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Transnational students: A new dynamics of
interaction in the EFL classroom
from an appraisal perspective

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Transnational students: A new dynamics of interaction in the EFL classroom from an appraisal perspective

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ABSTRACT

The existence of Mexican students with academic experience in American schools is becoming common in Mexican institutions due to the new patterns of migration. In the past, men left their families and migrated to the United States in search of better opportunities. However, in the last two decades complete families have temporarily settled in the US (Hamann & Zúñiga, 2006). When families return to Mexico, the reinsertion of youths into the Mexican educational system represents a challenge for both these transnational students (TSs) and for the institutions who host them. Teachers may help TS to integrate into the "new" system but according to (García & Zúñiga, 2010) it seems they are ignored. Some studies have analyzed this issue under sociological and anthropological perspectives (e.g., Hamann & Zúñiga, 2006; 2008; 2010; Hamann, *et al.*, 2008; Kral & Solano, 2013); others have explored the experiences of Mexican or Mexican-American students in American schools (e.g., Helgesen, 2009; Losey, 1995; Onoda & Rionda, 2007; Siguan, 2003). Finally, English Language Teaching (ELT) studies have touched it with the perspective of multilevel classes (e.g., Mathews-Aydinly & Van Horne, 2006; Joyce, 2010 & Roberts, 2007).

This study explored how interaction in the English as a Foreign Language (EFL) classroom was shaped when a TS collaborated with Mexican peers. It also explored the roles adopted by the TS and the factors that determined the construction of such dynamics. This case study focused on one participant in a government high school. The instruments included observation and a semi-structured interview. The data gathered was transcribed, analyzed and interpreted through 1) multimodal interaction (Norris, 2004) and 2) appraisal theory (Martin & White, 2005), an extension of systemic functional linguistics (SFL). The study concentrated on

the sub-system of *attitude,* which deals with feelings and emotions expressed by the participant. The results show that the presence of this TS changes the dynamics in the classroom both in positive and negative ways although the adopted role tended to give advice rather than to dominate. The most predominant feelings and emotions expressed by this student were categorized under *composition* (appreciation) and *dis/satisfaction* (affect) demonstrating that the general experience of this student as a transnational has not been exactly satisfactory.

Key words: migration, transnational students, case study, EFL classroom interaction, appraisal system, multimodal interaction.

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CHAPTER 1: INTRODUCTION

1.0 Overview

The United States is considered one of the most powerful countries in the world because it has many of the best advances in economy, technology and science. Its proximity with Mexico makes citizens of this country the primary receptors of what they produce. Along with this status, English has established its position as the global lingua franca (Mauranen & Ranta, 2009) considering it is used as a means of international communication across national and linguistic boundaries (Jenkins, 2006). Therefore, learning this language is becoming a need for Mexican people to obtain significant benefits such as better education and better employment opportunities. Authorities in the country recognize English importance by stating that the obligation of education is to help students to understand the cultural diversity inside and outside Mexico (Secretaría de Educación Pública, 2010). For this reason, an important reform in the educational policies was made in order to include English as a compulsory school subject in almost all levels, instead of only being part of secondary and upper secondary grades. In kindergarten and elementary education, a program called National English Program for Basic Education (NEPBE) was designed and temporarily implemented to provide students with the necessary competencies to communicate effectively in a globalized world through the use of the English language (ibid.). In secondary schools, syllabuses were modified to complement the progress achieved in the previous two levels. Added to this, the reform made in the upper secondary level defined English as one of the key components to improve the quality in Mexican education (Reforma Integral de la Educación Media Superior, 2008). As can be perceived,

substantial reforms were created so that students were able to face the communicative challenges of a globalized civilization successfully; however, little attention has been paid to the dynamic of the current English as a Foreign Language (EFL) classroom affecting the accomplishment of the goals established in these reforms.

Today, the existence of Mexican students with academic experience in American schools is becoming common in public Mexican institutions because of the new patterns of migration. In the past, men were the ones who left their families and migrated to The United States alone in search of better living opportunities. However, in the last decades complete families including their children have moved and settled in the foreign country for a period of time (Hamann & Zúñiga, 2006). When families return, the reinsertion of these people, especially youths, represents a challenge not only for them but also for the institutions who host this type of pupils. Teachers are responsible for helping to integrate them into the "new" system; nevertheless, not all educators are able to notice if a transnational student (TS) is part of their classrooms (Kral & Solano, 2013). English teachers can easily notice if a student has had academic experience in an English speaking country because of their level of proficiency but that is not enough, appropriate activities are needed so that every pupil in the classroom, including transnational ones, has the opportunity to participate actively and learn meaningfully.

In light of this context, the present study explored, from a qualitative perspective, how the EFL classroom worked in terms of interaction when a TS was involved as well as the reasons for the construction of such dynamic. To achieve these aims, the analysis comprised the exploration of a single case study conducted in a public high school through observation, field notes and semi-structured interviews. The data was analyzed through the lenses of Multimodal interaction (Norris, 2004) and Appraisal Theory (Martin & White, 2005).

1.1 Significance of the study

It was previously mentioned that the analysis of interaction patterns in the EFL classroom when transnational students are immersed is of paramount importance since the number of these students is increasing in current days due to migrating reasons mainly (Kral & Solano, 2013). According to the institute in charge of the development of statistics in the country, the main destination of Mexican immigrants is the United States of America (CONAPO, 2014) considering it represents the most suitable area to obtain better working opportunities; as a result, their permanence in the country depends on the availability of labor spaces besides the authorization of the American government (Moctezuma, 2013). It was also stated previously that around the nineties the migration dynamic included the mobilization of complete families (Hamann & Zúñiga, 2006); however, in 2010 a significant amount of immigrants accompanied by their descendants returned to Mexico due to the American economic crisis that started in 2008 (Moctezuma 2013). This return of complete families included a considerable number of youths from five to nineteen years who had the need of being enrolled in an educational institution to continue with their academic instruction making the confrontation with linguistic and cultural complications highly possible (Moctezuma, 2013).

Different studies have analyzed the sociocultural factors that affect transnational students' reinsertion in Mexican schools as well as their perceptions towards Mexican and American education (Hamann & Zúñiga, 2006; 2008; 2010; Hamann, *et al.*, 2008; Kral & Solano, 2013). Some others have researched classroom interaction when Mexican students are part of American settings (e.g., Losey, 1995). However, little research has been done regarding transnational and non-transnational students' interaction in EFL contexts in Mexico. For this reason, the present study contributes to the analysis of an issue that will continue to happen with more frequency

considering that the mobilization of people is based on the search of better working opportunities which is also determined by the variability of economy (Moctezuma, 2013). If Mexican education ignores this reality, it will collaborate in some extent to students' failure (Hamann, Sánchez & Zúñiga, 2008).

1.2 Context of the research

The present study was carried out in a public high school located in central Mexico. The institution is placed in a densely populated urban area where the economic status is considered as low (Periódico Oficial del Estado de Puebla, 2014). It is vital to clarify the socioeconomic level of the area where the institution under study is located because it explains the existence of transnational students. According to the CONAPO (2014), labor migration is the predominant factor in the country and people from these areas are the most frequent to migrate, especially to The U.S, in order to solve their economic limitations.

The institution belongs to an independent and public subsystem of high school education. This subsystem includes thirty-seven campuses spread all over the state of Puebla dedicated to provide students from rural or densely populated urban areas with appropriate education (¿Qué es el COBAEP?, n.d.). Its curriculum is dictated by the Mexican ministry of education (SEP) and English as a school subject represents a key component of the formative stage (Secretaría de Educaión Pública, 2013). It is taught in four of the six semesters that compose the high school level of education in Mexico. The topics seen in the first two semesters are intended to consolidate the abilities learned in elementary and secondary school, while the last two are meant to promote more demanding activities that lead students towards reaching an A2, or if possible, a B1 level of proficiency according to the Common European Framework of Reference (CEFR).

When students finish their stay in the institution, after three years, they are able to continue with higher education or if they prefer, to start their working career (¿Qué es el COBAEP?, n.d.).

1.3 Aims and questions

The objective of the present study was to analyze how interaction was constructed when students with academic experience in American schools were part of a Mexican EFL classroom. The analysis focused on the observation of students' behavior during the English class to determine if the interaction among the members was regulated, in any form, by the presence of these transnational students (TSs). The study also aimed to examine the roles that TSs adopted when the teacher required them to interact with non-transnational students (NTSs) through different activities. Finally it also intended to identify the factors that influenced TSs' willingness or unwillingness to participate and interact.

To achieve the aims mentioned above, three research questions framed the present investigation.

RQ1: What interaction dynamic is perceived in the Mexican EFL classroom when having TSs?

RQ2: What roles are adopted by TSs when participating and interacting with NTSs?

RQ3: What factors influence TSs' willingness or unwillingness to participate and interact in the classroom?

The answer of the research questions already stated contributed to understand the new dynamics that are taking place in public institutions as a result of the current patterns of migration in a globalized world.

1.4 The study

As previously mentioned, the present study was conducted in a public high school and it focused on the analysis of a classroom where a female TS was found. As such, generalizations cannot be drawn since it comprised the exploration of a single case study (Mackey & Gass, 2005; Silverman, 2005). The research was developed in three stages. First, a consent form adapted from Gass & Mackey (2005) was given to people involved in the study: principal, parents and students. It was given in Spanish to avoid misunderstandings and complications with the language. The second stage covered the collection of data obtained through the use of two instruments. These consisted of a semi-structured interview (Gass & Mackey, 2005) applied to the TS to obtain background information as well as to collect her perceptions about working with her partners in the English class. Observation (Creswell, 2003; Yin, 2009) was the main strategy utilized to gather the information; therefore, a convenience sample of eight classes were recorded to collect the most relevant data as for the interaction perceived in the different tasks realized by the teacher. The last stage included the analysis of the data collected. Observation was analyzed using the framework of multimodal interaction (Norris, 2004) and the semi-structured interview was analyzed through the perspective of Appraisal system (Martin & White, 2005) because it permitted to obtain TS's evaluation of the events that happened around her during her stay in the US and Mexico.

1.5 Conclusion

The present chapter provided and overview about the content of the investigation, it gave a brief description of the gap to which the study contributed by analyzing a phenomenon that has been researched principally under sociological perspectives but that has not been analyzed through the

lenses of English Language Teaching (ELT), particularly in Mexican settings. The chapter also presented concisely the methodology used to conduct the present inquiry. The next chapter provides a complete explanation of the theoretical framework that underpins the study. Chapter three explains in detail the method and the instruments that gathered all the data. Chapter four presents the analysis of the data as well as the results obtained. Finally, conclusions, contributions and limitations of this research are presented in chapter five.

CHAPTER 2: REVIEW OF THE LITERATURE

2.0 Introduction

As stated in chapter one, the existence of students with international academic experience in Mexican public institutions has increased in the last decades due to migrating reasons. This issue has been partially addressed by different disciplines and in different contexts, yet it has not been researched under the lenses of ELT in Mexican settings. Some studies have analyzed sociologically and anthropologically the trajectories of transnational students generally so that adequate educational policies could be created by the Mexican government (e.g., Hamann & Zúñiga, 2006; 2008; 2010; Hamann, *et al.*, 2008; Kral & Solano, 2013); others have explored the experiences of Mexican or Mexican-American students in American schools (e.g., Helgesen, 2009; Losey, 1995; Onoda & Rionda, 2007; Siguan, 2003); finally, some others have addressed the issue under the perspective of multilevel classes (e.g., Mathews-Aydinly & Van Horne, 2006; Joyce, 2010 & Roberts, 2007). Due to the reduced literature found, the present chapter provides an account of the most salient information associated to the concept of TSs as well as how it has been treated in such investigations by first reviewing what migration and the concepts related to it are. It also encompasses the review of current changes in the Mexican migratory situation. Doing so supports the significance of this study.

