Language, Discourse and Culture

Teresa Aurora Castineira Benítez
Elizabeth Flores Salgado
Michael T. Witten
Editores

Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas

Language, Discourse and Culture

Language, Discourse and Culture

Lenguaje, Discurso y Cultura

Editores
Teresa Aurora Castineira Benítez
Elizabeth Flores Salgado
Michael T. Witten

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
Facultad de Lenguas

Primera Edición, 2019
ISBN: 978-607-525-591-0

4 sur 104 Col. Centro Histórico, Puebla, Pue. CP 72000
Teléfono: 01(222) 229 55 00
www.buap.mx

Dirección General de Publicaciones
2 norte 1404, Col. Centro Histórico, Puebla, Pue. CP 72000
Teléfonos: 01(222) 246 85 59 y 01(222) 229 55 00 Ext. 5768
www.dgp.buap.mx

Facultad de Lenguas
24 norte 2003 Col. Humboldt, Puebla, Pue. CP 72370
Tel. 01 (222) 229 55 00 Ext. 5826
www.facultaddelenguas.com

Editores
Teresa Aurora Castineira Benítez
Elizabeth Flores Salgado
Michael T. Witten

Correctora de estilo
Areli Nailea Flores García

Diseño editorial y diseño de portada
Agustín Antonio Huerta Ramírez

Impreso y hecho en México
Printed and made in Mexico

Todos los artículos que componen esta publicación han sido sometidos a un sistema de evaluación ciega.

Índice
Table of Contents

Language, Discourse and Culture
(Lengua, Discurso y Cultura)

Michael Thomas Witten
Teresa Aurora Castineira Benítez
Elizabeth Flores Salgado
Benemérita Universidad Autónoma de Puebla

Language, discourse and culture may be, and usually are, conceptualized as three separate yet related notions. On the other hand, an argument can be made for conceptualizing them as inseparable, embedded components of a larger whole. Edward Sapir (1921), with no evidence beyond common sense, was among the first philosophers to assert the relationship between language and culture. Contrasting language with walking, Sapir (1921, p. 1) declares, "Walking is an organic, an instinctive, function;" while language is "a human activity that…we pass from social group to social group, because it is a purely historical heritage of the group, the product of long-continued social usage…the beliefs, the customs…a non-instinctive, acquired, **cultural** function." It is interesting that 73 years later, a distinguished linguist from Harvard University, Steven Pinker (1994), published a book called, 'The Language Instinct', which makes the exact opposite claim. Drawing on Chomsky's (1957) conception of language as an innate ability in human beings to produce an infinite amount of sentences from a finite set of grammatical and lexical resources, Pinker (1994) constructs a convincing argument, based on brain research, cognitive linguistics and mathematics, that language is indeed 'a human instinct.' Coincidentally, the exact same year, M. A. K. Halliday (1994) published his influential volume, 'An introduction to Functional Grammar,' which characterizes language as a social semiotic resource that people use by expressing meanings in order to achieve their particular aims within specific sociocultural contexts. Halliday's (1994) view of language became overwhelmingly influential within certain schools of modern linguistics that push back against the non-meaning-based/non-social model of language promoted by the Chomsky/Pinker schools of linguistics. There is, however, no reason why language cannot be both innate and social as the two characterizations of language are not mutually exclusive. In fact, scholars outside the field of linguistics such as Yuval Noah Harari (2014), who discusses language from the perspective of the field of evolutionary biology, conceptualizes language as an evolutionary development (innate) within humans, which serves as a crucial social semiotic resource that allows humans to develop the necessary social cohesion to construct larger societies. It seems that it is primarily within the field of linguistics that the innatist and the social semiotic schools of language are irreconcilable.

The notion of culture has also evolved significantly in post-modern times. The phenomenon of globalization has been the primary catalyst in the renewed interest in the notion of culture. A growing concern on the part of critical scholars that globalization and the spread of dominant languages will exasperate cultural hegemony has made it a salient issue. Kumaravadivelu (2008) defines *globalization* as a "dominant and driving force that is shaping a new form of interconnections and flows among nations, economies, and peoples. It results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological, and individual dimensions" (p. 32). In modern times, this process has several distinctive features such as the compression of time and space, "enabling us to shuttle rapidly between communities and communicative contexts" (Canagarajah, 2006, p. 25) and the breaking down of national borders as capital, information, ideas, norms, cultures and values flow easily across porous boundaries (Block & Cameron, 2002; Canagarajah, 2006; Kumaravadivelu, 2008). Fairclough (2000) adds that the globalization process not only takes place *between* societies but also *within* complex societies that are "characterized by considerable cultural and linguistic diversity" (p. 168). The term, *cultural globalization*, refers more specifically to "the process of cultural flows across the world" (Kumaravadivelu, 2008, p. 37). Cultural globalization is a particularly important issue in language classes where the increase in cultural contact between people all over the globe has presented language learners with "unparalleled opportunities for their cultural growth, and with equally unparalleled threats to their cultural identity" (Kumaravadivelu, 2008, p. 38; see also Block & Cameron, 2002).

Kumaravadivelu (2008) discusses the impact that globalization has on culture from three distinct perspectives. One view holds that globalization leads to cultural homogenization, in which the Western (mostly American) culture of consumerism constitutes the dominant center. An opposing view maintains that "cultural heterogenization is taking place in which local cultural and religious identities are being strengthened mainly as a response to the threat posed by globalization" (ibid., p. 38). Cultural heterogenization implies that "globalization has contributed only to the contraction of space, time and borders and not to the expansion of communal harmony or shared values" (ibid., p. 43; see also Canagarajah, 2006). A third view holds that both homogenization and heterogenization are taking place simultaneously, resulting in a chaotic tension known as *glocalization*, "where the global is localized and the local is globalized" (Kumaravadivelu, 2008, p. 38). Glocalization involves a two-way process where "cultures in contact shape and reshape each other directly or indirectly" (ibid., p. 44) in an inextricably linked process where "the global is brought in conjunction with the local, and the local is modified to accommodate the global" (ibid., p. 44-5). Kumaravadivelu (2008; see also Fairclough, 2000) emphasizes the distinct challenges and opportunities that language teachers face in this globalized environment "to help learners construct their own subjectivity and self-identity" (p. 46) since the language classroom is a cultural contact zone, and "amid the centrifugal and centripetal pulls of globalization, the construction of self-identity becomes dauntingly difficult" (ibid., p. 46; see also Canagarajah, 2006). These challenges seem particularly relevant to EFL and ESL teachers due to the power and prestige of English in its role as a contact language across linguacultures (Jenkins, 2006).

The implications of the spread of English as a global language have become a widely debated topic among Applied Linguistics and ELT professionals (Pennycook, 1995). It is argued that the economic commoditization of languages has affected people's motivations for language learning, their choices about which language to learn, and the resources that institutions allocate for language education (Block & Cameron, 2002). The most common perspective on the global spread of English is that it serves as a neutral tool of international communication and is axiomatically beneficial to those who gain access to it (Pennycook, 2001; Phillipson & Skutnabb-Kangas, 1996). Crystal (1997), for example, argues for a complementary relationship between English as a means of global communication and the cultures and traditions associated with local languages. In this model, English would be used for international purposes such as business, media, international relations, trade, and general intercultural communication while local languages would be used for local purposes such as art, religion, and general intracultural communication.

On the other hand, critical scholars "question the widespread ideological view of English as a tool for gaining individual economic opportunity, and instead argue that the spread of English is part of wider social, political, and economic processes that contribute to economic inequalities" (Tollefson, 1995, p. 2). This view on the global spread of English is often referred to as *linguistic imperialism* (Canagarajah, 1999; Phillipson & Skutnabb-Kangas, 1996; Pennycook, 2001), by which such scholars imply a process where an unequal division of power is produced and maintained according to a division between groups on the basis of language. Pennycook (2001) points out that traditional views on the globalized spread of English fail to account for the "power of English and thus the inequitable relation between English and local languages" (p. 57). He explains that failure to recognize these social, historical, cultural, and political relationships poses a threat to indigenous languages and ignores the role that English plays as gatekeeper to positions of prestige in society (Pennycook, 1995). Naysmith (1987) goes so far as to claim that ELT "has become part of the process whereby one part of the world has become politically, economically and culturally dominated by another" (p. 3).

Canagarajah (1999), while adopting a critical stance, questions the overly deterministic nature of what he calls a *reproductive orientation* to English imperialism, explaining that:

> The assumptions made by proponents of this position are that subjects are passive, and lack agency to manage linguistic and ideological conflicts to their best advantage; languages are seen as monolithic, abstract structures that come with a homogeneous set of ideologies, and function to spread and sustain the interests of dominant groups (p. 2).

Instead, he proposes a *resistance perspective* to English imperialism which assumes that:

> Subjects have the agency to think critically and work out ideological alternatives that favor their own empowerment. It recognizes that while language may have a repressive effect, it also has the liberatory potential of facilitating critical thinking, and enabling subjects to rise above domination: each language is sufficiently heterogeneous for marginalized groups to make it serve their own purposes (Canagarajah, 1999, p. 2).

The notion of 'discourse' has also evolved significantly since the early definitions that characterized it as stretches of language that go beyond the level of the sentence. As the discussion above has emphasized, English entering into competition with local languages significantly changes the implications of Cultural Globalization. As new contexts are created in which discursive practices in English are privileged as the primary means of accomplishing certain personal and professional goals, tensions may arise between English learning and the cultural identities of language learners (Kumaravadivelu, 2008; New London Group, 2000). As Gee (2008) points out, *cultural models*, which are ideological frameworks through which we interpret the world, have deep implications for the teaching of language because "there is no knowing a language without knowing the cultural models that constitute the meaning of that language for some cultural group" (p. 115). Cultural models "carry with them values and perspectives on people and on reality" (ibid., p. 113), and the "the different cultural models of different social and cultural groups of people always involve competing notions of what counts as an 'acceptable' or 'valuable' person or deed" (ibid., p. 109). This argument is significant because "the cultural models of non-mainstream students, rooted in their homes and communities, can conflict seriously with those of mainstream-culture...[which] are, in fact, often complicit with the oppression of non-mainstream students' home cultures and other social identities" (ibid., pp. 114-115; see also Canagarajah, 1999; Kumaravadivelu, 2008; New London Group, 2000). When viewed from this perspective, English teaching and learning requires a view of language as *Discourse(s)* (Gee, 2008), which recognizes the connection between language, social practices and identity.

Gee (2008) makes a distinction between *Discourse* (with a capital "D"), which refers to Discourses that are associated with the social practices of a particular community of practice and *discourse* (with a lower-case "d") as a general, encompassing category that all Discourses fall under. Gee (ibid., p. 155) explains that:

> a Discourse is composed of distinctive ways of speaking/listening and often, too, writing/reading coupled with distinctive ways of acting, interacting, valuing, feeling, dressing, thinking, believing, with other people and with various objects, tools, and technologies, so as to enact specific socially recognizable identities engaged in specific socially recognizable activities.

Gee's definition of Discourse is important due to its emphasis on multimodal resources such as "objects, tools, and technologies" as well as a focus on values, beliefs, and (inter)actions, all of which come together at specific sites to engender recognizable identities engaged in social action. Such a broad definition of Discourse enables us to consider the multimodal, action-oriented, and social nature of Discourse(s), which can signal (non)membership with a particular affinity group (Bhatia, 2004). A Discourse, then, involves being—doing a particular identity within a situated social context (Gee, 2008), which may require practitioners to *become literate* in performing different identities. The term, *literacy*, is conceptualized in various ways, however, and merits further discussion.

Traditionally, literacy has been conceptualized as monolithic, a set of universal, decontextualized cognitive skills (Auerbach, 1995; Kalantzis & Cope, 2000). Street (1984) called this traditional conception of literacy, *autonomous literacy*, and challenged it by introducing the alternative concept of *ideological literacy*, which views literacy in terms of concrete social practices and the ideological positions that are embedded within them. From this perspective, literacy is no longer viewed as something possessed as a skill, but something done or performed as a contextualized practice, which has led to the concept of *multiple literacies* (Cope & Kalantzis, 2000; Barton, Hamilton, & Ivanic, 2000). According to Gee (2008), "literacy is always plural" (p. 176) because he defines literacy as, "[m]astery of a secondary Discourse" (p. 176), which he distinguishes from a *primary Discourse*. A primary Discourse is acquired within a person's "primary socializing unit early in life" and provides a person with an "enduring sense of self and sets the foundations of our culturally specific vernacular language" (ibid., p. 156). On the other hand, *secondary Discourses* are acquired later in life "within a more public sphere than our initial socializing group" such as "religious groups, community organizations, schools, businesses, or governments" (ibid., p. 157) and "share the factor that they require one to communicate with non-intimates" (Gee, 1998, p. 56). As defined above, there are as many literacies as there are secondary Discourses. Importantly, however, Gee (ibid.) points out that because "Discourses are intimately related to the distribution of social power and hierarchical structure in society, control over certain Discourses [*dominant Discourses*] can lead to the acquisition of social goods (money, power, status) in a society" (p. 52). Mastery of a dominant Discourse can be thought of as a *dominant literacy* (ibid., p. 56), which are privileged in mainstream societies.

The concept of literacy outlined above is often referred to as *a social practice model of literacy*, largely developed under the aegis of the New Literacy Studies (Gee, 2008; Street, 1993). Such a model is critical in that it recognizes literacy as a technology that cannot be extricated from structures of power in which it always operates (Brandt & Clinton, 2002). However, Gee's (2008) model of Discourse(s) and literacies could be considered overly deterministic in its reproductive orientation (Canagarajah, 1999), chiefly on account of Gee's drawing a distinction, in Krashen's (1982) terms, between the *acquisition* and *learning* of Discourses. By claiming that a Discourse "is for most people most of the time only mastered through acquisition, not learning" (Gee, 1998, p. 57), Gee suggests that dominant literacies are largely available only to those who are acculturated into compatible primary Discourses at an early age. On the other hand, Gee (1998) does recognize that "one cannot critique one Discourse with another one…unless one has meta-level knowledge [best developed through learning] in both Discourses" (p. 57). Halliday (2001) agrees, claiming that this kind of meta-level knowledge may serve as a means of resistance, which he calls "literacy as active defense" (p. 191). This view that a dominant Discourse can be resisted by "turning it back upon itself" (Apple, 1992 p. 8) is, of course, in line with Canagarajah's (1999) *resistance orientation*, discussed above.

Another criticism of a social practice model of literacy stems from the notion that it "exaggerat[es] the power of local contexts to set or reveal the forms and meanings that literacy takes" (Brandt & Clinton, 2002, p. 338). Brandt and Clinton (2002) propose instead that "literacy is neither a deterministic force nor a creation of local agents. Rather it participates in social practices in the form of objects and technologies" (p. 338), which have "a capacity to travel…to stay intact…to be visible and animate outside the interactions of im-mediate literacy events. These capacities stem from... its material forms, its technological apparatus...its (some)thing-ness" (p. 344). Here, literacy in its material forms is recognized as a social actor which can mediate interactions with other times and places (Baldry & Thibault, 2006; Kress, 2000; Brandt & Clinton, 2002). Just as human agents mediate literacy practices, often recrafting and imbuing them with local meanings in order to resist their hegemonic currents and fulfill local needs, *objects* can also be "active mediators—imbuing, resisting, recrafting" (Brandt & Clinton, 2002, p. 346). By recognizing the role that objects play in social interaction, Brandt and Clinton (2002) suggest that we can bridge "the macro and micro, agency and social structure, the local and the global" (p. 346). Hence, this perspective of literacy emphasizes the need to account for the role that imported material Discourses (Gee, 2008) play in the dialectic process of glocalization, stressing that "figuring out what things [like textbooks] are doing with people in a setting becomes as important as figuring out what people are doing with things in a setting" (Brandt & Clinton, 2002, p. 348).

The discussion of Discourse(s) and literacies above are certainly in line with Foucault's (1972) constructing nature of discourse. According to Foucault (1972, 1979), both in broader social formations and in local sites, discourse defines, constructs and positions human subjects. Foucault (1972) makes this particularly clear when claiming that discourse can no longer be treated "as groups of signs (signifying elements referring to contents or representations) but as practices that systematically form the objects of which they speak. Of course, discourses are composed of signs; but what they do is more than use these signs to designate things" (p. 49). Through these discourses, knowledge-power relations are achieved by constructing taken for granted notions of the social and natural world, 'truths' which serve as a means for community members to categorize, define and evaluate themselves and others (Foucault, 1972, 1979). Such discourses are not, however, homogeneous, monolithic structures. Community members (re)create discourses in creative ways to suit their needs in emerging and novel contexts (Bhatia, 2004; Gee, 2008), which provides opportunities to resist dominant ideological positions (Apple, 1992; Canagarajah, 1999). Kelly, Luke and Green (2008) suggest that within such a discursive framework, learning and participating in the social practices of distinct disciplines are inextricably linked to the mastery of particular discourses:

> Learning disciplinary knowledge entails more than acquiring basic skills or bits of received knowledge. It also involves developing identity and affiliation, critical epistemic stance, and dispositions as learners participate in the discourse and actions of a collective social field. From this perspective knowledge is not held in archives and texts, but is constructed through ways of speaking, writing, and acting. Thus, knowledge is continually tested, contested, and reconstructed through the emerging genres of academic knowledge in education (pp. 116-7).

The discussion above illustrates the argument that connections exist between conceptions of (multimodal) discourse on the one hand and ideologically invested systems of knowledge and beliefs on the other. It is with these connections in mind that the current book sets out to examine the issues of **Language, Discourse and Culture**.

References

Apple, M. (1992). The text and cultural politics. *Educational Researcher*, 21(7), 4-19.

Auerbach, E. R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J. W. Tollefson (Ed.), *Power and inequality in language education*. (pp. 9-33). Cambridge: Cambridge University Press.

Baldry, A. & Thibault, P. J. (2006). *Multimodal transcription and text analysis*. London: Equinox.

Barton, D., Hamilton, M., & Ivanic, R. (Eds). (2000). *Situated literacies and writing in context*. New York: Routledge.

Bhatia, V. K. (2004). *Worlds of written discourse. A genre-based view.* London: Continuum.

Block, D. & Cameron, D. (2002). Introduction. In D. Block & D. Cameron, (Eds.), *Globalization and language teaching*. (pp. 1-10). London: Routledge.

Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.

Brandt, D. & Clinton, K. (2002). Limits of the local: Expanding perspectives on literacy as a social practice. *Journal of Literacy Research*, 34(3), 337-356.

Canagarajah, A.S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly 40*(1), 9-34.

Chomsky, N. (1957). Syntactic Structures. The Hague: Mouton.

Cope, B. & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Fairclough, N. (2000). Multiliteracies and language: orders of discourse and intertextuality. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Lit-*

eracy learning and the design of social futures (pp. 162-181). London: Routledge.

Foucault, M. (1972). *The archeology of knowledge*. New York: Harper & Row.

Foucault, M. (1979). *Discipline and punish*. New York: Harper & Row.

Gee, J.P. (1998). What is literacy? In V. Zamel & R. Spack (Eds.), *Negotiating academic literacies* (pp. 51-59). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Gee, J.P. & Green, J.L. (1998). Discourse analysis, learning and social practice: A methodological study. *Review of Research in Education* 23(1), 119-169.

Gee, J.P. (2008). *Social linguistics and literacy: Ideology in discourses* (3rd Ed.). London: Routledge. Street, B. (Ed.). (1993). Cross-cultural approaches to literacy. New York: Cambridge University Press.

Halliday, M.A.K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold.

Halliday, M.A.K. (2001). Literacy and linguistics: Relationships between spoken and written language. In A. Burns & C. Coffin (Eds.), *Analysing English in a global context* (pp. 181-193). London: Routledge.

Harari, Yuval N. (2015). *Sapiens: a brief history of humankind.* New York : Harper.

Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly 40*(1), 157-181).

Kelly, G., Luke, A. & Green, J. (2008). Introduction. What counts as knowledge in educational settings: Disciplinary knowledge, assessment and curriculum. *Review of Research in Education* 32 (1), vii-x.

Krashen, S. (1982). *Principles and practices in second language acquisition*. Hayward: Alemany.

Kress, G. (2000). Multimodality. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 182-202). London: Routledge.

Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven: Yale University Press.

Naysmith, J. (1987). English as imperialism?. *Language issues* 1(2), 3-5.

New London Group (2000). A pedagogy of multiliteracies: Designing social futures. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). London: Routledge.

Pennycook, A. (1995). English in the world/The world in English. In J. W. Tollefson (Ed.), *Power and inequality in language education*. (pp. 34-58). Cambridge: Cambridge University Press.

Pennycook, A. (2001). *Critical applied linguistics: a critical introduction*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.

Phillipson, R. & Skutnabb-Kangas, T. (1996). English only worldwide or language ecology?. *TESOL Quarterly 30*(3), 429–452.

Pinker, S. (2007). *The Language Instinct* (2007). New York, NY: Harper Perennial Modern Classics.

Sapir, E. (1921). *Language: An Introduction to the Study of Speech.* New York: Harcourt, Brace.

Street, B. (1984). *Literacy in theory and practice*. Cambridge: Cambridge University Press.

Tollefson, J.W. (Ed.). (1995). *Power and inequality in language education*. Cambridge: Cambridge University Press.

Challenges in teaching (im)politeness: Complaining in English as a foreign language

Gerrard Mugford
Universidad de Guadalajara

Introduction

All too often foreign-language learners are only prepared for polite exchanges in the target-language and are not equipped to deal with potentially face-threatening acts (Brown and Levinson, 1987) which, due to their nature, can endanger both the relationship between interlocutors and the self-projected image or 'face' of the addressee (Goffman, 1967). To successfully achieve the desired outcome, foreign-language learners need to be able to access a range of pragmatic resources that can enable them to come across directly / indirectly, forcefully / tactfully, insistently / softly etc. The actual pragmatic resources employed will depend on other interactants, the context, the seriousness / importance of the topic and, most significantly, on power relationships.

To understand the problems, challenges and difficulties in preparing learners for possibly uncomfortable situations, the specific case of complaining in English as a Foreign Language (EFL) which is often presented in the classroom in terms of formulaic expressions (e.g. *I don't want to complain but …* or *I'm sorry to say this but…*) and resolved through the achievement of a satisfactory compromise for the parties involved. Mexican EFL users were asked to react to three real-life situations in order to identify the pragmatic knowledge and resources they used. Then, a range of declarative resources were presented, these were aimed at increasing their pragmalinguistic and sociopragmatic knowledge regarding the suitability of a selected pragmatic resource. Without any teacher evaluation as to the accuracy or correctness of their responses, participants then reflected on their answers and made the changes they deemed to be appropriate. The results indicate that EFL users can be helped to develop a greater understanding of the genre of complaining, increase their strategic use of language and enhance their awareness of contextual appropriateness.

Critical pedagogy

When faced with difficult and risky communicative situations in the target-language, EFL users may need to take quick decisions based on partial or incomplete information and rely on limited or developing linguistic and sociocultural experience and knowledge. Furthermore, they may have had little previous experience of similar TL (Target Language) interaction. It is important that EFL teachers develop a critical pedagogy that empowers learners to evaluate a given situation, assess the available response resources and react in the manner that they deem appropriate.

Such a critical pedagogy is based on the understanding that the EFL classroom is not a site for merely rehearsing prescribed grammatical structures, lexical formulae, and communicative functions. Critical pedagogy stands in opposition to what Freire calls the banking concept to education where the classroom instructor 'makes deposits which the students patiently receive, memorize and repeat' with the result that 'the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits' (1993, p. 53). For instance, in the case of complaints, learners are provided with a choice of useful expressions with which to start a complaint such as *I'm sorry to trouble you* and *I don't want to complain but ....* and roleplay scenarios that lead to a successful outcome.

A more productive point of departure is Freire's (1993) problem posing approach through which students need to 'to name, to critically reflect, to act' (Wink, 2011, p. 143). Learners identify the problem confronting them and deciding exactly what they want to achieve. At the same time, they need to consider how they can effectively attain their communicative objective. Finally, they act to achieve their goal. Such an approach does not begin with giving students language building blocks and then finding out what they can do with them communicatively. Rather, it commences with the learners themselves in terms of naming-reflecting-acting. This stance is echoed by Winks who argues that '[p]roblem posing brings interactive participation and critical inquiry into the existing curriculum and expands it to reflect the curriculum of students' lives. The learning is not merely grounded in the prepared syllabus, the established, prescribed curriculum' (2011, p. 75).

In the rest of this section, the focus will be on naming. To critically reflect and to act means looking at real-life circumstances and data and in evaluating options and effectiveness of a chosen course of action. These activities form part of the research section of this paper and the subsequent analysis. Instead of starting with studying the target-language, learners need to exploit the knowledge and resources that they have gained in their first-language (L1), build and expand on them in the target-language context. In the specific case of complaining, language learners need to understand the purpose and function of complaining and to examine whether there are differences between the L1 and the TC. An initial question is whether complaining is understood in the same way and whether patterns and practices are in the same in the first and second languages. Naming the act of complaining in English in a layperson's terms ranges from formally registering dissatisfaction to a more informal grumbling and griping. In an applied linguist's terms, complaining can be examined through the concept of genre.

For the layperson the act of complaining may involve seeking redress, wanting some form of compensation or just expressing dissatisfaction. Therefore, the EFL user has to decide whether the complaint is a problem to be solved, just to ′let off steam', to show solidarity with other interactants, etc. Subsequently, s/he needs to be aware of how much transactional and interpersonal power and linguistic force s/he can exert in pursuing a specific complaint since this will influence how the complaint is formulated and structured. During the course of making the complaint, the EFL user also should be aware of various response options that may be made by the addressee and how s/he will subsequently react towards them.

On the other hand, in relating theory to practice, the applied linguist examines the nature of complaining as a genre which Martin and Rose define as 'a staged goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes us a few steps to reach our goals' (2003, pp. 7 - 8). Consequently, it is the teacher's role to help learners understand genre as a process of reaching a communicative goal. Focusing on the participative nature of genre, Widdowson defines the concept as 'a use of language which conforms to certain schematic and textual conventions, as agreed by a particular **discourse community**' (2007, p. 129, author's emphasis). The applied linguist can help the teacher identify conventions and, as Widdowson emphasised, underline their use in a specific discourse community i.e. a particular group of language users. Paltridge defines a discourse community as

> a group of people who share some kind of activity such as members of a club or association who have regular meetings, or a group pf students who go to classes at the same university. Members of a

> discourse community have particular ways of communicating with each other. They generally have shared goals and may have shared values and beliefs. (2006, p.24)

The focus on discourse community underscores the need for foreign-language learners to study and practise language that relates to a particular group and purpose. To practise complaining for its own sake is of little communicative use.

The concept of genre also helps raise foreign language users' social and cultural awareness. As argued by Paltridge (2006), interactants need to be aware of such aspects as the setting of a text, the focus and perspective of a text and participants' expectations. When the genre is focused and specific, socially and culturally, the teacher can then hone in on the interpersonal, ideational and textual functions of language (Halliday, 1973, 1975). Thus, a critical pedagogy examines aims and objectives before examining the speech event and the speech act which are the subject of the next section.

Speech event and act: complaining

The act of complaining needs to be studied on two levels. First of all, it can be seen at a macro level as a speech event (e.g. unsatisfactory service at a hotel or dealing with a cancelled flight) or at a micro level, the act of complaining itself, as a speech act which may take place over several turns.

As a part of a speech event, complaining can be studied in the overall context in which it occurs. Within such a framework, 'a speech event is a discourse structure larger than a collection of speech acts or adjacency pairs' (LoCastro, 2012, p. 66). It is on a higher plane than the individual utterance as Hymes argues: the speech event 'represents an extension in the size of the basic analytical unit from the single utterance to stretches of discourse, as well as a shift in focus from … text to … interaction' (quoted in Eggins and Slade, 1997, p. 33). Widdowson defines a speech event as 'familiar and routine kinds of language use e.g. an interview, as lecture, a service encounter' (2007, p. 132).

A focus on speech events helps foreign-language users to be prepared for situations in which complaints may occur. Complaints may emerge from poor treatment in service encounters (e.g. in shops, restaurants and hotels) and in a range of transactional situations (in the classroom, at an airport, in a bank etc.). Foreign-language users have to be especially alert when interacting with authority figures who enjoy a certain level of power (e.g. teachers, officials and receptionists) and to know how to respond to them when trying to redress a grievance. Complaints may also emerge in interpersonal contexts (e.g. with strangers, acquaintances and friends) when, for instance, they fail to keep a commitment, forget to return a borrowed item or are perhaps disrespectful. The range of scenarios where complaints may occur can be found in a wide range of speech events.

The act of complaining as a speech event can be studied in what it expresses and its structure. Olshtain and Weinbach argue that '[i]n the speech act of complaining, the speaker (S) expresses displeasure or annoyance – censure – as a reaction to a past or ongoing action, the consequence of which are perceived by S as affecting her unfavourably.' (1993, p. 108). In practical terms, complaining involves risk-taking. First of all, it is a face-threatening act as it runs the risk of not caring about, or being insensitive to, the addressee's feelings and emotions (Brown and Levinson, 1987, p. 66). Secondly, interlocutors must assess the potential damage to a relationship resulting from pursuing a complaint. It is worth quoting Olshtain and Weinbach at length (where H refers to hearer and S to speaker):

> Since complaining or expressing censure is a face-threatening act directed toward H, and since its conflictive nature might result in a breach of the social goal of maintaining comity and harmony between S and H (Leech, 1983), S is faced with a series of "payoff" considerations before the actual realization of censure can take place. Obviously, the annoyed and frustrated S needs to air her feelings in order to regain emotional balance or in order to get "things done properly". But how does this compare to the risk of losing a friend or causing another person considerable embarrassment and possibly even anger which might affect his willingness to carry out repair? (1993, pp. 108 - 109).

Therefore, when enacting a complaint, the complainer needs to assess how the addressee will react to criticism, the potential damage to a relationship and whether such damage can be repaired (Olshtain and Weinbach, 1993). Consequently, it is important that foreign-language users measure the forcefulness of a complaint which Boxer discusses in terms of direct and indirect complaints:

> The speech act of complaint actually consists of two very different types of speech behaviours. While direct complaints are usually face threatening acts, indirect complaints typically serve to establish solidarity. Little attention has been paid in the literature to indirect complaints, despite the fact that they are ubiquitous in ordinary social conversation in many English-speaking communities. (2010, p. 163)

Since not all complaining is about seeking a transactional resolution, foreign-language users should also consider much more interpersonal objectives. The aim of this paper is to help foreign-language learners understand the risks involved in pursuing a chosen strategy, the implications involved, and the need to take into consideration power relations.

Developing pragmatic resources

Given the face-threatening nature of making a complaint, foreign-language users should have a range of resources at their disposal as they take into account the importance of attaining their goal and the potential resulting effect on interpersonal and transactional relationships. In critical pedagogical terms, foreign-language users enter the reflective stage and these resources can be described in terms of pragmalinguistic and sociopragmatic knowledge. Pragmalinguistic knowledge offers a language user a range of options in carrying out a given communication action:

> Pragmalinguistics refers to the resources for conveying communicative acts, and relational and interpersonal meanings. Such resources include pragmatic strategies such as directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts. (Rose & Kasper, 2001, p. 2)

For instance when complaining, the foreign-language user can start with a direct attack e.g. *I want to complain about* or *I am sorry but ....* (formulate the complaint) or an indirect and delayed confrontation e.g. *I don't know how to put this* or *I'm sorry but I wonder if you could help me, well, the thing is....* (formulate the complaint). At the same time, EFL learners need to recognise, and employ if necessary, routine complaint stems such as *I wish to complain about...* and *I know it's not your fault but...* Subsequently, students should be able to intensify a complaint e.g. *I wish to lodge a complaint* and *This service is really unacceptable* and soften the complaint e.g. *I wonder if you could help me out with this problem* and *I'm really sorry to bother you and I wouldn't except...*

Meanwhile, sociopragmatic knowledge helps the language user to know when a given utterance is appropriate in a given situation. 'sociopragmatics is very much about proper social behaviour' (Kasper & Rose, 2001, p. 3). The employment of direct and indirect language and the use of intensifiers and softeners allows complainers to protect or expose the face of the addressee.

Rather than teaching students pragmalinguistic and sociopragmatic knowledge as if they had no previous experience of dealing with complaints, teachers can start with what students' own experiences, attitudes, practices, beliefs etc. or what Bourdieu terms *habitus* (1972) and subsequently build on that knowledge as they interact in the target language.

Methodology

To undertake this research, 20 EFL users were asked to complete discourse completion texts (DCTs) as to how they would react to the following situations: in an airport when their late-night flight is cancelled forcing them to stay overnight in the departure lounge; being charged by the hotel at their final destination for the night they were going to miss; and not getting exactly what they ordered at the airport restaurant. The participants were expected to use their own knowledge and experience in reacting to the situations. The DCTs were completed in writing without any time limit being imposed.

The participants were all Mexicans studying at a public university in Guadalajara, Mexico. Their ages ranged from 22 to 27 years old. They all belonged to the middle-class and had an advanced level of English – with more than 750 hours of study. All the interactants agreed that their information could be used and, in turn, they were assured that their answers would be treated anonymously.

The first stage started with the learners using their own knowledge and resources. They were asked to react to three following situations:

Situation 1
Complaint situation: Your late-night flight has been cancelled because of bad weather and there is no compensation (e.g. hotel accommodation, monetary refund). You are annoyed but you also want to get meal vouchers from the airline staff and get on an early flight the next day.
Are you going to complain to the airline? Yes / No
What is more important: expressing your anger/frustration or finding a solution?
What would you say to the airline employee?

Situation 2
You telephone your hotel to say that you will be arriving the next day. They say that you will still have to pay for the night you missed.
Are you going to complain to the receptionist? Yes / No
What is more important: expressing your anger/frustration or finding a solution?
What would you say to the hotel receptionist?

Situation 3
While waiting at the airport you order a meal with one of your food vouchers. When they bring the food, it is not exactly what you ordered. There are French fries instead of salad.
Are you going to complain to the waiter? Yes / No
What is more important: expressing your anger/frustration or finding a solution?
What would you say to the waiter?

It should be stressed that the respondents were not obliged to complain when formulating their answer. In the second 'reflective' stage, the students reflected on their answers (rather than having them corrected by a teacher) and were asked if they were satisfied with their responses or whether they wished that they had had more resources with which to deal with the situations. To increase their communicative options, the teacher presented a range of pragmalinguistic and sociopragmatic resources that allowed them to be more or less conciliatory (through the use of direct and indirect language), increase or decrease the level of insistence (through the use of intensifiers and softeners), and measure the level of face attack (through examining the use of personal pronouns).

During the third 'action' stage, participants worked together in groups of three to build on their joint knowledge and experiences as they constructed a possible 'complaint' dialogue. They therefore reflected on how a possible dialogue might develop. This gave them the opportunity, if they wished so, to change their original answers and employ newly-introduced pragmalinguistic and sociopragmatic resources to reflect their communicative intentions.

Results

Due to space limitations, this paper presents, analyses and discusses only the results from the first situation. For the same reason, only a limited number of examples will be analysed. Nevertheless, the examples are illustrative of the challenges and problems that the participants faced. Out the 27 participants, 2 said that they would not complain and accepted the situation.

Stage 1: Naming the problem

In the first stage, when responding to the flight cancellation, participants demonstrated directness and intensification. For instance, in the following example, Pedro lists his demands without much thought as to how they could be satisfied by the airline.

Example 1:

Excuse me I paid for the flight, I demand a compensation, it is not my fault the weather is this bad. I have somewhere to be and I want the next flight. (8A)

Whilst using the formulaic *Excuse me*, Pedro shows perfunctory politeness but then engages in speech act assertives by demanding compensation and to be put on the next flight. As he imposes on the staff, there is no recognition of the airline staff's face and therefore this could potentially lead to a tenser situation if Pedro insists on his demands being met.

In the following example, Susana also insisted that the airline staff provided accommodation. Again it starts with the perfunctory *excuse me*:

Example 2:

Excuse me, you need to find us a place to stay you cannot leave us here I want to talk to your boss. (11A)

The list of needs and wants is especially face-threatening through the use of such speech act directives as ordering and commanding. This would certainly not be appreciated by staff members who are the ones that actually have the power to resolve the situation. A similar situation occurs in the following example where Pablo also lists a series of demands where the focus is on himself:

Example 3:

I already paid a lot of money and I demand to have a solution right away or give me a refund. (27A)

The emphasis on the first-person 'I' shows little willingness to negotiate and to grant any consideration to the plight of the airline staff who may be struggling to resolve the situation. Whilst he may well be in his rights to seek a refund, Pablo comes across as threatening which may provoke an adverse reaction from the airline staff.

