

Benemérita Universidad Autónoma de Puebla



FACULTAD DE LENGUAS

ANALYZING BILINGUAL CULTURAL IDENTITY DEVELOPMENT IN CHILDREN THROUGH DISCOURSE: AN APPRAISAL STUDY

This thesis has been read by the members of the Thesis Committee of

ROSALÍA RAMÍREZ PÉREZ

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

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

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Benemérita Universidad Autónoma de Puebla

Puebla, México

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DEDICATIONS

My deepest thankfulness and eternal love to my wonderful Mom, Lupita, whose love, unselfish support, guidance and care give me the strength to achieve my goals specially the ones in the hardest moments of my life. This is also to my father, always present in my heart.

Thanks to all that special people and situations of my life that make me stronger, braver and wiser.

ABSTRACT

The present qualitative study explores significant issues regarding the construction of identity in children of a bilingual school in the Central Pacific Coast of Mexico, for this purpose three main factors will be analyzed. First, to identify through discourse, how the culture generated inside the classroom by teachers and student's background influences their construction of identity. Second, to analyze how this cultural identity could impact their relationship with the society. Finally, to provide a better understanding of bilingual cultural identity development in students of an elementary school within a touristic community in the Pacific Coast of Mexico.

This research examines two instruments: the narratives from parents and teachers, as well as interviews to students around eight and nine years old. Both instruments are examined through, the Appraisal System (Martin and White, 2005.), which in this case, works with the attitude framework that focuses in feelings and emotions.

Identity, language and culture and interconnected concepts (Norton 2010), but sometimes out of sight by the teachers. They assumed that their worldview and practices are culturally grounded, guided and facilitated. However, even when students and teachers share the same educative context, each individual contains different concepts, decisions and backgrounds culturally shaped. Milner (2003)

The results suggest the construction of identity is constantly regulated by the Judgement of their attitudes and behaviors, in these cases, the ones related to Social Esteem. Second, the influence of parents have an impact in the students' performance in the classroom, the data obtained demonstrated that for students, identity is related to achievement.

Finally, quantitative and qualitative results demonstrated that the school provides students with cultural identity when it is negotiated in the school through the students' performance and achievement

It is necessary to consider the social issues generated by students with different backgrounds and influences to ground a perspective that includes the necessary considerations to empower students through their own culture, language and values.

Key words: identity, culture, bilingual, discourse, appraisal system.

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CHAPTER 1: INTRODUCTION

1.0 Introduction

The participants of this study are third grade children of a bilingual school whose background is culturally diverse, English and Spanish teachers of the third graders group, and some parents as well.

When working as an English teacher in a touristic context on the Pacific Coast of Mexico, two types of families are recurrent in bilingual English/Spanish primary schools: Mexican families from around the country and foreign families from places like Canada, The United States and other countries. The question arises, 'how does this cross-cultural contact influence the way that students perceive their identity?' so that teachers and parents are better prepared to meet the students' needs within these bilingual schooling contexts.

Identity and language learning are interconnected concepts. Both have been framed from different researchers in different ways regarding the Language teaching-learning field. Norton (1997), provides an important theory on identity and language learning. Speech, speakers and social relationships are inseparable.

"Every time language learners speak, they are not only exchanging information with their interlocutors: they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world" (Norton, 1997, p 410). Norton's insights into language learning and identity are used in this study in order to develop a better understanding of these issues under investigation.

The aim of this research is to appraise the interview data from children in a private bilingual classroom of the Mexican Pacific Coast to analyze through discourse

analysis how teachers and parents influence the development of their cultural identity as a result of being immersed within a bilingual school with a high amount of cross-cultural contact.

When talking about Mexico and identity in bilingual contexts, most of the research has been done regarding Mexican indigenous peoples learning Spanish or Mexican immigrants in the United States learning English. However, no research has been conducted in Mexico regarding the aspects of identity in Mexican children learning English as a second language in bilingual schools. The importance of exploring the identity development of these children is related to the particular touristic context where they study. Mexico is a country with an active touristic economy and many parts of the country have similar touristic contexts with high amounts of cross-cultural contact within bilingual immersion schools.

1.1 Main objective

The aim of this research is to analyze the discourse of children as they describe their experience in a private bilingual classroom of the Mexican Pacific Coast. Appraisal Theory (Martin & White, 2005) is used in order to analyze the children's appraisals of the social influence of parents, teacher and the classroom culture itself in their development.

1.2 Purpose of the study

The present qualitative study explores significant issues regarding the construction of identity development in children of a bilingual school in the Central Pacific Coast of Mexico. For this purpose, three main factors will be analyzed. First, to identify through discourse, how the culture generated inside the classroom by teachers and

student's background influences their construction of identity. Second, to analyze how this cultural identity could impact their relationship with the society. Finally, to provide a better understanding of bilingual cultural identity development in students of an elementary school within a touristic community in the Pacific Coast of Mexico.

1.3 Research Questions

1. How do students perceive themselves regarding their identity when they are immersed within a bilingual schooling context with high amounts of cross-cultural contact?
2. To what extent do teachers and parents influence the construction of identity in these students?
3. How does the interaction within a bilingual classroom influence the construction of identity in the students?
4. Is the target language used to negotiate identity?

1.4 Key Terms

To determine an absolute definition of identity would be another case of study itself, but to find a definition that suits better this research, scholars from the poststructuralist school define it as a double dimension process that covers personal and social relations to the world, other people, time and space (Gholaminejad and Kouhpaenejad, 2014).

According to Norton "identity is constituted in and through", this means that the construction and negotiation of identity occurs every time the language learners use the target language when writing speaking or reading. This exchange of information

builds up an internal organization and reorganization of who they are and their relation to the social world.

The school provides an important social space to learn, develop and understand how identities are constructed when facing different points of view in a social context. Freire, (2010), highlights the importance of knowing the reality that the learners live in order to access to their thoughts. The context constructed by social, cultural and political aspects influence the language used in the classroom and consequently their identity.

Learners bring their own identity and discourse from home, in words of Bourdieu (1984), individuals possess a 'cultural capital', which incorporates the preferences, attitudes, cultural knowledge, abilities, modes of speech, and the world views of a person, this 'cultural capital' is very much related to a family and local context. However, Bialystok (2001), states that the language we speak is instrumental in forming our identity, and being required to speak a language that is not completely natural may interfere with the child's construction of self, nevertheless she states that bilingual children develop a special cognitive process that benefits control over attention and inhibition.

Important views and findings have been considered when talking about bilingualism, from Bloomfield 's definition (1933) as a "native-like control of two languages" to Grosjean's term (2008) who considers important factors to define a bilingual person in terms of the use of a language independently of its fluency and the use of two or more dialects or languages.

1.5 Significance of the study

Without a doubt, language and identity are two inseparable concepts, even there is plenty research regarding identity and bilingualism. This study provides a particular situation for language learning of Mexican students immerse in a diverse community, with the intention of opening up some inquiry about their identity development inside the classroom reflected by their discourse.

Social factors influence children linguistic development, since language is intimately connected with the style and sensibility of a community, Bialystok, (2001). Living in a touristic area where the English Language became regularly spoken due to the large part of foreign immigrants from Canada and the United States, educative institutions and local inhabitants of this location in the Pacific Coast of Nayarit support and encourage its use.

For example, according to Rodríguez and Cobo. (2017), there has been an increased presence of Canadians in Mexico during the last two decades in certain localities of the country, according to data from census immigration and immigration administrative records, there is a steady increase of Canadians in Mexico, which correspond to four main groups, a) employed population, b) retirees, c) children under 16 years old, and d) long stay tourists. During the last decade, the Canadian population has increased, 70%, according to the Instituto Nacional de Migración (INM) in 2012, 12, 891 Canadians immigrate to our Country, 4, 535 as permanent residents and 8,356 as temporary.

As stated by the INM records in 2011, the state of Jalisco has the largest population of Canadians with 23.5% followed by Nayarit with 10.9%. At the municipal

level the three zones with the greatest settlement are Chapala, Jalisco, Bahia de Banderas, Nayarit, and Puerto Vallarta, Jalisco.

1.6 Methodology

This research examines two instruments: questionnaires for parents and teachers; and interviews to third grader students whose ages range between seven and eight years old. The results from the instruments were analyzed through the Appraisal System developed by Martin and White (2005) and examined through the Attitude framework that focuses in feelings and emotions.

The Appraisal Theory is a new approach based on the Systemic Functional Linguistics paradigm developed by scholars such as M.A.K Halliday and his colleagues, this framework is used to describe and explain the way language is used to evaluate, adopt stances, construct textual personas, and manage interpersonal positioning and relationships (Martin & White, 2005).

The Appraisal System is comprised of three different domains, (sub-systems) which are Engagement, Attitude and Graduation.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

A bilingual classroom offers important contexts and issues for its study when talking about language learning, but there are important and dynamic elements brewing inside student's mind and attitudes when learning a second language that keep shaping their identities in their immediate cultural context, in this case a bilingual class in an elementary school.

Identity, language and culture are interconnected concepts, but sometimes, out of sight by the teachers, Milner (2003), states how teachers believe that their worldview and practices are culturally grounded, guided and facilitated, nevertheless even when students share the same educative context, each individual has a different background, with different conceptions, decisions and actions culturally shaped Milner (2003).

According to Freire (2010) there must be a coherent relationship between the learners and teachers regarding the understanding of the world and conditions that shape them, all the social, cultural and historical conditions in their context have an impact in the language. When teachers understand the student's reality, they understand better their thinking. In this sense, teachers are more than educators, but also an important part of social changes and justice models.

Considering the sociocultural context of young learners that affect their development and in this case language learning, provides important considerations for educators, schools and parents.

The school provides an important social space to learn, develop and understand how identities are constructed when facing different points of view in a social context made up of students with different social backgrounds. It is the purpose of this research to bring up to light the importance of the understanding how identity is constructed in a bilingual classroom, in terms of culture.

Freire, P. (2010), highlights the importance of knowing the reality that the learners live in order to access to their thoughts. The context constructed by social, cultural and political aspects will influence the language used in the classroom and consequently their identity.

Learners bring their own identity and discourse from home, in words of Bourdieu (1984), individuals possess a 'cultural capital', which incorporates the preferences, attitudes, cultural knowledge, abilities, modes of speech, and the world views of a person, this 'cultural capital' is very much related to a family and local context. However, each person possesses a 'cultural capital' that distinguishes from another, "Each class condition is defined... by everything which distinguishes it is opposed to social identity is defined and asserted through difference (Bourdieu, P. 1984)

This paper aims to address the importance of how identity is constructed through code elements of the culture classroom in a bilingual class and define the process of sense of belonging that constructs their identity.

This chapter takes a closer look at the concepts of identity, classroom culture and bilingualism as important information to understand aspects related to this purpose of this study and define them.

First, Identity and its relationship with language using different views to explain how they construct each other. Then, an overview of bilingualism concept and how it affects student's identity in the classroom. After this, a description of classroom culture from an ecology perspective is provided to understand the context factors related for this research. Then, a brief description of the context of the school community will be provided). Finally, an introduction to the Appraisal System to assess of the interviews and narratives carried out in order to identify features of identity through student's engagement.

2.1 Identity and its Language Learning Theories

"Identity isn't given once and for all: it is built up and changes throughout a person's lifetime" (Maalouf, 2000 p. 13).

For language learners the construction and negotiation of identity occurs every time the language learners use the target language when writing, speaking or reading. This exchange of information builds up an internal organization of who they are and their relation to the social world (Norton, 2013).

This paper explores the role of language learning theories in the construction of identity in instructional interventions and the role of language learners. Identity has been pointed out by numerous researchers, such as Norton (2010) and Cummins (2010) and widely explained from different theories and fields like linguistics and sociology. From the linguistic field, Norton (2010), states the importance of a Theory on Identity and Language Learning that provides a framework to understand the integration of the individual language learner and the social world, the relations of power built up from social factors and the conditions where learners acquire a

second language, as well as the constitutive practices between identity and contexts and the available resources.

All those factors employed on the understanding of identity construction when acquiring a language in an instructional intervention must reflect some principles like stated by Donovan and Bransford (2005), effective learning comprises: engaging, prior understanding and background knowledge. Cummins (2005), advocates for these principles as essential in any instructional intervention. Prior knowledge reflects previous student's formal instruction and skills as well as the amount of experiences that constructs the learner's identity and cognitive functioning. In this case knowledge plays an important role in transferring that knowledge from one context to another enabled by deeper levels of understanding. Once students take ownership of their learning - in other words when they invest their identities in learning outcomes (Norton, 2010)- active learning takes place. Cummins (2005), also notes a pre-existing language already encoded in the English language learners' home languages. The relevance of this principles lay on previous research that demonstrate that scripted transmission – oriented pedagogy does not allow students to build cultural and linguistic knowledge.

Other important theories that supports Norton's framework are provided from the post-structuralism perspective, for example, Weedon (2004), states that Identity is compose in and through language. In other words, by using the target language skills, learners communicate, but also organize and reorganize their identity to themselves and to the social world.

Gholaminejad and Koupaenejad (2014), proposed a common core regarding Identity s' post-structuralist approach and defined identity as a double dimension process that covers personal and social relations to the world, other people, time and space, but also reports that identity collects different roles through those relations influenced by social and individual agency.

2.2 Culture, Identity and Education

“Our beliefs, ideologies, ways of knowing, preferences and practices are shaped and guided by culture” (Milner, M. 2003 P. 1).

Both, individuals and groups of people perform through cultural frames of reference and in and through social contexts. Conceptions, decisions and actions are culturally shaped, in other words, each individual is ‘cultural being’ Milner, (2003).

Milner. (2003), highlights the misunderstanding between teachers and students, when different culture views take place in the classroom, and just the teachers view is considered and the salience and centrality of other’s culture is not recognized.

Freire, P. (2005) highlights the importance between cultural identity and important elements in the classroom such as, social classes, educational practice and the subjects of education (learners and teachers). Concerning to these subjects of education, he indicates that fundamental issues of the curriculum are related with the students and teachers in terms of what is explicit and what is hidden through the teaching and learning interaction. Norton, (2010), proposes the importance of exploring how relations of power in the social world affect learner’s access to the

target language community, in this sense 'power' refers not just to possession of material resources, but possession of social and cultural resources, Bourdieu, (1985). Norton also states that considering affective factors of the learners, constructs equitable relations of power inside the classroom, between the subjects of education. This equitable relation needs of an 'investment' from the student's side, motivation is not the only factor for learning a language, teachers must understand the variable desires to engage in social interaction and community practices. Norton, (2010). Investment refers to the relationship between the social and historic construction of learners to the target language. "If learners invest in their target language, they do so with the understanding that they will acquire a wider range of symbolic resources" (Norton, B. 2010, p. 6.).

2.3 Cultural Identity

For Freire. P, (2005), cultural identity is defined as distinguishing ourselves as individuals among the whole humanity but inside the working society who also defines us as who we are. He indicates that "We are neither only what we inherit nor only what we acquire but, instead, stem from the dynamic relationship between what we inherit and what we acquire" (Freire, P. 2005, p. 124).

He explains how humans are programmed to learn as a result of the creation of materials that life offered to humans and make possible for us to learn and to distinguish ourselves as individuals, however he also highlights how the social invention of language allowed humankind to build a world where nature was included as part of cultural and historical world, this product engaged us in a permanent

inscribed process of learning and seeking,- and extrapolated to education- teaching and knowing.

Freire. P, (2005) considers freedom as a part of our way of being in the world and a process to fight for in the cultural frame already conditionate and programmed. He also states that education amplifies the possibilities to explore our own freedom, in this sense, identity emerges as a product of the educational context where the relationship of what we inherit (in terms of power, emotions, feelings, desires), and what we ideologically acquire (in our social and cultural experiences) struggle. This means “thus we are not only one thing or another, neither solely what is innate nor solely what is acquire” (Freire. P, 2005, p. 125), to put it simple, freedom has a lot to do with the relationship of what we inherit and what we acquire.

