' conclusions. Subsequently, limitations of the study are explained. Finally, directions for further research are suggested.

5.2 Research questions' answers

The following outcomes have been the product of an extensive analysis done with the use of appraisal system. These will show tendencies in the total recount of participants' answers (see Chapter 4).

In regard to the research question *What are the main sociocultural elements that students perceive as beneficial to their ability to communicate?* According to participants' answers, the main sociocultural elements beneficial to communicate were their interactions with Mexican people. They stated that interacting with friends, teachers and others from the Mexican city where they are living helped them to improve their language abilities, especially speaking. They learned more vocabulary and regionalisms. Moreover, they said that daily life situations were contributors to increase their language knowledge. They were motivated to speak due to the need of surviving in the new culture they are exposed. These opinions were mostly expressed within the judgment domain and were supported with affect. In the case of judgment, the variables commonly used were normality and capacity. With these, participants could give an explanation about the Mexican personality and to tell what these native speakers did to support participants to learn the language. Furthermore, participants showed the contrast between what they could do before and after the immersion into the context and the interaction with Mexican citizens. All students agreed on the fact that they improved their communication in Spanish after a few weeks of living in Mexico.

Accordingly, Vygotsky's theory proved to be adequate when stating that people internalize knowledge where there is an objective situation to be solved hand to hand with interactions (Vygotsky, 2000). When individuals find solutions to these situations, the zone of proximal development is reached and the processes of imitation and interaction take place. It is worth mentioning that when interaction occurs, a socioconstructivist aid occurs between the person being helped and the expert person. Regarding this view, the expert provides support to the apprentice by cooperation. Therefore, in this inquiry a guided constructed knowledge is done by Mexican people on these foreign participants (Edwards, 2009). Consequently, it is demonstrated that being within four walls is not the only option for language learning and improvement. Also that over the years this way of learning through interaction and immersion may be more used by foreign language learners due to the speed and ease of learning. As Shepard (2000) supports, mentioning that socioconstructivist and sociocultural theory will be "accepted as a common wisdom and carried into practice" (p.6).

The second research question: *How does the Mexican sociocultural context influences students' ability to communicate?* According to the participants of this study, being immersed in the context was essential to improve their communication. Some areas such as vocabulary, fluency, and culture knowledge of the language were developed as a result of the living experience in the Spanish context. They used the category of appreciation to convey their thoughts and feelings about the context they are immersed in. The variables frequently used were positive composition and positive valuation. This means that the opinions were focused on the structure of the context and how these were important to learn the language. Some of them stated that being immersed in Mexico was a positive experience and these observations helped them to improve what they could not do for a long time in their countries before coming to Mexico. This improvement was not

possible in their countries due to the lack of Spanish speakers and cultural exposure, as a result they were not improving as they wished. It seems that Mexico was a suitable communicative context that encouraged these foreign language learners for “participating in important social and interpersonal functions” (Collentine and Freed, 2004, p. 155). This contact with the Spanish people and context was useful to speed up their Spanish language learning and it is assumed from these results that other foreign learners might as well improve and learn.

Finally, in the case of the third research question: *How do foreign students perceive the classroom environment?* Foreign learners do not perceive the classroom environment as the main contributor to their learning. The participants commented on the idea that the content of the classes are not suitable for the level and the purposes they are looking for. They said that homework is useful to increment their vocabulary but the classes do not provide them with enough tools to communicate in daily life. The participants stated that the Spanish they learn inside the language classroom is too academic and it does not foster communication. They commented that inside the classroom they cannot develop their speaking skills as they do with their Mexican or Hispanic friends but what they learn from class is a plus to complement what they learn when being immersed in the context. These opinions were mostly expressed with negative composition and valuation variables, which are part of the appreciation typology. It can be interpreted that participants use to express their ideas most of the time regarding the content of the classes and there are not comments directly to the teachers. These results support the usefulness of learning a language in the context where it is natively spoken.

5.3 Limitations of the study

This section describes some limitations faced when developing this inquiry. The first limitation was language. As the participants were all foreigners, at the time of conducting the interview they

had trouble understanding some words of the questions. The implementation of a dictionary was needed to solve that problem. For this reason, it is possible that participants did not have the facility to be extensive with their responses. Secondly, the results of this research cannot be generalized due to the limited amount of participants but it might give an insight of how foreign language learners improve their abilities when being immersed in another country. Thirdly, it is possible that if this study is replicated in another country some answers may vary due to cultural differences. Lastly, as the analysis of this study was done using two domains of the Appraisal system it is possible that if all domains are used the results will be more complete and extensive.

5.4 Directions for further research

To improve further research, it will be useful to use all the domains of Appraisal System to have more results. It will be important to apply the instruments to more participants to have more generalizable results. Moreover, assistance from people who speak the native language of participants will be helpful to solve doubts in a faster way. Similar projects may be carried out in different contexts and different languages.

Finally, I hope that this research project has contributed to show the importance of the sociocultural context when learning a foreign language. This study has also contributed to investigations using appraisal system.

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Appendix A. Interview questions

The questions of this interview were done in Spanish. The colors were used with purpose of identifying the questions in the sections.

INTERVIEW QUESTIONS

Research questions

- | | | |
|--|--|---|
| 1. What are the main sociocultural elements that students perceive as beneficial or harmful to their ability to communicate? | 2. How do foreign students perceive the classroom environment? | 3. How does the Mexican sociocultural context influence students' ability to communicate? |
|--|--|---|

Context

Sociocultural theory:
Interaction, internalization,
imitation

Classroom

Cultural context

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • ¿En qué situaciones se te ha facilitado o dificultado comunicarte en español? ¿Por qué? • ¿Cuáles son las diferencias o similitudes has encontrado entre tu lengua materna y el español que han facilitado o no la comunicación en español? • Al llegar a México ¿experimento algún tipo de inestabilidad, ansiedad o angustia debido al cambio de contexto? (cultural shock) • | <p>INTERACCIÓN</p> <ul style="list-style-type: none"> • ¿Consideras que interactuar con personas nativo hablantes del español ha ayudado a mejorar tus habilidades en el idioma? ¿Por qué? • ¿Qué diferencias has encontrado en cuanto a la manera de interactuar entre personas que el español y personas que hablan tu lengua materna? • ¿Con quienes interactúas diariamente/semanalmente en español? | <ul style="list-style-type: none"> • ¿Se te ha facilitado o imposibilitado comunicarte en español en el salón de clases? ¿Por qué? • ¿Qué tipo de actividades practicadas en el salón de clases te han ayudado a comunicarte e interactuar en español en tus actividades diarias? • ¿Con quienes de tus compañeros hablas frecuentemente en español dentro del salón de clases, hombres o mujeres? ¿Indistinto? ¿A qué crees que se deba? • ¿Por qué decidiste estudiar el idioma español en México? • ¿Qué aspectos de estar inmerso en la cultura mexicana te han ayudado o dificultado la comunicación en español? • ¿Consideras que el aprender sobre la cultura mexicana te ha ayudado o no a interesarte más en el idioma español y a usarlo de una mejor manera? ¿por qué? • ¿Consideras que las personas en México aceptan |
|--|--|---|

- ¿Ha sido fácil o difícil adaptarte a este contexto? ¿Por qué?
 - ¿Qué tipo de actividades sociales realizas en el lugar donde actualmente habitas y como estas te han ayudado a mejorar la comunicación en español?
 - ¿Las personas con las que convives diariamente te inspiran/motivan a aprender y comunicarte en español?
 - ¿Tienes algún amigo/a, novio/a, casero/a, maestro/a o personas con las que te relaciones que te ayude a mejorar tu español?
 - ¿Cómo describirías tu desempeño al hablar en español con nativo hablantes del español? ¿por qué?
 - ¿Interactúas por necesidad o por gusto?
 - ¿Has encontrado, alguna manera o fórmula, por decirlo así para comunicarte fácilmente en español?
 - ¿Recibes ayuda de personas nativo hablantes cuando no puedes comunicarte como quisieras en español? ¿Qué tipo de ayuda?
- INTERNALIZATION**
- ¿Cuáles son los casos en que utilizas el español para comunicarte?
 - ¿Qué factores o situaciones te incitan a hablar en español?
- IMITATION**
- ¿Cómo consideras tu aprendizaje en español al llevar clases en un salón e institución de habla hispana?
 - ¿Cómo consideras tu aprendizaje en español al llevar clases en un salón e institución de habla hispana? positivamente o negativamente a personas extranjeras?
 - ¿Cómo esto te ha influido en tu disposición para aprender y comunicarte en español?
 - ¿Cómo describirías tu comunicación en la sociedad mexicana?
 - ¿Qué crees que te ha ayudado en cuanto a vivir en México para mejorar el idioma español?

¿Has usado palabras o frases
que hayas escuchado para
comunicarte en español?

B. Transcript of personal interview: Participant 1

R: Researcher

P: Participant

Turns	Subject	Text
1	R	Ok. ¿Tu nombre es “participant 1”?
2	P	Sí
3	R	¿Cuántos años tienes?
4	P	Tengo 21 años
5	R	21 años... ¿tu nivel de español?
6	P	Nivel 8
7	R	¿Que sería como B2?
8	P	Sí
9	R	¿Eres de...?
10	P	Japón
11	R	¿Cuánto tiempo llevas viviendo en México?
12	P	Un año
13	R	Ok. La primera pregunta dice... ¿En qué situaciones se te ha facilitado o dificultado comunicarte en español?
14	P	Mmm, cuando quiero explicar acerca de la cultura de Japón, para mí es (+comp) (RP) el más (+int) (Adv) difícil (-int) (E) comunicar , comunicarme , comunicarse (-cap) (Rep) (VP) en español. Es que existen (+comp) (EP) unas frases de japonés que no se puede cambiar (-comp) (MP) en español. Ajá.
15	R	¿Cuáles son las diferencias o similitudes que has encontrado entre la lengua materna que es japonés y el español que han facilitado o no la comunicación en español? ¿Tú crees que hay diferencias entre el japonés y el español?
16	P	Sí. Hay muchas (+qua) (E) diferencias (-comp) (EP) (NG). Por ejemplo, la gramática, pronunciación y el nombre de japonés no tiene (-comp) (RP) el femenino o masculino. O... Sí, hay (+comp) (EP) muchas (E) (+qua) diferencias (-comp) (EP) (NG).
17	R	¿Y cosas similares que te ayuden?
18	P	¿Similares? Mmm español y Japón tienen (+comp) (RP) misma, mismo pero no sé cómo se dice. Como “a, i”
19	R	¿Vocales?
20	P	Sí.
21	R	Ah...
22	P	Por eso los japoneses no, a los japoneses no se cuestan [sic] (+norm) mucho (+int) (Adv) leer (MP) español.