Besides demonstrating a formidable degree of directness and insistence, participants also directly attacked the face of the airline and its staff. For instance, in the following example, Blanca criticised the staff's job performance.

Example 4:

> *I don´t like your service. It´s impossible you cannot compensate us for this, we already paid. (10A)*

Whilst presumably not responding to direct provocations, the airline staff would probably not react well to pejorative customer evaluations regarding their level of service and their inability to find a solution. In the following example, Adela attacks the airline:

Example 5:

> *I wasn´t planning on staying the night in this city. You as an acceptable airline must help us passengers with a refund or at least meal vouchers, as all of our stuff and money is packed and kept ready to be loaded into the aircraft. (2A)*

Adela underlines her plight by saying that she has no luggage or money and therefore demands compensation. Whilst justified in her response, she does not try to seek to find common ground with the airline representatives and resorts to issuing a demand. In the next example, Penelope issues a direct face attack by threatening to sue the airline:

Example 6:

I cannot believe this! And I thought this airline had high standards with customers. You will hear from my attorney. I will never come here again! (26A)

The expression of annoyance and criticism of the airline, followed by the threat of legal action, is well within the customer's rights but hardly helps Penelope to resolve the situation. These representative responses focus on criticising the airline and its employees but does not demonstrate a more reflective and considered approach whereby the customer attempts to use the speech act of complaining to achieve his/her communicative objectives.

Stage 2: Reflecting on the complaint

In the second stage, the participants were asked to reflect on how satisfied they were with their responses. The key factor is not whether respondents gave the 'right' or an 'appropriate' answer but whether they felt that they had framed the responses in the way that they wanted to.

Of the participants who answered the DCTs, the majority wanted to come across in more assertive ways so that they could achieve their goal. Seven interactants wished that they had enjoyed more direct ways of making a complaint and a similar number wanted to be more insistent. Five went even further and wanted to come across as tougher and show a greater sense of anger. In contrast, three participants wanted to come across as softer, and three as less angry and insistent.

Stage 3: Action -- Reformulating complaints

Reflecting on their responses and after teaching intervention which focused on the use of using conciliatory language, employing intensifiers and softeners and examining the effectiveness of personal pronouns, the participants constructed dialogues where they took into consideration their ability to achieve their goal. In the following example, Hermelinda, Ofelia and Clara deliberately sought to identify with the airline staff and seek understanding:

Example 7:

Customer:	*I know it's not your fault that my flight got cancelled but I wanted to know if you could help me with something.*
Clerk:	*Sure, go on.*
Customer:	*Well, the thing is I think we deserve some form of compensation, like some meal vouchers or something. Also it's important that I get to my destination soon so I need an early flight.*
Clerk:	*I understand the inconvenience. As for the meal vouchers, we'll be able to provide you with some.*
Customer:	*oh, thank you... But, what about my flight? (1A)*

Their starting point was to take the blame away from the airline representative with *I know it's not your fault* and make a plea for help with *I wanted to know if you could help me*. There is also a greater use of tentative language e.g. *Well, the thing is*. There is also a significant level of indirectness which reflects a conciliatory stance in trying to find a solution. There is a more effective use of personal pronouns to establish common ground. In the following example, the interactants, Delia, Georgina and Maria del Refugio try to use a degree sense of directness.

Example 8:

Clerk:	*I'm sorry to tell you this, Mr Smith, but the system is telling me that we don't have an answer yet. I'm afraid you may have to wait a little bit longer.*
Customer:	*Sorry, what?*
Clerk:	*Ok, Mr. Smith, the thing is that...*
Customer:	*(interrupts) I've been here for three hours sitting in an uncomfortable chair and to make it worse you just haven't solved anything (sigh). But, well, may I talk to your supervisor, please?*

The customer uses colloquial directness with *Sorry, what?* which does not directly attack the clerk's face as it is open to several interpretations e.g. an exclamation or a request to repeat the information. Delia, Georgina and Maria del Refugio try to justify their stance by providing a reason: *I've been here for three hours sitting in an uncomfortable chair and to make it worse you just haven't solved anything*. Finally they ask to speak to a supervisor. Whether this dialogue can be seen as successful or not is a matter of opinion but it at least represents a development from antagonistic and unproductive complaining.

Discussion

In this problem posing approach to studying complaints, students were asked 'to name, to critically reflect, to act'. The first stage indicates potential areas in which the respondents' pragmatic competence can be developed. First of all, attempts to assert customer power did not seem to be effective e.g. *I paid for the flight, I demand a compensation* (example 1) and *you need to find us a place to stay you cannot leave us here* (example 2). Furthermore, there is a lack of situational awareness since the customer is beholden to the airline staff who presumably have the ability to resolve the situation. At the same time, the use of directness appeared to be antagonistic and the level of imposition would also appear to be ineffective in this situation. For instance, exclamations such as *I already paid a lot of money and I demand to have a solution right away or give me a refund* (example 3) and *I don´t like your service. It´s impossible you cannot compensate us for this, we already paid* (example 4) do not appear to carry much weight in these circumstances as the flight has been cancelled. Finally, direct face attacks such as *You as an acceptable airline must help us passengers with a refund* (example 5) and *And I thought this airline had high standards with customers. You will hear from my attorney* (example 6) do not reflect real-life and sound over-dramatic. These direct face attacks do not represent a well thought-out strategy regarding how to achieve one's objective. In general, the participants appear to show a lack of sensitivity to the feelings of others. However, much in the right one claims to be, there is still a need to allow the other to save face.

During the second reflective stage, interactants said that they did not have the necessary pragmatic resources to come across in the way they wanted. This reflection indicates that teachers of English as a foreign language need to enable learners to come across in more powerful ways since this is a petition from the learners themselves. Teachers may spend too much time on teaching hedges and other softeners when learners say they want to be more assertive.

During the third action stage, participants appear to make use of pragmalinguistic and sociopragmatic resources to achieve their objective. This may prove to be more effective, Example 7 demonstrates the use of softeners as in *I know it's not your fault* and *Well, the thing is I think*. There is also an effective use of vague language which reflects indirect language use: *Well, the thing is* and *I wanted to know if you could help me with something.*

Meanwhile, in example 8, the respondents come across as forceful by giving concrete reasons for their anger i.e. *I've been here for three hours sitting in an uncomfortable chair and to make it worse you just haven't solved anything*. This contrasts to purely venting frustration in an emotional outburst and attacking the face of the addressee.

Conclusion

Foreign-language users often engage in temporary interactions with TL speakers such as during brief social encounters, on short business trips or when on family holidays. Interactions are often spontaneous, unrehearsed and momentary. They therefore need to be prepared to be dealing with negative incidents such as complaining with little preparation time Freire's (1993) problem posing approach, i.e. name-reflect-act, is one way to prepare them to do this, starting with the knowledge that the EFL users have about complaining.

From this research, which admittedly suffers from a limited number of examples, it can be concluded that pedagogic intervention can help learners to develop a more strategic use of language, especially with regard to their pragmalinguistic and sociopragmatic resources. Furthermore, foreign-language users can be made aware of the need for greater sensitivity to other people and increased awareness of contextual appropriateness.

The sample size is obviously a severe limitation in this research and more research is required in similar contexts with a greater number of interactants. However, a case has been made for the need to help foreign-language users negotiate difficult face-threatening speech acts such as complaining.

References

Allami. H. and Naeimi, A. (2011). A cross-linguistic study of refusals: an analysis of pragmatic competence development in Iranian EFL learners. *Journal of Pragmatics* 43, 385 - 406

Bourdieu. P. (1972). *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.

Boxer. D. (2010). Complaints: How to gripe and establish rapport In Martinez-Flor, Alicia and Usó-Juan Esther (eds.) *Speech Act Performance,: Theoretical, empirical and methodological issues*. (pp. 163 - 178) Amsterdam/Philadelphia: John Benjamins.

Eggins. S. & Slade, D. (1997). *Analysing Casual Conversation*, London: Cassell.

Freire P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

Halliday. M. A. K. (1997/1973). Language in a Social Perspective. In Coupland N. & Jaworski, A. (eds.), *Sociolinguistics: A Reader and Coursebook*, (pp. 31 - 38). Basingstoke: Macmillan.

Halliday. M. A. K. (1975). *Learning How to Mean: Explorations in the Development of Language*, London: Edward Arnold.

LoCastro. V. (2012). *Pragmatics for Language Educators, A Sociolinguistic Perspective*, Routledge: New York.

Martin. J. R. & Rose, D. (2003). *Working with Discourse: Meaning beyond the clause*, London: Continuum.

Mills, S, & Grainger, K. (2016). *Directness and Indirectness Across Cultures*, Basingstoke, Hampshire UK: Palgrave Macmillan.

Olshtain E. & Weinbach, L. (1993), Interlanguage features of the speech act of complaining, in Kasper G. & S. Blum-Kulka (eds.) (1993), *Interlanguage Pragmatics* (pp. 108 - 122). New York: Oxford University Press.

Paltridge, B. (2006). *Discourse Analysis*. London: Continuum.

Rose, K. and Kasper, G. (2001), *Pragmatics in Language Teaching*, Cambridge: Cambridge University Press.

Widdowson, H. G. (2007). *Discourse Analysis*, Oxford: Oxford University Press.

Análisis del Discurso e innovación educativa: La (re)construcción del perfil deseable del diseñador gráfico a través del discurso académico

Karina Gabriela Ramírez Paredes
Ma. Eugenia Flores Treviño
Universidad Autónoma de Nuevo León

1. Introducción

La exploración, la reflexión y la investigación en torno a los discursos que conforman al diseño gráfico se han convertido en una tarea para la comunidad académica interesada en el tema, ya que la disciplina proyectual, de acuerdo con Sánchez (2012), traspasa las barreras del lenguaje hablado, integrando al hombre con el entorno y estableciendo una relación entre el productor con el consumidor. Así se convierte en un medio al servicio de la cultura y la alfabetización de los pueblos. Sobre esta base, el artículo expone el análisis efectuado en el discurso sobre el diseño gráfico, con el objetivo de determinar las formaciones imaginarias del diseñador gráfico idóneo a partir del análisis de un *corpus* discursivo recopilado en el campo académico. Se busca proponer un modelo didáctico para avanzar en el logro del perfil idóneo del profesional de la mirada.

Se examinaron las ideas más representativas y los imaginarios discursivos existentes de la profesión, además de presentar un acercamiento que permita conocer más a la disciplina, y aportar al área de conocimiento la construcción de perfiles idóneos que habrá que alcanzar en la currícula.

En la investigación se analiza, mediante el manejo del sentido, la incidencia de las formaciones imaginarias (Pêcheux, 1978) y su relación con las manifestaciones del *habitus* (Bourdieu, 2000), la ideología (Reboul, 1986), el poder (Foucault, 1987), así como las representaciones sociales (Moscovici, 1986; Jodelet, 1986 y Van Dijk, 1999) en el corpus seleccionado. Posteriormente, con base en los resultados, se establecen y revisan las categorías obtenidas: 1) Adquisición e incorporación del conocimiento, 2) Destrezas mentales y métodos de producción y actuación, 3) Hábitos profesionales, actitudes y valores, y 4) Dinámicas de integración, comunicación interpersonal y trabajo cooperativo, las cuales dan pie a la construcción del perfil idóneo del diseñador gráfico.

Finalmente, con base en la investigación desarrollada se presenta una perspectiva didáctica para avanzar en la formación del diseñador gráfico mediante el Aprendizaje Basado en Investigación (ABI), el cual fomenta el desarrollo de habilidades, aptitudes e intereses que permiten alcanzar las categorías mencionadas anteriormente. Un objetivo del ABI es "establecer un vínculo entre los programas de formación académica y las áreas de investigación, que ayude a los estudiantes a construir conocimiento a partir de conexiones intelectuales y prácticas entre los contenidos del curso y las fronteras de investigación en la disciplina" (Dirección de Investigación e Innovación Educativa ITESM, s.f., p.3). Otro sustento es la Investigación-Acción que entiende la enseñanza como un proceso de investigación, un proceso de continua búsqueda que constituye una vía de reflexiones sistemática sobre la práctica con el fin de optimizar los procesos de enseñanza – aprendizaje (Bausela, s.f.).

Al aportar un producto de investigación en el diseño gráfico se busca brindar elementos que pueden ser aprovechados en la educación dentro del área y que contribuyan a la creación de profesionales independientes, innovadores y productores de esquemas y conocimientos que amplíen su campo de trabajo.

2. Diseño metodológico y *corpus* de estudio

La investigación se trabajó bajo el método cualitativo e inductivo. Las principales características del método cualitativo son 1) su objetivo es la captación y reconstrucción de significado, 2) su lenguaje es básicamente conceptual y metafórico, 3) su modo de captar información es flexible y desestructurado, 4) su procedimiento es inductivo y, 5) su orientación es holística y concretizadora (Ruiz, 2012, p. 23). En el método inductivo el investigador establece conclusiones generales con base en hechos recopilados mediante la observación, en este método "los investigadores a partir de sus observaciones hacen las inducciones y formulan hipótesis y a partir de ellas hacen deducciones y extraen consecuencias lógicas, si estas son compatibles con el conocimiento aceptado, se procede a la comprobación y se aceptan o rechazan" (Dávila, 2006, p.189).

La investigación cualitativa se consideró pertinente ya que permite aproximarse a las representaciones discursivas del diseñador gráfico que manifiesta la muestra elegida. Además, sitúa a la profesión en un contexto real, y encuentra los sentidos, valores e ideología plasmados en su discurso. Para fines de la investigación, el método inductivo posibilita, a partir de casos particulares, obtener conclusiones generalizadas que expliquen el fenómeno analizado.

El perfil del diseñador gráfico idóneo es el conjunto de características, conocimientos, actitudes, aptitudes y valores, que debe reunir el diseñador gráfico para cumplir con un buen ejercicio profesional de nivel internacional. Por lo tanto la primera etapa del procesamiento de análisis del discurso fue localizar la incidencia de las formaciones imaginarias del diseñador gráfico idóneo y su relación con las manifestaciones del *habitus*, la ideología, el poder y el lugar social en el discurso del campo académico cuyo objeto de estudio es el diseño gráfico. Nos interesa aquel discurso que busca producir conocimiento para la disciplina, como metodologías, procesos y teorías. Para contar con una muestra representativa, se seleccionaron dieciséis textos que se dividen en: cuatro artículos de revistas arbitradas (Costa, 2004; Fragoso, 2008; Hernández, s.f.; Pontis, 2009), cuatro artículos publicados en comunidades/foros de reflexión y debate en torno a la temática (Belluccia, 2012; Chaves, 2015; Serrano, 2015; Vilchis, 2012), cuatro trabajos publicados en memorias de congresos de diseño (Guzmán, 2002; Ibáñez, 2002, Real, 2013; Restrepo, 2013) y cuatro obras que resultan de investigaciones o experiencias profesionales en torno a la profesión (Cardoso, 2014; Frascara, 2000; Rivera, 2013; Tiburcio, 2015). En total se recolectaron 16 textos. El recorte diseñado para el *corpus* data del año 2000 al 2015. Se decidió esa delimitación, debido a que en ese lapso se ha desarrollado mayor interés por el diseño gráfico como objeto de estudio. Para el análisis de las formaciones del *corpus* se desarrolló una matriz de congruencia, en la cual se organizaron los 60 fragmentos localizados que muestran incidencias de las formaciones imaginarias.

En la segunda etapa del proceso, a partir de los hallazgos de la etapa previa, se estableció un modelo que consta de cuatro categorías de análisis localizadas una vez concluida la matriz de congruencia y como parte de los resultados. Las cuatro categorías obtenidas son:

a. Adquisición e incorporación del conocimiento,
b. Destrezas mentales y métodos de producción y actuación,
c. Hábitos profesionales, actitudes y valores y,
d. Dinámicas de integración, comunicación interpersonal y trabajo cooperativo.

3. Aproximación al Diseño Gráfico

Ubicar una definición sobre el diseño gráfico que permita aclarar el quehacer de la profesión, no es cuestión simple, en palabras de Glaser "como diseñadores, nos ha preocupado durante mucho tiempo cuál es nuestra función en la sociedad" (2014, p. 9). La visión del diseño gráfico que se propone, se resume en la siguiente conceptualización operativa: el diseño gráfico es una disciplina que busca impactar a la sociedad y mejorar las situaciones o circunstancias sociales a través de la comunicación visual por medio del diálogo con otros campos del conocimiento y el trabajo interdisciplinario. Es una disciplina que requiere trabajo intelectual e investigativo debido al compromiso que asume con la cultura, la ética, la responsabilidad social, el medio ambiente, entre otros. Al mismo tiempo requiere un trabajo práctico al tener que comprender, planear y proyectar ideas por medio de la visualidad.

Ver al diseñador como investigador resulta pertinente, debido al compromiso que asume (o debe asumir) con la sociedad y los múltiples alcances que tiene la profesión; esta idea se vincula con la afirmación de Cardoso (2011), "el diseño tiende al infinito, es decir, a dialogar en alguna medida con casi todos los demás campos del conocimiento" (p.158).

4. Formaciones imaginarias, lugar social y representaciones discursivas

Las formaciones imaginarias se refieren al lugar e identidad que el sujeto hace de sí mismo, del receptor y del objeto de su discurso. En este proceso intervienen las formaciones sociales, ideológicas y discursivas, las cuales serán analizadas más adelante.

Dentro del discurso, el emisor y receptor ocupan ciertas posiciones que son determinadas por las formaciones imaginarias que "designan el lugar que A y B atribuyen cada uno a sí mismo y al otro, la imagen que ellos se hacen de su propio lugar y del lugar del otro" (Pêcheux, 1978, p. 48). Es decir, "el discurso se configura a partir de las estrategias adoptadas por A, basadas en las anticipaciones que se ha forjado sobre B, éste no como un ente real sino, nuevamente, como una representación de B" (Castro, 2006, p.80).

Estrechamente vinculado a estas formaciones se encuentra el lugar social, que hemos descrito como "el conjunto de rasgos que dan o no estatus y poder a los participantes en un intercambio comunicativo en la sociedad y en la cultura en que se hallan inmersos, y de estos rasgos depende el tipo de relaciones establecidas según la clase social, la ocupación, el grado de escolaridad, etc." (Flores, 2008, p.269).

4.1 La Formación social y el *habitus*

La formación social, según afirma Flores se determina por la estructura económica con sus modos de producción, y el conjunto de relaciones propias que influyen en el individuo, pues condiciona su vida cotidiana a través de una formación ideológica que la sustenta (Flores, 2008). En la formación social incide el *habitus*, comprendido por Bourdieu como "un sistema abierto de disposiciones que se confronta permanentemente con experiencias nuevas, y por lo mismo, es afectado también permanentemente por ellas. Es duradera, pero no inmutable" (Bourdieu, 1992, p.109).

4.2 La Formación ideológica

La formación ideológica actúa como una superestructura coercitiva sobre el individuo, la hemos definido (Flores, 2008) como correspondiente a la superestructura legal y política vigente en el sistema social al que pertenece, y que es coercitiva sobre él; "se remite a las ideas, creencias, etc., que posee el individuo que hacen legítimas las relaciones sociales, por medio de diversos mecanismos, uno de los cuales es la formación discursiva" (2008, p. 251).

Para Reboul "una ideología determina no sólo nuestra manera de hablar, sino también el sentir de nuestras palabras" (1986, p.11). En Flores (2008) articulamos sus ideas con la propuesta de Althousser y afirmamos que las formaciones ideológicas se definen en torno a las posiciones de clase asumidas o no por los sujetos. Esta concepción se complementa con las ideas de Reboul, quien declara que el discurso no es el lugar neutral de los enfrentamientos ideológicos, ni un instrumento de poder; "es la forma misma de poder" (1986, p. 34).

Este autor, expresa que "la ideología confiere a las palabras no sólo un sentido, sino también un poder. Poder de persuasión, de convocatoria, de consagración, de estigmatización, de rechazo. El término crea literalmente un monopolio y lo impone" (Reboul, 1986, p.12). El emisor puede creer que su ideología es autónoma, sin embargo está determinada por factores externos. Estos factores pueden ser la moral, la religión, la metafísica, la economía o la política.

Resulta pertinente retomar nuestra idea (Flores, 2008) sobre las consideraciones de Reboul y definir a la ideología con base en las siguientes premisas:

a) La ideología se entiende en su función positiva: permitir a los hombres discutir sin violencia, por tanto es un espacio de racionalidad donde existe la posibilidad de explicar, discutir, disentir, sin tener necesidad de recurrir a la violencia física.
b) Cada una de sus manifestaciones en el discurso es la justificación más o menos racional de un poder que conserva un elemento sagrado que tiene por objetivo disimular.
c) El dominio privilegiado de la ideología, donde ejerce directamente su función específica, es el lenguaje (Flores, 2008, p.257).

Una aplicación de lo expuesto se verifica en el siguiente fragmento de Kopp (2009), donde se encuentran manifiestas ciertas ideas que corresponden a una formación ideológica del diseñador gráfico basada en la mitología griega. El autor elabora una metáfora por analogía entre la metamorfosis de Dionisio y el imaginario sobre el diseño gráfico, de esta manera proyecta cierto imaginario, mediante un argumento de autoridad[1], en el que dice que el diseño gráfico se niega a solidificarse:

> El diseño gráfico cambiante es dionisiaco. Así como el dios griego Dionisio, sus definiciones se nos escapan. Él es polimórfico, muere u renace varias veces. Es complejo y huidizo. Alain Moureau no sabe cómo describirlo física o psicológicamente. Sus diversas fases (león, cabrío, oso, cabra, fantasma, toro, pantera, etc.) y nombres (Dionisio, Zagreu, Baco, Baqueu, Lakco, Sabázio, Brômio, etc.) no lo definen como un dios uno. Sus representaciones en estatuas van desde la imagen de niño en brazos, pasan por el hombre robusto y llegan hasta el sujeto afeminado de cabellos rizados (Kopp, 2009, p.120).

Esta representación versátil, polimórfica e inmortal resulta ser muy comprometedora para con el perfil del diseñador y la actividad proyectual, que renace diferente de acuerdo con las necesidades de la sociedad. El diseño no se compromete con una corriente y es por eso que la analogía de Kopp (2009) resulta muy abarcadora y compleja, por un lado, se observa la debilidad de consolidar una profesión, algunas veces invisible para la sociedad y por otro, es notable que

1 Ducrot se refiere a sus trabajos con Anscombre, en los cuales proponen el *razonamiento de autoridad*. Con él se alude a la circunstancia argumentativa que orienta lo transmitido a través de ciertos discursos, ya que se enuncia desde un lugar institucional específico, un lugar de autoridad (Ducrot, 1986, p. 106).

aunque la academia parece taciturna, se encuentra en una constante búsqueda de la solidificación del diseño.

4.3 La Formación discursiva

La formación discursiva es aquella en la cual inciden la formación ideológica y la social, ya que encuadran el desempeño comunicativo del sujeto:

> En la formación discursiva inciden de modo implicativo, la formación ideológica y la social. La formación discursiva implica varios tipos de restricciones en la producción discursivo-textual: a) lo que se puede decir; b) lo que no se puede decir (lo prohibido); c) lo que se debe decir; d) cómo se debe decir; e) cuándo se debe decir; f) quién lo dice y g) a quién lo dice. Estas restricciones están presentes de manera un poco diferente en las formaciones imaginarias que plantea Pêcheux (Haidar, 2000, p.47).

Esta idea se relaciona con las condiciones de posibilidad de emergencia de los discursos establecidas por Foucault (1987), las cuales se refieren a los mecanismos que controlan la producción, recepción y circulación de los discursos mediante procedimientos que tienen por función "conjurar los poderes y peligros, dominar el acontecimiento aleatorio y esquivar su pesada y temible materialidad" (Foucault, 1987, p.5). Tal postura, es perfectamente aplicable al campo del diseño gráfico, ya que, como se describe en el discurso de Frascara (2000) existe esa condición de posibilidad porque: "... en la mayoría de los casos la contribución del diseñador está enmarcada dentro de intereses económicos y políticos que dejan poco espacio para actuar frente a los problemas confrontados" (p.33).

4.4 Las representaciones socio-discursivas

Con el propósito de ofrecer una mejor descripción del imaginario social que pretendemos describir, aprovechamos el concepto de "representación"[2]. Denise Jodelet (1986) define el concepto como la designación de fenómenos múltiples que se observan y estudian a variados niveles de complejidad individual y colectiva, psicológica y social. De su teoría retomamos la propuesta de que las representaciones sociales incluyen una manera de interpretar y pensar la realidad cotidiana, una forma de conocimiento social y a la vez la actividad mental que desarrollan individuos y grupos para fijar sus posición en relación con situaciones, objetos y comunicaciones que les conciernen (Jodelet, 1986, p. 473). A esto añadimos que esos procesos comunicativos, se proyectan en el discurso, el cual posee la impronta de las representaciones sociales de los sujetos que interactúan. La autora sugiere que la incidencia de lo social se encuentra en el contexto en que se ubican los sujetos y los grupos; en la comunicación establecida entre ellos; en los marcos de aprehensión proporcionados por el bagaje cultural de los individuos y grupos; los códigos, valores e ideologías relacionados con las posiciones y haberes sociales específicos (Jodelet, 1986, p.473). Sus ideas son útiles para proyectar en este trabajo la representación discursiva del diseñador gráfico que existe en el campo académico.

5. Análisis de resultados. Caracterización de categorías para la construcción del perfil idóneo del diseñador

El enfoque metodológico para la construcción de las formaciones imaginarias del perfil idóneo del diseñador gráfico en el discurso del campo académico se enfocó en ampliar el conocimiento sobre el perfil profesional deseable, de acuerdo con investigadores cuyo objeto de estudio es el diseño gráfico.

El conocimiento obtenido del análisis del discurso en el campo académico permitió establecer cua-

2 Cuya teoría se esboza desde la psicología social por Serge Moscovici en 1961 (Jodelet, 1986, p.469).

tro rasgos que se han propuesto como categorías y dan pie a la construcción del perfil idóneo del diseñador gráfico: A) Adquisición e incorporación del conocimiento, B) Destrezas mentales y métodos de producción y actuación, C) Hábitos profesionales, actitudes y valores y, D) Dinámicas de integración, comunicación interpersonal y trabajo cooperativo. Las categorías se ordenan según la complejidad o nivel cognitivo que se requiere para llevarlas a cabo; sin embargo no existe relación entre el orden propuesto y la cantidad de incidencias que cada categoría tiene en el corpus. En la Figura 1 se presenta el porcentaje de incidencia de las categorías para la construcción del perfil ideal del diseñador:

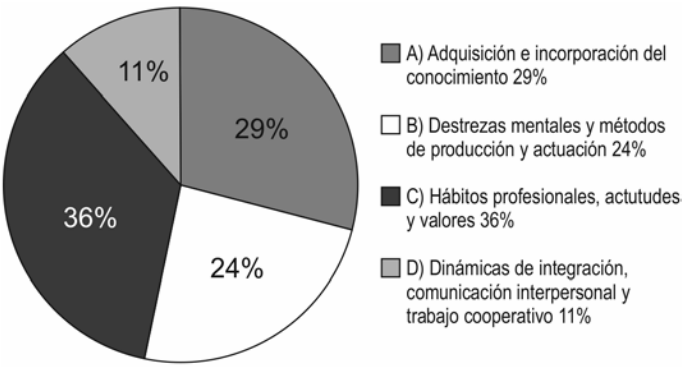


Figura 1. Incidencia de las categorías para la construcción del perfil ideal del diseñador.
Elaboración de Ramírez, K.

En la figura anterior se ilustra que en la producción discursiva de los académicos tienden a manifestarse las características de la categoría "Adquisición e incorporación del conocimiento" en un 29% de los fragmentos en los que se localizaron las formaciones imaginarias. Las "Destrezas mentales y métodos de producción y actuación" se reflejan en un 24% de los fragmentos; mientras que en la mayor cantidad de enunciados en el corpus, se discute sobre los "Hábitos profesionales, actitudes y valores" en un 36%. Finalmente, las "Dinámicas de integración, comunicación interpersonal y trabajo cooperativo" se muestran en un 11% de los fragmentos. En total se localizaron 48 fragmentos, que muestran 62 incidencias de las formaciones imaginarias, el lugar social, las formaciones sociales, el *habitus*, las formaciones ideológicas y las formaciones discursivas del perfil idóneo del diseñador gráfico.

Las cuatro categorías son parte de nuestra propuesta sobre las formaciones imaginarias que formarían parte del perfil idóneo del diseñador gráfico. Cabe aclarar que, aunque parecen independientes, inciden unas con otras. Sin embargo, el tema que más preocupa en la academia, por ser el más pronunciado en los discursos, es el representado por la categoría C. "Hábitos profesionales, actitudes y valores". Al respecto se tiene la hipótesis de que la "Adquisición e incorporación del conocimiento" y las "Destrezas mentales y métodos de producción y actuación" se adquieren fácilmente en la práctica, mientras que las "Dinámicas de integración, comunicación interpersonal y trabajo cooperativo", se da por medio de los "Hábitos profesionales, actitudes y valores"; por lo tanto categoría C representa una clave en el impulso profesional del diseñador gráfico en cualquier ámbito. Cada categoría se desglosó con el fin de analizar y ampliar los resultados del estudio; en el siguiente apartado se desarrolla cada una de ellas.

5.1 Resultados por categoría. Campo Académico del diseño gráfico

A continuación se presenta por cada una de las categorías, los resultados obtenidos que corresponden al análisis del campo académico del diseño gráfico y que permiten describir el perfil ideal del profesional proyectual:

A) Adquisición e incorporación del conocimiento. Supone el desarrollo cognitivo y acumulación de información adquirida mediante un proceso de aprendizaje y experiencias.

Los enunciados con manifestaciones de tipo cognitivo e informativo presentan tres subcategorías: a) Visual, b) Socio-cultural y, c) Multidisciplinar.

a) Subcategoría visual. Los investigadores en diseño gráfico asumen que el diseñador gráfico debe saber teorías sobre lenguaje visual, manifestaciones de la gráfica, códigos estilísticos, reglas y otros conceptos sobre organización visual y estructuración de mensajes, así como procesos de diseño. Respecto a esta subcategoría y como parte del ejercicio fundamental del diseñador gráfico, es posible seguir a Tiburcio (2015), cuando afirma:

> De acuerdo con estas visiones el diseñador gráfico tiene, como principios fundamentales, que estar bien informado y saber manejar conceptos y teorías, está obligado a tener un mayor número de conocimientos. Su actividad principal es visual y conceptual y tiene la obligación de lograr la funcionalidad, para lo cual tiene que ser capaz de reflexionar y establecer prioridades tanto tecnológicas como económicas (Acha, 2009) (Tiburcio, 2015, p.96).

b) Subcategoría Socio-cultual. Se manifiesta la necesidad que tiene el diseñador gráfico de conocer y clasificar objetos y seres que coexisten en su entorno social y cultural, así como la capacidad de construir experiencias que alimenten su mente y le permitan crear nuevas representaciones, nuevas perspectivas sobre la realidad que lo circunda, sin dejar a un lado la necesidad de conocer la opinión y experiencia del usuario, sus requerimientos y demandas, para obtener resultados que ayuden a resolver problemáticas, necesidades e inquietudes sociales. A continuación se presenta un fragmento en el que lo manifestado, es útil para sustentar esta subcategoría.

> Para la creación es vital el papel de la sensación y de la percepción. Si no vivimos experiencias no podremos almacenar nada en memoria y no tendríamos la necesidad de re-presentar, pues nuestra mente estaría vacía (Serrano, 2015, párr.13).

c) Subcategoría Multidisciplinar. El campo académico afirma que no solo es necesario conocer teoría relacionada al diseño gráfico o la visualidad, sino que dejan ver la necesidad del profesional de conocer y saber aplicar teorías y/o conceptos de otras disciplinas como la semiótica, psicología, antropología, sociología, lingüística, filosofía e historia.

Acudimos al discurso de Rivera (2013), donde se encuentra un fragmento que representa la esencia de la Categoría Adquisición e incorporación del conocimiento, en la cual se proyecta no solo un deber ser del diseñador gráfico, sino de la preceptiva que debería regir su enseñanza profesional:

> [...] que aprendan a conocer; que aprendan a hacer para que puedan influir en el propio entorno y que aprendan a vivir juntos para participar y cooperar con los demás en todas las actividades humanas. Desde esta óptica, la enseñanza basada en contenidos debe ser desplazada por una centrada en el desarrollo de competencias cognitivas y afectivas (Rivera, 2013, p.19).

B) Destrezas mentales y métodos de producción y actuación. Interviene una mezcla de habilidades y destrezas con capacidades cognitivas y métodos de actuación que posibilitan un mejor quehacer profesional.

Los discursos analizados en los cuales se manifiesta esta categoría, están relacionados con el modo de utilizar el conocimiento y la información adquirida previamente, también con la capacidad de mezclar necesidades divergentes, en la conceptualización y construcción de mensajes visuales que permitan generar nuevas significaciones dentro de los códigos culturales; así como en la agilidad mental para traducir elementos lingüísticos a elementos gráficos con un sentido estético tanto local como global. Esta idea se relaciona con el concepto de traducción intersemiótica, en donde Torop (2002) afirma que “todos los tipos de comunicación en la cultura pueden ser presentados como un proceso de traducción de textos (o fragmentos) en otros textos” (p.1).

Entonces, se define a la traducción intersemiótica como la reformulación de textos, mensajes o comunicación a través de nuevas representaciones y significados. Desde esta perspectiva, para esta categoría, la traducción intersemiótica se considera clave ya que se ve al trabajo del diseñador gráfico como una traducción extratextual, en donde una idea intangible se vuelve a comunicación visual. La traducción extratextual es entendida como “textos hechos de una sustancia (por ejemplo, verbal) son traducidos a textos hechos de otra sustancia (por ejemplo, audiovisual)” (Torop, 2002, p.2).

Dentro de los discursos analizados se detectó un fragmento que hace alusión a las destrezas y uso de materiales para ejecutar la acción de diseñar:

> Una vez que el diseñador logra la creación de la idea procede a su materialización. Esto es, transforma su idea a un plano concreto, mediante la utilización de

> materiales y herramientas —papel, computadora, lápices, pinturas, estilete, etc.—, en conjunto con la selección y organización de los elementos del código visual —color, textura, forma, tipografía y espacio— que responde a la re-presentación de la idea. Aquí aparece el producto diseñado, que cobra vida, es tangible y, más que nada, al fin se puede ver (Serrano, 2015, párr.10).

C) Hábitos profesionales, actitudes y valores. Requiere el compromiso ético, las actitudes y valores que guían la integridad del diseñador gráfico y su comportamiento. Implica la crítica social y requieren adquirir previamente el nivel cognitivo y los métodos de actuación de las categorías uno y dos.

Para esta categoría, dentro del campo académico se manifiestan tres subcategorías: a) Compromiso social, b) Actitud creadora y, c) Profesionalismo.

a) Subcategoría Compromiso social. Se presentan los valores que tiene el diseñador gráfico con respecto al compromiso que tiene con la sociedad y la cultura, principalmente al buscar resolver problemas de la humanidad, para lo que es indispensable el acercamiento con los usuarios y sus problemáticas e inquietudes, así como su tradición e historia.
b) Subcategoría Actitud creadora. Centrada en la actitud tomada por los diseñadores al ejercer su profesión, se describe como un diseñador que personifica a la innovación, que es activo, propositivo, con iniciativa, actitud creadora y prospectiva. Se encuentra en constante búsqueda de problemas y posibles soluciones, para las cuales, conceptos como sustentabilidad, reciclaje y reaprovechamiento, se vuelven temas clave.
c) Subcategoría Profesionalismo. Se observa a un profesional capaz de poner en forma visual al

> mundo mediante mensajes estético-persuasivos que cumplan con las intencionalidades de comunicación de los clientes o usuarios y sus códigos culturales. Asimismo, se manifiesta un diseñador que alcanza parámetros internacionales con una visión y actitud crítica respecto a la realidad laboral de su profesión, ya que también conoce el valor y la complejidad del diseño gráfico.

Todos los compromisos que debe asumir un diseñador gráfico llevan a Belluccia (2012) a compararlo con un equilibrista, ya que es una gran cantidad de conocimientos, actividades y actitudes con las que el profesional debe trabajar, articulándolos, e integrándolos en todos sus proyectos:

> Diseñar es difícil porque siempre hay que combinar positivamente necesidades divergentes. Es como el equilibrista que maneja su larga vara para no caerse de la cuerda ni para un lado ni para el otro, ya que caiga por donde caiga el impacto será igual de doloroso ¡Ay! (Belluccia, 2012, párr.12).

