



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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Thesis:

NESTs: An appraisal system analysis of their reasons to immigrate to Mexico

This thesis has been read by
the members of the thesis committee of

Sandra Juárez Pacheco

And is considered worthy of approval in partial fulfillment
of the requirement for the degree of

Maestría en la Enseñanza del Inglés (MEI)
Master in English Teaching

Directora:

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Chapter One: Introduction

1.0 Introduction

The word NEST means native English speaking teacher. This concept is usually used as opposed to non-NEST. According to Medyes (1992), in ELT “native-and non-native-speaking teachers reveal considerable differences in their teaching behavior” (p. 340). This is an investigation that aims to show NESTs’ reasons to immigrate to Mexico through an appraisal lens (Martin and White, 2005). The importance of this research is based on the immigration phenomenon (Suarez-Orozco, 2001, 2003) that has been taking place all over the world. This study consists of five main sections. The first chapter provides the reader with an overview of the research project, and outlines the thesis. The second chapter presents the literature review which describes topics relevant to the research such as: immigration, native English teachers and Appraisal System Analysis. The third chapter deals with the methodology process: the data gathering process, the participants, the context and the data analysis. In the fourth chapter, we can find the description of the results of the analysis; the interpretation of the results will be presented in that chapter of the research too. And finally, chapter five presents the conclusions of the investigation; here you can find the answer to the research questions, the limitations of the study and the conclusions we can draw from the analysis.

The first chapter of this thesis is comprised of five main sections. The first section that follows is the statement of the problem and the research questions. The second describes the purpose of this research. This is followed by the third section which is a brief introduction to the methodology used to gather and analyze the data collected for this investigation. In the fourth section, we discuss the ethical issues that were taken into account for this research. Finally, a general presentation of the research context is described.

1.1 Research Questions

Card (2006), who has published about immigration and inequality, suggests that immigrants are gathered at the high and low ends of the education distribution because they tend to have “higher residual inequality” than natives. In other words, he argues that most of the existing research on immigration has focused on between-group inequality and he claims that within education groups, immigrant and native workers are “imperfect substitutes”, which could be interpreted as the fact that no one of them can substitute for the other one:

As was first pointed out by Ottaviano and Peri (2006), if immigrants and natives in the same skill category are imperfect substitutes, the competitive effects of additional immigrant inflows are concentrated among immigrants themselves, lessening the impacts on natives (Ottaviano and Peri, 2006 in Card, 2009, p. 4).

In his analysis of immigration and inequality, Card (2006) suggests that there exists a high level of inequality between natives and immigrants in the US, but at the same time, he suggests that immigrants’ competition is against themselves, decreasing the impact of immigration on native citizens in the US. Within his analysis, he takes a look at immigrants as learners or workers in a country where the language and the culture are new to them. In addition, the natives are the ones in power as professors or employers as well as citizens in that country. But an important point to investigate is what happens if instead of talking about immigrants as learners, we find immigrants as professors who are native speakers of the language which needs to be taught but their language is not widely spoken in the country where they teach.

According to Ahmed’s (2004) study on students’ attitudes to native and nonnative teachers in two university settings, it seems that nonnative English teachers are judged in terms of nativeness not only by workmates but by students too. It appears that nativeness is an important factor that could affect the hiring of nonnative speakers of English as teachers in several countries (Braine 1999, Ahmed 2004, Kiczowskiak, 2014). Because of the important role that

NESTs play in the teaching of English in Mexico, this research is structured by three research questions focused on native English speakers as immigrant teachers in Mexico:

- RQ1 What are the reasons a native English teacher immigrates to Mexico?
- RQ2 How are these reasons represented in terms of an appraisal system?
- RQ3 How can NESTs' perception of themselves be interpreted through this appraisal system?

This paper aims to explore the reasons why these six native English speakers immigrated to Mexico through an appraisal lens to find out their main purposes in appraisal terms and how they see themselves as professors teaching in a country where English is not the first language.

1.2 Purpose

The statistics produced by Secretaría de Gobernación in Mexico (SEGOB, 2013) indicate that in México the majority of the immigrants who reside in the country come from English speaking countries (USA, Canada and UK). As a consequence, this research is focused on the link between these immigrant English speakers in Mexico and what it means to become English language teachers in a country where English is not the first language.

There are several arguments for the significance of this study. First, there are reasons for people to immigrate to other countries such as: better opportunities in education and careers or because of personal reasons (Oak, 2011, Suarez-Orozco, 2001, 2003). These reasons must be studied from a different angle, since, so far, no one has analyzed them from this appraisal perspective. Second, it is possible that there are pedagogical implications of NESTs in the second language (L2) classroom that might affect students' acquisition of the language. Third, there might be administrative implications where fair requirements for hiring of professors could affect

NESTs recruitment in Mexico since they might get hired regardless of qualifications, even though at present, Mexico has plenty of qualified Mexican teachers of English.

Finally, NESTs reasons for immigrating to Mexico can be identified and this research aims to detect and analyze their reasons using an Appraisal framework to facilitate understanding of their own perceptions of themselves as teachers in Mexico and the impact that Mexico has on them.

1.3 Methods

To briefly introduce the methodology, the design used for this research is a mixed method approach, as discussed by Creswell and Plano Clark (2011) as follows:

...In our discussion of mixed methods, we do not want to minimize the importance of choosing either a quantitative or qualitative approach when it is merited by the situation. Further, we would not limit mixed methods to certain fields of study or topics... Certainly some disciplinary content specialists may select not to use mixed methods because of a lack of interest in qualitative research, but most content area problems can be addressed using mixed methods. Instead of thinking about fitting different methods to specific content topics, we suggest thinking about fitting methods to different types of research problems.... (p. 7)

As mentioned above by Creswell and Plano (2011), there are two fundamental approaches to research, the qualitative and quantitative, but since this research is gathering both qualitative and quantitative data, we can describe the approach for this study as an Explanatory Sequential Design. The following Figure 1.1 shows this design represented in a formula:

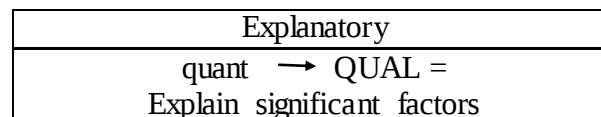


Figure 1.1 Explanatory Sequential Design (Adaptation of a Comparison of the Example Mixed Methods Studies: Mixed Methods Design from Creswell and Plano Clark, 2011, p.39)

The formula presented above is explained by Creswell & Plano Clark (2011) in the following manner:

...Since the explanatory design begins qualitatively, the research problem and purpose often call for the qualitative strand to have greater priority within the design. Therefore, researchers generally work from constructivist principles during the first phase of the study to value multiple perspectives and deeper understanding. When the researcher moves to the quantitative phase, the underlying assumptions may shift to those of postpositivism to guide the need for identifying and measuring variables and statistical trends. Thus, multiple worldviews are used in this design, and the worldviews shift from one phase to the other phase. (p. 87).

The instruments used in this research are: a narrative elicitation to obtain the qualitative data and a survey to obtain the quantitative data, in other words, this design starts working with the qualitative data which is the main data within the whole study. Later, some quantification takes places as well, to enhance data and findings. First, it is necessary to analyze the qualitative data using Appraisal System analysis (Martin and White, 2005) in order to identify the variables obtained in the study.

Some of the examples of how characteristics of qualitative or quantitative research can be combined in a mixed-method approach are represented in the following table taken from Creswell (2009).

Quantitative Methods	Mixed Methods	Qualitative Methods
• Pre-determined • Instrument based questions • Performance data, attitude data, observational data, and census data • Statistical analysis • Statistical interpretation	• Both pre-determined and emerging methods • Both open- and closed-ended questions • Multiple forms of data drawing on all possibilities • Statistical and text analysis • Across databases interpretation	• Emerging methods • Open-ended questions • Interview data, observation data, document data, and audio-visual data • Text and image analysis • Themes, patterns interpretation

Figure 1.2 Mixed methods design (taken from Creswell, 2009, p.15)

Taking into consideration that this research is taking a qualitative Appraisal System analysis approach to the data, we can highlight the importance of this Appraisal System with a citation from White (2001):

The term ‘Appraisal’ is used as a cover-all term to encompass all evaluative uses of language, including those by which speakers/writers adopt particular value positions or stances and by which they negotiate these stances with either actual or potential respondents. (p.2)

In other words, this appraisal framework in which the data are analyzed is used to look into feelings and emotions perceived in the narration instruments collected by the researcher. This analysis may include epithets, noun groups or verbs. This methodology is explained in more detail in Chapter Three.

1.4 Potential ethical issues

To achieve this project it was fundamental to take into account potential ethical issues such as the anonymity of the participants and their voluntary participation. From the very beginning of e-mail or face to face contact with the participants they were told about anonymity and all of them consented to take part in this study. One of the participants suggested the use of part of her autobiography published by a public university in Mexico (see Lengeling, 2013, p.150). At the end of the research process, the results obtained will be communicated to the participants.

1.5 Context of the research

There are quite a few studies that have examined issues concerning native and non-native English teachers (Thiessen, Bascia, and Goodson, 1996; Braine, 2009; Kiczowskiak, 2014). According to Kiczowskiak (2014), the belief that NESTs can be better English language teachers is common in most countries around the world:

Up to 70 per cent of all jobs advertised on *tefl.com* – the biggest job search engine for English teachers – are for NESTs (yes, I have counted). And in some countries such as Korea it’s even worse; almost all recruiters will reject any application that doesn’t say English native speaker on it. <http://www.britishcouncil.org/blog/native-english-speaking-teachers-always-right-choice>

In the case of this particular investigation, the main focus is on the native English speakers who work in Mexico as teachers of English language. Currently these NESTs live in Mexico and Mexico is a country where Spanish is the native language. In particular, this study is developed in Puebla, a state of the country where German language could be considered as the possible second language since a few German companies have factories in the state. Nevertheless, the English language has taken on a really important place in Mexican education because of tourism and because of the globalization in the world. In fact, half of the participants in this study live in Puebla and the other three in different states of the country. According to Graddol (2000), tourism and international travelling has had an important impact on globalization as well as on the use of English language:

Tourism is one well-documented forms of people flow which has had a significant impact on the use of English. Tourism is of increasing importance to the world economy.... Some estimates suggest that over 10% of the world's labour force is now employed in travel and tourism-related activities, accounting for nearly 10% of the world's economy. These figures are set to rise: projections are for 100 million new jobs in the industry by 2006 (p.36)

He continues:

International travel has a globalizing effect. People are brought together, businesses and institutions form relationships of interdependency and closer communication. And, more directly than many other kinds of flow, international travel brings people from different language backgrounds together, promoting the need to learn a language in common. (ibid.)

Graddol (2000) suggests that international travel has increased globalization because it promotes relationships between international institutions and business everywhere, the impact of this globalization has created the necessity of having a language in common which lets us communicate with each other. It is English's status as an international language which has allowed many countries, companies and educational institutions in the world to be in contact. Consequently, as English language has become very important in Mexico, it is common that

private universities and language centers hire NESTs to teach English because they are seen as more effective, more natural and appealing for their cultural knowledge and backgrounds:

According to the Makarere's tenet, native speakers of a language have a better command of fluent, idiomatically correct language forms, are more knowledgeable about the cultural connotations of a language, and are the final arbiters of 'the acceptability of any given samples of the language... Undoubtedly, this tenet has had a lasting effect on the teaching of English in both EFL and ESL contexts (cited in Braine, 2009, p.78).

According to Braine (2009), the belief that NESTs are better teachers than NNESTs to teach EFL and ESL is real. NESTs are generally seen as more capable and qualified to teach their native language even when there are NNESTs that have spent years studying how to teach English language at different educational levels. The NEST participants in this study are currently professors in higher education and some of them are researchers in Mexico. Mainly, they decided to leave their country of birth to live in a place where they could start a new life. Migration is part of the participants' life and it is a topic which is better discussed in the following chapter, while chapters three and four look more closely at detailed descriptions of the participants.

It is important to highlight that the term immigrant refers to people who move from their original place of birth to another for different reasons. Although this term may have negative connotations in various contexts, it should be stressed that in this study, this is not the case. On the contrary, participants who helped in this research will be referred to with respect. Immigrant NESTs are part of the Mexican context and they are the main focus in this study. Further chapters present the literature review, methodology, results and conclusions of this research.

Chapter Two: Theoretical framework and review of the literature

2.0 Introduction

The main purpose of this research is to analyze native English language speaking teachers' reasons for immigrating to a country where English is not an official language and to interpret the data using Appraisal System analysis to understand through this approach how they feel about being teachers in Mexico. Consequently, this chapter aims to provide a review of the literature available on the topics most relevant to this research. Two main categories are presented: Theories and studies examining why people immigrate (Oak, 2011, Suarez-Orozco, 2001, 2003) and the Appraisal System (Martin and White, 2005), whose origin is found in Systemic Functional Linguistics. Within theories and studies examining why people immigrate we can find important subtopics such as: immigrant teachers, native English language teachers (Thiessen, Bascia and Goodson, 1996), and culture. Then, in describing the Appraisal System, we examine the sub-system of attitude, which includes affect, judgment and appreciation.

2.1 Theories and studies examining why people immigrate

Immigration has been a controversial topic all over the world, and in order to start talking about it, it is essential to clarify the meaning of immigration. According to Suarez-Orozco (2001, 2003), in the language of the social sciences, people emigrate out of one location and become immigrants in a new place, and migration is "the more or less permanent movement of people across space" (p.7211). He suggests that viewing immigration anthropologically means studying changes in residency and in a community. This explanation is relevant for this study because the meaning of immigration as is part of the backgrounds of participants in this study. Suarez-Orozco (2001) suggests that there are two major types of large scale migration:

Over the years, scholars have concentrated on two mayor types of large-scale migration: 'internal migration' (within the confines of a nation-state) and 'international migration' (across international borders). (p.7212)

According to Suarez-Orozco (2001), internal migration is the one where people migrate to another place within their own nation, and international migration is the one where, as the name suggests, people cross international borders to live in other countries. He implies that, even though in internal migration people are still in their same nation, they have to make some changes in their lives as they move from rural to urban locations or vice versa:

Internal migrants might share many characteristics with international migrants: many experience linguistic and cultural discontinuities, and many face the same bureaucratic and legal restrictions international migrants do. (p.7212)

Suarez-Orozco (2001) claims that migrating, for international immigrants as well as for internal immigrants, involves linguistic and cultural issues and bureaucratic or legal changes. All the participants in this research are located within the international migration category.