2.1 Migration

Migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary, it may be voluntary or forced (National Geographic Society, 2005). According to Onoda and Rionda (2007)

economic and cultural situations are the identifiable reasons that motivate people to migrate, being the first the most common. This issue has been studied broadly from multiple perspectives and it requires the delimitation of a variety of situations embedded in it. For this research it is convenient to distinguish the differences between the concepts of migrants, returned migrants and transnational migrants because they are subjects with specific characteristics that have been the focus of analysis in research.

- A **migrant** is a person who moves temporal or permanently from one place to another, generally, to obtain material benefits since his/her background belongs to a community in poverty (Onoda & Rionda, 2007).

- A **returned migrant** is a person who goes back to the country of origin or usual residence after living in a different country during a significant period of time (King, 1986; UNESCO, 2008).

- A **transnational migrant** is a person who moves internationally and develops ties in more than one country. This person engages economically, socially, politically and/or culturally in both places: origin and residence (UNESCO, 2008).

Regarding migrant students, Hamann and Zúñiga (2009), recognized researchers of transnationalism in Mexican students, defined **transnational student** as a minor who has matriculated in schools of at least two countries. They defined two typical cases of transnational students.

a) **Returned.** Youth born and first schooled in one country, which then move to another country and attend school for at least one year, and then return to the country of origin.

b) **International.** Children are born in the place of destination and then they return to their parents' place of origin.

Although the terms seem to be similar, understanding they are slightly different is crucial to identify the focus of the study. The present inquiry was developed around a case of a transnational migrant whose characteristics belong to a returned student according to Hamman and Zúñiga (2009). This migratory situation in which people return after some years to reinsert themselves and their companions in the country of origin is getting common in Mexico, this return does not imply their permanent residence, and it is likely possible they migrate once again in the future. As a result it is necessary to have a look at the current migratory situation in the country presented in the next section.

2.1.1 Current changes in the Mexican migratory situation

In terms of the migratory situation in Mexico, the movement to the United States of America is one of the biggest in the world, it has led to currently have ten percent of the total of Mexican population living in that country weather temporarily or definitely (Guillén, 2013). According to Moctezuma (2013) and Hamann & Zúñiga (2006) the migration dynamic has changed throughout the years. At first, the departure of men of working age was the common pattern of migration. By the nineties and twenties the migration of complete families became frequent; however, after the economic crisis of the neighboring country in 2008 those families and the new descendants started to return to Mexico. Figure 2.1 below demonstrate the migrating fluctuations from 1990 to 2010 according to the institute of statistics in the country (CONAPO, 2010) and it is possible to see the dramatic increase in numbers of returned migrants in the last years.
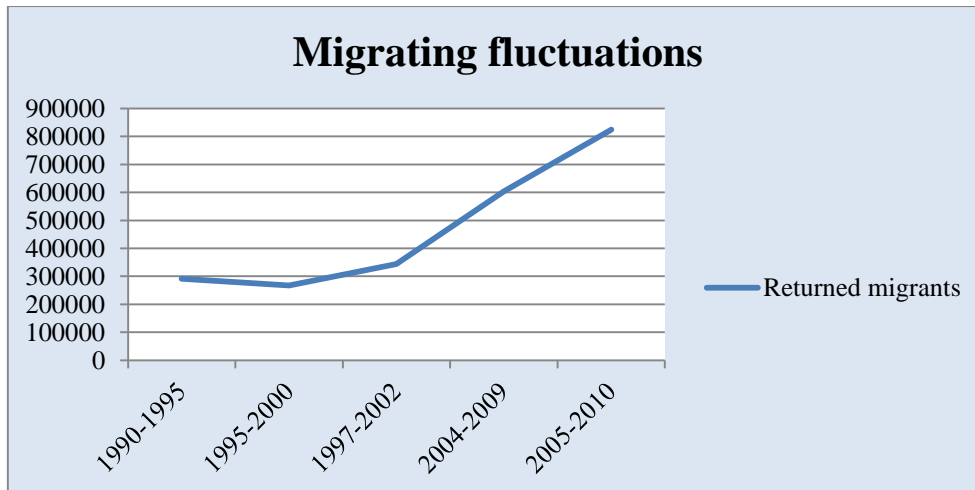
Figure 2.1 Migrating fluctuations

The information above provides evidence of the variations migration has suffered through the years demonstrating that the amount of returned migrants increased significantly during the years in which the American economic crisis started (yellow square) without inverting the direction in the following years. Thus, the existence of minors with the need of continuing their education in public institutions in Mexico became frequent; unfortunately, there is not enough information available regarding students of this type. Onoda and Rionda (2007) highlighted that minors are frequently excluded from official statistics that usually concentrate in adults. At best, they are categorized as students without taking into consideration their migratory background placing them in a type of limbo. Therefore, child and youth migration has not been deeply investigated (Reta, 2011). The next section provides an account of the investigations that have addressed the issue in some extent.

2.2 Perspectives that address the presence of TSs in the Mexican classroom

Figure 2.2 bellow illustrates the categories found in the literature that address partially the problem of TSs at school, the first two: 1) migrant students and their problematic and 2) TSs in Mexican schools have looked at the complications that migrant students face when adapting to a

system of education different from the habitual; nevertheless, the advantage that an analysis of the topic under the lenses of ELT provides to soften the adaptation process has not been considered yet. Regarding the investigations around multilevel classes, they do belong to the ELT area providing guidance to manage classrooms with students from different proficiency levels yet they do not take into account social factors such as migration.
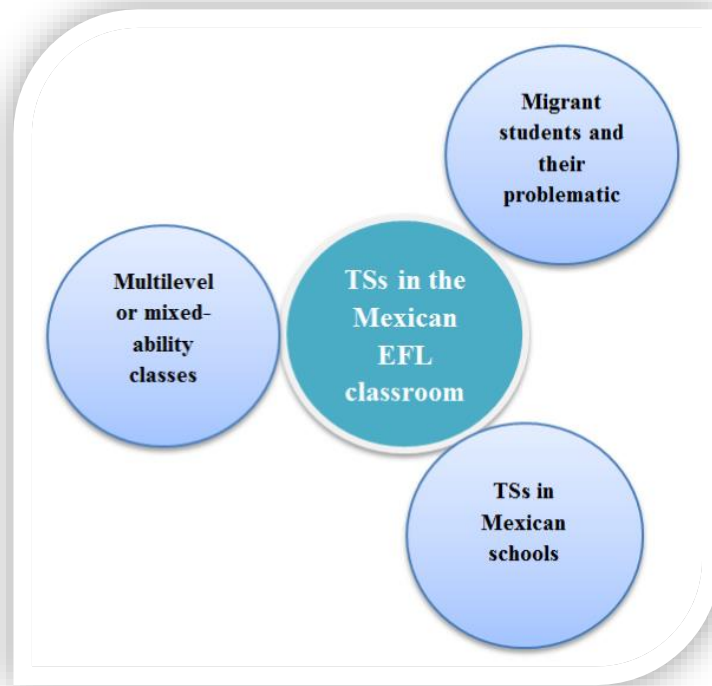
Fig. 2.2 Related studies

2.2.1 Migrant students and their problematic

Establishing in a foreign country always represents a challenge; adaptation to a new modus vivendi means the clue to succeed in the receptor nation. However, this process is precisely the most complicated for migrants. In a study developed by Siguan (2003), the trajectories of migrant students from numerous countries, mainly Morocco, were analyzed. The participants selected in

the first study were students from eight to fourteen years while the second study focused on youths from fourteen to eighteen years. These students migrated to Spain for various reasons and they were enrolled in schools to continue with their academic preparation. The results showed that the main problems these migrant students faced were related to language skills and content. Therefore, their academic outcomes were lower than the average of a Spanish student; furthermore, the number of migrants who enrolled in a high school and then in a university was considerably low. It means that students with these characteristics tended to drop out school to join the workforce depriving themselves of having access to better living conditions.

According to Onoda and Rionda (2007), the academic failure that characterizes migrant students is the result of incorrect educational policies and exclusive educational systems. This conclusion was drawn after analyzing the possibilities migrant children had to get access to basic education in Europe and North America. Talking about Europe, the majority of migrants belonged to families that worked in fairs and circuses; therefore, the main problematic of these children was the impossibility to attend school regularly since they were moving constantly. Actions such as special education, extra classes and financial support were taken by governments of different European countries to help these vulnerable students; unfortunately not all of them prevailed. Regarding North America, the analysis centered on the representative countries in terms of migration: the United States of America as the receptor country and Mexico as the provider. In this context, the constant complication was the violation of children educational rights established in both Mexican and American laws since a huge number of migrant children were working in farms or similar places in the USA instead of attending school. This happened despite the access to education is a constitutional right. Now looking at migrants who were already studying, a common problematic, .besides discrimination, was their insufficient school

performance due to language barriers and adaptation issues. To solve this situation, the Mexican government in cooperation with the USA created a program with the intention of training and sending Mexican teachers to American institutions with this problem but it did not cover all schools in need.

In this sense, Losey (1995), to contribute to the understanding of Mexican American students' low educational achievement, made a review of studies that have analyzed the interaction perceived in the classroom when this type of pupils were present as well as interaction observed at home. The outcomes showed that these students failed due to cultural and interactional discrepancies. It was observed that the interaction at home responded to a cooperative principle while at school competition was very common. Another reason for the problematic was the discrepancy found in the teaching techniques used by mothers and teachers; therefore, the lack of knowledge of formal teaching strategies resulted in confusion for them. The outcomes also demonstrated that Mexican American students were treated by teachers differently compared to native pupils in the sense that they were not included and pushed as the rest of the students to avoid threatening them; however, this did not help to promote meaningful learning. Finally, an account of studies about classroom environment that led Mexican Americans to success showed that motivation, collaborative learning, plans based on students' interest and a promotion of a sense of belonging enhanced classroom interaction and, ultimately students success.

To finish the theoretical account in this topic, a specific study of Mexican immigrants and their struggles adapting to the transition from their country of origin to the United States was conducted by Helgesen (2009). The analysis included the comparison of two schools, one in Mexico and one in the USA. Its purpose was to provide evidence of the similarities and

differences between the two systems to, consequently, enlighten teachers and administrators about the needs of these disadvantaged students. The findings proved that administrative and cultural issues were the responsible for these students' complications since situations like being used to having a homogeneous class, staying in a single classroom and doing less homework represented a challenge for them. In this sense, Helgesen (2009) concluded that the adaptation process is not easy because migrant students are often faced with major differences in how schools are run, besides the need to become fluent in English in written and oral forms.

2.2.2 TSs struggling in Mexican schools

Continuing with the review of researches dedicated to the analysis of the problematic of migrant students, the present section focuses on the Mexican context and the situations Mexican minor citizens faced when they returned to this country after living for a period of time in the USA. It is important to clarify that the articles selected for this section needed to use the term "transnational students" as well as to have been undertaken in a Mexican context. This account starts with the description of the most salient articles from the same authors who have worked thoroughly in the investigation of transnational students' struggles at school in Mexico and it finishes with the presentation of studies developed under the same foundations but with different perspectives.