23	R	¿Al llegar a México has experimentado algún tipo de inestabilidad, ansiedad, o angustia debido al cambio de contexto?
24	P	¿Cultural shock?
25	R	Ajá
26	P	Mmm
27	R	Sí, algo que te dio miedo o que no te sentías segura cuando viniste.
28	P	Mmm creo que ir al baño es (+comp) (RP) más (+int) (Adv) difícil (-comp) (E) que Japón. Es que casi siempre (+int) (Adv) baño de México no tiene (-comp) (RP) papel, mmm, a veces tenemos que pagar dinero y algunos cuartos no sirven (-comp) (RP).
29	R	¿Y eso te molesta, te entristece?
30	P	Sí (-Hap) pero, antes sí pero ya me acostumbre
31	R	Ya te acostumbraste ¿Qué te causaba más, molestia o tristeza?
32	P	Apenas, cuando apenas llegué acá no... no me gustó (-hap) (MenP), no me gustaba (-hap) (MenP) besar, besarse. [Mímica]
33	R	De saludo, ¿abrazar?
34	P	Sí, abrazar para saludo
35	R	Oh ¿no te gustaba? ¿En Japón no se hace?
36	P	No. En Japón nunca . (-norm) (-int) (Adv) Entre amigos, entre familia casi nunca (-int) (Adv) no se abrazan, no se besan , (-norm) (MP) como solo entre parejas. Sí.
37	R	¿Ha sido fácil o difícil adaptarte a este contexto, a México?
38	P	Sí, ya me acostumbré. Es que antes también estudié en otro país, España. Los españoles se besan , (+norm) (MP) dos besos, pero acá solo una vez ¿no? Por eso acostumbrarme (+cap) (MenP) muy (+int) (Adv) fácil (E)
39	R	¿Entonces fue fácil?
40	P	Ajá.
41	R	¿Qué tipo de actividades sociales realizas en el lugar donde actualmente habitas? O sea, Puebla. ¿Y cómo estas te han ayudado a mejorar la comunicación? Actividades sociales son como venir a la escuela, ir al gimnasio, salir con amigos.
42	P	Por ejemplo...
43	R	¿Qué es lo que más haces?
44	P	Vivir con alguna, algún mexicano, antes viví con una familia mexicana. Ella, ellos me enseñaban (+cap) (MP) muchas (+qua) (E) cosas típicas de México y ahora, ahora vivo con una mexicana, ella es una maestra de inglés y por eso me, por eso checa mi tarea (+cap) (MP) y me lleva a algún lugar y... cuando vive con mexicano, los mexicanos tengo que hablar , (+cap) (VP) escuchar (+cap) (MP) todo en español por eso...
45	R	Y cosas de salir o así o ir a la escuela o no sé. ¿Te ayudan esas cosas?
46	P	Sí.

47	R	¿Qué es lo que más te ayuda? ¿Venir a la escuela o salir a otro lado?
48	P	Los dos, sí. (+val)
49	R	¿A qué lugares sales?
50	P	¿A qué lugar? Por ejemplo, como... como ciudad de México, Atlixco, este fin de semana voy a ir a Tlaltenango, Tlaxcala y ya visité muchos lugares de México.
51	R	¿Y en donde te han ayudado a hablar más?
52	P	Mmm, en y creo que en salón. (+val)
53	R	¿Donde?
54	P	En salón, escuela (+val)
55	R	¿O sea, en la escuela te ayudan más?
56	P	Sí. (+val)
57	R	¿Por los maestros o por los amigos?
58	P	Los amigos
59	R	¿Los amigos?
60	P	Sí. (+cap)
61	R	¿Consideras que interactuar con personas nativo hablantes del español ha ayudado a mejorar tus habilidades en el idioma?
62	P	Sí. (+val) Es mmm, creo mmm, es que cuando llegué apenas todavía no me acostumbraba (-norm) (MenP) a escuchar lo que dicen (+cap) (VP) los nativos es que muy (+int) (Adv) rápido. (-comp) (RP) (E)
63	R	Ah, muy rápido
64	P	Y tampoco, no sabía (-norm) (MenP) cómo dialecto de Puebla y la manera informal de hablar. Es que en Japón, en Japón nos enseña (+norm) (MP) Español de España.
65	R	¿De España?
66	P	Sí
67	R	¿No de México?
68	P	No, de México
69	R	¿Qué diferencias has encontrado en cuanto a la manera de interactuar de personas que hablan el español y personas que hablan japonés?
70	P	Mmm
71	R	¿Qué diferencias tienen las personas que hablan español y qué diferencias tienen las personas que hablan japonés?
72	P	Creo que los mexicanos siempre (+int) (Adv) preguntan (+norm) (VP) “¿Cómo estás?” “¿Cómo has estado?” “¿Cómo te fue?” alguna cosa pero los japoneses no. (-norm) Y... ¿qué más? Los mexicanos hablan (+norm) (VP) mucho (+int) (Adv) más (+int) (Adv) que nosotros.
73	R	¿Con quienes interactúas diariamente en español? ¿Con quienes hablas diariamente en español?
74	P	Ah, con mis amigos y con mi roomie.

75	R	¿Tienes algún amigo, amigo, amiga, novio, novia, casero, casera, es la persona que te renta la casa o maestro, maestra, o personas con las que te relaciones que te ayuden a mejorar tu español? Alguien que te ayude mucho a mejorar tu español.
76	P	Sí, especialmente mi roomie.
77	R	¿Tu roomie?
78	P	Sí. Mmm, es que ya dije pero ella es maestra por eso, y a ella también le interesa (+ten) (MenP) mucho (+int) (Adv) la cultura de Japón. Por eso siempre (+int) (Adv) me pregunta (+cap) (VP) acerca de Japón, entonces tengo que explicar (+cap) (VP) estas cosas de Japón en español. Sí.
79	R	¿De dónde es tu roomie?
80	P	Es de México.
81	R	¿Cómo describirías tu desempeño al hablar en español con nativo hablantes del español? O sea ¿Cómo crees que hablas el español con personas que hablan español?
82	P	Mmm, sí. Ahora me gusta (+hap) (MenP) mucho (+int) (Adv) es que, pero antes no me gustaba (-hap) (MenP). Tenía un poco (-int) (E) miedo (-incl) (RP) (NG) porque siempre (+int) (Adv) pensaba (+norm) (MenP) cuándo no te, no le entiendo (-cap) (MenP) y no, no podía escuchar (-cap) (MP) bien (+int) (Adv) y no hablaba (-cap) (VP) bien (+int) (Adv) qué tenía que hacer por eso sí tenía miedo (-incl) (RP) (NG). Pero ya lo...
83	R	¿Y tú crees que hablas bien o que hablas más o menos o peor a comparación de cuándo llegaste?
84	P	Mucho (+int) (E) mejor (+cap) (E) que antes pero todavía falta mucho.
85	R	¿Interactúas, o sea, te relacionas con las personas por necesidad o por gusto?
86	P	¿Cómo?
87	R	Necesidad es porque “ay, debo” pero tú no quieres. Y por gusto, es porque te gusta estar con personas mexicanas y así.
88	P	Sí me gusta (+hap) (MenP) pero a veces (int-) (Adv) quiero (+incl) (MenP) hablar japonés.
89	R	Ah, a veces quieres hablar japonés y no hay muchos que hablen japonés ¿verdad?
90	P	No, no.
91	P	¿Has encontrado alguna manera o formula por decirlo así para comunicarte fácilmente en español? Algo que digas “Ah, esto me ayuda para español” “esto me ayuda a aprender español”
92	P	Mmm... por ejemplo, qué, una manera. Con gestos.
93	R	Ah, con gestos.
94	P	Y e inglés.

95	R	Ah, el inglés también lo utilizas.
96	P	Sí.
97	R	¿Recibes ayuda de personas nativo hablantes cuando no puedes comunicarte como quisieras en español?
98	P	Sí. (+cap)
99	R	¿Cómo qué tipo de ayuda?
100	P	Por ejemplo, en la facultad de lenguas hay (+comp) (EP) un mexicano que antes estudio en mi universidad de Japón pero habla (+cap) (VP) japonés muy (+int) (Adv) bien (+int) (Adv). Sí. Él a veces me ayuda. (+cap) (MP) Sí.
101	R	¿Cuáles son los casos en que utilizas el español para comunicarte? O sea, en las situaciones en que utilizas el español para comunicarte aquí en la escuela, en la tiendita, cosas así.
102	P	En la escuela, en tienda, en cómo, cuándo toma camión, taxi y ah, cuando veo película. (+cap) (BP)
103	R	Ah, cuando ves películas.
104	P	Sí. Cuando veo (+cap) (BP) la película de Japón también es que la veo en el subtítulo de español. Ajá.
105	R	¿Qué factores o situaciones te incitan, te motivan a hablar español? ¿Qué te motiva a hablar español?
106	P	Mmm yo quería (+incl) (MenP) ser interprete de turismo en el futuro. Es que acá muchos mexicanos me llevan o invitan (+norm) a su casa propio o alguna ciudad por eso yo también mmm quiero (+incl) (MenP) introducir o estar. [sic]
107	R	¿Cómo tú guía de turismo?
108	P	Sí, sí, sí, sí.
109	R	¿Has usado palabras o frases que hayas escuchado para comunicarte en español?
110	P	Sí
111	R	¿Qué tipo de...?
112	P	Por ejemplo, antes de llegar acá nunca, nunca (int-) (Adv) (Rep) había escuchado (-norm) (MP) como “ahorita” y, eh apenas y... “poblano”
113	R	¿Y de quienes has escuchado esas palabras?
114	P	Ahorita casi todos los mexicanos de aquí dicen, (+norm) (VP) “poblano” me enseñó (+cap) (MP) alguien y ¿qué más?... No, nunca, casi nunca (-int) (Adv) (Rep) uso (+cap) (MP) pero groserías también
115	R	Eso es lo primero que escuchaste creo.
116	P	Y cuando platico con unos amigos mexicanos siempre (+int) (Adv) ellos me preguntan (+norm) (VP) “¿sabes groserías de español?” Por eso.
117	R	¿Ah, por eso?
118	P	Sí

C. Transcript of personal interview: Participant 2

R: Researcher

P: Participant

Turns	Subject	Text
1	R	Ok. Buenas tardes mi nombre es Carolina y esta entrevista es para la tesis, para maestría y son unas cuantas y me puedes contestar como tu consideres, como te sientas y... ¿cuál es tu nombre?
2	P	Me llamo “participant 2”
3	R	Mitsuki Kano... ¿cuántos años tienes?
4	P	Tengo 20
5	R	¿De dónde eres?
6	P	Soy de Japón
7	R	De Japón... Bueno, vamos a empezar con el primer bloque
8	P	Sí, sí
9	R	¿En qué situaciones se te ha facilitado o dificultado comunicarte en español?
10	P	Por ejemplo, hablando
11	R	¿Hablando... se te dificulta o se te facilita?
12	P	Pues japonés es creo que muy (+int) (Adv) dificultad [sic] (-comp) (NG acting as an epithet) (RP) para comunicar con mexicanos porque japonés no tiene (-comp) (RP) mucha (+qua) (E) vocabulario.
13	R	¿No?
14	P	No, entonces solo (-int) (Adv) puedo escribirlo (+cap) (MP) o gramática nada más. No tiene (-comp) (RP) un vocabulario entonces para hablar, es (+comp) (RP) muy (+int) (Adv) difícil (E) para japonés.
15	R	¿Ah, para hablar?
16	P	Sí
17	R	Ah ok. ¿Cuáles son las diferencias o similitudes, algo que se parezca o no entre tu lengua materna que es el japonés y el español que te ha facilitado la comunicación? O sea, cosas que se parezcan que te ayuden y cosas que no, que no te ayudan
18	P	Creo que no, no ayuda (-val) (MP) nada (-int) (Adv) japonés para aprender español porque español por ejemplo “rr... erre o ele” casi no utiliza (-comp) (MP) japonés. Entonces como muy (+int) (Adv) difícil para hablar (-cap) (RP) con nativos, con mexicanos.
19	R	Oh
20	P	Sí, muy (+int) (Adv) diferente (-comp) (E) (RP) como sonido, pronunciación, todo.