There are many possible reasons why people migrate from their birth place. On the one hand, Oak (2011) claims that people cross their nation's borders in search of better opportunities in education and careers. Some people seek business growth and migrate to a foreign country with the intention of looking for a new life or new experiences. Some others immigrate because of personal reasons such as relocating family to be close to other family members already in another country, marriage, or in case of family needs to move to another nation because of an economic growth opportunity, work promotion or a scholarship to obtain a degree. On the other hand, Suarez-Orozco (2001) states that most of the immigrants migrate because of social networks such as: relatives, friends, or friends of friends who migrate before them:

Scholars of immigration have long maintained that cultural and social practices can generate -and sustain- substantial migratory flows. People migrate because others – relatives, friends, and friends of friends- migrated before them. Indeed, the best predictor of who will migrate is who migrated before. (p.7212)

It is interesting to note the way in which people leave their home country because of a social network. Sometimes personal relationships could be stronger factors than the fact of earning money to migrate to another place; however, lifestyle standards or economic expectations are other important reasons to migrate too. In addition, Suarez-Orozco declares that social networks sometimes provide connections that allow people to fill jobs even before they are vacant.

Suarez-Orozco (2003) establishes that currently, immigrants are heterogeneous in some aspects but still tend to be in specific society classifications that let people highlight or minimize immigrants' participations in anything everywhere in the world:

Immigrants today tend to be highly heterogeneous – in terms of sociocultural and religious background, race and ethnicity, and educational background and skill. They defy easy categorizations. In the United States, for example, immigrants are at once among the most educated and skilled *and* least educated and skilled workers. Immigrants tend to be over-represented in the category of people with doctorates or, indeed, winners of the Nobel Prize – just as they are over-represented in the category of people without a high school diploma. Worldwide immigrants now tend to be much more ‘bimodal’ in their socioeconomic profile than ever before. (p. 7212)

Immigration, definitely, is one of the best ways to gather people from all over the world, and so creates as a result this heterogeneous mix of people that Suarez-Orozco (2003) is referring to. It is important to highlight, according with this author, that most of the people who migrate are at the extremes of the social status in the world. In his words, immigrants tend to be both “the most educated and skilled *and* least educated and deskilled workers”. Probably this is a social implication that the participants in this investigation had to live, to make the final decision to move to Mexico and became their new home country. In other words, there exists the possibility of NESTs to not have been part of the high classification in their home country and that as soon as they came to Mexico they may have become part of the high classification of social scale, and therefore preferred to belong to the Mexican society. This is an assumption that

requires further investigation. Within the context of this research, Mexico itself is not that heterogeneous, which means this country does not have many foreign people living within it as countries such as the USA, UK, Australia or Canada, but it is a country still in the process of becoming a cosmopolitan place. According to Suarez-Orozco (2003), there are other external reasons why people decide to migrate, for example the very first one started many years ago, its name is *war*. He claims that wars have caused the displacement of many families and friends as they have been separated and started to look for other places to live in security (p.59). In addition, he suggests that natural disasters can cause immigration given that they are out of the control of humanity and can be disruptive to peoples' lives.

In fact, there is an important distinction between moving by choice and moving by force. Suarez-Orozco (2003) claims that moving by choice is immigrating, but a subcategory of immigration is refugees. According to Cortes (2004) refugees are the ones who are forced to migrate to other places:

Refugee immigrants are unable or unwilling to return home for fear or threat of persecution, and thus must make a life in the country that gives them refuge. Economic immigrants, on the other hand, are free from this constraint and can return home whenever they so desire. (p. 465)

As Cortes (2004) is mentioning, migrating by a personal decision is very different from being forced or obligated to do so. These possible mandatory migrations can be caused by political issues, health issues or even something that is out of human control like natural disasters. Certainly, the circumstances of immigration have some implications for how people adjust to new countries, these could be economic and personal. According to Cortes (2004), refugees have fewer social contacts with their home country while immigrants are likely to go back and visit their home country. Her study suggests that refugees follow the earnings growth path of the native-born population whereas the other type of immigrants do not. This means that

refugees would pursue their economic growth in the same the way they would do in their hometown in order to have financial stability. By contrast, immigrants would never see the new country as their own, so they will never have the financial stability to stay in the country for their entire life. Indeed, Cortes (2004) establishes that refugees may be more inclined to invest in country-specific human capital, improving language skills, becoming naturalized citizens, and enrolling in the host nation's educational system.

According to Suarez-Orozco (2003) another significant reason to immigrate out of the home country is globalization:

Globalization is about deterritorialization not only of markets, information, symbols, and tastes but also of large and growing numbers of people. Large-scale immigration is a world phenomenon that is transforming Africa, Asia, Europe, and the Americas. (p. 52-53)

Suarez-Orozco (2003) proposes that there are five reasons why globalization has caused immigration that is transforming four of the five continents in the world. First, he claims that “transnational capital flows tend to stimulate migration: where capital flows, immigrants follow” (p.53). This means that the flow of people immigrating in or out of a country depends on the increasing or decreasing flow of capital to that country. According to Sassen (1988) the foreign capital stimulates export and national development, thus it is quite probable that immigrant workers are hired to work in foreign companies because it is believed that immigrants or refugees work more efficiently than native citizens since they do not have many distractors and maybe earn lower wedges. Second, “the new information, communication, and media technologies at the heart of globalization tend to stimulate migration because they encourage new cultural expectations, tastes, consumption practices, and lifestyle choices” (Suarez-Orozco, 2003, p.53). In this case, immigrants tend to have expectations of better opportunities of work and lifestyle. In fact, travelling seems easier, faster and more accessible economically because of

the relative ease of payment. In particular, new media and communication are important factors in broadcasting and are currently supporting the increase of tourism in many countries around the world. Third, “deeply globalized economies are increasingly structured around a voracious appetite for foreign workers” (Suarez-Orozco, 2003, p.53); some companies believe that workers from other countries work better and faster than a native worker since they do not have as many distractions as already mentioned above, indeed sometimes immigrant workers’ are paid less than somebody from the same country (Sassen, 1988). Fourth, the mass transportation affordability makes migration easier for the ones who can afford it. According to Suarez-Orozco (2003) in 2000 around 1.5 billion airline tickets were sold. By 2013, the International Air Transportation Association (IATA) reported nearly three billion people were transported safely by air in 2012 which is almost the double of tickets sold in 2000. As a result of this affordability in transportation, it is easier for many people to travel around the world. And fifth, globalization stimulates migration because it causes and produces many results such as: capital investments, cheap labor, and increment of expectations in standard of living, consumerism and so on.

Immigration belongs to an enormous field in social science as mentioned above, thus it is significant for this study to explore this topic because some or many of these reasons and factors might match with some of the participants’ reasons to immigrate to Mexico in this research.

2.1.1 Immigrant Teachers

We look here at research that has studied professors as immigrants. Thiessen, Bascia and Goodson (1996) worked on a study based on immigrants as teachers in basic education at a school in Canada. All the immigrant teachers who were subjects of the authors’ research had different backgrounds and a variety of immigration experiences. Some of the participants completed their initial training in Canada, others had been teaching for a few years and some

others had taught for several decades within multicultural student populations in their classrooms. One of the interesting findings in this research was that it suggested that immigrant professors revealed a particular sensitivity towards their students, especially when in the classrooms there were students with different cultural backgrounds such as language, traditions and customs. In other words, they developed a feeling of companionship with their students, but also they were engaged in advocacy roles related to ethnocultural and racial events. In their findings, Thiessen, et al. (1996) noticed that the immigrant professors had a particular way of teaching English to their students:

Their approach to teaching included responding to the diversity of their students, helping them struggle with expressions in English and establishing a secure and respectful place for everyone... In addition to taking into account the cognitive, affective and physical qualities of their students, a “whole child” orientation for these teachers also means attending to the social conditions that frame their students’ lives and influence their perspectives about and actions in schools (p.142)

In other words, the role of these teachers at school was not just to teach but to attend to all social conditions that concerned their “whole kids”, and as a result to develop a respectful place for everyone in their classroom and school. According to these scholars, much of teachers’ professional identities are reflected in the ways they interact with the students, within their personal and professional lives:

Observations of how teachers negotiate their professional identities, and interviews with colleagues and students, would do much to broaden our understanding of the micropolitical dynamics in which immigrant minority teachers take part. (p.6)

During the development of their study Thiessen, et al. (ibid.) realized how their participants negotiated their identity as immigrant teachers. Sometimes teachers copy strategies to interact with students and colleagues properly taking into account many lived experiences with their previous teachers. Thiessen, et al. study suggests that teachers cannot leave their race and ethnicity at the classroom door:

These examinations of the personal and professional lives of racial minority immigrant teachers, and their struggles to negotiate professional roles and relationships in the workplace, highlight their efforts to prepare students for a multicultural world. The teachers themselves must contend with cultural transitions and experiences of racial and ethnic difference. The tensions between country of origin and Canada, and between various aspects of their personal and professional lives, endure. The teachers' discoveries of who they are, what they want, and what they are able to achieve are ongoing. (p.12)

As a consequence, building on the above mentioned authors, I believe the personal and professional experiences lived by NESTs who are living in Mexico currently would help prepare students for a multicultural world by showing some cultural points in their classes while sharing some traditions from their hometown . According to Thiessen et al.'s study their participants, who were immigrant teachers, brought cultural points into their classrooms, but once they were aware of it, they tried to avoid it. The authors observe that their occupations as teachers encourage them to bring their home lives into the workplace in ways that enhance, more than compromise, their professional achievements even when there are some hard moments in which being an immigrant is not well perceived:

Unjust behavior based on race, ethnicity, or immigrant status, somehow, has more gravity and significance in the workplace. The option of ignoring, avoiding, or walking away from inappropriate acts, while possible in the community, seems not to be a choice when teaching children and a bad choice when interacting with colleagues. (p.145)

In fact, the authors maintain that any immigrant person in any part of the world can be an object of discrimination. I believe discriminatory behavior against anybody should be obsolete all over the world; however, it seems that there are certain places in the world where this behavior is still exhibited. This unjust behavior based on discrimination is also sometimes lived in schools, and as Thiessen, et al. explain, professors, mainly the ones who work in very heterogeneous countries, are the ones who can help their students and society to finish with the practice of discrimination. But still, there are some immigrant professors who are actually living

this discrimination in their workplaces. As these scholars point out: “Yet in their daily transactions with their colleagues, each can identify moments when their racial, ethnic, or immigrant status was the object of unwelcome curiosity” (p. 144). Most of the time, immigrant and racial minority teachers are aware of the particular responsibility of being a foreigner in a country, the need for knowledge about the context, and the consequences of having divergent views. In some Canadian schools, like the one used in Thiessen, *et al.*’s study, they prepare their staff to sensitize teachers to the new context, to know about the student population, new curriculum and rules, and school programs and policies. But there is still a constant question in teaching a language: is it relevant whether teachers are native or nonnative speakers of the language they teach.

2.1.2 Native English language teachers in Mexico

It is well known that native and non-native English-speaking teachers are compared in hiring decisions and in the language classroom (Snow, 1996, Ahmed, 2004). According to Braine (2009) both NESTs and NNESTs can teach English language in all over the world:

A majority of English speakers can be considered non-native and proportionate number of NNSs would be teaching English in all parts of the world. They and their situations are unique to each country, depending on their first language backgrounds, level of education and training, teaching methods, aspirations and career prospects, and the status of English in those countries. (p. xiii-xiv)

He continues:

In fact, non-native English teachers may have no opposition to the power and spread of English. Indeed, the English language has been their passport to better education and career prospects and the gateway to career, economic, and social betterment. (p. xiv)

For Braine (2009), being NES or NNEST is not a factor that should affect a professor teaching the English language. He claims that every NESTs or NNESTs’ background and aspirations are the only factors that would affect their way of teaching. In addition, NNESTs

have had better opportunities thanks to their facility with the English language. As mentioned above, two statements must be considered while talking about native and non-native English speakers as teachers. On the one hand, Braine (2009) considers that NNES' proficiency in English has given them the advantage to grow personally and professionally. And on the other hand, it could be believed that being a native English language teacher in another country is easy because of the language advantage. However, as already mentioned, being outside a person's own cultural frames tend to influence teachers' work in both positive and negative ways. It would be important to be aware of context because not all contexts would let immigrant teachers perform as in their birthplaces. As noted by Thiessen, Bascia, and Goodson (1996):

Basic cultural values about the purposes of schooling, and expectations for teachers' roles and activities both inside school and out in their communities, are strong influences on teachers' work but become visible and explicit only when we move outside our own cultural frames of reference and are able to compare them within and across cultural boundaries. (p. 7)

It is significant to know that NESTs' actions and activities are profoundly the products of ongoing negotiations with colleagues, employers, students and their friends in their new place to live. The schools where they start to work are the places where teachers' conceptions of teaching are supported and challenged. As claimed by Thiessen, Bascia and Goodson (1996), teachers can be constrained by categories and rules and schedules, and also by other educators who, by virtue of their life experiences and cultural expectations, may hold divergent views. In other words, it is probable that the NEST participants in this study had dealt not just with the fact of moving into a completely new culture and all those changes that this new Mexican culture is bringing to their lives, but also with the fact of teaching English in a new Mexican education system which is not similar to the one that they studied or taught in their home country before deciding to stay in Mexico.