La metáfora así elaborada, proyecta sin duda, la necesidad de la multidisciplinariedad que implica el quehacer profesional del diseñador gráfico.

D) Dinámicas de integración, comunicación interpersonal y trabajo cooperativo. Supone capacidades y habilidades que favorecen procesos de cooperación e interacción social y permiten al diseñador gráfico trabajar de forma pluri, multi, inter, intra y/o transdisciplinaria.

El campo académico del diseño gráfico propone el perfil de un profesional totalmente colaborativo, no solo capaz de trabajar interdisciplinariamente con disciplinas como la sociología, psicología, mercadotecnia o antropología, sino también de coordinar ambiciosamente el proceso de diseño. A continuación se presenta un fragmento en el que se manifiestan éstas características:

> A este respecto, Frascara (2004) describe a un diseñador mucho más activo y propositivo, que tiene iniciativa, que posee la habilidad de definir objetivos y métodos con capacidad técnica, científica y profesional. Él habla del diseñador como un identificador y solucionador de problemas y necesidades sociales, que además debe fungir como coordinador ambicioso de equipos interdisciplinarios. Habla de un diseñador que sepa dialogar con todas las disciplinas involucradas en cada proyecto como sociólogos, psicólogos, mercadólogos, antropólogos, etcétera. En relación con esto, Zaccai (1995) sugiere que el diseñador debe reclamar su papel de visionario integral y coordinador del proceso de desarrollo del producto (Tiburcio, 2015, p.96).

6. Aprendizaje Basado en Investigación e Investigación-Acción como base de una propuesta didáctica para la formación del perfil deseable del diseñador gráfico

El Aprendizaje Basado en Investigación (ABI) "es un enfoque didáctico que permite hacer uso de estrategias de aprendizaje activo para desarrollar en el estudiante competencias que le permitan realizar una investigación creativa en el mundo del conocimiento" (Dirección de Investigación e Innovación Educativa ITESM, s.f., p.2). Un objetivo de la incorporación del ABI es el desarrollo de competencias de la investigación, por ejemplo:

> Lectura y pensamiento crítico, análisis, síntesis, autodirección, capacidad de trabajar por cuenta propia, liderazgo, innovación, creatividad, utilización adecuada de los recursos disponibles en biblioteca y

> medios electrónicos entre otras, con la finalidad de involucrarlos en el proceso de descubrimiento científico dentro del trabajo del aula en sus disciplinas específicas, cualquiera que sea su área (Dirección de Investigación e Innovación Educativa ITESM, s.f., p.3).

Otra variante para abordar proyectos desde la disciplina objeto de estudio de esta reflexión en el ámbito de la investigación para el diseño es la Investigación-Acción, ya que también ayuda a formar al diseñador con herramientas investigativas. Para Bausela (s.f.) la Investigación-Acción entiende la enseñanza como un proceso de investigación, un proceso de continua búsqueda que constituye una vía de reflexiones sistemática sobre la práctica con el fin de optimizar los procesos de enseñanza – aprendizaje.

Con base en el trabajo de Kemmis y MacTaggart (1988), Bausela (s.f.) afirma que la Investigación-Acción en un proceso metodológico de investigación orientado al cambio educativo, tiene las siguientes características: 1) Es construido desde y para la práctica, 2) Busca mejorar la práctica a través de su trasformación, al mismo tiempo que procura comprenderla, 3) Demanda la participación de los sujetos en la mejora de sus propias prácticas, 4) Exige una actuación grupal por la que los sujetos implicados colaboran coordinadamente en todas las fases del proceso de investigación, 5) Implica la realización de análisis crítico de las situaciones y 6) Se configura como una espiral de ciclos de planificación, acción, observación y reflexión.

Respecto a la investigación como factor indispensable en la enseñanza del diseño gráfico Tiburcio (2015) afirma que el diseño gráfico debería "concentrarse más en el mundo de las ideas, de los conceptos, de los códigos culturales visuales con los que de alguna manera siempre trabajó, pero que no necesariamente explotó a fondo" (Tiburcio, 2015, p.97).

En la misma línea de ideas, Rivera (2013) propone que el diseñador debe contar con destrezas para investigar y analizar un asunto problemático y habilidades de razonamiento que le permitan coordinar, extender y defender conocimientos; también debe ser competente para formar conceptos y organizar información en categorías o grupos. Finalmente, debe dominar destrezas de traducción para mantener significados a pesar de los cambios de contexto.

El ABI permitirá desarrollar un primer acercamiento al campo de la investigación por medio de estrategias específicas, por ejemplo: 1) referir investigaciones personales en el diseño del curso, 2) ubicar la investigación más reciente en la disciplina, 3) diseñar actividades de aprendizaje alrededor de temas contemporáneos de investigación, 4) enseñar métodos, técnicas y habilidades de investigación declarados en el programa de estudios, 5) construir actividades de investigación en pequeña escala como parte de las actividades del curso, 6) involucrar a los estudiantes en proyectos departamentales de investigación, y 7) motivar a los estudiantes a sentirse parte de la cultura de investigación de los departamentos (Dirección de Investigación e Innovación Educativa ITESM, s.f.).

Entonces, por lo arriba expuesto, la investigación resulta fundamental en la formación del diseñador gráfico y en su quehacer profesional, ya que permite perfeccionar técnicas y desarrollar nuevos procesos, así como identificar y fomentar conexiones con otras disciplinas (como las ciencias sociales, antropología, psicología, entre otras) y sobre todo, comunicarse con esas disciplinas y entenderlas para generar una cultura visual y buscar mejorar la calidad de vida de la sociedad mediante proyectos de diseño.

Esta propuesta didáctica se ha implementado, en un nivel piloto, con los estudiantes de la Licenciatura en Diseño Gráfico de la Facultad de Artes Visuales de la Universidad Autónoma de Nuevo León mediante el *DiseñoLab*: Laboratorio de Intervención en el Diseño, en donde las estrategias específicas efectuadas son:

a. Fomentar el trabajo investigativo y colaborativo en el diseño gráfico.
b. Conformar una red de investigadores formados y en formación, que mediante su práctica colaboren a detectar problemas y a buscar solución a los mismos.
c. Proporcionar un banco de tópicos emergentes para que orienten los proyectos de investigación que reconozcan necesidades, tendencias e intereses en el campo del diseño gráfico.
d. Incrementar las competencias lingüísticas y de sistematización de información para la estructuración de artículos científicos publicables.
e. Brindar apoyo bibliográfico a investigadores y estudiantes interesados en comenzar y desarrollar un proyecto de investigación.

El proceso llevado a cabo hasta ahora, ha permitido analizar el proceso por el que pasan los diseñadores gráficos participantes; al comenzar los colaboradores permanecían a la expectativa, con dudas a las que no se habían dado a la tarea de buscar respuestas. Sin embargo, al finalizar se notaban más críticos, analíticos, participativos y en constante búsqueda de problemas y respuestas. Algunos de los participantes no solo analizaban cómo se vivían ciertos problemas relacionados con el diseño, sino que los estudiaban desde su punto de origen y proyectaban soluciones.

Conclusiones

La representación socio-discursiva del diseñador gráfico idóneo contiene los siguientes rasgos: a) alto desarrollo cognitivo, b) compromiso ético mediante actitudes y valores que se reflejan es sus hábitos profesionales y, c) capacidades y habilidades que favorecen procesos de cooperación e interacción social.

A partir de los hallazgos en la indagación sobre los rasgos que constituyen el imaginario sobre el profesional del diseño gráfico, se tiene que:

- Lo que más preocupa a la academia es plantear un diseñador innovador, activo y propositivo, con iniciativa y actitud creadora, comprometido con la sociedad y la cultura; además de contar con una visión y actitud crítica respecto a la realidad laboral de su profesión.
- Por medio del fomento de la investigación el diseñador puede desarrollar habilidades que le permitan alcanzar el perfil idóneo del profesional, cuya representación socio-discursiva ha sido propuesta por el campo académico.

Los rasgos expuestos por la academia dan paso a profesionales críticos e independientes, ya que de acuerdo con Cardoso (2011) "sin crítica y sin pensamiento, el profesional de diseño tiende a permanecer en una posición subordinada dentro del mercado de trabajo, casi siempre subalterno, casi nunca directivo; más autómata que autónomo" (p.162). Esto significa que la tarea de los programas de formación en diseño es dejar de ver al diseñador gráfico como un técnico o persona únicamente práctica, para comenzar a potenciar su capital intelectual y ubicarlo como un investigador, capaz de impactar a la sociedad mediante la valorización académica de la disciplina y la dimensión proyectual que ésta conlleva. Y para logarlo, hay que modificar la perspectiva, hay que resignificar la labor que el profesional de la mirada desarrolla, y asumir el imaginario que se ha generado desde la visión científica dentro del campo académico del diseño gráfico.

Lo anterior permitirá vislumbrar acciones para que la sociedad, el diseñador en formación, así como el ya inserto en el campo de la profesión, conozca más sobre la profesión y su impacto en la cultura y se reconozca bajo esos parámetros. Además, se trata de facilitar la creación de cursos de extensión o educación continua de especialización que permitan un mejor desempeño profesional, la elaboración de perfiles de ingreso y egreso, así como la mejora de los programas educativos de las licenciaturas de diseño gráfico.

Estos resultados solamente conciernen al campo académico ya que se restringen al corpus seleccionado para este trabajo. Como proyectiva, existe la necesidad de revisar otras muestras recabadas en diversos ámbitos de la academia, así como buscar la implementación de programas que apoyen al desarrollo de habilidades que le permitan alcanzar el perfil idóneo del diseñador gráfico para contar con mayor evidencia que permita contrastar los hallazgos aquí esbozados. Sin embargo, se considera que la perspectiva teórica aquí expuesta, desde los resultados de la estrategia metodológica llevada a cabo, aporta al conocimiento puntual del perfil del diseñador gráfico desde el campo académico, como se enunció en los propósitos de este artículo.

Finalmente, la implementación realizada de la propuesta didáctica confirma que investigar formalmente desarrolla una mente más abierta en el diseñador gráfico ya que permite conocer una gran cantidad de procesos, métodos, teorías que existen, que influyen y que están, de algún modo, vinculadas al diseño. Se dejan de ver los problemas desde un punto de vista reduccionista y parcial, y se empieza a entender la complejidad de las interrelaciones de los componentes del diseño.

Referencias

Bausela, E. (s.f.) La docencia a través de la investigación-acción. En *Revista Iberoamericana de Educación*. ISSN 168-5653. Recuperado de http://www.rieoei.org/deloslectores/682Bausela.PDF el 16 de agosto de 2016

Belluccia, R. (31 de mayo de 2012). *El diseñador, un equilibrista profesional*. [Mensaje en Foro]. Recuperado el 20 de febrero de 2016 de: http://foroalfa.org/articulos/el-disenador-un-equilibrista-profesional

Bourdieu, P. (1992). *Réponses*. París: Seuil

Bourdieu, P. (2000). El habitus y los espacios de los estilos de vida. En *La distinción. Criterio y bases sociales del gusto* (pp.169-226). México: Aguilar, Altea, Taurus, Alfaguara

Calvera, A. (2010). Cuestiones de fondo: la hipótesis de los tres orígenes del diseño. En Salinas, O. y Losada, M.A. (Ed.) (2010). *Diseño e Historia: tiempo, lugar y discurso* (pp.63-85). México: Editorial Designio

Cardoso, R. (2014). Conclusión: Nuevos valores para el diseño (y su enseñanza). En *Diseño para un mundo complejo* (pp.148-170). México: Ars Optika Editores, S.A. de C.V.

Castro, M. (2006). Imágenes y representaciones en el periodismo de izquierda en México. En *Revista Palabra Clave*, Vol. 9(2), 77-90. Recuperado el 10 de septiembre de 2016 de https://dialnet.unirioja.es/descarga/articulo/2360125.pdf

Chaves, N. (12 de marzo de 2015). *Formación cultural del diseñador*. [Mensaje en Foro].Recuperado de: http://foroalfa.org/articulos/formacion-cultural-del-disenador

Costa, J. (2014). Diseño de Comunicación Visual: el nuevo paradigma. *Gráfica*, Vol. 2(4), 89-107. ISSN (en línea) 2014-9298, ISSN (impresión)

2339-7500. Recuperado de revistes.uab.cat/grafica/article/download/v2-n4-costa/pdf

Dávila, G. (2006). El razonamiento inductivo y deductivo dentro del proceso investigativo en ciencias experimentales y sociales. *Laurus*. pp. 180-205. Recuperado el 26 de mayo del 2014, de: http://www.redalyc.org/comocitar.oa?id=76109911

Dirección de Investigación e Innovación Educativa ITESM (s.f.). *Aprendizaje Basado en la Investigación. Técnicas Didácticas.* Recuperado el 31 de agosto de 2017, de: http://www.itesca.edu.mx/documentos/desarrollo_academico/Metodo_Aprendizaje_Basado_en_Investigacion.pdf

Ducrot, O. (1986). *El decir y lo dicho. Polifonía de la enunciación*. Barcelona: Paidós.

Flores, M.E. (2008). *Función poética del lenguaje: la ironía en el habla de Monterrey*. Monterrey: UANL

Foucault, M. (1987). *El orden del discurso*. Versión española de Alberto González Troyano (3ª Ed.). Barcelona: Clotet-Tusquets

Fragoso, O. (2008). El Diseño como actividad multidisciplinaria. *Revista del Centro de Investigación*. Universidad La Salle, Vol. 8, pp. 55-68. ISSN 1405-6690 Recuperado de http://www.redalyc.org/articulo.oa?id=34282907

Frascara, J. (2000). Primera parte: El diseño gráfico. En *Diseño gráfico y comunicación* (2ª ed.) (pp. 19-60). Argentina: Ediciones Infinito. ISBN: 9789879637029

Glaser, M. (2014). *Diseñador/Ciudadano. Cuatro lecciones breves (más o menos de diseño).* Barcelona: Editorial Gustavo Gili.

Guzmán, J. (2002). Actores y propuestas en la reconstrucción del término diseño. En *Reconstrucción del término diseño* (pp. 163-184). México:

Asociación Mexicana de Escuelas de Diseño, ENCUADRE. ISBN 970-27-0360-3

Haidar, J. (2000).El poder y la magia de la palabra. El campo del análisis del discurso. En Del Río, N. (coord.) *La producción textual del discurso científico*. México: UAM-X, pp. 33-66. Recuperado el 6 de mayo de 2015 de: http://www.uam.mx/cdi/pdf/publicaciones/produccion/poder.pdf

Hernández, M. (s.f.). *El diseño gráfico como acto hermenéutico*. Recuperado el 6 de enero de 2016, de http://goo.gl/gA46Ii

Ibáñez, P. (2002). La cambiante definición del diseño. En *Reconstrucción del término diseño* (pp.135-148). México: Asociación Mexicana de Escuelas de Diseño, ENCUADRE. ISBN 970-27-0360-3

Jodelet, D. (1986) La representación social: Fenómenos, concepto y teoría. en Moscovici, S. (ed.) *Psicología Social II. Pensamiento y vida social. Psicología social y problemas sociales* (pp. 469-494). Barcelona: Paidós

Kopp, R. (2009). *Diseño gráfico cambiante.* México: Ars Optika

Moscovici, S. (1986) *Psicología Social II. Pensamiento y vida social. Psicología social y problemas sociales.* Barcelona: Paidós.

Pêcheux, M. (1978). *Hacia el análisis automático del discurso* (Manuel Alvar Ezquerra, traductor). (Texto original publicado en 1975). Madrid: Gredos

Pontis, S. (Diciembre 2009a). Diseño gráfico: un novel objeto de investigación. Caso de estudio: el proceso de diseño. *Iconofacto, Revista de la Escuela de Arquitectura y Diseño*. Vol. 5(6), pp. 9-18. Medellín (Colombia): Universidad Pontificia Bolivariana. ISSN 1900-2785. Recuperado el 15 de febrero de 2016 de https://goo.gl/6n1bi3

Real, A. (2013). El valor del diseño. Concepciones desde el campo laboral del diseño gráfico. En *Aristas del Diseño*. Memorias del Segundo Coloquio Nacional en Investigación para el Diseño (pp. 161-172). México: Universidad Autónoma de Aguascalientes. ISBN 978-607-8275-90-7

Reboul, O. (1986). *Lenguaje e ideología*. México: F.C.E.

Restrepo, M. (2013). Por un diseño de comunicación. La dimensión comunicacional del diseño gráfico. En *Aristas del Diseño*. Memorias del Segundo Coloquio Nacional en Investigación para el Diseño (pp. 91-100). México: Universidad Autónoma de Aguascalientes. ISBN 978-607-8275-90-7

Rivera, A. (2013). *La Nueva Educación del Diseño Gráfico*. Designio: libros de diseño: México

Ruiz, J. (2012). *Metodología de la investigación cualitativa* (5ta. ed). Bilbao: Universidad de Deusto

Sánchez, M. E. (julio de 2012). El Diseño Gráfico y su aportación a la divulgación científica. *Actas de Diseño*. Año 6 (13), pp. 237-240. Recuperado el 16 de septiembre de 2016 de: http://goo.gl/HtL5C6

Serrano, M. (15 de octubre de 2015). ¿Cómo piensa el diseñador para crear? [Mensaje en Foro]. Recuperado el 16 de septiembre de 2016 de: http://foroalfa.org/articulos/como-piensa-el-disenador-para-crear

Tapia, A. (2014). *Hacia una definición del diseño gráfico.* Universidad Autónoma de Ciudad Juárez. Recuperado el 20 de febrero de 2016 de: http://www.uacj.mx/IADA/DD/LDG/Documents/LECTURAS%202014/Lectura%20del%20Mes%20-%20Enero2014%20-%20Definicion%20de%20Diseno.pdf

Tiburcio, C. (2015). Ejercicio profesional del diseñador gráfico en el siglo XXI: El contexto social mexicano. En *La sociedad red del siglo XXI y el dise-*

ño gráfico: Formación y ejercicio profesional de los diseñadores (pp. 67-98). México: Universidad Iberoamericana Puebla y COMAPROD.

Torop, P; (2002). Intersemiosis y traducción intersemiótica. En *Cuicuilco*, 9() Recuperado de http://www.redalyc.org/articulo.oa?id=35102502

Van Dijk, T. (1999) *Ideología. Una aproximación multidisciplinaria*. (Versión en español de Lucrecia Berrone de Blanco) Barcelona: Gedisa.

Vilchis, L. (24 de julio de 2012). *Hermenéutica de lo diseñado*. [Mensaje en Foro]. Recuperado el 16 de mayo de 2016 de: http://foroalfa.org/articulos/hermeneutica-de-lo-disenado

An Appraisal study of NESTs' reasons to immigrate to Mexico

Sandra Juárez Pacheco
Teresa A. Castineira Benítez
Michael Thomas Witten
Benemérita Universidad Autónoma de Puebla

In memory to Nick Elson

Introduction

This chapter presents the results of a study that explains Native English Speaking Teachers' (NESTs') reasons to immigrate to Mexico, using Martin and White's (2005) appraisal framework, while examining the importance of the immigration phenomenon (Suarez-Orozco, 2001, 2003) that has been taking place all over the world. The study is warranted because it appears that 'nativeness' has become an important factor that could affect the hiring of nonnative speaking English teachers in many countries around the world (Braine 1999, Ahmed 2004, Kiczkowiak, 2014). Ahmed's (2004) study examined attitudes towards native and nonnative teachers in two university settings and concluded that nonnative English teachers are judged in terms of nativeness not only by workmates but by students as well. Because of the important role that NESTs play in the teaching of English in Mexico, this research explored the reasons why six native English speakers immigrated to Mexico. Using Appraisal Theory (Martin & White, 2005), the study characterizes their main purposes for migrating and how they see themselves as professors teaching in a country where English is not the first language. The following section provides the reader with an overview of Martin and White's (2005) Appraisal Theory.

Appraisal System: The Origins

Appraisal Theory is a systematic analytical approach that focuses on the interpersonal metafunction in Systemic Functional Linguistics (SFL) (Halliday, 1994, 2004). Interpersonal meanings are strongly oriented to interactions and feelings in SFL. Moss (2011) describes Halliday's (1994, 2004) SFL as "a holistic language model and social context which conceive the language as a resource to build meanings and achieve communicative purposes (p.15)." Eggins (2004) claims that SFL conceives language as a social semiotic and contributed to linguistic analysis by developing the concept of functional grammar, which shows how simultaneous strands of meaning are expressed in clause structures. One of these simultaneous strands of meaning is the interpersonal strand, which can be systematically characterized using Martin and White's (2005) Appraisal Theory. White (2001) describes the Appraisal framework as:

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

Similarly, Butt, Fahey, Feez, Spinks and Yallop (2003) describe Appraisal as follows:

> The resource of appraisal is one of the ways speakers position their audience. In other words, their choice of lexicogrammatical patterns influences the audience's personal reaction to the meaning in a text. We have only to think of the positive or negative spin put on the 'same information' by opposing sides of a debate to see how this positioning works. However, if the colour or

> flavor of the text is very strong, the audience may interpret the text as being very strong, the audience may interpret the text as being very emotional, judgmental or critical, so lexicogrammatical resources for creating and interpreting appraisal and attitude are important tools in our exploration of text (p.120)

In this particular research, Appraisal System Analysis (ASA) is the system which is helping to interpret and explore the feelings expressed by the participants. This system is formed by three sub-systems as represented in the following table taken from *The Language of Evaluation: Appraisal English* by Martin and White (2005):

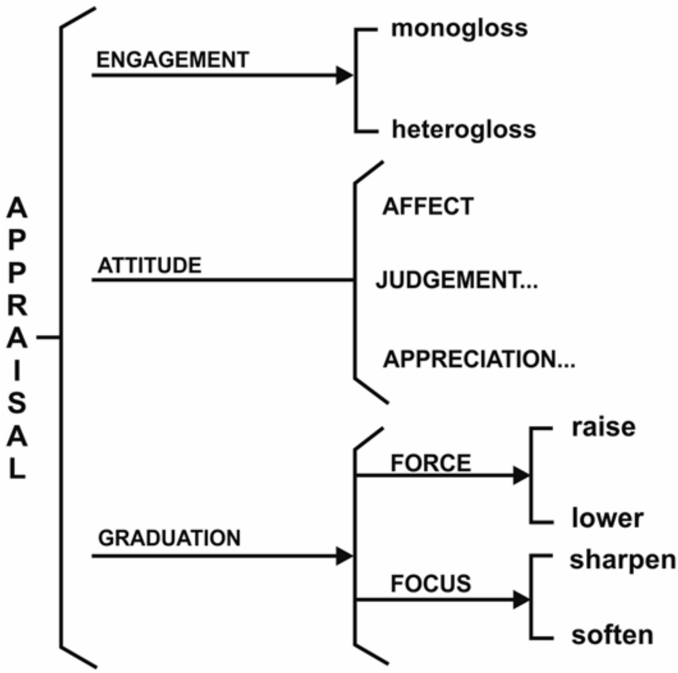


Figure 1.1 An overview of appraisal resources (taken from Martin and White, 2005, p. 38)

As illustrated in Figure 1.1, the Appraisal System is structured by three sub-systems: Engagement, Attitude and Graduation. This research focuses on the sub-system of Attitude, which is concerned with feelings such as emotional reactions, judgments of behaviors and the evaluation of things. This sub-system deals with three region: affect, judgment and appreciation. According to Martin and White (2005), all of them deal with emotions and feelings:

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

As Martin and White (2005) point out, this sub-system has three regions, each one with its own concerns, which adds depth to the evaluation of personal narratives such as those analyzed in the current study. These regions of attitude are discussed below in further detail.

Affect

According to Martin and White (2005), Affect is concerned with "registering positive and negative feelings" (p.42). There are six factors, written as questions, are intended to assist the analyst in correctly classifying appraisals within the affect typology:

- Are the feelings popularly construed by the culture as positive (good vibes…) or negative ones (bad vibes…)?

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

One of the variables of Affect is *dis/inclination*, which covers intentions and desires. Another variable is *un/happiness* which deals with the concerns of the heart; whereas the variable of *in/security* deals with our well-being. Finally, the variable of *dis/satisfaction* covers the pursuit of achievements. These variables are visually represented in Table 1.3 in the methodology section.

Judgment

Martin and White (2005) maintain that judgment is concerned with meanings that our attitudes towards people and the way they behave:

> In general terms judgments can be divided into those dealing with 'social esteem' and those oriented to 'social sanction'. Judgments of esteem have to do with 'normality' (how unusual someone is), 'ca-

> pacity' (how capable they are) and 'tenacity' (how resolute they are) judgments of sanction have to do with 'veracity'(how truthful someone is) and 'propriety' (how ethical someone is) (p. 52)

Martin and White claim that social esteem is critical for the formation of social networks such as family, friends or colleagues while social sanction deals with legality or civic duty as well as morality or religious observances. They claim that this region makes the appraisers "admire, criticize (sic), praise or condemn" (p.42). Judgment has two main variables. Social esteem aims to evaluate the abilities or aptitudes of a person by using the categories of normality, capacity and tenacity. On the other hand, social sanctions deals with how ethical or truthful a person is by using the categories of veracity and propriety.

Appreciation

The appreciation region evaluates the semiosis given by the appraisers depending on "the way in which they are valued or not in a given field" (p.43). The authors elaborate:

> With appreciation we turn to meanings construing our evaluations of 'things', especially things we make and performances we give, but also including natural phenomena – what such things are worth (how we value them). In general terms appreciations can be divided into our 'reactions' to things (do they catch our attention; do they please us?), their 'composition' (balance and complexity), and their 'value' (how innovative, authentic, timely, etc.). (Martin and White, 2005, p. 56)

This section presented a brief explanation ASA with a particular emphasis placed on the category of Affect. Below, a description of the methodology and a presentation of the results are provided.

Methodology

This investigation was carried out in Mexico at the Language Faculty at the Benemérita Universidad Autónoma de Puebla (BUAP) in the state of Puebla. The study had a total of six participants, three from the state of Puebla and three from other states in Mexico. To collect the data, a narrative elicitation instrument was designed. The narrative elicitation instrument (see Appendix A) was designed to obtain qualitative data which was analyzed based on an Appraisal System Analysis (Martin & White, 2005). The elicitation instrument gathered narrations written by the participants, ranging in length from 250 to 500 words. This instrument consisted of the main question: *Why did you decide to move to Mexico?* and four sub-questions that aimed to help the participants to elaborate their answer (Appendix A).

All participants of this study were Native English speaking teachers (NESTs), three males and three females, chosen purposely for the study. In order to be a participant in the study, three qualifications had to be met: 1) they had to be native English speakers, 2) they had to be professors in any subject where it was necessary to use their mother tongue, and 3) they had to live in Mexico. At the time of the study, all of the NESTs were teaching in higher education and had decided to move to Mexico for different reasons, which is the object of analysis. The participants provided their narratives in writing and were given as much time as they wished to recount them, which ranged between one to two weeks. The average narratives were between 250-500 words.

Analysis of the qualitative data via the ASA

To analyze the data in this research study, all texts were separated into clauses following the SFL tradition. Secondly, epithets, verbs and noun groups that could express emotions or feelings from the author were classified according to the parameters the following table:

Abbreviation	Parameters of Attitude
+	'positive attitude'
-	'negative attitude'
des	'affect: desire'
hap	'affect: un/happiness'
sec	'affect: in/security'
sat	'affect: dis/satisfaction'
norm	'judgement: normality'
cap	'judgement: capacity'
ten	'judgement: tenacity'
ver	'judgement: veracity'
prop	'judgement: propriety'
reac	'appreciation: reaction'
comp	'appreciation: composition'
val	'appreciation: valuation'

Table 1.2 Martin and White (2005, p. 71) analysis parameters of Attitude

According to the Appraisal Website, the appraisal framework is "a particular approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationships". ASA classifies two kinds of general attitudes: positive (+) and negative (-), and as previously mentioned, these attitudes are divided into three main regions: affect (aff), judgment (jud), and appreciation (app). The summarized meaning of each category is presented in Table 1.3 under *Meaning* column.

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

Table 1.3 Summarized table of the Classification of Attitudes (Martin & White, 2005, p. 42-89)

The first column describes the classification of attitudes followed by the second column which shows the color that is used to identify each attitude positively or negatively. The two attitudes do not have any color did not appear in any data obtained from NESTs in their narrative elicitations. The specific names of attitudes are written in the third column, and their summarized functions and/or meanings are written in the last column of the table.

General Results of Qualitative Analysis.
Table 1.4 represents a summary of provided information from the participant's written narratives using the Appraisal Framework (Martin & White, 2005). The table is divided into the three principal regions: affect, judgment and appreciation. Each section is divided into nine columns: the first column shows the region and its different categories. The following six columns are the six participants identified by their acronym followed by the number of times that they used certain categories in their narrative elicitations. Then, there are two columns showing the total of times that male or female participants used a specific category in their narratives. Finally a general total is presented to show the amount of times that the six NESTs used each category within each region.

As can be seen, the majority of participants used the appreciation region followed by the affect region; whereas the judgment region was the third most common (see Table 4.1). On the one hand talking about positive attitudes, the appreciation region was the category with more utterances used by FNESTs, giving them a total of twenty-one utterances. Meanwhile MNESTs have a tie between affect and appreciation region with twelve positive utterances each one. The first place, from the general total of the appreciation region, was occupied by reaction. MNESTs used the reaction variable seven times and FNESTs used it eight times. In the second place we find the valuation variable with fourteen positive utterances in total. In the third place of usage we find the composition variable within this same region. FNESTs used it four times positively whereas MNESTs did not use it positively at all (see Table 1.4).

Table 1.4 Quantitative Results of the Obtained Results from Appraisal System Analysis

Affect	MNEST1		MNEST2		MNEST3		FNEST4		FNEST5		FNEST6		MNEST TOTAL		FNEST TOTAL		GENERAL TOTAL	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Dis/inclination	0	1	0	0	1	1	1	0	2	1	0	0	1	2	3	1	4	3
Un/happiness	4	1	1	0	2	0	1	0	4	4	0	0	7	1	5	4	12	5
In/security	1	0	0	0	0	0	1	0	1	0	1	2	1	0	3	2	4	2
Dis/satisfaction	1	3	2	0	0	0	2	0	0	0	2	2	3	3	4	2	7	5
TOTALS	6	5	3	0	3	1	5	0	7	5	3	4	12	6	15	9	27	15

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

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

Although generalizations cannot be made, these results seem to suggest that the appreciation region was the most used by participants. As it was mentioned before, appreciation region deals with the evaluation of things (Martin and White, 2005, Butt et all, 2013), as a consequence, it can be inferred that NESTs really care about their surroundings at the time of deciding to move to Mexico some years ago, these were some more positive things than the negatives ones.

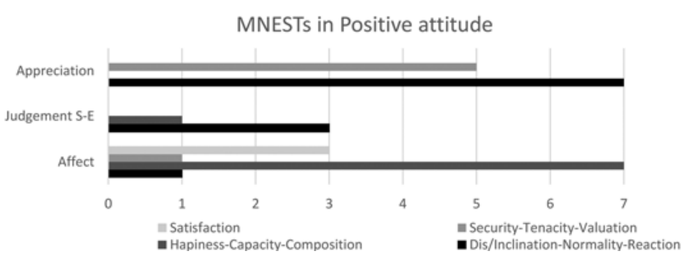
The second place of the three regions that was most used positively by NESTs was affect with its four categories. Happiness was the most used with twelve utterances where MNESTs had seven and FNESTs five participations. The second place was occupied by the satisfaction variable which was used four times by FNESTs and three times by MNESTs. And in the third place we obtained the same results in both inclination and security with four positive attitude utterances in each category. In addition FNESTs used the affect region more times than MNESTs. These results may suggest that feelings are a strong factor for somebody to determine moving from their home country.

Finally, the region used least positively was judgment, particularly in social esteem. The normality variable was the most used by participants. MNESTs used this variable three times while FNESTs produced four positive utterances. The second most used category within this region was the capacity variable which actually was used three times by the same female participant and once by MNEST1. Finally, the tenacity region was used just once by one female participant. It is an interesting finding that, considering that Normality is a variable that reveals how special someone is considered to be, that all the NESTs seem to feel quite comfortable making a new home with Mexican people.

Examining negative attitudes, the most used category was affect with fifteen negative attitude utterances. Unhappiness and dissatisfaction variables were the most common. Unhappiness was indicated more times by FNESTs, while dissatisfaction was indicated more by MNESTs. A negative attitude in the disinclination variable was indicated three times by participants. The insecurity variable was indicated twice. Disinclination was used twice by MNESTs and once by FNESTs. Within the appreciation region, the composition variable was used five times negatively. The valuation variable was used three times by one FNEST, but not at all in negative attitude by MNESTs. The reaction variable within the appreciation region was used twice negatively once by a MNEST and another one by a FNEST. Finally, in regards to the judgment region, particularly in the social esteem-capacity variable, it was used two times by the same female participant in negative attitude. The same participant used the normality variable once negatively as well. No one else used this region in any category with a negative attitude.

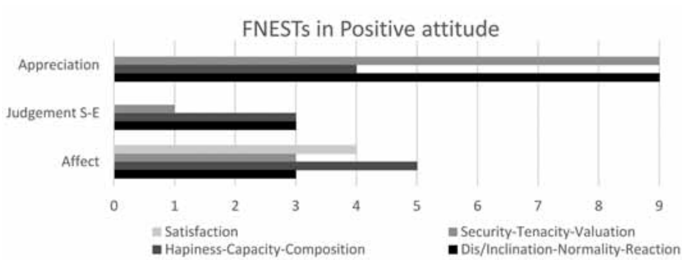
In order to have a more visual representation, Graph 1.5 shows MNESTs main use of regions and variables with positive attitude. As we can see, the reaction and the happiness variables were the most used by MNESTs. We find the valuation variable in second place, which means that the perception of the things that surround them in Mexico are the most important aspect for male participants in conjunction with feelings of happiness.

Graph 1.5 MNESTs in Positive Attitude



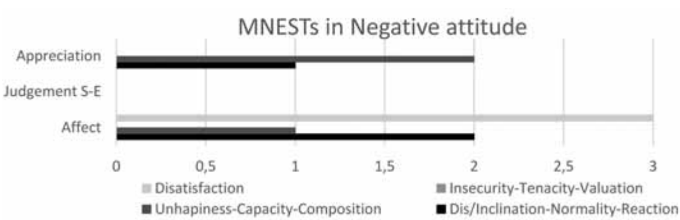
Furthermore, in reference to positive attitude, Graph 1.6 demonstrates that female participants showed more inclination for the appreciation region. Reaction and the valuation of things were the most used. The feeling of happiness was the most important for females as well as males.

Graph 1.6 FNESTs in Positive Attitude



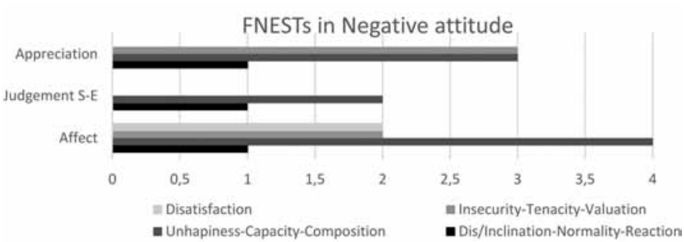
In Graph 1.7, we can see that dissatisfaction was the feeling most indicated by male participants, followed by the composition of the things that surround them and the disinclination in negative attitude. None of the participants used any negative attitude to evaluate the Mexican population which is opposite to the female results.

Graph 1.7 MNESTs in Negative Attitude



Finally, Graph 1.8, illustrates that female participants felt considerable unhappiness while narrating their reasons for moving to Mexico. Meanwhile, a negative attitude towards the composition and valuation of the things that surround them was perceived during their narrative elicitations in second place.

Graph 1.8 FNESTs in Negative Attitude



In conclusion, the analysis of the data may draw our attention to certain points that merit highlighting. First, within the sub-system of attitude/positive, we can perceive some similarities between MNESTs and FNESTs. The appreciation region was the most used by both genders, which means that there was a high level of positive evaluations of the participants Mexican surroundings. According to Tables from 1.9 to 1.14 (Appendix B), highlighted words such as *new culture, enriching* and *enjoyable experiences, interesting, exciting* and *intensive challenge, rich, diverse, stimulating, easy/going* and *suitable* are words that describe Mexico.