The first work found in this respect described the experiences of three transnational students related to being back to school in Mexico (Hamman, Sanchez & Zúñiga, 2006). The study revealed that these students faced problems regarding academic content due to their limitations in the Spanish Language, especially in one of the cases in which the student only had experience in the American context because she was born there although the rest of her family was Mexican. Another problem found was the "prohibition" TSs felt regarding the use of the

English language at school and during classes, expressing that they were able to use it only in the English class; however, it seemed that the only benefit students had from it was to be used as models to help the teachers. The research finishes mentioning that having transnational students represents a source of knowledge that can serve to improve Mexican education but it also represents a challenge for schools that need to reorganize the curriculum taking into consideration these students' needs as well as to train teachers to provide meaningful learning opportunities.

A deeper analysis of 174 schools (90 elementary schools and 84 middle schools) in Nuevo León and 204 schools in Zacatecas (states of northern Mexico) was conducted finding 242 and 270 transnational students respectively (Hamann & Zúñiga, 2006; item, 2008). In this case, the purpose was to know students' perspectives about Mexican and American institutions talking about infrastructure, teaching styles, treatment and academic content. The answers revealed that students had a better perception of American schools in all aspects previously mentioned; they perceived teachers there as well prepared and dynamic whereas Mexican teachers were seen as rude with them due to their Spanish limitations. As a result, TSs manifested the desire to continue their education in the US. In this respect, complementary studies were conducted to expand the understanding of this issue (Sánchez & Zúñiga, 2010; Hamann & Zúñiga, 2011). The focus was the analysis of different case studies of TSs to know more about their problematic as well as to corroborate if the previous findings persisted. The results demonstrated that TSs' perceptions towards schools in the two countries agreed those expressed in advance; however, a new issue was detected. According to the interviews that were realized to teachers of different disciplines (English was not included) about their opinions towards TSs' needs. The responses displayed how irrelevant and indifferent is the attitude towards this problematic which, for them, is not considered as such. This invisibility, as the authors mentioned, TSs suffered is the manifestation

of a homogeneous national identity in Mexico that become a source of misunderstandings and subtle forms of rejection (Hamman & Zúñiga, 2011, p. 147).

The results obtained after all these research lead to the creation of a program called *Georgia Project* in 1996 to collaborate with the Districts of Dalton and Whitfield in Georgia to help migrant students who were having difficulties in American schools mainly because of the language (Zúñiga, 2008). The agreement was to 1) send bilingual Mexican teachers to realize four main activities: a) support Latino students with low English proficiency level, b) support Latino students with low academic achievement, c) support newcomers and d) no-Latino students interested in learning Spanish; and 2) prepare Georgia teachers to be able to understand better students coming from Mexico and Central America (ibid.). This program lasted eleven years and although the benefits for the students who worked under this project was not literally mentioned, it is worth to mention that a huge step forward in terms of improving Mexican and American teaching practices in classrooms of a real globalized context was done.

Finally, the development of research in this respect promoted the realization of additional investigations under different perspectives. In their research, Kral and Solano (2013) analyzed the situation of two TSs focusing on genre differences finding that both male and female students tended to discriminate partners from the same sex while men were more respectful with women; therefore, the male TS had more difficulties with their classmates than the female to be included in the dynamic of the classroom. It was highlighted that students are not the only promoters of discrimination but also teachers are important sources of exclusion because situations that take out from the comfort zone always represent a challenge that will require the design of new actions; unfortunately they are usually omitted (Kral & Solano, 2013; Reta, 2011).

2.2.3 Multilevel or mixed-ability classes

Multilevel or mixed-ability classes are concepts that are used interchangeably to define groups arranged according to various features such as age but with no thought of language ability (Hess, 2001). Mathews-Aydinli and Van Home (2006) considered them as groups where learners from a wide range of levels, from beginner to advanced are placed together. Roberts (2007) claimed that proficiency level is just one of various types of multilevel classes; she mentioned that students' background, learning style, age and personality are additional examples of multilevel classes. This dimension has been broadly researched in the area of ELT generally to provide appropriate strategies to promote meaningful learning for all the participants. This is precisely the biggest challenge of multilevel classes since they demand addressing the diverse needs of all students (Mathews-Aydinli & Van Home, 2006). In the articles reviewed, there is a coincidence in many of the strategies that suggest how to deal with this reality: lesson planning, utilizing grouping strategies, leveling tasks and using project-based learning are the most common. Nevertheless its focus has not observed the social factors that may be altering students' performance in the classroom apart from language proficiency.

2.3 Conclusion

The literature reviewed in this chapter explored the multiple studies that have been conducted around the topic of TSs. This has shed light on the gap that exists regarding the Mexican ELT context. First, researches related to **migrant studies and their problematic** have focused on what American and European institutions, educational policies and the governments are failing to educate migrant students and what they have done to solve it taking Mexico as subject of study but in a different context. Second, investigations about **TSs in Mexican schools** provided the

foundations of this relatively new issue that has been scarcely researched under different perspectives according to the literature available. Nevertheless, the studies made by the pioneer authors proved how the issue has evolved through the years as well as the importance it has gained, yet the interaction patterns perceived in the EFL classroom when a TS is present in a Mexican contest has not been analyzed. Doing so may help to 1) recognize TSs, 2) include them in different activities, 3) take advantage of their English language proficiency and culture knowledge, and ultimately 4) soften the adaptation process TSs suffer according to the majority of authors. Finally, the extent to which **multilevel/mixed-ability classes** address the situation under discussion limits the problematic to linguistic aspects omitting social factors that surely affect TSs' adaptation to the new system. It is worth mentioning that suggested activities to manage multilevel classes are valuable since, in the end, TSs belong to them.

Once the information available around the topic was reviewed, the following chapters provide a description of the methodology, participants, instruments and results. Conclusions drawn of the entire work are presented in chapter five as well as the limitations and suggestions for further research.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

As has been previously mentioned, the present study was carried out in a public institution of an independent subsystem of high school education, located in an urban densely populated area of Puebla in central Mexico. The socioeconomic level of the area is officially categorized as low (Periódico Oficial del Estado de Puebla, 2014) making their inhabitants susceptible to migrate in search of better living conditions. It was also mentioned that the mobilization perceived in current days responded to a new dynamic of migration different from the one perceived some decades ago. "In the mid-seventies more than 90% of the Mexican migrants made their international trips alone; today, more than 30% of them are making their trips with their families and more than 20% have children who are studying in American public schools" (Hamann & Zúñiga, 2006, p. 42). The incipient migration pattern added to the fickleness of economy of the neighboring country, which may force migrants to return, have contributed to the existence of transnational students in Mexico. Therefore, the analysis of interaction when having transnational students gains particular importance in the actual EFL classroom.

The present chapter provides firstly a description of the decisions made to conduct the research. It also gives a detailed explanation of the methodology utilized to conduct the research including the approach and strategy of inquiry, participants involved in the study and instruments dedicated to collect the data. The procedures followed to analyze the information gathered as well as the description of the approaches selected to do the analysis are included. Finally, conclusions over the information presented in the entire chapter are shown.

3.1 Approach and strategy of inquiry

This study was underpinned under a qualitative approach because the purpose was to profoundly explore the interaction dynamic of an incipient type of EFL classroom by analyzing it in a natural setting. As Richards (2003) mentions, qualitative inquiry is aimed to understand better some aspects of the real world through the use of different methods and focusing on a small number of individuals, groups or settings. Due to the particularity that this analysis required, the tradition (ibid.) or strategy (Cresswell, 2009) of inquiry selected to examine this behavior was the case study. It is mentioned that "case studies explore in depth a program, event, activity, process, or one or more individuals… using a variety of data collection procedures over a sustained period of time." (Stake, 1995 in Creswell, 2009, p.11). It is true that this strategy of inquiry opens, to some extent, the door of subjectivity. However, every situation, individual and context is different; consequently it requires the use of appropriate lenses to be seen through. Moreover, the thorough examination of a particular event may serve to eventually map a reality that is possibly the same in different contexts. It is important to add that validity was a fundamental component of the research dedicated to avoid the subjectivity mentioned before.

3.2 Participants

As already mentioned, the present study was conducted in a public institution of high school education located in a densely populated urban area in southern Puebla (a city in central Mexico). The institution was dedicated to provide education to students from a low socioeconomic status; therefore, and due to the need to have access to education, two shifts were offered, morning and afternoon. This research was developed in the morning shift that comprised a total of around 700 students classified in eighteen different groups: six groups of second semester, six of fourth

semester and six of sixth semester. The first step to conduct the research and be able to select participants was to ask for permission to the authorities in the institution signing a form in which the purpose of the study was explained. The next step was to make an exploration in the groups. From the eighteen available, only twelve were part of the study because the English subject was taught only in those classrooms. After the groups were explored to identify the presence of students who had lived and studied in the US for an extended period of time, a female TS was found in a group of second semester. Finally a consent form was given to the tutors of the TS and to her to obtain the permission to participate in the study.

3.2.1 Transnational student (TS)

The main participant in this study was a fifteen year-old girl who migrated with her mother to The US when she was five because her family was having financial complications. When she migrated, her father was already in the US and he decided to take his family consisted of his wife and his daughter with him after a year of work. During the transition from one country to another, the student and her mother got separated to guarantee their security because it was not convenient to stay together since it was an illegal transition. Later on, they settled in Los Angeles California living there for ten years. When the TS was fifteen years, the complete family (father, mother, student and now a little sister) decided to return to live with their relatives in Mexico (see Appendix D for the complete interview). As a result, she was enrolled in the institution under study to continue her education, being this, the first academic experience in her native country. At the research time, the student was able to speak Spanish and English fluently although an influence of the English language could be perceived in her Spanish accent. During her stay in the US she mentioned to have communicated with her family in Spanish for the first year there

but after that the communication used to be in English, she also clarified that there were occasions in which she used to speak Spanish with her dad mainly.

3.2.2 Non transnational students (NTSs)

As previously mentioned, the classroom where the TS was found belonged to second semester and it was integrated by forty-three students of which twenty-two were male and twenty-one were female. The amount included the transnational student. The ages of non-transnational students ranged from fourteen to seventeen years old. The only contact they had with the English language was from previous grades at school. Some others, the minority, had extra courses in private institutions that enabled them to understand and communicate better than the others. Nonetheless, they had experienced neither travelling abroad nor having a natural contact with an external language such as English or with a transnational student.

As can be noticed, the classroom under study may be considered as a multilevel class since it was arranged according to various aspects such as age and academic experience but with no criteria in terms of English language ability (Hess, 2001). Thus, interaction and participation seemed to be difficult to promote. As Mathews-Aydinli and Van Home (2006) mentioned, multi-level classes can be challenging for teachers but the situation gets even more complicated when a transnational student is present since he/she can be perceived as expert by the rest of the group. In this respect Hess (2001) states that it is usual for proficiency students to dominate the class and adopt the role of teachers or teacher-assistants making it difficult for teaches to engage low-proficient students to participate actively. However, language ability is not the only characteristic that complicates the interaction in the classroom; TS's background and NTSs attitudes towards their transnational peer may alter it as well.

3.3 Instruments

Considering this study was underpinned under the qualitative approach and that the strategy of inquiry was a case study, observation (Creswell, 2003; Yin, 2009) played a crucial role in the examination of the class structure since it permitted to identify the interaction patterns (RQ1) as well as the roles adopted by participants (RQ2). A semi-structured interview (Gass & Mackey, 2005) served to corroborate the attitudes perceived during the observation as it explored TS's perceptions towards working with her peers in the class (RQ3).