Although NESTs have the language as a natural advantage, as mentioned above it is difficult to get involved in a different culture and educational system which is not the one in which you grew up. According to Mijangos-Guzzardo's (2008) own experience of teaching English as an immigrant teacher (but not as a NEST) in a private school in Mexico, it was observed that there were few good resources to teach the language. In addition, at the time when she expressed her concerns to the director, she was told to do whatever because it was better than the Secretariat of Public Education (SEP). Discovering corruption within the administrators of the institution made her feel that public institutions were worse since colleagues, parents, students and so on started to tell her about the poor quality, dysfunctions, and/or corruption of the country:

According to Rodriguez (2007), "in recent years the people of Mexico have had the perception that the nation's educational system is expensive, dysfunctional and very corrupt" (1). Indeed, the grossly unequal distributions of wealth and the corruption within the establishment that he speaks of are astonishingly obvious in many parts of Mexico, and they have a direct impact on national educational policy and practice. (Rodriguez, 2007 in Mijangos-Guzzardo, 2008)

She continues:

After looking around on the SEP Web site, my spirits were lifted, at least temporarily. The SEP recognizes the importance of learning English in Mexico to prepare students for a globalized world, and it fully supports the teaching of English beginning at the primary level (Jimenez, 2008). The control of a national curriculum that advocates modern teaching strategies and materials to improve the quality of education in Mexico is centralized within the SEP (McLaughlin, 2002). Thus, there seemed to be an attempt to address the struggling status of education in the country. Yet how could incorrect phrases such as 'Hello, ice to miet you' still appear on a national SEP exam? (Jimenez, 2008 and McLaughlin, 2002 in Mijangos-Guzzardo, 2008)

It can be perceived that her experience of ELT was not good at all. The author had the advantage of speaking Spanish language but some of the NESTs, participants in this research, don't. It could be difficult for NESTs to deal with their cultural changes and these personal and social transitions that they have to go through in their lives. It is a fact that they have to get

accustomed to a different culture and learn about it; it is not a matter of just flying to another country or changing your place, it is a matter of culturalization.

2.1.3 Culture

Language and culture are two parallel factors which go together within a second language acquisition context. Having people from the same place creates an environment where culture is shared by similar customs or traditions, but having people from different states, or even better, countries, makes a large and rich combination of cultures because there are significant cultural assumptions and attitudes that, in this case, NESTs bring to Mexico which enrich the educational system in Mexico.

Learning a language is defined by proponents of communicative curricula as “learning how to communicate as a member of a socio-cultural group” (Breen and Candlin, 1980, p.90). This idea is also suggested by Muñoz (2010) where communication is explained in terms of links through interaction from birth because he claims we are part of a socio-cultural group.

According to Suarez-Orozco (2003), there are two broad spheres of culture that we can find in people who migrate to another place. First, the instrumental culture is formed by “the skills, competences and social behaviors necessary to make a living and contribute to society” (p.66). From this perspective, NESTs in Mexico would develop their skills and behaviors to adapt to a new culture. It is similar to making a combination of both cultures, taking the best of each one to enrich the new society where they are living now. Second, expressive culture refers to “the values, worldviews and patterning of impersonal relations and sensibilities that give meaning and sustain the sense of self” (p.66). This means that in this sphere, NESTs are concerned about what is inside them, such as sensibility and values in order to develop a feeling of belonging to the new cultures and the new social groups, in this particular case, Mexico.

Gathering together all these qualities of cultures, could generate meanings, understandings and a sense of belonging in the NESTs who are currently working out of their home country.

Kramsch (2009) suggests that the interpretation of a language is vital at a time of learning and understanding a language. In other words, she talks about a third culture and language which is acquired through firstly, the mother tongue (L1) and first culture (C1) (which are the ones that we develop as mother tongue), and secondly, the second language (L2) and second culture (C2) (which are acquired through the second language acquisition). This third culture (C3) and language are the ones we obtain through misunderstandings, understandings, personal experiences and context lived during the second language acquisition process. Suarez-Orozco (2003), in his broad spheres of culture, as well as Kramsch (2009), in her third culture and language, developed theories where culture and language are not only factors that could positively or negatively affect NESTs or NNEST teaching English in other countries. Their theories could help teachers to improve and to take advantage of their personal situation in a new place to live and the classroom where they are teaching.

According to Breen (2001), the culture of a classroom resembles a single person going through the process of integration of psychological and social factors. A teacher or a learner is not an individual mind or social actor when participating in lessons:

If it is time to hear and listen more to the voices of the learners as individual persons it is also important to do so in terms of their interaction with others. There is a danger, not entirely avoided, of the cognitivist emphasis on individuality creeping back in through a side door where learners are seen only as quasi social beings, as it were from their own individual perspective, but not in any interaction with others.
(p. xx)

Each individual is simultaneously going through a cognitive and a social transformation while interacting with others; therefore, the classroom realities are constructed when each individual perceives the interaction developed in classes. When the classroom culture is viewed

as a human project, it provides the researcher with a living subject. The teacher may be seen as an informant, and in this sense, students may not be considered as solo learners, and one issue that teachers can take as an advantage from this culture is that students will be able to construct their own social and cultural reality. In fact, one cultural implication that can affect positively the culture in the classroom is that NESTs can increase the students' cultural heritage while sharing with them all their knowledge about English language along with some cultural moments during the classes.

Kramsch (2009) claims that cultural difference is built in the condition of communication that a learner develops as a result of the necessity to interpret a message instead of just sending and receiving it:

The pact [*sic*] of interpretation is never simply an act of communication between the I and the You designated in the statement. The production of meaning requires that these two places be mobilized in the passage through a Third Space, which represents both the general conditions of language and the specific implication of the utterance in a performative and institutional strategy of which it cannot "in itself" be conscious (Bhabha, 1994 in Kramsch, 2009, p.237).

The study of a language class as culture can provide us with an integrated background which can support how, in the classroom, students and teachers create a kind of interaction which influences students' culture and language development in acquiring EFL. Both the students' and the teacher's backgrounds are seen in relation to their culture. This is one of the main reasons why it is very important to take culture into account as an influence on classroom interaction. While considering these inferences, it is important to consider that first, culture is an issue that must be taken into account in creating a good learning atmosphere in an English as a second language (ESL) classroom. Second, a teacher should be aware that knowledge of vocabulary and grammar as well as teaching methodology do not ensure learning, but that other aspects of language use such as effective communication and culture need to be considered.

These statements relate to this research since NESTs could provide a cultural atmosphere while teaching English language in the Mexican classroom, bringing aspects of communication and culture from their home countries with themselves.

The methodological framework that is used in this research is based on looking at this communication and culture through the Appraisal System lens. This is presented in the following point within this literature review.

2.2. Appraisal System: The Origins

This analytical approach started around 1990 and it focuses on the interpersonal meaning in systemic functional linguistics (SFL). The interpersonal meaning is more strongly oriented to interaction and feeling. In order to start talking about this Appraisal System, it is necessary to see part of its roots in Systemic Functional Linguistics.

Moss (2011), working within the analysis of scholarly texts, claims that the Systemic Functional Linguistic theory by Halliday (1994, 2004) is a holistic model of the language and its social context. She states that “this theory is, scenically, a holistic language model and social context which conceive the language as a resource to build meanings and achieve the communicative purposes (Moss, 2011, p.15)”. She suggests that this theory visualizes the language as a resource to create meaning and to achieve communication itself.

Eggins (2004) claims that the social semiotic linguist Michael Halliday contributed to the linguistic analysis by developing the concept of functional grammar which shows how simultaneous strands of meaning are expressed in clause structures. Most language experts agree that learning a foreign language is not merely a matter of recalling items but rather of coming to grips with effective communication in the target language. Effective communication involves, however, different types of functions. These functions are accounted for in Halliday’s Systemic

Functional Linguistics where he specifies three metafunctions: *Ideational*, *Interpersonal* and *Textual* which are instantiated in the use of language.

When viewing the language learning process, these *metafunctions* are seen at play. On the one hand, the *Ideational metafunction* is concerned with the grammar and the vocabulary, it is associated with the personal construction of experience:

Language is used to organize, understand and represent our perceptions of the world and of our own consciousness. This is known as the ideational metafunction: the experiential metafunction and the logical metafunction. The experiential is largely concerned with content or ideas. (Bloor and Bloor, 2013, p.13)

According to the authors this metafunction deals with our consciousness, ideas and content about our understanding and insights of the world. Some of these “ideational resources” (Martin and White, 2005, p.7) are concerned with everything that can be included in an experience such as the participants, the places, the reasons and moments.

The *Interpersonal metafunction* involves, on the other hand, the use of language as part of the process of communication; in other words it deals with the negotiation of social relations, Bloor and Bloor (2013) claim:

Language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgements; this metafunction is known as the interpersonal metafunction. (p.13)

This interpersonal metafunction, as already established, deals with the “social relations” (Martin and White, 2005, p.7) given that the interaction and feelings are important among people. Finally, the *Textual knowledge* is the third metafunction that deals with the ways texts or language use is organized by the users and the fluency of information, Bloor and Bloor (2013) say that

Language is used to relate what is said (or written) to the rest of the text and to other linguistic events; this involves the use of language to organize the text itself and is known as the textual metafunction. (p.13)

In other words, Textual metafunction is the one in charge of the “information flow” (Martin and White, 2005, p.7); it deals with the semantics of ideational and interpersonal meanings which are broadcast through actions, images, words, etc.

Specifically, the metafunction that gave birth to the appraisal system is the interpersonal. As described by Martin and White (2005) the appraisal system is a discourse semantics resource of meaning, negotiation complements it to focus on speech functions and structure while involvement complements it to focus on the negotiations of relation of solidarity and power mainly. This appraisal system deals with interpersonal meaning in written discourse as well as in spoken discourse. The authors state:

Our approach takes us beyond many traditional accounts ... in that it addresses not only the means by which speakers/writers overly encode what they present as their own attitudes but also those means by which they more indirectly activate evaluative stances and position readers/listeners to supply their own assessments. (p. 2)

This approach, as mentioned by Martin and White (2005), help researchers and discourse analysts to analyze not only feelings and values, but also expressions and attitudes. They continue:

These attitudinal evaluations are of interest not only because they reveal the speaker's/writer's feelings and values but also because their expression can be related to the speaker's/writer's status or authority as construed by the text, and because they operate rhetorically to construct relations of alignment and rapport between the writer/speaker and actual or potential respondents.

Our concern is also with what has traditionally been dealt with under the heading of ‘modality’ and particularly under the headings of ‘epistemic modality’ and ‘evidentiality’. (p.2)

In other words, this approach deals with both the written or spoken words and with the meaning that most of the times is between lines, that meaning that is achieved through a person's ability to analyze and interpret certain words and phrases.

According to White (2001), this Appraisal Framework is a particular approach to how speakers and writers judge and evaluate people, other writers' or speakers' utterances, material objects, happenings and states of affairs, and in this manner form alliances or distance with the listener or reader. This is a system that explores attitudes deeply, he describes Appraisal System as:

... a particular approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual persons and to manage interpersonal positioning and relationships... It explores how attitudes, judgments and emotive response are explicitly presented in texts and how they may be more indirectly implied, presupposed or assumed. (p.1)

The Appraisal System is localized in discourse semantics to facilitate the analysis of personal written or spoken utterances. The appraisal system approach is effective for the analysis of the data for this research project on NESTs because of the nature the gathered data it was considered as the most adequate to analyze, feelings and attitudes expressed in the narrative elicitation instruments utilized in this study. It means that in the narrative elicitation several words such as epithets, verbs and noun groups will reveal interpersonal positioning and relationships that will provide a deeper understanding of the data obtained. Further detailed explanation of the analysis is provided in chapter four. Looking in more depth at Appraisal System, White (2001) claims that in this approach "the evaluative use of language" performs the following three analytical functions: first, the attitudinal positioning, second the dialogistic positioning and third the intertextual positioning:

Attitudinal positioning: Here we are concerned with what might be thought of as 'praising' and 'blaming', with meanings by which writers/speakers indicate either a positive or negative assessment of people, places, things, happenings and states of affairs.

Dialogistic positioning: It is customary, perhaps, to think of verbal communication, especially in its written form, as primarily a matter of self expression, as the means by which we, as communicators, externalize our inner thoughts and provide information we possess to those who lack it. If we subscribe to this view, we are

likely to seek to explain the structures and forms of language solely in terms of the way they facilitate this function of 'self expression'.

Under 'intertextual positioning', we are concerned with uses of language by which writers/speakers adopt evaluative positions towards what they represent as the views and statements of other speakers and writers, towards the propositions they represent as deriving from outside sources. At its most basic, intertextual positioning is brought into play when a writer/speaker chooses to quote or reference the words or thoughts of another. (p. 2-4)

According to White (2001), attitudinal positioning is concerned with the meanings by which either writers or speakers indicate their positive or negative assessment of anything, anything can be people, places, things and happenings. He continues by claiming that the dialogistic positioning deals primarily with how, as communicators, we share our inner thoughts and how we provide information to those who lack it. Finally, he concludes that intertextual positioning concerns the uses of language by which writers or speakers adopt evaluative positions towards what they represent as the others' words or thoughts, so these can change the perspectives of the messages. The use of these analytical functions helps to analyze accurately the written data provided by the participants.

This first look at the Appraisal System: The Origins is intended to provide an overview of where it came from, its functions and its importance to this research. The following section describes Appraisal System Analysis itself, particularly, the sub systems that will be used within the data analysis of this research.

2.2.1 Appraisal System Analysis

As already mentioned in the previous chapter, the Appraisal System is used to evaluate the uses of language where speakers or writers adopt particular positions. According to Butt, Fahey, Feez, Spinks and Yallop (2013), Appraisal is one of the best ways we can show our position and personal reactions to the others:

The resource of appraisal is one of the ways speakers position their audience. In other words, their choice of lexicogrammatical patterns influences the audience's personal reaction to the meaning in a text. We have only to think of the positive or negative spin put on the 'same information' by opposing sides of a debate to see how this positioning works. However, if the colour or flavor of the text is very strong, the audience may interpret the text as being very strong, the audience may interpret the text as being very emotional, judgmental or critical, so lexicogrammatical resources for creating and interpreting appraisal and attitude are important tools in our exploration of text (p.120)

Depending on the 'colour' of the writing the readers could be able to interpret the feelings you are experiencing while writing the text, these texts can be completely emotional, judgmental, critical or a mixture of all of them. In this particular research ASA is the system which is helping to interpret and explore all those feelings written by the participants; in addition as Butt et al. (2013) mentioned, attitude sub-system is very significant to achieve this research aim.