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

In regards to the attitude subsystem/negative, we see that FNESTS and MNESTS both used the appreciation and affect region most. The difference is that male and female participants used different categories within those both regions. For example, MNESTs used dissatisfaction and Dis/inclination in negative attitude using a few expressions such as *never wanted/thought being an English teacher, didn't know well* or *terribly unqualified* which demonstrates affairs of their heart and fears. In addition, the appreciation region was used in the composition category negatively by MNESTs in two utterances: *old fashion* and *conservative.* On the other hand, FNESTs used the affect region in the unhappiness category; expressions such as *put me off for life, still hard being away from family, don't feel so happy* and *have been very different* demonstrates sadness. On the other hand, the appreciation region was used in two categories: valuation and composition. In the composition category FNESTs used expressions such as *it would be different* and *completely new,* and *weather was miserable* as part of their reasons to move to Mexico. Those words demonstrate that participants felt uncomfortable and confused at times. In addition, in the valuation category, FNESTs used words/phrases such as *educational upbringing, Basic English competency* and *a definite need to learn and use Spanish* as words to describe the Mexican life style.

Conclusions of the research

With the aim of achieving the main objectives of this research some conclusions are presented. Firstly, the participants reported that happiness (affect/positive), normality (judement/positive/social esteem) and reaction (appreciation/positive) seemed to be the main causes to move to Mexico. Even taking into account both perspectives (negative and positive) in every single category from the attitude region, positive reasons in each variable prevail. This result demonstrates that the main reasons why a native English teacher immigrates to Mexico are mainly positive with a strong inclination to the material appreciation of the surroundings. According to Martin and White (2005), the *happiness* category covers the emotions concerned with these NESTs' social well-being; the *normality* category represents how special NESTs perceived Mexican people while being here, and the *reaction* category highlighted how Mexican surroundings pleased NESTs or how Mexican things interested them.

The majority of the participants' report their perceptions about having become reluctant teachers of the English language as an important factor in allowing them stay in Mexico with stablity. These are four out of six participants' quotes that would help to understand my statement:

> **MNEST 1:** *"... I had never wanted to be a teacher (ELT or otherwise). I became an English teacher as a result of circumstance."*
> **MNEST 3:** *"I have never thought about being an English teacher but it was the only way to find stable work here."*
> **FNEST 5:** *"Becoming an English teacher was never really a conscious decision, in fact after my very first experience teaching I swore I would never teach again."*
> **FNEST 6:** *"...In honest retrospect, English represented my mother tongue, but I did not really consider myself an English teacher. Lost and insecure, I frequently wondered why I was in a foreign country teaching English."*

These quotes seem to suggest that these NESTs did not want to be English teachers, but they wanted to stay in Mexico. Teaching English was the only way to have stability here. In other words, even though NESTs where feeling quite uncomfortable with becoming English Language Techers to stay in Mexico, they were willing to do it.

However over time, these participants came to perceive themselves as good NESTs who found love for their professions as teachers and for Mexico as a whole (culture, people, weather, etc.). The following quotes are from the other NESTs who already were teachers before coming to Mexico and decided to stay:

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

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

For these NESTs, being an English teacher in Mexico was more a matter of living a different experience than an important factor to obtain stability to stay here in Mexico. These NESTs perceived themselves as prepared teachers before coming to Mexico.

Limitations of the study and suggestions for further research

The present study has certain limitations. First, participants may not have had the time to extend and elaborate on their answers as they are teachers/researchers in universities in Mexico. Secondly, due to the limited amount of participants, these results cannot be generalized. Thirdly, this study focused on the use of attitude expressions solely. If all sub-systems were used, the results would have been more complete. This type of study could also take a more critical lens regarding NESTs and non-NESTs.

References

Ahmed, F. (2004). *ESL/EFL students' attitudes to native and nonnative speaker teachers of English in two university settings.* York University (Canada): ProQuest, UMI Dissertations Publishing.

Butt, D. Fahey, R., Feez, S. Spinks, S., & Yallop, C. (2003). *Using Functional Grammar. An Explorer's Guide.* (2nd ed.). Sydney: Macquarie University.

Braine, G. (1999). From the Periphery to the Center: One Teacher's Journey. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp.15-27). Mahwah, NJ: Lawrence Erlbaum Associates.

Eggins, S. (2004). *Introduction to Systemic Functional Linguistics*. London: Continuum International Publishing Group.

Halliday, M. A. K. (1994*). An Introduction to Functional Grammar*. London: Edward Arnold.

Halliday, M.A.K. and Matthiessen C. (2004) *An Introduction to Functional Grammar.* London: Edward Arnold.

Juárez Pacheco, S. (2015). NESTs: *An appraisal system analysis of their reasons to immigrate to México*. [Unpublished master's thesis in ELT]. Puebla: BUAP.

Kiczkowiak, M. (2014) *Native English-speaking teachers: always the right choice?* (Blog post). Retrieved from http://www.britishcouncil.org/blog/native-english-speaking-teachers-always-right-choice.

Martin, J. R. (2002). Meaning beyond the clause: SFL perspectives. *Annual Review of Applied Linguistics*, 22, 52-74.

Martin, J.R. and White, P.R.R. (2005). *The language of Evaluation: Appraisal in English*. New York: Palgrave Macmillan.

Moss, G. (2011) El texto escolar y el aprendizaje: Enredos y desenredos. En Barletta, N. & Chamorro, D. *Un modelo funcional del lenguaje*. (pp. 15-25) Barranquilla: Ediciones Uninorte.

Suárez-Orozco, M. M. (2001) International Encyclopedia of the Social and Behavioral Sciences. In Neil Smelser and Paul Bates (Eds.) *Immigration and Migration: Cultural Concerns.* V. 11, (p7211-7217) . Oxford: Pergamon Press.

Suarez-Orozco, M. M. (2003) Right Moves? Immigration, Globalization, Utopia, and Dystopia. In *New Arrivals: Anthropology Engages the New Immigration*. Santa Fe, NM: SAR Press.

Thiessen, D., Bascia, N., & Goodson, I. (Eds.) (1996). *Making a difference about difference: Life stories of racial minority immigrant teachers.* Toronto: Garamond Press.

White P.R.R. and Eldon, Verbosity Enterprises (2015). *Appraisal Website Homepage*: retrieved from: http://www.grammatics.com/appraisal/

White. P.R.R. & Martin, J. (2001) *Appraisal: An Overview Introduction.* Retrieved from: http://www.grammatics.com/appraisal/AppraisalGuide/UnFramed/Appraisal-Overview.htm

Appendix A

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

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

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

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

Appendix B

MNEST1's Results

The results obtained from MNEST 1 summarized in Table 1.9, clearly show a tendency towards the affect region. MNEST 1's findings demonstrate that the feeling of un/happiness (highlighted in yellow color which means affect-happiness or unhappiness) was used more times than other categories, followed by the feeling of dis/satisfaction in the second place. A sample of this male NEST 1's extract is:

> "I was quite surprised (aff, hap +) to answer ... I decided that I quite liked (aff, hap +) the idea of being a university professor... I felt terribly unqualified (aff, dis -), yet I worked hard at the job...it was the most enriching experience (app, reac +) of my life. I

love (aff, hap +) Mexico and feel indebted (aff, hap +) to its people for being so open and generous (jud, s-e, norm +) with me. I am a different and better person (aff, sat +) now... I will continue working diligently (jud, s-e, cap +) as a teacher...”

Table 1.9 Obtained Results from Appraisal System Analysis: MNEST 1

AFFECT	**Positive Attitude**	**Negative Attitude**
Dis/inclination		... I had never wanted to be a teacher...
Un/happiness	...quite surprised... ...quite liked... I love... ...feel indebted...	...I was at an impasse...
In/security	...economically stable...	
Dis/satisfaction	...different and better person...	...I didn’t know well... ... some family support living so far away from home ... I felt terribly unqualified...

JUDGMENT		**Positive Attitude**	**Negative Attitude**
Social Esteem	**Normality** **Capacity**	...so open and generous... ...working diligently...	

APPRECIATION	Positive Attitude	Negative Attitude
Reaction	...most enriching experience...	

As stated above, the classification in table 1.9 shows that the affect region was used more times than the other regions by MNEST1. In addition, positive attitude was used more times by the respondent in all regions. Happiness variable was used five times in total, while the most used negative attitude was the dissatisfaction variable, which appeared three times negatively in total. Judgement region was used twice in social esteem-normality category positively. And appreciation region was used once positively. In addition, MNEST1 used all categories in affect region which means that in his narration he talks about his feelings mostly instead of focusing the narration in things or persons that surrounded him.

MNEST2's Results

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

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

Table 1.10 Obtained Results from Appraisal System Analysis: MNEST 2

AFFECT	**Positive Attitude**	**Negative Attitude**
Un/happiness	...feel quite comfortable...	
Dis/satisfaction	...feeling of stability... ...seasoned traveler...	

JUDGMENT		**Positive Attitude**	**Negative Attitude**
Social Esteem	**Normality**	...friendly people...	

APPRECIATION	**Positive Attitude**	**Negative Attitude**
Reaction	...suitable place... ...interesting challenge... ...Mexico attracted me... ...easy-going lifestyle... ...features attracted me... ...something quite different...	
Composition		... a little old fashioned... ...conservative...
Valuation	...would I be happy... ...benefit culturally, economically... ...a fresh challenge...	

In table 1.10 we can see that only two variable (happiness and satisfaction) of the affect region were used positively by MNEST2. This participant used the judgment region positively as well as MNEST1 using only the social esteem-normality category. Finally the appreciation region was the most used by this participant since he used the reaction category six times. In addition, two negative attitudes were shown by MNEST2 in the composition variable of the appreciation region. This participant used all variables in the appreciation region which could be interpreted as the fact that this participant showed a strong tendency to evaluate things that where surrounding him while writing his narrative elicitation.

MNEST3's Results

While analyzing MNEST 3's responses, I would say there is no a predominant tendency used by male participants, since MNEST1 tended to use affect region, and MNEST2 tended to mostly use appreciation region. In fact, this text selection is almost his complete narration and it seems there is a balance between affect and appreciation variables using positive attitudes. Table 1.11 summarizes the data ordered by category:

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

Table 1.11 Obtained Results from Appraisal System Analysis: MNEST 3

AFFECT	**Positive Attitude**	**Negative Attitude**
Dis/inclination	...interested in...	...never thought about being an ET...
Un/happiness	...I really enjoyed... ...I always enjoyed...	

JUDGMENT		**Positive Attitude**	**Negative Attitude**
Social Esteem	**Normality**	...nice social group...	

APPRECIATION	**Positive Attitude**	**Negative Attitude**
Reaction		...sort of culture shock...
Valuation	...would I be happy... ...stable work...	

In table 1.11 we can see that MNEST3 used a negative utterance located in affect region and another in appreciation region. This participant used judgment region once as participants MNEST1 and MNEST2 did. Judgment region was used positively in social esteem-normality variable. As already mentioned above, there is a balance in positive attitudes within the majority of variables; thus this participant shows an equilibrium between his feelings and, the appreciation of things and persons' behaviours, while responding to his elicitation instrument.

FNEST4's Results

While analyzing FNEST4's answers, I could see that she used all categories in both the affect and appreciation regions. Table 1.12 shows that she used the affect region positively more times. The most used region was appreciation with four positive attitudes and two negative attitudes which were the only negative utterances within the whole narrative elicitation instrument. These are present in the composition category. FNEST4 used the judgment region twice as the three MNESTs in social esteem-normality category. This is a sample extract showing the colored categorizations.

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

Table 1.12 Obtained Results from Appraisal System Analysis: FNEST 4

AFFECT	Positive Attitude	Negative Attitude
Dis/inclination	...to become a more effective teacher...	
Un/happiness	...I have been much blessed...	
In/security	...I have the best of both worlds...	

Dis/Satisfaction	...the best way to improve communication. ...after successfully complete my MA...

JUDGMENT		**Positive Attitude**	**Negative Attitude**
Social Esteem	**Normality**	...am in very close touch with my UK family... ...and my Mexican family is wonderful too...	

APPRECIATION	**Positive Attitude**	**Negative Attitude**
Reaction	...present an exciting challenge... ...life so rich, diverse and stimulating...	
Composition		...would be different... ...Mexico would be completely new...
Valuation	...Mexico would be the best option... ...it would be useful...	

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

FNEST5's Results

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

> "... Becoming an English teacher was never really a conscious decision (aff, inc -)...That experience put me off for life (aff, unh -)... I take [sic] a course in teaching English to give me a practical qualification (app, val +)...The CELTA course was very intensive and challenging (app-, rea -), but I enjoyed it (aff, unh +)... I mostly feel happy (aff, hap +) about having stayed in Mexico... and very much enjoy my job (aff, hap +) here. It's still hard being away (aff, unh -) from family and friends at times, but my life is very much (app, rea +) here... I don't feel so happy (aff, unh -) about the current climate of violence... the last few years have sadly been very different (aff, unh -) from my perception"

Table 1.13 Obtained Results from Appraisal System Analysis: FNEST 5

AFFECT	Positive Attitude	Negative Attitude
Dis/inclination	...I wanted to brush up on my Spanish... ...I was also interested in coming...	...English teacher was never really a conscious decision...
Un/happiness	...In Latin America having enjoyed the... ...but I enjoyed... ... I mostly feel happy about having stayed ...and very much enjoy my job here...	...That experience put me off for life... ...it's still hard being away from family... ...I don't feel so happy about current... ...few years have sadly been very different

In/security	...he talked very positively about the exp...	

APPRECIATION	Positive Attitude	Negative Attitude
Reaction	...full of shine was definitely attractive... ...my life is very much here...	...was very intensive and challenging...
Composition		...a office and the weather was miserable...
Valuation	...to give me a practical qualification...	

Table 1.13 shows that the un/happiness variable was used in same amount of times both positively and negatively (four each one), as well as dis/inclination variable with two positive and two negative utterances by this female participant. FNEST5 did not use the judgment region in her narrative elicitation but she used all categories in the appreciation region as well as MNEST2 and FNEST4. This participant used seven negative attitudes and nine positive attitudes in her narrative elicitation. Security and valuation categories were used once positively. This narrative suggests that FNEST5 talks about her own feelings during the majority of her narrative elicitation instrument while talking about her reasons for moving to Mexico.

FNEST6's Results

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

> As a novice teacher (jud, s-e, cap -), I found Mexican students easier to please and handle (jud, s-e, ten +) than the American high school art students who were sent to me for any disciplinary problems. The new culture (jud, s-e, norm +) I was immersed in seemed more receptive to my teaching (app, comp +). Students were involved, willing and interested (jud, s-e, cap +) in my classes. My teaching made an echo (app, val +) or received a response. That I might have something to offer my students was gratifying to me (aff, sat +) as a young teacher (jud, s-e, cap -). While I experienced doubts (aff, ins -) about techniques and methodology, my professional relationship with students remained rewarding (app, val +). Compared to my previous existence in rural communities, living in a foreign country was exciting (app, rea +). I took pleasure (aff, sat +) in being a foreigner in the new culture (app, rea +) that surrounded me. (Lengeling, 2013, p.150)

In table 1.10 we can see the summary of all the utterances with an appraisal significance in the research. She wrote twenty-three utterances using positive attitude and 10 utterances with negative attitude giving a total of thirty-three utterances in the whole narrative.

FNEST6 used two categories from the affect region which were in/security and dis/satisfaction. In contrast with the other NESTs (except FNEST5 who did not use the judgment region), FNEST6 used judgment region within all variables. She used capacity category positively and negatively, while the tenacity category was used once positively as well as normality. Appreciation was the most used region as well as positive attitude; specifically valuation category was the most used with six utterances in positive attitude and three utterances in negative attitude. This suggests that most of the time this participant was evaluating if the reasons were worthwhile or not.

Table 1.14 Obtained Results from Appraisal System Analysis: FNEST 6

AFFECT	**Positive Attitude**	**Negative Attitude**
In/security	I was determined to become part...	Lost and insecure, I frequently wondered... While I experienced doubts about...
Dis/satisfaction	...to offer my students was gratifying... I took pleasure in being a foreigner...	I was bewildered... I did not really consider myself an English...

JUDGMENT		**Positive Attitude**	**Negative Attitude**
Social Esteem	**Normality**	The new culture I was immersed... ...to raise them as bilingual children	And if you were a non-native speaker... As a novice teacher, I found Mexican...
	Capacity	"You really are a good teacher" "you are the first true teacher that we... Students were involved, willing and...	...gratifying to me as a young teacher.

	Tenacity	I found Mexican students easier to please and handle...

APPRECIATION	Positive Attitude	Negative Attitude
Reaction	A good rhetorical question follows... ...living in a foreign country was exciting ...in the new culture that surrounded me. ...learning experiences proved much more enjoyable...	
Composition	Extended family played a pivotal role... ...with supervised teaching experience. ...seemed more receptive to my teaching. ...an example of integrative motivation	
Valuation	...the right place at the right moment. ...an example of "native-speakerhood"... In honest retrospect... My teaching made an echo... ...with students remained rewarding. ...competency improved dramatically.	My native educational upbringing ...with Basic English competency... ...a definite need to learn and use Spanish.

Conceptual Metaphor and Culture in Newspaper Headlines

Aldo Gasca Hernández
Elizabeth Flores Salgado
Benemérita Universidad Autónoma de Puebla

1. Introduction

The theory of conceptual metaphor was introduced in 1980 by Lakoff and Johnson in the book *Metaphors We Live By,* where they established that the way that we think and act (conceptual system) is naturally and fundamentally metaphorical. To put it in simpler terms, these authors state that the way in which we understand, perform and talk about abstract concepts is mainly through metaphorical concepts. A conceptual metaphor is basically conformed by a source domain and a target domain; the first term, the source, is used metaphorically to make possible the comprehension of the target (abstract concept).

The nature of the conceptual metaphor allows us to bring out certain aspects of a term, it brings certain visions and interpretations, thus, specific features of the target domain (abstract concept) are hidden or highlighted when it is interpreted figuratively through a concrete concept called source domain (O'Mara-Shimek, 2015). By doing so, the implementation of the conceptual metaphor not only serves to the understanding of abstract concepts, it becomes a means to comprehending the vision of an individual, group or culture.

The relationship between conceptual metaphor and culture has been discussed by many authors whose particular interpretation of this theory, has led to the establishment of different postures. According to Ibarretxe-Antuñano (2013) the distinct views of culture in the framework of conceptual metaphor are culture as context, culture as an equal of language or culture as beliefs, worldviews and traditions. Moreover, whether culture is used to constrain metaphor or if it is structured by metaphor, is another discussion that these different postures give rise to. Nevertheless, Ibarretxe-Antuñano (2013) concludes that despite different postures and interpretations, the relationship between conceptual metaphor and culture is recognized and studied by many researchers.

The purpose of this investigation is to explore cultural differences by analyzing the conceptual metaphors and metonymies found in the headlines of newspapers published in two different geographical regions of Mexico: *El Norte,* from Monterrey, and *El Sol de Puebla,* from Puebla. We believe that the northern city of Monterrey, influenced by its closeness to the United States and its progress-oriented mentality, is, to some extent, culturally different from the central city of Puebla, which we considered to be more representative of Mexican traditions and values. Through the analysis of headlines of the National and International sections of these newspapers, their ideological stance concerning financial and political events could be identified as well as certain differences in worldview, which may be considered cultural aspects.

For this investigation, we used the headlines from the National and International sections of the newspapers mentioned above in their publications from Sunday, November 12th through Sunday, November 19th, 2017. These headlines were analyzed using Lakoff and Johnson's (1980) conceptual metaphor theory and categorized into orientational or ontological metaphor or metonymy, and then, into their subcategories. The results from both newspapers were quantified and compared. We consider that the relationship between culture and conceptual metaphor can be identified through the aspects that metaphor use in newspaper headlines are hiding or highlighting, that could encompass political preference and economics perspectives of the regions of Puebla and Monterrey.

Previous investigations concerning the relationship between conceptual metaphor and culture have studied the impact of its implementation in economics news reports, financial terminology, politics and other contexts. Ho and Cheng (2016) study the use of emotion metaphors in a corpus from publications of the BNP Paribas financial institution. The objective of their study was to verify the forms that emotion metaphors in financial analysis reports show linguistic, cognitive, affective, and cultural contexts to construct organizational identities, professional ideologies, and social realities. The results of the study indicate that a metaphor is consciously or unconsciously used as a strategy for BNP Paribas to encourage the customers of the bank to engage in market activities and to build trust with the bank. The use of metaphor has the potential to influence a person's perspective of an economical event and other cultural manifestations.

In the same vein, Antonova (2014) analyses how the economic conflict in Greece is portrayed in newspapers and news agencies. According to Antonova (2014), mass media has two powerful functions to transmit information and shape people's opinion and attitudes. Using Lakoff and Johnson's (1980) theory, she classified metaphorical expressions into orientational metaphor and ontological metaphors. The results of her study show that metaphorical concepts model the portrayal of economic and political events. Based on this metaphor framework, CONFLICT IS A LOAD, the conflict situation that is carried by Greeks is represented as a 'heavy load' and Greek official's actions try to make this burden less heavy. Furthermore, the economic conflict in Greece is also portrayed by the metaphorical concept CONFLICT IS A GAME, in which the Greek and German officials are represented as 'gamblers', that means they are taking impulsive decisions and violating rules. These investigations show how the use of conceptual metaphor in the context of financial reports and mass media, allows institutions to talk about abstract events in terms that we can understand. Their results not only show how conceptual metaphor intervenes in the interpretation of important world events, but also that it is indispensable for communication. However, these studies do not analyze the impact of metaphorical concept on individuals.

Regarding the effect of metaphorical concept on individuals, Sifaki and Mooney (2015) focused on the individual's interpretation of the Greek economic crisis by analyzing the conceptual metaphors they use to talk about their personal financial status. They implemented interviews to collect the data, which later was analyzed using conceptual metaphor theory. Their findings show that money is usually conceptualized as a thing or as a person, financial institutions as people, and credit and debt as a space. The negative effect that financial status has on people is reflected through conceptual metaphors. The physical pain that debts causes to the participants of the study might be used to argument in favor of financial equality at both national and international levels. At the same time, pain is explained in terms of the conceptual metaphor that shows that the pain and the suffering are real. The terms used to describe them indicated the very real effects of debt on individuals' lives, psyches and bodies.

In the political context, conceptual metaphor has also been analyzed. Borcic (2016) examines the use of conceptual metaphor in the discourse of Ivo Josipovic, before and after he became the president of Croatia. According to Borcic (2016), the use of conceptual metaphor is important in political discourse, conceptual metaphors are considered, effective linguistic formulas because they are linked to the conceptual frames such as war, disease, sport, journey, and others. Through these conceptual frames, recipients perceive many abstract and complicated social, economic and political events, activities and phenomena. In this way, political messages become more persuasive because they evoke things that are already known or at least familiar (Charteris-Black, 2004, 2005; Chilton, 2004; Cox, 2012; Lakoff, 1991, 2002, 2004, 2008; Lesz, 2011; Mio, 1996; Musolff, 2004; Sušac, 2007; Westen, 2007, [as cited in Borcic, 2016]). We have seen some examples of how the use of conceptual metaphor in different contexts helps us talk about and understand political and economic world events. In addition, the analysis of conceptual metaphor allows the comprehension of the perspective or posture of an institution or individual regarding a specific event. Finally, although not all these investigations focus directly on the relationship between conceptual metaphor and culture, the studies carried out show that it is not possible to study the first, without indirectly studying the latter.

Following this idea, Ibarretxe-Antuñano (2013) considers that an analysis that attempts to describe the conceptual basis of metaphor, has to consider its bodily-based grounding and at the same time its cultural background. Thus, it is possible to recognize the intrinsic relationship and mutual dependency between culture and metaphor. This study focuses on the analysis of cultural differences and the conceptual metaphor by analyzing the headlines of two newspapers: *El Norte* and *El Sol de Puebla*. This study is intended to address the cultural features that characterizes these geographical regions of Mexico. The research questions that guide the study are summarized as follows:

1. What are the most common conceptual metaphors found in *El Norte* and *El Sol de Puebla*?

2. What cultural differences or similarities does conceptual metaphor hide or highlight in these contexts?

2. Methodology

The collection of data took place between November 12th and November 19th, 2017. For gathering the headlines form *El Sol de Puebla* we were able to find the newspaper in local newsstands. On the other hand, for *El Norte,* we considered that it would be important to obtain the headlines from the printed version, since the online version might show different content or modified headlines. We asked a volunteer in Monterrey to purchase the newspaper and take pictures of the desired sections from the given timeframe. A total of 618 news headlines were analyzed, 352 from *El Sol de Puebla* and 266 from *El Norte.*

The data were registered in an Excel document which considered the following aspects: 1. name of newspaper, 2. date of publication, 3. headline, 4. national or international section, 5. financial, social or politics news, 6. type of metaphor, and 7. subtype. Using Lakoff and Johnson's (1980) theory, the data were classified into orientational metaphor, ontological metaphor, metonymy or non-applicable, in this last category we grouped the headlines that did not present a conceptual metaphor, were ambiguous or presented actual literary metaphors.

The subtypes for orientational metaphors in which we organized the data are: UP IS GOOD (here we included MORE IS BETTER), DOWN IS BAD (we included LESS IS WORSE), inverted (for inverted values, for example, when more in a specific context is bad), or non-applicable. For ontological metaphors we considered: entity, container or personification. The metonymies were organized into: institution for people responsible, place for institution and other (here we grouped "controller for controlled" and metonymies that were difficult to determine; these types showed low frequency and did not impact the results). Finally, the results were quantified and analyzed using Lakoff and Johnson's conceptual metaphor theory as mentioned above.

3. Results and discussion

3.1 Ontological metaphor

Ontological metaphor is a type of metaphor that represents an abstraction, emotion or idea as a concrete entity, such as an object, substance, container, or person (Lakoff & Johnson, 1980). *El Sol de Puebla* registered a total of 169 ontological metaphors (48.01%) while *El Norte* 129 (48.49%); in both newspapers, this was the most common conceptual metaphor used. At first glance, the high frequency of ontological metaphors shows that they were necessary for communication. Abstract concepts were comprehended in terms of substances, as seen in the following example.

(1) "Ven ciudadanos crisis de inseguridad" (*El Sol de Puebla)*
(2) "Miden fuerzas con marchas" (*El Norte)*

Example (1) shows the abstract concept "crisis de inseguridad" that is conceptualized as an object that can be seen by citizens. In the example (2) "fuerzas" is represented as a substance that can be measured, and "marchas" is conceptualized as a measuring object.

However, considering that conceptual metaphor allows to highlight and hide certain aspects of the referred abstract concept, we find that ontological metaphors usually conceptualize violence as a moving object that cannot be stopped as seen in the example (3) and (4).

(3) "Imparable la violencia en Reynosa" (*El Sol de Puebla)*

(4) "Frenan linchamiento" (*El Norte)*
(5) "Se presenta ola de violencia en sector salud del país" (*El Sol de Puebla)*
(6) "Alertan sobre violencia" (*El Norte)*

In addition, in the example (5) the word *violencia* implies the characteristic of a wave, which is a natural force that we cannot control. In (6) *violencia* is understood as an undesired substance or object that is approaching or growing. The representation of violence as a moving object was found in both newspapers.

According to Lakoff and Johnson (1980) container ontological metaphors come from our bodily experience and are not motivated by culture. "Each of us is a container, with a bounding surface and an in-out orientation. We project our own in-out orientation onto other physical objects that are bounded by surfaces. Thus, we also view them as containers with an inside and an outside" (Lakoff & Johnson, 1980, p. 30). The headlines categorized as container ontological metaphors are usually referring to States.

(7) "Día del matachin en Chihuhua" (*El Sol de Puebla)*
(8) "Van en Reynosa contra chatarreros" (*El Norte)*
(9) "Preparan en PRI terreno" (*El Norte)*
(10) "Abren camino a políticos para dirigir la Fepade" (*El Sol de Puebla)*

Examples (7) and (8) make reference to Mexican States, while in (9) and (10) to government institutions. We believe these examples are not particularly influenced by culture, and that the conceptual metaphor is not highlighting or hiding any aspect of the target domain, which is in accordance with Lakoff and Johnson's (1980) theory. Nonetheless, the following example found in *El Norte* does demonstrate a culturally determined aspect.

(11) “Quieren en albiazul candidato de casa” (*El Norte)*

In this example, “albiazul” is not only a container metaphor, but also a literary metaphor to refer to the *Acción Nacional* political party in a term which is traditionally used for the Monterrey soccer team, one of the most important teams in the city. The term “de casa” is also used in soccer matches to refer to the local team. The *Acción Nacional* political party and the Monterrey soccer team are both considered to be representative of the conservative upper-class population of the city of Monterrey, as is *El Norte* newspaper.

Finally, personification “allows us to comprehend a wide variety of experiences with non-human entities in terms of human motivations, and activities.” (Lakoff & Johnson, 1980, p. 34). The most common personification metaphors found in both *El Norte* and *El Sol de Puebla* are used to refer to States or institutions in terms of competition. For example,

(12) “Se coloca México como séptimo productor de proteína animal” (*El Sol de Puebla)*
(13) “Compite Jalisco en turismo con destinos de playa” (*El Sol de Puebla)*
(14) “El mundo contra los impuestos” (*El Norte)*
(15) “Puebla, primer lugar en denuncias de trata” (*El Sol de Puebla)*

During the week the data was collected, the event *El Buen Fin* (the Mexican Black Friday) was more frequently portrayed in *El Sol de Puebla* as seen in the examples (16) and (17).

(16) “La mitad del sueldo para el Buen Fin” (*El Sol de Puebla)*
(17) “Confían que Buen Fin reactive economía” (*El Sol de Puebla)*

In these two examples, the event is personified as a trustworthy person. In (16) someone to whom money can be trusted and in (17) someone capable of strengthen the economy. We found that personification of *El Buen Fin* only occurs in *El Sol de Puebla;* the lack of this ontological metaphor to conceptualize this event in *El Norte* could be further investigated. One explanation could be that *El Buen Fin* is portrayed in other sections of the newspaper, another explanation, which is more culturally determined, is the nearness of the United States. The popularity of Black Friday amongst middle and upper-class citizens of the Metropolitan area of Monterrey, could be related to the low number of news and lack of personification metaphors to refer to *El Buen Fin* in this newspaper. Example (18) which appeared in *El Norte* newspaper, could support this supposition.

(18) "Prefieren miles Texas pese a dólar caro" (*El Norte)*

3.2 Metonymy

According to Lakoff and Johnson (1980), metonymy has two functions. The first is a referential function that uses one entity to replace another. The second function provides understanding of the entity. Although, there are many types of metonymies, the most common found in both newspapers were *institution for people responsible* and *place for institution*. Some headlines that used *institution for people responsible* are shown in the following examples.

(19) "Opera Pemex ingeniería para el saqueo" (*El Norte)*

(20) "Muestra SAT tibieza ante escándalo" (*El Norte)*

(21) "Omisión del congreso pone en jaque al INE" (*El Sol de Puebla)*

(22) "Salud de Chihuahua da de baja a pasantes de medicina" (*El Sol de Puebla)*
(23) "Atribuyen al IMSS muertes de 3 bebés" (*El Norte)*
(24) "Sancionan a empresa que tiró asfalto en arroyo" (*El Sol de Puebla)*

In the case of *place for institution* metonymy, some headlines are

(25) "Investiga Vaticano abuso a menores" (*El Norte)*
(26) "EU amenaza con cerrar oficina de Palestina" (*El Sol de Puebla)*
(27) "Wisconsin deja a niños portar armas" (*El Sol de Puebla)*
(28) "Derrocha Estado millones en imágenes" (*El Norte)*

These examples show that metonymy is regularly used in news of negative connotation, where responsibility is attributed to institutions or places instead of people. Example (28) is particularly interesting since it is hiding the people responsible underneath two layers: the headline mentions the State is spending the money instead of the institution (*place for institution),* but the institutions are not wasting the money, the people who run them are (*institution for person responsible)*.

3.3 Orientational metaphors

These type of conceptual metaphors map an interface concept onto a spatial orientation. In other words, spatial concepts are related to each other. These metaphorical orientations are based on our physical and cultural experience (Lakoff &Johnson, 1980). We categorized under the UP IS GOOD (MORE IS BETTER) the following examples,

(29) "Crecerá ingreso de gutemaltecos por ofertas" (*El Sol de Puebla)*
(30) "Hacienda asegura crecimiento de 3%" (*El Sol de Puebla)*
(31) "Prevén alta ocupación de Acapulco por puente" (*El Sol de Puebla)*

In these three examples we find that "crecerá" (will grow), "crecimiento" (growth), and "alta" (high), are in accordance with the conceptual metaphor UP IS GOOD that have a positive connotation. Under DOWN IS BAD (LESS IS WORSE) conceptual metaphor, the example (32), (33), (34) were classified.

(32) "Salario de policías, menor a 10 mil pesos" (*El Sol de Puebla)*
(33) "En Ciudad Juárez logran recuperar a menor sustraído en Chiapas" (*El Sol de Puebla)*
(34) "Evita Gali comentar faltante de ciclopista" (*El Norte)*

These examples are in accordance with the conceptual metaphor DOWN IS BAD, and carry a negative connotation. Furthermore, example (33) can be interpreted as a positive note (the child is safe), but "sustraído" (substracted) is used as an euphemism for kidnaped, eventuality that reveals the social situation of the country.

Finally, we categorized under *Inverted values* headlines such as:

(35) "Suma frontera 6 descuartizados en 5 días" (*El Norte)*
(36) "En 2018, a 20 pesos el litro de gasolina" (*El Sol de Puebla)*
(37) "Abarata 30% sus costos Aeromar" (*El Sol de Puebla)*

(38) “Sube petróleo por recorte de la OPEP” (*El Sol de Puebla)*
(39) “Aumenta *Bronco* ventaja” (*El Norte)*

These results are consistent with previous findings. Sikafi and Mooney (2015) found that in financial contexts for savings GOOD IS UP and for credit cards BAD IS UP. The same norms structure the territory of debt. The present findings also confirm that of Antonova (2014). It suggests that depending on the position of the metaphorical expression, it can have a negative or positive connotation. For example, in (32) salaries are going down, it is bad, but in (35) the number of death people is going up, it is bad as well.

We find this type of conceptual metaphors interesting because they are more context dependent than the previous ones. In the case of example (36), the context is necessary to understand it as an UP IS BAD conceptual metaphor, in other words, the information that the current price of gas is below 20 pesos and that it will go up. Finally, example (39) is ambiguous and context dependent, for it will be an UP IS GOOD metaphor for a supporter of this governor, and an UP IS BAD metaphor for his opponents.

4. Conclusions

The frequency of conceptual metaphor and metonymy was similar in both *El Sol de Puebla* and *El Norte,* although, further analysis would be needed to study the difference in subtypes, for instance, container metaphor use was 37.27% in *El Sol de Puebla* and 25.58% in *El Norte* and entity 36.09% for the first and 62.79% for the latter.

These results lend support to Ibarretxe-Antuñano (2013) who considers the inseparable relation between conceptual metaphor and culture. At the same time, the results of this study contradicts Ibarretxe-Antuñano’ (2013) claim that “The experiential basis of metaphors comprises…both the body -sensorimotor experience common to all human beings- and the environment- socio-cultural experience particular to each community" (Ibarretxe-Antuñano, 2013, p. 323). The findings of this study shows that orientational metaphors of inverted values are particularly context dependent as is the case of the example (39).

We also found that the use of metonymy, either *Place for institution* or *Institution for person responsible,* is frequent in news of negative connotation, we concluded that its use tends to shift responsibility from individuals to abstract entities as are institutions and places. The opposite tendency can be found in news of positive connotation, where headlines usually include proper names "México se esfuerza por combatir el cáncer: EPN", "Avizora Núñez salida de crisis", "Defiende Calzada al campo ante el TLC", etcetera.

Regarding regional differences, we found that *El Norte* used the term "albiazul" which is taken form the local soccer team Monterrey, to refer to the *Acción Nacional* political party. We believe that *El Sol de Puebla* would not portray the political party in this term, or if it did, would not carry the same connotation. On the other hand, *El Sol de Puebla* portrays the event *El Buen Fin* as a trustworthy person, which does not occur in *El Norte.* These two culturally dependent findings, would have more validity in a larger study, for the "albiazul" metaphor only appeared once, and there is the possibility that the event *El Buen Fin* receives more attention in other sections of *El Norte.*

This study is limited by the fact that is linguistically based. To complement these findings, it would be necessary to study its impact on readers. Extending this study to headlines' impact on readers, could help confirm our theory that metonymies are commonly used to shift responsibilities from people to institutions or places, for it could be argued that the actual news include the complementing information, that is, the proper names of the people responsible.