21	R	¿Y cosas que sean fáciles? Que creas que se parezcan
22	P	Mmmm a veces hay español como parece (+comp) (MP) inglés eh. Como no sé “chocolate/chocolate”. Entonces japoneses estudiar (+norm) (MP) mucho (+int) (Adv) inglés, entonces a veces si entiende (+cap) (MenP) más (+int) (Adv) parecido (+comp) (E) (RP) con el inglés.
23	R	Oh, se te facilita más con el inglés, o sea en la redacción
24	P	Ajá, así, así
25	R	Al llegar a México ¿has experimentado algún tipo de inestabilidad o ansiedad o angustia debido al cambio de contexto, o sea debido al cambio de lugar? De donde tú vivías y luego cambias a México. ¿Se te ha dificultado o te ha dado así como que miedo?
26	P	Sí, Sí. Tuve mucha experiencia, por ejemplo tengo miedo (-incl) (MenP) (NG). Por ejemplo, cuando me subo ruta como “¿Dónde está ladrón?” (-sec) (MenP) como así. También como muy (+int) (Adv) diferente (-comp) (E) económico, económico ¿no? Por ejemplo, es como un poco grosero pero México como hay (+comp) (EP) pobreza ¿no? En Japón casi no , (-comp) por ejemplo en calle como me piden (+norm) (MP) dinero ¿no? Como muy, muy (+int) (Adv) raro (-norm) (E) para Japoneses, entonces como me siento como muy (+int) (Adv) feo (-hap) (MenP) (E) como México todavía hay (+comp) (EP) pobreza Japón esta como muy (+int) (Adv) bueno (+reac) (RP) (E working as an adverb) económico entonces es muy (+int) (Adv) diferente . (+comp) (E) Pero todos los gentes es (RP) muy (+int) (Adv) amable (+norm) (E) y alegre (+norm) (RP), es también muy (+int) (Adv) diferente (+norm) (E) por ejemplo japonés muy (+int) (Adv) tímido , (-norm) (E) muy (+int) (Adv) cerrado , (-norm) (E) mexicanos todos muy (+int) (Adv) alegres (+norm) (E) y eso.
27	R	Ok. Y alguna otra cosa por... ¿no te ha dado así como que inestabilidad o miedo cuando empezaste a hablar o así como trato a la gente?
28	P	Ah todos están [sic] (RP) muy (+int) (Adv) amables (+norm) (E) porque cuando llegué a México no hablé (-cap) (VP) nada (-int) (Adv) de español pero todos están como hablaba (VP) (+norm) más , (+int) más (+int) (Adv) (Rep) claro (E acting as an adverb) conmigo entonces poco a poco aprendí (+cap) (MenP) también me enseñaron (+cap) (MP) muchas (qua+) (E) groserías.
29	R	Ok. ¿Ha sido fácil o difícil adaptarte a este contexto, a México se te ha sido fácil o difícil?
30	P	Para mí creo que fácil (+comp) (E) porque a mí no me gusta (-hap) (MenP) como cultura de Japón por ejemplo un poco (-int) (E) cerrado (-comp) (E) lo sientes (MenP) un poco (-int) (Adv) cerrado , (E) como muy (+int) (Adv) individual (-comp) (E) pero México muy

		(+int) (Adv) alegre (+comp) (E) y muy, muy (+int) (Adv) (Rep) amigable (+comp) (E) entonces también para conseguir (+cap) (MP) amigos no hice muy, muy (int+) (Adv) (Rep) difícil . (E)
31	R	¿Y qué tipo de actividades sociales realizas en el lugar donde habitas, o sea aquí en Puebla y como estas te han ayudado a mejorar la comunicación en español? O sea, a actividades sociales me refiero a salir por ejemplo fiestas, la escuela y si como te han ayudado para que hables el español.
32	P	Ah como, sí yo también ya fui (+cap) (MP) muchas (+qua) (Adv) veces fiesta, sí, también como en fiesta hay (+comp) (EP) muchas (+qua) (E) gentes ¿no? entonces conocimos (+cap) (MenP) muchas (+qua) (E) gentes nuevas (+int) (E) y hablamos (+cap) (VP) muchos (+int) (Adv) español, también aprendí (+cap) (MenP) muchos (+qua) (E) vocabularios entonces cuando no salgo afuera como fiesta o con mis amigos también aprendo (+cap) (MenP) mucho (+int) (Adv) más (+int) (Adv) vocabulario. Mejor, individual, mejor salgo (+cap) (MP) fiesta o así a aprender (+cap) (MenP) más , (+int) (Adv) sí.
33	R	¿Piensas que aprendes más?
34	P	Sí, cuando salgo con mis amigos
35	R	¿Qué cuando estás en el salón?
36	P	Ajá, individual no. No puedo aprender (-cap) (MP) mucho (+int) (Adv).
37	R	Te cuesta un poquito. Ok. Bueno, vamos con el segundo bloque que es este azul. Interacción. ¿Consideras que interactuar, que relacionarte con otras personas nativo hablantes, o sea las que hablan español ha ayudado a mejorar tus habilidades en el idioma?
38	P	¿Idioma japonés?
39	R	No, el español. O sea, convivir con mexicanos te ha ayudado o no a mejorar tu idioma español.
40	P	¡Ah! Sí, sí, sí, sí . (+int, rep) (Rep) Yo la vivo con familia mexicanos y también este me enseñan (+cap) (MP) muchas (+int) (Adv) cosas por ejemplo entre historia cultura o como comida, entonces aprendí (+cap) (MenP) muchas (+qua) (E) cosas de México, también español.
41	R	Ah, vives con una familia... ¿y ellos como que han enseñado?
42	P	Mmm por ejemplo comida. Yo no conocía (-cap) (MenP) comida de México, entonces típico por ejemplo tacos, algo así, todo me enseño (+cap) (MP) y también. También a veces como cuando viajo a México este me recomiendan (+cap) (MP) como aquí Chiapas está muy (+int) (Adv) bonito (+reac) (RP) (E) como así muchos lugares.
43	R	Yo soy de Chiapas
44	P	¿Ah sí?
45	R	Sí ¿Ya fuiste?

46	P	No todavía pero estoy planeando para ir Chiapas.
47	R	Ah, cuando quieras.
48	P	Está un poco muy lejos ¿sí?
49	R	Sí, un poquito. Bueno, que diferencia has encontrado entre la manera de interactuar de las personas que hablan español y las personas que hablan en japonés? O sea ¿es muy diferente en cómo se... como viven, como se relacionan las personas japonesas a las mexicanas?
50	P	Por ejemplo, cuando yo vivo México como para ganar mmm creo que yo cuando vengo a México, como un poco (int-) tenía miedo (-incl) (MenP) como puedo conseguir amigos mexicanos pero los mexicanos muy (+int) amigables, (+norm) (RP) (E) ya te dije y también mexicanos muy, (int+) (Adv) muchas (qua+) (E) eh muchas (+qua) (E) mexicanos interesa (+hap) (MenP) Japón por ejemplo cultura, comida, sushi, como anime. Entonces todos me preguntaron (+norm) (VP) “¿eres de Japón?” me preguntó (+norm) (VP) cultura, anime, comida, entonces como para ganar (+val) (MP) relación como amigos esta no, no tan (+int) (Adv) difícil (+comp) (E) (RP) como... está (+comp) (RP) muy (+int) (Adv) fácil (E)
51	R	Ah... Entonces son en base a temas de interés y más en lo de anime y eso.
52	P	Ajá. Sí, sí, sí, sí.
53	R	Am ¿Las personas con las que interactúas diariamente o semanalmente hablan español? O sea, en tu familia hablan español.
54	P	Este, mi mamá es mexicana. Mi mamá es mexicana.
55	R	¿Tu mamá es mexicana?
56	P	Sí, entonces cuando estuve en Japón mi mamá solo (-int) (Adv) hablaba (+norm) (VP) japonés entonces yo hablo (+norm) (VP) japonés ¿no? Entonces solo (-int) (Adv) hablaba (+norm) (VP) japonés, japonés. A veces (-int) (Adv) me hablaba (+norm) (VP) español, entonces pero casi como “báñate” como algo muy (int+) fácil, (+comp) (RP) (E) entonces...
57	R	Muy corto
58	P	Sí. No puedo hablaba (-cap) (VP) bien (-int) (Adv) español y cuando vine aquí, aprendí (+cap) (MenP) más, (+int) (Adv) más (+int) (Adv) y más. (+int) (Adv) (Rep)
59	R	¿Y crees que por eso se te facilitó?
60	P	Para mí sí. Creo que mi mamá es mexicana entonces un poco conocía (+norm) (MenP) como cultura, comida, palabra. Un poquito (+int) (Adv) pero...
61	R	Oh, ya. ¿Las personas con las que convives diariamente te inspiran o motivan a aprender y comunicarte en español? ¿Te echan porras?