3.3.1 Observation

Observation took place during eight sessions of fifty minutes each and they were recorded. The classroom under observation was examined almost for a month considering that the research group had three English classes per week. In this study, two types of observation were developed: direct and participant (Yin, 2009). In this case, the type most frequently use was participant because the researcher also played the role of the head teacher who was responsible for giving the class and interacting with students. it is important to clarify that direct observation took place in certain moments because the role of the researcher was merely to observe and write some notes about the TS and NTSs behavior.

3.3.2 Semi-structured interview

This instrument was applied to the transnational student. It had two purposes: 1) to collect background information such as age, family members, experience when traveling and living abroad and challenges at the moment of returning; 2) to know the perceptions about interacting in the English class when doing team work or pair work as well as when participating in the whole class. The type of interview selected for this study was semi-structured (Gass & Mackey, 2005)

because a set of questions were formulated as guidance but along the process of interviewing they were modified, in some extent, according to the research needs. Then, the interview was transcribed for analytical purposes (see Appendix C for the set of questions and Appendix D for the complete interview)

3.4 Data collection procedure

As mentioned some sections above, the first formality approached before collecting the data was asking the institution, parents and students for permission to conduct the research as the students were minors. Therefore, a consent form adapted from Gass and Mackey (2005, p. 33) was given to them for ethical considerations in the investigation. To assure the total and clear understanding of the form by the student, the tutor and the authorities of the institution, the two consent forms were given in Spanish, one to the principal (see Appendix A) and the other to the student and tutor (see Appendix B).

After obtaining permission from participants to conduct the study, the researcher/teacher prepared activities in which transnational students could interact with non-transnational ones inside the normal planning of the class. Then, eight classes of fifty minutes were observed and video recorded. Some field notes were taken when possible to specify details. As stated above, the aim of observing the classes was to see the dynamics in terms of interaction and participation when having a transnational student in the classroom. For that reason, the focus of the camera was on class participation when teacher elicited a question to the complete group and on the NTSs that accompanied the TS throughout the development of different activities such as pair work or team work.

Finally, the semi-structured interview was conducted in English with the TS and it was audio recorded and transcribed for further analysis. This instrument was applied at the end of the observations, after working for three weeks, so that this student could have a broader experience in working with peers. This interview enabled the researcher to triangulate TS's perceptions with what was observed during the classes.

3.5 Data Analysis

It was stated in chapter one that two approaches were adequate in the analysis of the data in this particular study, multimodal interaction (Norris, 2004) and appraisal theory (Martin & White, 2005). The following sections describe firstly some background information about the selected approaches and secondly the process followed to analyze the data.

3.5.1 Multimodal interaction analysis

Norris (2004) describes interaction as a multimodal event claiming that communication does not imply the use of spoken language only; rather different modes such as gestures, posture and even material objects are utilized to convey meaning. The approach in this study was dedicated to analyze TS and NTSs' interaction observed during the English classes. The use of it provided the huge advantage of identifying meaning in students' nonverbal expressions. This approach identifies two types of communicative modes: embodied (use of the body) and disembodied (use of material objects such as books, magazines etc.); however this research focused on the identification of embodied communicative modes (ECM) only. This type of modes is also classified in different categories and the understanding of the embedded concepts is of paramount importance because most of them were taken into consideration to analyze the pictorial sequences that were captured from the observed classes.

Five categories were considered in the analysis of the obtained information. 1) **Gaze** refers to the organization, direction and intensity of looking and it is subdivided in *focused* or *unfocused*. 2) **Gesture** is defined as deliberately expressive movements and they may be *iconic*, *metaphoric*, *deictic* and *beat.* The first two vivify specific object or events, the third is used to point objects or people and the last one look like beating musical time (ibid., p.28). 3) **Head movement,** is focused on the ways that people position their head such as *lateral*, *sagittal* and *rotational*; 4) **body positioning** instead, focuses on the posture of the arms, torso and head and they can be *opened or closed*, *bent or straight* and *lifted or lowered* respectively. Finally, 5) **proxemics** makes reference to the distance individuals take up with respect to others such as *close* or *distant* (ibid., p. 19). Table 3.1 below visualizes these ECM and their typologies.

Table 3.1 Classification of embodied communicative modes (ECM) (Norris, 2004)

Category	Typology
Proxemics	a) Closeness
	b) Distance
Body position	a) Open-closed
	b) Bent-straight torso
	c) Lifted-lowered head
Head movement	a) Rotational
	b) Lateral
	c) Sagittal
Gesture	a) Iconic
	b) Metaphoric
	c) Deictic
	d) Beat
Gaze	a) Focused-unfocused

Once the classes were video recorded, they were analyzed focusing on the scenes where the TS had to interact with others: teacher, the entire group and peers. When the scenes were identified, they were captured as photographs and arranged as sequences to represent the occurring events. Afterwards, ECM were recognized in every pictorial sequence and signalized with color circles or arrows.

3.5.2 Appraisal analysis

Appraisal is a model of evaluation evolved within the general theoretical framework of systemic functional linguistics (SFL) of Halliday (1994) which was "designed to provide analysts with complementary lenses for interpreting language in use" (Martin & White, 2005, p.7). Within SFL, this model is focused on the interpersonal metafunction that "is concerned with how writer/speakers approve and disapprove, enthuse and abhor, applause and criticize" (ibid., p.1). That is to say, on how writers/speakers realize evaluative thoughts through language. Appraisal is composed by three domains: 1) engagement, 2) attitude and graduation. "Engagement deals with sourcing attitudes and the play of voices around opinions in discourse; attitude is concerned with our feelings, including emotional reactions, judgements of behavior and evaluation of things. Finally, graduation attends to grading phenomena whereby feelings are amplified and categories blurred" (ibid., p.35). Therefore, due to research purposes, the present study worked with the domain of attitude and its regions: affect (registering positive and negative feelings), judgement (assessing behavior) and appreciation (valuing things). All these regions are also integrated by different variables. In this study the three regions and their variables were considered in this at the moment of identifying the lexico-grammatical realizations. Figure 3.1 summarizes graphically the information provided in these lines.

			un/happiness	Affairs of the heart: sadness, happiness.
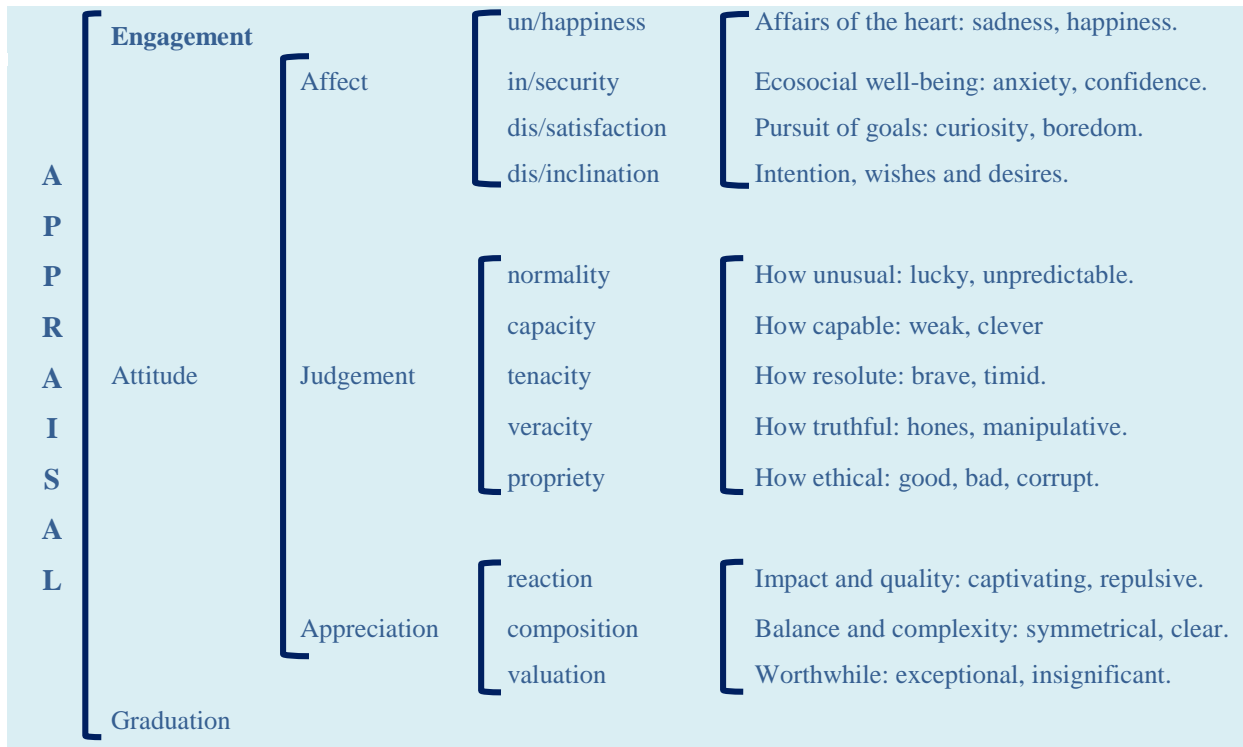
Figure 3.1 Appraisal framework adapted from Martin & White (2005)

This approach had the function of recognizing TS's perceptions about interacting with others in the English class. This was done through the examination of the language she used when she answered the semi-structured interview. The interview was firstly transcribed and read by the researcher to identify lexico-grammatical realizations in which the TS demonstrated either her emotions towards interacting in the class or her evaluations of external factors such as classmates' behavior, class environment and/or class content. Afterwards, the lexico-grammatical realizations found were categorized under the domain of attitude because TS's answers were strongly related to the expression of feelings. The regions that are comprised in this domain (affect, judgement and appreciation) were marked by underlining, italicizing and bolding respectively. To classify the variables and avoid confusion, color coding was used (see Table 3.2). Finally, the variables were labeled as positive (+) or negative (-).

Table 3.2 Color coding to analyze TS's answers

Affect underline		Judgement italics		Appreciation bold	
un/happiness	⬛	normality	⬛	reaction	⬛
in/security	⬛	capacity	⬛	composition	⬛
dis/satisfaction	⬛	tenacity	⬛	valuation	⬛
dis/inclination	⬛	veracity	⬛		
		propriety	⬛		

Lastly, after all realizations were identified and categorized, the results obtained were compared to the findings obtained from the multimodal analysis. This was done to find coincidences and triangulate the data validating the information and ultimately responding to the stated research questions.

3.6 Conclusions

The present chapter explained in detail the methodology used to conduct this research including the strategies, instruments and participants. The procedure followed to analyze the data was also described. Therefore, it is possible to have a clearer idea on what the study involved and how the present methodology helped to answer the research questions stated in chapter one. The next chapter describes the results obtained after applying all the instruments.

CHAPTER 4: FINDINGS

4.0 Introduction

As stated since the beginning of this work, the purpose of the present research project was to explore the interaction dynamic perceived when a transnational student was part of an EFL classroom. In order to achieve the stated goal, three research questions were defined:

RQ1: What interaction dynamic is perceived in the Mexican EFL classroom when having TSs?

RQ2: What roles are adopted by TSs when participating and interacting with NTSs?

RQ3: What factors influence TSs' willingness or unwillingness to participate and interact in the classroom?

It was also mentioned previously that the instruments utilized to gather the information and consequently give a response to the research questions were 1) observation and video recording of eight sessions and 2) application of a semi-structure interview to TS. The results obtained after analyzing the data emerged from the administration of these instruments are presented in the following sections.