This investigation could serve various purposes, firstly, it could help readers be aware on how the editorials' use of metaphor could influence the way in which they interpret important world events. Secondly, editorials could benefit by understanding conceptual metaphor better and use it more ethically. Finally, this study could help future investigators concerned with the relationship between conceptual metaphor and culture.

References

Antonova, T. (2014). "Social Conflict through Conceptual Metaphor in Media Discourse." *Procedia-Social Behavioral Sciences*, pp. 368-373.

Borcic, N. (2016). *Conceptual Metaphor in Political Communication*. Retrieved on November 27th, 2017 from: https://hrcak.srce.hr/file/250728

Ho, J. & Cheng, W. (2016). Metaphors in financial analysis reports: How emotions are expressed? *English for Specific Purposes*, 43, pp. 37-48.

Ibarretxe-Antuñano, I. (2013). "The relationship between conceptual metaphor and culture." *Intercultural Pragmatics*, 10 (2), pp. 315-339.

Kovecses. Z. (2010). *Metaphor*. Oxford: Oxford University Press.

Lakoff, G. & Johnson, M. (1980) *Metaphors we Live By*. Chicago: The University of Chicago Press.

O'Mara-Shimek, M. (2015). "A communicative efficiency and effectiveness model for using metaphor and metonymy in financial news reporting." *On the Horizon*, 23 (3), pp. 216-230.

Shiung Shie, J. (2011). "Allusions in New York Times and Times Supplement news headlines." *Discourse & Communication*, 5 (1), pp. 41-63.

Sifaki, E. & Mooney, A. (2015). "Two sides of the same coin: matter and embodiment in metaphors of money." *On the Horizon*, 23 (3), pp. 202-215.

Vestermark, I. (2007). *Metaphors in Politics*. Switzerland: Lulea University of Technology.

The textualization of the LGBT Community Marketing Outreach: A Multimodal Critical Discourse Analysis

Areli Nailea Flores García
Benemérita Universidad Autónoma de Puebla

Introduction

The present study intends to explore and explain the discursive and cultural implications within a piece of advertising as part of a publicity campaign for *Absolut* vodka in its 30^{th} anniversary on the market (see Figure 1). The study follows a multimodal critical discourse analysis (Jewitt, 2008, 2009; Kress & van Leeuwen, 2001; 2005; 2006; Kumaravadivelu, 1999; Norris, 2004; van Dijk, 1997; Wysocki, 2011) to demonstrate how this advert attempts to portray an "outrageous freedom" vision by creating a fantasy world (TBWA, 2011). The presence and salience of the symbolic elements within this "fantasy world" is aimed to a specific target audience: the Lesbian, Gay, Bisexual, and Transgender (LGBT) community. The text's visual design attempts to 1) give an inclusion message and raise awareness within society about homosexual openness, and 2) make the vodka brand an explicit part of the community's history by demonstrating that *Absolut* has supported the LGBT movement since 1981 (RuPaul, 2009). In other words, the advert encourages and empowers its main audience to freely "come out of the closet".

First, the context of the study will be presented. Secondly, a scholar overview on the LGBT historical background, multimodality and critical discourse analysis as theoretical foundations will be set out with a focus on the participants' discourses by means of critical analysis, such approach presents a disciplined questioning of the ways in which the power works through discursive practices (Kumaravadivelu, 1999). In addition, the methodology section outlines Wysocki's (2011) steps for multimodal visual texts' analysis. Finally, the findings, conclusion and limitations of the current research will be presented.

Figure 1. Absolut vodka 30th anniversary advertisement

2. Context of the study

The advert at issue is part of the publicity campaign for the 30th anniversary on the market for the vodka brand: *Absolut*. The visual design was photographed by the American graphic artist and director David LaChapelle in October 2011 and published by the advertising agency TBWA in 2012. For the past 30 years, LaChapelle has been worldwide recognized and awarded for capturing surreal glamorous aesthetics and sending deep social messages through his pictures (Alonsso, 2016). The piece of advertising is described, according to TBWA agency (2011) in relation to LaChapelle's delivery as:

> a vision of outrageous freedom...David chose to shoot on a beach in order to emphasize the sense of coming from the darkness into the light... every element that is coming out of the iconic ABSOLUT bottle-shaped closet contributes to that sense of outrageousness and freedom. All the people are representative of the LGBT community and contribute emotionally to the sense of joy and celebration of the 30 year anniversary of ABSOLUT's involvement with the community. Each element is uniquely David – **outrageous**.

As part of the anniversary campaign, Absolut vodka also partnered with Logo Network to create a spot showcased by the contestants from *RuPaul's Drag Race* (see section 3.2) to present a sketch themed ranging from the 80's through the future making an emphasis on the years Absolut has been part of the LGBT community's nightlife. Each 15 seconds show a step of the "getting ready process" (painting nails, picking outfit, makeup and mapping clubs) (Powell, 2012). The minute long commercial shows the contestants through the decades as they get ready with their respective Absolut drinks. The backgrounds reflect the decade as well as the distinctive Absolut vodka flavors of their cocktails. RuPaul (2012) points out that they intended "the campaign to be fun, flirty and most of all, outrageous!" As outlined, all the cultural background and graphical elements of the visual image for this publicity campaign are significant for the intended message. Therefore, the following section will present the literature review to understand the scholar and cultural background of the current study.

3. Theoretical Framework

3.1 The LGTB historical background

Most historians agree that in every documented culture, there is evidence of homosexual activity, whether such relationships were accepted or persecuted (Morris, 2018). However, throughout history, the Lesbian, Gay, Bisexual and Transgender community has also been target of diverse cultural, legal, physical and emotional attacks as well as social negligence. In the past, people believed that toleration towards relations between individuals of the same-sex was the equivalence of sinfulness and moral impurity which could potentially offend and provoke God's anger. Such rejection began once the Christian religion gained power by establishing its moral superiority over older religions which allowed same-sex relations. Promiscuity, prostitution, adultery and homosexuality became all part of the old pagan sexual world banned by the Christian church. The Christian ideas of sexuality created the basis for the increasingly violent condemnation of homosexuality (Naphy, 2004).

In the middle ages, the church took an even greater interest in sexual immorality. When the Black Death was responsible for the loss of large numbers of the population in Europe, people began to seek for an explanation to such tragic disease and why God had punished them in such manner. As a result, numerous groups were targeted as "scapegoats", which mainly targeted Jewish people and homosexuals (ibid.).

In the Victorian era, society was characterized by its liberal way of thinking (Cook et al, 2007). Although homosexual behavior had been illegal since the 16th century, the law had hardly been enforced before the 1720s. After 1780, the criminalization of one kind sexual acts or 'homosexual behavior' raised the numbers of men arrested significantly (ibid.). In the 19th century, when prude ideologies took over Victorian moral values, it started to impact upon society considerably. Therefore, never in the LGBT history, had many men been arrested, imprisoned or executed for homosexual offences (Cook et al, 2007; Naphy, 2004). However, it was not until the year of 1952, that the American Psychiatric Association's diagnostic manual listed homosexuality as a "sociopathic personality disturbance", and only a year later president Dwight D. Eisenhower signed an executive order banning homosexuals from working for the federal government, claiming they are a security risk for the U.S. (CNN, 2014). Even though same-sex relationships stopped being mortally punished, they remained legally rejected or socially frowned upon. As a result, between the 50's and the 80's different states across the U.S. legally prohibited same-sex marriages, such as Maryland in 1973 (ibid.).

Every legal or social obstacle to homosexual openness throughout history was responded by various gay-right movements against such repression. The first objective to be accomplished was to remove homosexuality from the Diagnostic and Statistical Manual of Mental Disorders list, this would finally happen in 1973 by a vote of 5,854 versus 3,810. Such event was possible through "The Mattachine Society" formed by activist Harry Hay which aimed for social acceptance and other types of support for homosexuals. In 1969, "Los Angeles Advocate" later renamed "The Advocate" was founded, and to this day it is still considered the oldest continuing LGBT publication which began as a newsletter published by the activist group Personal Rights in Defense and Education (PRIDE) (CNN, 2014). After such events, legal progress was also evident when the New Jersey Supreme Court ruled that state must provide the rights and benefits of marriage to gay and lesbian couples. As a result, the first legal same-sex marriage in the U.S. takes place in Massachusetts in 2004. Along with many other achievements from the LGBT community, media has also played a major role as globalization and the use of electronic devices has increased. Media has been responsible for the spread of different accounts involving the LGBT community. One of these important events was aired on May 9, 2012. In an ABC interview, Barack Obama becomes the first sitting US president to publicly support the freedom for LGBT couples to marry (ibid.).

3.2 LGBT pop culture in media

In modern times, part of the entertainment industry and publicity has been based on the LGBT pop culture to appear as open-minded and inclusive. In more modern times, many examples of iconic LGBT characters/couples have appeared in the trajectory of media pop culture. For instance, Thomas Barrow, in *Downton Abbey*, Kurt Hummel, Santana and Brittany from *Glee*; the animation of Matthew Duke Ellington in *Big Mouth*, Willow Rosenberg from *Buffy the Vampire Slayer*, Taylor Schilling and Laura Prepon in *Orange is the New Black*, Cameron Tucker and Mitchell Pritchett in *Modern Family*, Susan and Carol in *Friends*, just to name a few. However, there have also been shows fully based on LGBT themes such as, *The L Word*. This production was based in Los Angeles, and features a wide variety of relationships between lesbians and bisexuals. It was a breakthrough in pop culture as the first show to focus entirely on lesbian life. Another example is *The Fosters*, it focuses on the challenges of being lesbian parents but it also capitalizes on the difficulties of adoption. The characters of Stef and Lena are integrated into the story, making them one of the most realistic depictions of an LGBT marriage. Perhaps the most important moments for the community involving media occurred between spring 2015 and spring 2016. In late spring 2015, Alison Bechdel's lesbian-themed Broadway production *Fun Home* won various Tony awards. Then, former Olympic champion Bruce Jenner, also known as Kris Jenner's husband, part of the show *Keeping up with the Kardashians* (a reality show part of E! Entertainment Television) transitioned into Caitlyn Jenner. He reassured this transition publicly by appearing on the cover of *Vanity Fair* (see Figure 2). Finally, during spring 2016, the Academy Awards recognized films with both lesbian and transgender themes: *Carol* and *The Danish Girl* (Morris, 2018).

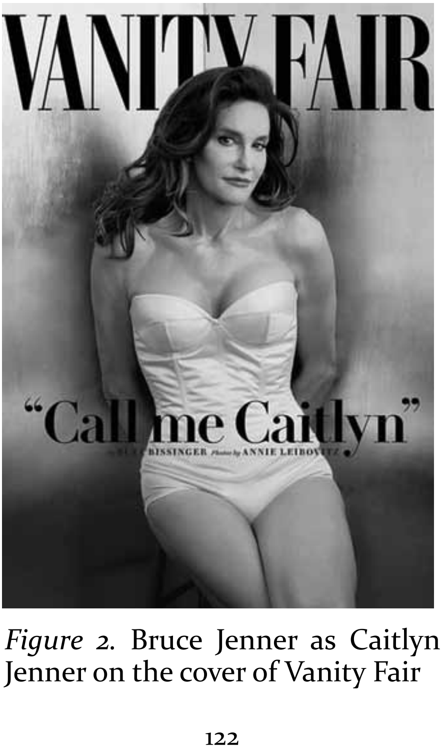


Figure 2. Bruce Jenner as Caitlyn Jenner on the cover of Vanity Fair

As previously mentioned, the Lesbian, Gay, Bisexual and Transgender historical background has become publicly recognized in media through the marketing of *Transgender*. According to the American Psychological Association (2011), **transgender** refers to individuals whose gender identity, gender expression, or behavior does not conform to that typically associated with the sex to which they were assigned at birth. *Gender identity* refers to a person's internal sense of being male, female, or something else; *gender expression* refers to the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice, or body characteristics as it is the focus of this study (ibid.). Transgender practices have existed since women were excluded from most skilled work and earned less than the typical male wage. By passing as men, women could take male occupations, and they could secure both economical and physical freedom. There was no law against women dressing as men, but they would often be ridiculed if they were exposed (Nilssen, 2011).

In modern times, transgender performances, (male or female) physical transformations and impersonations in public appearances have become quite popular and part of the cultural landscape. These performances are mainly characterized by creating and shaping an alternative world. Surreal and fantastic characters come to life as part of *gender expression* by the use of vivid colors and flamboyant costumes, which reminds us of the characters within the Absolut advert at issue. A clear example of a TV show which is mainly based on a Transgender theme is *RuPaul's Drag Race* (2009 - 2018) (Figure 3), an American reality competition series. Old cross-dressing later gave birth to the drag queen performance which is now considered an artistic development. RuPaul, an American drag queen, singer and actor, seeks to document the search for *America's next drag superstar*. RuPaul plays the role of host, mentor, and head judge for these series, as contestants are given different challenges each week involving couture design, singing, artistic make-up, acting and dancing. The show features a major example in this study since 1) it mainly encourages homosexual openness by encouraging its contestants to publicly state their homosexuality including their families or as popularly worded, to "come out the closet". 2) RuPaul as an active member of the homosexual community herself empowers and mentors the participants to freely portray and represent a life size artistic world as reflected on the Absolut advert.

Figure 3. RuPaul's Drag Race reality show on Logo Network

3.3 Critical Discourse Analysis

The aim of this section is to provide a review on Critical Discourse Analysis (CDA) to understand the focus of the study on LGBT culture and media dynamics. First, according to Kamberelis and Scott (1992), "Discourses are perhaps best described as socially and culturally informed systems of possibilities for knowing, being, and acting" (p. 361). Therefore, various types of discourses can be found in media. Within this study, CDA focuses on the relationship between language and society and sees language in use as a form of social practice (Fairclough & Wodak, 1997). Discursive practices can contribute to power relations and inequality issues between individuals with different cultural backgrounds or social classes. For example, the empowerment of socio-cultural openness towards an ideology may also be promoted through a specific type of discourse.

The focus on verbal and/or visual discourse designed by media (television, radio, publicity in magazines or websites) seeks to identify how this type of discourse can shape audiences' opinions and ideologies. Van Dijk's (1991) current studies discuss power through ideologies within discourse. For instance, through the analyses of several news publications in the British and Dutch press, Van Dijk identified the imitation of racism within news. He found that the majority of the topics in this printed media dealt with ethnic preconceptions: immigration as attack, immigrants and refugees as parasites as well as problematic cultural differences. He also stated that the elites are major contributors in the reproduction of racism (ibid).

Another example regarding the power of discourse is the actual classroom discourse, which can be conceptualized as the language that teachers and students use to communicate inside the classroom. Teachers and students mutually construct through their interactions a unique discourse with its own roles, rules and even expectations, thus creating social action (Green & Weade, 1990; van Dijk, 1997). If CDA analyses such relation constructions, then we may think that audience and media also construct a distinct discourse in which individuals with certain cultural background may interpret visual or verbal content as part of their discourse ideologies such as the LGBT community. According to Fairclough and Wodak (1997):

> Ideologies are particular ways of representing and constructing society which reproduce...relations of power (or) domination...To determine whether a particular (type of) discursive event does ideological work, it is not enough to analyse texts, one also

> needs to consider how texts are interpreted and received and what social effects they have (p. 275).

As a result, ideologies play a significant role in the construction of societies. It is imperative to analyze carefully the discourses executed, as well as the impact of ideas and their representation. Power relations between media and its audience deserve significant reflection since power is negotiated and applied in discourse. Critical Discourse Analysis has contributed enormously with relevant discourse changes in some power patterns of dominant groups and institutions, and in this case marketing as well (Fairclough & Wodak, 1997). One of CDA's main objectives is to encourage people's reflection and awareness about the role of discourses in cultures and societies' construction.

There are various manners in which participants can interact through their discourses. Hence, the citation of visual elements within a text as a technique of critical discourse analysis in media to study interaction plays a major evidence role (Kress & van Leeuwen, 2001, 2006; Lemke, 2004; van Lier, 2001). In addition, the use of such techniques to observe discourse interaction undoubtedly result in a much better understanding of media aims and events.

3.4 Multimodality

Multimodality describes approaches that understand communication and representation beyond language (Jewitt, 2009). All interactions are multimodal within social contexts, thus, multimodality takes all communicational acts to be socially constituted (Jewitt, 2009; Norris, 2004). Reading and writing are forms of social action as well; however, as the focus of this study, images are a means to producing and understanding language which may also be considered *texts* (Halliday, 2004; van Dijk, 1997). The visual elements of a text and its context are very important since they contribute to the global experience that texts provide (Jewitt, 2009; Kress & van Leeuwen, 2005; Wysocki, 2011). Thus, the interaction between advertising images, the symbolic elements within them and their cultural impact are a subject for careful analysis.

As the term multimodality expresses, it consists of the simultaneous employment of various communicative modes. These modes employed by participants during interactions may be: 1) embodied, which 'belong to the human body' and are real-time actions (e.g. gaze, gesture, spoken language); and 2) disembodied which 'do not belong to the human body' and are frozen actions (Norris, 2004, pp. 13-14). This study focuses on disembodied modes as "These actions are frozen in the material objects themselves and are therefore evident" (Norris, 2004, p. 14), such as the props or cultural referenced objects in the Absolut advert. All the modes present are co-dependent on one another in various manners, and the hierarchical structure they assume in relation to each another depends on their interactions (ibid.). Therefore, the relation between the size of the image, color, font, or props within this advert are some of the semiotic modes taken into account in the analysis and their meaning inside of a specific culture (Wysocki, 2011).

However, a mode of communication as a semiotic (meaning-making) system also involves rules and regularities (Kress & van Leeuwen, 2001 in Norris, 2004). Barthes (1967a in Kress, 2010) identifies two types of rigorous elaboration in semiotic images, one in which the verbal text comes first, so that the image forms an illustration of it. The second, as in the case of the advert at issue, the image comes first, so that the text forms a more definite and precise restatement or (a relation he called) *anchorage*. Although each mode might make meaning by itself, the general visual design of texts also suggests the reader to follow a specific 'reading path' (Kress & van Leeuwen, 2005). For instance, printed textual pages and comic strips are read in a linear manner, left to right and top to bottom, line by line. On the other hand, newspapers and publicity billboards or posters are read differently and in more than one way. Their reading path is less strict since they are scanned before they are read, which creates connections between the elements, their relationships, information relevance, hence, they are usually grasped before they are read (ibid., p. 205).

Another relevant concept in multimodal analysis is the polarization of images. Most layouts are polarized into Given and New (information) and/or Ideal and Real representations. When layout makes a significant use of the center by placing one element in the middle and the other elements around it, as it is the case of the advert analyzed, these are referred as, Center and Margins respectively (Kress & van Leeuwen, 2005; 2006). This is graphically shown in Figure 4.

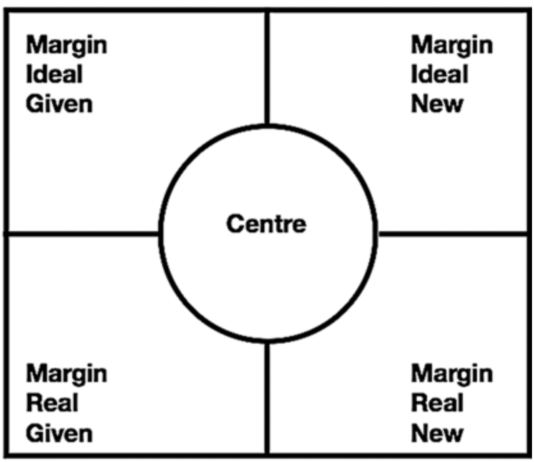


Figure 4. The dimensions of visual space (Kress & van Leeuwen, 2006, p.197).

What in language is realized by words as 'actions verbs' is visually realized by elements that can be formally defined as *vectors* (Kress & van Leeuwen, 2006, p. 46). Visually this is realized by the formal characteristics that create the contrast between foreground and background. A given culture has a range of general, possible relations and these distributions of realization across the semiotic modes is itself determined culturally (ibid). Vectors are a significant semiotic mode when following reading paths which dictate the distribution and relevance of the viewers' focus as an image/text is grasped.

The complete analysis of each mode represented within a visual text is fundamental to properly interpret the message conveyed. The present research follows Wysocki's (2011) methodological approach on image multimodal analysis. In order to study these visual modes systematically as a holistic social event, this approach is presented as follows.

4. Methodology

Wysocki (2011) proposes an analysis approach for the incorporation of words, images and other media inside onscreen and paper texts (p. 123). According to Wysocki, this approach can "help us define the objects of analysis and they encourage preliminary interpretations of what we see" on such images (2011, p. 137). The present methodology raises questions about relations among the visual/material presentations of texts and particular values in context, such as efficiency, clarity, consumption, and standardization, and the 'seriousness' of words and the 'non-seriousness' of images as a way of contextualizing the analysis and composing of texts that use different visual strategies (ibid.). As Kress and van Leeuwen (2005) point out, nowadays it is necessary to carry out analysis of this nature since:

> there is a trend in which, increasingly, the written text is no longer structured by linguistic means, through verbal connectors and verbal cohesive devices...but visually, through layout, through the spatial arrangement of blocks of text, of pictures and other graphic elements on the page... Newspapers, magazines, company reports, school textbooks and others are no longer written but designed and multimodally articulated. (p. 187)

In modern times, the importance of analyzing images is to realize the manner in which visual messages are structured, their purposes and complexity; and therefore, particularly interpreted by society. Wysocki (2011) claims that the purpose of media images may be evident at times and we may identify whether a page has been designed to sell something or to present news to a specific audience. By looking at a page or screen, it is initially understood the purposes and functions because it follows the visual conventions of a specific genre. This occurs when we associate particular visual arrangements with different genres, which means that not only the text allows the audience to know which genre it belongs to, but these visual collections do some of the work for the genre at the same time.

The advert analyzed in this study has followed the conventions of a brand publicity campaign. However, this is further identified through the decomposition of its elements according to Wysocki's approach, which raises a series of questions, which:

> "provide an initial framework that can be modified and expanded; these questions ask us to: 1) Name the visual elements in a text. 2) Name the designed relationships among those elements. 3) Consider how the elements and relations connect with different audiences, contexts, and arguments" (2011, p. 137)

By following the aforementioned methodology, first, a section about the identification of the symbolic elements within the image will be presented. Second, a section on the holistic relations among the elements integrated will be reviewed and finally, a section on the contextualization of such elements will be set out.

5. Analysis and key findings

5.1 On Naming the elements and visual aspects

One of the main considerations for the analysis of an image is its size. The reasons involved in the size of current publicity and the typefaces used, as with other visual aspects of texts are tied to social practices (Wysocki, 2011). Since it is an alcoholic beverage, the nature of an Absolut vodka advert is to draw the audience's attention at its contextual convenience. Therefore, this type of advertisement may appear within a wide variety of media and thus, the size of the advert may vary. Absolut publicity has mainly appeared on magazine pages, billboards, liquor store posters, night clubs or online window-shopping, which places value on the prompt and efficient transmission of information and visual appeal (TBWA, 2011; Wysocki, 2011)

Regarding size inside the advert, whether this piece of publicity is found in a billboard or a small window shop online, an image dominates a considerable amount of the advertisement, hence, it may be categorized as the most salient element (Kress & van Leeuwen, 2005). The salience of such element immediately brings attention, first, to the spatial arrangement of characters or represented participants (people, places and things depicted) within the layout of the image (ibid.; 2006). These are materialized in two types: human characters and surreal oversized props. The most salient disembodied mode inside the advert at issue as well as in other Absolut ads, is a design strategy represented by the vodka shaped bottle inside the holistic layout of the message (Kress & van Leeuwen, 2005; Wysocki, 2011). We may notice this in Figure 5 and 6 below, in addition, it is also evident the use of the LGBT rainbow colors within the Absolut vodka bottle.

Figure 5. Absolut vodka bottle silhouette.

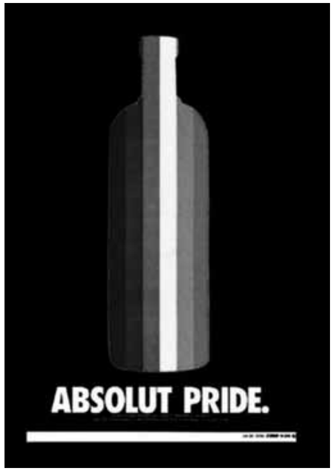


Figure 6. LGBT pride flag in Absolut bottle.

The colors in the image play a key role in the construction of meaning of this text. Absolut vodka has been characterized for its creative and avant-garde publicity, and its main message frequently involves liberalness, lowered inhibition and pleasure. Such messages are metaphorically presented through the use of highly saturated colors as part of the layout (Kress & van Leeuwen, 2005). Clear examples are purple, pink, yellow and light blue, which are striking, bright and visually appealing to the intended audience. The advert at issue includes another element, a brief section with written text. There is a limited amount of visual words and thus, it is worth paying careful attention to the typeface choices. The design and use of the typefaces used are decorative and elegant which simultaneously advertise the vodka brand rather explicitly.

5.2 On Naming the Relationships among elements
5.2.1 The relation between image and text

The type of visual arrangement within the advert suggests a particular reading path. This follows a trajectory starting with the photograph since the space taken by it is larger than the written text. However, this type of visual texts do not have to be read in that order strictly; the process of scanning the advertisement first, sets up connections between all the elements, relating them to each other according to their relevance (Kress & van Leeuwen, 2005). This relevance may reveal to us how the content of the advert has been polarized in relation to the message intended and its social purposes. The proportion relations identified in the advert are: the representation of Ideal (top) and Real (bottom) depictions, and the strategic use of the Center. The photo placed in the **Ideal** area attempts to vividly display the essence of the Absolut campaign which is inhibition and freedom. In addition to the polarization, the image inside the macro-space of the ad proves to have consistent margins (Wysocki, 2011). These margins however, correspond to and resemble an instant photograph as compared below (see Figure 7).

Figure 7. Examples of instant picture framing vs. Absolut advertisement framing

However, since images are too open to a variety of possible meanings, the aforementioned arrangement depends on textual words. Visual meaning is too indefinite, hence, various techniques are developed to fix the unclear visual messages to counter the uncertain messages, and a linguistic message is one of these techniques (Barthes, 1967a in Kress, 2010). These textual elements are placed in the **Real** dimension of the advert. The real dimension gives a explicit message, the verbal text elaborates on what the photograph displays. Such words add new and different meanings to complete the message by explaining in detail the name and slogan of the brand and for how long it has supported the LGBT community (ibid.). The reading path of the text inserted suggests to read the prominent typefaces with the message **'ABSOLUT OUTRAGEOUS'**. On a secondary level, we can see a more decorative and smaller typeface containing the slogan of the brand: '**Cocktails Perfected** '. Third, the smallest typeface presented displays the words: 'CELEBRATING 30 YEARS OF GOING OUT AND COMING OUT'.

5.2.2 The relation between the elements in the photo and the colors

Someone designing a logo for a company considers very carefully how the color, shape and images in the logo will persuade those who see the logo and what they will think of the company (Wysocki, 2011). Therefore, the elements included in the advertisement have followed certain conventions. As mentioned, the most salient element in the layout of the advertisement is the photographic image from LaChapelle (2011) which has been placed in the upper part. The photo placed in the **Ideal** area attempts to display the Absolut campaign's spirit, and models a fantastic and colorful world where fuchsia, pink, purple and blue are just a few of the many highly saturated colors of the picture (Kress & van Leeuwen, 2005). Within the image, more specifically, we can also identify a series of flamboyant characters and oversized props. Also, as it can be observed, all the human characters are depicted in regular scale. However, the fantasy props (the graphic representation of the Absolut vodka bottle, a hotdog, and the two vintage objects: a roller skate and a double turntable) have been manipulated to appear in a larger scale, and look dreamy and super-saturated (Wysocki, 2011). This violates the laws of naturalistic depiction or indeed, the laws of nature which takes the viewer to an **imaginary level** (Kress & van Leeuwen, 2006). In addition, the composition of the image presents an Absolut vodka bottle shaped closet in the **Center**. The bottle, therefore becomes the space of the main message and contains the visual power of the center (Arnheim, 1982 in Kress & van Leeuwen, 2005). Finally, it is necessary to keep in mind the social circumstances in which an image has been designed and the sociocultural impact its author intends it to have (Wysocki, 2011). Therefore, the contextualization of the elements is outlined in the following section.

5.3 On contextualizing the elements

As mentioned, the reading path suggests to observe the image first since it is the largest element. Its size and framing margins in relation to the macro-space suggests to be an **instant** photograph. According to Wysocki, photographs have never been 'caught moments of reality', instead they have always been the result of a photographer's attentions, choice of framing and technological knowledge (2011, p. 133), which is the case of the current photo. LaChapelle (2011) as the active participant (Kress & van Leeuwen, 2006), created a communication link with his audience, a connection between producer and viewers. According to TBWA (2011), David LaChapelle arranged for the photo shoot to be at a beach and thus, these instant photo-like margins give the sense of capturing an instant moment of utopic entertainment. This composition takes the audience to an imaginary world by recreating an LGBT party scene at the beach which includes an oversized salient prop such as a double turn table representing **music**.

Within the photographic image, the author-viewer bond is first pursued through the strategic use of the symbolic props. First, the elements altogether create a balancing center, that is to say, the main point of the image (Kress & van Leeuwen, 2005). This balance:

> forms an indispensable matrix for the production and reception of spatially organized messages... (playing) a key role in producing an aesthetic pleasure in layout, and hence our affective relation towards it. Via this affective process the effects and functions of a message are deepened, and it is in such aspects that ideology, affect, and subjectivity become inextricably mixed (p. 201)

This matrix suggests that the action verb 'focus' is found within the Absolut bottle-shape placed in the center of the photographic image. It becomes clear that these visual vectors point or direct the viewer towards this oversized visual prop. Figure 8 below shows graphic arrows representing the vectors of visual focus.

The use of these vectors not only attempt to provide focus towards the Absolut vodka container but empower the depiction of a closet-like shape as it includes a door opening the Absolut bottle shape. As it is opened, a clothing hanger is depicted, this is graphically highlighted in Figure 8. This powerful discursive assembly places a strong emotional connection with the audience since the figure of speech **"coming out of the closet" is an important self-transition and social acceptance in the LGBT practices**. This emphasis through the sense of coming from the darkness

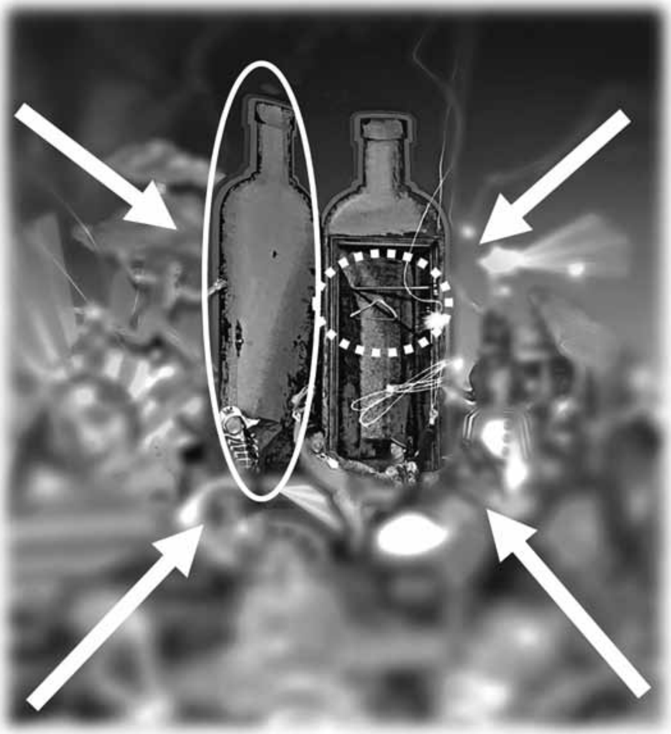


Figure 8. Strategic use of the center and representation of the viewers' focus vectors.

into the light is a significant message intended towards homosexual openness and social freedom.

In addition, we can also perceive the display of extreme liberalness with various actions among the rest of the represented participants. These human characters are displayed smiling, dancing, posing, hugging and holding hands with other same-sex 'participants' along with the use of exaggerated make up, customs and fantasy prompts, such as fairy wings and unicorns. These interactions give the impression of a fantasy collage, or in other words, a **homosexual utopia**.

Colors are another important part of the current analysis. Within this publicity strategy, the semiotic resource of color as low modality is no longer designed as a collection but as an extensive catalogue of individual distinct colors (Kress & van Leeuwen, 2002, p. 351). For instance, pink works as a marker of gender and sexuality in cultural models. The dominance of the pink color is known for attracting female readers' attention and displays both sexuality and sexual identity. Pink possesses counter-cultural associations with stereotypical homosexuality (Koller, 2008). The images also makes an evident use of yellow. According to Kress & van Leeuwen (2002), a primary color such as yellow highlights the presence of certain elements, this is the case of shooting stars and wonder-wands, which harmonizes and contrasts with pink by presenting the audience with **key concepts, such as 'wishes' and 'magic'** respectively. For instance, shooting stars present to us the desire of the community to "**come out**" **and be accepted**. Finally, the use of such colors are present in Drag practices, and thus the intertextual connection may draw the attention from individuals specifically involved in this type of performing art.

On point colors are not only present within the photographic image but also in the textual words responsible for the message anchorage. This anchorage relation forms a more definite and precise restatement of the visual content and, as it is placed in the **Real** dimension, the textual words attempt to project seriousness by detailing the name of the brand, its slogan and a brief historical sentence. Such elaboration of the photo attempts to build a rather persuasive visual work (Wysocki, 2011). Therefore, when particular typefaces are applied to these words or lines, they call visual and hence conceptual attention as they mark the text that is supposed to represent spoken words (ibid., p. 129). According to Wysocki (2011), most academic and literary texts use only one or two typefaces, however, other texts present experimentation and mixture of more than one typeface as an argumentative possibility, which is the case of the advert analyzed. In the first text level, we can see the following typeface:

'ABSOLUT OUTRAGEOUS'

This is the most powerful text of the advertisement as a holistic event. This explicitly includes the name of the vodka brand: **ABSOLUT**. Therefore, the font size has been carefully considered to appear larger than the rest of the other textual messages. The weight of the Absolut word has been utilized in several other cocktail/alcohol related puns in the Transgender or Drag media. More specifically inside the commercial featured by the contestants from RuPaul's Drag Race, as Absolut is one of the show's sponsors (RuPaul, 2009, see Figure 9). Phrases such as "This is an Absolut Bloody cocktail", "please enjoy with Absolut responsibility" and "Absolut Cosmopolitan" are just a few linguistic representations exemplifying the clever use of the brand's name (RuPaul's Drag Race, 2009).

Figure 9. Absolut Vodka sponsor of RuPaul's Drag Race (2009-2018)

The adjective: **OUTRAGEOUS** exemplifies one of the many mottos of the brand (RuPaul, 2012), and could be the qualifying concept of controversial liberalness. The sans serif typefaces used have been chosen to function rationally (Wysocki, 2011). This provides the audience with an implicit message as well with the preposition: '**OUT**' which: 1) intends the homosexual audience's attention through the use of pink typefaces (Koller, 2008) and, 2) reassures the closet-like shape message: "to come OUT of the closet".

The next level of text is found in the words:

Cocktails Perfected

This messages contains the Absolut vodka slogan. The brand's is worldwide famous for presenting a wide variety of citrus flavors to its consumers. The brand offers an "Absolut citrus experience" which is culturally interpreted as its cocktails have been improved and thus, **Perfected** over other alcoholic brands. This is visually translated by the employment of quite elegant typefaces attempting to look as if they were drawn by hand with a fountain pen (Wysocki, 2011). This type of pen is used for important writing in official work, such as signing valuable documents. These pens are nowadays considered luxury goods and status symbols. The relation between the brand's slogan and the use of a fountain pen within the image is what Kress and van Leeuwen (2006) call: "sign-making", which is the process of the constitution of a metaphor in two steps (Table 1):

Table 1

Determination of sign-making process (Kress & van Leeuwen, 2006, pp. 8 – 13)

Advert element	Slogan	Elegant typefaces	Real dimension
Metaphor relation	Uniqueness authenticity	Fountain pen signature	Signature area of a document

We can see this visual metaphorical relation process in Figure 10. The Real dimension (bottom part) of the advert adds seriousness to the holistic message and it purposefully displays a blank background intended as an area to be signed. The slogan of a brand may be considered a signature since these textual words provide uniqueness, authenticity and identity to it, resembling a person's signature. However, not only the textual message represents the signature but also the elegance of the typefaces which appear to be written with a fountain pen adding importance to the piece of advertisement, that is to say: **Absolut's signature for a significant anniversary campaign.**

Figure 10. Absolut's slogan as signature within a document.