62	P	Sí. Mmm sí, como yo vivo con mis, es como familias mexicanas también como me tratan (+norm) (MP) como hijo, entonces como, por ejemplo me enseñan (+cap) (MP) muchas (+qua) (E) cosas “¿ya vas a ir clase?” no falte clase, como si me hace presión pero es (+reac) (RP) muy (+int) (Adv) buena (E) cosa ¿no? Como para buena relación.
63	R	Se preocupan por ti.
64	P	Ajá.
65	R	¿Tienes algún amigo, amiga, novia, este casero, que es el que este te da la casa o maestro o personas con las que te relaciones que te ayuden a mejorar tu español?
66	P	Sí. Mis amigos me ayudan (+cap) (MP) muchas (+qua) (E) tareas o cuando no le entendo [sic] al español como que significa, como me enseñan (+cap) (MP) muchas (+int) (Adv) cosas también es (+comp) (RP) como más (+int) (Adv) fácil. (E)
67	R	¿Y los maestros?
68	P	También muy , (+int) (Adv) muy (+int) (Adv) paciente (+norm) (RP) (E) para extranjeros. Por ejemplo, yo de intercambio ¿no?, entonces a veces no le entiendo (-cap) (MenP) vocabulario o como no sé qué dice, entonces después cuando termino clase voy a preguntarle a maestro y me explica , (+cap) (MP) más (+int) (Adv) fácil , (+int) (Adv) más (+int) (Adv) clara , (+int) (Adv)
69	R	¿Cómo describirías tu desempeño al hablar el español con nativo hablantes? ¿Tú crees que hablas bien cuando platicas con los mexicanos o que hablas mal o que si eres este... como te diré?
70	P	¿Ah, yo como siento? Sí, todavía falta mucho pero sí comunico (+cap) (VP) pero creo que estoy equivocando gramática o todavía falta vocabulario entonces sí quiero decir como así pero no, no tengo (-norm) (RP) vocabulario entonces no puedo comunicar (-cap) (VP) bien (+int) (Adv) con nativos.
71	R	¿Pero se te ha hecho un problema grande con eso o es solo poquito?
72	P	No, es un poquito , (-int) (Adv)
73	R	¿Te gusta interactuar por gusto o por necesidad?
74	P	¿Qué es interactuar?
75	R	Relacionarte con las personas, hablar, salir... ¿Sí te gusta?
76	P	Sí
77	R	¿Has encontrado alguna manera o fórmula para comunicarte fácilmente en español? Así como que pistas para decir cosas más fáciles, o que se te facilite más hablar... Así como que piensas en algo y eso hace que se te facilite hablar español.
78	P	Mmm, por ejemplo...

D. Transcript of personal interview: Participant 3

R: Researcher

P: Participant

Turn	Subject	Text
1	R	Hola ¿me puedes decir cuál es tu nombre?
2	P	Me llamo “participant 3”.
3	R	¿De dónde vienes?
4	P	Soy de Japón.
5	R	¿Y qué nivel de español estás cursando?
6	P	El cinco.
7	R	Gracias. Bueno, vamos a empezar con la primera pregunta. ¿En qué situaciones te ha facilitado o dificultado comunicarte en español?
8	P	Mmmm, muy (+int) (Adv) difícil (RP) (-comp) (E) por mí... ¿por qué?
9	R	aja
10	P	Porque mmm, no, este, yo lo conozco (+cap) (MenP) poquito (-qua) (E) palabras, pues oh, mmm no puedo explicar (-cap) (VP) todo.
11	R	¿Cuáles son las diferencias o similitudes que has encontrado entre tu lengua materna, que es el japonés, y el español, en la comunicación?
12	P	Ammm ¿cómo?
13	R	Como que cosas son iguales entre el español y el japonés o que cosas son diferentes, entre el español y el japonés que te han ayudado o no
14	P	¿Qué, diferente?
15	R	¿o iguales?
16	P	Así, igual pero en Japón tienen que usar (+norm) (MP) así “usted”
17	R	Ah, usted
18	P	Si, los japoneses no usan (-norm) (MP) “tú” o sí... porque mmm si yo soy más mayor este, otras personas tienen que , (+norm) (MP) por mí “usted”.
19	R	Al llegar a México ¿experimentaste así un cambio, una inestabilidad, ansiedad debido a que cambiaste de contexto, de lugar?
20	P	Ah... ¿cultural shock? En Japón, por ejemplo en la clase mmm por ejemplo los profesores y maestros mmm vienen (+norm) (MP) a tiempo, horario, no, viene (-norm) (MP) tarde, este, antes también.
21	R	¿Y eso te molesta, o te hace sentir así como mal de que llegue tarde?
22	P	Poquito mal, sí yo creo un poquito mal.
23	R	¿Am que tipo de actividades sociales de entretenimiento realizas en el lugar donde habitas?
24	P	No puedo entender esto perdón

25	R	¿Cómo que actividades por ejemplo fiestas o reuniones, este asistes, vas y te han ayudado en tu comunicación en español?
26	P	Ah... este, mmm hay una fiesta o, y... sí hay una fiesta. (+val) (EP) Me ayudó (+val) (MP) mucho. (+int) (Adv)
27	R	¿Y la escuela?
28	P	La escuela también, (+val) un bar también. (+val)
29	R	¿Consideras que interactuar con personas nativo hablantes del español con los mexicanos te ha ayudado a mejorar tu español, tus habilidades?
30	P	Sí (+val)
31	R	¿Por qué?
32	P	Porque mmm cuando yo, este yo, español tarea de español, yo entonces mm los mexicanos me ayudan (+norm) (MP) mucho. (+int) (Adv)
33	R	¿Qué diferencias has encontrado en cuanto a la manera de interactuar, de llevarse de las personas que hablan en español y las que son de donde naciste de dónde vives en Japón?
34	P	Otra vez...
35	R	¿Qué diferencias has encontrado entre la manera de interactuar, de ser de las personas de, am que hablan el español y personas que hablan tu lengua materna?... ¿Que las personas que hablan japonés, las personas que hablan español como crees que ellos se desenvuelven en sus lugares, de donde viven, es muy diferente entre los dos, entre aquí y allá? ¿La interacción como se llevan? Aja, o sea ¿cómo se relacionan con las demás personas es muy diferente como hacen amistades como, no sé, como se lleva, como, como te diré... como las personas hacen sus relaciones con otras personas acá y allá, es diferente o es igual?
36	P	¿Es igual? Mmm, es igual, es igual (+norm)
37	R	O sea, las personas en Japón, ha... hacen como cosas diferentes cuando están en lugares de entretenimiento por ejemplo fiestas, la escuela ¿Cómo se comportan?
38	P	Ah... ah sí, igual, (+norm) mm sí.
39	R	Bueno pasamos a la... ¿las personas con las que convives diariamente te ayudan, o te inspiran o te motivan a comunicarte en español?
40	P	Sí (+cap)
41	R	¿Por qué?
42	P	Porque... porque las profesoras me ayudan. (+cap) (MP)
43	R	¿Cómo te ayudan?
44	P	Ah, este, los mexicanos me explican (+cap) (VP) muy (+int) (Adv) bien. (+int) (Adv)
45	R	¿Cómo crees que es tu desempeño al hablar el español con los mexicanos? ¿Tú crees que hablas bien español o tú crees que hablas mal?
46	P	Ah sí, ah

47	R	¿O más o menos?
48	P	Mmm más o menos (+cap) pero bueno por mí, porque mmm en México puedo estudiar (+norm) (MP) muchas (+qua) (E) palabras. Por ejemplo, mmm en universidad de Japón no estudio (-norm) (MP) mmm palabras de México por ejemplo “ahorita” “chiquita” no estudio , (-norm) (MP) no puedo estudiar (-norm) (MP) en japonés, en Japón.
49	R	Ok, em ¿Interactúas por necesidad o por gusto, o sea te relacionas con las personas porque te gusta o porque tienes que hacerlo?
50	P	Am, me gusta , (+hap) (MenP) sí, me gusta (+hap) (MenP) mucho . (+int) (Adv)
51	R	¿Por qué te gusta?
52	P	Porque mmm puedes decir (+cap) (VP) varias cosas, por ejemplo, espera... puedo hacer (+cap) (MP) varias (+qua) (E) cosas, este, ah este actividades sociales, deportes.
53	R	Am, o sea que ¿te gusta o no hacer amistades con las personas mexicanas?
54	P	Sí, me gusta , (+hap) (MenP) sí
55	R	¿Por qué te gusta? ¿Por qué te gusta hacer amistades con los mexicanos?
56	P	Am..
57	R	¿O sea, como son?
58	P	Es muy (+int) (Adv) divertido (+reac) (EP) (risas) sí.
59	R	¿Has encontrado alguna manera o formula por así decirlo de comunicarte en español fácilmente? Así como que...
60	P	Poquito difícil
61	R	Así como que has encontrado como una pista o una manera de comunicarte fácilmente, así que digas “ah, voy a hacer esto y se me va a hacer fácil entender el español”
62	P	Am, formula. Por decirlo, ah ¿Qué significa esto?
63	R	Es como una cosa figuradamente, oh, omítelo. ¿Has encontrado alguna manera o fórmula para comunicarte en español? O sea ¿has encontrado algo fácil para comunicarte en español?
64	P	Mmm, muy difícil
65	R	Pero una forma para comunicarte fácilmente. Por ejemplo, yo en inglés para comunicarme fácilmente identifico la estructura de las oraciones o utilizo mis manos para poder comunicarme rápido.
66	P	Por ejemplo, las manos, las, movimientos de manos te ayudan (+val) (MP) a mí comunicación mucho . (+int) (Adv)
67	R	¿Recibes ayuda de los mexicanos cuando no puedes comunicarte en español?
68	P	¿Como?

69	R	¿Recibes ayuda de las personas nativo hablantes que son los mexicanos cuando no puedes comunicarte en español, cuando quieres decir algo en español? ¿O sea, ellos no te ayudan?
70	P	Sí, sí, sí. (Rep) me ayudan. (+cap) (MP) sí, sí, sí. (Rep)
71	R	¿Cómo te ayudan?
72	P	Am, este me explica (+cap) (VP) más (+int) (Adv) fácil (+int) (Adv) y otra palabra.
73	R	¿Cuáles son los casos en que utilizas más el español? ¿En qué ocasiones utilizas más el español para comunicarte? ¿O en qué situaciones?
74	P	Por ejemplo...
75	R	O sea, en tu casa, aquí en la escuela, para comprar algo, para ¿en qué?
76	P	En mi casa, mi familia habla (+cap) (VP) español, sí, con mi familia, mucho. (+int) (Adv)
77	R	Cuando vas a la tienda o cosas así
78	P	Ah sí, tienda en la calle también.
79	R	¿Y qué es lo que te motiva a hablar en español? Que te hace decir “Oh, voy a hablar en español para decir esto” ¿Qué es lo que te motiva, que es lo que te...?
80	P	¿Lo que te motiva?
81	R	Como lo que te alienta, motiva...
82	P	Motiva, sí, lo que motiva
83	R	Una razón
84	P	Con ¿por qué? Mmm en futuro quiero (+incl) (MenP) trabajar en México, por eso, mmm quiero hablar (+sat) (MenP) español mucho (+int) (Adv) y quiero entender (+sat) (MenP) español más, (+int) (+Adv) sí.
85	R	Ah pero porque quieres trabajar
86	P	Sí.
87	R	¿Has usado palabras que has escuchado o que tus amigos de acá dicen para comunicarte? O sea las palabras que escuchas ¿las utilizas?
88	P	Aja, sí
89	R	Pero ¿las utilizas y sabes su significado?
90	P	Sí.
91	R	¿Entiendes de lo que están hablando?
92	P	Sí.
93	R	Am, ¿en tu salón de clases es fácil o difícil comunicarte en español?
94	P	Es muy (+int) (Adv) difícil (-sec) (RP) (E) porque, mmm yo no sé (-cap) (MenP) varias (+qua) (E) palabras y varias (+qua) (E) frases por eso no puedo explicar (-cap) (VP)
95	R	Y... ¿Qué tipo de actividades te ayudan en el salón de clases para practicar tu español y relacionarte con las personas? ¿Hay actividades que haga tu maestro o algo así? ¿Qué te han ayudado en la vida real?