On the other hand, Nieto, (2002), proposed some key terms that help to understand the construction of learning and its relation with sociocultural and sociopolitical concepts, these concepts are, agency/co-constructed learning; experience; identity/hybridity; context/situatedness/positionality; and community.

Based on Freire´s work, agency refers to the act of study as constructed by active agents, this is, create and recreate ideas instead of just “consume” them.

The sociocultural and sociopolitical theories enhance the idea that learning must encompass reflecting, creating and theorizing knowledge.

Experience is commonly ignored and taken for granted that students are prepared for academic success in school, as mention before, teachers must understand the cultural capital of the students who have not been raised with the culture of power.

Nieto states that children come to school as thinkers and learners, nevertheless some teachers do not accept the type of experience and knowledge students bring to school.

Regarding identity, for the sociocultural theory proposed by Nieto, individuals are not just bearers of cultures, languages and histories, but the product of linguistic-cultural circumstances, as well as actors who resynthesized what has been socialized. Individuals are socially determined and creators of human futures. She recognizes an implicit culture in each individual, since we are all part of the world through social and political relationships, which are informed by history, race, ethnicity, language, social class, sexual orientation, gender, and other circumstances related to identity and experience.

She also highlights the importance of understanding culture as part of the real life, and not an idealized and sanitized concept, and observes the problem of viewing some aspects of culture as 'indispensable attributes' that must be shared by all people within a particular group, Nieto (2002).

"Culture needs to be understood as dynamic; multifaceted; embedded in context; influenced by social, economic and political factors; created and socially constructed; learned and dialectical" (Nieto, S. 2002. P. 11).

Nieto, provides an interesting perspective of the way identities and culture complement each other in real contexts, where cultures are always changing as a result of political, social and other modifications, this reflection demonstrates the

complexity of identity with different backgrounds will enhance and enrich when get in contact with others.

Regarding our subjects of study for this paper- students from different parts of the country and some whose parents are foreigners- it is important to consider an aspect of identity when individuals of different cultures and backgrounds raised children and these children wonder or try to find a place to fit. Considering that, culture is heterogenous and complex, Nieto, (2002) observes a type of hybrid identity, this is when individuals decide to embrace what suits better to their circumstances and contexts, cultural preservation becomes optional. Schools should include a culturally responsive pedagogy and consider the diverse and richness of students cultural capital and question the structural inequality, the racism and the injustice or the intolerance generated when considering one homogenous Mexican cultural identity.

The next aspect of Nieto's sociocultural theory encompasses context; she states that context is about 'situatedness' and 'positionality'. Culture involves social markers that differentiate one group from the other, however those differences like ethnicity, language, social class, gender, can make the difference in whether and to what extent young people learn. Teaching and learning are not neutral processes, they are influenced by idiosyncrasies of particular contexts. It is important for teachers realize that social and political context influence learning, then determine what and how to teach them, this is known as positionality. For example, bilingual schools should consider the identities of the students and the status of their language.

The last concept of Nieto's theory refers to the community, based on Vygotsky's (1978) idea, where he states that development and learning are firmly rooted and influenced by society and culture. So, learning and the context in which it takes place, are two inseparable elements. However, Nieto's indicates that institutional environments are not neutral because they are always based on particular views of human development, of what is worth knowing and of what it means to be educated. According to her sociocultural theory, learning is always affected by context, then, schools should provide social mediation and conditions created to help students to learn by organizing learning environments in which literacy is for sharing and reflecting. It is important to include the appropriate social instructional interventions to change academic failure in the students.

2.4 Identity and Second Language Acquisition

There is a remarkable difference between the student's identity and culture of the first language and the target language taught at class, during the process of acquiring a foreign language, students can experience behavior changes that sometimes confused or isolated them, and most of the times teachers are not even aware of those attitudes and can lead to students frustration or confusion. The curriculum contains cultural features of the target language, it implies that learning another language involves a change in his / her believes, values and behavior (Jund, 2010), it encompasses the relation between the language and the culture and how it is represented in the culture of the speakers, language changes along with the culture and with the different ways of segmenting the reality, including aspects such

as values, beliefs and needs. As stated by Norton, (2002), Culture is always on the move active and changing constantly.

Language and culture compose important features of the sociolinguistics and its communicative function which rely in social, pragmatic and cultural areas. This language interaction depends on social factors and social status of the speakers. If ESL teachers are aware about the differences presented between the socio-cultural and sociolinguistics differences of the students first language and the foreign language, this awareness, defined by Cummings, (2010) as “collaborative relations of power”, states that interpersonal and intergroup relations can serve to empower rather than disempower the students, in this way, teachers are encouraged to consider the worthwhile contributions and insights that students and their families can bring to the educational experience. (Nieto, S. 2002). This approach could be helpful when facing miscommunication situations in the teaching language practice.

Nevertheless, the development of identity bring two scenarios in the students when they face new social cultures regarding identity, (Dumitrašković T. 2017), the feeling of being part of something, but also the feeling of being apart from it, these “confirmation and withdrawal of feelings”, as Dumitrašković mentions, create two scenarios; an uncomfortable and unconfident sense of identity in the learner or -if developed well in the classroom- a positive and well balance identity.

As Van Lier (2007) mentions, the classroom environment has a crucial role in the development of a learner’s foreign language identity, as far as the learner becomes an active participant in the language learning process. This is defined as agency, and its importance lays on the mutual discovery by students and teachers inside the

classrooms and schools. On the other hand, when the learning in the classrooms and schools just focus on the transmission of knowledge rather than the agency, learning becomes a reproduction of knowledge, this type of attitudes accepted by society as basic to functioning are considered as dominant. Freire, (1985) called those manifestations as “banking education”, knowledge is depositing in the students who are thought to be empty receptacles.

The act of study must be constructed by active agents, according to Freire (1985) “To study is not consume ideas, but to create and recreate them” (p.4)

Agency is a crucial factor in this study because Identity construction happens if learners are cognitively, emotionally and physically engaged (Van Lier, 2008).

Students are able to create their communicative strategies of the target language in the classroom, when they understand the complexities of their own language, by selecting and using functional language that supports their new communicative needs.

2.5 Bilingualism

There are many concepts and definitions regarding the term ‘bilingual’, for our purpose, the term defined by Grosjean () will be used through this paper. Grosjean (2005) states by the terms “bilingualism” and “bilingual” as the regular use of two or more languages or dialects regularly, in this term bilingualism also encompasses multilingualism . In this sense he argues that a bilingual person, should have ‘two separate and isolable language competencies’, such competencies must be similar

to those of the two corresponding monolinguals, in other words a bilingual person is (should be) two monolinguals himself/herself.

2.5.1 Bilingual Education

Bilingual education became a “simple label of complex phenomenon” Cazden and Snow (1990). In technical terms it is using two languages for instructional goals (Freeman 1998).

It is common to understand that bilingual education involves students accurately competent in both languages, in most cases the languages learnt in the school represent the dominant languages in society.

Garcia, (2008), states that bilingual education encompasses more than two languages. She highlights the difference between schools who teach a different language from the traditional as a second language subject, from those who educational programs teach use the language as a medium of instruction. Another term is the one observed by Freeman (1998), she defines bilingual education as a wide range of programs that may have different ideological orientations towards linguistic and cultural diversity, different target populations, and different goals for those populations.

Freeman lists different types of bilingual education based on Hornberger’s definition,

From this perspective, Bilingual Education must seem as a simple term, but it is more complex, there are different models and types that describe Bilingual Education.

As proposed by Hornberger (1991), there are program types and models of Bilingual education; Transitional Model, Maintenance Model and Enrichment Model. These models provide a broader and more abstract categories.

<i>Transitional Model</i>	<i>Maintenance model</i>	<i>Enrichment Model</i>
Language shift	Language Maintenance	Language development
Cultural Assimilation	Strengthened cultural identity	Cultural pluralism
Social Incorporation	Civil Rights affirmation	Social Autonomy

Table 2 1. *Bilingual education model types (Hornberger, 1991:223)*

These models are based on English-native context, where bilingualism take place, however, for the aim of this paper, the models that better describe our research educative Mexican context will be considered. First, it is important to understand the type pf program carried out in the Bilingual school chosen for this research; from up from kindergarten to third grade in elementary school, a total English immersion school is taught, this program is a Canadian, Global School, according to them, their vision is “to provide a high quality pre-school, elementary and high school education based on the Canadian philosophy and best practices that meet the expectations of global parents and is in conformity with local education regulations” Maple Bear Global Schools (2018).

Maple Bear schools offer full Canadian programs utilizing Canadian methodology and curriculum. In this sense, the Enrichment model better suits the characteristics of the Bilingual program carried out in the school.

According to Garcia, (2008), Bilingual Education provides with meaningful and equitable education, this type of education brings tolerance towards other linguistic and cultural groups and a faster appreciation for human diversity.

2.5.2 Bilingual Identity and culture

Burke, et al. (2003), highlights that language and culture are intertwined, consequently languages can be described as 'cultural soaked'. Because language includes cultural knowledge, a bilingual person belongs to those respective cultures as well. Someone bilingual also acquires a bilingual culture and becomes bicultural. These 'fluid identities' are able to activate a set of distinct concepts or mental frames.

To understand the concept of a bicultural person, it is important to understand the concept of culture. Grosjean (2008), states that culture reflects all the facets of life of a group of people: its organization, its rules, its behaviors, its beliefs, its values, its traditions, etc. Since humans belong to a number of cultures (national, linguistic, social), we are all 'multicultural' in a sense, some other features of a bicultural person according to Grosjean are; to take part in life in varying degrees of two or more cultures, they adapt, in some way, their attitudes, behaviors, values, and languages to these cultures. They also combine and blend aspects of the cultures involved in characteristics, such as attitudes, beliefs, values and behaviors among others. The blend of both characteristics are represented in the next figure.



Figure 2.1 The bicultural combination of two cultures (A and B) along with the blending component

A well representation of this characteristic is an example provided by Grosjean, If a French-German bicultural blend aspects of both cultures, and cannot be 100

percent French in France or 100 percent German in Germany. This is an important difference between being bicultural and bilingual. Bilinguals, can usually deactivate one language and only use the other in particular situations, whereas bicultural individuals cannot always deactivate certain features of the cultures acquired when in a monolingual environment.

Another characteristic of fluid identities, (bicultural identities) according to Burke (2003), is about having the ability to integrate diverse aspects between individuals and their social context. He also states the need of developing these social contexts with the selves, consequently individuals actions could be interpreted by analyzing the multiple identities that they hold and how those identities may operate together to form lines of social action.

Grosjean (2008), states bilinguals develop a communicative competence, which make bilinguals use one language, of the other language or both in the form of mixed speech, depending on the situation, the topic, the interlocutor etc.

Nevertheless in children is recognizing the acceptance of their bicultural identity, they go through a trying process that takes into account the perception of members of cultures A and B, and integrates a numbers of other factors. Grosjean also recognizes this perception from A or B actors on factors like kinship, language, physical appearance, nationality, education, attitudes in A or B perceptions. Their attitude is "You are A" or "You are B" but rarely "You are both A and B".(Grosjean, 2008, p. 219)

2.6 Culture

It is not possible to relate language and culture as separated entities, language and culture are linked in numerous ways, as mentioned before culture reflects all the facets of life of a group of people: its organization, its rules, its behaviors, its beliefs, its values, its traditions, etc. Grosjean (2008).

Dumitrašković (2014), defines culture as the way of life that is learned and shared from generation to another, however is not static. Language and culture are closely linked, the main culture in one society could refer to the dominant culture in it.

Different groups have different languages which impact in the world's view and conception, Wing (2014). Language shaped the way we see and build our thoughts, we can only think in the way we do because of the language we speak. This is how language and culture are intrinsically connected.

From the linguistic perspective and how this affects the identity.

How the ecology of the classroom is constructed and how it is related to the construction of identity.

2.7 Appraisal System

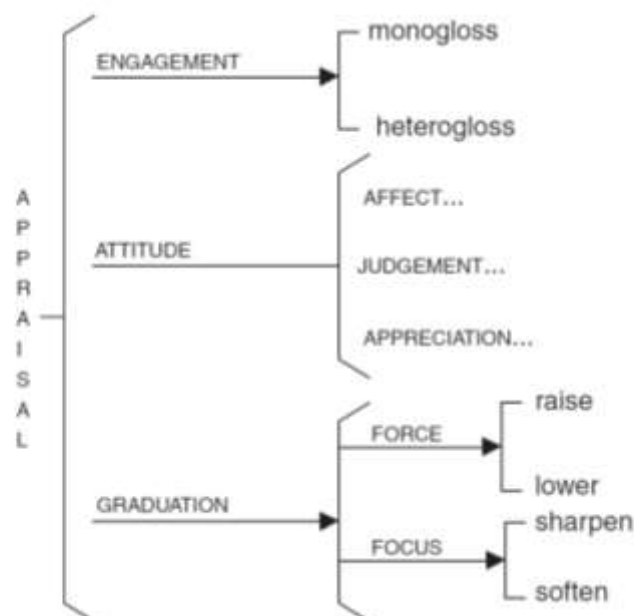
The Appraisal framework is an extension of the Systemic Functional Linguistic Paradigm originally developed by Halliday (1994), used to describe and explain the way language is used to; evaluate, adopt stances, construct textual personas, and manage interpersonal position and relationships (Martin and White 2005).

The Appraisal System deals with the interpersonal in language and the subjective presence of writers/speakers stances towards how speakers express their feelings,

how they amplify them and how they may incorporate additional voices in their discourses. (Martin and White, 2005). The Appraisal Analysis looks at how relationships are negotiated in a text by the strategic use of language in order to communicate attitudes and evaluations, there are three interacting domains:

Attitude, Engagement and Graduation

Figure 2.2 An overview of appraisal resources from Martin and White (2005)



Regarding the purpose of this research on assessing the discourse of children as they describe their experience in a private bilingual classroom, the domain of Attitude will be used in order to determine thorough the Appraisal framework the social influence of parents and teachers and the classroom culture itself in their development.

Attitude is a linguistic resource used to negotiate feelings, judges people's character, behavior and evaluate the worth of things and expresses positive and negative feelings. (Martin and White, 2005)

The three semantic domains concerning Attitude are; **Affect, Judgement** and **Appreciation**.

Affect expresses emotional state or responds to emotional trigger. It also deals with emotional reaction to behavior, text or phenomena. (Martin and White, 2005)

According to Martin and Rose (2003), how people express their feelings in discourse varies in two ways, positive or negative, besides, the expression of these feelings could be directly or implied.

For example:

"I **suffered** (-) during a long time, I think they don't know who I am" (**negative affect**)

"Until I met Jorge he changed my life and for the first time **I felt alive** (+)" (**positive affect**)

Castineira, T. (2013). "Self-representation of Trauma": An Appraisal Analysis. *Lenguas en Contexto*, 10, pag. 93,94.

For this analysis the variable of emotions will be used and organized into three main sets; un/happiness, in/security and dis/satisfaction.

Martin and White (2005) describe the variable of **un/happiness** as emotions concerned with 'affairs of the heart', for example, sadness, hate, happiness and love.

Whereas the variable of **in/security** is related with the emotions concerned with Eco social well-being, for example, anxiety, fear, confidence and trust. The last variable **dis/satisfaction**, deals with emotions concerned with telos, in other words, the pursuit of goals, for example; ennui, displeasure, curiosity and respect.

The next table reflects the mentioned variables considering the positive and negative affect on each one.