4.1 Results

This section presents the results obtained after the data analysis. They are presented in two different subsections which describe the outcomes gathered from the multimodal analysis of the observed classes following Norris' framework (2004), as well as from the analysis of the semi-

structure interview applied to the transnational student following the appraisal system of Martin and White (2005).

4.1.1 Observation

In chapter three it was stated that observation was conducted during eight lessons. As such, the most relevant evidence from those eight lessons is presented in this section to proof the interaction patterns perceived in this particular setting as well as the roles adopted by TS.

During the observation three patterns of interaction were found when the transnational student (TS) interacted with the rest of the participants in every lesson: teacher and non-transnational students (NTSs).

1) **Group work.** It was perceived that the TS made minimum contributions while doing group work although her posture, gestures and gaze demonstrated a degree of engagement in the activity (Norris, 2004). The photographic sequence bellow (see figure 4.1) illustrates this point during one of the classes of Simple Past in which the teacher showed some pictures of famous people, already dead, in the projector. While the teacher was showing the pictures, she elicited background information about the people presented in the slides. In the whole sequence of images, it can be perceived an open posture (Norris, 2004) from the majority of students since their extremities were not crossed. Regarding the TS, highlighted by the yellow circle, her body positioning is directed towards the teacher and the images presented in the projector, this shows a degree of interest in the topic. As Norris (2004) states, "generally, we can surmise that the directional positioning of the body towards others indicates an engagement …" (p.25). Added to this, TS's gaze and gestures are congruent with her posture since her focus of attention is in the front.

Regarding gesture, the second image illustrates a metaphoric hand/arm movement that depicts astonishment promoted by the picture shown. It is precisely the hand movement approaching the mouth performed by TS and one NTS which demonstrates surprise and excitement in Mexican culture. This utilization of different modes while interacting corroborates the dissertation stated some lines above: a continuous engagement of TS in the activities was evident; however, it was not perceived an oral contribution, or at least an intention to do so from her part while interacting with the teacher as a whole group.

Figure 4.1 TS's engagement without participating

2) **Pair work.** In this type of interaction, it was observed a more active participation from the TS and a more passive attitude from the NTS who worked with the TS. The pictorial sequence below demonstrates the roles adopted by each student in order to perform a

speaking activity in which they had to exchange personal information about famous people's date and place of birth using a question-answer pattern. As a final requirement, both students had to write the information down in their notebooks.
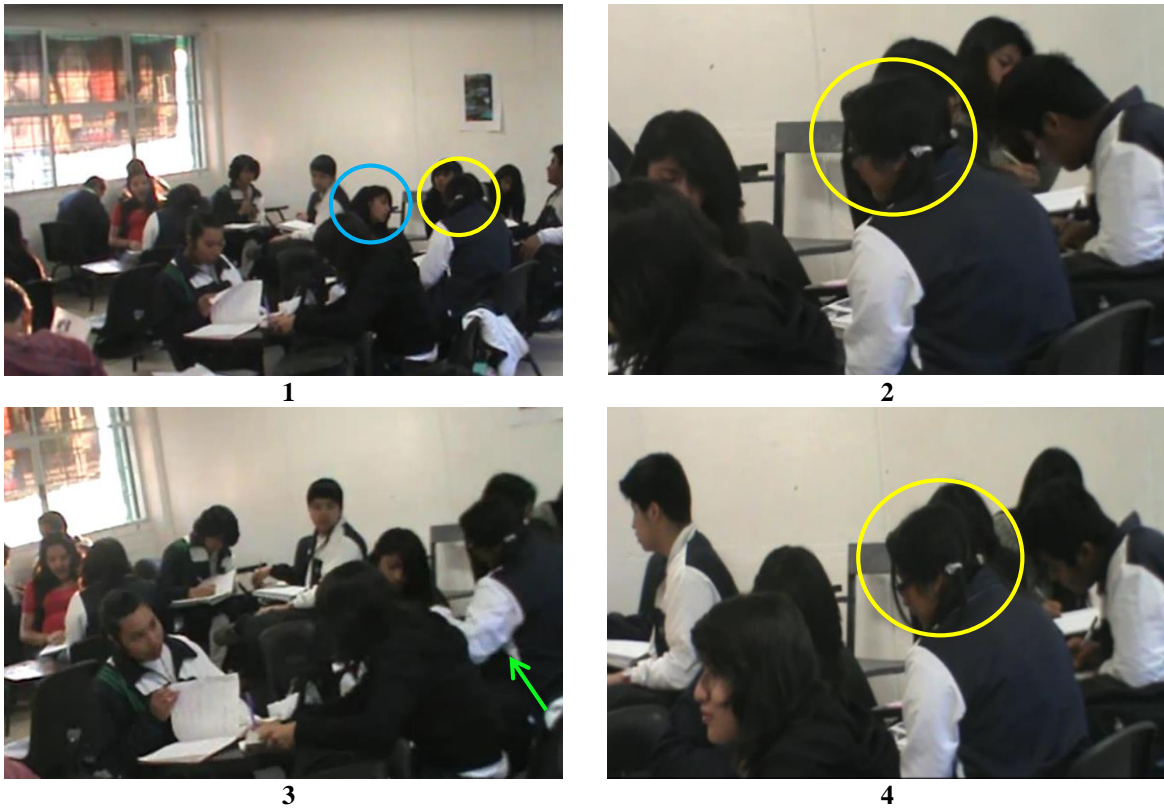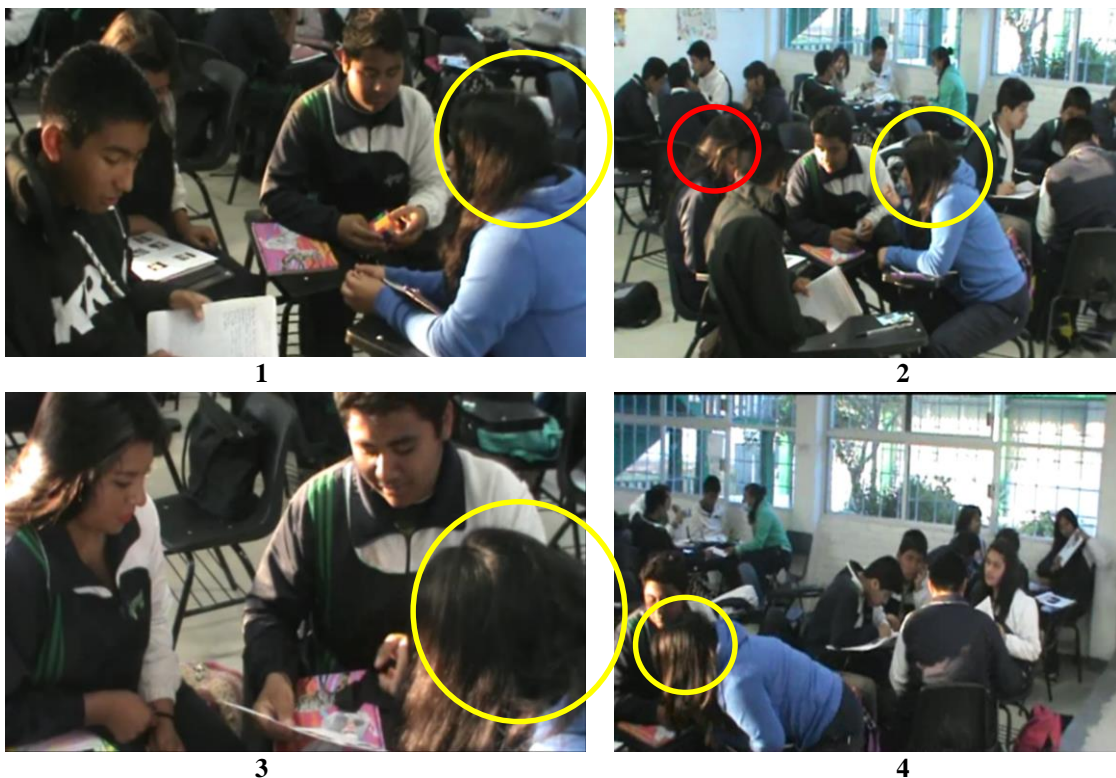

Figure 4.2 TS and NTS's interaction while working in pairs.

As it can be observed, TS adopted the role of the respondent first while NTS was the listener and writer: In the first picture of the sequence, the engagement and attention that NTS (blue circle) paid to TS (yellow circle) is noticeable, the gaze and body positioning is totally focused on what TS was saying. In the second picture it is observed how the posture and gaze changed. Although NTS was paying attention to TS's responses, the main interest was the correct writing. Therefore, TS supervised it by looking at the notebook carefully. The third picture represents the climax of TS's interest

since the closeness between the two students increased compared to image 2. Moreover, TS moved her arm to explain something as if she was supervising the correctness of NTS's work even more carefully. This idea is reinforced with TS's head movement, observable in the last image, who nods her head approving NTS´s writing.

3) **Team work.** The role adopted by TS in this type of work was limited to observe, listen and intervene when there was a doubt from their team, behaving more as an advisor rather than a leader. Figure 4.3 and 4.4 exemplify this statement.

Figure 4.3 TS and NTSs' interaction while working in teams

The figure above illustrates the initiation of a speaking activity as well as the changes, in terms of role's adoption, perceived during its progress. In picture 1 the unwillingness from NTSs to initiate the activity is evident. Their closed posture represents

an unavailability to interact not only with TS but also with other peers. The body position of the three of them was focused on different situations: the boy on the left was looking at his notebook as if he were searching for something, the girl next to him seemed to be preparing herself for the speaking activity checking her notes, finally the boy with the cube showed a disengagement in doing the task considering that his interest lain on an external object. On the other hand, the posture of TS (yellow circle) demonstrated availability to interact. Her feet, arms, head and gaze were directed towards her team expecting the others to participate.

The second picture shows a change in the dynamic. The girl who was preparing herself to perform the activity in picture 1 decided to initiate the task and start speaking (red circle) and the rest of the team moved their posture in a certain degree to pay attention to their classmate. The third picture depicts the participation of the student who appeared not to be interested in doing the task; nevertheless his engagement to achieve the goal is noticeable. The final image illustrates TS's intervention, she bent her torso to approach the source of doubt that two NTSs indicated. Afterwards, she returned to the initial position to clarify the doubts and supervise the rest of the ideas expressed by their peers. Finally, she made her contribution to end up the activity keeping the attention of the rest of the team. It is important to mention that although the male missing student only appeared in two images of the sequence, his posture and head movement displayed in picture two demonstrates his level of interest since his focus of attention was in the partner who was speaking,

Figure 4.4 TS and NTSs' interaction while working in teams: 2

The activity that represent the sequence of images above consisted of a competition in which information about famous people was displayed in slides, students had to write complete sentences using the information projected, the team with more correct answers won. As it is observed, TS (purple arrow) decided not to be the first student to participate; instead a NTS (red arrow) did it. The first image illustrates the moment in which the teacher displayed the information since their gaze is focused in the front. Afterwards, the discussion to write the sentences correctly is perceived in the following illustrations: in the second picture NTS realized an arm movement to explain his idea while TS used her hands to correct the mistakes and clarify the idea. Picture three and four concluded with the clarification process. Finally picture five, demonstrates how the complete team validated their ideas by revising the information on the board as well as the sentence written. This pattern was repeated in every slide displayed by the teacher. As a result the role adopted by TS was to assess their partners' work and clarify their doubts.

4.1.2 Semi-structured interview

In order to address the last research question that framed this investigation, a semi-structured interview was the instrument dedicated to collect TS's emotions and thoughts about being a transnational recently incorporated to the Mexican educational system. In order to analyze the responses, it was stated that appraisal system (Martin & White, 2005) was the appropriate, specifically the domain of attitude since it is concerned with the examination of the language people use to express their emotions and feelings. The results obtained from this analysis are presented as follows.