96	P	Por ejemplo tarea, este, no puedo hacer (-cap) (MP) tareas solo yo por eso los maestros y otras personas este me ayudan (+cap) (MP) mucho . (+int) (Adv)
97	R	Ok ¿con quienes de tus compañeros hombres o mujeres, este, hablas más el español? ¿Por qué?
98	P	Porque, am...
99	R	¿Solo porque sí o porque te relacionas mejor con los hombres o con las mujeres? ¿Te caen mejor o te caen bien los hombres?
100	P	Los hombres, este con los hombres es más (+int) (Adv) fácil (+sec) (E) (RP) que otro, que con mujeres, más (+int) (Adv) fácil . (+sec) (E) (RP)
101	R	¿Por qué, porque son más...? Porque son menos nerviosos ¿dices?
102	P	Sí, sí, sí , (Rep) poquito (-int) (Adv)
103	R	O sea, ¿las mujeres son más nerviosas?
104	P	Poquito (-int) (Adv)
105	R	¿Cómo consideras tu aprendizaje en español en un salón acá en México?
106	P	¿Aprendizaje?
107	R	¿Tú crees que es bueno aprender español en un salón de clases acá en México?
108	P	Sí, sí , (Rep) Muy (+int) (Adv) bueno . (+val) (RP) (E) Por ejemplo, en Japón, clase de español, en clase de español mi maestra habla (+norm) (VP) japonés pero aquí no puedes usar (-cap) (MP) japonés, o tienen que hablar (+cap) (VP) español, por eso tiene que estudiar (+norm) (MP) más (+int) (E) palabras otras frases pero muy (+int) (Adv) difícil . (-comp) (E)
109	R	Ok ¿por qué decidiste estudiar español en México?
110	P	En México este quiero trabajar (+incl) (MenP), en México en el futuro.
111	R	¿Y por qué más, te gusta, la cultura, o las personas mexicanas son buenas personas?
112	P	Sí , (+hap) este culturas y personas, y los mexicanos son muy amables (+norm) (RP) y por, los, las extranjeras, mucho . (+int) (Adv)
113	R	¿Y los lugares de México, te gustan o no?
114	P	El lugar de peligroso, no me gustan (-hap) (MenP) (risas). Tengo miedo . (-sec) (MenP) (NG)
115	R	¿Qué te ha ayudado de la cultura mexicana para comunicarte en español?
116	P	Cultura...
117	R	Aja... cultura. O las cosas que hacen lo mexicanos que te han ayudado para comunicarte en español. Por ejemplo, día de muertos...
118	P	Ah sí . (+val) 15 de septiembre
119	R	Aja, aja, todo eso es cultura ¿Cómo te ha ayudado para comunicarte en español?
120	P	¿Como?

E. Transcript of personal interview: Participant 4

R: Researcher

P: Participant

Turns	Subject	Text
1	R	Hola, buenas tardes. ¿Me podrías decir cuál es tu nombre?
2	P	Me llamo “participant 4”
3	R	Am, vamos a empezar son cuatro bloques de preguntas y el primero trata sobre contexto, o sea México y la primera pregunta es ¿en qué situaciones se te ha facilitado o dificultado comunicarte en español y por qué?
4	P	Am, cuando estoy con mis amigos como, en el lugar muy ruidoso como antro o en la escuela o en aula como así es un poco (-int) (E) difícil (E) entender (-cap) (MenP) lo que dicen mis amigos y cuando estoy sola con mis amigos salgo. Mis amigos mexicanos, españoles ellos siempre (+int) (Adv) platican (+norm) (VP) mutuamente y ¿por qué? Porque es más (+int) (Adv) fácil (+comp) (Adv) (E) (RP) para ellos pero yo casi nunca (-int) (Adv) entiendo. (-cap) (MenP) Solo (-int) (Adv) platican, (+norm) (VP) solo, solo he escuchado (-cap) (MP) nada más.
5	R	¿Cuáles son las diferencias o similitudes que has encontrado entre tu lengua materna o sea, el coreano y el español que ha facilitado o no la comunicación en español?
6	P	Mmm, por ejemplo la letra “r” o doble “x” algo así, en coreano no hay, (-comp) (EP) no hay (-comp) (Rep) (EP) pronunciación de esas letras y era un poco (-int) (E) complicado (-comp) (E) (RP) para mí, al principio y también la gramática es totalmente (+int) (Adv) diferente (-comp) (E) entre coreano y español, sí, por eso es, es bien (+int) (Adv) complejo. (-comp) (E)
7	R	¿Y a la hora de hablar, o sea oralmente?
8	P	Ajá
9	R	Algo que se te dificulte o...
10	P	¡Ah! Porque en México hay (+comp) (EP) muchos (+qua) (E) modismos (Nominal group) más (+int) (Adv) que, más (+int, rep+) (Adv) que españoles y en corea en la clase nadie me enseñaron (-cap) (MP) como groserías o algo así, por su puesto. Por eso, por eso es dificultad [sic]. (-comp) (RP) (NG acting as an epithet)
11	R	¿Al llegar a México, am has experimentado algún tipo de inestabilidad, ansiedad o angustia debido al cambio de contexto?
12	P	Mmm
13	R	Que te hayas sentido mal o...

14	P	Sí, sí, sí. (rep) Por ejemplo, todos me gritan , (- norm) (VP) no gritan (+norm) (VP) todos me dicen (+norm) (VP) como “hola chino” “nijao” o japonés “conichihua” aunque soy coreano y sí, sí es como un tipo de interés para expresar (+cap) (VP) su interés para mí como extranjera y asiática pero al principio me molestaba (-hap) (MenP) mucho (+int) (Adv) porque no soy ese tipo de, no soy japonés o china, es un poco...
15	R	¿Y alguna otra cosa o solamente eso?
16	P	Otra cosa... por ejemplo yo cuando viaje a ciudad de México solita por la noche cuando yo andaba sola era un poco , (-int) (E) fue un poco (-int) (E) miedo , (-incl) (NG) me da miedo , (-incl) (NG) sí. Aunque ahorita, ahorita yo sé cómo no es tan (+int) (Adv) peligrosa (+comp) (RP) (E) la ciudad de México pero al principio sí.
17	R	¿Ha sido fácil o difícil adaptarte a este contexto, a México?
18	P	Mmm, de hecho... de hecho me encanta (+hap) (MenP) México y ya estoy totalmente acostumbrada (+norm) (MenP) pero al principio era un poco (-int) (E) difícil (-sec) (MenP) porque es (RP) totalmente (+int) (Adv) diferente (-comp) (E) costumbre, si también como raíz o persona, todo así.
19	R	¿Qué tipo de actividades sociales realizas0 en el lugar donde actualmente habitas, o sea Puebla, y como estas te han ayudado a mejorar la comunicación en español? A actividades sociales me refiero como a fiestas, o al gimnasio...
20	P	Ah, sí, me ayudan (+cap) (MP) muchos (+qua) (Adv) mis amigos que, que le interesa (+ten) (MenP) la cultura asiática especialmente la facultad de lenguas hay (+comp) (EP) muchas , muchos (+qua) (E) estudiantes como así y siempre (+int) (Adv) me dicen (+cap) (VP) primero “hola ¿de dónde eres?” “ah, coreano, oh bla, bla, bla” por eso me anima (+sat) (MenP) mucho . (+int) (E)
21	R	¿Y cómo que actividades haces, o sea, para salir, cuando sales?
22	P	Sí, sí . (rep) Especialmente hay un grupo de Facebook para intercambio estudiante intercambio, allá hay (+comp) (EP) muchos (+int) (E) estudiantes de otro estado de México y siempre, creo que cada casi cada jueves salimos (+cap) (MP)
23	R	Salen, ah ¿y eso te ayuda con el español?
24	P	Mmmjum, porque ellos siempre (int+) (Adv) me enseñaron (cap+) (MP) la grosería, me enseñan (cap+) (MP) mucho (int+) (Adv)
25	R	Eso enseñan mucho los mexicanos... a ver, bueno segundo bloque. ¿Consideras que interactuar con personas nativo hablantes, o sea mexicanos del español ha ayudado a mejorar tus habilidades en el idioma?
26	P	Mmm sí, no, más o menos porque algunas, como cuando yo, yo hablo , (+cap) (VP) hablo (+cap) (VP) mal (-int) (Adv) gramáticamente unos amigos me enseñaron (+cap) (MP) “ah, es correcto” o “no es cierto”

		(+comp) (E) algo así pero, pero la mayoría de mis amigos no lo, no lo aceptan (-cap) (MP) solo ah, pasa, pasa, pasa porque ellos pueden entender (+cap) (MenP) lo que me digo, lo que, lo que digo . (+cap) (VP)
27	R	¿Qué diferencias has encontrado en cuanto a la manera de interactuar entre personas que hablan el español y personas que hablan tu lengua materna que es el coreano? Diferencias en cómo se relacionan, como hacen amigos o cómo se comportan.
28	P	Por ejemplo, yo tengo mi opinión, los mexicanos se expresan (+norm) (VP) mucho (+int) (Adv) como sobre su amor o pensamiento, especialmente en la clase por ejemplo todos dis... todos están discutiendo (-norm) (VP) contra, contra el profesor o sus compañeros pero en corea casi todos callados , (+norm) (VP) tranquilos (+norm) (RP) (E) pero aquí en México es muy (+int) (Adv) actividades [sic] (+comp) (RP) (NG acting as an E)
29	R	¿Y es diferente por ejemplo hacer amigos? Así de que...
30	P	Ah...
31	R	Hacer una amistad
32	P	Ah por, sí por ejemplo como en México entre amigos también se usa (+norm) (MP) muchas (+int)... expresan (+cap) (VP) muchos (+int) (Adv) amores, sí, o abrazo o besito algo así, es un tipo de diferencia entre coreanos
33	R	Allá en corea no (-norm)
34	P	Sí
35	R	¿Con quienes interactúas diariamente o semanalmente en español? ¿Con quienes hablas, con quienes convives y hablas en español?
36	P	Con mis amigos mexicanos
37	R	¿Vives con alguna familia o vives tu sola?
38	P	Ahorita vivo en un departamento compartido con siete chicas de México pero ellas son muy (+int) (Adv) estudiosas (+norm) (RAP) (E) o trabajadoras , (+norm) (RAP) (E) por eso yo casi nunca (-int) (Adv) he visto (+cap) (BP) en la, en el departamento solo saludamos (+cap) (MP) y despedimos (+cap) (MP) nada más (-int) (Adv)
39	R	Y... cuando dices amigo ¿es aquí en la escuela?
40	P	Mmmjum
41	R	¿Con tus amigos de acá de la escuela?
42	P	Mmmjum, en la escuela, en la escuela o como las personas de intercambio contacto con o Facebook
43	R	¿Las personas de intercambio son de todos los países o solo de acá?
44	P	Mmm, no. De otros países latino americanos u otro estado, casi, la mayoría es de otro estado de México como, como Sinaloa, Baja California...