Table 2.2 Martin and White (2005) Affect Classification Chart

DIS/INCLINATION	Involves intentions.	+ desire
	Implicates a trigger.	- fear
UN/HAPPINESS	'Affairs of the heart'	+ cheer, affection
		- misery, antipathy
IN/SECURITY	Emotions concerned with	+ confidence, trust
	Eco social wellbeing.	- disquiet, surprise
DIS/SATISFACTION	Emotions concerned with	+ interest, pleasure,
	the pursuit of goals.	- ennui, displeasure

Judgement

This area is concerned with the meaning of construing our attitudes to people and the way they behave, and how this behavior is admired, criticized, praised or condemned. For Judgement, the linguistic resources are used to evaluate character and social behavior in relation to culturally accepted set of moral, legal and person

norms. For this purpose Martin & White use the terms ‘**social esteem**’ and ‘**social sanction**’. (Martin & White, 2005)

The judgements of esteem are related with three aspects; normality, tenacity and capacity, on the other hand the judgements of social sanction are concerned with veracity and property.

Social esteem is accepted in the oral culture through the use of chat, gossip, jokes and stories, where values play an important role among the social networks. Whereas the Social sanction is codified in writing for example, in edicts, rules, regulations and laws about how to behave. (Martin & White, 2005).

Table 2.3 Illustrative realisations for Social Esteem and Social Sanction, from Martin & White (2005).

Judgement – Social esteem

Social Esteem	Positive [admire]	Negative [criticize]
Normality ‘How especial’	lucky, fortunate, charmed...; normal, natural, familiar...; cool, stable, predictable...; in, fashionable, avant gard...; celebrated, unsung...	Unlucky, hapless, start-crossed...; Odd, peculiar, eccentric...; Erratic, unpredictable,...; Dated, draggy, retrograde...; Obscure, also-ran...
Capacity ‘how capable’	Powerful, vigorous, robust...; sound, healthy, fit...; adult, mature, experienced...; witty, humorous, droll...; insightful, clever, gifted...; balanced, together, sane...; sensible, expert, shrewd...; literate, educated, learned...; competent, accomplished...; successful, productive...	Mild, weak, wimpy...; unsound, sick, crippled...; immature, childish, helpless...; dull, dreary, grave...; slow, stupid, thick...; flaky, neurotic, insane...; naïve, inexperienced, foolish...; illiterate, uneducated, ignorant...; incompetent, unaccomplished...;unsuccessful, unproductive...
Tenacity ‘how dependable’	Plucky, brave, heroic...; Cautious, wary, patient...; Careful, thorough, meticulous, tireless, persevering, resolute...; Reliable, dependable...; Faithful, loyal, constant...; Accommodating...	Timid, cowardly, gutless...; Rash, impatient, impetuous...; Hasty, capricious, reckless...; Weak, distracted, despondent...; Unreliable, undependable...; Unfaithful, disloyal, inconstant...; Stubborn, obstinate, willful...

Judgement – Social Sanction

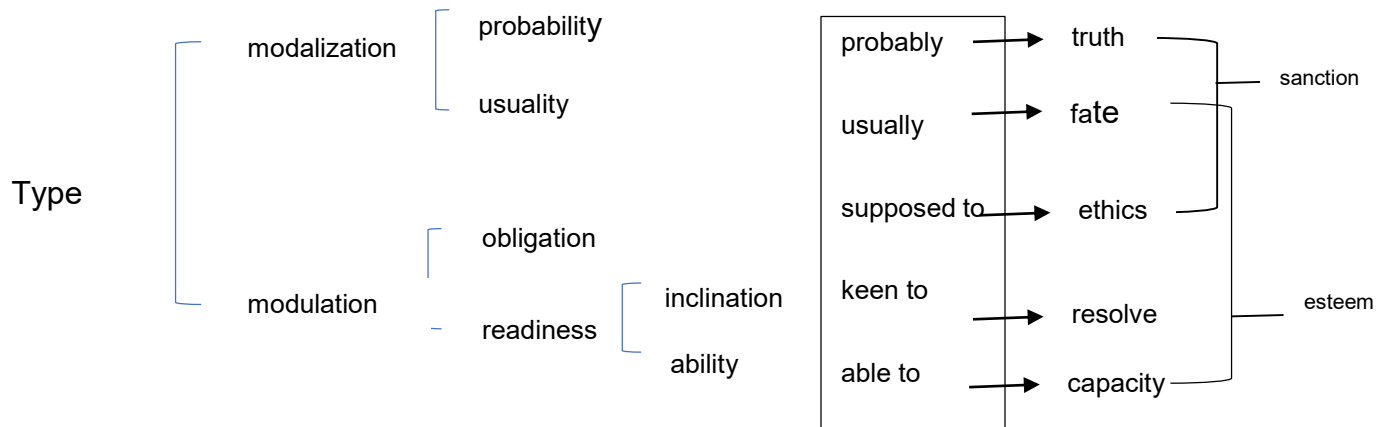
Social Sanction	Positive [praise]	Negative [condemn]
Veracity [truth] ‘how honest’	Truthful, honest, credible...; Frank, candid, direct...; Discrete, tactful...	Dishonest, deceitful, lying...; Deceptive, manipulative, devious...; Blunt, blabbermouth...
Property [ethics] ‘how far beyond reproach’	Good, moral, ethical...; Law abiding, fair, just...; Sensitive, kind, caring...; Unassuming, modest, humble...; Polite, respectful, reverent...; Altruistic, generous, charitable...	Bad, immoral, evil...; Corrupt, unfair, unjust...; Insensitive, mean, cruel...; Vain, snobby, arrogant...; Rude, discourteous, irreverent...; Selfish, greedy, avaricious...

Nevertheless, it is important to bear in mind some circumspection when using this list, due to it provides with a general guide term to the meanings, for example; the lexical item changes its attitudinal meaning according to a given context. For example, the word ‘slow’ could be determined as a negative connotation in our social esteem code, however in other context could convey a positive evaluative meaning. When encoding, it’s important to use this list consciously in each text analysis. (Martin and White, 2005).

There are some parameters suggested by Halliday, (1994) which organize ‘Judgement’, these parameters reflect grammatical distinctions in the system of modalisation, providing a ‘bridge’ between interpersonal grammar and appraisal.

The next figure illustrate those modality types of judgement, but considering an update from the original terminology previously suggested by Halliday.

Figure 2.3 Modality and types of judgement. From Martin & White (2005)



Appreciation

Appreciation constructs evaluations on 'things' produced and their processes, Martin and White (2005). Such appreciations can be divided into 'reactions' to things, for example how they catch our attention or how they please us, and their 'compositions' and 'value'. The values of appreciation focus on the compositional qualities of the evaluated object, for example how well something is formed.

Appreciation also presents negative and positive status, the next table provided by Martin and White (2005) shows a list of types of appreciation.

Table 2.4 Types of appreciation. From Martin and White (2005).

	Positive	Negative
Reaction: impact 'did it grab me?'	arresting, captivating, engaging, ...; fascinating, exciting, lively, dramatic, intense...	dull, boring, tedious...; dry, ascetic, uninviting...; flat, predictable, monotonous...;
Reaction: quality 'did I like it'	okay, fine, good...;	bad, yuk, nasty...; plain, ugly, grotesque...;

	lovely, beautiful, splendid...;	repulsive, revolting, off-putting...
Composition: balance 'did it hang together'	balanced, harmonious, unified, symmetrical, proportioned...;	unbalanced, discordant, irregular, uneven, flawed...; contradictory, disorganized,....;
Composition: Complexity 'was it hard to follow?'	simple, pure ,elegant...; lucid, clear, precise...; intricate, rich, detailed, precise...;	ornate, extravagant, byzantine...; Arcane, unclear, wooly...
Valuation: 'was it worthwhile?'	penetrating, profound, deep...; innovative, original, creative...; Timely, long waited, landmark...;	shallow, reductive, insignificant...; Derivative, conventional, prosaic...; Dated, overdue, untimely...

The literature review provided in this chapter, reflects important insights in three areas of critical importance. First, the literature that addressed Identity and its language Learning theories that encompasses the linguistic, social and post-structuralist approaches provide a better perspective of the construction of identity through language. Second the Culture generated by the performances of individuals or groups of people, constantly shape the identity of the learners of a language, third, Bilingual education is totally intertwined with Identity and Culture, because when learning two languages, students also become bicultural.

Such factors will help to understand important theoretical features. It also helps to identify shortcomings in the theoretical arguments that are important to address. Understanding Identity inside a Bilingual school and the Culture generated, draws attention to what is known so far and helps to generate further thinking and research.

CHAPTER 3: METHODOLOGY

3.0 Introduction

The aim of this chapter is to provide the methodological approach that was employed in order to collect and analyze data for this research. It contains the data collection procedures, the criteria for data collection, the analytical framework to analyze the data and the limitations of the study.

3.1 Data Collection

The data collection for this paper is composed of questionnaires and recorded interviews applied to some students of a bilingual school, their teachers, and some parents who voluntarily participated in the surveys. Such questionnaires consist of Likert-Type- Scale and open questions, and the interviews were recorded during school hours. The process of this data collection has three stages. In the first stage, third grade students were interviewed during their free times such as recess, snack time or class shifts so as to not intervene in their school tasks. During the second stage, self-reported questionnaires were administered to the teachers of the third-grade group. They were requested to complete them at home due to their busy chores during the school day. In the third stage, parents were asked to participate voluntarily in scheduled interviews. It is worth mentioning, that the researcher also observed one week of the third-grade class in order to gain a richer and more 'insider perspective' of the classroom culture. While this observation period is not analyzed in detail in the current study, it did allow the researcher to gain deeper insights into the results of the appraisal analysis.

Stage	Stage	Stage
1	2	3
Audio-tape interviews	Self-reported questionnaires	Self-reported questionnaires

3.2 Research participants

The participants were a sample of students, whose age ranges from eight to nine years old, studying third grade in a bilingual school in a touristic town of the Pacific Coast of Nayarit. For this study Brown’s definition of strata was considered as the salient characteristic of the population under study (Brown, 2001). The salient characteristic considered in this case was the diverse family background as the principal strata. There were a total of three boys and one girl whose family backgrounds come from different states of the country and/or have different nationalities other than Mexicans none of them were born in this community. The reason for choosing these particular participants is because of the diverse social background they come from is a sample of the current population of families and students living and studying in this particular area of the Pacific Coast of Mexico.

The teachers and parents were selected as participants as well because the information provided by their opinions will grant to this study with important insight about the influence of identity from their position as tutors and guidance in the children’s identity development. There are three current teachers in the third grade classroom; the Spanish teacher and two different English Teachers.

The Spanish area is covered by a female teacher, who was born and raised in a small community of Nayarit and has a degree in Education. She is monolingual of Spanish. Her class lasts two hours and a half every day. She is in charge of teaching the Academic Formation area from the Government Program from (SEP) whose areas include three different levels, called “Aprendizajes Claves Para la Educación Integral” which also includes the Social and Personal Development; and Curricular Autonomy. However, her role in the school is to teach academic content such as; Lenguaje y Comunicación, Pensamiento Matemático, Exploración y Comprensión del Mundo Natural y Social. (Modelo Educativo para la Educación Obligatoria, 2017).

Initially, a Canadian teacher was in charge of this group, and the initial interview was applied to him in order to get the discourse needed to appraise, eventually another English teacher took his place and finish the school year, she is a female German teacher, who was raised in England and speaks three languages; Spanish, German and English and has a Master’s degree in Modern Languages. She is in charge of teaching Language and Math content of the English program two hours a day.

There is another English teacher who is in charge of teaching the science subject two times a week for two hours. She is from Nayarit, but raised in the United States, She has a degree in Psychology and is bilingual.

The parents who agreed to be interviewed, are from different states of Mexico, and one of them was Italian, two females and one male subjects in total.

3.3 Research instruments

The research instruments applied for this analysis were transcriptions of individual interviews and questionnaire surveys. Those individual interviews had respondents on a one-to one basis. According to Brown (2001) this type of personal interviews allow for gathering data privately and provides certain level of confidentiality and trust. Besides, Patton (1990) has suggested that one of the main advantages of this instrument for data collection is related with its strength as a strategy to find out from people things that we cannot directly observe, such as feelings, thoughts and intentions.

On the other side, the questionnaires applied to teachers and parents allowed this research gathered important data about the respondent, in this case, factual, behavioral and attitudinal. Dörnyei, (2003), refers to these three data as a way to measure the respondents, for example the factual questions are used to find out about who the respondents are in terms of demographic characteristics; the behavioral questions are used to find out what the respondents are doing or have done in the past, in other words, they talk about people's actions, lifestyles, habits and personal history and finally the Attitudinal questions are used to find out what people think, and is concerned with attitudes, opinions, beliefs, interests and values.

3.4 Research Location

Living in a touristic area where the English Language became regularly spoken due to the large part of foreign immigrants from Canada and the United States, educative institutions and local inhabitants of this location in the Pacific Coast of Nayarit support and encourage its use.

For example, according to Rodriguez and Cobo (2017), there has been an increased presence of Canadians in Mexico during the last two decades in certain localities of the country, according to data from census immigration and immigration administrative records, there is a steady increase of Canadians in Mexico, which correspond to four main groups, a) employed population, b) retirees, c) children under 16 years old, and d) long stay tourists. During the last decade, the Canadian population has increased, 70%, according to the Instituto Nacional de Migración (INM) in 2012, 12, 891 Canadians immigrate to our Country, 4, 535 as permanent residents and 8,356 as temporary.

As stated by the INM records in 2011, the state of Jalisco has the largest population of Canadians with 23.5% followed by Nayarit with 10.9%. At the municipal level the three zones with the greatest settlement are Chapala, Jalisco, Bahia de Banderas, Nayarit, and Puerto Vallarta, Jalisco.

3.5 Data Collection Process

There was previous written consent from the head office of the school and from the parents, who signed such consent to allow their children being participants of the study, making clear that the children's name will be used anonymously as well as the teachers and parents who volunteered to participate.

A standardized structured format was followed in which each participant was asked the same questions whether the individual interviews applied to the students or the questionnaires applied to teachers and parents. It is worth to mention that the questionnaires administered to the teachers are different to the one used for the parents, however each one has a standardized structure.

Carefully worded and considered interview questions were written in advance in both instruments: individual interviews and questionnaires.

Considering that most of our participants were children, each question was checked to ensure that was free of words, idioms, or syntax likely to interfere with the respondents understanding.

3.6 Analytical Framework

In this section, the procedures for data analysis will be illustrated in order to provide the details of the analytical process. Some tables and scales are explained to outline the steps in the process.

3.6.1 Approach and strategy of inquiry

This paper uses as its methodological framework, a qualitative study based on an Appraisal Framework and Likert scale questionnaires. For Creswell (2012), the inquirer often makes knowledge claims according to the perspectives gathered by the strategies inquiry, for example, interviews or narratives. A qualitative approach substantiates the final purpose of this paper by interpreting the data collected in order to explore and understand the meaning of this particular group of subjects who are developing an identity immersed in a bilingual and multicultural school context. Whereas, some quantitative analysis is provided as well, in order to examine the relationship among some variable, such variable will be measure using some graphs, with these instruments, the numbered data will be analyzed to provide an alternative explanation and generalize the findings.

3.6.2 Data Analysis through the Appraisal System

The Appraisal Theory is a new approach based on the Systemic Functional Linguistics paradigm developed by scholars such as M.A.K Halliday and his colleagues. The Appraisal System deals with the interpersonal in language and the subjective presence of writers/speakers stance towards two aspects; the material they present and those whom they communicate. In other words, this framework is used to describe and explain the way language is used to evaluate, adopt stances, construct textual personas, and manage interpersonal positioning and relationships (Martin and White, 2005).