Following a deductive presentation of outcomes, three topics were identified in the interview: 1) academic experience in the U.S, 2) going back to Mexico and 3) perceptions of the English class. Inside these topics it was possible to observe examples of the three regions that the domain of attitude entails: affect, judgement and appreciation. Tables 4.1, 4.2 and 4.3 bellow show quantitatively the typology and number of realizations identified in the interview. Although this study is not underpinned by quantitative approaches, the numbers are necessary to have an overall of TS's perceptions of the three topics mentioned previously.

Table 4.1 Academic experience in the US

	AFFECT	JUDGEMENT			APPRECIATION	
	dis/satisfaction	capacity	veracity	propriety	reaction	composition
	1 (+)	1 (+)	1 (-)	4 (+) 1 (-)	2 (-)	7 (+) 4 (-)
Total	1 (+)	7 (5+/2-)			13 (7+/6-)	

Regarding TS's perceptions towards her experience when migrating and arriving to the neighboring country, it is possible to observe the use of positive language to express her feelings. From a total of twenty one realizations, thirteen were positive and only eight were negative.

During the description of her academic stay in the other side, she mainly evaluated the situations (appreciation); that is to say, she focused on evaluating the complexity or easiness of being in a new system of education by expressing seven positive realizations and six negative ones. The negative realizations made reference to her first year at school that was difficult because of language conflicts. Afterwards, once she learnt what she needed to communicate correctly, the rest of the years became easier. The extracts below (Figure 4.5) demonstrate it.

Mh yeah well ehm the first year was a little complicated (-) because I mean I was small and I did not know anything of English, no I didn't know anything, but ehm over there in Los Angeles there are a lot of Hispanic families, so they speak English and Spanish so, there was this girl in my class in Kinder and she talked to me in Spanish and I understood like few things (unint) and I don't speak (unint) Spanish and so with that she helped me like understand the teacher, she would (U: tell/help) me "baño is bathroom" [aha] and stuff like that and the rest of the year like I was there for a whole year and I learnt everything I had to learn in a year [wow] and then well, the rest of my years were just easy. (+) I already knew, I already understood I knew how to write, read (unint)

Well, not, it was not at all difficult (+), The first year was the worst part (-), but after that it was all easy (+) I mean math was easy (+), history everything was so much easier (+) once I had a whole year in kinder 'cause I was also small so there was not a lot of difference (unint) yeah (unint) easy

In all levels? [yeah] I mean elementary school, junior high

Yeah, everything got so much easier (+): second grade, third grade move out until middle school I mean I thought it's gonna be difficult (-), but no, it was pretty easy (+) and until high school although I only had one year there but it was easy (+).

Figure 4.5 Extracts from transcript 001 lines 38, 44, 45 and 46

In second place, her comments were directed towards the description of people (judgement), especially teachers and classmates, expressing five positive realizations and two negative from a total of seven. In these, it is noticeable the support she had from her teachers and that despite the bad conceptions of American people she had heard, she could realize they were false (see Figure 4.6). Finally there was only one realization in which she registered an emotion (affect) and it was related to how she liked her school (see Appendix E transcript 002 line 24).

Figure 4.6 Extracts from transcript 001 line 40 and line 12

In light of TS's experience being back in Mexico and reinserted in the corresponding level of education where English as a school subject was part of the curriculum, it is evident how the evaluative language she used tended to be more negative. From a total of twenty three realizations identified, only six of them were positive while the rest (seventeen) were negative (see Table 4.2).

Table 4.2 Going back to Mexico

AFFECT		JUDGEMENT			APPRECIATION		
dis/satisfaction	in/security	capacity	tenacity	propriety	reaction	composition	valuation
3 (+) 3 (-)	1 (-)	2 (-)	1 (+)	3 (-)	1 (+) 2 (-)	1 (+) 5 (-)	1 (-)
Total 7 (3+/4-)		6 (1+/5-)			10 (2+-/8-)		

The following extracts demonstrate the discomfort TS felt especially at school considering she had some complications with the Spanish language. Moreover, the treatment she had received from partners and teachers was rude making difficult for her to get used to the new dynamic of life. For that reason, an increase in registering her emotions (affect) is also observable.

Figure 4.7 Extracts from transcript 002 lines 12 and 16

Regarding TS's perceptions of the English class (Table 4.3) from a total of sixteen realizations, four were positive while twelve were negative. It is important to highlight that despite the constant use of realizations to evaluate things (appreciation), there was also an increase in the expression of their own emotions (affect) as in the previous topic. However, the source of her negativity in this case came from the easiness that the content of the subject (English) represented as well as from the attitudes of her classmates who tried to take advantage of her.

Table 4.3 Perceptions of the English class

	AFFECT	JUDGEMENT		APPRECIATION		
	dis/satisfaction	capacity	propriety	reaction	composition	valuation
	2 (+) 2 (-)	3 (-)	1 (-)	1 (+) 3 (-)	3 (-)	1 (+)
Total	4 (2+/2-)	4 (-)		8 (2+/6-)		

Figure 4.8 illustrates TS's appreciation of the class and of the interaction promoted in there, stating that the tasks and activities asked by the teacher were extremely easy for her and

that she needed something more challenging since she did not want to miss what she learnt being in the United States.

Figure 4.8 Extract from transcript 003 lines 1, 2, 3 and 4

On the other hand, Figure 4.9 shows the evaluation she did of her classmates' behavior, including the treatment she received from them, highlighting that it was not pleasant for her to be used as a tool to do somebody else's work.

Figure 4.9 Extracts from transcript 003 lines 6 and 10

Finally, Figure 4.10 demonstrates the reasons this TS externalized for participating in the class as she did, mentioning that she preferred to let their partners make contributions instead of providing the answers and/or giving the equivalence in Spanish immediately.

Ehm there's a few who actually do who actually try and if they need help they ask me but most of them they don't wanna try because either they think they sound silly (-) or they just don't understand at all.

Sometimes I do take the floor but sometimes no. I feel like they should try too because since I already know, is something good but I mean they have to practice too. It's not just about me so I like them giving ideas (+) and opinions so they got along with me.

Figure 4.10 Extracts from transcript 003 lines 12 and 16

4.2 Conclusion

As it can be perceived, the present chapter provided a thorough explanation of the findings obtained after the application of instruments and their analysis through the use of the two approaches. These findings demonstrated the roles adopted by TS in the three interaction patterns perceived in the English class, they also showed the factors that determined TS's participation and interaction during the classes. That is to say, the outcomes obtained gave a response to the last two research questions that framed this study (RQ2 and RQ3). Having this provided the foundation to summarize the results and ultimately give a response to the missing research question (RQ1). Thus, the next chapter describes the information mentioned above as well as the limitations and contributions of the present work.

CHAPTER 5: CONCLUSIONS

5.0 Introduction

The present chapter provides a summary of the findings described in the previous chapter by highlighting their significance in the extent to which they contribute to the gap stated in the first chapters. It also mentions the limitations and the suggestions for further research. Finally a personal reflection on the experience of doing this research is presented to conclude.

5.1 Findings

As stated in chapter one, the purpose of the present research was to identify the dynamic perceived in the Mexican EFL classroom when a transnational student was part of it by identifying the roles and factors that determine the construction of such dynamic. Multimodal interaction (Norris, 2004) and Appraisal (Martin & White, 2005) were used to do this identification.

These findings demonstrated that a specific role was adopted by the TS (advisor) but its degree of dominance varied depending on the interaction pattern that was taking place: 1) group work, 2) pair work and 3) team work. In the case of group work, the evidence proved a moderate engagement in the class and little intention to participate dominating more the NTSs. Regarding pair work, the level of dominance increased since TS used to initiate the interaction process by explaining the task or the topic and modeling. Finally in team work, the level of dominance decreased situating herself in a more passive role waiting for others to initiate; however, when a misunderstanding arose, she collaborated actively to solve it. As a result, it is possible to say that

contrary to what Hess (2001) mentioned about dominance of proficient students, in this case TS's role fit more in the concept of advisor. However, it was interesting to find how determinant was the presence of the TS for NTSs to participate and interact. For example, during group work the majority of NTSs participated actively when a question was asked. However, in the activities which required interacting with the TS, they seemed to feel less confident despite the soft role adopted by TS.

The outcomes also permitted to know the factors that determined TS's participation and interaction. First, she mentioned that the ease of the contents seen in class did not challenge her to perform a more active role: "… those practices aren´t the things I need …" and then she preferred to let the others participate. Second, she stated that she acceptes to help her peers but only if they do not try to take advantage of her: "… I understand if they tell me … help me I don't know this word yeah that's fine I'll help you but if you're giving me your work no I hate …". Finally, she expressed that she likes to lead the activities but she also likes to let the others contribute: "… I actually like practicing my leaderships… sometimes I do take the floor but… they should try too…". In sum, it is possible to determine that the content of the class and the attitudes of NTSs are representative factors that influence TS's level of participation and interaction.

Having these results is possible to conclude that, as mentioned above, the interaction dynamic perceived in the EFL classroom under analysis is determined by the presence of a TS but not in the sense of domination as it is commonly expressed by multilevel perspectives. Rather, an attitude of equality seemed to be characteristic of the TS considering her intention was not to excel, instead she preferred to give the opportunity to others. However, NTSs appeared to feel insecurity when working with TS due to the difference in language proficiency; in consequence, the interaction resulted affected.

5.2 Study contributions

A study like this has not been conducted neither in the area of ELT nor using the appraisal framework in the analysis. As such it contributes to fill the gap in the existent literature and suggests focusing in interaction from a different perspective. It provides a picture of how a Mexican EFL classroom with a TS looks like, how interaction is developed and the needs it has so that actions can be taken to soften the adaptation process and to provide efficient learning opportunities to every member in the classroom. Apart from it, an additional contribution that arose after the analysis of the semi-structured interview and that was not part of the actual purpose of the research was the expression of feelings and emotions about being in the US and being in Mexico. This corroborated several of the statements Zúñiga et al. (e.g., 2008, 2009) expressed in their studies. 1) Positive comments about teachers, partners, schools and infrastructure of American schools. 2) Negative comments about the experiences in Mexican schools regarding the same terms of 1. 3) Mexican schools do not offer what students need. 4) Adaptation or re adaptation to the Mexican system of education is a challenge for TSs and it needs the support of teachers. Finally, this work contributed to identify that English teachers can be the first sources of help for TSs to feel appreciated instead of invisible and consequently diminish the academic failure that is very common in TSs trajectories.

5.3 Study limitations and suggestions for further research

The main limitation in this study is that the results do not reflect a generality considering they represent those of a single case and despite conducting a deep analysis it is highly possible that if the study is replicated, the outcomes may vary. As a result, a study that considers the analysis of a wider number of classrooms may serve to make comparisons and start finding common

patterns. Another limitation arises in the sense that the study focused only on perspective of a TS but those of NTSs were missing. As such the consideration of them could serve to prove the assumption mentioned about the perceived change in NTSs' behavior when they interacted with the TS and then to exactly understand why the interaction dynamic is constructed as such. Finally, the next step for this research may be the design and application of adequate learning activities guided to fulfill TS and NTSs' needs and then analyze how interaction is developed.

To conclude, it is worth mentioning that although there were some limitations, the use of observation, interview and the two approaches: multimodality (Norris, 2004) and appraisal (Martin & White, 2005) permitted to analyze in detail all the aspects stated as the purpose of this research.