45	R	Ah ya. ¿Tienes algún amigo, amiga, novio, este casero es el que cuida la casa y así el que te da la renta, maestro, maestra o personas con las que te relaciones que te ayuden a mejorar tu español?
46	P	Sí.
47	R	¿Alguien que te ayude mucho?
48	P	Mmm, sí (+cap) mis amigos y también ahorita estoy trabajando (+cap) (MP) en un restaurante mexicano y como, una cocinera y el jefe me ayuda (+cap) (MP) mucho para aprender las palabras de cocina, por ejemplo... ah, ahorita no me recuerdo bien pero por ejemplo como “tabla”, como “olla”, “cuchio”, “esta actividad es picar”, algo así, sí me ayuda (+cap) (MP) mucho (+int) (Adv)
49	R	¿Y eso te ayudó?
50	P	Sí, sí. (rep) Porque como las palabras de cocina es muy (+int) raro (-comp) (RP) (E) y como, como en el diario yo casi nunca (-int) he usado (+cap) (MP) estas, este tipo de palabras por eso es muy (+int) bueno , (+val) muy (+int) bueno (+val) (E) experiencia para mí.
51	R	¿Cómo describirías tu desempeño al hablar en español con nativo hablantes? ¿Tú crees que hablas bien español, tú crees que te falta un poquito o ahí vas?
52	P	Más o menos pero sí estoy bien (+int) (Adv) comunicada (+cap) (VP) con mis amigos con español pero yo creo que todavía me falta (-cap) mucho (-int) (Adv) porque por ejemplo la gramática o las palabras más difíciles como electrónica o cocina o médico, algo así. Por eso yo creo que todavía me falta (-cap) mucho . (-int) (Adv) Yo quiero (+inc) (MenP) dominar (MP) el español.
53	R	¿Interactúas por necesidad o por gusto? ¿O sea, pláticas, sales así con las personas mexicanas por qué quieres o por qué debes?
54	P	Ah, de hecho mitad y mitad . (-cap) Yo tengo que aprovechar la oportunidad de vivir (+cap) en México por eso aunque estoy cansada ya quiero (+ten) (MenP) descansar yo hablo (+cap) (VP) siempre (+int) (Adv) español, intento.
55	R	¿Ha encontrado alguna manera o formula por decirlo así para comunicarte fácilmente en español?
56	P	Ah, por ejemplo yo reviso (+cap) (MP) mucho (+int) (Adv) los mensajes entre mis amigos y yo, porque ellos usan (+cap) (MP) muchas , (+int) muchas (+int) (E) (Rep) oraciones más (+int) (Adv) útiles (RAP) (+val) (E) y más (+int) (Adv) mexicano (E) por eso yo lo reviso (+cap) (MP) mucho (int+) (Adv) y me ha ayuda (+val) (MP) mucho (+int) (Adv) también.
57	R	¿Ah, recibes ayuda de personas mexicanas, nativo hablantes cuando no puedes comunicarte como quisieras en español? ¿Qué tipo de ayuda? ¿Cómo te ayudan?

58	P	Ah... es una experiencia cuando yo viaje a cuba, también, también allá como hablan (+norm) (VP) español. Y un cubano me ayudó (+cap) (MP) mucho (+int) (Adv) para, sí para tomar avión porque está bien complicado y el creía (+cap) (MenP) que yo no podía hablar (-cap) (VP) español por eso yo como así nada más, por eso me ayudó (+cap) (MP) mucho . (+int) (Adv) Pero ahorita no recuerdo bien que experiencia en México pero sí existe.
59	R	¿Cuáles son los casos en los que usas el español para comunicarte?
60	P	Am...
61	R	¿Cuándo estas en la tienda, escuela o...?
62	P	Para vivir todo ¿para vivir? ¡Para sobrevivir! (norm+) Tengo que comer , (+norm) (MP) tengo que tomar (+ norm) (MP) camión para regresar a casa.
63	R	¿Qué factores o situaciones te incitan o motivan a hablar el español? ¿Qué es lo que te hace “ah, voy a hablar español”?
64	P	¿En México?
65	R	Sí ¿O que te hizo querer aprender español?
66	P	Mmm, no sé... De hecho, cuando yo tenía 17 años, como hace, hace cuatro años yo quería aprender (+ten) (MenP) español pero aun no sé porque yo quería aprender español, (+ten) (MenP) por eso, por eso no sé.
67	R	¿Solo te gustaba?
68	P	Me gusta , (+hap) (MenP) me encanta (+hap) (MenP) el sonido del español.
69	R	¿Has usado palabras o frases que hayas escuchado para poder comunicarte en español?
70	P	Mmm...
71	R	Cosas que hayas escuchado con tus amigos, con personas que conoces, con la tele...
72	P	Por ejemplo, como... antes yo siempre (+int) (Adv) usaba (+cap) (MP) “Hola, ¿Qué tal?” o “Hola, ¿Cómo estás?” pero ahorita como “¿Cómo te va?” “¿Cómo andas?” “¿Qué onda?” algo así.
73	R	¿Y es porque lo has escuchado?
74	P	Ajá
75	R	Ok. ¿Se te ha facilitado o imposibilitado comunicarte en español en el salón de clases?
76	P	Mmm, sí (+cap) es difícil , difícil , (-comp) (RP) (E) (Rep) porque cada estudiante tiene (-norm) (RA) diferente (int-) (E) acento de español nada más que profesora. Profesora habla (+cap) (VP) muy (Adv) lentamente (int-) (Adv) y más (int+) correctamente (int+) (Adv) pero los estudiantes no, no por eso es un poco (int-) (E) difícil . (-comp) (RP) (E)

F. Transcript of personal interview: Participant 5

R: Researcher

P: Participant

Turns	Subject	Text
1	R	Buenas tardes
2	P	Buenas tardes
3	R	Mi nombre es Carolina, ¿cuál es tu nombre?
4	P	“participant 5”
5	R	¿Cuántos años tienes?
6	P	Tengo 21 años
7	R	¿Y eres de...?
8	P	Japón
9	R	La primera pregunta es ¿en qué situaciones se ha facilitado o dificultado comunicarte en Español?
10	P	Mmm por ejemplo en la situación que los mexicanos hablan (+norm) (VP) mucho, (+int) (Adv) se hablan (+norm) (VP) mucho (+int) (Adv) muy (+int) (Adv) rápido (E) casi no le entiendo (-cap) (MenP) nada (-int) (Adv) y es (+comp) (RP) una situación muy (+int) (Adv) difícil (E) para mí y este
11	R	¿Entonces lo dices porque hablan rápido?
12	P	Sí, rápido, muy (+int) (Adv) rápido (+norm) (E) para mí
13	R	¿Am, cuáles son las diferencias o similitudes que has encontrado entre tu lengua materna que es el japonés y el español que te han facilitado o no te han facilitado la comunicación en español?
14	P	Tienen (+comp) (RP) muchas (+int) (Adv) diferencias por ejemplo, gramática y conjugaciones y pronunciación y, pero en – de comunicarme
15	R	¿Cómo entre las cosas parecen y que te ayudan en el español?
16	P	Casi nada pero la pronunciación es (+comp) (RP) más, más (+int) (Adv) (Rep) cerca pero otros no
17	R	Otros no
18	P	No, no, no, no
19	R	Entonces es diferente
20	P	Muy diferente
21	R	La siguiente pregunta ¿al llegar a México experimentaste algún tipo de inestabilidad, ansiedad, angustia debido al cambio de contexto o sea debido al cambio de lugar Japón- México?
22	P	Ah no, no de eso este... inestabilidades
23	R	Como que no te sientes segura, con miedo

24	P	Ah cuando llegue a México, cuando estaba caminando en la calle casi todos los mexicanos me miraron , me miraron , (+norm) (MP) (Rep) es como muy (+int) (Adv) raro , (E) muy (+int) (Adv) extraño (E) y me da mucho (+int) (Adv) miedo (-sec) (MenP) porque soy una extranjera. En Japón como extranjero estar caminando pero nadie (-int) (NG) lo mira (+norm) (MP)
25	R	O sea y eso te daba miedo
26	P	Miedo , (-sec) (NG) sí
27	R	¿Ha sido fácil o difícil adaptarte a este contexto, a México? ¿Por qué?
28	P	Sí difícil, contexto...
29	R	Sería México, Puebla
30	P	Totalmente
31	R	Ajá, en todos los aspectos que tú quieras
32	P	Sí, muy difícil
33	R	¿Por qué?
34	P	Porque, porque todos, todos son (-norm) (RP) diferentes , (E) en idioma, cultura, comida, en sí todo
35	R	¿Qué tipo de actividades realizas en el lugar donde actualmente habitas acá en Puebla? Tú vives en Puebla
36	P	Sí
37	R	¿Y cómo estas te han ayudado a mejorar la comunicación en español? Actividades sociales son como venir a la escuela, salir, salir a fiestas, salir al museo, cosas así ¿Cómo estas actividades te han ayudado en tu español en la comunicación?
38	P	Mmm
39	R	¿o sea, estas actividades cuales te han ayudado más para español?
40	P	Para español ha...este ir a la escuela, sí
41	R	Y como te ha ayudado eso, por los maestros, por los alumnos
42	P	Sí alumnos, sí mis amigos
43	R	Tus amigos, ellos te apoyan para que...
44	P	Sí
45	R	¿Consideras que interactuar con personas nativo hablantes o sea con mexicanos ha ayudado a mejorar tus habilidades? ¿Tú crees que hablar con mexicanos te ayuda a mejorar tu español?
46	P	Sí, sí
47	R	¿Por qué crees eso?
48	P	Porque, porque si hablo (+cap) (VP) malo (-int) (Adv) o si como hago (+cap) (MP) errores siempre (+int) (Adv) me dicen (+norm) (VP) “en este caso es mejor, bla, bla, bla, bla” pero ahora vivo con unos estudiantes internacionales pero ellos creo que si hacen (-norm) (MP) error pero nadie como que no lo, no lo comenta nada de eso
49	R	¿Cuánto tiempo llevas viviendo acá en México?