Besides, it focuses in how speakers express and amplify feelings; how they may incorporate additional voices in their discourse. The Appraisal System is comprised of three different domains, (sub-systems) which are Engagement, Attitude and Graduation.

To examine the interview applied to the students and the data gathered, a color coding will be used to examine the variables of the Affect and Judgment categories from the appraisal theory. Such variables were labeled as positive (+) or negative (-). The reason for using a color coding is to simplify and visualize the parts of the text that belong to each one of the domains. The selection of those codes and categories have as an objective the answer to our research questions based on the amount provided.

Table 3.1 Affect Factors (Martin and White 2005, p 48-51)

Affect: (emotions) [person feels affect about something]							
Dis/inclination		Un/happiness		Dis/satisfaction		In/security	
Involves intentions.		Affaires of the heart		Emotions concerned with the pursuit of goals		Emotions concerned with Ecosocial well-being.	
+	-	+	-	+	-	+	-
Desire	Fear	Cheer Affectin	Misery Antipahty	Interest Pleasure	Ennui Surprise	Confidence Trust	Disquiet Surprise

Table 3.2 Judgement (Martin and White 2005, p. 53)













Judgement: Meaning Constructing Attitudes to people and the way they behave.	
Social Esteem	Social Sanction
Normality – How especial...?	Veracity – How honest...?
Capacity – How capable...?	Propriety – How far beyond reproach...?
Tenacity – How dependable...?	Propriety – How far beyond reproach...?
Codified form:	
Oral	Written

Table 3.3. Appreciation Domain (Martin and White 2005, p. 57)

Appreciation: A mental process ascribing attitude to a thing.		
Reaction	Composition	Valuation
Impact: Did it grab me?	Balance: Didi it hang together?	Was it worthwhile?

Quality: Did I like it?	Complexity: Was it hard to follow?	
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Table 3.4 Classification in color coding (Martin and White 2005, p. 137 – 152)

Attitude		Classification of Attitudes	Color	Purpose
Affect		Un / happiness		Covers emotions concerned with “affairs” of the heart.
		In / security		Deals with emotions concerned with the eco-social being.
		Dis /satisfaction		Covers emotions concerned with the pursuit of goals.
		Dis / inclination		Covers feelings that involve fear and desires.
Judgement	Social esteem	Normality		How especial or unusual?
		Capacity		How capable or competent?
		Tenacity		How dependable? How well-disposed?
	Social Sanction	Veracity		How honest?
		Property		How far beyond reproach? How 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?

3.6.3 Likert scale

In order to provide some quantitative results regarding issues of the influence that parents and teachers have over the students, questionnaires based on the Likert

scale were provided to parents and teachers. The purpose is to measure, based on a multi scale instrument, the attitudes, opinions and behaviors of the respondents.

This method is very reliable because it consist in a series of statements all of which are related to a particular target.

For example, the respondents are asked to indicate the extent to which they agree or disagree with these items by marking one of the responses ranging from “strongly agree” to “strongly disagree”.

“Hungarians are genuinely nice people”

Figure 3.2 Likert Scales (Dörnyei 2003, p. 37)

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
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The item scores for the similar questions will be summed, resulting in a total scale score, where each response option is assigned a number for scoring purposes, for example; ‘strongly agree’ could score 5 , where ‘strongly disagree’ could score 1.

This summative model allows to come up with positive/favorable or negative/unfavorable attitude towards the object of interest that is to find out to what extent parents and teachers influence children’s’ identity while they are immersed in a bilingual school context.

Dörnyei, (2003) supports the idea that more than one item is needed to address each identified content area, all aimed to the same target but drawing upon slightly different aspects of it.

3.7 Ethical issues

The privacy and confidentiality of the participants were respected through the research process, the children and the parents 'participants were informed before the study commenced in order to explain clearly the purpose and the application of the instruments. They were also assured that their participation or non-participation would not in any way affect their grade or relationship with the school.

The parents were provided with consent forms a week before in order to encourage them to think about their willingness to participate in the study.

Days later, signed consent was obtained from some participants prior to the commence of the study. Parents were assured that no identifying information would be included in the study.

3.8 Chapter conclusions

This chapter has outlined the research design and describe the research procedure used, a qualitative approach was adopted in an attempt to fill in the gap in the literature, but a quantitative proposition is also considered to provide with some measurements regarding the influence of parents and teachers in the students' construction of identity.

CHAPTER 4: RESULTS AND INTERPRETATION

4.0 Introduction

The aim of this chapter is to provide the results obtained through the Appraisal Analysis of the instruments selected such as face-to-face interviews, and questionnaires. The narratives of the students and parents are presented in Spanish, except for the data obtained from the English teacher, no translation was done. The first section, presents results of the interviews carried out on the basis of qualitative content analysis along with results that provide a better understanding of the narratives and questionnaires findings. For the sake of clarity, the second section is related with quantitative findings of Likert- scale questionnaires and data gathered, through graphics and charts to provide a visual perspective. Finally, the conclusion of this chapter is provided.

4.1 Results of the analysis of the qualitative data

As mentioned before, the participants were three parents, the English and Spanish teachers, respectively, and children whose age ranges from seven to eight years old. According to Piaget's Theory of Cognitive Growth, (1926) these students belong to the Intuitive thought stage where they are able to develop some basic skills necessary for a successful verbal exchange.

The questions were tailored in order to understand the children's world and guarantee good data quality, considering they have a very limited language and they could be very suggestible in their answers.

In order to warm up the conversation with the students, some general questions were asked regarding their personal identity like name and origin, within the same context, questions regarding their identity on how they perceive themselves respect to others were used to answer the first research question of this study.

The upcoming sections aimed to cover the second and third research questions of this study; *To what extent do parents and teachers influence the construction of identity in these students?* and *How does the interaction within a bilingual classroom influence the construction of identity in students?*. Finally, the last research question of this paper, which is concerned with the use of the English language to negotiate their identity is covered throughout the sections mentioned.

For language learners the construction and negotiation of identity occurs every time the language learners use the target language when writing, speaking or reading. This exchange of information builds up an internal organization of who they are and their relation to the social world (Norton, 2013).

The Appraisal approach defines and explains the way language is used to; evaluate, adopt stances, construct textual personas, and manage interpersonal position and relationships (Martin and White 2005). This approach has three sub-systems, Attitude, Graduation and Engagement. To explain the results obtained, this study is focused in the Attitude framework.

Attitude has three different categories, which can be classified as positive or negative feelings, Affect expresses emotional state or responds to emotional trigger. It also deals with emotional reaction to behavior, text or phenomena. (Martin and

White, 2005). The next region which is Judgment , refers to the evaluation done to other's behavior. Finally, Appreciation covers the evaluation of belongings around people.

4.1.1 Results of students' perception

4.1.1.1 Appraiser 1 results

To illustrate the results obtained, samples from interview applied to the Appraiser 1 is presented along with the analysis conducted.

The analysis of the discourse provided by the survey demonstrated a tendency on Judgement. According to Martin and White (2005,) judgement *conveys "... meanings construing our attitudes to people and the way they behave – their character how they measure up attitudes"* (page 52).

In other words, Appraiser 1 tends to judge himself regarding his attitude towards others. Nevertheless, one expressions of the Affect domain, was used to describe his feelings regarding a particular situation.

Interviewer	"¿Como describes tu carácter, tu forma de ser con los demás?, ¿Cómo te describes?"
Interviewee	"Mhm, a veces maldoso (-capacity/judg.) para defenderme...y ya, nomás soy maldoso (-capacity/ judg.) para cuando me defiendo, el resto del tiempo nomas es para ... de hecho ya cuando ya no me defiendo ya no soy maldoso. " (+capacity/judg.)
Interviewer	"Pero, ¿qué es ser maldoso?"

Interviewee “Ósea, que empiezo a enojarme (-un/happines - affect) con la gente y empiezo a pelear, y cuando ya paso mi enojo, cuando ya no estoy enojado, ayudo a los demás” (+ un/happines - affect)

Appraiser 1’s experiences, show a negative impact when describing his behavior to others when he needs to stand up for himself, even when he understands he does that for a reason, he doesn’t approve such attitude.

None of the descriptive words used to describe his attitudes have a positive connotation, for example he stated, “no soy maldoso” instead of “ soy bueno”, or “no estoy enojado” instead of “estoy contento”.

In the next sample, the interviewer inquiries about his perception about the English and Spanish classes, according to his answers, he does not consider himself as a good student. The Judgement region used here has negative expressions in both cases.

Interviewer “¿Bien, ahora quiero que me hables de tu clase de inglés? ¿Como es tu clase de inglés?”

Interviewee “No soy bueno” (-capacity /judgement.)

Interviewer “¿No eres bueno?... pero, la clase, ¿tú como crees que sea la clase de Ingles?”

Interviewer “Muy bien, y ¿cómo eres en la clase de español?”

Interviewee “Mmm, De vez en cuando me distraigo (-cap/judg.) por algo que hacen mis compañeros de adelante”

He does not have any preference for a particular teacher, he considers both at the same level of importance.

Interviewer “Muy bien, ok... ¿Con que maestra te identificas más? ¿Qué maestra te agrada más estar en su clase? ¿con la maestra de inglés o con la maestra de español?”

Interviewee “Con ambas” (+ norm/judg.)

Interviewer “Con ambas, muy bien, y ¿en casa como te comportas?”

Tabla 4.1 Appraiser 1 Results

Judgement		Positive	Negative
Social Esteem			
	Normality	1	
	Capacity	3	3
	Tenacity		
Social Sanction			
	Veracity		
	Propriety		
Appreciation		Positive	Negative
	Reaction		
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/happines	1	1
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		5	4

4.1.1.2. Appraiser 2 results

For Appraiser number two, the same questions regarding his behavior towards people and situations were inquired. The first sample shows the results of the question, “*How are you like to others?*”. Where judgement was the most used in the answers. However, some words were inferred by the interviewer just to clear out the interviewee response.

Interviewer	“Bueno, ¿Cómo describes tú carácter? ¿Cómo eres con los demás?”
Interviewee	A veces...como, les hago muchas bromas. (-capacity/judgement)
Interviewer	¿ajá?...
Interviewee	Ehm...
Interviewer	“¿Eres bromista entonces?”
Interviewee	Sí. (+ propriety/judgement)
Interviewer	Muy bien
Interviewee	Cuando soy nuevo en otros lugares (-norm/judgement) no hablo tanto.
Interviewer	Eres tímido
Interviewee	Sí” (-tenacity /judgement)

For the question regarding his attitude in the English and Spanish classes, the Appraiser describes it using the Judgement domain with negative expressions.

Interviewer	“Ok, y ¿cómo te comportas en la clase de inglés?”
Interviewee	A veces De vez en cuando, estoy parado. (-capacity / judgement)
Interviewer	Y, ¿con la clase de español? ¿Cómo te comportas?”
Interviewee	Estoy levantado y platico” (-capacity/judgement).

When asking about his behavior at home, the Judgement domain describes his answer using a negative expression when he considers he lost his patience with his brother

Interviewer "Muy bien, ahora. ¿Cómo te comportas en casa?"
 Interviewee ¿En casa?
 Interviewer Mhm
 Interviewee Eh...cuando... cuando mi hermano quiere algo, yo se lo doy, pero... luego, cuando tengo otra cosa, el me la vuelve a pedir, y a la, como a la décima vez, **ya me enojo con él y estoy enojado** (- capacity / judgement)

Table 4.2 Appraiser 2 result.

Judgement		Positive	Negative
Social			
Esteem	Normality	1	
	Capacity	1	4
	Tenacity		1
Social			
Sanction	Veracity		
	Propriety		
Appreciation		Positive	Negative
	Reaction		
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/happines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		2	5

4.1.1.3. Appraiser 3 Results

For Appraiser number three, the information obtained regarding the description of his attitude towards others, was obtained from a general question formulated by the interviewer. Some clarification of the answers were necessary to give the value required to the data obtained.

Interviewer	“Pues tú, ¿Cómo eres con los demás? con tus papás, con tus hermanos ¿Cómo eres? ¿con tus amigos?”
Interviewee	Mm,.. bueno, pues, soy más o menos (-normality/judgement)
Interviewer	¿Qué es más o menos? A ver ...
Interviewee	Porque... a veces los molesto...
Interviewer	Ah! Pero ¿Cómo los molestas?
Interviewee	Haciéndoles así ...
Interviewer	Ah, eres travieso . ¿te consideras travieso?
Interviewee	Sí (-normality/judgement)
Interviewer	Bueno. Pero ... ¿travieso bueno o travieso no muy bueno?
Interviewee	Mmm... no muy bueno.(-normality/judgement)
Interviewer	Ok, muy bien. Ohm... ¿y como eres en la escuela?
Interviewee	Ah, inteligente”.(+capacity/judgement)

Table 4.3 Appraiser 3 Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality	1	3
	Capacity	1	
	Tenacity		
Social			
Sanction	Veracity		
	Propriety		
Appreciation		Positive	Negative
Reaction			
Composition			
Valuation			

Affect	Positive	Negative
Un/happines		
In/security		
Dis/satisfaction		
Dis/inclination		
Total	2	3

4.1.1.4 Appraiser 4 results

Finally Appraiser 4, showed a tendency on the Judgement domain. The first sample shows the data obtained regarding the perception of her behavior towards others. Where the second and third samples of the interview, describe how she describes herself during her classes and at home.

Interviewer	“Ah... y ¿Cómo te describes? ¿Cómo eres tú con las personas?”
Interviewee	Pues... amigable (jiji) (+norm / Judgement)
Interviewer	Muy bien. ¿nada más? ¿amigable?
Interviewee	Feliz. (+ un/happines – Affect)
Interviewer	¿Feliz? Muy bien.
Interviewee	Mmm... buena”. (+propriety/Judgement)
Interviewer	“Bien, ahora ¿Cómo te comportas en la clase de inglés? ¿Mmm?... (piensa) Bien. (+normality/Judgement) Pero a veces, cuando ... un día, cuando estábamos allá.. (se refiere al salón de inglés), Jeannette y Paty también estaban allá, y estábamos trabajando ...y Diego, y no me acuerdo quien más, estaban allí jugando, y nos culparon a nosotras y a ellos no, y ellos pudieron salir y nosotras no.
Interviewer	Ahora. ¿Cómo te comportas en la clase de español?
Interviewee	Bien” (+normality /Judgement)

Appraiser 4 Sample Results

Interviewer “Ah, ok. Bueno. ¿y cómo te comportas en casa?”

Mmm... buena pregunta. (ríe)
 Pues algunas veces, pues, no sé porque... llego de aquí, como, me cambio y... a veces me baño, cuando tengo tiempo, y me voy a danza y regreso hasta las ocho, entonces... como que casi no tengo nada que hacer, pero ayer... me comporte bien.(+normality/judgemnt)

Table 4.4 Appraiser 4 Sample Results.

Judgement		Positive	Negative
Social Esteem	Normality Capacity Tenacity	5	
Social Sanction	Veracity Propriety		
Appreciation		Positive	Negative
	Reaction Composition Valuation		
Affect		Positive	Negative
	Un/happines In/security Dis/satisfaction Dis/inclination	1	
Total		6	

The findings above demonstrate that the construction of identity is constantly regulated by the Judgement of their attitudes and behaviors, in these case the ones related to social Esteem. According to Martin and White, (2005), “Judgements of Esteem have to do with ‘normality’ (how unusual someone is), ‘capacity’ (how

capable they are) and 'tenacity'(how resolute they are)" p. 52. Utterances of Capacity and Normality were the most used among the participants, which demonstrates that having a critical role to play and sharing values is an important factor when constructing identity.