Finally, the third level brings to attention the following text: 'CELEBRATING 30 YEARS OF GOING OUT AND COMING OUT'. Although this is a visual text with a marketing objective, its purpose is also interactional and emotive (Kress & n van Leeuwen, 2006, p. 89). This sentence intends to make an analogy the constitutive principle where a process of classification takes place: "X" is like "Y"; this classification is governed by social relations of power (ibid.). Table 2 shows this relation of textual power.

Table 2

Determination of sign-making process: the Analogy (Kress & van Leeuwen, 2006, p. 8)

Advert element	CELEBRATING 30 YEARS	GOING OUT	COMING OUT
Metaphor relation	Time / Social support of the brand towards the community	LGBT party scene	Figurative speech. Social transition

The 'CELEBRATING 30 YEARS' metaphor expresses that for thirty years of existence in the market, 'Absolut' has supported the LGBT movement as it has been present when people have 'GONE OUT'. Absolut, therefore, has become a significant presence in parties, gatherings and nightlife. This becomes evident as Absolut vodka also partnered with Logo Network to create a spot showcased by the contestants from RuPaul's Drag Race, as part of the brand's anniversary see (section 2). This spot attempted to represent the decades from the 80's through the future (2000's) making an emphasis on the years Absolut has been part of the LGBT community's nightlife. The commercial also focused on activities such as the "getting ready process" before GOING OUT, such as painting nails, picking outfit, makeup and mapping clubs (Powell, 2012). COMING OUT, on the other hand, represents such vodka name as also becoming throughout 30 years, an iconic brand related to the social acceptance practices of making public sexual orientation. Kress & van Leeuwen (2006) point out that as "mature members of a culture we have available the culturally produced semiotic resources of our society, and are aware of the conventions and constraints which are socially imposed on our making of signs" (p. 12). Sign-makers or designers adequate signs to represent metaphorically what is significant inside the community. Forms which seen to be the appropriate and plausible within the given context (ibid.).

6. Conclusions

In conclusion, multimodality is a strong guidance to understand communication beyond textual language through a wide variety of modes (Jewitt, 2009; Wysocki, 2011). Multimodal procedures in this study allowed us to witness how advertising empowers both participants involved: the advertising designers and the audience. In this case, the gay community, as the audience, may perceive this outreach as a meaningful marketing 'interaction', which gives them the sense of being taken into consideration by publicity and thus, society itself. On the other hand, the advertising designers attempt to reach this community by raising awareness within other social individuals outside the community and making the brand an explicit part of the LGBT historical background. This is achieved by demonstrating that Absolut understands them and is 'on their side'. It is evident that the result of this marketing approach and such cultural encounter also attempts to increase the consumption volume of Absolut vodka. However, advertising nowadays can reach a community by becoming an intimate connoisseur of their culture and discourse which leads to positive outcomes for both parties.

Those participants inside of the gay community interpret the signs differently than the participants outside the LGBT community. Since not everyone is exposed to such cultural background, the study limitations may be placed in LGBT non-natives. The instruments, strategies or visual design might not be apparent to their naked eye. However, design work takes discursive power through the employment of cultural background which reaches out for specific minority groups within society and thus, raises awareness among those culturally and emotionally involved as well as outsiders.

References

Cook, M., Mills, R., Trumbach R. & Cocks, H. G. (2007). A Gay History of Britain: Love and Sex between men since the Middle Ages. Oxford: Greenwood World.

Fairclough, N. & Wodak, R. (1997). Critical discourse analysis. In: van Dijk, T. Discourse as Social Interaction. London. Sage.

Green, J.L. & Weade, G. (1990). The social construction of classroom reading: Beyond method. *Australian Journal of Reading*. 13 (4) 326-336.

Halliday, M. A. K. & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar* (3rd ed.). London: Hodder Arnold.

Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education* 32 (1), 241-267.

Jewitt, C. (2009). An introduction to multimodality. In Jewitt, C. (ed.). The Routledge handbook of multimodal analysis (Ch. 1, pp. 14-27). London: Routledge.

Jewitt, C. (2009). Different approaches to multimodality. In Jewitt, C. (ed.). The Routledge handbook of multimodal analysis (chapter 2, pp. 28-39). London: Routledge.

Kamberelis, G. & Scott, K. D. (1992). Other people's voices: The coarticulation of text subjectivities. *Linguistics and Education*

Kress, G. (2010). *Multimodality*: A social semiotic approach to contemporary communication. (Ch. 5, pp. 80-102). London: Routledge.

Kress, G. & van Leeuwen, T. (2001). *Multimodal Discourse*: The Modes and Media of Contemporary Communication. (pp. 1-2). Oxford UK: Oxford University Press.

Kress, G. & van Leeuwen, T. (2002). Colour as a semiotic mode: notes for a grammar of color. 1 (3) (pp. 343- 368).

Kress, G. & van Leeuwen, T. (2005). Front pages: (the critical) analysis of newspaper layout. In. Bell, A. & Garret, P. (eds.), *Approaches to media discourse* (pp. 186-219). Oxford: Blackwell.

Kress, G. & van Leeuwen, T. (2006). *Reading Images. The grammar of visual design* (2nd Ed.). London: Routledge.

Koller, V. (2008) '"Not just a colour": pink as a gender and sexuality marker in visual communication'. In Visual Communication 7(4): 395-423.

Kumaravadivelu, B. (1999). Critical classroom discourse analysis. *TESOL Quarterly 33*(3), 453–484.

Lemke, J. L. (2004). *Intertextuality and educational research*. Linguistics and Education 4(3-4), pp. 257-268.

Naphy, W. (2004). *Born to be Gay: a history of homosexuality*. University of Virginia. Stroud: Tempus. USA.

Nilssen, I. (2011). LGBT History: *a general overview.* Surrey History Centre. University of London.

Norris, S. (2004). *Analyzing multimodal interaction: A methodological framework*. New York: Routledge.

van Lier, L. (2001). Constraints and resources in classroom talk. In C.N. Candlin & N. Mercer (Eds.), *English Language Teaching in its Social Context* (pp. 90-107). Routledge: New York.

van Dijk, T. (1991) Racism and the Press. London. Routledge.

van Dijk, T. (1997). Discourse as interaction in society. In van Dijk, T. (Ed.), *Discourse as social interaction*(pp. 1-37). London: Sage.

Wysocki, A.F. (2011). The multiple media of texts: How onscreen and paper texts incorporate words, images and other media. In Bazerman, C. & Prior, P. *What writing does and how it does it: An introduction to analyzing texts and textual practices* (pp. 123-163). New Jersey: Laurence Erlbaum Associates, Publishers.

Websites:

Alonsso, L. (31 de Octubre, 2016). *Descripción de LaChapelle: Un fotógrafo único, creativo y con un estilo inigualable*. Retrieved from: http://www.fotomecanica.mx/blog/david-lachapelle-un-fotografo-unico-creativo-y-con-un-estilo-inigualable/

CNN Report (March 9th, 2014). LGBT Rights Milestones Fast Facts. Retrieved from: https://edition.cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html

LaChapelle, D. (2017, December 18). *David LaChapelle*. Retrieved from: http://home.davidlachapelle.com/

Morris, B. J. (2018). American Psychology Association: History of Lesbian, Gay, Bisexual and Transgender Social Movements. George Washington University. Retrieved from: http://www.apa.org/pi/lgbt/resources/history.aspx

TBWA, (2011). Print, magazine and newspaper advertisement for Absolut by David LaChapelle. Day New York: USA. Retrieved from: https://www.adsoftheworld.com/media/print/absolut_outrageous

Powell, C. Absolut Vodka Through The Years (May 15th, 2012). Commercial's title "Television commercial" RuPaul. Retrieved from: https://vimeo.com/42220892

Shows cited:

Joel, M. (Director), Goldberg, A., Flackett, J. and Kroll, N. (Writers). (2017). ***Big Mouth***. Netflix series.

Whedon, J. (Director & Writer). (1997-2003). ***Buffy the Vampire Slayer***. 20th Century Fox Television.

Percival, B. (Director) and Fellowes, J. (Writer). (2010 – 2015). ***Downton Abbey***. Masterpiece Theatre

Crane, D., Kauffman M. and Bright, K (Executive Producers & Writers). (1994 – 2004). ***Friends***. Warner Bros. Television

Buckley, N. (Director) and Bredeweg, B. (Writer). (2013-). ***The Fosters***. Blazing Elm Entertainment

Bradley, B. (Director) and Brennan, I. (Writer). (2009 – 2015). ***Glee***. 20th Century Fox Television.

Ray, C. (Director) and Seacrest, R. and Goldberg, E. (Writers). (2007-). ***Keeping up with the Kardashians***. E! Entertainment Television

Troche, R. (Director) and Abbott, M. (Writer). (2004 – 2009). ***The L Word***. 20th Century Fox Television.

Mancuso, G. (Director) and Levitan, S. (Writer). (2009 -). ***Modern Family***. 20th Century Fox Television

McCarthy, A. (Director) and Kohan, J. (Writer). (2013 -). ***Orange is the New Black***. Netflix series.

Murray, N., Stevenson, I. and Harder, J. (Directors). (2009 -). ***RuPaul's Drag Race***. Logo. Network.

La frontera como un espacio para la reconfiguración de la identidad

Nora Lizet Castillo Aguirre
Víctor Barrera Enderle
Universidad Autónoma de Nuevo León

Hay tantísimas fronteras que dividen a la gente pero por cada frontera existe también un puente. – *G. Valdés (1982, p. 17)*

Introducción

Este ensayo crítico contribuye a la discusión del tema de la frontera, la identidad y su relación con la producción literaria en los siglos XX y XXI. Trastocando los márgenes de lo real y lo irreal nos remite a una serie de visualizaciones que corresponden con los asuntos de delimitación de espacios geográficos –territorio- e imaginarios; asimismo, el término frontera nos abre un abanico de posibilidades para considerar un conjunto de elementos indispensables para delimitar el concepto de identidad. Frontera e identidad son dos términos muy complejos, se abordan desde la relación: frontera- territorio- identidad nacional e identidad de género. En este estudio se explica hasta dónde los migrantes poseen la habilidad de definir los límites de una nacionalidad y los límites territoriales entre países que no terminan de entender lo íntimamente ligados que están, como es el caso de México y Estados Unidos en donde la frontera geográfica es evidente, no obstante la ideológica amerita deslindes. Para consolidar este análisis con respecto a la idea de las fronteras ideológicas en relación con el tema del género compartimos algunas observaciones sobre los textos de dos escritoras de principios del siglo XX que fueron migrantes y que consideraban sus elementos nacionales en otro país. Otro ejemplo que aborda este estudio se relaciona con los límites ficticios e ideológicos planteados en la novela *Angosta* del escritor colombiano Héctor Abad Faciolince, novela que sirve de alegoría para expandir los puntos a tratar a lo largo del presente trabajo.

Este estudio está organizado de la siguiente manera: se parte de las definiciones de frontera tomadas del *Dictionary of Mexican Cultural Code Words*, posteriormente consideramos las aportaciones teóricas de dos expertos en el tema de frontera como son Néstor García Canclini (1997) y Josefina Ludmer (2007). En el caso de García Canclini las aproximaciones son en torno a San Diego y Tijuana, mientras que las de Ludmer se encuentran ejemplificadas con respecto a la novela *Angosta* para luego ubicar sus aproximaciones a una realidad más evidente.

1. Definiciones operativas del término frontera

El diccionario de *Mexican Cultural Code Words* brinda dos definiciones de lo que es una frontera:

> North American colonists had their frontier, a seemingly endless expanse of mostly inhabited land that stretched westward beyond their imagination. This circumstance played a seminal role in the development of the American colonies and their independence from England, and has continued to impact in the most fundamental way on the history of the United States. Mexico also had its frontera (frohn-TAY-rah) or "frontier", and if anything, it played, and continues to play, an even more important role in Mexican history. But the territorial similarity between the Mexican frontier and the American frontier is about the only thing they had in common (Lafayette, 1996, p. 118).

La primera definición es considerada en torno a la expansión territorial que los ingleses emprendieron en el territorio de Estados Unidos de América, a diferencia de la segunda definición que sugiere la cercanía de los territorios de México y de Estados Unidos por los márgenes del Río Bravo. Es también interesante señalar la enunciación que Josefina Ludmer hace en torno a la frontera sin referirse a un país en particular: "La reorganización del mundo en el que operan hoy algunas escrituras implica una caída de fronteras que se reproduce en el plano público, político, y jurídico, mientras se refuerzan las fronteras para los cuerpos desplazados" (Ludmer, 2007, "La ciudad latinoamericana en las ficciones del presente". Seminario. Cátedra Alfonso Reyes- Tecnológico de Monterrey. 16-19 de febrero), apuntes personales.

Es importante resaltar que en estas tres aproximaciones sobre la noción de *frontera* se toman en cuenta no sólo las delimitaciones del territorio, sino también los espacios en donde se mueven los sujetos, asimismo es pertinente apostar las barreras entre lo realista, lo fantástico, lo literario y lo no-literario.

2. Representaciones de la frontera desde la literatura

Consideramos para este análisis las aproximaciones teóricas que hace Josefina Ludmer y Néstor García Canclini en torno a las fronteras representadas por *Angosta* como una alegoría a las ciudades del sur de Estados Unidos y del norte de México siendo la comparación entre una ciudad colombiana que involuntariamente sirve de guía para representar lo que sucede entre Tijuana y San Diego en pleno siglo XXI. Del mismo modo, se toman en cuenta las valoraciones ideológicas de un par de periodistas migrantes de ciudades latinoamericanas a ciudades dentro de los Estados Unidos. Dos puntos de vista disímiles sobre la inserción de la mujer en sus diferentes roles en una sociedad extranjera a principios del siglo XX.

La pertinencia del puente –insinuado por Gina Valdés- es, en este caso, la palabra que se tiende como un puente, la palabra sugerida en la crónica periodística, en los escritos que a principios del siglo XX proponían algunas mujeres, de las que destacamos a Luisa Capetillo y a Loreley, quienes luchaban por derechos, por igualdad y por un espacio público para las mujeres. Es este puente que comunica al escritor con el lector, y en el caso de las mujeres migrantes que comenzaban a tener participación pública por medio de sus crónicas y sus artículos periodísticos, era un doble puente. Primero porque así se representaban en el ambiente público y segundo porque al estar alejados de los suyos (migrantes mexicanos y puertorriqueños) al establecerse en San Antonio o en Houston y en otros lugares habitados por descendientes de latinoamericanos en Estados Unidos podían expresarse y su voz era comprendida por quienes padecían los mismos sentimientos de abandono y de vacío provocados por traspasar las fronteras territoriales y del idioma. De esta manera, las crónicas periodísticas de dos autoras latinas en Estados Unidos de principios del siglo XX, una novela de principios del siglo XXI y las aproximaciones teóricas de dos expertos nos guiarán para desenvolver cada capa que conforma el constructo ideológico del término frontera.

3. El periódico femenino como artífice de la configuración de una identidad

A finales del siglo XIX, principalmente en Europa se puso de moda la creación de los periódicos femeninos, es decir, periódicos escritos por mujeres y cuyo contenido era leído y disfrutado principalmente por mujeres. Rápidamente este auge de la comunicación epistolar, literaria y en forma de panfletos llegó a ocupar espacios públicos en muchos países del mundo. México y Estados Unidos, no fueron excepción. Los escritos de Loreley y las propuestas de Luisa Capetillo, fueron redescubiertos por T*he Recovering the U.S. Hispanic Literary Heritage Project* (2000-2003) en la Universidad de Houston[1].

Estas escritoras exponen sus ideas de una manera muy particular, cada una por su parte, así nos queda en claro sus ideales y sus intenciones al tender sus puentes de comunicación entre sus ideas y los textos que comparten con sus lectoras. Luisa Capetillo nació en Arecibo, Puerto Rico en el año de 1879. Heredó de sus padres el interés por la lectura, la escritura y la educación en general, le interesaban las ideas europeas de la época. La madre de Luisa Capetillo nació en la Francia romántica y llegó a América con las ideas que más adelante Luisa repetiría. Luisa asistió a la escuela pero mucho de lo que aprendió lo hizo de forma autodidacta. Su primer trabajo fue como costurera y su siguiente trabajo fue como lectora en las fábricas de tabaco en Arecibo, Puerto Rico.

Capetillo luchó por los obreros en contra del analfabetismo, por las causas humanitarias, por la infancia desvalida y fue activista a favor de la igualdad de derechos de la mujer. En muchos de sus textos podemos encontrar no sólo reclamos sociales, sino que también podemos encontrar consejos para llevar una alimentación sana y consejos para el cuidado del cuerpo. Así como también consejos para ser una buena esposa, una buena madre y para la mujer en general. Capetillo creía y profesaba el concepto del amor libre, en el sentido que la mujer puede escoger libremente a su hombre, al igual que los varones a su compañera. Tuvo tres hijos pero nunca contrajo matrimonio de manera legal con ninguno de sus dos compañeros sentimentales.

1 Este proyecto fue fundado y dirigido por el doctor Nicolás Kanellos hace un par de décadas y se encarga de rescatar textos, periódicos, crónicas y manifestaciones literarias escritos por migrantes que han vivido en Estados Unidos pero que escriben en sus lenguas de origen.

La idea de mujer trabajadora va muy ligada al concepto de feminismo, tal y como lo conocemos actualmente, no obstante Capetillo compartía este ideal feminista, sin la carga ideológica que se le dio en los años 60 a esta manera de pensar y de actuar. Capetillo mostraba constantemente la defensa de la mujer y del trabajador en general. Las condiciones de los trabajadores en Puerto Rico eran injustas en ese momento, tanto para el hombre como para la mujer, aunque para la mujer se reflejaba en que el salario era menor aún y cuando desempeñaran las mismas tareas que sus compañeros varones. Capetillo quería una transformación total en las estructuras sociales, entre ellas las patriarcales y todo lo que significara opresión a las mujeres, posiblemente ella veía en el feminismo el instrumento para combatir la injusticia:

> "Cuando se reforme esta sociedad indiferente y egoísta por la futura, fraternal y altruista, entonces, cuando no se cometan injusticias, cuando no se castiguen inocentes, cuando los jueces no exijan 'la verdad, toda la verdad, y nada más que la verdad' siendo los primeros embusteros..." (Capetillo en Matos, 2005, p. 216).

En la manera en que Luisa Capetillo escribe podemos apreciar la exaltación de los sentimientos y su gran pasión al exponer sus ideas, observamos la manera en que ella, a toda costa, quiere enseñar e instruir a los puertorriqueños. Entre las muchas asociaciones de las que formó parte Capetillo estuvo vinculada a la Federación Libre de Trabajadores, la FLT, escenario y estructura de hombres. El liderazgo obrero era masculino. Las feministas de la élite intelectual profesional y criolla, seguían las ideas del liberalismo burgués clásico. Veían en estas ideas el progreso, aunque no se vislumbra como compromiso con un sistema democrático igualitario. Dentro de la clase trabajadora a la que

Capetillo pertenecía, todas las mujeres apoyaban proyectos radicales, la Federación Libre de Trabajadores se caracterizaba por las ideas de fraternidad, además la FTL organizaba los trabajadores del país, agrupaba, trabajadores urbanos diestros tales como los carpinteros, tipógrafos y tabaqueros. En las regiones rurales de la Isla, en su gran mayoría eran trabajadores agrícolas por lo que Capetillo insistía en que la educación era su mejor arma. A finales del siglo XIX comenzó en Europa la ideología del feminismo, el cual Yamile Azize Vargas define como:

> "el pensamiento de la Ilustración, que defiende la razón como medio indispensable para buscar la verdad, donde primero se encuentran los postulados en defensa de la existencia del talento y de la inteligencia de la mujer, y las denuncias de que la típica educación femenina era la causante de la ignorancia y abulia entre la mayoría de las mujeres" (Azize, 1987, p. 11).

En los Estados Unidos existió por primera vez el feminismo organizado y estaba vinculado a los cambios políticos y económicos que sucedían en América Latina, algunos de los cambios referentes a la manera en que las mujeres vivían ya habían comenzado bajo la dominación española, el cambio económico y el capitalismo vino a consecuencia del establecimiento de las corporaciones tabacaleras y azucareras norteamericanas. La mano de obra de muchas de estas corporaciones era puertorriqueña. Las mujeres comenzaron a integrarse a la economía por medio de su desempeño laboral, particularmente en la industria tabacalera y en las industrias algodoneras preparadas para confección de prendas de vestir.

El discurso de Capetillo es muy importante, ya que toma en cuenta los temas de la mujer compañera, madre, el hombre, el abuso, la injusticia, la fraternidad, el orden, el trabajo, la religión, la iglesia formal e informal, sus viajes, la pobreza, la cárcel, la salud, la naturaleza y todos los aspectos de la vida con los que ella estaba familiarizada, y esto lo podemos apreciar visiblemente dentro del texto *Mi opinión sobre las libertades, deberes y derechos de la mujer como compañera, madre y ser independiente, la mujer en el hogar, en la familia, en el gobierno* que es una exposición feminista, la primera de Puerto Rico. Fue escrita en 1910, y se publicó en Nueva York en 1911. Tardaron décadas en que estos textos cobraran el interés de Félix Matos, quien no solo los recopiló, sino que los analizó e hizo una importante consideración que fue publicada por el *Recovering the U.S. Hispanic Literary Heritage Project* de Houston en el año de1995.

La intención de Luisa Capetillo al escribir su primer tratado feminista no es recoger elogios ni glorias ni aplausos: "sin preocuparme de la crítica de los escritores de experiencia, el único móvil que me impulsa a dar a la publicidad de este tomo es decir la verdad, la cual aún aquellos que están en mejores condiciones y con más talento para decirlo no lo hacen". (Capetillo en Matos, 1995, p. 12). Capetillo asegura que el motivo para no hacerlo es por no herir susceptibilidades de opinión, por no apoyar conceptos de ideas o doctrinas que se pudieran considerar utópicas. Asegura que la mujer como factor importante en la civilización humana es digna de obtener toda libertad.

Con firme temple, Luisa Capetillo denuncia los errores del sistema social, el cual, ratifica, se sostiene por la ignorancia y la esclavitud de la mujer. Afirma, además, que la mujer comienza su esclavitud en el matrimonio, insiste en los inconvenientes que proporciona el hecho de no instruirse, las consecuencias de la desdicha de la mujer que se transmite a los hijos, recomienda que la mujer debe entender la educación para poder transmitirla a los hijos.

Ella parte de su propia historia, al haber sido hija de un padre no muy hábil para el trabajo y de una madre que tenía que lavar ajeno para poder mantenerla, siempre tuvo conciencia de la importancia del trabajo y de la necesidad de llevarlo a cabo para poder subsistir. En este apartado hemos considerado la manera en que tanto el periódico como los escritos de mujeres y para mujeres comenzaron a popularizarse a finales del siglo XIX y principios del siglo XX, de esta manera, Luisa Capetillo extendió su voz por todos los rincones de Puerto Rico y compartió con los trabajadores de Estados Unidos al migrar a Nueva York. Félix Matos a través del *Recovering Project* del Dr. Kanellos (2003) retoma la voz de Capetillo y la analiza para compartirla y darla a conocer.

4. La frontera desde el exilio

La segunda autora, María Luisa Garza *Loreley*, es otra exponente de las ideas de la mujer moderna, a quien no se le considera feminista, en el sentido amplio del término, aunque asistió a diversos seminarios sobre el tema. Es importante hacer énfasis en que las feministas mexicanas ocasionalmente fueron entrevistadas por la prensa o se les brindó una oportunidad para que sus puntos de vista fueran compartidos, sobre todo aquellos que tenían que ver con la equidad legal, la educación para la mujer, el doble estándar, es decir el que se aceptara que algunas acciones o conductas estuvieran bien para el hombre, pero no para la mujer como es el caso de las infidelidades o el divorcio.

María Luisa Garza (1887-1980), cuyo seudónimo de armas literarias era *Loreley,* nació en Cadereyta Jiménez, Nuevo León. Su fama de editorialista polémica se apagó al configurarse, al mediar el siglo XX, el canon de la literatura mexicana. El principal historiador de la cultura nuevoleonesa de aquella época, Héctor González, apenas da una breve síntesis de la autora: "Desde joven gustó del cultivo de las letras y durante un tiempo entre los años de 1915 y 1925 publicó muchos artículos en la prensa de México, principalmente en *El Demócrata* con el seudónimo de *Loreley*."[2] (González, 1946, p.300)

Las feministas mexicanas provenían de la clase media trabajadora que necesitaban su empleo para subsistir. La mayoría de ellas eran maestras de escuela, y después de un día arduo tenían poca energía para organizar el movimiento y elevar las conciencias de las masas de las mujeres de clase baja.

El tipo de crónicas de Loreley son muy semejantes a las crónicas modernistas que destacan un lenguaje serio, un vocabulario muy rebuscado y el uso de términos europeizantes. Sus crónicas son de carácter serio y presentan opiniones sobre la mujer y otros miembros de la sociedad. De alguna manera hace una crítica velada a ciertas tendencias en la conducta de algunas personas, sobre todo a las mujeres que, a decir de ella, desatienden a su familia por salir a trabajar fuera del hogar.

Como inmigrante mexicana en el sur de Texas se dirige a los que, como ella, sufren el alejamiento de su país de origen y los invita a leer su columna para escaparse de la realidad en que viven y la nostalgia que les provoca el no poder estar en México. Este fragmento de una de sus crónicas lo demuestra:

> "Las que como yo, añoráis entristecidas la patria enferma y acaso por enferma amada, como lenitivo a esos quebrantos, venid conmigo después de haber visitado esos infiernos del comercialismo brutal, hacia la gloria imperecedera del arte". (Garza, 1920).

Con este tipo de escritos ella busca ganar la simpatía de las lectoras, sin embargo, es claro que su

2 González, H. (1946). *Siglo y medio de cultura nuevoleonesa*, México: Editorial Botas p. 300.

proyectada protección está acompañada de su posición elitista. El público al que se dirige son las mujeres de posición acomodada que tienen acceso al periódico y a la lectura y que también son inmigrantes en los Estados Unidos.

En las columnas de Loreley en el periódico La Época[3] se vislumbra su lucha por crear una comunidad imaginada, una nación mexicana en Estados Unidos. En contraste con las ideas de Capetillo, quien quería la igualdad sin importar donde se encontrara e igualmente escribía con los mismos ánimos desde Puerto Rico o viviendo en Nueva York u otras ciudades norteamericanas en las que se fue estableciendo conforme iba avanzando en sus ideales políticos. Las *Crónicas femeninas* de Loreley revelan una actitud conservadora y tradicional que dictamina que la mujer y el hombre deben seguir comportamientos distintos ya que han sido tomados desde una postura moral socialmente aceptada. Desde el punto de vista de Loreley las diferencias entre hombres y mujeres se deben continuar y no se deben cuestionar.

En *Loreley* apreciamos los binarios en los roles sociales desde los que cataloga a hombres y mujeres: bueno-malo, decente- indecente, honra- deshonra, entre otros. Un aspecto que identificamos en ella es el hecho de sentirse amenazada por la americanización y la pérdida del idioma de sus lectoras. *Loreley* consideraba de gran importancia remarcar y enaltecer los valores del patriotismo, la religión, el idioma español para la comunicación, así como la importancia de la noción de la identidad que conforma una nación, de esta forma destacaba el valor de la comunidad para evitar la aculturación.

3 El periódico español La Época era un órgano informativo destinado a los mexicanos emigrados en los Estados Unidos y que se imprimía en San Antonio, Texas. Loreley realizó importante labor humanitaria y solidaria con sus compatriotas a través de las páginas de este diario. (Martínez, R. e I. Braña, 1996, pp. 19-20).

Entre las muchas estrategias de estilo que poseía para representar sus ideas y transformarlas en escritos, *Loreley* utilizaba los personajes bíblicos, mitológicos e históricos para que las lectoras entendieran fácilmente lo que se les estaba tratando de decir. La escritora hacía el intento de presentar más información sobre el origen mexicano para glorificar su patriotismo y convertirse en la voz que refleja el pensar de la comunidad de mexicanas en Estados Unidos.

En muchas de las Crónicas femeninas de *Loreley* encontramos elementos repetitivos como son el establecer mantener un diálogo directo con sus lectoras y su constante referencia a que en las calles de San Antonio caminan personas como ella: artistas generales, damas ricas de México, personas de la élite que se encuentran en el mismo plano que el refugiado económico que emigra por causas de la Revolución Mexicana. Todos han sido desterrados y viajan solos, pero les pide que se sientan afortunados que ahora ella está en los Estados Unidos para que se aseguren que cuentan con una compatriota que escribe para ellos. Sin embargo, al momento en que Loreley afirmaba que el exilio pone a todo inmigrante al mismo nivel que ella, por tener el don de ser una persona letrada, sobresale y adquiere responsabilidad de instruir y moralizar a sus lectores en los Estados Unidos. Ella se denominaba "el guardián de la moralidad mexicana" [4].

---

4 Loreley declaró en varias ocasiones ser la defensora de la moralidad mexicana, (esta aseveración la repite constantemente en sus editoriales, de 1920 a 1922), a su vez, Humberto Barros en su artículo "Mujeres que honran a México" y que se publica como un anexo del libro *La novia de Nervo*, asegura que Loreley es una "cristiana fervorosa,(que) no pretende el resurgimiento de aquella moral hipócrita [...] Aboga, si, por la práctica del bien mismo: sueña la fiel observancia de las claras virtudes teologales, pero a base de un convencimiento racional y pleno" (Barros, en *La novia de Nervo*, 1922, p. 252.).

En su crónica ella hace una diferencia entre lo que son los Estados Unidos y lo que es México, algo que es un lugar común en la literatura de la inmigración. La comunidad estadounidense es vista como un infierno comercial y se contrapone a la espiritualidad y la belleza de la comunidad mexicana. La cronista se ve como representante del *arielismo*[5]. Loreley muestra su nacionalismo y dirige su discurso con la ideología tradicional recordándoles a los lectores la calidad de inmigrantes mexicanos y su orgullo nacional en lo mexicano.

Para Gabriela Baeza Ventura, en su libro *La imagen de la mujer en las crónicas del México de Afuera*, "la importancia de hablar de la mujer radica en que se le considera la base de la familia, el centro, el ancla de la identidad nacional, de acuerdo al concepto de mujer que manejan los cronistas su rol principal está destinada a mantener la tradición cultural y familiar, y muy particularmente de la mujer mexicana, que siempre ha gozado de mantener una firme postura tradicionalista". (Baeza, 2006, p. 73-75).

El siguiente ejemplo ilustra los términos con los que Loreley se dirige a sus lectoras: "Salud, mis lindas compatriotas! Desde la tierra –madre- doliente, que nos diera vida, he llegado claudicante el alma, a compartir con vosotras, el pan amado del destierro" (1921). Tanto en los textos periodísticos como en sus narraciones ficticias, Loreley analiza las normas sociales a las que la mujer estaba sometida en un espacio marcado por la desigualdad entre los géneros y de esta manera propone su proyecto de 'mujer moderna'[6].

5 Término fue propagado por José Enrique Rodó en su libro *Ariel* y señala que Latinoamérica es el espacio donde se mantiene la esencia, la espiritualidad, que se pierde en Estados Unidos por el comercialismo.
6 El modelo de la *mujer moderna* de Loreley obedece a las exigencias de la época en que se pedía a la mujer ingresar en la escuela y recibir una educación básica, estar consciente de su papel dentro de la familia, y por ende, en la sociedad. La mujer debía entender del trabajo fuera de casa, pero no debía desatender a la familia.

El doctor Nicolás Kanellos, creador *the Recovering the U.S. Hispanic Literary Heritage Project* de la Universidad de Houston, en su estudio sobre la importancia de la prensa de inmigración afirma que por medio de las ideas impresas al lector migrante se le dificulta menos integrarse al país nuevo. En el caso de estas dos escritoras, ellas aportan dos voces femeninas con distintas intenciones, Capetillo lo hace para elevar conciencias y tratar de despertar a las mujeres a la lucha por la igualdad de derechos, por la necesidad que ella ve, de mostrarles con ejemplos que las decisiones son propias, en cambio Loreley lo hace para que no cambie nada, para que las mujeres conserven su idílica visión de México, su imaginario "México de afuera" y que no se dejen influenciar por la aculturación en Estados Unidos.

Capetillo y Loreley son dos autoras que comparten el ser extranjeras dentro de Estados Unidos y están unidas por su profesión periodística, sin embargo, cada una aporta diferentes puntos de vista en cuanto a la idea de cultura y de identidad femenina. Mientras que Capetillo quiere la igualdad para ambos sexos, Loreley insiste en la visión idílica de la mujer mexicana que conserva tradiciones y se somete a la voluntad del hombre, no obstante vive en un país desarrollado, y sus costumbres latinoamericanas son las que deben imperar.

5. Alegoría sobre la frontera desde un punto de vista literario

Después de presentar estas visiones de frontera y su aplicación con ejemplos tomados de los textos de dos migrantes, describiremos una visión más globalizada y actual sobre el manejo del concepto de frontera desde una perspectiva más literaria, como reflejo de una realidad que enfrenta el mundo del siglo XXI.

La ciudad de Angosta, Colombia se retrata en la novela del mismo nombre escrita por Héctor Abad Faciolince, (2003) en donde se dibujan diversos cortes finos entre las clases sociales desemparejadas por temperaturas y se remite al carácter de los habitantes de cada esfera social; en contraste con la postura ideológica de Néstor García Canclini (1998) con respecto a la frontera efectiva entre los Estados Unidos y México por las ciudades de San Diego, California y Tijuana, Baja California.

En primera instancia, se analizan los aspectos con respecto a Angosta desde dos ángulos. En la novela se comienza con la presentación 'oficial' del espacio urbano de Colombia, mostrado por el teórico Guhl en donde ubica a esta ciudad en el plano andino con una serie de ventajas geográficas y desventajas sociales, el protagonista de Angosta se llama Jacobo Lince y es un ávido lector, y funge como elemento omnipresente y conocedor que resalta como el mero pretexto de lo que se lee desde la academia y lo que se ve desde la experiencia propia. De esta manera queda la definición:

> "La capital de este curioso lugar de la Tierra se llama Angosta. Salvo el clima, que es perfecto, todo en Angosta está mal. Podría ser el paraíso, pero se ha convertido en un infierno. Sus habitantes viven en un lugar único y privilegiado, pero no se dan cuenta, ni lo cuidan.[...] (Abad, 2003, p. 14).

La referencia a este segmento de la lectura, es para precisar la manera en que se describe Angosta en cuanto a su situación geográfica y en cuanto a las características humanas que se les otorga a los elementos naturales como ríos y montañas, este mal genio del río, la índole traicionera de sus aguas turbias, y la manera en que la ciudad ha cambiado al punto de no reconocerse su formación "original" nos remite a una constante revisión de los estados de ánimo con las posibilidades geográficas. Angosta es una ciudad de tres niveles, tres grupos sociales y tres climas, cada parte está separada y cada una se constituye en un espacio cerrado y agresivo con respecto a la otra, a cada una le corresponde un estrato social y un índice de violencia distinto. "En tal caso, el acceso al Sektor F, está totalmente restringido por mallas, alambrados y torres de vigilancia que por tierra sólo se accede por el Check Point que está resguardado por una fuerza de intervención internacional "de origen asiático y de rigor germánico." (Abad, 2003, p. 24)

A la sazón, esta fortuna que sólo puede obtener un calentano o tibio a través de negocios ilícitos o de una circunstancia inusitada o milagrosa, como la de Jacobo[7], a quien, dicho sea de paso, le regocija secretamente el entrar a consultar su saldo en la base de datos del banco para confirmar que en cualquier momento puede entrar a vivir al Sektor F y recibir su tratamiento de "don". Muchos delincuentes provienen de C, pero viven en F, o viven en C o T por asuntos de negocios, pero tienen familiares, amantes, hijos viviendo en *Paradiso.* Tanto al comienzo como al final de la novela, se hace referencia a este cambio drástico. Es imperioso hacer notar el grado de violencia que se ejerce en el Sector F controlado por los Siete Sabios, a través de las Fuerzas Militares, en donde se destaca Augusto Zuleta, así como las fuerzas militares de la Secur, al mando de Tequendama[8]. Los Siete Sabios se reúnen los jueves y deciden las acciones que deben ejecutarse para tener los privilegios de los habitantes de *Paradiso* y ejercer el poder sin dificultad. En estas reuniones se deciden las muertes de los sindicalistas, periodistas, activistas sociales o de derechos humanos; se ordenan operacio-

7 En la novela *Angosta*, el personaje Jacobo Lince heredó un millón de pesos de su madre, quien lo abandonó cuando era niño, y que, al casarse con un millonario, evidentemente tenía demasiados recursos económicos, y tal vez, por remordimiento le regaló la cuenta bancaria en la que sólo depositó el millón que lo convertiría en don. (Abad, H., 2003)

8 Una referencia al Gran Inquisidor Tomás de Torquemada, quien dentro de su jerarquía de poder, decidía quien vivía y quién no.

nes sobre zonas marginales, limpiezas sociales de delincuentes, bombardeos sobre sitios donde se presume la existencia de terroristas. Estas órdenes son ejecutadas por la Secur o por las Fuerzas Armadas y cuentan, además, con la delincuencia organizada; además los Siete Sabios cuentan con la participación de los niveles sociales y económicos en Angosta. Hay aquí una asignación de responsabilidades a los gremios y a las clases poderosas de Angosta, y por ende, de Colombia, quienes siempre se han querido limpiar las manos a la hora de asumir las responsabilidades de la decadencia social.