50	P	5 meses
51	R	¿Y qué diferencias has encontrado en cuanto a la manera de interactuar de personas que hablan español y las personas que hablan tu lengua materna que es el japonés?
52	P	Eh, mmm, qué diferencias...
53	R	¿O sea, como son las personas mexicanas y como son las personas japonesas, en que se parecen, en que no se parecen?
54	P	A mí, pienso que los mexicanos son (+norm) (RP) muy , muy , muy (+int) (Adv) (Rep) como amables (E) y simpáticos (E) y abiertos (E) pero los japoneses son (-norm) (RP) muy (+int) (Adv) cerrados , (E) antipáticos (E) y eso no me gusta (-hap) (MenP) pero, sí como características (+comp) (NG) muy (+int) (Adv) diferentes (E)
55	R	¿Y con quienes interactúas diariamente en español?
56	P	Mmm, con los amigos de la BUAP o las personas que vivo
57	R	¿Las personas con las que convives con las que vives diariamente te ayudan, te inspiran o te motivan a aprender y comunicarte en español?
58	P	Sí, sí, sí, sí
59	R	¿Y qué hacen, como un ejemplo?
60	P	Ejemplo... solo nos hablamos (+cap) (VP) en español pero por ejemplo en la noche cocinamos (+cap) (MP) juntos y platicamos (+cap) (VP) en español y hablamos (+cap) (VP) mucho (+int) (Adv) y sí, mm ah también en mi casa viven una argentina y una chilena por eso me ayudan (+cap) (MP) mucho (+int) (Adv)
61	R	¿Tienes algún amigo, amiga, novio, casero es el que te renta la casa o si vives con alguien la casa, maestro o maestra o personas con las que te relaciones que te ayuden a mejorar tu español aparte?
62	P	A mejorar...
63	R	Como que alguien que siempre te ayude a mejorar tu español
64	P	Creo que mi maestra
65	R	Tú maestra...
66	P	Sí
67	R	Ella es la que más te ayuda a mejorar tu español
68	R	¿Cómo describirías tu desempeño al hablar español con nativo hablantes del español?
69	P	¿Qué significa desempeño?
70	R	Desempeño como si lo haces bien o lo haces mal, ¿Cómo crees que hablas español, crees que es bueno, te falta un poquito?
71	P	Mmm sí me falta, sí todavía me falta (-cap) (MP) mucho (+int) (Adv) y no me gusta estudiar (-hap) (MenP) como individual por eso en casa casi no estudio (-norm) (MP) nada pero por eso me falta (-cap) (MP) muchas (+qua) (E) palabras muchos (+qua) (E) vocabularios y...
72	R	¿Y qué haces para aprender entonces?

73	P	Salgo (+cap) (MP) a hacer tareas y estudiar (+cap) (MP) en las clases
74	R	En las clases, y cuando sales ¿eso te ayuda también?
75	P	¿Para mejorar el español?
76	R	Ajá
77	P	Sí, a veces
78	R	¿Qué crees que te ayuda más el salón?
79	P	Sí el salón
80	R	¿Interactúas por necesidad o por gusto? ¿O sea, te relacionas con las personas porque te gusta o porque necesitas?
81	P	Ah, porque me gusta (+hap) (MenP)
82	R	¿Has encontrado alguna manera para comunicarte fácilmente en español? ¿Cómo pistas?
83	P	No
84	R	¿No?
85	P	¿Pistas?
86	R	Ajá, como cosas fáciles que te hacen aprender fácil el español.
87	P	Am..
88	R	¿Recibes ayuda de personas nativo hablantes o sea de mexicanos o de personas que hablan español cuando no puedes comunicarte como quisieras? ¿Y qué tipo de ayuda?
89	P	¿Cómo que tipo de ayuda?
90	R	Mmm por ejemplo, te repiten las cosas o que más pueden hacer
91	P	Ah, oh, me explican (+cap) (VP) una palabra en otras palabras más (+int) (Adv) fáciles (+comp) (E) y para que entienda
92	R	Ah para que entiendas y mmm ¿Cuáles son los casos en que utilizas el español para comunicarte? ¿Para qué utilizas el español?
93	P	Ahora para hablar (+cap) (VP) con mis amigos pero en el futuro para trabajar (+cap) (MP)
94	R	Para trabajar ¿piensas trabajar en México?
95	P	No, en Japón
96	R	En Japón, ah pero con español
97	P	Sí
98	R	¿Qué factores o situaciones te incitan a hablar en español?
99	P	¿Qué es incitan?
100	R	Qué te motivan, te dan ganas de hablar
101	P	Ah...
102	R	Como que dices “Ay este... esto me gusto, lo puedo decir en español”
103	P	Ah, solamente como cuando, cuando no entiendo (-cap) (MenP) mucho (+int) (Adv) y cuando no hablo bien luego regreso a casa y a estudiar mucho pero solo
104	R	Solo en ese caso ¿has usado palabras o frases que hayas escuchado para comunicarte en español?

105	P	Sí pero son (-comp) (RP) malas (E)
106	R	¿Malas?
107	P	Sí
108	R	¿Groserías?
109	P	Sí, groserías
110	R	¿Eso es lo que escuchas de los mexicanos?
111	P	Sí porque en Japón no se puede (-norm) (MP) como
112	R	¿Decir groserías?
113	P	Sí, sí
114	P	Porque en Japón no se puede (-norm) (MP) ver, encontrar las groserías en el texto, en libros pero aquí sí. Sí, todos hablan (-norm) (VP) o lo usan (-norm) (MP)
115	R	¿O sea, allá casi no usan groserías?
116	P	Sí pero mi español no, groserías españolas no, no
117	R	Solo groserías en Japonés
118	P	Sí, sí
119	R	¿Se te ha facilitado o imposibilitado comunicarte en español en el salón de clases? ¿Es fácil o difícil utilizar el español en las clases? ¿Por qué?
120	P	Fácil , (E) porque me ayudan (+cap) (MP) mucho (+int) (Adv) mis amigos y mis maestros, sí
121	R	¿Qué tipo de actividades practicadas en el salón de clases te han ayudado a comunicarte e interactuar en español en tus actividades diarias?
122	P	Por ejemplo en la clase de español para extranjeros mi maestra siempre (+int) (Adv) o cada vez me pregunta (+norm) (VP) “¿qué hiciste ayer?” es (+val) (RP) muy (+int) (Adv) como útil o utilizar español entonces me cuesta (-cap) (MenP) mucho (+int) (Adv) los vocabularios, los verbos como pasado, sí por eso
123	R	¿Con quienes de tus compañeros hablas frecuentemente en el salón de clases, hombres o mujeres? ¿o con los dos?
124	P	Mmm los dos
125	R	¿Y por qué crees que se deba que hablas con los dos? ¿Con los dos halas de la misma manera y con la misma frecuencia?
126	P	Sí
127	R	¿Cómo consideras tu aprendizaje en español al llevar clases en un salón e institución de habla hispana? ¿O sea, crees que te ayuda o crees que no te ayuda tener clases aquí de español?
128	P	Sí, sí, sí
129	R	¿Sí te ayuda? ¿Por qué?
130	P	Porque, porque en la clase puedo aprender (+cap) (MenP) muchas cosas y como a través de hacer tareas puedo como encontrar (+cap) (MP) cosas nuevas

G. Transcript of personal interview: Participant 6

R: Researcher

P: Participant

Turns	Subject	Text
1	R	Ok. Buenas tardes.
2	P	Buenas tardes.
3	R	Mi nombre es Carolina. ¿Cuál es tu nombre?
4	P	“participant 6”.
5	R	Bueno, vamos a empezar con el primer bloque de preguntas, son cuatro. El primero trata sobre contexto, México. Entonces, ¿en qué situaciones se te ha facilitado o dificultado comunicarte en español?
6	P	Cuando llegue hablaba (+cap) (VP) un español, bueno, de buen nivel pero muy académico (+comp). No tuve la oportunidad de viajar mucho, unas veces en España pero muy rápido y cuando llegue no podía entender (-cap) (MP) todo pero resulto muy fácil, rápidamente a lo largo de las primeras semanas pude entender (+cap) (MP) fácilmente. Lo más (+int) difícil fue las expresiones mexicanas , (-comp) por supuesto, yo bien chingonario, esas cosas. Entonces es difícil (-int) entender (-cap) (MP) todo o los al... albur... albures, los albures. Este tipo de cosas a veces, bueno, es estás situaciones de expresiones coloquiales o de contexto cultural particular.
7	R	Bueno, segundo. ¿Cuáles son las diferencias o similitudes que has encontrado entre tu lengua materna o sea el francés y el español que te hayan facilitado o dificultado la comunicación en español?
8	P	Es que el francés y español hay una ventaja que es muy parecido , (+comp) (RP) entonces es bastante fácil para mí de adaptarme (+cap) (BP) de intentar encontrar soluciones cuando, cuando no sé, eh con paráfrasis o buscar las palabras, las palabras a menudo son las mismas (+comp) y em, en contrario de los japoneses o los asiáticos, bueno las lenguas que no se parecen (-comp) a, eh a las lenguas romances, en francés bueno es bastante fácil y con todos mis años, mi experiencia de español resultó, mí, mí adaptación (+cap) (BP) se hizo bastante (+int) rápida.
9	R	Ok. ¿Al llegar a México has experimentado algún tipo de inestabilidad, ansiedad, angustia debido al cambio de contexto?
10	P	Eh, la verdad es que cuando me fui, tenemos muchos estereotipos sobre, bueno los mexicanos, eh yo no tenía, no tenía ninguna idea, no quería (+incl) (MP) venir con estereotipos y bueno no sabía (-norm) (MP) que pensar, entonces yo me vi como “que chido va a ser, lo quiero ” (+ten) (MP) eh desde mucho tiempo, eh, sin informarme mucho sobre la