4.1.2 The Influence of Parents and Teachers in the Construction of Identity

In this section, the data obtained from the interview applied to the students is concerned with the influence from parents and teachers to the students when building identity. The analysis of their discourse appraises the extent of such influence.

Two basic questions were inquired, the first one is concerned with whom of their teachers the students identify with, and how the students perceive their parents.

For this purpose, parents and teachers were interviewed as well through a questionnaire which included open questions regarding their opinions and attitudes. According to Dörnyei, Z. (2003) attitudinal open questions require an evaluative response to a particular target, in this case, to define the parents and teachers identities and determine if their perception match with the students' identity.

4.1.2.1 Appraiser 1 Results

The data obtained from this student, demonstrated a tendency on Judgement when talking about their teachers and parents, in both cases the expressions were positive. However it is important to highlight the influence of the parents in using the English language at home.

Interviewer “Muy bien, ok. ¿Con que maestra te identificas más? ¿Cuál maestra te agrada más estar en su clase? ¿con la maestra de inglés? o ¿con la maestra de español?”

Interviewee **Con ambas bien, sí. (+ norm/judgement)**

Interviewer “¿En casa te comunicas en español o en inglés? En ingles, dice para que -mi mamá- cuando me lleve a Disney el próximo año, ya **pueda saber un poquito más** y pedir lo que quiera”. (+cap. / judgement)

Interviewee **pueda saber un poquito más y pedir lo que quiera”. (+cap. / judgement)**

Table 4.5 Appraiser 1 Sample Result.

Judgement		Positive	Negative
Social			
Esteem	Normality	1	
	Capacity	1	
	Tenacity		
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction		
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		2	0

4.1.2.2 Appraiser 2 Results

The results obtained from this student showed a tendency on Judgement with positive expressions, and one on Affect regarding a feeling of identity with his teachers. Nevertheless, the Appraiser believes he identifies himself to the Spanish teacher because she has been the whole school year, meanwhile English teachers have been rotated constantly.

- Interviewer “Bueno. Con que maestra, de las tres maestras que tienes, ¿te sientes más identificado?”
- Interviewee Con esta de español.
- Interviewer ¿Con la maestra de español? ¿Por qué?
- Interviewee Porque... por que la otra, Sandra ya no nos toca, y Helga acaba de llegar hace poco.
- Interviewer Ok, Entonces por que **la conoces más a la maestra de español.**
- Interviewee **Sí me es más familiar. “(+norm./ judgement)**

On the next sample, this student presents a thoroughly opinion about his teachers during the classes, where the Judgement domain plays an important role when describing his teachers based on the work done at class.

- Interviewer “Muy bien, ahora quiero que me describas tu clase de inglés. ¿Cómo es tu clase de inglés?”
- Interviewee Tengo tres materias con unas maestras diferentes, **la de science sí me gusta (+reac/appreciation)**, la otra de **ELA y Math, no me gustan (-reac/appreciation)**
- Interviewer ¿Por qué?
- Interviewee **Es que la maestra es un poco ... demasiado estricta (-normality/judgement)**
- Interviewer ¿Por qué es estricta? ¿Qué consideras tú que es estricta en ella?

- Interviewee Nos manda “extra homework” cuando nada más una niña no pone atención. (-capacity/judgement) Pero, le tendría que mandar solo a ella “extrahomework” ¿no?
- Interviewer Y, la otra maestra ¿por qué te gusta? ¿qué es lo que hace que te guste?
- Interviewee Ah, porque... no nos pone tanto trabajo (+tenacity/judgment) y es más buena onda (+tenacity/judgement) y cuando nos pone trabajo siempre lo terminamos y es poquito (+reac/appreciation), pero sí aprendemos mucho ahí”. (+reac/appreciation)

In the following case, the student expresses his opinion about his parents describing them as “buena onda” which is the same term the appraiser uses to describe the Spanish teacher, what can be inferred is the fact that the student relates a certain type of attitude as acceptable for him. All the expression have a tendency to a positive Judgement domain.

- Interviewer “Y ya. Muy bien. Y... ¿Cómo son tus papás? ¿me puedes describir cómo son tus papás contigo?
- Interviewee Ah, buena onda. (norm/judgement +)
- Interviewer ¿Son buena onda? ¿Qué es buena onda?
- Interviewee Cuando queremos algo nos lo dan, si se puede y siempre nos apoyan” (norm/judgement +)

Table 4.6 Appraiser 2 Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality	2	1
	Capacity		1
	Tenacity	2	
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative

	Reaction Composition Valuation	3	1
Affect	Un/hapines In/security Dis/satisfaction Dis/inclination	Positive	Negative
Total		7	3

4.1.2.3 Appraiser 3 results

In this case, the student expressed his opinion about the English class, but his sympathy is closely related to the opinion he has about the teacher.

Interviewer	“Muy bien, ahora quiero que me describas tu clase de inglés. ¿Cómo es la clase de inglés?”
Interviewee	mmm... pues... más o menos... no me gusta (- reac/appreciation)
Interviewer	¿porque no te gusta?
Interviewee	Por qué la maestra regaña mucho.(-tenacity / judgement)

However, he recognizes the importance of learning the language because of the influence of his parents regarding his future development.

Interviewer	“Ok, perfecto. Ahora... ¿te gusta aprender inglés?”
Interviewee	Sí.
Interviewer	¿Por qué te gusta aprender inglés?
Interviewee	Pues... porque dice mi mama que con ingles puedo entrar a cualquier trabajo (+react / appreciation)
Interviewer	¿Nada más por eso?
Interviewee	Mhm.” (asiente)

The appreciation domain is expressed with a negative and positive reaction, meanwhile the Judgement region describes one negative statement.

Table 4.7 Appraiser 3's Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality Capacity Tenacity		1
Social			
Sanction	Veracity Property		
Appreciation		Positive	Negative
	Reaction Composition Valuation	1	1
Affect		Positive	Negative
	Un/hapines In/security Dis/satisfaction Dis/inclination		
Total		1	2

4.1.2.4 Appraiser 4 results

Appraiser number 4 describes the way she identifies with the Spanish teacher when they react the same, on the other hand, she describes her parents reaction towards a conflict situation. Again the Judgement domain, demonstrates her opinions.

Interviewer "Ok, ahm... ¿Cómo describes a tus papás?
¿Cómo son tus papás contigo?

Interviewee	Pues...pues a veces ... se enoja (-normality/judgement) O sea, si yo... si a mí me toca lavar los trastes, y si no los lavo o lavo poquitos, mi papá me regaña, o también mi mamá, pero a veces la mayoría de veces sí.
Interviewer	“No, no el salón físicamente, sino tu clase ¿cómo la dan?”
Interviewee	¡Ah!
Interviewer	¡Ah!
Interviewee	Pues, a veces la maestra es un...poquito (jiji) es-tric-ta (-capacity / judgement), pero también, este, también a veces, es muy buena onda...(normality /judgement)
Interviewer	¿Bien? Perfecto. ¿ Con que maestra te sientes más identificado, con la de inglés o la de español?
Interviewee	Con la maestra de español.
Interviewer	¿Por qué?
Interviewee	Porque...pues no se...
Interviewer	Algo que digas...¡ah!, ella hace lo mismo que yo hago o reacciona de la misma manera que yo, se comporta igual que yo...
Interviewee	Ah... a veces decimos palabras iguales,(+reaction/appreciation) y le digo a la maestra “embruja”. Es que Paty, siempre cuando alguien dice algo, y haz de cuenta, yo digo lo mismo que Paty y me dice “embruja” y yo no puedo hablar hasta que digan tres veces mi nombre.” (risas)

Table 4.8 Appraiser 4 Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality	1	1
	Capacity		1
	Tenacity		
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative

	Reaction Composition Valuation	1	
Affect		Positive	Negative
	Un/hapines In/security Dis/satisfaction Dis/inclination		
Total		2	2

4.1.2.5 Parents' Results

When parents were interviewed about their own perception, the domain of Judgement was the most used when describing themselves towards others, their answers allowed this study to compare their identities with the children.

Appraiser 1

For this parent, her identity is strongly attached to her role as a mother, she describes this role as a challenge, so most of the domains used for this Appraiser were strongly related to the Judgement region, meanwhile, the one describing motherhood was expressed through the Appreciation domain.

It is important to mention that this Appraiser is an Italian person living and rising a family in Mexico. Her opinion and participation in this research enriches this study by obtaining a different perspective of someone who belongs to a different culture.

Interviewer Ok, y... ¿Cómo se describe en lo personal?
¿Cómo cree...? O ¿Cómo se define usted?

Interviewee Ok, una mamá un poco ansiosa, (-norm/judgement) ¿verdad?. En unos momentos, pero también soy alegre (+norm/judgement) y ... sé que tengo que compartir pues tiempo, ¿verdad?, con mis hijos y tiempo de calidad y entonces, trato de ser más paciente (+tenacity/judgement) con mis hijos, pues no es una tarea fácil, (-reac/appreciation) ¿verdad? Y, tratar de que mmm... de que aprendan a escuchar, ¿verdad? Y eso de la empatía que estábamos hablando el otro día aquí, que aprendan a entender cómo se puede sentir la otra persona, que sea yo, que sea su papá o un compañerito, el hermano (+tenacity/judgement).

Table 4.9 Appraiser 1 Sample Result

Judgement		Positive	Negative
Social			
Esteem	Normality	1	1
	Capacity		
	Tenacity	2	
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction		1
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		3	2

The qualitative analysis reveals a high tendency on Judgement when construing identity in the students, they seemed aware about their parents and teachers behaviors, as well as their own treats respect to themselves and others, causing an important impact on the students when building their identity, especially when learning a second language.

4.1.2.6 Parents' s results

Appraiser 2

The next sample, incorporates the opinions of a Mexican mother from the North of Mexico, who lives and works in this area of the Pacific Coast where this research took place. When describing herself, she presented the characteristics that represent her better. All of them had a Judgement tendency with positive expressions.

Interviewer	¿Cómo se describe en lo personal?
Interviewee	¿La forma de comportarme? ...
Interviewer	Me repite su nombre, por favor.
Interviewee	Mariana Durán.
Interviewer	Ah, como Mariana Durán. Ah, pues me describo como una persona sencilla (+norm/judgement), alegre (+norm/judgement), sonriente. (+norm/judgement).
Interviewee	Apoyar a los compañeros, igual en el trabajo, en la familia, ver... no sé, el bienestar con mis hijas, su educación estar al pendiente , bueno ... creo que estoy al pendiente (+capacity / judgement) de ellas y es lo que más me preocupa, que se desenvuelvan en un futuro más adelante.

Table 4.10 Appraiser 2 Parent's Sample Result

Judgement		Positive	Negative
Social			
Esteem	Normality	3	1
	Capacity	1	
	Tenacity		
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction		
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		4	1

4.1.2.7 Parents' Results

Appraiser 3.

It is clear that the judgement domain will be used to support the descriptions they use about themselves, in this case, all the statements were positive. This Appraiser is a man from Mexico City who has been living in this community for around 15 years.

Interviewer	Y ¿cómo se define en lo personal?
Interviewee	Yo, como una persona que tiene muchas metas (+capacity/judgement) en la vida, ambiciones, pues amoroso con mi familia (+normality/judgement) y ¿qué se puede decir?, que quiero ser muy abierto (+normality/judgement) a las cosas que vengan en la vida y de todo sacarle el mejor partido (+reac / appreciation)

Table 4.11 Appraiser 3 Parent's Sample Result

Judgement		Positive	Negative
Social			
Esteem	Normality	2	
	Capacity	1	
	Tenacity		
Social			
Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction	1	
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		4	0

4.1.2.8 Teachers' Results

English Teacher

The questionnaire was applied to the English teacher in turn, because there was a constant rotation of English teachers in that class during the school year. The teacher inquired was a German woman, raised in England, and fluent in German, English and Spanish languages, she also has a Master's Degree in Lenguas Modernas.

When inquiring her about her perception of herself, the next sample, presents her responses, which encompass a Judgement and Affect domain, expressing positive statements in all of the cases.

“Honest, (+capacity/judgement) responsible, (+tenacity/judgement), loving (+capacity/ judgement). Seeking to save the planet and make the world a better place where there is peace for everyone. (+reaction/appreciation).

Respect nature and all the beings. Love for teaching,(+un/happiness/Affect), projects in sustainability and Interested in social problems and solution findings...”(+capacity/judgement)

Table 4.12 English Teacher's Results

Judgement		Positive	Negative
Social			
Esteem	Normality		
	Capacity	3	
	Tenacity	1	
Social Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction	1	
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines	1	
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		6	0

4.1.2.9 Teachers' Results

Spanish Teacher

The Spanish teacher is a woman from a small town of Central Pacific State in Mexico, she has a degree in basic education teaching. When inquiring her about how can she describe herself, she stated with a tendency on the Judgement region with seven positive descriptions.

“Soy **totalmente tolerante** (+capacity / judgement) ante cualquier situación, a pesar de mi **carácter fuerte** (- capacity / judgement), me considero una persona amable (+propriety / judgement), **amigable** (+norm / judgement), **confiable** (+tenacity / judgement) soy **accesible** (+ tenacity / judgement) ante ciertas circunstancias, soy **alegre** (+norm/judgement) y **respetuosa** (+tenacity / judgement).

Table 4.13 Appraiser 2 Teacher's Sample Result

Judgement		Positive	Negative
Social			
Esteem	Normality	2	
	Capacity	1	1
	Tenacity	2	
Social Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction		
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		5	1

To determine the findings about the influence of parents and teachers towards the students, it was important to determine first, the common evaluations uttered by all the participants, that means which of the regions proposed by the Appraisal Framework is most used. The data obtained demonstrated that the Judgement domain was the most used region followed by the Appreciation domain. According to Martin and White, (2005) the Appreciation domain is about construing our evaluations of 'things'. "*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)*" p. 56

4.1.3 The Interaction within a Bilingual Context

In this section will be discussed how the interaction within a bilingual classroom influence the construction of identity in students, the questions inquired to report such findings were the next; *According to your opinion, how is your English / Spanish class?; Which book do you like best, the English or the Spanish book?; What is your favorite activity in each class?; Do you like learning English?, Why?*

4.1.3.1 Appraiser 1 Results

This student, previously commented he is not good at English, but still considers it necessary for communicative purposes like traveling or playing video games on line. However, he believes the English class is fun. The descriptions have a

tendency to Appreciation with 3 positive expressions and 1 Judgement with a positive connotation as well.

Interviewer	“... pero, la clase, ¿Tú como crees que sea la clase de Ingles?”
Interviewee	Mmm ... divertida (+reac/Appreciation)
Interviewer	¿Es divertida? ¿Por qué es divertida?
Interviewee	Porque así puedo aprender inglés y cuando aprendo inglés, cuando aprendo ingles puedo hablar con más personas (+capacity/judgement)
Interviewer	Muy bien, y ... ¿qué tal la clase de español? ¿Como la describes?
Interviewee	Padre (+reac/Appreciation)
Interviewer	¿Padre?, ¿por qué es padre? A ver, explícame.
Interviewee	A mí me gusta porque a veces hacemos matemáticas y muchas cosas que me gustan en el trabajo. (+reac/appreciation)

This student seems to understand the importance of learning English to communicate, however, he does not seem fond about any of the books used in both subjects.

Interviewer	“Ok, bueno. ¿Qué libros te gustan más? ¿los libros de inglés o los libros de español?”
Interviewee	Mmm... no se... porque mayormente los que me gustan son más... mis libros de aventura (+appreciation/reaction)
Interviewer	Los libros de aventura, ni el de inglés ni el de español te gustan realmente. Ok, muy bien. Ah, mmm... Bueno, ¿te gusta aprender inglés?
Interviewee	Sí.