This system is formed by three sub-systems that will be better represented in the following table taken from *The Language of Evaluation: Appraisal English* by Martin and White (2005):

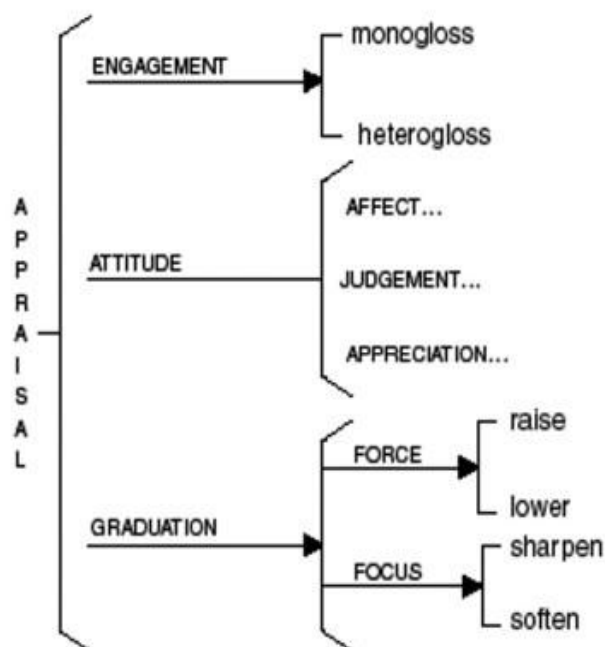


Figure 2.1 An overview of appraisal resources (taken from Martin and White, 2005, p. 38)

As illustrated in Figure 2.1, above, the Appraisal System is structured by three sub-systems: Engagement, Attitude and Graduation. Regarding Engagement, Martin and White (2005) point out that:

Engagement is comparable in many respects to evidentially, but our social perspective, inspired by Bakhtin's dialogism, contrasts with the truth functional orientation of more philosophically influenced approaches. As far as graduation is concerned, we establish resources for intensification (force) and for adjusting boundaries (focus) as distinct systems, both concerned with modulating meaning by degree (p.40).

In other words the engagement sub-system let the writers to deny themselves from the already expressed in their writings. The Graduation sub-system is like an option of force and focus. "Force adjusts the volume of gradable meanings while focus grades ungradable experiential meanings" Butt et al. (2013, p.121). Force can make stronger or lighter the intensity of a verb (walk = stroll or saunter) or by adding manners (walk gracefully or walk like a hippopotamus). "Focus, on the other hand, is concerned with blurring or sharpening" Butt et al. (2013, p.121) Focus has to deal with the use of epithets such as "a true friend or death warrant" (Martin & White, 2005). However, it needs to be mentioned that these two sub-systems are not part of this study.

This research aims to focus on the sub-system of Attitude which is concerned with feelings such as emotional reactions, judgments of behaviors and evaluation of things. This sub-system is the one that works with three regions named: affect, judgment and appreciation. According to Martin and White (2005), all of them deal with the reaction of emotions and feelings:

Attitude is itself divided into three regions of feeling, 'affect', 'judgment', and 'appreciation'. Affect deals with resources for construing emotional reactions... Judgment is concerned with resources for assessing behavior according to various normative principles... Appreciation looks at resources for constructing the value of things, including natural phenomena and semiosis (as either products or process). (p. 35-36)

As already mentioned by Martin and White (2005), this sub-system has three regions, each one with its own concerns. This gives added depth to the evaluation of personal narratives such as the one that this research is aiming at. First, we have the affect region which “is concerned with registering positive and negative feelings” (p.42) experienced by the writer or speaker; second, “judgment deals with attitude towards human behavior” (p.42); and third, appreciation region evaluates things, processes or “natural phenomena” (p.43). These regions of attitude are discussed below in more detail.

2.2.1.1 Affect

According to Martin and White (2005), Affect region is concerned with “registering positive and negative feelings” (p.42) they could be either positive or negative. These authors claim that there are six factors, actually written as questions, which must be used to classify the affect typology:

- Are the feelings popularly construed by the culture as positive (good vibes...) or negative ones (bad vibes...)?
- Are the feelings realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process?
- Are the feelings construed as directed at or reacting to some specific emotional Trigger or a general ongoing mood for which one might pose the question ‘why are you feeling that way’?
- How are the feelings graded – towards the lower valued end of a scale of intensity or toward the higher valued end; or somewhere in between?
- Do the feelings involve intention (rather than reaction), with respect to a stimulus that is unrealis (rather than realis)?
- The final variable in our typology of affect groups emotions into three major sets having to do with un/happiness, in/security and dis/satisfaction (p. 46-49)

These questions are intended to be answered in order to have a correct classification of the list of words in any appraisal study within the section on affect. In addition, the last typologies are better exemplified in table 4.1 in Chapter Four which is an adaptation of the classification of

this aforementioned group of attitudes; however, it should be mentioned that the affect region also includes another variable labeled as dis/inclination which is important in this appraisal analysis and will be presented in some results obtained from this research.

The first variable of Affect is dis/inclination which covers intentions and desires. The second variable is un/happiness which deals with the heart's concerns. The third variable is in/security which deals with the well-being, and the forth variable is dis/satisfaction which covers the pursuit of achievements. These variables are better visually represented in Table 4.1.

In order to clarify the use of this region, here I present some examples taken from Martin and White (2005):

[2.1] So this meant the **grieving** took place again. The **grief** came for my younger sister and two brothers whom I thought I would never see again. The day I left the Orphanage – that was a **very sad** day for me. I was **very unhappy** and the memories came back. There was nowhere to turn. You was (sic) on your own. I was again in a different environment... I had no choice but to stick it out. With the hardships going and thinking of my sister and brothers which (sic) I left at the Orphanage. **My heart full of sorrows** for them [Bringsings Them Home 1997:12]. (p.42)

In this example presented by the authors, we can see how they bolded the words which are related to this region: the feelings that showed affairs of the heart (See Table 4.1). This same text presents some variables from this affect region and would be used as an example to show the abbreviations which are going to be part in this study:

[2.1] So this meant the grieving (**ins -**) took place again. The grief (**unh -**) came for my younger sister and two brothers whom I thought I would never see again. The day I left the Orphanage – that was a very sad (**unh -**) day for me. I was very unhappy (**unh -**) and the memories came back. There was nowhere to turn. You was (sic) on your own. I was again in a different environment... I had no choice but to stick it out. With the hardships going and thinking of my sister and brothers which (sic) I left at the Orphanage. My heart full of sorrows (**unh -**) for them [Bringsings Them Home 1997:12]. (p.42)

As we can see in the original example there are five epithets or words that show a feeling from the writer, all of them have to be with the affect region. In addition, most of the variables

obtained from this example are unhappiness (unh) which is a negative attitude (-), just one of them was related to insecurity (ins) and it represents a negative attitude (-) too.

2.2.1.2 Judgment

According to Martin and White (2005), the judgment typology is in charge of the meaning constructing our attitudes to people and the way they behave:

In general terms judgments can be divided into those dealing with 'social esteem' and those oriented to 'social sanction'. Judgments of esteem have to do with 'normality'(how unusual someone is), 'capacity'(how capable they are) and 'tenacity' (how resolute they are) judgments of sanction have to do with 'veracity'(how truthful someone is) and 'propriety' (how ethical someone is) (p. 52)

Martin and White (2005) claim that social esteem is critical for the formation of social networks such as family, friends or colleagues while social sanction deals with legality or civic duty, and morality or religious observances. They claim that this region makes the appraisers "admire, criticise (sic), praise or condemn" (p.42) people that surround them. Judgment region has two main variables; on the one hand, the social esteem variable aims to evaluate the abilities or aptitudes of a person by using normality, capacity and tenacity categories. On the other hand, social sanctions variable deals with how ethical or truthful a person could be by using veracity and propriety categories. It is important to mention again that this region judges people that surround the appraiser. This process of analysis is discussed in a later chapter; however, in order to have a clearer view about this region the following example presented by Martin and White (2005) is explained:

[2.2] You have almost exterminated our people, but there are enough of us remaining to expose the **humbug** of your claim, as white Australians, to be a **civilized, progressive, kindly and humane** nation. By your cruelty and callousness towards the Aborigines you stand **condemned**...if you would openly admit that the purpose of your Aborigines Legislation has been, and now is, to exterminate the Aborigines completely so that not a trace of them or of their descendants remains, we could describe you as **brutal**, but **honest**. But you dare not admit openly that what you hope and wish is for our death! You **hypocritically** claim that you are trying to

‘protect’ us; but your modern policy of ‘protection’ (so-called) is killing us off just as surely as the pioneer policy of giving us poisoned damper and shooting us down like dingoes! [Bringing Them Home 1997:46] (p.43)

In this example provided by the authors we can give a suggested appraisal analysis like the following:

[2.2] You have almost exterminated our people, but there are enough of us remaining to expose the humbug (**s-s, ver -**) of your claim, as white Australians, to be a civilized (**s-e, cap +**), progressive (**s-e, cap +**), kindly (**s-e, norm +**) and humane (**s-e, norm +**) nation. By your cruelty and callousness towards the Aborigines you stand condemned (**s-s, pro -**)...if you would openly admit that the purpose of your Aborigines Legislation has been, and now is, to exterminate the Aborigines completely so that not a trace of them or of their descendants remains, we could describe you as brutal (**s-e, cap -**), but honest (**s-s, ver +**). But you dare not admit openly that what you hope and wish is for our death! You hypocritically (**s-s, ver -**) claim that you are trying to ‘protect’ us; but your modern policy of ‘protection’ (so-called) is killing us off just as surely as the pioneer policy of giving us poisoned damper and shooting us down like dingoes! [Bringing Them Home 1997:46] (p.43)

All the bold words in the first example were analyzed under the judgment region since they deal with the attitudes toward behavior. In the analyzed example, there are presented the variables and categories that were given by the appraiser’s narrative. S-s refers to the social sanction variable while s-e refers to social esteem variable. Veracity (ver), capacity (cap) normality (norm) and propriety (pro) were the categories presented within this appraisal analysis. All of this categories classification is better explained in table 4.1.

2.2.1.3 Appreciation

According to Martin and White (2015), the appreciation region evaluates the semiotic given by the appraisers depending on “the way in which they are valued or not in a given field” (p.43). This means that the things that surround the appraisers are valued within their writings or narrations:

With appreciation we turn to meanings construing our evaluations of ‘things’, especially things we make and performances we give, but also including natural phenomena – what such things are worth (how we value them). In general terms appreciations can be divided into our ‘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.). (Martin and White, 2005, p. 56)

According to Martin and White (2005), within Appreciation region, we can recognize positive and negative evaluations of the things that surround the appraiser thus it is possible to estimate their value for them. In order to present this region clearly, it is necessary to show an example taken from Martin and White (2015):

[2.3] **Virtually flawless**, with **impeccable** regional details, **startlingly original** characters, and a **compelling** literary plot that borders on the thriller, Ondaatje’s **stunning** achievement is to produce an **indelible** novel of **dangerous beauty**. USA Today [Previews M Ondaatje Anil’s Ghost Toronto: Vintage. 2000:i] (p.43)

As we can see, the bolded words represent the evaluation of things, in the following representation of the example we would be able to see the variables that represent this region.

[2.3] Virtually flawless (**reac +**), with impeccable (**reac +**) regional details, startlingly original characters, and a compelling (**comp +**) literary plot that borders on the thriller, Ondaatje’s stunning (**reac +**) achievement is to produce an indelible (**val +**) novel of dangerous beauty (**reac +**). USA Today [Previews M Ondaatje Anil’s Ghost Toronto: Vintage. 2000:i] (p.43)

According with this mini analysis, we can see the three variables from this region in this example. Reaction (reac), composition (comp) and valuation (val) were used positively all the times. As already mentioned with the other region table 4.1 shows a better visual classification of the meaning and color classification given to each variable establish by the regions.

2.3 Conclusion

In short, this literature review presents a brief explanation of the main categories of factors that affect positively or negatively the life of a NEST who has moved to Mexico and their possible way of teaching. Also, the elements of analysis, based on Appraisal System that is used to analyze the participants’ recounted experiences as NESTs in Mexico in this research are presented. In further chapters the methodology and the obtained results are explained.

Chapter Three: Methodology

3.0 Introduction

In this chapter the information about the methodology of the research is presented. This is mainly a qualitative study where native English speaker teachers' reasons for immigrating to Mexico were analyzed using the Appraisal System Analysis. This chapter aims to provide a description of the procedure followed in conducting this examination. In doing so, the first part concerns the methodology of the research that was followed in this study. The second part describes the overall research design and specific participants that took part in this project. The third section concerns the data collection procedure and the process of analyzing the obtained data. Finally, a conclusion and the instruments that were used in gathering the necessary information are presented.

3.1 Methodology

As mentioned previously, the design used for developing this research was a mixed method approach, particularly the explanatory sequential design (see Chapter 1). Appraisal System Analysis (Chapter 2) is the methodology used to answer the research questions presented in Chapter 1.

3.2 Context

This investigation was carried out in Mexico, a country where Spanish is the mother tongue, specifically the researcher is based in the Language Faculty at Benemerita Universidad Autonoma de Puebla (BUAP) localized in Puebla state. English language has taken a very important place in Mexican education because of tourism and because of the globalization in the world. In addition in the labor market sector, it is believed that knowing English would give

people better job opportunities. In fact, half of the participants in this study live in Puebla and the other three in different states of the country (see 3.5).

3.3 Instruments

To collect the data, it was necessary to design two instruments: a narrative elicitation instrument and a survey. The narrative elicitation instrument (see Appendix A) was designed to obtain qualitative data which was analyzed based on Appraisal System Analysis (Martin & White, 2005). This elicitation instrument gathered narrations written by the participants. These narrations range in length from 250 to 500 words. This instrument consisted of the main question: *Why did you decide to move to Mexico?* and four sub-questions that aimed to help the participants to elaborate their answer:

- *Were there personal reasons? Can you share them with me? (friends, family, weather, living conditions).*
- *Had you been in Mexico before moving?*
- *How did you decide to become an English teacher?*
- *After these years/months, how do you feel about staying in Mexico?*

At the beginning, the aim of the elicitation instrument was to have a prompt which could let the participants answer freely about their reasons for moving to Mexico. However, it was necessary to add some sub-questions in order to help them to answer what I was expecting to obtain as qualitative data. Also, in the instructions it was necessary to specify that participants could answer the way they wanted in order to know if the genre of the text that participants were presenting in their writing could be analyzed too. In other words, the participants could respond

with narratives, reflections, stories, biographies, simple answers to the open questions and so on, but at the end all participants submitted narratives.

The survey (see Appendix B) was designed to obtain quantitative information from the participants. Its aim was to collect specific data about the qualifications that the participants had to fulfill at the moment of deciding to work as teachers in Mexico for the first time. After obtaining this data, I analyzed it using a graphic which facilitated the interpretation of the data. Both instruments were relatively easy to answer for the participants, although some of them said as comment that it was difficult to find the time to answer the instruments. Moreover, I received complete responses from each participant involved.