5.4 Conclusion

The present work focused on the study of a subject that while not new, this has led to the existence of students with specific characteristics that, in the past, were difficult to find in public schools. Then, the analysis of how the EFL classroom works when these students (TSs) are present was considered as important specially because no studies that addressed the issue from an ELT perspective were found and. However, it was found a thorough investigation of TSs' problematics in Mexican school from a sociological and anthropological perspective that highlighted the constant failure these students were facing in their country of origin because head teachers did not notice their presence. As a result, it was considered that if an English teacher had the ability to notice them; this teacher could help to reverse the predictable failure. But first it was necessary to identify what was really happening.

To finish this account, it is important to consider that the situations found and mentioned previously in this work represent the need of similar studies that contribute to the description of current issues that enable teachers to be exposed to new realities so that a new stance can be adopted. They are also necessary to provide foundations to the different educational institutions so that they can see that the current system is not facing the challenges of a globalized world. This does not imply that the nationalist conceptualization of education must be eliminated; instead, certain modifications must be done to facilitate TSs' reinsertion in Mexican schools so that they can continue with their instruction.

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APPENDIX A

Consent form for the principal of the school

Consentimiento para participar en una investigación

Nombre del proyecto: Alumnos transnacionales: Analizando las nuevas dinámicas de interacción en la Enseñanza de Inglés como Lengua Extranjera.

Investigador: Alejandra Jacqueline Galicia Ramos   **Teléfono:** 2224939320

Correo: alexag_788@hotmail.com

Explicación del estudio

A través del presente documento se le hace una invitación a participar voluntariamente en un estudio de investigación cuyo objetivo es analizar la forma en que los alumnos interactúan durante la clase de inglés cuando existen alumnos transnacionales. Por alumnos transnacionales me refiero a aquellos estudiantes que han vivido en un país extranjero (Estados Unidos) y que después de algún tiempo considerable regresan a su país de origen (México). Dicho análisis comprende la observación de un grupo en el que fue encontrada una alumna con estas características. La observación tendrá lugar por ocho sesiones consecutivas en el horario asignado para la materia de inglés y se utilizaran dispositivos de audio y video para obtener evidencia visual y auditiva de lo que suceda en el aula. Se realizará también una entrevista a la alumna participante cuyas respuestas serán también grabadas.

Por tal motivo, es necesario que usted lea este documento cuidadosamente para que conozca a detalle los procedimientos de la investigación. Una vez que tenga conocimiento sobre el estudio y los procedimientos que se llevarán a cabo, se le pedirá que firme esta forma para poder participar en el estudio. Su decisión es voluntaria, lo que significa que usted es totalmente libre de ingresar a o no en el estudio.

Confidencialidad

Toda la información que usted nos proporcione y la obtenida a través de las grabaciones será confidencial, esto quiere decir que solo estará en manos del investigador y del supervisor de la investigación y solo será utilizada para fines educativos. La identidad de los participantes permanecerá anónima y podrá tener acceso a dicha información en el momento que lo desee.

Declaración del investigador

Los procedimientos de la presente investigación han sido explicados ampliamente y se ha dado respuesta a todas las inquietudes planteadas por el director.

Declaración del director

He leído cuidadosamente la información proporcionada en este documento y todas mis dudas han sido respondidas satisfactoriamente, por lo tanto acepto voluntariamente que la institución que dirijo participe en dicha investigación.

Puebla Pue. a 14 de abril de 2015

_____   _____

Firma del investigador   Firma del director

APPENDIX B

Consent form for the tutor and transnational student

Consentimiento para participar en una investigación

Nombre del proyecto: Alumnos transnacionales: Analizando las nuevas dinámicas de interacción en la Enseñanza de Inglés como Lengua Extranjera.

Investigador: Alejandra Jacqueline Galicia Ramos

Teléfono: 2224939320

Correo: alexag_788@hotmail.com

Explicación del estudio

A través del presente documento se le hace una invitación a participar voluntariamente en un estudio de investigación cuyo objetivo es analizar la forma en que los alumnos interactúan durante la clase de inglés cuando existen alumnos transnacionales. Por alumnos transnacionales me refiero a aquellos estudiantes que han vivido en un país extranjero (Estados Unidos) y que después de algún tiempo considerable regresan a su país de origen (México). Dicho análisis comprende la observación de un grupo en el que fue encontrada una alumna con estas características. La observación tendrá lugar por ocho sesiones consecutivas en el horario asignado para la materia de inglés y se utilizaran dispositivos de audio y video para obtener evidencia visual y auditiva de lo que suceda en el aula. Se realizará también una entrevista a la alumna participante cuyas respuestas serán también grabadas.

Por tal motivo, es necesario que usted lea este documento cuidadosamente para que conozca a detalle los procedimientos de la investigación. Una vez que tenga conocimiento sobre el estudio y los procedimientos que se llevarán a cabo, se le pedirá que firme esta forma para poder participar en el estudio. Su decisión es voluntaria, lo que significa que usted es totalmente libre de ingresar a o no en el estudio.

Confidencialidad

Toda la información que usted nos proporcione y la obtenida a través de las grabaciones será confidencial, esto quiere decir que solo estará en manos del investigador y del supervisor de la investigación y solo será utilizada para fines educativos. Su identidad permanecerá anónima y podrá tener acceso a dicha información en el momento que lo desee.

Declaración del investigador

Los procedimientos de la presente investigación han sido explicados ampliamente y se ha dado respuesta a todas las inquietudes planteadas por el alumno y su tutor.

Declaración del estudiante

He leído cuidadosamente la información proporcionada en este documento y todas mis dudas han sido respondidas satisfactoriamente, por lo tanto acepto participar voluntariamente en dicha investigación.

Puebla Pue. a 14 de abril de 2015

_____   _____   _____

Firma del investigador   Firma del estudiante   Firma del padre o tutor

APPENDIX C

Semi-structured interview

1. Where were you born? _____
2. Where do you live now? _____
3. How long did you stay in The US? From _____ To _____
4. Why did you move to The US?
   _____
   _____
   _____
5. Where did you settle down? _____
6. Who did you live with? _____
7. What was your experience studying there?
8. Why did you return to Mexico?
   _____
   _____
   _____
9. Was it difficult to adapt to school in Mexico? _____
10. Why?
    _____
    _____
    _____
11. Please mention the complications you have had at school in Mexico (subjects, teachers, classmates, evaluation system, homeworks etc.).
    _____
    _____
    _____
12. How do you feel in the English class?
    _____
    _____
    _____
13. How do you feel when you interact with your classmates in the English class?
    _____
    _____
    _____
    How do you think your partners think about you in the English classes?
    _____
    _____
    _____

TS's semi-structured interview: Color analysis

Affect		Judgement		Appreciation	
underline		*italics*		**bold**	
un/happiness		**normality**		**reaction**	
in/security		**capacity**		**composition**	
dis/satisfaction		**tenacity**		**valuation**	
dis/inclination		**veracity**			
		propriety			

Transcript 001

Line 1	**R:**	Ok. Let's start amm Can you tell me …Where were you born?
Line 2	**S:**	Well, I ehm originally born here in Puebla, Puebla, Mexico….
Line 3	**R:**	(unint)
Line 4	**S:**	yeah
Line 5	**R:**	And… in here in the city?
Line 6	**S:**	yes, yes I was born here in the hospital Saint Martin, I guess.
Line 7	**R:**	Ok, but but you are from here, from Puebla?
Line 8	**S:**	Yeah yeah
Line 9	**R:**	Ok, I mean from the city and not from (Unint) [no]villages or something like that.
Line 10	**S:**	No [ok]
Line 11	**R:**	And where do you live now?
Line 12	**S:**	Well, now I'm back here in Puebla, and I live here in (unint) this city
Line 13	**R:**	Aha [mh] Ok, near this school?
Line 14	**S:**	Ahh yes I live in "La Popular" and (unint) 'cause my grandmother … (unint) … my house, the house is in la Constitución Mexicana.
Line 15	**R:**	Ok (mh) and who do you live with now?
Line 16	**S:**	I live with my mom, my dad and my sister, my aunts and uncles mh.
Line 17	**R:**	Ok very good, and how long did you stay in the US?
Line 18	**S:**	I stayed for 10 years [Ok] (unint)
Line 19	**R:**	Oh from which year to which (unint) year?

Line 20	S:	Ehm I left when I was 5, and I came back recently (unint) when I was 15 (unint)
Line 21	R:	When you were 5 years [yes] and you came back when you … [15] (unint) years OK and… Why did you move to the US?
Line 22	S:	Well for… (unint) … I guess we moved there because my dad was having problems with work and with money (unint) so, he decided to take the risk and move to the other side because **there's better job** (+) and **there is better payment.** (+)
Line 23	R:	Ah, Ok and … did you move legally?
Line 24	S:	No, no (unint) I … there was ehm a transition between me and other families, so basically what they did was that they took me from family to family, but those families were legally, ehm, citizens of the US only I wasn't, so what we had to do was pretend that I was either their daughter or their nice, part of the family, and no one questioned them, and from there they (U: gave/get) me to another family then to another family to another family until I got to the US
Line 25	R:	So… Did you move alone?
Line 26	S:	Ehm no. I moved with my mom but in the transition we got separated.
Line 27	R:	Ah OK, Ah, only with your mom, and your dad was there?
Line 28	S:	Oh yeah my dad moved there first, and then when he was there for a whole year, he earned enough money to bring me and my mom.
Line 29	R:	Ah Ok and your sister was not in that…
Line 30	S:	No, she was born later
Line 31	R:	Ah Ok very good. Ahh… Where did you settle or where did you live?

Line 32	S:	Well, we (U: got there) and we lived in Los Angeles California
Line 33	R:	Ok. Ahh … with who?
Line 34	S:	Well, I lived with my dad, my mom and one of my uncles
Line 35	R:	Ok … Ahhh … the uncle did (unint) first one was (unint)
Line 36	S:	Yes yes, he's lived his whole life there.
Line 37	R:	Ah Ok ok, with your mother you say? [mh] and your father [mh] and your uncle [yes]… Uhm OK, well now can you tell me about your experience studying there?
Line 38	S:	Mh yeah well ehm **the first year was a little complicated** (-) because I mean I was small and I did not know anything of English, no I didn't know anything, but ehm over there in Los Angeles there are a lot of Hispanic families, so they speak English and Spanish so, there was this girl in my class in Kinder and she talked to me in Spanish and I understood like few things (unint) and I don't speak (unint) Spanish and so with that she helped me like understand the teacher, she would (U: tell/help) me "baño is bathroom" [aha] and stuff like that and the rest of the year like I was there for a whole year and I learnt everything I had to learn in a year [wow] and then well, **the rest of my years were just easy**. (+) I already knew, I already understood I knew how to write, read (unint)
Line 39	R:	Ok, and what about teachers?
Line 40	S:	Well, *my teachers there were pretty nice* (+), you know some people think that when you get there, *they're racist* (-), but they are not, not at all. There were so many teachers who actually helped me in the process of becoming a student

		and so *they're really understanding* (+) and you know *they don't get frustrated* (+) with you, they try to help you out, mh
Line 41	**R:**	And ahh, Were all of them American?
Line 42	**S:**	Ehm, there was a Chinese teacher that I had and she was like she was born in the US but she had background of Chinese. And so ehm she understood the process of moving and the difficult ways that had to go through by in those years but most of them are American.
Line 43	**R:**	Ok and … what about your subjects? Was it difficult to to understand or to ehm to get used to ahhh (unint) subject , or you (unint)
Line 44	**S:**	Well, not, **it was not at all difficult** (+), The first year was **the worst part** (-), but after that **it was all easy** (+) I mean **math was easy** (+), history **everything was so much easier** (+) once I had a whole year in kinder 'cause I was also small so there was not a lot of difference (unint) yeah (unint) easy
Line 45	**R:**	In all levels? [yeah] I mean elementary school, junior high
Line 46	**S:**	Yeah, **everything got so much easier** (+): second grade, third grade move out until middle school I mean I thought **it's gonna be difficult** (-), but no, **it was pretty easy** (+) and until high school although I only had one year there but **it was easy** (+).