Interviewer ¿Por qué?
 Interviewee Porque así cuando yo juego mi video juego y hablo con gente que sabe inglés, (+capacity/judgement) puedo con mis audífonos también hablarles”.

Table 4.14 Appraiser 1 Sample Result

Judgement		Positive	Negative
Social Esteem	Normality Capacity Tenacity	2	
Social Sanction	Veracity Property		
Appreciation		Positive	Negative
	Reaction Composition Valuation	4	
Affect		Positive	Negative
	Un/hapines In/security Dis/satisfaction Dis/inclination		
Total		6	0

4.1.3.2 Appraiser 2 Results

For this student, the interaction and the opinions he constructed about his teachers are linked, when asking about the classes, he supported his beliefs according to the teachers' behavior. The statements are equally divided into the Judgement and the Appreciation domain.

- Interviewer Muy bien, ahora quiero que me describas tu clase de inglés. ¿Cómo es tu clase de inglés?
- Interviewee Tengo tres materias con unas maestras diferentes, la de Science sí me gusta (+reaction/appreciation) la otra de ELA y Math, no me gustan. (-reaction/appreciation)
- Interviewer ¿Por qué?
- Interviewee Es que la maestra es un poco ... demasiado estricta (-capacity/judgement)
- Interviewer Y, la otra maestra ¿por qué te gusta? ¿qué es lo que hace que te guste?
- Interviewee Ah, porque ella... no nos pone tanto trabajo (+tenacity / judgement) y es más buena onda (+ tenacity/judgement) y cuando nos pone, el trabajo siempre lo terminamos y es poquito (+reac /appreciation), pero sí aprendemos mucho ahí. (+reaction/appreciation)

Nevertheless, the appraiser considers important learning English as part of his personal development when traveling. The next sample reflects those findings.

- Interviewer Ah, muy bien. Ahm.... Ok, ¿Te gusta aprender inglés?
- Interviewee Sí.
- Interviewer ¿si te gusta? ¿Por qué?
- Interviewee Porque voy a poder ir a muchos lugares (+ capacity/judgment y voy a estar... ubicado. (+ capacity / judgement)

The next sample shows his opinion about the content books of both subjects, English and Spanish, in this case he considers the English book as his favorite because of the benefits he gets from it. The Appreciation domain supports the statement with a positive expression.

Interviewer	Sí, ok. Muy bien ... ohm... Ok, ¿Qué libros te gustan más? ¿el libro de inglés o el libro de español?
Interviewee	Eh... El de inglés.
Interviewer	¿Ah!, ¿te gusta más el libro de inglés? ¿Por qué?
Interviewee	Sí. Porque yo aprendo cosas nuevas (+ reaction /appreciation)

Table 4.15 Appraiser 2 Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality		
	Capacity	2	1
	Tenacity	2	
<hr/>			
Social Sanction	Veracity		
	Property		
Appreciation		Positive	Negative
	Reaction	4	1
	Composition		
	Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction		
	Dis/inclination		
Total		8	2

4.1.3.3 Appraiser 3 Results

For this appraiser the data obtained is related with his opinion about the English class, the books, and the importance of learning English. They all belong to the Appreciation domain with 3 statements, 1 negative and 4 positive ones.

Interviewer	“... quiero que me digas ¿qué libros te gustan más, los libros de inglés o los de español?”
-------------	---

Interviewee Los de español
 Interviewer ¿Por qué los de español?
 Interviewee ¿Por qué tienen más actividades (+
 reac/appreciation) y son más divertidos
 (+reac/appreciation) y tienen más actividades
 que a mí me gustan (reac/ appreciation+)
 Interviewer Ok, ¿cómo que actividades?
 Interviewee Como matemáticas.
 Interviewer ¿en ingles no tienen matemáticas?
 Interviewee Casi nunca, solo una hora trabajamos al día.
 Interviewer Ok, perfecto. Ahora... ¿te gusta aprender
 inglés?
 Interviewee ¡¡¡Sí!!"
 Interviewer ¿Por qué te gusta aprender inglés?
 Interviewee Pues... porque dice mi mama que con
 ingles puedo entrar a cualquier trabajo
 (+react/appreciation)
 Interviewer ¿Nada más por eso?
 Interviewee Mhm. (asiente)

Interviewer Muy bien, ahora quiero que me describas tu
 clase de inglés. ¿Cómo es la clase de inglés?
 Interviewee mmm... pues... más o menos... no me gusta
 (-reac)
 Interviewer ¿porque no te gusta?
 Interviewee Por qué la maestra regaña mucho (+tenacity
 /judgement)
 Interviewer ¿ A ti te regaña mucho o a...
 Interviewee A todos

Table 4.16 Appraiser 3 Sample Results

Judgement		Positive	Negative
Social			
Esteem	Normality Capacity Tenacity	1	
Social Sanction	Veracity		

		Property	
Appreciation		Positive	Negative
	Reaction	4	1
	Composition Valuation		
Affect		Positive	Negative
	Un/hapines		
	In/security		
	Dis/satisfaction Dis/inclination		
Total		5	1

4.1.3.4 Appraiser 4 Results

For this student, her opinion about the classes are closely related on how she perceives the English teacher, on the other hand, for the Spanish class she limited her opinion to the class itself, the activities in both classes seem interesting to her. Regarding to the English language learning, she considers it necessary to communicate and travel abroad.

The judgement domain is used to describe the teacher's attitude in the class, with 2 statements, a positive and a negative one. However, when describing the classes, and books there is a tendency on Appreciation with 6 positive statements.

Interviewer	“No, no el salón físicamente, sino tu clase ¿cómo la dan?”
Interviewee	¡Ah!
Interviewer	¡Ah!

Interviewee	Pues, a veces la maestra es un...poquito (jiji) es-tric-ta (-tenacity/judgement) , pero también, este, también a veces, es muy buena onda...(+tenacity/judgement)
Interviewer	¿Aprendes?
Interviewee	... y bien (+ reac/appreciation) porque, haz de cuenta, hacemos un trabajo y lo ponemos en el cuaderno, y lo...(como se dice) lo cambiamos a español.
Interviewer	¿lo traducen?
Interviewee	Aja, lo traducimos en español y así pues yo ya puedo saber que es cada cosa.
Interviewer	Muy bien, entonces ¿aprendes en la clase de inglés?
Interviewee	Mhm. (afirma)
Interviewer	Ahora, quiero que me describas la clase de español, ¿Cómo es?
Interviewee	Pues, bien...(+reac/appreciation)
Interviewer	¿Sí?...
Interviewee	Bueno, a mí me gusta porque, lo que aprendemos allá primero, después lo aprendemos aquí. (+raect/appreciation)
Interviewer	Ah, muy bien”
Interviewee	Entonces es como...(indescriptible) y es divertida.(+reac/appreciation)

Appraiser 4 Sample Results

Interviewer	“Ok, ¿Qué libros te gustan más? ¿el libro de inglés o el de español?
Interviewee	¿Mmm?... hay... el de matemáticas, me gusta más de aquí. (+reac/appreciation)
Interviewer	¿en inglés?
Interviewee	Aja, pero en el de ... uno que se llama “Carrusel” en español.
Interviewer	Bueno, y ¿te gusta aprender inglés?
Interviewee	Mmm ...sí.
Interviewer	¿sí?, ¿por qué?

Interviewee **Porque es un idioma diferente (+reac/ appreciation)** y cuando vaya, por ejemplo, a Estados Unidos o adonde hablen inglés ya puedo hablar ... para poder viajar”

Table 4.17 Appraiser 4 Sample Result

Judgement		Positive	Negative
Social			
Esteem	Normality Capacity Tenacity	1	1
Social Sanction	Veracity Property		
Appreciation		Positive	Negative
	Reaction Composition Valuation	6	
Affect		Positive	Negative
	Un/hapines In/security Dis/satisfaction Dis/inclination		
Total		7	1

The Appreciation domain have the majority of utterances, the students determined what things are worth or have a value for their own learning interests when interacting in the school, mainly, their relation with the teachers and opinion about the class. So, their identity is also related to the things they appreciate as valuable.

4.2. Results of Quantitative Analysis

The next tables display the results of the analysis of the written texts using the Appraisal Framework (See Chapter 3). On each table the first column shows the

regions and its categories, the following columns represent the Appraisals, the students are identified by the letter “A” followed by the number of times they used certain categories in their narrative citations. The parents are represented by the letter “P”, and the teachers are represented by the letter “T” followed by the number of times they used a determined category. Finally, a general total, illustrates the amount of times the participants used each category within each region.

Tables 4.18 and 4.19 reveals that most of the participants used the Judgement region followed by the Appreciation domain in tables 4.20 and 4.21. Whereas the Affect region displayed on tables 4.22 and 4.23 took the third place.

Table 4.18 Quantitative Results obtained from the Appraisal System (Students)

Judgement	A1		A2		A3		A4		Total	
Social Esteem										
	+	-	+	-	+	-	+	-	+	-
Normality	2	0	3	1	1	3	6	2	12	6
Capacity	5	3	3	6	1	0	0	5	9	14
Tenacity	0	0	4	1	1	1	1	0	6	2
Total	7	3	10	8	3	4	7	7	27	22
Social Sanction										
Veracity										
Propriety										
Total										

The results gathered from the students for the Judgement region show a majority on the Capacity domain with negative utterances, followed by Normality with a positive tendency. There were a total of twenty seven positive expressions and twenty two negative utterances.

Table 4.19 Quantitative Results obtained from the Appraisal System. (Parents and Teachers)

Judgement	P1		P2		P3		T1		T2		Total	
Social Esteem												
	+	-	+	-	+	-	+	-	+	-	+	-
Normality	1	1	3	1	2	0	0	0	2	1	8	3
Capacity	0	0	1	0	1	0	3	0	1	0	6	0
Tenacity	2	0	0	0	0	0	1	0	2	2	5	2
Total	3	0	4	1	3	0	0	0	5	3	19	5
Social Sanction												
Veracity												
Propriety												
Total												

On the table above, the results obtained from Parents and Teachers, show a tendency on the Normality region with eight positive statements, followed by the Capacity domain with six utterances, there was a total of nineteen positive expressions and five negative ones.

Table 4.20 Quantitative Results obtained from the Appraisal System. (Students)

Appreciation	A1		A2		A3		A4		Total	
	+	-	+	-	+	-	+	-	+	-
Reaction	4	0	3	1	5	2	7	0	19	3
Composition	0	0	0	0	0	0	0	0	0	0
Valuation	0	0	0	0	0	0	0	0	0	0
Total	4	0	3	1	5	2	7	0	19	3

Regarding the Appreciation domain, the data obtained from the students revealed a total of nineteen positive utterances and three negative ones in the Reaction domain.

Table 4.21 Quantitative Results Obtained from the Appraisal System. (Parents and Teachers)

Appreciation	P1		P2		P3		T1		T2		Total	
	+	-	+	-	+	-	+	-	+	-	+	-
Reaction	0	1	0	0	1	0	1	0	0	0	2	1
Composition	0	0	0	0	0	0	0	0	0	0	0	0
Valuation	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	0	1	0	1	0	0	0	2	1

Whereas, regarding Parents and Teachers, the Reaction domain turned out with three statements, two positive and one negative.

Table 4.22 Quantitative Results Obtained from the Appraisal Results.(Students)

Affect	A1		A2		A3		A4		Total	
	+	-	+	-	+	-	+	-	+	-
Un/happines	1	1					1		2	1
Dis/inclination										
In/security										
Dis/satisfaction										
Total	1	1					1		2	1

The Affect domain is the area with fewer utterances provided by the students, two positive statements, and a negative one.

Table 4.23 Quantitative Results Obtained from the Appraisal System. (Parents and Teachers).

Affect	P1		P2		P3		T1		T2		Total	
	+	-	+	-	+	-	+	-	+	-	+	-
Un/happiness							1				1	
Dis/inclination												
In/security												
Dis/satisfaction												
Total							1				1	

Regarding the parents, the results showed just one positive utterances expressed by them. The results above, reveal an important tendency on the Judgement domain, with five expressions of difference between the positive expressions, (27), and the negative ones, (22). This also reflects that measuring treats, has an important value among the community. On the other hand, Affection is the domain less considered by the participants when evaluating identity, it demonstrates that showing feelings is not strongly associated when constructing an identity.

4.2.1. Factors Associated with Language Learning

To determine if the target language is used to negotiate identity in the students, a questionnaire with Likert Scale questions was provided to the parents and teachers, to measure the extent to which they agree or disagree about the factors they consider important for a successful language learning, the options provided were related to four aspects; the cultural content in the English class, the importance of having bilingual and bicultural teachers in the school, the practice and promotion of the Mexican Culture and finally to count with native English teachers.

The table is divided into eight columns, the first one displays the target factors, the following column represents the number of participants, the next five columns represent the ranges provided, and finally the last column illustrates the total percentage.

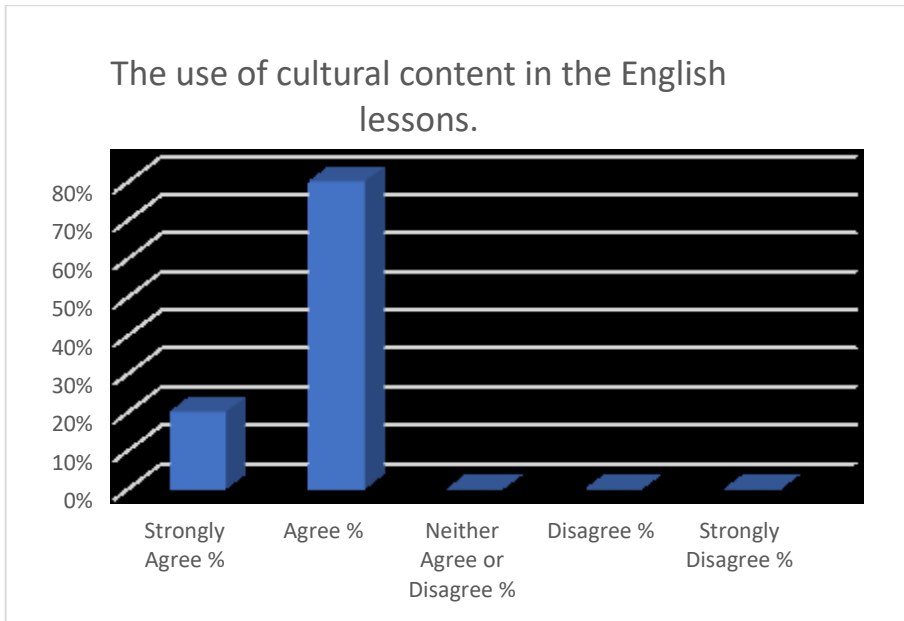
Eighty percent of the Parents and Teachers agreed that the use of Cultural Content through the books is very important for the students learning, followed by sixty per cent of the answers that strongly agree in considering important to have bilingual and bicultural teachers in the school. Sixty percent of the inquirers agreed that is necessary to practice and promote the Mexican Culture along with the English content, and finally the results concerning the factor of having native English speakers in the classes were even split among the participants with forty percent each one.

The next table and graphs depict the data obtained through the use of Likert-Scale questionnaire in order to provide a visual comprehension of the results

Table 4.24 Factors.