El personaje de Jacobo Lince es el hilo conductor de los tres espacios de Angosta, gracias a su afán por las mujeres, en *Paradiso* tiene a su amante Beatriz, (que extrañamente nos remite al Paraíso de Dante con su amada del mismo nombre) quien es hija del senador Potrero, uno de los Siete sabios. Ella es una mujer hermosa y delicada que vive aislada, en su palacio de cristal, de la violencia que manda su padre. La consecuencia de la relación de Beatriz y Jacobo es el incendio de su librería provocado por Tequendama. De esta forma redundamos en el vínculo de Tequendama y la relación que la Secur tiene con el poder político representado en el senador Potrero.

Jacobo Lince es vinculado con el mundo de violencia de Tierra Templada, su propio espacio, por Camila Restrepo, periodista con mala redacción, que decide dedicarse a la fotografía y a quien Jacobo conoce en su librería y se hacen amantes, ella, a su vez, es amante de Emilio Castaño, El Señor de las Apuestas, y, es justo, a través de ella que nos conectamos al mundo del narcotráfico y de la violencia derivada de esta actividad.

Por su parte, Andrés Zuleta, también comunica los tres espacios a través de las relaciones. Por el lado amoroso, complementa el conocimiento de la Tierra Fría y la Tierra Templada a través de Camila y Candela, quienes son también sus amantes[9]. Además de todo este entretejido fino, Andrés nos enlaza a la intimidación ejercida por los dones a través del trabajo de la Fundación H (la única ONG que habla de los abusos cometidos por los dones y los denuncia a los derechos humanos y contra la Política del Apartamiento). Es a través de esta fundación que nos vamos enterando de los grados de violencia, de la injusticia y de la inequidad. Andrés Zuleta es asesinado cuando intenta cubrir las acciones de la Secur en *el Salto de los Desesperados.*

Uno de los aspectos más interesantes de todo este relato es descubrir los indicios de la violencia y los efectos sobre las personas y sobre el conglomerado social. *Angosta* recrea con capacidad de síntesis, con un enorme grado de complejidad y con conocimiento pleno del conflicto y de la violencia colombiana de los últimos años. La novela a su vez, entabla una honda discusión humana al presentar el antagonismo entre las formas de vida y las concepciones del mundo de los dos protagonistas quienes nos plantean una visión enceguecedora -por detallista- de la condición humana a través de las conductas sociales y políticas.

Aun y cuando la novela *Angosta* muestra una visión hiperrealista de los conflictos colombianos y de las fronteras reales, ideales, ideológicas y económicas a la que se someten sus habitantes, nos queda clara la alegoría que nos representa entre las jerarquías y los grupos de poder que controlan quiénes entran y quiénes salen de los espacios geográficos.

6. Realidad y ficción en la disposición de las fronteras

La manera en que la ciudad de Angosta es retratada se asemeja a la relación Estados Unidos- México, en donde no hay la tendencia a resolver los conflictos multiculturales mediante políticas de integración social. Las desigualdades en los procesos de integración nacional

9 Precisamente por Camila mataron a Andrés Zuleta.

generaron en México ideas nacionalistas excluyentes, que de alguna manera sustentan un solo patrimonio cultural, que en forma idealista se cree puro. Hay analogías entre el énfasis separatista, basado en la autoestima como clave para la reivindicación de los derechos de las minorías en Estados Unidos y algunos movimientos indígenas y nacionalistas no sólo mexicanos, sino que se han difundido a Latinoamérica que interpretan la historia en forma manipuladora colocando todas las virtudes del lado propio y atribuyendo la falta de desarrollo a los demás. Sin embargo, no fue la tendencia prevaleciente en la historia política.

> "En este tiempo de globalización que vuelve más evidente la naturaleza híbrida de las identidades étnicas y nacionales y la interdependencia desigual, pero obligada en medio de la cual deben defenderse los derechos de cada grupo. Difunden sus reivindicaciones por los medios masivos de comunicación, por internet, y pugnan así esos espacios en vista de una inserción más justa en la sociedad civil". (García, 1997, pp. 45-60)

En Angosta los personajes (Lince y Palacio) mantienen un constante diálogo en torno a las políticas del Apartamiento[10] "No sé si esas restricciones sean justas o injustas, pero son inevitables. Aquí no hay casas para todos y no podemos darles un nivel de vida digno a tantos millones. Nosotros no soportamos ver a nuestro alrededor gente con hambre, viviendo en la miseria, ustedes porque están acostumbrados" (Abad, 2003, p.240).

Y se puede hacer una comparación muy equitativa presente en la comunicación de estos personajes y el tratamiento que le dan al tema "para salir de

10 Nótese el parecido que guarda el nombre Apartamiento con el *Apartheid*

la miseria los tercerones quieren venir acá y con tal de conseguirlo ponen en juego su vida" (Abad, 2003, p. 240). Resulta interesante comprobar que estos personajes, aparentemente ficticios, redundan en un tema que para los teóricos de la cultura es tan recurrente y preocupante, particularmente en lo que concierne al tema de *los tercerones,* que bien pueden ser los mexicanos ilegales que cruzan de la forma que pueden el muro que divide la miseria del sueño americano "y con tal de conseguirlo ponen en juego su vida." (Abad, 2003, p. 240).

Considerando las aportaciones de García Canclini con respecto al flujo migratorio de mexicanos hacia Estados Unidos, en contraste con lo revisado en *Angosta*, que evidentemente, es una crítica no idealizada a la situación social y política transcultural. Es más que un juego de palabras decir que "los mayores *performances* ocurren, sin necesidad de artistas, en esta frontera donde todos los días, frente a las 15 casetas que controlan el paso de México a San Diego, se acumulan de 100 a 400 metros de coches" (García, 1997, p.187). Para cruzarla (la frontera), aun quienes tienen documentación pretenden disimular sus intenciones cambiando las verdaderas intenciones del viaje. Los agentes de migración, entrenados durante años en las artes del simulacro, saben imaginar lo escondido y obligan a los viajeros a abrir sus cajuelas para revisar los contenidos. Si el día está fácil, enseguida dejan continuar por el sinuoso camino de bardas colocadas. Se hace muy evidente la confrontación entre quienes buscan pasar sin documentos y quienes tratan de detenerlos. La "línea" de alambre mil veces burlada ha dejado su lugar a un símbolo rotundo: las planchas de acero que se usaron para pistas de aterrizaje en el desierto durante la Guerra del Golfo, reconvertidas ahora en kilómetros y kilómetros de un muro apenas menor que el que se mantuvo en Berlín. Protegido en los tramos más vulnerables por una segunda barrera de columnas de cemento, por coches de la *Border Patrol* y helicópteros. Los centenares de individuos que siguen infiltrándose diariamente desconciertan a los constructores de muros, laberintos y sistemas láser de vigilancia nocturna. Resulta que tampoco del lado mexicano es fácil saber qué acciones pueden ser eficaces ante las multitudes que llegan de todas las regiones de México. La lucha entre cárteles que hacen de este punto el lugar de mayor narcotráfico hacia Estados Unidos, los asesinatos diarios de políticos, policías y ciudadanos comunes, que no se pueden aclarar. Tal vez las mejores metáforas que el arte puede proponer son las que complican los estereotipos de ésta y otras fronteras. En un mundo tan interconectado, las innovaciones formales se instalan en un espacio cuando asumen sus ambivalencias, cuando hablan a los que viven allí, a los que atraviesan el lugar y van a otra parte, a los que se enteran por los medios declaran que el mayor efecto de estas experiencias se da en las comunidades artísticas de Tijuana y San Diego (García, 1998, p.75).

Luis Pombo comenta que "el hombre de frontera habita un mundo cuya única constante es el cambio." (Pombo, 2000, p. 14). De este carácter se puede hablar de la frontera entre el tiempo y el espacio, el espacio va por un lado y el tiempo por otro, el lugar posee un orden de relación de coexistencia, configuración de posiciones y de estabilidad. También se puede apreciar la frontera entre ideologías, entre el que se cree con el poder de manipular los intereses de los menos favorecidos y el que se cree merecedor de la misericordia por no poseer nada. El territorio permite la interacción de cuerpos en movimiento en un ámbito más dinámico. La concepción social y comunitaria de territorio disputa el control de un lugar. Al concebir la ciudad como un territorio *dividido*, el espacio parece ya no requerir una dimensión temporal.

En lo urbano se cuenta con clases sociales, y lo urbano se convierte en lo social y a su vez, lo social se convierte en lo global, que es infinito. "globally connected and locally disconnected" (Read, 2006, p.287). La ciudad[11], se fragmenta en distintos sectores y da pie a una fragmentación más compleja. "La ciudad es la encarnación nacional de lo global y lo global se refleja en las ciudades" (Ludmer, 2007). Lo nacional, lo social y lo global se amalgaman en la ciudad, y de esta manera la metrópoli se encuentra en estado de fusión que busca una identidad, que al tiempo que se urbaniza, se barbariza, por dar cabida a las relaciones de fuerza y/o de poder, crea, pero al mismo tiempo afirma, la sensación de una ciudad dividida, en el caso del espacio urbano de Angosta la división es vertical, la parte que retrata al primer mundo está arriba, en la Tierra Fría donde hay una organización, hay una división "naturalizada" por el clima. Abad referencia lo animal, lo no histórico en la reflexión de lo humano al antropologizar los elementos naturales con adjetivos calificativos que describen el carácter, y con respecto a la relación que presume de ser bilateral de México – Estados Unidos donde coinciden la frialdad de los que son poderosos económicamente hablando y la manera en que la geografía les otorga el privilegio de la frigidez, que irónicamente en el mapa tanto el Sektor F como los Estados Unidos se encuentran en la parte superior.

En *Angosta* se hace referencia a los movimientos de los personajes y lo delimitado de sus fronteras. Los habitantes de Angosta se desplazan en subterráneos, hay un aislamiento, como si se formaran islas urbanas dentro de la misma ciudad, dentro de un marco de desarrollo. Podemos referir los desplazamientos que hacen los personajes, aunque no todos se desplazan de la misma manera. Igualmente, los ciudadanos mexicanos que tratan de cruzar la frontera con documentos en regla no se desplazan de la manera en que lo hacen los migrantes mexicanos ilegales, quienes buscan un

11 Nos referimos al espacio urbano en general

resquicio entre los muros para poder desplazarse al lugar paradisíaco que les resolverá su situación económica y les reafirmará la condición de humanos.

7. Angosta y Tijuana, dos tipos de fronteras

La ciudad de Angosta reúne los rasgos de la ciudad latinoamericana no idealizada, pero retratada a través del texto literario con sus defectos y dinámicas, y la frontera de Tijuana con San Diego, espacio real, y que últimamente ha sido tema de discusión política entre los gobiernos de México y de Estados Unidos, de donde exclusivamente abordamos la dinámica del desplazamiento condicionado por los elementos económicos. Los mexicanos que atraviesan esta frontera, tal como lo hacen los tercerones de *Angosta* en busca de una mejor fortuna, toman el riesgo de cruzar este muro en aras de mejorar su calidad de vida, irónicamente, lo hacen a sabiendas que por diversas circunstancias de índole de seguridad, o porque la *migra* los atrape, la *Border Patrol* los aprisione pueda ser el final de su anhelo. Sin embargo, los habitantes no pueden renunciar de antemano a tomar el riesgo de cruzar esta línea divisoria, pues potencialmente puede no haber otra oportunidad de transformar su realidad de cumplir el sueño americano, o bien, que en el intento, este sueño se convierta en una pesadilla.

Resulta arduo tratar de dar una conclusión definitiva acerca de un fenómeno que sin ser nuevo, ha cambiado de enfoque y que remite a otras situaciones socio políticas, no se abandona la intención de redefinir la noción de frontera desde una óptica literaria que simula el juego de inclusión y exclusión de acuerdo a los parámetros que los más poderosos han pactado. En *Angosta*, como lo advertimos dentro del texto, la inclusión al grupo del Sektor F es meramente el dinero y la posibilidad de mostrar que se posee un millón de pesos en el banco, a diferencia que para aceptar a un mexicano en San Diego, son otros los elementos en juego y los resultados son distintos también, por parte de los ciudadanos, si el individuo que atraviesa lo hace legalmente y con documentos, se acepta que visite el lugar en calidad de invitado, si es ilegal, se le excluirá de todo y se le maltratará. Mientras que en *Angosta* el poseedor del millón de dólares será un "don", en San Diego es bien sabido que el migrante legal o ilegal será rechazado, porque pertenece a otra nacionalidad.

8. Conclusiones

La necesidad de plantearse una serie de elementos identitarios fue el mayor impulso tanto para Lusa Capetillo de Puerto Rico como para María Luisa Garza, Loreley, de México para escribir y transmitir sus puntos de vista; en los que resaltan el valor de la mexicanidad y del papel de la mujer en la sociedad norteamericana, aunque enfocados a distintos grupos de personas. Vale la pena continuar hurgando entre los recuerdos, las propuestas, las visiones y las ideas, los puntos en común y los puntos antitéticos que estas dos, escritoras nos han legado. Para futuras investigaciones queda abierto un espacio sobre la reconfiguración de la identidad, porque es en este apartado en la que nos ha faltado espacio para considerar otros elementos en torno a este tema como puede ser la búsqueda de un mejor nivel de vida, que se toca en la última parte pero no con respecto a las escritoras de principio de siglo XX. Esperemos que algún día el otro grupo de elementos se reconsideren y las fronteras –geográficas e ideológicas- cada vez vayan aminorando sus diferencias y tanto la isla urbana como los sectores de cada parte de la población se vayan integrando en un conglomerado más homogéneo para los diversos grupos de personas puedan interactuar. Estas representaciones teóricas y sus diferentes ejemplos no bastan para abarcar el inmenso mundo de las fronteras y las diferentes apreciaciones que de ellas se tienen.

Referencias

Abad, H. (1993). *Angosta*. Colombia: Seix Barral.

Ariño, A. (1997). *Sociología de la cultura, la constitución simbólica de la sociedad*. Barcelona: Editorial Ariel, S.A.

Azize Vargas, Y. (1987). *La mujer en Puerto Rico: ensayos de investigación*. Río Piedras, Puerto Rico: Ediciones Huracán.

Baeza Ventura, G. (2006). *La imagen de la mujer en la crónica del "México de afuera"*. México: UACJ, 2006.

Capetillo, L. (1911). *Mi opinión sobre las libertades, derechos y deberes de la mujer como compañera, madre y ser independiente. La mujer en el hogar, en la familia, en el gobierno*. NY: The Times Pub.

Cortés, F. (2006). Consideraciones sobre la marginación, la marginalidad, marginalidad económica y exclusión social. *Papeles de Población,* enero – marzo, 71 - 84.

Domenella, A. y N. Pasternac (Eds.)(1991). *Las voces olvidadas. Antología crítica de narradoras mexicanas nacidas en el siglo XIX.* **México. Colmex.**

García Canclini, N. (1998). *Culturas híbridas, estrategias para entrar y salir de la modernidad.* México: Grijalbo.

García Canclini, N. (1997). «El malestar en los estudios culturales", Fractal n° 6, julio- septiembre, año 2, volumen II, pp. 45-60.

Garza, M., *Loreley.* Crónicas diversas entre 1919 y 1922 recuperadas por Dr. Kanellos, Universidad de Houston, *Recovering the U.S. Hispanic Literary Heritage Project* y por el Dr. Armando Miguélez, Universidad de Alicante.

Garza, M. (1922). *La novia de Nervo*. San Antonio, Tx: Librería de Quiroga.

González, H. (1946). *Siglo y medio en la literatura nuevoleonesa*. México: Editorial Botas.

Kanellos, N. (2000). *Hispanic Periodicals in the United States*. Houston: Arte Público Press, 2000.

Kanellos, N. (2002). *En otra voz. Antología de la literatura hispana de los Estados Unidos*. Houston: Arte Público Press.

Lafayette De Mente, B. (1996). *NTC's Dictionary of Mexican Cultural Code Words.* Chicago: NTC Publishing Group.

Ludmer, J. (2007). "La ciudad latinoamericana en las ficciones del presente". Seminario. Cátedra Alfonso Reyes- Tecnológico de Monterrey. 16-19 de febrero.

Macías, A. (1982). *Against all odds. The Feminist Movement in Mexico to 1940*. U.S.A: Greenwood Press.

Martín-Barbero, J. (2000). "La ciudad: entre medios y miedos", en Susana Rotker, (editora). Ciudadanías del miedo. Caracas: Nueva Sociedad.

Matos Rodríguez, F. (1995). *A Nation of Women: An Early Feminist Speaks Out.* Recovering the US Hispanic Literary Heritage. Houston: Arte Público Press, 1995.

Martínez, R. & I. Braña. (1996). *Diccionario de escritoras nuevoleonesas siglos XIX y XX*. México: Ediciones Castillo.

Miguélez, A. (1997). *Literatura de la Revolución Mexicana en el exilio: fuentes para su estudio.* México: UNAM

Pombo, L. (2000). Ilustraciones sobre la frontera. *Letras Libres,* 17, p. 14.

Quintero Rivera, Á. (1988). "Apuntes para una sociología del análisis social en Puerto Rico: el mundo letrado y las clases sociales en los inicios de la reflexión sociológica", en *Patricios y plebeyos: burgueses, hacendados, artesanos y obreros* (Río Piedras: Huracán/CIS).

Ramos Escandón, C. (1992). *Género e historia: La historiografía sobre la mujer*. México: UAM.

Read, J. (2006). "Obverse colonization: Sao Paolo, global urbanization and the poetics of the Latin American city" en *Journal of Latin American Cultural Studies*, Vol. 15, No. 3, December.

Rodó, J. (1967). *Ariel*. Cambridge. Cambridge University Press.

Valdés, G. (1982). *Puentes y fronteras*. Estados Unidos de América: Castle Graphics.

Mitigación e incertidumbre en actos asertivos en el español de México

Gaspar Ramírez Cabrera
Rosa Graciela Montes Miró
Benemérita Universidad Autónoma de Puebla

1. Introducción

El estudio de la mitigación, como categoría pragmática, ha sido importante para la comprensión de la comunicación, las interacciones sociales, las relaciones interpersonales, el discurso cortés, entre otros. Por tanto es perentorio continuar investigando la relación de la mitigación con el contexto, la interacción, los participantes, así como analizar la formación de patrones discursivos asociados con el proceso de mitigación. Debido al hecho de que el número de hablantes del español se ha incrementado de manera significativa en las últimas décadas, así como el interés por aprender español como lengua extranjera se ha incrementado sustancialmente, los estudios sobre el español adquieren particular importancia. La mitigación entraña estrategias lingüísticas y normas sociales, por ello su dominio requiere de instrucción a fin de lograr la competencia comunicativa necesaria para lidiar con factores sociales y cognitivos presentes en comportamientos comunicativos lingüísticos. La mitigación tiene múltiples efectos, el efecto de cortesía es quizá el más conocido.

El presente estudio de investigación intenta aumentar nuestra comprensión sobre el fenómeno social de la mitigación en tanto acción social realizada por sujetos sociales que dirimen sus diferencias a través de estrategias lingüísticas que coadyuvan en la realización de su agenda comunicativa en la arena social. Este estudio es una aproximación pragmalingüística y sociopragmática (Leech, 1983; Lakoff, 1973; Brown & Levinson, 1987) al estudio de la mitigación en el español de México en tanto que nos interesa estudiar el lenguaje en uso en su contexto social.

1.1 La cortesía

Uno de los primeros estudios de la cortesía se remonta al trabajo de investigación del antropólogo social Goffman (1967), quien hace notar la importancia de tomar en cuenta la base social que soporta toda lengua para explicar cómo los hablantes usan la lengua. Así la lengua no sólo es un fenómeno psicológico, sino también es un fenómeno social. La base social de la lengua resulta ser entonces el motor de la comunicación y de ella emana el proceso de la acción comunicativa humana. Goffman (1967) introduce también el concepto de Imagen (Face) para describir y explicar las relaciones interpersonales dentro de su modelo de la comunicación humana.

El concepto de imagen posteriormente será retomado por Brown y Levison (1987) en su intento por plantear una teoría universal de la cortesía, quienes separan el concepto de cortesía en: negativa y positiva. La cortesía negativa se caracteriza por el empleo de la deferencia, enfatiza la importancia del tiempo y necesidades del otro, por ejemplo, en una imposición o interrupción se llega a ofrecer incluso una disculpa; mientras que la cortesía positiva tiene lugar cuando se presentan muestras de solidaridad, se enfatiza que ambos hablantes persiguen el mismo fin pues tienen una meta en común. Sin embargo, esta visión de la cortesía se sustenta en el ámbito de lo individual. Para ellos, el individuo es la fuente y motor de la cortesía. La cortesía, entonces, se explica desde un punto de vista individualista, donde pareciera que el grupo está, de alguna manera, sometido al individuo.

Por su parte, Leech (1983), a partir de su modelo de la máxima conversacional, considera que la cortesía regula la distancia social, la cual depende de la posición social relativa de los participantes. Además propone el principio de cortesía que se lee de la siguiente manera: Minimizar las expresiones de descortesía y Maximizar las expresiones de cortesía (Leech, 1983; p. 81).

Para el estudio de la mitigación en el español Peninsular, Bravo (1999, 2003, 2005) propone que la cortesía debe estudiarse desde una perspectiva local, además agrega que una teoría universal de la cortesía es imposible de poder sostenerse pues existen diferencias cualitativas en cuanto al sistema de valores, creencias y base social de la cortesía entre los distintos grupos culturales. Por lo tanto, la cortesía debe ser entendida partiendo de su base social, planteándose hipótesis acerca de la base social sobre la cual descansa todo el sistema de cortesía de una lengua determinada, además considera que la imagen puede estudiarse en relación a las nociones de: imagen de afiliación e imagen de autonomía (Bravo, 1999). Dichos conceptos son categorías sociales vacías que habrá de rellenarlas de acuerdo a las convenciones sociales compartidas, así como a los valores y a las creencias de los hablantes de una lengua determinada.

1.2 Clasificación de la cortesía

De acuerdo a Haverkate (2004), en un enunciado la cortesía puede estar presente o ausente, pero no hay términos medios. Por tanto, hay dos posibilidades para un enunciado cortés o no cortés. Dentro del grupo de enunciados no corteses encontramos dos opciones: los enunciados descorteses y los enunciados no descorteses. Bernal (2005) proporciona otra clasificación de la (des) cortesía comunicativa y propone tres tipos de actividades: actos descorteses, actos anticorteses, y los actos corteses que a su vez los divide en actos colaborativos, atenuadores y valorizantes. El papel de la cortesía como actividad social, es el de buscar el equilibrio entre la imagen del hablante y la del oyente. Equilibrio que se consigue mediante la conciliación, durante la interacción comunicativa, de los derechos y deseos de imagen de ambos interlocutores, tales como la credibilidad, la dignidad, el honor, la reputación, la competencia, la justicia, la consideración, la inclusión social, etc.

1.3 Imagen

La imagen es un concepto central para el desarrollo de esta investigación. En este estudio la imagen se entiende como la idea o concepto que cada hablante posee de sí mismo(a) y de los demás. A la imagen la podemos percibir a través del sistema de valores que el individuo posee dentro de una sociedad, el cual incluye el valor(valentía), la dignidad, el respeto, el honor, la reputación, la identidad, las características propias y la capacidad personales, entre otros aspectos socioculturales. En la comunicación, es necesario que tanto la imagen del emisor como la del receptor cooperen para poder alcanzar sus objetivos. Debido a que la imagen se pone en riesgo en un intercambio comunicativo, los interlocutores llevan a cabo *actividades de imagen* que nos indican que cada uno posee modos de trabajar su imagen, respetarla, de fomentarla, de deteriorarla, etc. como miembros de una sociedad determinada (Goffman, 1967). Estas acciones que las personas intentan realizar, nos muestran que su conducta es acorde con la imagen pública que desean exhibir.

En el estudio de la imagen se han propuesto distintos términos en busca de comprender las relaciones interpersonales y el significado lingüístico de éstas. Podemos empezar por mencionar el trabajo de Levinson y Brown (1987), el cual nos muestra dos nociones de imagen: positiva y negativa. Scollon y Scollon (2001), hablan de imagen de afiliación e independencia. Por una parte, la imagen de afiliación se manifiesta al apoyar el punto de vista del interlocutor, mostrar interés en la otra persona, ser parte del grupo y expresar reciprocidad con los interlocutores que forman parte del grupo. En los actos afiliativos hay una tendencia hacia un registro coloquial similar al del interlocutor, pues el/la hablante recurre a fórmulas de trato informales. Por otra parte, la imagen de independencia se expresa al proyectar la individualidad del hablante, recibir y expresar respeto hacia los demás y proyectar sus derechos de autonomía que lo diferencian de los demás.

Uno de los enfoques que ha destacado en los estudios de la cortesía para el español es el propuesto por Bravo (1999, 2005), quien define los términos de imagen como vacíos, generales y relativos, los cuales tienen la ventaja de que cada cultura los matiza según sus contextos. Así en lugar de hablar de imagen positiva o negativa, propone usar los conceptos de afiliación y autonomía (Bravo, 1999). El concepto de afiliación es definido como el deseo de identificarse con el grupo, aceptarse y ser aceptado por los demás, concepto que ha sido matizado en la cultura española como confianza (Bravo, 1999, 2000; Hernández-Flores, 2002). De manera complementaria, la imagen de autonomía considera que cada hablante tiene una concepción de sí mismo y un rol único dentro de un grupo.

1.4 Imagen social

Para la construcción de la imagen social, la propuesta de Bravo (2002) es la de no tomar modelos a priori y regresar en cambio a las fuentes sociales del/la hablante, es decir, a las convenciones compartidas dentro del grupo social de pertenencia, lo cual determina una concepción y configuración particular tanto de la imagen básica como de las imágenes de los roles que los hablantes desempeñan. La tarea debiera entonces recabar y formular premisas culturales a modo de hipótesis, basadas en los conocimientos que se tienen acerca de la imagen consensuada y vigente en la sociedad de pertenencia de los hablantes (imagen social básica). La imagen social básica de los interlocutores en una acción comunicativa se adapta en la conversación a los roles de los interlocutores dentro de esta y se traslada a contenidos de imagen que caracterizan esos roles (p. ej. una imagen típica para el rol de dirigente sería la de autoridad). La actividad del rol corresponde a la posición de cada persona con respecto a la otra; los roles se presentan en la mayoría de las veces de a pares (maestra/o-alumno/a) y la manera en que se llevan a cabo dichos roles debe concordar con las cualidades que les han sido apropiadas por los propios hablantes. Es decir, al rol de hijo, de comerciante, de servidor público, se le atribuyen ciertas características y estas atribuciones justifican expectativas de comportamiento (Goffman, 1967). También podemos observar que la pertenencia a un determinado grupo social puede dar lugar a roles menos acotados; ser académico/a constituye de por sí un rol con sus propias características y al mismo tiempo puede ser desglosado en otros roles como el de docente, investigador/a etc.

1.5 Estilo Comunicativo: Las Aserciones y la Cortesía

La cortesía negativa trata de las estrategias que intentan mitigar o atenuar la fuerza social negativa que resulta de la imposición sobre la libertad de acción de los destinatarios. Esta cortesía negativa puede observarse en aquellas actividades de imagen que sirven a los hablantes para realizar pedidos, invitaciones, ordenes, etc., los así llamados actos directivos, en los cuales existe una amenaza que pudiera implicar riesgos para la imagen social (face) del(a) propio hablante, pero especialmente para la imagen social de los/las interlocutores(as). Una determinada contribución comunicativa puede ser vista como amenaza en la medida que implique riesgos para la imagen social, especialmente, para la de sus interlocutores/as de ahí que el hablante tome ciertas consideraciones hacia el destinatario/a; ello conforma los distintos componentes fundamentales del andamiaje de la cortesía. La existencia de un contexto amenazante favorece la presencia de la cortesía atenuadora (Briz, 2003) que consiste en evitar la realización de una amenaza a través de un recurso mitigador de, por ejemplo, la fuerza ilocutiva de una proposición (creo, poquito), o disminuyendo el efecto social negativo de ésta al evitar ser directo. La cortesía estratégica es la capacidad del hablante de seleccionar del repertorio lingüístico que dispone determinadas estrategias de cortesía de acuerdo a las circunstancias contextuales en las que se encuentran (Bravo, 2005). Estas estrategias de cortesía pueden asociarse con determinadas *actividades de imagen*, las cuales han sido objeto de estudio de la cortesía para entender, por ejemplo, la imagen social de determinado grupo social (Curco, 2007; Briz, 2005; Felix-Brasdefer, 2009). Un tipo de actividad de imagen es la mitigación, o atenuación, la cual en este estudio se entiende tanto como un proceso retórico-discursivo así como un recurso pragmático-lingüístico que los hablantes emplean para alcanzar un fin deseado. Para Caffi (1999), Briz (1995, 2003, 2005), y Fraser (1980) la mitigación es el medio a través del cual se logra manipular, persuadir, ser cortés, entre otros fines. Caffi (1999) propone que los elementos de la enunciación sobre los cuales puede operar la mitigación son: la proposición, la ilocución y la fuente de la enunciación.

No sólo se pone en jugo la imagen social en la realización de actos directivos, a las aserciones también se les puede considerar ejemplos de actos de habla en los cuales se llevan a cabo actividades de imagen ya que, al opinar o al hacer un juicio de valor sobre algo o alguien, se puede poner en riesgo la presentación de sí mismo frente a alguien más. Este tipo de cortesía asertiva se propone limitar la fuerza asertiva de una proposición reduciendo así su grado de imposición sobre el/la interlocutor(a).

1.6 La mitigación

Si partimos de la observación de que las personas se encuentran inmersas en una situación comunicativa proceden estratégicamente en la consumación de sus propósitos, y si estos mismos propósitos comunicativos se realizan de manera exitosa. Entonces resulta evidente que el hablante no sólo está interesado en saber qué informa sino sobre todo en cómo lo comunica, esto es, las formas importan por lo que le interesa, como ser social que muestra y tiene sentimientos, el cómo le comunico a mi informante, el qué le quiero comunicar de mi evento comunicativo, enfatizando así las relaciones interpersonales, coadyuvando a la convivencia y socialización de los interlocutores.

La mitigación ha sido ampliamente estudiada y sus orígenes se remontan al trabajo de investigación de Lakoff (1972), en el que señala que ciertas categorías gramaticales de los sustantivos y verbos pueden volverse difusas o su significado difuminarse al ser modificadas por ciertos adverbios y adjetivos que relativizan o vuelven difusas las fronteras semánticas de dichas categorías. Estas ideas son recogidas posteriormente por Brown y Levinson (1987) quienes sostiene que no sólo podemos difuminar el significado proposicional de los elementos de ciertas categorías gramaticales sino que también podemos disminuir el impacto negativo de la fuerza ilocutiva de ciertos actos de habla como las peticiones, las ordenes, aserciones, etc. Como lo podemos ver en el siguiente enunciado "*Juan está enfermo*" que podemos modificar agregando el difuminador "*creo que*", relativizando o disminuyendo tanto el valor de verdad de la proposición de la aseveración, esto es, reduciendo el compromiso con el contenido proposicional, pero también mitigando el impacto negativo que pudiera tener la fuerza ilocutiva de dicha aseveración en una situación determinada y para ciertos interlocutores.

En la literatura, en general, la noción de mitigación se ha entendido como el empleo dc estrategias lingüístico comunicativas que el hablante posee para evitar imponer el yo, también para poder reducir el impacto negativo del enunciado, así como para poder evitar la pérdida de imagen (Fraser 1980, 1990; Brown & Levinson, 1987). En general, las estrategias de mitigación se han estudiado en relación a sus efectos en la relativización semántica del significado y en la reducción del impacto negativo de la fuerza ilocutiva y perlocutiva de los enunciados en contextos interactivos lingüísticos. En esta investigación las estrategias lingüísticas asociadas con la mitigación se describen en relación al efecto que tiene el grado de conocimiento del hablante sobre los hechos y sucesos en el mundo, en el uso de estrategias comunicativas pragmático discursivas para reducir el impacto negativo de la fuerza ilocutiva del hablante.

Lo que se ha encontrado es que la mitigación se manifiesta a través de los distintos niveles lingüísticos que componen el lenguaje. Así, se ha estudiado la mitigación a nivel morfológico en el uso de diminutivos; se ha estudiado a nivel sintáctico al establecer la relación sintáctico-pragmática que existe ente las oraciones subordinadas con las oraciones independientes como en el caso de "*Creo que Carlos está enfermo*", un ejemplo de mitigación semántico-pragmática lo podemos observar en, "*No está nada mal*", con el uso de la doble negación. Esto es, hay una doble negación ya que el opuesto de *bien* es *mal,* que es la primera negación en el enunciado, la otra negación en el enunciado se presenta con el uso del adverbio de negación *no*. Se usa la lítote en lugar de la forma lingüística "*Está bien*", con ello se reduce el impacto negativo de dicho acto asertivo al evitar ser tajante. Tan importantes son los estudios sobre los efectos de la mitigación que se han centrado en el estudio y análisis del impacto negativo de la fuerza semántica y de la fuerza pragmática (fuerza ilocutiva y fuerza perlocutiva) del enunciado, como necesario es seguir investigando, abonando así al conocimiento de la investigación sobre la mitigación tanto a nivel pragmático como en el nivel discursivo. Lamentablemente, esto ha ocurrido principalmente para el estudio de la lengua anglosajona, el español ibérico y para algunas variantes de Latinoamérica, entre ellas México. Pensamos que el presente trabajo puede contribuir a profundizar nuestro entendimiento sobre la correlación de la mitigación con los distintos elementos del contexto de enunciación. Entendemos por mitigación la modulación del lenguaje a través del empleo de estrategias lingüísticas que los hablantes utilizan con el fin de lidiar con la tensión o estrés psicosocial.

En la actualidad el intento por clasificar las estrategias de mitigación empleadas por los hablantes ha contribuido a la diversidad de enfoques y categorización de las mismas. En la literatura se asumen dos posturas para el estudio de la mitigación, ya que la mitigación se ha estudiado desde el punto de vista semántico y pragmático. Esto es, el estudio de la relativización del significado lógico proposicional del enunciado, por una parte, y la investigación de la mitigación o disminución del impacto o efecto negativo de la fuerza ilocutiva en una situación dada para ciertos participantes.

1.7 El coste social y grado de incertidumbre del objeto dentro de un evento comunicativo

El coste social de un objeto de valor lo identificamos por la presencia de mayor imposición económica sobre los interlocutores. Los contextos con mayor imposición son aquellos en los que los hablantes otorgan mayor importancia económica o sentimental a los objetos, así como en contextos en los que los temas son socialmente delicados. El sentido común nos diría que sucesos como el robo de una joya o el robo de un vehículo o, simplemente, romper el florero de un amigo, supondrían distintos grados de imposición social. Afirmar una o la otra presupondría una mayor o menor imposición social en el hablante.