3.4 The overall research design

An important part of the research was the participants. The participants of this study were Native English speaking teachers (NESTs). I decided to aim for three males and three females to try to get a balanced group in terms of gender. These three male and three female professors were chosen purposely for the study. I was looking for three specific qualifications that the participants had to fulfill for the research: first, they had to be native English speakers, second they had to be professors in any subject where it was necessary to use their mother tongue, and third the participants had to live in Mexico. At the time of the study, all of the NESTs were teaching in higher education and had decided to move to Mexico for different reasons which will be presented in the results chapter.

Continuing with the description of the research design, none of the participants was asked to answer the instruments immediately, in order to provide them with enough time to recall details of their experiences. This also allowed them time to consider important anecdotes or

information which would help them to respond to the elicitation instrument and survey, and would reflect their experiences as closely as possible.

Before giving the elicitation instrument and survey to the participants, it was necessary to undertake a pilot study to make sure the instruments were well designed. The first time the elicitation instrument was applied, I invited a male NEST to be the pilot subject of the research, I encouraged him to answer the instruments the way he felt like answering them. After obtaining the completed instruments I realized that the only suggested modification was to specify Mexico as the country in the instruments. Oliver (2014) claims that a pilot project does not usually make use of the data obtained; rather, the main purpose of the pilot is to refine the instruments used for data gathering. However, because there were no substantive changes suggested for the instruments, and because the pool of potential participants was limited, I decided to take the pilot response as one of the six final gathered responses. As expected during the application of the pilot in the research, the instruments worked well. Consequently, the instruments were provided to each participant later. The pilot study helped to make sure that in the elicitation instrument it was not necessary to add or erase some sub-questions and that in the survey there were no missing items.

I contacted NEST participants either face to face or via e-mail and social networks (Facebook). These participants were found as a sample of convenience. On the one hand, the three male English speaking teachers were working at the same public university where the researcher was based, so it was easy to contact them even though they had different schedules. Two of them were asked to participate face to face with the researcher (MNEST1 and MNEST2), and MNEST3 was contacted by the use of Facebook. On the other hand, the female English speaking teachers were not working in the same public institution. First, three FNESTs and I

were introduced by a contact that we had in common by e-mail. Then I sent them another e-mail asking these FNESTs to participate in the research. Two of them accepted (FNEST4 and FNEST5), but no response was received from the third one. As a consequence, it was necessary to contact another female participant who was giving a temporary course in a public university where I met her. I contacted her by e-mail and participant FNEST6 said that the information for the instruments should be taken from a book that she had published. As already mentioned, the pool of potential participants was limited. Looking for another participant who wanted to participate and find the time to answer the instruments seemed impossible, therefore this was another reason why I decided to keep the results of the pilot participant since the data obtained from him was applicable. In addition, it was necessary to explain to the NESTs about the ethical issues to give them confidence to answer the instruments freely. These ethical issues are explained in another part of this chapter.

3.5 Participants

The following Table 3.1 presents the information of the six NESTs who participated in this research:

Table 3.1 Participants Information

NESTs' number	Gender	Nationality	Years of experience as teacher (August 2015)	Year that participants moved to Mexico
1	Male	American	19	1996
2	Male	English	7	2005
3	Male	English	31	1987
4	Female	English	39	1981
5	Female	American	21	1994
6	Female	American	35	1980

The order of participants in the table is the order in which the participants sent the answered instruments back to the researcher. Male Native English Speaking Teacher 1

(MNEST1) is from the United States of America, he has nineteen years of experience teaching in Mexico and he has been living in Mexico since 1996. MNEST2 is from the United Kingdom and he has seven years of experience teaching English in Mexico, he has been living in Mexico since 2005. MNEST3 is English and has been a teacher for thirty one years and has lived in Mexico since 1987. The three male NESTs are currently teaching in higher education in a public institution in the state of Puebla in Mexico. Female Native English Speaking Teacher 4 (FNEST4) is English and has thirty nine years of experience in teaching. She has been living in Mexico since 1981 working for universities in Durango, Hidalgo and Veracruz. FNEST5 is American; she is currently working in a university in the state of Guadalajara. She has twenty one years of teaching experience, and she has been living in Mexico since 1994. The last participant, FNEST6, is from the USA and is currently working in a public university in Guanajuato; she has thirty five years of experience teaching in Mexico and has lived here since 1980.

As already mentioned above, the data collected from the participants were both qualitative and quantitative in nature; thus, in the following part of the chapter the procedure of collecting both kinds of data is described.

3.6 Data collection process

The data collection procedure was a rather difficult task. The first procedure to collect the data was to ask the participants to answer both instruments by an electronic paper or by hand. I explained the ethical issues (see 3.8) of the research and asked for their voluntary participation. After making sure of their participation in the research, the participants received the instruments and spent between five to seven days on average to answer the narrative elicitation instrument and an extra day to answer the survey. All participants were teaching, researching or both, thus I

understood that they had to find the time to answer the instruments. In addition, two out of the six participants (MNEST1 and FNEST5) who accepted to participate in the research took some extra time to answer.

All the information was gathered in a period of 20 days. Most of the participants submitted completed forms with the average number of words asked for in the instruments (250 to 500). The only exceptions were MNEST3, who sent a narrative of 136 words (see Appendix A), and FNEST6, who told the researcher to use her published book. After obtaining the data, the analysis of both kinds of data took place. In the following part of the chapter, the procedure followed for the data analysis is explained in detail.

3.7 Data analysis

To examine the obtained data two kinds of analyses were performed. First, to analyze the qualitative information an appraisal system analysis was carried out. This system analyses the written data from a linguistic perspective and it is presented in the first part of the data analysis procedure. In order to analyze the quantitative data, some quantification took place.

3.7.1 Analysis of the qualitative data via the ASA

As already mentioned in previous chapters, the Appraisal System Analysis that was used to analyze the qualitative data comes from the interpersonal metafunction. According to Martin (2002) interpersonal discourse semantics is the basis of ASA. This ASA “complements negotiation from the perspective of resources for evaluation, including systems of attitude...” (p.58). First, he claims that negotiation deals with the exchange of utterances in a conversation or dialogue:

Negotiation is concerned with resources for exchanging information and goods and services in dialogue. This system subsumes some of the earlier work on ellipsis and substitution in a framework which considers the ways in which interlocutors initiate

and respond in adjacency pairs. Drawing on earlier work at Birmingham (Sinclair & Coulthard, 1975) and Nottingham (Berry, 1981), a framework for exchanges consisting of up to five moves was developed, alongside provision for additional tracking and challenging side-sequence (Ventola, 1987). This work is closely related to studies in conversation analysis (CA) but with a stronger grammatical orientation (such as that canvassed in Ochs, Schegloff, & Thompson, 1996). Eggins and Slade (1997) introduce ongoing SFL research in this area in relation to wider questions of discourse structure and social context; Coulthard (1992) updates the Birmingham-based work. (p. 55)

In other words, Martin (2002) suggests that this negotiation process lets the interpersonal meaning appear through communication with others. This negotiation is established by persons in a natural relation and social context: “Following Halliday (1978) a natural relation is posited between the organization of language and the organization of social context, built up around the notion of kinds of meanings (Mattheissen. 1993)” (p. 56). This interpersonal meaning is developed in a social reality and it is within this context that this negotiation happens. This social reality can be either spoken or written communication. In order to be more specific, this analysis is performed by using the attitude sub-system (see Figure 2.1, Chapter 2). According to Martin (2002), “attitude focuses on resources for construing affect, judgment, and appreciation (roughly the lexically realized realms of emotion, ethics, and aesthetics)” (p. 58).

To analyze the data in this research study, all texts were separated into clauses following the SFL tradition. Secondly, epithets, verbs and noun groups that could express any kind of emotion or feeling from the author of the narrative had to be classified following these parameters given by Martin and White (2005, p.71) represented in the following table:

Table 3.2 Martin and White (2005) analysis parameters of Attitude

Abbreviation	Parameters of Attitude
+	‘positive attitude’
-	‘negative attitude’
des	‘affect: desire’
hap	‘affect: un/happiness’

sec	‘affect: in/security’
sat	‘affect: dis/satisfaction’
norm	‘judgement: normality’
cap	‘judgement: capacity’
ten	‘judgement: tenacity’
ver	‘judgement: veracity’
prop	‘judgement: propriety’
reac	‘appreciation: reaction’
comp	‘appreciation: composition’
val	‘appreciation: valuation’

Once having defined the categories, I classified the identified feelings and emotions. After analyzing all the narratives, I categorized the results in charts which are presented and explained in the following chapter (see from Table 4.2 to Table 4.7).

3.7.2 Survey analysis procedures

Analyzing quantitative data seemed much faster than analyzing qualitative data. After obtaining the data, I had to classify the variables and count them in order to know the exact quantity of similar answers among the participants. The results were gathered in a table shown in the following chapter (Table 4.13). After this process, it was necessary to graph the information to make the data viewable. This graph (Graph 4.14) is presented in the chapter on results and it is explained as well as the other results.

3.8 Study ethical issues

For carrying out this research the voluntary consent of the participants was important. Anonymity and confidentiality of the participants were assured. The ethical elements of the study and the purpose of the study were explained by the researcher to the participants; consequently, their voluntary participation was one of the main factors in the integrity of this project. There was no reason to expect untruthful accounts from the participants. Thus, the obtained data are

assumed to be to a greater or lesser extent closely representative of the events and motivations of the participants.

3.9 Conclusion

This chapter provided the information related to the methodology of the research. The chapter described the overall methodological framework and detailed as well the various data collection procedures. The analysis procedures were provided along with reference to the relevant ethical issues. The following chapter presents the results of the data analysis.

Chapter Four: Results

4.0 Introduction

This chapter will present the results derived from this research. The order of the presentation follows the organization established in the third chapter. In the first part the results obtained from the analysis of the qualitative data via the appraisal system are described. And in the second section some quantitative findings obtained from the narratives are presented, as well as the results derived from the survey analysis. The results obtained from the quantitative information are presented in tables and graphs to have visual representations. Finally, a brief conclusion of the chapter is presented.

4.1 Results of Analysis of the Qualitative Data

Within this qualitative analysis it was necessary to identify the different expressions of feelings found in the attitude sub-system of ASA. In order to be more specific, this attitude sub-system is divided into three semantic regions which are better represented in table 4.1 adapted from the Martin & White (2005) classification.

According to the Appraisal Website: Homepage (2012), the appraisal framework is “a particular approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationships”. In other words, ASA helps to understand the way people use written or spoken language to manage relationships and power positions. This ASA has two kind of attitudes: positive (+) and negative (-). These attitudes are divided into three main regions: affect (aff) which covers the feelings performed by the author, judgment (jud) which covers the evaluation of other humans' behavior by evaluating social networks such as family, friends and colleagues; and appreciation (app) which covers the evaluation of things that surround the appraiser.

In order to be more specific each region category is presented (see also chapter two). First, in the affect region, there are four categories: dis/inclination (dis/inc), un/happiness (un/hap), in/security (in/sec) and dis/satisfaction (dis/sat). Subsequently, the judgment (jud) region is divided in two main categories: social esteem (s-e) and social sanction (s-s). Social esteem is separated into three sub-categories: normality (norm), capacity (cap) and tenacity (ten). Social sanction is separated into two: veracity (ver) and propriety (prop). Finally, the classification of the appreciation region (app) is divided into three labels: reaction (reac), composition (comp) and valuation (val). The summarized meaning of each category is presented in the fourth column in Table 4.1 under ‘Meaning’.

Table 4.1 Summarized table of the Classification of Attitudes (Martin & White, 2005, p. 42-89)

Attitudes		Color	Classification of attitudes	Meaning
Affect			dis/inclination	Covers feelings that involve intention (rather than reaction). It covers fears and desires.
			un/happiness	Covers emotions concerned with ‘affairs of the heart’.
			in/security	Covers emotions concerned with ecosocial well-being.
			dis/satisfaction	Covers emotions concerned with telos (the pursuit of goals).
Judgment	Social esteem		normality	How special or unusual?
			capacity	How capable, competent?
			tenacity	How dependable, well disposed?
	Social sanction	-	veracity	How honest?
		-	propriety	How far beyond reproach, ethical?
Appreciation			reaction	Does it catch our attention? Does it please us?
			composition	Was it hard to follow? Did it hang together?
			valuation	Was it worthwhile?

Table 4.1 shows in the first column the classification of attitudes followed by the second column which shows the color that I have used to identify each attitude positively or negatively. It is important to clarify that two of those attitudes do not have any color because they do not appear as part of any data obtained from NESTs in their narrative elicitations. The specific name of attitudes is written in the third column and finally their summarized functions and/or meanings are written in the last column of the table.

4.1.1 Individual Results of Qualitative Analysis

After explaining the meaning of this important classification, it was necessary to identify the expressions that could show affect, judgment or appreciation represented in positive and negative attitudes within six narrative elicitations. To start with the analysis, the participants' analyzed answers are presented in the same order in which they responded to the instruments and sent them to the researcher, thus the presented order is accurate based on the fact that MNESTS answered before the three FNESTS.

4.1.1.1 MNEST1's Results

The results obtained from MNEST 1 summarized in Table 4.2, clearly show a tendency towards the affect region. MNEST 1's findings demonstrate that the feeling of un/happiness (highlighted in yellow color which means affect-happiness or unhappiness) was used more times than other categories, followed by the feeling of dis/satisfaction in the second place. A sample of this male NEST 1's extract is:

"I was quite surprised (aff, hap +) to answer ... I decided that I quite liked (aff, hap +) the idea of being a university professor... I felt terribly unqualified (aff, dis -), yet I worked hard at the job...it was the most enriching experience (app, reac +) of my life. I love (aff, hap +) Mexico and feel indebted (aff, hap +) to its people for being so open and generous (jud, s-e, norm +) with me. I am a different and better person (aff, sat +) now... I will continue working diligently (jud, s-e, cap +) as a teacher..."

As stated above, the classification in table 4.2 shows that the affect region was used more times than the other regions by MNEST1. In addition, positive attitude was used more times by

the respondent in all regions. Happiness variable was used five times in total, while the most used negative attitude was the dissatisfaction variable, which appeared three times negatively in total. Judgement region was used twice in social esteem-normality category positively. And appreciation region was used once positively. In addition, MNEST1 used all categories in affect region which means that in his narration he talks about his feelings mostly instead of focusing the narration in things or persons that surrounded him.