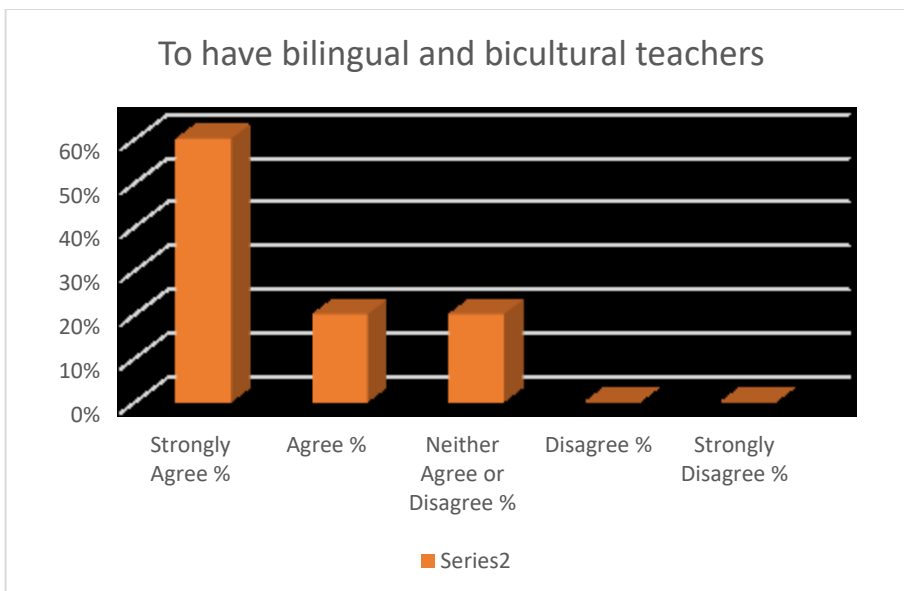
Factors involved in a successful language learning.	Total	Strongly Agree %	Agree %	Neither Agree or Disagree %	Disagree %	Strongly Disagree %	Total
The cultural content in the English lessons.	5	20%	80%	0%	0%	0%	100%
To have bilingual and bicultural teachers	5	60%	20%	20%	0%	0%	100%
To practice and promote Mexican Culture	5	20%	60%	20%	0%	0%	100%
To have native speaker models of English.	5	40%	40%	0%	20%	0%	100%

Figure 4.1



Parents and teachers consider important the employ of Culture connected to the values and traditions of both languages in both subjects, English and Spanish

Figure 4.2



Most of the participants considered necessary to have bilingual and bicultural teachers in both subjects, English and Spanish classes, as well as promoting the Mexican culture.

Figure 4.3

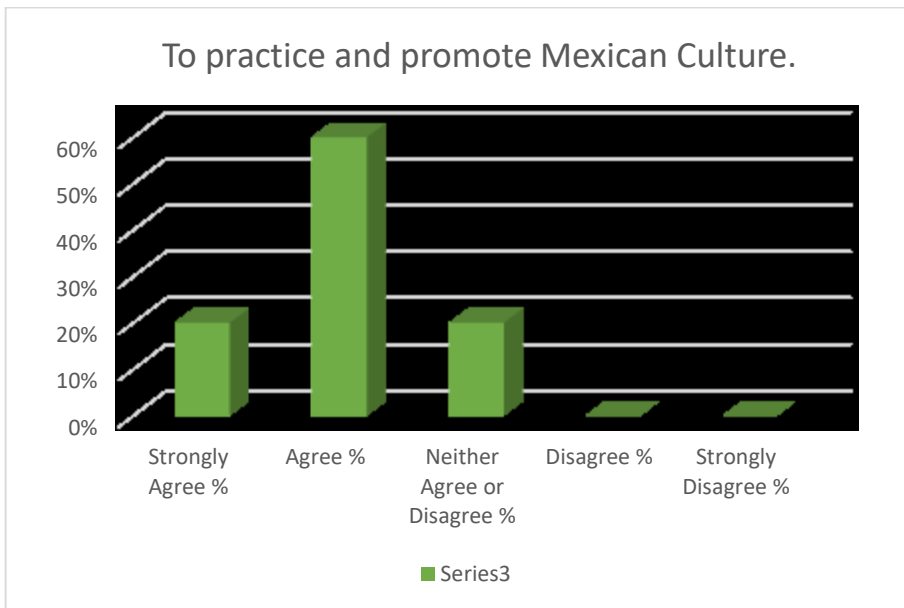
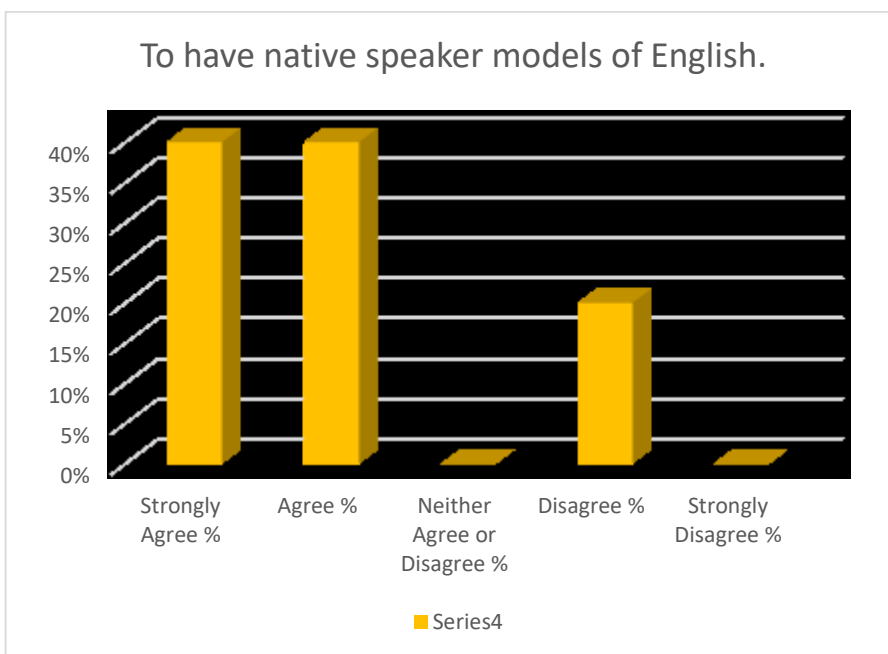


Figure 4.4



Most of the participants indicate that native English teachers are necessary for the success in language learning. Those results reveal the opinion represented by parents and teachers regarding the students' learning and the affect that these opinions will probably have in the students identity,

4.3 Conclusions

The main purpose of this study was to establish the principal issues regarding the construction of identity development in children of a bilingual school in the Central Pacific Coast of Mexico, Each one of the research questions, aimed to analyze three main factors; first, to identify through discourse, how the culture generated inside the classroom by teachers and student's background influences their construction of identity, the results obtained through the Appraisal Analysis of the instruments selected such as face to face interviews, and questionnaires revealed that the construction of their identity is a process strongly influenced by the constant evaluation of their behavior, in these case, the Judgements were related with social esteem.

The second factor is to analyze how this cultural identity could impact their relation with the society, for such purpose, qualitative and quantitative results indicated that parents and teachers play an important role in the awareness of learning English as a second language that will impact their future lives. The last factor is to provide a better understanding of bilingual cultural identity development in students, the results documented that students' construction of identity is closely related to the Judgement and Appreciation of what they consider positive, despite the language they are learning.

The next chapter will cover the research questions, general conclusions and suggestions for further research.

CHAPTER 5: CONCLUSIONS

5.0 Introduction

The aim of this research was to analyze the discourse of children as they describe their experience in a private bilingual classroom of the Mexican Pacific Coast. Appraisal Theory (Martin & White, 2005) was used in order to analyze the children's appraisals of the social influence of parents, teacher and the classroom culture itself in their development.

This study explored significant issues regarding the construction of identity development in children of a bilingual school in the Central Pacific Coast of Mexico. The factors analyzed through discourse and questionnaires were three, first to determine how the culture generated inside the classroom by teachers and student's background influenced their construction of identity. Second, to analyze how this cultural identity could impact their relationship with the society. Finally, to provide a better understanding of bilingual cultural identity development in students of an elementary school within a touristic community in the Pacific Coast of Mexico

5.1 Answers to the Research Questions

In order to answer each one of the research questions proposed, the data obtained from the instruments applied revealed the next findings;

First, the construction of identity is constantly regulated by the Judgement of their attitudes and behaviors, in these cases, the ones related to Social Esteem. Utterances of Capacity and Normality were the most used among the participants,

which demonstrates that having a critical role to play and sharing values is an important factor when constructing identity.

Second, the influence of parents have an impact in the students' performance in the classroom, the data obtained demonstrated that for students, identity is related to achievement.

Third, identity is related to what students choose as worth for their own learning and interests when interacting in the school. Finally, quantitative and qualitative results demonstrated that the school provides students with cultural identity when it is negotiated in the school through the students' performance and achievement.

5.2 Importance and Significance of the Study

Without doubt, language and identity are two inseparable concepts, this study provided a particular situation for language learning of Mexican students immerse in a diverse community, with the intention of opening up some inquiry about their identity development inside the classroom reflected by their discourse.

Social factors influence children linguistic development, since language is intimately connected with the style and sensibility of a community, Bialystok, E. (2001). Living in a touristic area where the English Language became regularly spoken due to the large part of foreign immigrants from Canada and the United States, educative institutions and local inhabitants of this location in the Pacific Coast of Nayarit support and encourage its use.

The school provides an important social space to learn, develop and understand how identities are constructed when facing different points of view in a social context. Freire, P. (2010), highlights the importance of knowing the reality that the learners live in order to access to their thoughts. The context constructed by social, cultural and political aspects influence the language used in the classroom and consequently their identity.

5.3 Contributions

Identity construction has been an underserved issue in the schools, especially in schools that promote a bilingual learning, schools should try to promote positive identities since they can have an impact in the student performance in the classroom. The way students express their identities can sometimes undermine their achievements and goals.

This analysis bring some light when developing the syllabus, due to the insight regarding the students believes and attitudes towards their learning, it also highlights the importance of parents influence in their children when evaluating their values. It is very important that parents and teachers improve their understanding of issues, like the values of tolerance, respect and positive feelings . According to Browne, (2008), ' the choices and priorities that students embrace as well as their perception of personal life chances and potential, are to some extent a reflection of the factors making up their identity' p. 16.

5.4 Limitations

When interviewing children, they may not find easy to express themselves due to their limited vocabulary because of their early age. Not all the interviews done to the

students were used to analyze because some of their responses were not enough to gather the most suitable data.

Not all the parents requested for an interview were willing to cooperate, that situation limited the data obtained.

The constant rotation of English teachers was another factor to consider, because the students responses were on basis of the brief knowledge they have about the current English teacher.

5.5 Recommendations for further research

Schools should consider sensitize language teachers and parents about the use of language in children when building identities like increasing students concern about social acceptance and increase their feelings of competence when it comes to academic performance.

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APPENDICES**Appendix A**

Questionnaire and interview to parents

Date: _____

Este es un instrumento de investigación. Solicito su apoyo para contestar esta encuesta relacionada a la construcción de la identidad en alumnos de educación bilingüe.

Instrucciones.

Esta encuesta contiene preguntas de opción múltiple y abiertas. Seleccione una de las opciones sugeridas y conteste las preguntas abiertas con su opinión, por favor conteste de forma sincera.

1.- ¿Cuál es su lugar de nacimiento?

2.-¿Cuál es su lengua materna? Especifique, por favor.

3.- ¿Qué grado académico tiene?

4.- ¿Cómo se describe en lo personal?

De las siguientes opciones, circule la que mejor describa su respuesta.

1.- De acuerdo con su opinión ¿Cuáles de los siguientes factores están involucrados en el éxito de la adquisición de un segundo idioma?

a) Contar con maestros bilingües y biculturales.

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo o desacuerdo	De acuerdo	Totalmente de acuerdo
-----------------------------	------------------	----------------------------------	------------	--------------------------

b) El contenido cultural de los libros de texto tiene una importante

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo o desacuerdo	De acuerdo	Totalmente de acuerdo
-----------------------------	------------------	----------------------------------	------------	--------------------------

c) Practicar y promover la cultura mexicana.

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo o desacuerdo	De acuerdo	Totalmente de acuerdo
-----------------------------	------------------	----------------------------------	------------	--------------------------

d) Tener maestros nativos del idioma inglés.

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo o desacuerdo	De acuerdo	Totalmente de acuerdo
-----------------------------	------------------	----------------------------------	------------	--------------------------

Comentarios

¡Gracias por su ayuda en esta investigación!

Appendix B

Questionnaire and interview to teachers.

Date: _____

This is a research instrument. We would like to ask you to help us by answering the following questions concerning the construction of identity in Young English Language Learners.

Instructions.

This survey has multiple options and open questions. Select one of the options provided and answer the open questions with your personal opinion and please give your answer sincerely.

1.- Where were you born?

2.-What is your mother language? Please, specify.

3.- What is your degree?

4.- How do you describe yourself?

From the next options, circle the best that describe your answer.

1.- According to your experience, what factors are involved in successful language learning?

a) The cultural content of English lessons in a

Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
----------------------	----------	------------------	-------	-------------------

b) To have native speaker models of English.

Strongly disagree	Disagree	Neither agree	Agree	Strongly -----
----------------------	----------	------------------	-------	-------------------

c) To have bilingual and bicultural teachers

Strongly disagree	Disagree	Neither agree	Agree	Strongly -----
----------------------	----------	------------------	-------	-------------------

¡Gracias por su ayuda en esta investigación!

Appendix C

Interview to students.

1. ¿Cómo te llamas?
2. ¿Sabes dónde naciste?
3. ¿De dónde son tus papás?
4. ¿Cómo son tus papás contigo?
5. ¿Describe como eres?
6. ¿Cómo eres en casa, con tu familia?
7. ¿Cómo eres en la escuela?
8. ¿Cómo eres en tu clase de Inglés?
9. ¿Te gusta la clase de inglés? ¿Por qué?
10. ¿Cómo eres en la clase de español?
11. ¿Te gusta la clase de español?
12. ¿Qué clase te gusta más y por qué?
13. ¿Qué libro te gusta más y por qué?
14. ¿Con que maestra te sientes más identificado (a)?
15. ¿Por qué crees que es importante aprender inglés?

Appendix D

Transcriptions

Interview #1

No. of line	Speaker	Transcription	Comments
0001	Interviewer	¿Como te llamas?	
0002	Interviewee	Mmm ... Horacio	Horacio is not the real name.
0003	Interviewer	Horacio, ¿Sabes dónde naciste?	
0004	Interviewee	¿Qué?	
0005	Interviewer	¿Sabes dónde naciste?	
0006	Interviewee	En Guadalajara	
0007	Interviewer	En Guadalajara, muy bien. Y... ¿sabes de donde son tus papás?	
0008	Interviewee	Mmmh...de Guadalajara	
0009	Interviewer	De Guadalajara, muy bien. ¿Como describes tu carácter, tu forma de ser con los demás? ¿Como te describes?	
0010	Interviewee	"Mhm, a veces maldoso para defenderme...y ya, nomás soy maldoso para cuando me defiendo, el resto del tiempo nomas es para ... de hecho ya cuando ya no me defiendo ya no soy maldoso."	
0011	Interviewer	Pero, ¿qué es ser maldoso?	
0012	Interviewee	Ósea que empiezo a enojarme con la gente y empiezo a pelear, y ...cuando ya paso mi enojo...cuando ya no estoy enojado ayudo a los demás.	
0013	Interviewer	Ah, ósea... cuando estas contento te gusta ayudar?	
0014	Interviewee	¡Ajá!	
0021	Interviewer	Bien, ahora quiero que me hables de tu clase de inglés? ¿Como es tu clase de inglés?	