Transcript 002

Line 1	**R:**	Ehm, I'm going to continue with the same question (U: hesitation) Can you tell me your experience acquiring the language?
Line 2	**S:**	Ehm Ok ahm the first year when I got to the United States ehm, **it was difficult** (-) because I didn't understand most of the words and so **it got a little frustrating** (-) when I had to talk to my teachers in English ehm for example if I needed permission to go to bathroom, **it was kind of hard** (-) for me to say bathroom and so ehm what the teacher did was make a specific sign. When I needed to go to the bathroom, she told me cross your fingers and raise your hand no (unint) and that was what I did and she understood that I needed to go to the bathroom. So little by little they started to introduce me new words, the sentences and how to pronounce the words. First the letters, (unint) we used to sing a song like A B C D [mh] and then afterwards we would do like vowel "a is /a/" (unint) [mh] (unint)
Line 3	**R:**	And in your house did you speak Spanish?
Line 4	**S:**	Ehm, for the first year that we were there yes, but mostly with my dad, ehm my mom was also studying English because when we got there she wanted to learn, so when we got there she studied too. And ehm she wanted to practice with me and so she would start talking in English instead of Spanish and so it became a habit that it was English with my mom and Spanish with my dad.
Line 5	**R:**	Ah Ok [mh] and why did you speak Spanish with your dad, if your dad ehm was in the US for a long time?
Line 6	**S:**	Because he also started (U: going to school) but that was like three years

		afterwards. In the first year he was there, he didn't study at all, he just entered a work where he was a dishwasher (unint) (unint) he just washed and then ehm so he didn't know much English, he knew only Spanish, and [mh] that's why…
Line 7	**R:**	Ah Ok [mh] and the school was ehm public?
Line 8	**S:**	Yes, it was public
Line 9	**R:**	All right, well, ehm why did you return to Mexico?
Line 10	**S:**	Because ehm most of my family is here ehm my from the mom's side there's my aunt, my uncle, my uncle, my cousins and… also from my dad's side most of his family is here, so that's why I (unint) that's why ehm we came back so we could go back to unite with our family.
Line 11	**R:**	Ah ok [mh] and and how do you feel now that you have come back from the US and that maybe all of your life was there, no?
Line 12	**S:**	Mh well **it feels strange**, I don't like it (-)**.** I mean I like (+) the fact that my family is here cause of my cousins that I've never met before, but I don't like it (-) here because I can't get used to how people are around me like for example, my sense of humor is not the same as the people here, and ehm **it's kind of difficult to try to interact** (-) with *some kids who aren't ehm polite* (-) or you know nice cause over there most people say that *they're racist* (-) and that they treat you bad but *that's not true, that's not at all true* (-), *they're actually nice and welcoming* (+) and so with my past school years with all my classmates (U: have) always been so united you know I still talk to them, but with my classmates here like I don't feel (U: ok right) you know, I don't feel like they

		understand how I am (-) [mh] and so they don´t get along with me.
Line 13	**R:**	So, do you have problems with your classmates? Ehm in that sense?
Line 14	**S:**	Yes, yeah, not problems as in physical [yeah, yeah]but yeah, problems in trying to get along.
Line 15	**R:**	Ok [mh] and what about the teachers that now this school is your first experience academically, so ahm, what is your experience with the teachers?
Line 16	**S:**	Well, my teachers I don't think they understand the fact that **it's a big change (-)** and so they give me all this work right? And they expect me to know everything and to understand, and yes I understand some things, and yes I work as hard as I can (+) to understand, but they don't think that I still have to do a lot of hard work for me to get it, for me to understand and they expect me to just know it all because I´m Mexican.
Line 17	**R:**	OK ehm so the subjects are completely different from the US and from here in Mexico? The topics ehm, yeah?
Line 18	**S:**	Yes, ahm over there when I was studying ehm, my last year we were actually already in biology, in harder stuff right so it's like literally going back a year because, well we (unint) in my old school in the United States I've already seen everything ehm here, you know everything they teach me here I've already been taught and so I understand it, I know the process but what is different is the language they use, I mean, for example when in chemistry they tell me "union" and in English it would be like a totally different word an ion or an [mh] some other type of word and so that's the only problem I mean cuase I do understand maths, **maths it's easy** (+) you know it's just the

		changing languages.
Line 19	**R:**	Ok the problem it's maybe the language [yeah]. And what about the evaluation system? Uhm the grading.
Line 20	**S:**	Yeah that's totally different to (U: that is), totally different, here, <mark>it was surprising</mark> (+) to see that it was a one trough ten scale, and over there is A B C D and so when I get an eight I get excited you know Oh my god it's an eight, but when I compared them I'm like Oh my god, that's a C that's horrible and so the evaluation is (unint) the alphabet and like over there we have more practices, for example in maths we did a lot of competitions and that's what got me those good grades because <mark>I like where I could put in practice all the things I learnt</mark> (+) and here they teach you they give you some examples and that is it, next topic, but over there you know they take the time and so you "we are gonna play this game but if you get it right you get this" you know, but there obviously maths problems, you know it's like the square (unit) of twenty five is five, good you get a candy or whatever and here, they just give you an example and they move on, and they don't allow you to process the information and to use it.
Line 21	**R:**	Ok, and what about the homework? [ahm] is it difficult for you to fulfill the requirements of the homework or even to do the homework, or do you see difference in the homework here and the homework there?
Line 22	**S:**	Mmm the homework I mean it's basically the same thing over here over there it's the same, but ahm the difference is that here ahm it gets difficult in fact that it has to do practices and stuff like that, but the good part is that I have

		family that help me out you know "let's do this" "I'll help you with that" (unint)
Line 23	**R:**	Ok anything else that you want to add about school or I don't know maybe something that you need from school?
Line 24	**S:**	Well, over there ehm I like how the whole school they would get together (+) and do activities as one school, which here I don't see that much I mean I see separation of groups (-), yes I understand that there is class that is individual, but over there even if we were like different classes we all knew have to get along with each other, we all knew how to come together, we all knew how to compete peacefully.
Line 25	**R:**	Ok, and something that you need from your teachers or from administrators or from people that is in charge of the school?
Line 26	**S:**	MMmmm I just need patience with that (unint) *need to be patient* (-) with me, because yes it's difficult (-) and I am those type of people that get frustrated so easily, so I just need patience that's the only thing.
Line 27	**R:**	Mh is there a specific ahm situation that you remember where it was completely difficult or it was, there was a trouble a complication with someone here?
Line 28	**S:**	Mh, yeah I remember I had to go up and present something to the class and so what I had to present was the history of Mexico something they don't teach us over there 'cause we get history of United States, so when I had to go up and present my voice was shaky I mean you could still hear my accent in Spanish and the (unint) that was totally different for me, they were spelled differently,

		they were too big and you had to say them in a weird way and for me **that's not normal** (-), so when I tried to say this word *my teacher got mad* (-) he said not that's not how you pronounce, so I tried again, but *he got frustrated* (-) with me, *he got mad* (-) and so he told me he said "didn't you practice didn't you go over" and I told them yes, I practiced I learnt what I had to say but **this words are hard to say** (-) [mh] and so I honestly didn't want to fight with the teacher because **that's bad** [ok] so I didn't say anything bad to him (unint) I'll try harder (U: extra) but those words were big.
Line 29	**R:**	That was one difficult situation for you, ehm was that the only one?
Line 30	**S:**	Yeah, so far yes.
Line 31	**R:**	Yes,
Line 32	**S:**	Mh
Line 33	**R:**	Ok, very good.

Transcript 003

Line 1	**R:**	How do you feel in the English class?
Line 2	**S:**	Ok ehm in the English class I feel like **it is too easy** (-), most of these things I've already learnt before obviously in lower grades like in first grade, second grade so **making sentences like the ones we are learning are easy** (-).
Line 3	**R:**	So, Do you think you need something more challenging?
Line 4	**S:**	Yes ehm I feel like that would help me a lot cause ehm I'm hoping not to forget at all my English but **these practices aren't the things I need** (-), I need something challenging.
Line 5	**R:**	Ok how do you feel when you interact with your classmates in the English class?
Line 6	**S:**	Well, I feel like ehm they wanna be my partners in specific areas because I know English so *they try to take that advantage from me* (-) which sometimes **could be annoying** (-).
Line 7	**R:**	So, Do they ask you a lot of questions? Or do they ask you for help or for do the work
Line 8	**S:**	Most of the time is like "Oh we'll go with her because she knows English and she'll do all the work for us" And so it's… I mean I understand if they tell me "no Dana help me I don't know this word" yeah that's fine I'll help you but if you're giving me your work no I hate (-) I don't wanna do no more work, so…
Line 9	**R:**	Ok so are the activities correct for interacting or maybe we need something different?

Line 10	**S:**	Well, **the interaction is actually great** (+) because ehm this way they practice but ehm I guess most of *the kids don't take it seriously* (-), **that's the only thing that is like wrong** (-), they should take it more seriously because I mean yes **it may be hard** (-) but **it's helpful** (+) obviously in the future it's gonna help a lot.
Line 11	**R:**	When you work in pairs or in groups or when you have to interact with your classmates. Ehm Do they really participate or collaborate with you?
Line 12	**S:**	Ehm there's a few who actually do who actually try and if they need help they ask me but most of them they don't wanna try because either *they think they sound silly* (-) or they just don't understand at all.
Line 13	**R:**	Ok and do you like to take the role of the leader of the group or do you prefer to make them do the work by themselves?
Line 14	**S:**	No I actually like practicing my leaderships (+) cause I mean that's one of the qualities people ask for in a job and stuff like that so I don't really mind being a leader.
Line 15	**R:**	So in the activities, English activities mainly, do you take ehm the floor or do you do the first thing or do you say ok we're going to do this and that and all that stuff?
Line 16	**S:**	Sometimes I do take the floor but sometimes no. I feel like they should try too because since I already know, is something good but I mean they have to practice too. It's not just about me so I like them giving ideas (+) and opinions so they got along with me.
Line 17	**R:**	Ok well just to finish… How do you think your partners think about you in the

		English class?
Line 18	**S:**	I think they think of me as a tool, you know, just to use me when they need something and yes I'm always there to help but it's something else to give me all their work.
Line 19	**R:**	But don't you think it is because they don't want to see or to be seen as let's say ignorant or something like that?
Line 20	**S:**	Oh well yeah that's something too. Ehm I mean with me I guess ehm *they might think that they sound silly* **(-)** and stuff. Maybe that's why they don't wanna try but the only thing that they should know is that I don't judge people because I know what is like to be judged and I don't like it (-) so I don't want others to feel bad about it (-)so…
Line 21	**R:**	OK, well thank you for your great participation and collaboration in this study. This will help to understand the new dynamics in the Mexican classroom. I assure you that your information will be private. Thanks a lot.
Line 22	**S:**	It's ok. You're welcome