Table 4.2 Obtained Results from Appraisal System Analysis: MNEST 1

AFFECT		Positive Attitude	Negative Attitude
Dis/Inclination Un/happiness		...quite surprised...	... I had never wanted to be a teacher...
		...quite liked...	...I was at an impasse...
		I love...	
		...feel indebted...	
In/security		...economically stable...	...I didn't know well...
Dis/satisfaction		...different and better person...	... some family support living so far away from home ...
			I felt terribly unqualified...
JUDGMENT		Positive Attitude	Negative Attitude
Social Esteem	Normality	...so open and generous...	
	Capacity	...working diligently...	
APPRECIATION		Positive Attitude	Negative Attitude
Reaction		...most enriching experience...	

4.1.1.2 MNEST2's Results

The following extract taken from MNEST 2's narrative elicitation shows a tendency to use positive attitude in the appreciation region of reaction variable. This small extract of his narrative elicitation shows some of these utterances highlighted in red color.

“...Puebla would be a **suitable place** (app, reac +) to live ...moving to a “new” country was an **interesting challenge** (app, reac +) for me! **Mexico attracted me** (app, reac +) ... **easy-going lifestyle** (app, reac +), **friendly people** (jud, s-e, norm +)... Though the city seemed a little **old fashioned** (app, comp -) and **conservative** (app, comp -) by comparison, the above mentioned features **attracted me** (app, reac +) besides I wanted something **quite different** (app, reac, +)...”

In table 4.3 we can see that only two variable (happiness and satisfaction) of the affect region were used positively by MNEST2. This participant used the judgment region positively as well as MNEST1 using only the social esteem-normality category. Finally the appreciation region was the most used by this participant since he used the reaction category six times. In addition, two negative attitudes were shown by MNEST2 in the composition variable of the appreciation region. This participant used all variables in the appreciation region which could be interpreted as the fact that this participant showed a strong tendency to evaluate things that where surrounding him while writing his narrative elicitation.

Table 4.3 Obtained Results from Appraisal System Analysis: MNEST 2

AFFECT		Positive Attitude	Negative Attitude
Un/happiness Dis/satisfaction		...feel quite comfortable...	
		...feeling of stability...	
		...seasoned traveler...	
JUDGMENT		Positive Attitude	Negative Attitude
Social Esteem	Normality	...friendly people...	
APPRECIATION		Positive Attitude	Negative Attitude
Reaction		...suitable place...	
		...interesting challenge...	
		...Mexico attracted me...	
		...easy-going lifestyle...	
		...features attracted me...	
		...something quite different...	
Composition			... a little old fashioned... ...conservative...
Valuation		...would I be happy... ...benefit culturally, economically... ...a fresh challenge...	

4.1.1.3 MNEST3's Results

While analyzing MNEST 3's responses, I would say there is no a predominant tendency used by male participants, since MNEST1 tended to use affect region, and MNEST2 tended to mostly use appreciation region. In fact, this text selection is almost his complete narration and it seems there is a balance between affect and appreciation variables using positive attitudes. Table 4.4 summarizes the data ordered by category:

“I came to Mexico because I was always interested in (aff, inc +) studying Mexican literature... I really enjoyed (aff, hap +) ... I always enjoyed (aff, hap +) living in Mexico ... any sort of culture shock (app, rea -) etc. Also, I have always had a nice social group (jud, s-e, nor +) that ... I have never thought about being an English teacher (aff, inc -) but it was the only way to find stable work (app, val -) here.”

In table 4.4 we can see that MNEST3 used a negative utterance located in affect region and another in appreciation region. This participant used judgment region once as participants MNEST1 and MNEST2 did. Judgment region was used positively in social esteem-normality variable. As already mentioned above, there is a balance in positive attitudes within the majority of variables; thus this participant shows an equilibrium between his feelings and, the appreciation of things and persons’ behaviours, while responding to his elicitation instrument.

Table 4.4 Obtained Results from Appraisal System Analysis: MNEST 3

AFFECT		Positive Attitude	Negative Attitude
Dis/inclination		...interested in...	...never thought about being an ET...
Un/happiness		...I really enjoyed...	
		...I always enjoyed...	
JUDGMENT		Positive Attitude	Negative Attitude
Social Esteem	Normality	...nice social group...	
APPRECIATION		Positive Attitude	Negative Attitude
Reaction			...sort of culture shock...
Valuation		...would I be happy...	
		...stable work...	

4.1.1.4 FNEST4’s Results

While analyzing FNEST4’s answers, I could see that she used all categories in both the affect and appreciation regions. Table 4.5 shows that she used the affect region positively more times. The most used region was appreciation with four positive attitudes and two negative attitudes which were the only negative utterances within the whole narrative elicitation instrument. These are present in the composition category. FNEST4 used the judgment region twice as the three MNESTs in social esteem-normality category. This is a sample extract showing the colored categorizations.

“...Mexico would be the best option (app, val +)... it would be useful (app val +) to learn Spanish... in a context which would be different (app, com -) from those with which I was familiar... Mexico would be completely new (app, com -) to me, would therefore present an exciting challenge (app, rea +)... and I have been much blessed (aff, hap +) to work ... and am in very close touch (jud, s-e, nor +) with my UK family... my Mexican family is wonderful (jud, s-e, nor +) too. I have the best of both (aff, sec +) worlds... I found life so rich, diverse and stimulating (app, rea +) in Mexico.”

The tendency to use the appreciation region mainly in both attitudes for this female participant made me believe that she took a little bit more time evaluating things that were surrounding her in her narrative elicitation than telling a lot about her positive feelings while writing down her response.

Table 4.5 Obtained Results from Appraisal System Analysis: FNEST 4

AFFECT		Positive Attitude	Negative Attitude
Dis/inclination		...to become a more effective teacher...	
Un/happiness		...I have been much blessed...	
In/security		...I have the best of both worlds...	
Dis/satisfaction		...the best way to improve communication. ...after successfully complete my MA...	
JUDGMENT		Positive Attitude	Negative Attitude
Social Esteem	Normality	...am in very close touch with my UK family... ...and my Mexican family is wonderful too..	
APPRECIATION		Positive Attitude	Negative Attitude
Reaction		... present an exciting challenge... ...life so rich, diverse and stimulating...	
Composition			...would be different... ...Mexico would be completely new...
Valuation		...Mexico would be the best option... ...it would be useful...	

4.1.1.5 FNEST5's Results

FNEST 5's answers demonstrate a strong tendency towards the affect region, specifically the category of un/happiness which is highlighted in yellow color in the extract below. Also, the second category used more times positively and negatively was dis/inclination.

“... Becoming an English teacher was never really a conscious decision (aff, inc -) ... That experience put me off for life (aff, unh -) ... I take [sic] a course in teaching English to give me a practical qualification (app, val +) ... The CELTA course was very intensive and challenging (app-, rea -), but I enjoyed it (aff, unh +) ... I mostly feel happy (aff, hap +) about having stayed in Mexico... and very much enjoy my job (aff,

hap +) here. It's still hard being away (aff, unh -) from family and friends at times, but my life is very much (app, rea +) here... I don't feel so happy (aff, unh -) about the current climate of violence... the last few years have sadly been very different (aff, unh -) from my perception”

Table 4.6 shows that the un/happiness variable was used in same amount of times both positively and negatively (four each one), as well as dis/inclination variable with two positive and two negative utterances by this female participant. FNEST5 did not use the judgment region in her narrative elicitation but she used all categories in the appreciation region as well as MNEST2 and FNEST4. This participant used seven negative attitudes and nine positive attitudes in her narrative elicitation. Security and valuation categories were used once positively. This narrative suggests that FNEST5 talks about her own feelings during the majority of her narrative elicitation instrument while talking about her reasons for moving to Mexico.

Table 4.6 Obtained Results from Appraisal System Analysis: FNEST 5

AFFECT	Positive Attitude	Negative Attitude
Dis/inclination	...I wanted to brush up on my Spanish...	...English teacher was never really a conscious decision...
	...I was also interested in coming...	
Un/happiness	...In Latin America having enjoyed the...	...That experience put me off for life...
	...but I enjoyed...	...it's still hard being away from family...
	... I mostly feel happy about having stayed	...I don't feel so happy about current...
	...and very much enjoy my job here...	...few years have sadly been very different
In/security	...he talked very positively about the exp...	
APPRECIATION	Positive Attitude	Negative Attitude
Reaction	...full of shine was definitely attractive...	...was very intensive and challenging...
	...my life is very much here...	
Composition		.. a office and the weather was miserable...
Valuation	...to give me a practical qualification...	

4.1.1.6 FNEST6's Results

As mentioned in chapter 3, FNEST6 told the researcher to use her published book *Entering into the EFL Teaching Profession: Stories of Teacher Socialization in Mexico* to obtain the qualitative data; thus the part that was used for this research is named *Change of Profession and Country: 'Falling into' the Job* (p.149-151). This is an extract of the narrative elicitation where we can see different uses of positive and negative attitudes:

As a novice teacher (jud, s-e, cap -), I found Mexican students easier to please and handle (jud, s-e, ten +) than the American high school art students who were sent to me for any disciplinary problems. The new culture (jud, s-e, norm +) I was immersed in seemed more receptive to my teaching (app, comp +). Students were involved, willing and interested (jud, s-e, cap +) in my classes. My teaching made an echo (app, val +) or received a response. That I might have something to offer my students was gratifying to me (aff, sat +) as a young teacher (jud, s-e, cap -).

While I experienced doubts (aff, ins -) about techniques and methodology, my professional relationship with students remained rewarding (app, val +). Compared to my previous existence in rural communities, living in a foreign country was exciting (app, rea +). I took pleasure (aff, sat +) in being a foreigner in the new culture (app, rea +) that surrounded me. (Lengeling, 2013, p.150)

In table 4.7 we can see the summary of all the utterances with an appraisal significance in the research. She wrote twenty-three utterances using positive attitude and 10 utterances with negative attitude giving a total of thirty-three utterances in the whole narrative.

Table 4.7 Obtained Results from Appraisal System Analysis: FNEST 6

AFFECT		Positive Attitude	Negative Attitude
In/security		I was determined to become part ...	Lost and insecure, I frequently wondered...
			While I experienced doubts about ...
Dis/satisfaction		...to offer my students was gratifying...	I was bewildered...
		I took pleasure in being a foreigner...	I did not really consider myself an English...
JUDGMENT		Positive Attitude	Negative Attitude
Social Esteem	Normality	The new culture I was immersed...	And if you were a non-native speaker...
		...to raise them as bilingual children	As a novice teacher, I found Mexican...
	Capacity	"You really are a good teacher"	...gratifying to me as a young teacher.
		"you are the first true teacher that we...	
		Students were involved, willing and...	
	Tenacity	I found Mexican students easier to please and handle...	
APPRECIATION		Positive Attitude	Negative Attitude
Reaction		A good rhetorical question follows...	
		...living in a foreign country was exciting	
		...in the new culture that surrounded me.	
		...learning experiences proved much more enjoyable...	
Composition		Extended family played a pivotal role...	
		...with supervised teaching experience.	
		...seemed more receptive to my teaching.	
		...an example of integrative motivation.	
Valuation		...the right place at the right moment.	My native educational upbringing
		...an example of "native-speakerhood"...	...with Basic English competency...
		In honest retrospect...	...a definite need to learn and use Spanish.
		My teaching made an echo...	
		...with students remained rewarding.	
		...competency improved dramatically.	

FNEST6 used two categories from the affect region which were in/security and dis/satisfaction. In contrast with the other NESTs (except FNEST5 who did not use the judgment

region), FNEST6 used judgment region within all variables. She used capacity category positively and negatively, while the tenacity category was used once positively as well as normality. Appreciation was the most used region as well as positive attitude; specifically valuation category was the most used with six utterances in positive attitude and three utterances in negative attitude. This suggests that most of the time this participant was evaluating if the reasons were worthwhile or not.

4.1.2 General Results of Qualitative Analysis.

Table 4.8 below presents the results of the analysis of the written texts using the Appraisal Framework (see Chapter 3). The table is divided into the three principal regions: affect, judgment and appreciation. Each section is divided into nine columns: the first column shows the region and its different categories. The following six columns are the six participants identified by their acronym followed by the number of times that they used certain categories in their narrative elicitations. Then, there are two columns showing the total of times that male or female participants used a specific category in their narratives. Finally a general total is presented to show the amount of times that the six NESTs used each category within each region.

As we can see in table 4.8, the majority of participants used the appreciation region followed by the affect region; whereas the judgment region occupied the third place. On the one hand talking about positive attitudes, the appreciation region was the category with more utterances used by FNESTs, giving them a total of twenty-one utterances. Meanwhile MNESTs have a tie between affect and appreciation region with twelve positive utterances each one. The first place, from the general total of the appreciation region, was occupied by reaction. MNESTs used the reaction variable seven times and FNESTs used it eight times. In the second place we

find the valuation variable with fourteen positive utterances in total. In the third place of usage we find the composition variable within this same region. FNESTs used it four times positively whereas MNESTs did not used it positively at all.

Table 4.8 .Quantitative Results of the Obtained Results from Appraisal System Analysis.

Affect	MNEST 1		MNEST 2		MNEST 3		FNEST4		FNEST5		FNEST6		MNEST TOTAL		FNEST TOTAL		GENERAL TOTAL	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Dis/inclination	0	1	0	0	1	1	1	0	2	1	0	0	1	2	3	1	4	3
Un/happiness	4	1	1	0	2	0	1	0	4	4	0	0	7	1	5	4	12	5
In/security	1	0	0	0	0	0	1	0	1	0	1	2	1	0	3	2	4	2
Dis/satisfaction	1	3	2	0	0	0	2	0	0	0	2	2	3	3	4	2	7	5
TOTALS	6	5	3	0	3	1	5	0	7	5	3	4	12	6	15	9	27	15

Judgment	MNEST1		MNEST2		MNEST3		FNEST4		FNEST5		FNEST6		MNEST TOTAL		FNEST TOTAL		GENERAL TOTAL	
Social Esteem	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Normality	1	0	1	0	1	0	2	0	0	0	2	1	3	0	4	1	7	1
Capacity	1	0	0	0	0	0	0	0	0	0	3	2	1	0	3	2	4	2
Tenacity	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0
TOTALS	2	0	1	0	1	0	2	0	0	0	5	3	4	0	8	3	12	3
Social Sanction																		
Veracity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Propriety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Appreciation	MNEST1		MNEST2		MNEST3		FNEST4		FNEST5		FNEST6		MNEST TOTAL		FNEST TOTAL		GENERAL TOTAL	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Reaction	1	0	6	0	0	1	2	0	2	1	4	0	7	1	8	1	15	2
Composition	0	0	0	2	0	0	0	2	0	1	4	0	0	2	4	3	4	5
Valuation	0	0	3	0	2	0	2	0	1	0	6	3	5	0	9	3	14	3
TOTALS	1	0	9	2	2	1	4	2	3	2	15	3	12	3	21	7	33	10

Although generalizations cannot be made, these results seem to suggest that the appreciation region was the most used by participants. As I already mentioned in Chapter Two, appreciation region deals with the evaluation of things (Martin and White, 2005, Butt et al, 2013), so this makes me believe that NESTs really care about their surroundings at the time of

deciding to move to Mexico some years ago, these were some more positive things than the negatives ones.