		cuestión y lo, hubo (RP) unos aspectos (-comp) difíciles (-int) porque la primera vez que viaje, que viaje tan lejos eh para tanto tiempo, eh resultó (-cap) un poco difícil (-int) la aclimatación al modo de vida mexicano, a la inseguridad a pesar de que no es tan fuerte como lo dicen, bueno no me siento inseguridad (+sec) (MP) o a la manera de vivir muy lenta , (-comp) a...
11	R	¿Es muy lenta?
12	P	Bueno, es muy raro que se apuran (-norm) (MP) mucho (+int) en trabajar a veces y por otra parte siento que los mexicanos son como hay una parte un poco (-int) floja , (-norm) (RP) o no llegan a tiempo y si llegas a tiempo a veces es mal visto (-reac) (MenP) o de vergüenza, y somos bastante (+int) puntuales (+norm) (RP) y es cultural totalmente diferente pero no hubo ansiedad particularmente.
13	R	¿Miedo, algo?
14	P	Realmente miedo, no tuve miedo (+sec) (MenP) porque yo me dije llegando aquí que tenía que tener mucho más precauciones porque la gente te, además soy güero entonces me ven (+norm) (MP) y “hey gringo, gringo” o “hey güero” entonces te piensan (+norm) (MenP) que, que puedes chingarte mucho más (+int) que cualquier persona que no se parece a, que se parece a mexicano pero humillado como tal no. Solo tenía que tener (+cap) (RP) tiempo de conocer un poco más la manera de actuar de la gente.
15	R	¿Ha sido fácil o difícil adaptarte a este contexto?
16	P	Sí, bastante. Como lo dije ya...
17	R	¿Fácil?
18	P	Sí, fácil. Bueno, hay un periodo creo de por lo menos un mes para adaptarte (+norm) (BP) totalmente porque cuando llegas tienes que ver por tus materias, llegue tarde además entonces tuve problema con mi visa, etcétera y entonces tienes que adaptarte (+cap) (BP) a la administración de aquí pero es la misma cosa, la misma m- en Francia.
19	R	¿El mismo proceso?
20	P	Sí.
21	R	¿Qué tipo de actividades sociales realizas en el lugar donde actualmente habitas o sea, Puebla y como estas te han ayudado a mejorar la comunicación en español?
22	P	A principio del año, am acabo de mudarme y al principio del año vivía por otra parte con jóvenes y la mayoría eran, había una colombiana pero se mudó después nos quedamos solo entre europeos y alemanes, checos, franceses, y fue muy divertido , (+hap) (RP) había un buen ambiente, todo pero le faltaba algo de, del contacto con hispanos y regresé (+cap) (MP) a esta casa y ahora viven un chingo de latinoamericanos, de Colombia, de ... mexicana

23	R	¿Y qué actividades de por ejemplo salir o no sé por ejemplo venir a la escuela?
24	P	Entonces, sí, es por eso, es por eso que me gusta , (+hap) (MenP) bueno me gustó (+hap) (MenP) demasiado (+int) salir pero es buena experiencia porque te permite (+val) (MP) eh mejorar tu español y el español muy coloquial , (+comp) (RP) a veces (-int) grosero (-comp) pero es, te ayuda (+val) (MP) mucho (+int) en las situaciones que pueden ser difíciles (+comp) (RP) o cuando estas, encuentras problema sabes cómo actuar , (+cap) (MenP) ves (+cap) cómo actúan los demás, como mimetismo y ahora vivo en el centro, es más (+int) seguro , (+comp) (RP) bueno no era tan inseguro (-comp) (RP) pero es más (+int) seguro . (RP) (+comp) Es otro tipo de, de vida porque siempre vives con gente por todo lado y hablas mucho más.
25	R	¿Qué actividades te han ayudado a hablar más, estar aquí en la escuela o salir a fiestas?
26	P	Mmm, ambas creo. Porque aquí siempre hablas español. Cuando no hablo (-cap) (VP) mucho (+int) inglés, porque, bueno no me gusta (-reac) (MenP) tanto porque necesito el inglés pero las clases, además las clases aquí no te ayudan (-val) (MP) porque no son de nivel (-comp) (RP) muy desarrollado (-comp) entonces aprovechas todo tu tiempo para hablar (+cap) (VP) mucho (+int) español. Pues en la calle, para buscar algo cuando no conoces al principio, cuando estas en la facultad, cuando estas con tus amigos saliendo, todo contexto creo.
27	R	A ver, segundo bloque... e interacción. ¿Consideras que interactuar con personas nativo hablantes del español ha ayudado a mejorar tus habilidades en el idioma?
28	P	Sí, por supuesto.
29	R	¿Por qué?
30	P	Porque es lo que buscaba (+ten) (MP) llegando aquí. Hablar (+ten) (VP) con español. Ahora ya no vivo con eh, solo con asiáticos o con gringos o así y no nos vemos. Mi roomie chino, ay no, yo quería vivir con un, no tengo nada contra los chinos pero solo quería vivir (-sat) (MenP) con alguien que habla, cuya lengua materna es el español y se nota mucho cuando vives, tengo amigos que viven todo el tiempo con españoles o mexicanos, bueno hispanohablantes. Te ayudan (+norm) (MP) mucho más , (+int) entonces sí, sí me ayuda (+norm) (MP) mucho (+int) pero quisiera aún más estar totalmente, aprovechar el tiempo que me queda aquí para aprovechar totalmente pero mejoré (+cap) bastante . (+int)
31	R	¿Am... Qué diferencias has encontrado en cuanto a la manera de interactuar entre personas que hablan el español y personas que hablan tu lengua materna?
32	P	Hay algo, hay (+comp) (EP) un estereotipo en Francia cuando, bueno cuando, entre los de lenguas, cuando eh, eh te diriges a una persona que

		no conoces. A menudo puedes decirle (+norm) (VP) “tú” como el camión, el chofer, en Francia no puedes decirle . (-norm) (VP) Yo, no sé cómo actuar, no sé cómo decirle porque naturalmente voy a decir usted al chofer o a la mayoría de las personas. Cuando digo “tú” es a jóvenes de mi edad aunque no conozco, no importa pero no decimos mucho más usted y eso es un rasgo muy importante. Y sino... la manera a veces mucho más natural, a veces te tachan como un extranjero pero a veces ha habido... los comerciantes por ejemplo, cómo te llaman (+norm) (VP) “hey, güero, güero ¿no quieres?” No es tanto fuerte, no es tanto, no se nota tanto en Francia y son mucho (+int) más familiares (+norm) (RP) en la manera de, no es agradable (-hap) (MenP) todo el tiempo o te dicen (+norm) (VP) “soy tu servidor” se ponen un poco en situación así de inferioridad, es eso.
33	R	¿Y eso que causa en ti, te gusta, no te gusta?
34	P	No, es que no me gusta (-hap) (MenP) porque somos iguales. Puedes vender tus cosas pero a veces puedes ser (+cap) (RP) comerciante sin ponerte. Y creo que lo hacen (+norm) (MP) un poco entre mexicanos pero más con extranjeros cuando se nota que eres.
35	R	¿Con quienes interactúas diariamente o semanalmente en español?
36	P	Con amigos, en español con amigos mexicanos o lengua española y con los chinos, japoneses que conozco, casi todos los extranjeros hablo (+norm) (VP) en español porque si no estuviera en inglés pero preferimos (+cap) el español y hablo (+cap) (VP) español con asiáticos y sino a veces con amigos franceses, bueno intentamos hablar (+norm) (VP) cuando estamos en presencia de personas de lengua española, intentamos hablar (+norm) (VP) y está bien, intentamos hablar (+norm) (VP) juntos en español pero a menudo hablamos (+norm) (VP) en francés.
37	R	¿Solo tu estas estudiando, bueno de Francia solo tu estas estudiando español acá o hay más?
38	P	No, estaba estudiando español e inglés, las dos lenguas.
39	R	¿Las personas con las que convives diariamente te inspiran o motivan a aprender y comunicarte en español?
40	P	Mmm pues si porque, bueno no me, es un poco raro esta pregunta porque no me pregunto (-norm) (MenP) este tipo de cosas porque es obvio, si estoy aquí es para buscar a las personas, encontrar... de hecho cambie de amigo un poco porque muchos se fueron, regresaron a su país, los extranjeros o cambie un poco de amigos mexicanos también encontré a otros y esto es bueno porque fue una transición un poco (-int) (-comp) (RP) difícil de dejar a unas personas que no voy a ver durante mucho tiempo pero te permite ver más allá y encontrar a nuevas personas que te ayuden , (+cap) (MP) que te hacen descubrir (+cap) (MenP) otras cosas

		de su cultura y de su lengua aprender (+cap) (MenP) otras expresiones o entonces sí, sí creo que es un enriquecimiento
41	R	Pero las personas por ejemplo tus amigos te dicen “habla español por esto o te va a servir para esto, por tal motivo ”
42	P	No entiendo...
43	R	Así como que te dicen “el español te va a servir para, no se para hacer algún trabajo”
44	P	Ah, sí, sí. Me motivan (+norm) (MenP) como de manera expresiva. No, no, porque como ya ha tenido alguna conversación antes con ellos entonces no tienen que motivarme porque ya ven que estoy motivado . (+norm) (MenP)
45	R	¿Tienes algún amigo, amiga, novio, novia, casero, casera, maestro o maestra o personas con las que te relaciones que te ayude a mejorar tu español, alguien en especial o son muchas personas?
46	P	Bueno, a veces en clase por unos aspectos muy específicos es interesante comparar (+cap) (MP) todas las lenguas, las expresiones sino los amigos de manera cotidiana, los amigos mexicanos y sí mis amigos en general. Es en la vida cotidiana que aprendes (+cap) (MenP) más creo. Intento aprender por mí mismo pero el español no lo tengo que estudiar tanto que en comparación a otras lenguas que podría estudiar porque lo aprendo (+cap) (MenP) todos los días, me lo enseñan (+cap) (MenP) de manera cotidiana.
47	R	O sea, aprendes más rápido español porque estas en...
48	P	Sí, en la cultura, inmersión
49	R	¿Y aquí estudias inglés pero o sea, es lo mismo o no es lo mismo?
50	P	Es que mi es un poco más bajo lo sé desde hace mucho más tiempo que el español pero lo estoy perdiendo porque no estoy tan (+int) apasionado (+hap) (MenP) por eso pero tengo lo básico, bueno lo que cualquier, uno necesita para comunicarse en inglés. Es la lengua de la flojera (-comp) (MenP) un poco (-int)... y ¿Qué era la pregunta, no recuerdo?
51	R	Bueno, las personas que te ayudan. Bueno, la siguiente, ¿Cómo describirías tu desempeño al hablar en español con nativo hablantes del español? ¿tú crees que es bueno, tú crees que es malo, crees que hablas bien?
52	P	Bueno, es que al principio quisiera (-sat) (MenP) mucho (+int) saber hablar (-cap) (VP) cotidianamente pero resultaba difícil (-int) en Francia porque allá tenía amigos españoles, tenía una amiga franco española un amigo de canarias también cuando intentaba hablar con ellos en español resultaba difícil, intentaba pero me daba cuenta de que no era (-comp) tan (+int) fácil aunque conocía (+cap) (MenP) mucho (+int) del español y era (-comp) (RP) difícil (-int) pero cuando llegue aquí, es sumamente impresionante la velocidad a las que de la que mejoras (+cap) tu lengua. Solo en unas semanas ya puedes platicar (+cap) (VP)