0022	Interviewee	No soy bueno,	
0023	Interviewer	¿No eres bueno?... pero, la clase, tú como crees que sea la clase de Ingles?	
0024	Interviewee	Mmm ... divertida	
0025	Interviewer	¿Es divertida? ¿Por qué es divertida?	
0026	Interviewee	Porque así puedo aprender inglés y cuando aprendo inglés, cuando aprendo ingles puedo hablar con más personas.	
0027	Interviewer	¿Muy bien, y ... que tal la clase de español? ¿Como la describes?	
0028	Interviewee	Padre	
0029	Interviewer	¿Padre?,¿por qué es padre? A ver, explícame.	
0030	Interviewee	A mí me gusta porque a veces hacemos matemáticas y muchas cosas que me gustan en el trabajo.	
0031	Interviewer	Ok, muy bien, ¿cómo te comportas en la clase de inglés?	
0032	Interviewee	Mmm (indescriptible) me quedo sentando y nomás termino ...nomás me adelanto en las páginas cuando los demás van más atrás.	

Appendix E

Transcriptions.

Appraiser #2

No. of line	Speaker	Transcription	Comments
0001	Interviewer	Bueno, la primera pregunta es ¿Como te llamas?	
0002	Interviewee	Henry.	
0003	Interviewer	¿Sabes dónde naciste Henry?	
0004	Interviewee	Sí	
0005	Interviewer	¿Dónde naciste?	
0006	Interviewee	En Italia.	
0007	Interviewer	En Italia, muy bien.	
0008	Interviewee	Bueno, en Cerdeña.	
0009	Interviewer	Ok, Cerdeña, Italia. Y sabes ¿de dónde son tus papas?	
0010	Interviewee	Mi papá es de Colombia y mi mamá es de Italia, de... Parma.	
0011	Interviewer	¿Tú papá de donde es? ¿perdón?	
0012	Interviewee	Colombia.	
0013	Interviewer	Bueno, ¿Cómo describes tú carácter? ¿Cómo eres con los demás?	
0014	Interviewee	A veces...como, les hago muchas bromas...	
0015	Interviewer	¿ajá?	
0016	Interviewee	Ehm...	
0017	Interviewer	¿Eres bromista entonces?	
0018	Interviewee	Sí.	
0019	Interviewer	Muy bien	
0020	Interviewee	Cuando soy nuevo en otros lugares no hablo tanto.	
0021	Interviewer	Eres tímido	
0022	Interviewee	Sí	
0023	Interviewer	¿Cuándo no conoces a la gente eres tímido?	
0024	Interviewee	Y ...ya.	
0025	Interviewer	Y ya. Muy bien. Y, ¿Cómo son tus papás? ¿me puedes describir cómo son tus papás contigo?	
0026	Interviewee	Ah, buena onda.	
0027	Interviewer	¿Son buena onda? ¿Qué es buena onda?	
0028	Interviewee	Cuando queremos algo nos lo dan, si se puede y siempre nos apoyan.	
0038	Interviewer	Muy bien, ahora quiero que me describas tu clase de inglés. ¿Cómo es tu clase de inglés?	

0039	Interviewee	Tengo tres materias con unas maestras diferentes, la de science sí me gusta, la otra de ELA y Math, no me gustan	
0040	Interviewer	¿Por qué?	
0041	Interviewee	Es que la maestra es un poco ... demasiado estricta	
0042	Interviewer	¿Por qué es estricta? ¿Qué consideras tú que es estricta en ella?	
0043	Interviewee	Nos manda "extra homework" cuando nada más una niña no pone atención. Pero, le tendría que mandar solo a ella "extrahomework" ¿no?	
0044	Interviewer	Y, la otra maestra ¿por qué te gusta? ¿qué es lo que hace que te guste?	
0045	Interviewee	Ah, porque... no nos pone tanto trabajo y es más buena onda y cuando nos pone trabajo siempre lo terminamos y es poquito , pero sí aprendemos mucho ahí.	
0046	Interviewer	Muy bien, perfecto. Y ahora quiero que me describas tu clase de español.	
0047	Interviewee	Sí, me gusta	
0048	Interviewee	Por qué... la de español se me hace más fácil y la maestra es buena onda	
0049	Interviewer	Ok, y ¿cómo te comportas en la clase de inglés?	
0050	Interviewee	A veces De vez en cuando me paro y que...la maestra me dice y... me siento y luego platico un poco y me vuelve a decir y ya dejo de platicar y ya	
0065	Interviewer	Sí, ok. Muy bien ... ohm... Ok, ¿Qué libros te gustan más? ¿el libro de inglés o el libro de español?	
0066	Interviewee	Eh... El de inglés.	
0067	Interviewer	Ah, ¿te gusta más el libro de inglés! ¿Por qué?	
0068	Interviewee	Sí. Porque, aprendo cosas nuevas	
0069	Interviewer	Ah, muy bien. Ahm.... Ok, ¿Te gusta aprender inglés?	
0070	Interviewee	Si.	
0071	Interviewer	¿si te gusta? ¿Por qué?	
0072	Interviewee	Porque voy a poder ir a muchos lugares y voy a estar... ubicado.)	

Appendix F

Transcriptions

Interview # 3

No. of line	Speaker	Transcription	Comments
0001	Interviewer	La primera pregunta es... ¿Cómo te llamas?	
0002	Interviewee	Armando	
0003	Interviewer	Muy bien, Armando, ¿sabes dónde naciste?	
0004	Interviewee	Sí, en Puebla.	
0005	Interviewer	Muy bien, ¿en qué parte de Puebla?	
0006	Interviewee	En... el hospital.	
0007	Interviewer	Jeje, sí en un hospital, pero ¿sabes si naciste en algún municipio de Puebla?	
0008	Interviewee	Mmm, en San Antonio	
0009	Interviewer	¿En San Antonio? ¿El hospital se llama San Antonio? o ¿el municipio se llama San Antonio?	
0010	Interviewee	Municipio	
0011	Interviewer	Ok, ah... ¿y sabes de donde son tus papás?	
0012	Interviewee	Sí, de Puebla	
0013	Interviewer	De que parte de Puebla	
0014	Interviewee	De San Antonio	
0015	Interviewer	Muy bien	
0016	Interviewee	Y bueno mi papá es de ... de ya no me acuerdo como se llama el nombre	
0017	Interviewer	A ver, ¿cómo son tus papás contigo? plátame...	
0018	Interviewee	Mmm... regañones... (-nor)	
0019	Interviewer	¿Estrictos? (-norm)	
0020	Interviewee	Sí	
0021	Interviewer	¿En qué son estrictos?	
0022	Interviewee	Pues porque a veces hago aquí la tarea y quieren que se las leve para que vean si así estoy bien o si estoy mal.	
0023	Interviewer	Ah muy bien, están al pendiente de tus tareas y todo	
0024	Interviewee	Ajá.	
0025	Interviewer	Muy bien, ok ...ah... ¿y tú como eres? A ver plátame ¿tu como eres?	
0026	Interviewee	¿Cómo?	
0027	Interviewer	Pues tú ¿Cómo eres con los demás? con tus papás, con tus	

		hermanos ¿Cómo eres? ¿con tus amigos?	
0028	Interviewee	Mm... bueno, pues, soy más o menos	
0029	Interviewer	¿Qué es más o menos? A ver ...	
0030	Interviewee	Porque... a veces los molesto...	
0031	Interviewer	¡Ah! Pero ¿Cómo los molestas?	
0032	Interviewee	Haciéndoles así en la ...	
0033	Interviewer	Ah, eres travieso. ¿te consideras travieso?	
0034	Interviewee	Sí	
0035	Interviewer	Bueno. Pero ... ¿travieso bueno o travieso no muy bueno?	
0036	Interviewee	Mmm... no muy bueno.	
0037	Interviewer	Ok, muy bien. Ohm... ¿y como eres en la escuela?	
0038	Interviewee	Ah, inteligente.	
0049	Interviewer	Oh, a lo mejor alguna roncchita... Muy bien, ahora quiero que me describas tu clase de inglés. ¿Cómo es la clase de inglés?	
0050	Interviewee	mmm... pues... más o menos... no me gusta	
0051	Interviewer	¿porque no te gusta?	
0052	Interviewee	Por qué la maestra regaña mucho	
0069	Interviewer	Ok, ahora, quiero que describas tu clase de ... no... quiero que me digas ¿qué libros te gustan más, los libros de inglés o los de español?	I changed the question because the Spanish teacher was getting into the classroom and
0070	Interviewee	Los de español	
0071	Interviewer	¿Por qué los de español?	
0072	Interviewee	¿Por qué tienen más actividades y son más divertidos y tienen más actividades que a mí me gustan	
0073	Interviewer	Ok, ¿cómo que actividades?	
0074	Interviewee	Como matemáticas.	
0075	Interviewer	¿en ingles no tienen matemáticas?	
0076	Interviewee	Casi nunca, solo una hora trabajamos al día.	
0077	Interviewer	Ok, perfecto. Ahora... ¿te gusta aprender inglés?	
0078	Interviewee	¡¡¡Sí!!	
0079	Interviewer	¿Por qué te gusta aprender inglés?	

0080	Interviewee	Pues... porque dice mi mama que con ingles puedo entrar a cualquier trabajo.	
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Appendix G

Transcriptions

Interview # 4

Time	No. of line	Speaker	Transcription	Comments
	0001	Interviewer	¿Como te llamas?	
	0002	Interviewee	Elena Verónica Montalvo Diaz	The first and second names were changed.
	0003	Interviewer	¿Sabes dónde naciste?	
	0004	Interviewee	En Tepic, de la panza de mi mamá (risas)	
	0005	Interviewer	Ok, ¿Sabes de donde son tus papás?	
	0006	Interviewee	Mi mamá es de Chihuahua y mi papá es de Tepic.	
	0007	Interviewer	Ok, ahm... ¿Cómo describes a tus papás? ¿Cómo son tus papás contigo?	
	0008	Interviewee	Pues...pues a veces ... se enoja. O sea, si yo, si a mí me toca lavar los trastes y si no los lavo o lavo poquitos, mi papá me regaña o también mi mamá, pero a veces la mayoría de las veces sí.	
	0009	Interviewer	Son estrictos tus papás. Muy bien. Ah... y ¿Cómo te describes? ¿Cómo eres tú con las personas?	
	0010	Interviewee	Pues... amigable (jiji)	
	0011	Interviewer	Muy bien. ¿nada más? ¿amigable?	
	0012	Interviewee	Feliz.	
	0013	Interviewer	¿Feliz? Muy bien.	
	0014	Interviewee	Mmm... buena. (norm+)	
	0021	Interviewer	Y ya, muy bien. Ahora quiero que describas tu clase de inglés. ¿Cómo es tu clase de inglés?	
	0022	Interviewee	¿la clase o como dan la clase?	
	0023	Interviewer	Solo la clase	
	0024	Interviewee	¿o cómo es la clase? ¿Qué tiene cortinas y así...?	
	0025	Interviewer	No, no el salón físicamente, sino tu clase ¿cómo la dan?	
	0026	Interviewee	¡Ah!	
	0027	Interviewer	¡Ah!	
	0028	Interviewee	Pues a veces la maestra es un...poquito (jiji) es-tric-ta, pero también. este... también a veces, es muy buena onda...	
	0029	Interviewer	¿aprendes?	

	0030	Interviewee	... y bien porque, haz de cuenta, hacemos un trabajo y lo ponemos en el cuaderno, y lo... (como se dice) lo cambiamos a español.	
	0031	Interviewer	¿lo traducen?	
	0032	Interviewee	Aja, lo traducimos en español y así pues yo ya puedo saber que es cada cosa.	
	0033	Interviewer	Muy bien, entonces ¿aprendes en la clase de inglés?	
	0034	Interviewee	Mhm. (afirma)	
	0035	Interviewer	Ahora, quiero que me describas la clase de español, ¿Cómo es?	
	0036	Interviewee	Pues, bien...	
	0043	Interviewer	Ahora. ¿Cómo te comportas en la clase de español?	
	0044	Interviewee	Bien	
	0045	Interviewer	¿Bien? Perfecto. ¿Con que maestra te sientes más identificado, con la de inglés o la de español?	
	0046	Interviewee	Con la maestra de español.	
	0047	Interviewer	¿Por qué?	
	0048	Interviewee	Porque...pues no se...	
	0049	Interviewer	Algo que digas... ¡ah!, ella hace lo mismo que yo hago o reacciona de la misma manera que yo, se comporta igual que yo...	
	0050	Interviewee	Ah... a veces decimos palabras iguales, y le digo a la maestra "embruja". Es que Paty, siempre cuando alguien dice algo, y haz de cuenta, yo digo lo mismo que Paty y me dice "embruja" y yo no puedo hablar hasta que digan tres veces mi nombre. (risas)	
	0055	Interviewer	Ok, ¿Qué libros te gustan más? ¿el libro de inglés o el de español?	
	0056	Interviewee	¿Mmm?... hay... el de matemáticas, me gusta más de aquí.	
	0057	Interviewer	¿en inglés?	
	0058	Interviewee	Aja, pero en el de ... uno que se llama "Carrusel" en español.	
	0059	Interviewer	Bueno, y ¿te gusta aprender inglés?	
	0060	Interviewee	Mmm ...sí.	
	0061	Interviewer	¿sí?, ¿por qué?	
	0062	Interviewee	Porque es un idioma diferente y cuando vaya, por ejemplo, a Estados Unidos o adonde hablen inglés ya puedo ... para poder viajar	

Appendix H

Letter of consent.

School

Localidad, Estado a 7 de enero de 2019.

Licenciada, _____, _____.

Presente

Estimada Profesora:

Dentro de la formación de posgrado del programa en Enseñanza de Inglés de la Benemérita Universidad Autónoma de Puebla (BUAP), se considera muy importante la realización de actividades de investigación.

En este marco, la Licenciada **Rosalía Ramírez Pérez** estudiante de la Maestría en Enseñanza de Inglés con matrícula _____, desarrolla un estudio llamado “Analyzing Bilingual Cultural Identity Development in Children through Discourse: An Appraisal Study”.

Donde se desarrolla la temática del desarrollo de la identidad dentro del entorno de un salón bilingüe, cuyo tutor principal es el Dr. Celso Pérez Carranza.

Es de nuestro interés que esta investigación se pueda desarrollar con los estudiantes de tercer año que asisten a su Colegio. El objetivo de esta petición es que la estudiante evalúe el desarrollo de la identidad usando dos instrumentos de investigación; una narrativa para los profesores de grupo y una entrevista para alumnos y maestros mediante el uso de audio. Una vez terminado el proceso de análisis de los datos, se entregará un reporte al colegio de los resultados.

Es importante señalar que esta actividad no conlleva ningún gasto para su institución y que se tomarán las precauciones necesarias para no interferir con el normal funcionamiento de las actividades propias del Colegio. De igual manera, se entregará a los usuarios y a los padres de los alumnos un consentimiento informado donde se les invita a participar del proyecto y se les explica en qué consistirá la entrevista y narrativa respectivamente.

Sin otro particular, se despide atte.

Dr. _____

Sec. De Investigación y Estudios de Posgrado

Appendix I

Letter of consent to parents.

_____, _____ a _____ de _____

Estimados Padres de Familia,

Se aplicara una entrevista a sus hijo (a), este es un instrumento de investigación y tiene como propósito conocer de qué manera y en qué medida los alumnos del tercer año construyen su identidad en un entorno bilingüe dentro del Colegio _____ de la comunidad de _____.

El nombre de los alumnos participantes será anónimo y solo se realizará la grabación de sus voces. La entrevista se realizara dentro de la escuela, en un horario que no afecte las actividades académicas de su hijo(a) y será realizada por la profesora investigadora en compañía de la maestra (s) de grupo y/o coordinadora.

En caso de aceptar, favor de firmar de conformidad.

Nombre y firma del padre o tutor

Si usted tiene preguntas sobre el uso de la información o la aplicación de esta entrevista, incluyo mi número telefónico y correo electrónico para cualquier duda.

Lic. Rosalía Ramírez Pérez.