The second place of the three regions that was most used positively by NESTs was affect with its four categories. Happiness was the most used with twelve utterances where MNESTs had seven and FNESTs five participations. The second place was occupied by the satisfaction variable which was used four times by FNESTs and three times by MNESTs. And in the third place we obtained the same results in both inclination and security with four positive attitude utterances in each category. In addition FNESTs used affect region more times than MNESTs.

These results may suggest that feelings are a strong factor for somebody to determine moving out from the country-home. Again, these are not generalizable results.

Finally, the region used least positively was judgment, particularly in social esteem. The normality variable was the most used by participants. MNESTs used this variable three times while FNESTs used it four positive utterances. The second place of usage within this region was the capacity variable which actually was used three times by the same female participant and once by MNEST1, and finally the tenacity region was used just once by one female participant too.

I can infer that even after evaluating surroundings and feelings to make a decision about of moving somewhere, it is always important to take a look at the people who are going to be around somebody. Normality is a variable that studies how special someone is; it is very good to know that these NESTs feel quite comfortable sharing a new life with Mexican people; however, as already mention this is not a generalizable result.

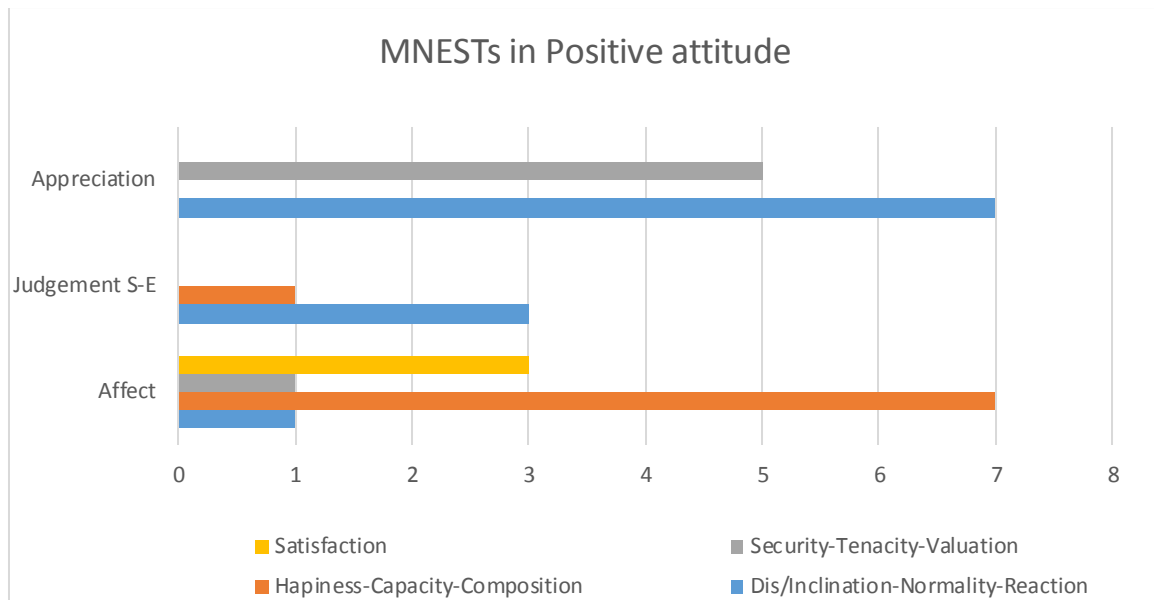
On the other hand, talking about negative attitudes, the most used region was affect with fifteen negative attitude utterances. Unhappiness and dissatisfaction variables were the most used

by participants in their narrative elicitations. Unhappiness was indicated more times by FNESTs, while dissatisfaction was indicated more times by MNESTs. A negative attitude in disinclination variable was indicated three times by participants. Insecurity variable was indicated twice. In addition, it is important to mention that disinclination was used twice by MNESTs and once by FNESTs. No MNESTs showed insecurity in their narrative elicitations and FNESTs showed insecurity twice. Within the appreciation region, the composition variable was used five times in negative attitude, it was used one time more by FNESTs than by MNESTs in that variable. The valuation variable was used three times by one FNEST while the same variable was not used at all in negative attitude by NESTs: and the reaction variable within the appreciation region was used twice negatively once by a MNEST and another one by a FNEST. Finally, in regards to the judgment region, particularly in the social esteem-capacity variable, it was used two times by the same female participant in negative attitude and the same participant used normality variable once negatively too. No one else used this region in any category using negative attitude.

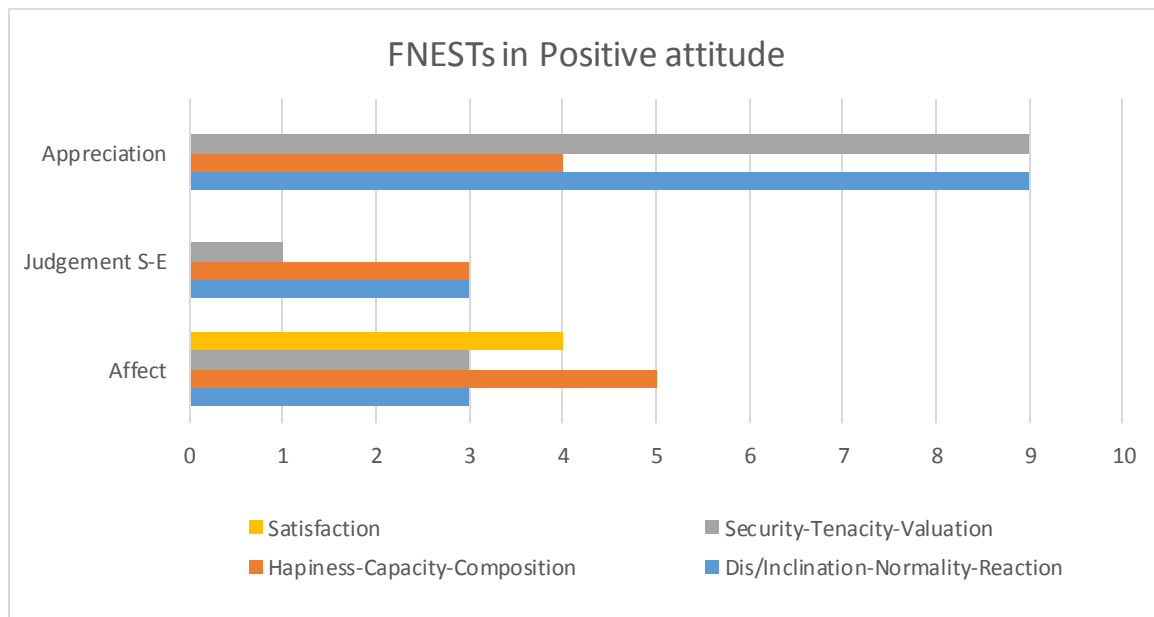
In order to have a more visual representation, Graph 4.9 shows MNESTs main use of regions and variables in positive attitude. As we can perceive the reaction variable was the most used by MNESTs as well as the happiness variable, later we find the valuation variable in second place which means that the perception of things that surround them in Mexico are the most important aspect for male participants and the feeling of happiness is important for them too.

In reference to positive attitude, Graph 4.10 demonstrates that female participants showed more inclination for the appreciation region. Reaction and valuation of things were the most used ones. The feeling of happiness was the most important feeling in the narrative elicitations for the female as well as male participants.

Graph 4.9 MNESTs in Positive Attitude

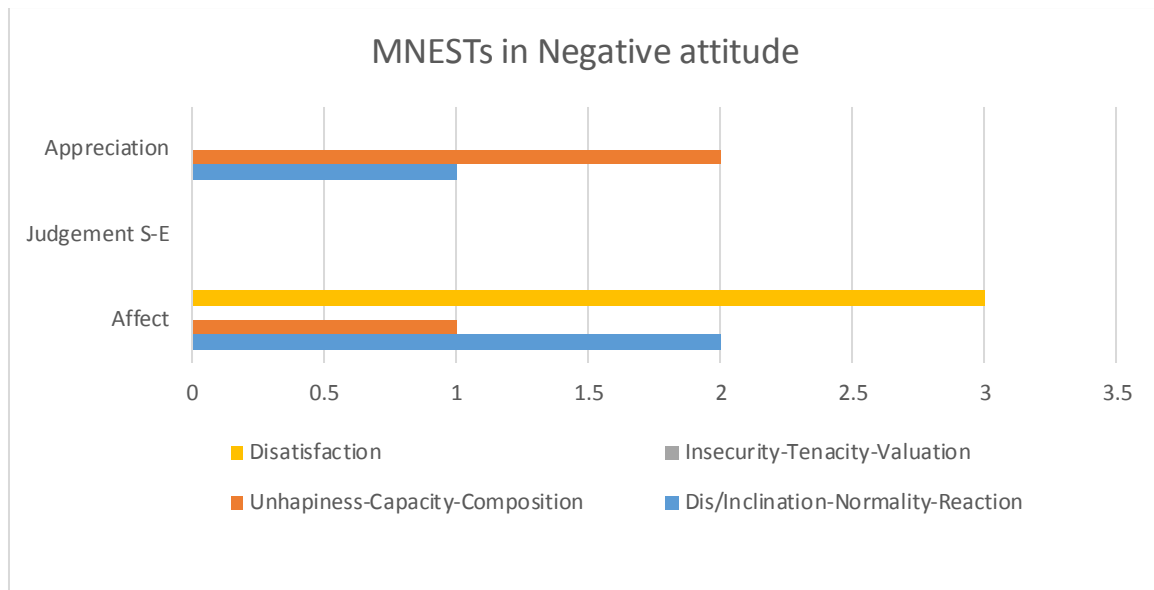


Graph 4.10 FNESTs in Positive Attitude

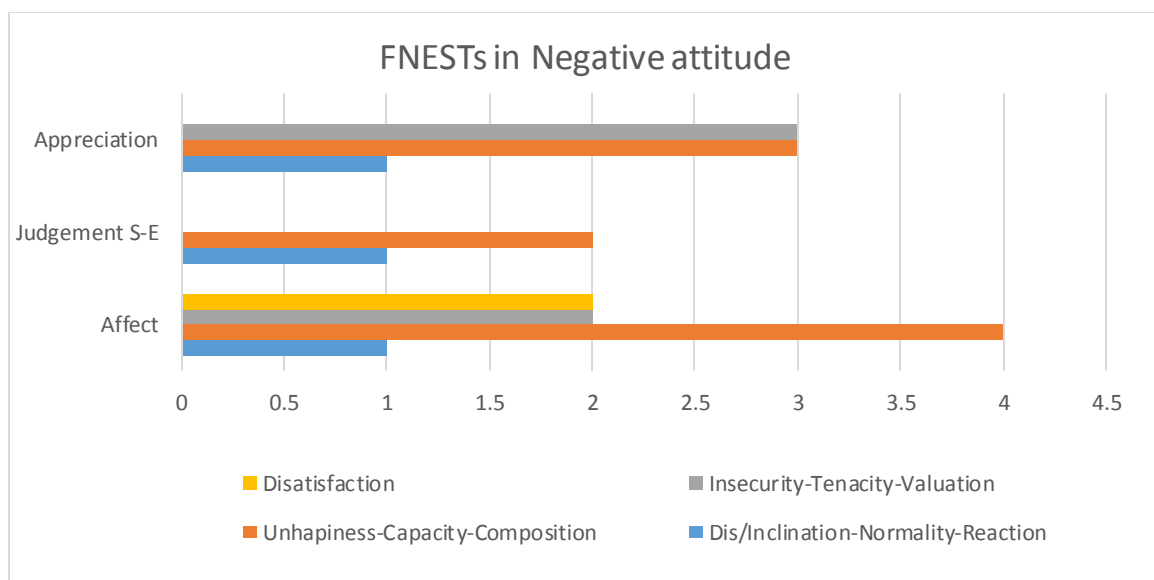


In Graph 4.11, we can see that dissatisfaction was the feeling most indicated by male participants followed by the composition of the things that surround them and the disinclination in negative attitude. None of the participants used any negative attitude to evaluate the Mexican population which is opposite to the female results.

Graph 4.11 MNESTs in Negative Attitude



Graph 4.12.FNESTs in Negative Attitude



Finally, Graph 4.12, illustrates that female participants felt unhappiness most of the time narrating their reasons for moving to Mexico. Meanwhile, a negative attitude towards the composition and valuation of the things that surround them was perceived during their narrative elicitations in second place.

In conclusion, analyzing the qualitative data I can highlight some points. First talking about the attitude subsystem positively within ASA, we can perceive some similarities between MNESTs and FNESTs (see Graphs 4.9 to 4.12): the appreciation region was the most used by both genders which means that there was a high level of positive evaluations of the things that surround them in Mexico. According to Tables from 4.2 to 4.7, highlighted words such as *new culture*, *enriching* and *enjoyable experiences*, *interesting*, *exciting* and *intensive challenge*, *rich*, *diverse*, *stimulating*, *easy/going* and *suitable* are words that describe Mexico for themselves. Thus, it could be interpreted that Mexico caught their attention and attracted them in different ways in the first place.

Later, NESTs claimed that Mexico was a worthwhile place for them to stay by using words such as *right place*, *teaching eco*, *language competency*, *best option*, *useful* and *stable work* as examples that described some of their reasons to move to Mexico. Finally, the third most used category was happiness, located within the affect region; words such as *surprised*, *like*, *love*, *indebted*, *comfortable*, *blessed*, *happy* and *enjoy* demonstrate that NESTs feel positive and have a sense of well-being while writing down their reasons to stay in Mexico.

In regards to the attitude subsystem negatively, I would say that the similarity in the results is that appreciation and affect region were the most used by FNESTs and MNESTs. The difference is that male and female participants used different categories within those both regions. For example, on the one hand MNESTs used dissatisfaction and Dis/inclination in negative attitude using a few expressions such as *never wanted/thought being an English teacher*, *didn't know well* or *terribly unqualified* which demonstrates affairs of their heart and fears. In addition, the appreciation region was used in the composition category by MNESTs in negative attitude in two utterances: *old fashion* and *conservative*. On the other hand, FNESTs

used affect region in the unhappiness category in a few utterances of their negative attitudes; expressions such as *put me off for life*, *still hard being away from family*, *don't feel so happy* and *have been very different* demonstrates sadness. On the other hand, the appreciation region was used in two categories: valuation and composition. In the composition category FNESTs used expressions such as *it would be different* and *completely new*, and *weather was miserable* as part of their reasons to move to Mexico; those words demonstrate that participants felt that there was a factor that was hard for them to follow, to understand or uncomfortable. In addition, in the valuation category, FNESTs used words/phrases such as *educational upbringing*, *Basic English competency* and *a definite need to learn and use Spanish* as words to describe the Mexican life style.

4.2 Results of Analysis of the quantitative data (survey)

As mentioned above, this part of the chapter presents the results obtained from the quantitative analysis of the survey. The following table shows the data gathered from the survey that aimed to show the requirements that NESTs had to fulfill to work as professors in Mexico:

The first column of Table 4.13, presents a list of requirements that are normally asked from any professional who wants to work as an English professor in Mexico. This list of requirements can change depending on the educational institution or the company somebody is going to work for. However, I wanted to include all possibilities to let the participants of this research have plenty of options to remember the documents that they had to turn in to work as English language teachers. The following six columns were assigned to each of the participants in order to count the requirements they had to fulfill. In the last column, the total of participants that turned in the same documents to the Mexican educational institutions is written.

Table 4.13 Survey Summary

	NEST 1	NEST 2	NEST 3	NEST 4	NEST 5	NEST 6	Total
Teaching experience	-	✓	✓	✓	-	-	3/6
Recommendation letters	-	-	✓	✓	✓	-	3/6
Certifications of Spanish language	-	-	-	-	-	-	0/6
Mexican Citizenship, FM2, etc.	✓	✓	✓	✓	✓	✓	6/6
Birth certificate	✓	✓	✓	✓	-	✓	5/6
Bachelor's degree	✓	✓	✓	✓	✓	✓	6/6
Master's degree	-	-	✓	✓	-	-	2/6
PhD degree	-	-	-	-	-	-	0/6
Curriculum Vitae	✓	✓	✓	✓	✓	✓	6/6
ID (passport, driver license, etc.)	✓	✓	-	✓	✓	✓	5/6
<u>Antecedentes no penales</u>	-	-	-	-	-	-	0/0
Health certificate	-	-	-	-	-	-	0/0
Other		Teaching certificate					

As shown in Table 4.13, there were some requirements that were not asked by the institutions hiring the NESTs who are participating in this research. Firstly, the certification of Spanish language was not necessary at all. I would believe that since the institutions wanted them to be English professors it was not necessary for them to have a high level of Spanish language, even though the first language of Mexico is Spanish. Secondly, the PhD requirement was eliminated from the list since it seems that to be an English as a second language teacher or English as a foreign language teacher it is not necessary to have the highest level of education. Thirdly, *Antecedentes no penales* (criminal record letter) is a document that some educational institutions or companies ask their employees to turn in, in order to know that they have not had any kind of criminal issues. In this particular case, participants were not asked to produce such a document. We should not assume from this though that the Mexican education system does not mind if their native English speaking teachers were criminals or not as long as they are native speakers. Fourthly, a health certificate is something that the institutions ask employees to turn in

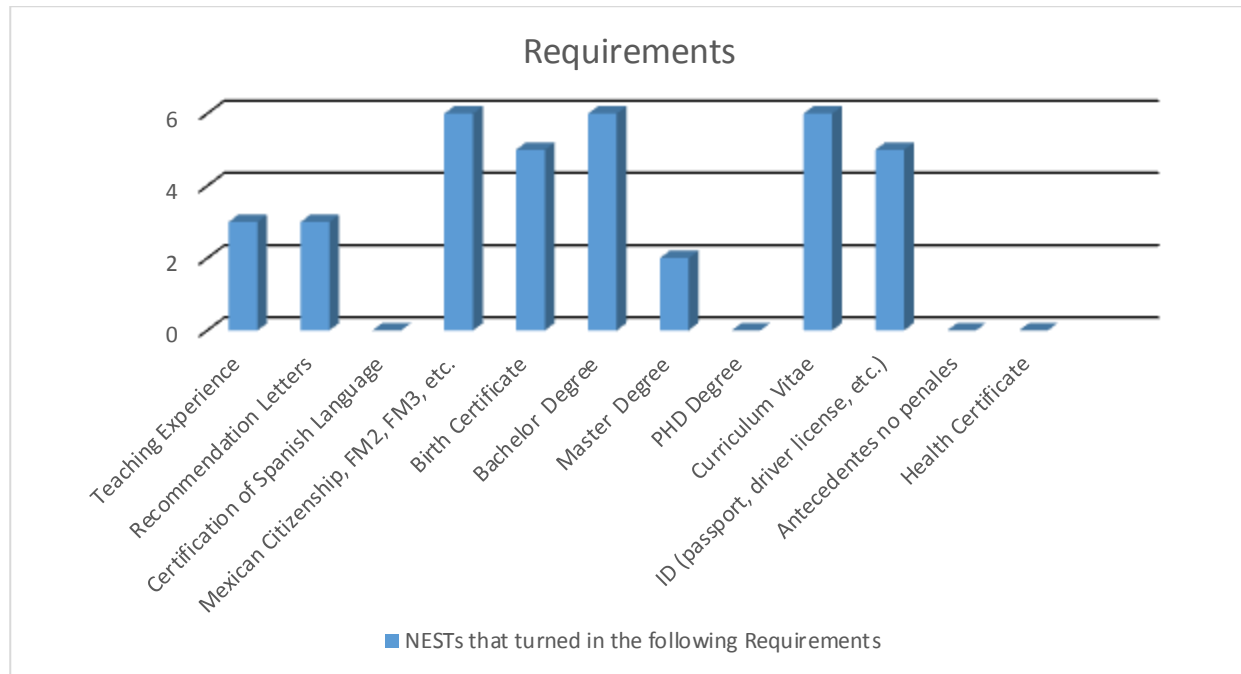
in order to make sure they are healthy. There are some Mexican institutions that do not hire sick persons in order to avoid medical expenses, and some other institutions want to make sure specifically that women are not pregnant so that these institutions do not pay the expenses or do not have to grant maternity leave. After noting the requirements that NESTs did not have to fulfill to teach in Mexico, the requirements that they did have to meet were taken and illustrated in Graph 4.14 in order to have a visual representation.

The requirements that most of the participants had to turn in to the Mexican institutions were first the curriculum vitae, which is a summary of all your professional development and experience. Second was a bachelor's degree which actually is not the same for all the participants from this research, some of them are not related to the language area and most of them did not study to teach. And third, the Mexican citizenship or the FM2 or FM3 visas were another important requirement. These visas were given by the Mexican government to these NESTs in order to let them work in the country. In addition, it is necessary to say that for the majority of the participants these visas were obtained through the institution that hired them.

In the second place of importance as requirements, there are the Identifications such as passport and driver license, and the birth certificate which are actually important to identify the persons who the institutions are hiring. In third place, there are the teaching experience and recommendation letters. Recommendation letters I would say have the same purpose that the identification documents do, those letters help the companies to know who is supporting that person and some of the NESTs were asked to present any kind of teaching experience document which is helpful to know if they know how to teach, although not necessarily a language. Finally, there were just two participants who presented their master degrees, not in order to be

hired, rather I would say it was in order to let the institutions know that they have a higher level of education than a bachelor degree.

Graph 4.14 Requirements



4.3 Conclusion

In conclusion, this chapter presented the obtained results from the analysis of qualitative data and the explanation of the results obtained from the quantitative data too, however the following chapter will answer the research questions and the significance of the study is presented.

Chapter Five: Conclusions

5.0 Introduction

This chapter of the research aims to provide the conclusions of the investigation while presenting the answer to the research questions and the limitations of the study. In the first place there are presented the answer to the research questions (see Chapter 1). Followed in second place by the limitations and finally the main conclusion of the research project.

5.1 Answers to RQs

In order to start with the answer to the research questions it was necessary to take into account the results (see Chapter 4). There, we can see that most of the Native English Speaking Teachers who work in Mexico decided to move in the first place by personal decisions.

Firstly, in RQ1: *What are the reasons a native English teacher immigrates to Mexico?* I can say that taking into account the most used reasons from the general total results in Table 4.8 (Chapter 4), happiness, which is a positive affect (twelve points); normality which is also a positive judgment in social esteem to the Mexican people (seven points), and positive reaction (fifteen points) which is appreciation of the things, seemed to be the main causes to move to Mexico. Even taking into account both perspectives (negative and positive) in every single category from the attitude region, positive reasons in each variable won. This result makes me believe that the reasons why a native English teacher immigrates to Mexico are mainly positive with a strong inclination to the material appreciation of the surroundings.

Secondly, in RQ2: *How are these reasons represented in terms of an appraisal system?* According to Martin and White (2005), *happiness* category covers the emotions concerned with these NESTs' social well-being; *normality* category represents how especial NESTs perceived

Mexican people while being here. And *reaction* category highlighted how Mexican surroundings pleased NESTs or how Mexican things caught their attention.

Thirdly, in RQ3 *How can NESTs' perception of themselves be interpreted through this appraisal system?* Definitely, the majority of the participants' perceptions about being teachers of English language as an important factor to stay in Mexico was not something that they were expecting to be in order to have stability in Mexico mainly. These are four out of six participants' quotes that would help to understand my statement:

MNEST 1: *"... I had never wanted to be a teacher (ELT or otherwise). I became an English teacher as a result of circumstance."*

MNEST 3: *"I have never thought about being an English teacher but it was the only way to find stable work here."*

FNEST 5: *"Becoming an English teacher was never really a conscious decision, in fact after my very first experience teaching I swore I would never teach again."*

FNEST 6: *"...In honest retrospect, English represented my mother tongue, but I did not really consider myself an English teacher. Lost and insecure, I frequently wondered why I was in a foreign country teaching English."*

These quotes seem to suggest that these NESTs did not want to be English teachers but they wanted to stay in Mexico and it was the only way to have stability here. According to the Appraisal System Analysis, the four participants quoted above represented themselves by using: three times dis/inclinations negatively, two times valuation positively, one time dis/satisfaction and one time in/security. In other words, even though NESTs were feeling quite uncomfortable with the fact of becoming English Language Teachers to stay in Mexico, they preferred to do it and the valuation variable seemed to work as a justification for one of them.

However through the time, I would think that these participants perceive themselves as good NESTs who had found love to their profession as teachers and to Mexico as a whole (culture, people, weather, etc.). The following quotes are from the other NESTs who already were teachers before coming to Mexico and decided to stay:

MNEST 2: “...I had been an English (EFL) teacher for 6 to 7 years by then, so had some experience of being teacher and had already lived in 5 other countries! – moving to a “new” country was an interesting challenge for me! Mexico attracted me...”

FNEST 4: “I began teaching English in 1976... I also thought it would be interesting to work in Latin America... I remember thinking that Mexico would be the best option, since many people must want to learn English there (because of the proximity to the USA).”

These last quotes made me think that they already knew by then how to be an English teacher and they were glad about teaching their mother tongue. Appreciation region was used both times and it was used in reaction and valuation variables positively. For these NESTs, being an English teacher in Mexico was more a matter of a different experience than an important factor to obtain stability to stay here in Mexico. These NESTs perceive themselves as prepared teachers before coming to Mexico; currently, I would identify either a feeling of happiness or stability from both of these participants.

On the whole, this study represents an important contribution to the field of Appraisal by looking into the lives of immigrant English teachers.

5.2 Limitations of the study

In this part, I identify some limitations in this study. First of all, participants may not have had the time to extend and elaborate on their answers as they are teachers/researchers in universities in Mexico. Secondly, due to the limited amount of participants, these results cannot

be generalizable. I strongly believe that if I this study had been carried away in another country, both the reasons for migration as well as the requirements would have been different. Thirdly, since this study focused on the use of attitude expressions solely, I believe, if all sub-systems were used, the results would have been more complete.

5.3 Directions for further research

In order to provide some suggestions for further research I would first like to point out that it would be important to carry out this type of studies in other contexts using the Appraisal System. This would allow for comparison with the results obtained in this study. As previously mentioned, other studies may include more participants and use other sub-systems. It would also be interesting to investigate teachers who move inside their own countries to different regions and different sub-cultures.

This research opened the way to see NESTs through a more personal perspective instead of solely see English teachers or professionals. This study allowed us to have a deeper perspective and understanding of NESTs feelings and emotions. This type of study could also take a more critical lens and compare hiring policies at institutions regarding NESTs and non-NESTs.

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APPENDIX A

Please answer the following question; you can answer it in any way you wish. Write between 250-500 words.

Main question: Why did you decide to move to Mexico?

These **sub-questions** might help you to elaborate your answer:

Were there personal reasons? Can you share them with me? (friends, family, weather, living conditions).

Had you been in Mexico before moving?

How did you decide to become an English teacher?

After these years/months, how do you feel about staying in Mexico?

APPENDIX B

Cross the official documents that the institution(s) where you taught for the first time asked you to turn in. You can add any extra information that you wish to.

Teaching Experience	☐	_____
Certification of Spanish language	☐	_____
Mexican Citizenship, FM2, etc.	☐	_____
Recommendation letters	☐	_____
Birth certificate	☐	_____
Bachelor's degree	☐	_____
Master's degree	☐	_____
PhD degree	☐	_____
Curriculum Vitae	☐	_____
ID (passport, driver license, etc.)	☐	_____
Antecedentes no penales	☐	_____
Health certificate	☐	_____
Other:		_____