El grado de incertidumbre se puede representar en situaciones que ofrecen al oyente información implícita pues evocan en nuestro informante, después de haber leído una narración, una sensación de desconocimiento o desconcierto sobre qué pudo haber sucedido con una motocicleta que había quedado a su resguardo. Esto requiere del hablante una serie de inferencias para dar con el paradero de la motocicleta, en nuestro caso, no se sabe si es pérdida o robo de la motocicleta. Por el contrario, si lo que queremos es que nuestro informante, después de haber leído una narración, sepa los hechos de un suceso, la información de la narración debe presentarse clara y explícitamente, sin vaguedad ni ambigüedad, para evocar la sensación de estar seguro sobre el destino y paradero de dicha motocicleta. El informante sabe entonces qué le ha ocurrido a la motocicleta; con ello logramos que el grado de incertidumbre sea menor. La información que se presenta al informante de manera implícita estaría relacionada con mayor incertidumbre, mientras que la información que se presenta de manera explícita, estaría asociada entonces con menor incertidumbre lo que llevaría a nuestro informarte a saber concretamente que le ha ocurrido a la motocicleta.

2. Metodología

En el presente estudio examinamos una estrategia discursiva conocida como mitigación, a través de la cual los hablantes modulan su discurso en situaciones de interacción social a fin de poder desarrollar su agenda comunicativa. Examinamos las estrategias de mitigación que utilizan los hablantes al dar una mala noticia y cómo es que a través de estas estrategias los hablantes construyen y representan la situación en su discurso. Para ello, nos proponemos entender en qué medida los factores sociales y sicológico-cognitivos del contexto desencadenan el uso de estrategias lingüísticas asociadas con la mitigación, así como analizar los patrones discursivos que emergen en la mitigación de actos asertivos. Pensamos que es necesario comprender en qué medida la imposición y la incertidumbre determinan la frecuencia en el uso de las estrategias de atenuación hechas por nuestros informantes en actos asertivos. Los datos están escritos a partir de un instrumento de elicitación del discurso escrito, conocido como Discourse Complation Task, en el cual se describe una situación, y consta de una sola pregunta en la cual el informante debe responder escribiendo lo que le dice textualmente a su interlocutor al encontrárselo frente a frente en una situación simulada. Se trata de una descripción de un suceso desafortunado que se debe reportar al dar una mala noticia. Para estudiar y analizar el grado de incertidumbre hemos decidido representar el suceso de acuerdo al grado de conocimiento con que cuenta el hablante sobre los sucesos y objetos del evento comunicativo. Así el instrumento queda conformado por la variable de mayor o menor. Para la categorización de las estrategias de mitigación así como para el análisis de los resultados nos hemos basado en la propuesta de Caffi (1999). También consideramos la clasificación de las estrategias de mitigación propuesta por Albelda y Cesteros (2011), quienes las dividen en dos grandes categorías según se trate del Dictum, o del Modus.

2.1 Instrumento de Elicitación de Datos

Nuestro instrumento de elicitación del discurso queda conformado en dos partes. Dado que se está estudiando la variable de mayor o menor conocimiento sobre el paradero de una motocicleta, la incertidumbre, en la primera de las narraciones se le presenta al hablante una descripción en la cual se narra un suceso desafortunado y, de manera explícita, se menciona que unos sujetos llegaron y se llevaron la motocicleta. Por otra parte, en la situación de mayor incertidumbre, la narración de la información se presenta de forma implícita por lo que nuestro informante no está seguro de qué fue lo que realmente ocurrió con la motocicleta. Posteriormente, el informante debe dar malas noticias escribiendo lo que dice textualmente a su interlocutor al encontrárselo cara a cara, quien resulta ser el propietario de dicha motocicleta. El diseño de nuestro instrumento queda constituido por la variable de mayor o menor incertidumbre, con la cual nos proponemos indagar el efecto que ella tiene en el hablante cuando selecciona estrategias de mitigación al dar la noticia sobre el paradero de una motocicleta que ha quedado bajo su custodia. Con ello esperamos poder establecer su incidencia en el uso de estrategias de mitigación al dar una noticia. Con este diseño hemos intentado establecer la correspondencia existente entre los factores contextuales tales como el coste social del objeto del evento comunicativo y el grado de certeza o incertidumbre de los distintos sucesos del evento comunicativo. A continuación mostraremos los textos empleados en el instrumento para la recolección de datos tanto para la situación A (mayor incertidumbre) como para la situación B (menor incertidumbre).

SITUACIÓN A

> *Por favor, escribe tanto como puedas sobre las preguntas de la siguiente situación. No hay un límite de tiempo ni de espacio.*
> *Haces una visita al departamento de tu compañero de clase de la universidad para devolverle la motocicleta que te prestó el día anterior. Te enteras por las últimas noticias que en esa colonia existe un alto índice de robo de autos. Dejas estacionada la motocicleta enfrente de la casa de tu compañero en un aparcamiento prohibido, pensando que no demorarías. Luego, te diriges al departamento de tu compañero y en el camino te encuentras a su hermano, quien también posee un juego de llaves de la moto.*

> *Después de media hora, sales y no encuentras la moto; la buscas y no la encuentras. Al poco rato, llega tu compañero.*
> *¿Qué le dices textualmente?*

Para la situación de dar la mala noticia del robo de una motocicleta que había quedado a resguardo del hablante, empleamos el texto que a continuación aparece,

SITUACIÓN B

> *Por favor, escribe tanto como puedas sobre las preguntas de la siguiente situación. No hay un límite de tiempo ni de espacio.*
> *Dejaste estacionada enfrente de tu casa la motocicleta que tu compañero de la universidad te prestó el día anterior. Te enteras, por los vecinos, que unos sujetos llegaron y se robaron la motocicleta. En ese momento, llega tu compañero por la motocicleta.*
> *¿Qué le dices textualmente?*

2.2 Procedimiento

Primeramente, se solicitó el consentimiento de nuestros informantes para su participación en la realización de este estudio, explicándoles que se realizaría este estudio pragmalingüístico y sociopragmático acerca de la variante del español de Puebla, México. Cabe mencionar que Puebla, también conocida como angelópolis, es una ciudad que se encuentra ubicada en el centro del país y que es la capital del estado de Puebla. Una vez que los informantes aceptaron participar, se les solicitó proceder a leer la situación descrita en el instrumento para que más adelante respondan las siguientes interrogantes: qué hacen frente a tal situación, cómo se comportan y qué dicen textualmente sobre el paradero y destino de la motocicleta a su interlocutor (quien es el propietario de la misma), aunque para este estudio sólo se consideró la última pregunta: escribe qué le dices textualmente al darle la noticia sobre la motocicleta. Así, hemos considerado únicamente lo que cada hablante dice al dar la mala noticia a su interlocutor al momento de encontrárselo frente a frente.

2.3 Participantes

Los participantes son estudiantes universitarios dentro de una universidad pública del Estado de Puebla. Sus edades oscilan entre los 18 y 25 años de edad. Los participantes afirmaron haber vivido por lo menos los últimos 15 años en la ciudad de Puebla para poder así participar como informantes. El número de participantes fue de 40, de los cuales 20 participantes respondieron la situación de mayor incertidumbre al dar una mala noticia, mientras que los otros 20 informantes respondieron la situación de menor incertidumbre también al dar una mala noticia. Para la Situación A los participantes quedaron distribuidos en 8 hombres y 12 mujeres. Mientras que para la Situación B los participantes quedaron distribuidos en 5 hombres y 15 mujeres.

3. Resultados: Clasificación de las estrategias lingüísticas de la mitigación

Para este trabajo hemos decidido utilizar un criterio ecléctico en el cual tomamos en cuenta las concordancias entre las distintas clasificaciones y las agrupamos en dos formas: las formas internas y las externas de la mitigación. Esto es, el elemento mitigador morfológicamente puede tener el tamaño de una partícula o morfema, *gord**ita***, sintácticamente puede mitigar una clausula subordinada, ***creo que*** *Juan está enfermo*, semánticamente puede difuminar el significado lógico proposicional de un enunciado, que encontramos en la doble negación, *Su novio* ***no es feo***, pragmáticamente puede disminuir el impacto negativo de ciertos actos de habla, ***Creo que*** *el rosa no te va*, y discursivamente puede funcionar para para disminuir el efecto negativo de la información que viene en el discurso, recurriendo a las explicaciones, descripciones a modo de justificar y poder mitigar los efectos negativos de la nueva información, por ejemplo en ***Porqué** lo estacione en un lugar donde no debía*. En muchos de nuestros casos las formas que hemos identificado coincide con la nación de *hedging* (difuminadores) como criterio de análisis, el cual ha sido utilizado por Fraser (1976, 1980) en sus estudios sobre el fenómeno de la mitigación en el lenguaje. Consecuentemente, hemos identificado la mitigación tanto interna como externamente en las formas que nuestros informantes usan para dar una mala noticia. Una vez identificados todas y cada uno de ellas en nuestro corpus, las agrupamos en tres categorías: marcadores epistémicos, marcadores discursivos y marcadores interpersonales de la mitigación, los cuales podemos asociar con formas lingüísticas muy específicas dentro del texto.

Los marcadores epistémicos son tipos de formas lingüísticas que nos indican cierto grado de conocimiento del estado de cosas en el mundo (evidencialidad) y los podemos asociar con el empleo de formas lingüísticas tales como los verbos y adverbios epistémicos. Este tipo de marcadores se caracteriza por el hecho de que a través de su empleo podemos relativizar, difuminar, semánticamente el contenido proposicional de un enunciado. Algunas de las formas lingüísticas que hemos identificado que corresponden con este tipo son el uso diminutivos (gordita, poquito), adverbios (poco, más o menos), la lítote, expresar duda o incertidumbre (Duda fingida VS. Grado de certeza).

Desde este enfoque, los marcadores discursivos quedan asociados exclusivamente con aquellas formas lingüísticas que dan cuenta del desdoblamiento discursivo del evento comunicativo en el tiempo y en el espacio. Este tipo de forma lingüística de carácter narrativo argumentativo pone de manifiesto la organización espacio temporal del texto, indicando la secuencialidad lógica de los distintos sucesos del evento comunicativo. Nos indica el desdoblamiento del discurso en el tiempo y en el espacio. Podemos, a través de ellos, identificar cómo inicia, cómo se desarrolla y cómo es que concluyen los distintos extractos o marcos discursivos de nuestros informantes al dar una mala noticia. Algunos de los marcadores de este tipo que aparecen en nuestros datos se mencionan a continuación: marcadores del discurso (ahí, este..., entonces, bueno, pues), la elipsis, las expresiones que denoten consecuencia lógica y, principalmente, la explicación y justificación (explicaciones, justificaciones, comparaciones) como forma de disminuir el efecto negativo de dar una mala noticia.

El tercer tipo de estrategia de mitigación observada en nuestros datos y que hemos nombrado como marcadores interpersonales de la mitigación son todas aquellas formas lingüísticas que nos indican el origen de la enunciación que sirven para indicar el grado de involucramiento del hablante con el origen de la enunciación, así como aquellas formas lingüísticas que nos muestran distintas formas lingüísticas de acotar lo que se dice (Primera persona del singular). Para este tipo hemos encontrado en los datos los siguientes casos. Una de las formas lingüísticas más comunes que hemos identificado consiste en la inclusión del oyente en el discurso del hablante a través de formas impersonales deícticas. También hemos identificado formas que aluden y recurren explícitamente al uso de una fuente externa, en las cuales el hablante se aleja de la participación y autoría de los sucesos así como de la verdad contenida en el significado proposicional de sus enunciados.

Para la representación gráfica de estos tres tipos de estrategias de mitigación que hemos observado en nuestros datos vamos a utilizar distintos colores para representar su organización y su distribución en la estructura textual al dar una noticia. Así el ROJO representa las estrategias de mitigación que recurren a evaluaciones epistémicas del evento comunicativo, en tanto que el VERDE lo empleamos para dar cuenta de las estrategias de mitigación que recurren a narraciones y explicaciones, mientras que el AZUL: lo empleamos para indicar tanto los actos de habla como los interlocutores del evento comunicativo. También usamos este color para señalar la fuente de enunciación; todo esto como parte de las relaciones interpersonales del evento comunicativo. Así para el contexto A, vamos a presentar una muestra prototípica en la cual el hablante debe dar la noticia acerca del paradero de la motocicleta que estaba a su resguardo y, además, incluye un alto grado de incertidumbre sobre los hechos y sucesos del evento comunicativo (ver Texto 1)

Texto 1.

> "Amigo, vine para **devolverte tu motocicleta** y <u>la estacioné</u> en un lugar prohibido porque creí que no tardaría mucho, cuando iba hacia tu departamento me encontré a tu hermano y ya de regreso **ya no estaba la motocicleta** y no sé dónde está o qué pudo haber pasado a menos que **se la hayan robado**"

A partir de las muestras codificadas hemos observado que de acuerdo a la distribución y organización de las estrategias de mitigación empleadas por nuestros informantes en una situación con un alto de grado de incertidumbre emerge el siguiente patrón discursivo, el cual se identificará como PDI (Patrón Discursivo de Incertidumbre), en el cual hay una tendencia por eluso de marcadores epistémicos que articulan a los otros tipos de estrategias de mitigación al ofrecer evidencia de lo conocido con lo que el hablante se distancia del valor de verdad de la proposición, evitando así un compromiso con esa verdad, por lo que nuestros informantes evitan comprometerse con la verdad de lo dicho (ver figura I).

Figura 1. *Padrón Discursivo de Incertidumbre (PDI).*

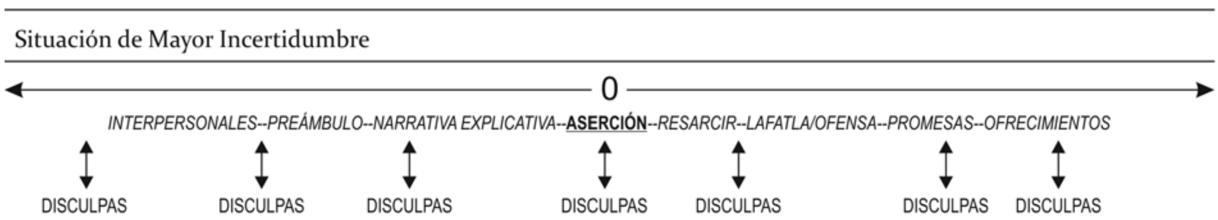


Figura 2. *Padrón Discursivo de Certeza (PDC).*

En tanto que para la situación de mayor certeza el patrón discursivo PDC que emergió de acuerdo a la distribución y organización de las estrategias de mitigación empleadas por nuestros hablantes al dar una mala noticia, muestra una tendencia hacia el empleo de estrategias interpersonales para mostrar disculpas, arrepentimiento, pena por los desafortunados hechos y sucesos del evento comunicativo. En este caso las disculpas se van intercalando, articulando a los otros tipos de estrategias de mitigación para reducir precisamente el impacto negativo y proteger las imágenes de los interlocutores (ver figura 2 y Texto 2).

Texto 2.

> *Perdóname, <u>amigo</u>, pero anoche dejé estacionada la moto afuera de mi casa y* **unos sujetos la robaron***, fue mi culpa, <u>haré lo posible por recuperarla</u> y si no, te la pagaré.*

4. Conclusiones

Los datos de la presente investigación sugieren que al existir entre los interlocutores un acto latente de amenaza a la imagen, además de que en cada una de las situaciones hay un objeto de alto valor económico, la mitigación, como trabajo de imagen, coadyuva a lograr y alcanzar acuerdos, pues lo hablantes van administrando y dosificando el flujo de la información, y súbitamente, dan la noticia. A mayor incertidumbre, los hablantes recurren a estrategias epistémicas para valorar su relación con el objeto de valor económico, pero con el fin de distanciarse del compromiso por asumir el coste social y la responsabilidad, distanciándose así del contenido proposicional de sus enunciados, recurriendo de esta manera a la evidencialidad, para evocar en el oyente la falta de compromiso con el valor de verdad de la proposición. Aquí cabría preguntarse qué sucedería si en lugar de una motocicleta se tratase de un objeto de escaso o nulo valor económico,

¿recurrirían los hablantes al uso de marcadores epistémicos para alejarse del contenido lógico de sus enunciados? Es necesario realizar investigación en este sentido a fin de poder establecer la correspondencia entre la incertidumbre y el valor económico, así como su efecto en el empleo de estrategias de mitigación al dar una noticia que podría ser buena o mala según el prisma sociocultural con el que se observe. Por otra parte, a mayor certeza sobre los hechos y sucesos del evento comunicativo, que consiste en dar malas noticias, los participantes tienden a establecer relaciones solidarías, en las cuales prevalece cierta camaradería entre ellos pues intentan seguir conservando su relación social de compañerismo y amistad. Esto sugiere que a nuestros informantes les preocupan las maneras y el modo de informar. Esto no sólo es relevante para procesar la información el qué se informa sino, interpersonal y socialmente, el cómo se informa, estrechando vínculos sociales y convivencias, enfatizando de esta manera el significado social de los enunciados. De manera semejante, qué sucedería si en lugar de tratarse del robo de una motocicleta, se tratase de dar la mala noticia del robo de las copias de la antología de Teorías de Aprendizaje, ¿los informantes se disculparían o, simplemente, dirían lo que ocurrió sin más preámbulos? Se necesita llevar a cabo investigación a modo de entender la correspondencia entre el empleo de disculpas como estrategia de mitigación y objetos de escaso o nulo valor económico. Desde la perspectiva de la cortesía negativa, la mitigación, como actividad de imagen, facilita la integración social y las relaciones interpersonales. De ahí la relevancia de su estudio y análisis.

Referencias

Albelda Marco, M. y Contreras Fernández, J. (2009). Imagen de afiliación y atenuantes en un análisis contrastivo alemán/español. En Bernal, M. y Hernández Flores, N. (Eds.), *Estudios sobre lengua, sociedad y cultura. Homenaje a Diana Bravo* (pp. 7-30). Estocolmo: Acta Universitatis Stockholmiensis. Romanica Stockholmiensia.

Albelda, M. y Cestero, A. M. (2011). De nuevo, sobre los procedimientos de atenuación lingüística. *Español Actual*, 96, 9-40.

Bernal, M. (2005). 'Hacia una categorización sociopragmática de la cortesía, la descortesía y la anticortesía' in D. Bravo (ed): *Estudios de la (des) cortesía en español: Categorías conceptuales y aplicaciones a corpora orales y escritos*. Estocolmo-Buenos Aires: DUNKEN, pp. 365-398.

Bravo, D. (1999). ¿Imagen ´positiva´vs. Imagen ´negativa´? *Oralia* 2: 155-184.

Bravo, D. (2002). Actos asertivos y cortesía. Imagen del rol en el discurso de académicos argentinos. En Placencia, M. E. y Bravo, D. (Eds.), *Actos de habla y cortesía en español* (pp. 1-34). München: Lincom Europa.

Bravo, D. (2003). Actividades de cortesía, imagen social y contextos socioculturales: Una introducción. En Bravo, D. (Ed.), *Actas del Primer Coloquio Internacional del Programa EDICE: La perspectiva no etnocentrista de la cortesía: identidad sociocultural de las comunidades hispanohablantes* (pp. 98- 108). Estocolmo: Universidad de Estocolmo, Programa EDICE.

Bravo, D. (2005). Categorías, tipologías y aplicaciones: Hacia la redefinición de una cortesía comunicativa. En Bravo, D. (Ed.), *Estudios de la (des) cortesía en español: Categorías conceptuales y aplicaciones a corpora orales y escritos* (pp. 21-

52). Estocolmo-Buenos Aires: DUNKEN, Programa EDICE.

Briz, A. (1995). La atenuación en la conversación coloquial. Una categoría pragmática. En Cortés, L. (Ed.), *El español coloquial: Actas del I Simposio sobre análisis del discurso oral* (pp. 103-22). Almería: Universidad de Almería.

Briz, A. (2003). La estrategia atenuadora en la conversación cotidiana española. En Bravo, D. (Ed.), *Actas del Primer Coloquio Internacional del Programa EDICE: La perspectiva no etnocentrista de la cortesía: identidad sociocultural de las comunidades hispanoparlantes* (pp. 17-46). Universidad de Estocolmo.

Briz, A. (2005). Eficacia, imagen social e imagen de cortesía. Naturaleza de la estrategia atenuadora en la conversación cotidiana española. En Bravo, D. (Ed.), *Estudios de la (des)cortesía en español: Categorías conceptuales y aplicaciones a corpora orales y escritos* (pp. 53-91). Estocolmo-Buenos Aires: DUNKEN.

Briz, A. (2007). Para un análisis semántico, pragmático y sociopragmático de la cortesía atenuadora en España y América. *Lingüística Española Actual*, 29/1: 5-40.

Briz, A. & Albelda Marco, M. (2012). Una propuesta teórica y metodológica para el análisis de la atenuación lingüística en español y portugués. La base de un proyecto en común. Manuscrito no publicado.

Brown, P. & Levinson, S. (1987). *Politeness: Some universals in language use*. Cambridge, UK: Cambridge University Press.

Caffi, C. (1999). On mitigation. *Journal of Pragmatics*, 31: 881-909.

Cestero Mancera, A. M. (2014). Estudio coordinado de la atenuación en el marco del PRESEEA: propuesta metodológica. En Da Hora, D., Lopes

Ribeiro, J. y Marques de Lucena, R. (Orgs.). *Estudios Linguísticos e Filológicos. ANAIS. XVII Congreso Internacional Asociación de Lingüística y Filología de América Latina* (pp. 1-13). Joao Pessoa, ADALTECH-ALFAL.

Curcó, C. (2007). Positive face, group face and affiliation: An overview of politeness studies on Mexican Spanish. En Placencia, M.E.y García, C. (Eds.), *Research on politeness in the Spanish speaking world* (pp.105-120). Mahwah, New Jersey: Lawrence Earlbaum.

Félix-Brasdefer, J.C. (2009). Estado de la cuestión sobre el discurso de la (des) cortesía y la imagen social en México: Perspectivas teóricas y metodológicas. En Rodriguez Alfano, L. (Ed.), *La (des) cortesía y la imagen social en México* (pp.15-46). Nuevo León: Universidad Autónoma de Nuevo León y Programa EDICE.

Fraser, B. (1976). Conversational mitigation. *Journal of Pragmatics 4:* 341-350

Goffman, E. (1967).On face-work. An analysis of ritual elements in social interaction, in: *Interaction ritual: Essays on Face-to-Face Behavior*. New York: Doubleda y Anchor books.

Haverkate, H. (2004). El análisis de la cortesía comunicativa, categorización pragmalingüística de la cultura española. En Bravo, D. y Briz, A. (Eds.), *Pragmática sociocultural* (pp. 55-65). *Estudios sobre el discurso de cortesía en español.* Barcelona, Ariel.

Hernández Flores, N. (2002). *La cortesía en la conversación española de familiares y amigos. La búsqueda de equilibrio entre la imagen del hablante y la imagen del destinatario*. Aalborg, Dinamarca, Universidad de Aalborg.

Lakoff, G. (1972). Hedges: A Study in Meaning Criteria and the Logic of Fuzzy Concepts. In Papers from the Eight Regional Meeting of the Chicago Linguistic Society. También en el Journal of Philosophical Logic. (1973).

Lakoff, R. (1973). The logic of politeness; or, minding your P's and Q's. In: Papers from the Ninth Regional Meeting of the Chicago Linguistics Society, ed. C. Corum, T. Cedric Smith-Stark, A. Weiser, pp 292–305. Chicago: Department of Linguistics, University of Chicago.

Leech, G.N. (1983). *Principles of Pragmatics*. London: Longman.

EFL students' perceptions when learning with a virtual platform in terms of motivation and usefulness

Norma Flores González
Leonel Ojeda Ruiz
Vianey Castelán Flores
Benemérita Universidad Autónoma de Puebla

1. Introduction

Taking into account today human's lives and time dedicated to study and professionalization, it is necessary to look for a different and alternative form to have access to education since there are many people who desire to continue studying, but the time factor is a decisive element to do it as it is the case where this study was accomplished. The population at LAEL-I is composed of teachers in service who need the help of a platform or any e-learning space to complement their on-site sessions. This type of learning was implemented since 2014 and it is done via Moodle platform. However, it is essential to know what their perceptions are about this way of working so that some changes could be done based on this paper results. To carry out the analysis of the phenomenon, the next research questions are presented:

> What are the students' perceptions regarding motivation when they work on the Moodle platform?
>
> How do students perceive the usefulness of the platform as a source of knowledge in their e-learning process?

To have a deeper understanding of the topic and variables, it is necessary to know how they are defined conceptually and operationally. Then, the former is explained in the literature review and the latter in the methodological section.

2. Literature Review
2.1 Online Learning
Technology has reached several areas in our daily lives, including the educational aspects. In an effort to conduct better teaching practices, language teachers have turned their eyes to the use of technology with the goal of achieving their learning objectives in a more interactive way, trying to change the traditional teaching and learning process. Several studies have been conducted using technology with educational purposes in order to change traditional teaching practices. These studies have obtained empirical results which endorse the usefulness of online learning, helping students to develop different language skills and sub-skills.

Herrera Díaz and González Miy (2017) report on a study which investigated the development of the oral skill within online English courses. They found that the participants developed their oral skill in terms of grammar, vocabulary, and pronunciation. Similarly, Romaña Correa (2015) studied how Skype conference calls helped A1 learners develop their speaking skill, promoting the participants' social interaction skills, their fluency, and reinforcement of their course contents. Additionally, Rátiva Velandia, Pedreros Torres and Nuñez Alí (2012) conducted a study which implemented web-based activities in order to promote the reading skill. They found that the participants were motivated by reading material and engaged when doing the activities using new technologies. Ortiz Navarrete and Ferreira Cabrera (2014) implemented a wiki-based technique when writing argumentative essays, in order "to promote online feedback to help preservice teachers become better writers and to promote autonomy and self-correction among them" (p. 195).

Although the previous studies have reported positive results, others have also indicated that the results have not been what was expected. In a study conducted by Gonzalez Moreno (2011), 79% of the participants reported that the use of discussion boards in a blended learning program helped them to improve their writing production. However, 21% of her participants reported that the use of this board represented neither practice nor improvement in their writing skills. These studies are not extensive in the area of online learning; for this reason, more research is needed to reveal the usefulness of technology in the EFL context. The following section will deal with e-learning on a Moodle platform.

2.2 E-learning in a Moodle Platform

Studies have found that students have positive attitudes towards the use of platforms as a learning resource (Alobiedat & Saraierh, 2010). Particularly, the Moodle platform has been investigated in order to see its usefulness in different areas. Oproiu (2015) conducted a study that investigated the way Moodle could increase learning motivation. An important finding of this study revealed that a great number of students think that the use of the platform increases both the efficiency of the learning process and learning autonomy. In another study, Martín-Blas and Serrano-Fernández (2008) created an online Physics course using Moodle. They reported that students who used Moodle regularly obtained higher scores than those who did not, as the course helped them reinforce their abilities and knowledge. Correa Díaz (2012) conducted a study where she taught Foreign Trade based on competences in the Moodle platform. She found that her participants developed the writing skill through group workshops in the platform as "they had sufficient time to think and produce at their pace" and "quick feedback was given throughout the course via one-to-one messages within the platform" (p. 175). In their study related to the functionalities of e-learning platforms, Gogan, Sirbu, and Draghici (2015) conclude that "the Moodle platform proved to be a powerful educational web environment for developing different teaching/learning activities in the frame of on-line courses" (p. 1147) and it "comes as a support for the educators who aim at increasing the quality of online courses, but also as a support for students in order to facilitate their learning" (Oproiu, 2015, p. 432).

Although the previous studies found evidence of the usefulness of the Moodle platform, other studies have revealed negative aspects, too. For example, Costa, Alvelos and Teixeira's (2012) study found that students' purposes to use Moodle are mostly restricted to downloading materials, news, and delivering assignments since the types of materials they used were texts and slides. The authors claim that their results support the theory that Moodle is mainly used as a repository of learning materials and information. Additionally, Lopera Medina (2014) investigated the motivational conditions in a reading comprehension course via a web-based modality and a face-to-face modality. He found several negative aspects regarding the web-based course in terms of the atmosphere, the teacher, and students' evaluation. More specifically, the web-based course did not promote a relaxed atmosphere as students worked alone; the teacher did not prompt interaction among students, and students showed a higher degree of anxiety due to the delay of their evaluations.

2.3 Motivation

Motivation is a term that has been defined as a "dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out" (Dörnyei & Otto, 1998, cited in Dörnyei, 2001, p. 9). In addition, motivation "may be instrumental (a real need for the language for study or work), intrinsic (enjoyment in learning the language) or integrative (a desire to be involved with native speakers of the language and their culture)" (Davies & Pearse, 2000, p. 107).

Irrespective of the type of motivation which students may have, research suggests that "motivated students show larger gains in language learning than unmotivated students do" (Dalle & Young, 2003, p. 72). However, teachers may face another problem when students are not motivated. As Harmer (1998) points it out:

> One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their conscientiousness, their humour and their seriousness that they may influence their students. It is by their own behaviour and enthusiasm that they may inspire (p. 8).

In that case, the teacher needs to make sure that students get involved in the learning activities as much as possible so that students' learning may take place. Developing students' (e-) motivation will be described in the following section.

2.4 Developing E-motivation

Studies have investigated students' attitudes towards online courses in different content areas. Smart and Cappel (2006) report positive attitudes from a group of participants in an elective course, and negative attitudes from a required group in business classes. Tsai

(2005) found that participants had positive attitudes towards internet-based science learning environments in terms of relevance (association between real life situations and the scientific knowledge), ease of use (user-friendly), multiple sources (contain a variety of information sources), and cognitive apprenticeship (provide useful guidance for advanced learning). Likewise, some factors which contribute to the students' satisfaction in the virtual classroom are: contact with the instructor, timely feedback, convenience and flexibility, and involvement with course materials (Johnston, Killion, & Oomen, 2005). Different attempts to measure motivation have been done and according to several research studies, the Intrinsic Motivation Inventory (IMI) is considered one of the most useful in measuring students' perceptions in virtual spaces because it identifies the extent to which subjects believe that their experiences are useful or valuable. Concerning Ryan and Deci (2004), the IMI has been used and validated through several experiments related to intrinsic motivation and self-regulation. Moreover, it is proposed to determine the intrinsic motivation through the following characteristics: participants' interest/enjoyment, perceived competence, effort, value/usefulness, feeling pressure and tension, perceived choice while performing a given activity, and experiences of relatedness.

The previous studies highlight key elements that language teachers should consider when implementing online courses. As Cuesta (2010) points out, teachers "need to employ practices that focus on fulfilling their learner's needs, ensuring their engagement, motivation and positive response" (p. 191). It is important to notice that the experience students obtain from online courses is what affects their attitudes towards interactive online courses and their acceptance of such courses. Regarding this acceptance, now attention is turned to the Technology Acceptance Model (TAM).

2.5 Technology Acceptance Model (TAM)

In an attempt to understand why people accept or reject the use of computer technology, Davis (1989) introduced the Technology Acceptance Model (TAM). As Davis, Bagozzi and Warshaw (1989) comment, "TAM posits that two particular beliefs, *perceived usefulness* and *perceived ease of use* [original italics] are of primary relevance for computer acceptance behaviors" (p. 985). Perceived usefulness is defined as "the prospective user's subjective probability that using a specific application system will increase his or her job performance within an organizational context" (ibid). Perceived ease of use refers to "the degree to which a person believes that using a particular system would be free of effort" (Davis, 1989, p. 319).

In order to assess the theoretical assumption of TAM, Davis (1989) applied his model to two groups of study involving a total of 152 users and four application programs. His findings indicate that the perceived usefulness and perceived ease of use "exhibit significant empirical relationships with self-reported measures of usage behavior" (p. 333). After an extensive meta-analysis of 22 studies using the TAM model, Legris, Ingham and Collerette (2003) concluded that "TAM has proven to be a useful theoretical model in helping to understand and explain use behaviour in [Information Systems] implementation" as "the tools used with the model have proven to be of quality and to yield statistically reliable results" (p. 202). More recently, the original model introduced by Davis (1989) has been put to the test by adding more variables that could account for the acceptance of computer technology. For example, Arteaga Sánchez and Duarte Hueros (2010) investigated the factors which motivate students to use the Moodle platform by using the TAM model, adding the technical support variable. They found that "the extrinsic variable, technical support, had a direct effect on perceived ease of use on perceived usefulness"

(p. 1639). Their findings also illustrate that "perceived ease of use is a key element that links [technical support] to perceived usefulness, attitude and system usage" (ibid).

Escobar-Rodríguez and Monge-Lozano (2012) investigated the factors that might influence business students' intentions to use the Moodle platform. Their findings indicate that the perception of Moodle as being easy to use has a positive influence on the intention to use it. Furthermore, a significant relationship between Moodle's perceived compatibility with student tasks and perceived ease of use was noted. Finally, they also found that the platform's usefulness for teachers had a significant positive relationship with both perceived usefulness and intention to use it. In the same way, Abdullah, Ward & Ahmed (2016) conducted a study which focused on investigating the factors that might influence students' perceived ease of use and perceived usefulness of e-portfolios by using the General Extended Technology Acceptance Model for E-Learning (Abdullah & Ward, cited in Abdullah et al., 2016). Their results suggest that both perceived ease of use and perceived usefulness of e-portfolios predict students' behavioral intention to use e-portfolios.

3. Methodology

In the following lines, the method, research design and data procedure used to gather information about students' perceptions taking into account motivation and the usefulness of the platform will be described. A quantitative method was used to get the data since according to Creswell (2003), "quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternate knowledge claims or objectives" (p. 153). This is a descriptive statistic study since its purpose is to characterize the two main variables of this study by identifying their attributes:

1) The LAEL-I students' perceptions regarding the motivation they have when working on the Moodle platform as part of their professionalization process in the Open Bachelor program, and
2) The LAEL-I students' perceptions in terms of usefulness of the Moodle platform as part of their e-learning process.

3.1 Research Design

It was a cross-sectional study since it was applied once during spring 2017. According to Leedy and Ormrod (2001), this design allows researchers to compare variables at the same time as perceptions about the motivation and usefulness of the Moodle platform are being measured to characterize the variables and know about their attributes.

3.2 Subjects

This study was done in the Licenciatura Abierta en la Enseñanza de Lenguas-Inglés, a program of the Faculty of Languages in the Benemérita Universidad Autónoma de Puebla. The sample was the total population of the 2016 generation since it includes a total of 16 students. Therefore, the subjects of the study were 16; all teachers in service belonged to different levels ranging from elementary education to high school who shared characteristics such as:

- Having on-site sessions every Saturday.
- Working during the week on the Moodle platform.
- To be enrolled in the same number of modules and be exposed to the same amount of time to the English language in both on-site sessions and e-sessions.

To have a better description of the subjects regarding their gender, the following table is presented.

Table 1. *Gender of students*

	Gender				Total	
	Male		**Female**			
	N	**%**	**N**	**%**	**N**	**%**
Subjects of the study	7	43.75	9	56.25	16	100

Note. Source: Researchers' elaboration

3.3 Procedure

The data collection procedure was done by using a quantitative method. Then, a questionnaire made of 20 likert-type statements (10 for perceiving motivation and 10 for usefulness) which measured agreement was used as the main source to get the data and analyzed students' perceptions regarding the two variables mentioned before. In fact, the instrument has 5 options so that subjects express their level of agreement which has this scale:

Table 2. *Level of the agreement*

Level of agreement	**Abbreviation**
Strongly agree	SA
Agree	A
Neither agree nor disagree	N
Disagree	D
Strongly disagree	SD

It is worth pointing out that this instrument was piloted and validated with the SPSS software having a validity and reliability of 0.001 bilaterally, which gives support to the data so that conclusions could be drawn. The questionnaire was built up following the Intrinsic Motivation Inventory (IMI) model analysis that is a multidimensional measurement device whose purpose is to assess the participants' experience related to a specific activity usually in e-laboratory experiments as in this case: assess the perception of motivation in an e-classroom. This model was also used because there are already different studies done with this device that proved its reliability such as: Ryan, 1982; Ryan, Mims and Koestner, 1983; Plan and Ryan, 1985; Ryan, Connell and Plant, 1990; Ryan, Koestne and Deci, 1991; Deci, Eghrari, Patrick and Leone, 1994.

In order to assess the second variable that is the usefulness of the platform, it was used the Davis, Bagozzi and Warshaw's (1989) model of analysis. The model is shown in the table below.

Table 3. *Model of analysis for the construction of the instrument.*

Variable	**Dimensions**		**Items**
Students' perceptions regarding motivation*	1	Participants' interest/enjoyment	3, 9, 14
	2	Perceived competence	19
	3	Effort	17
	4	Value/usefulness	7
	5	Felt pressure and tensión	16
	6	Perceived choice while performing a given activity	4
	7	Experiences of relatedness	6, 10
Students' perceptions regarding the usefulness of the Moodle platform**	1	Work more quickly	5, 15
	2	Makes job easier	12
	3	Usefulness	11, 13, 20
	4	Increase productivity	1
	5	Effectiveness	2
	6	Job performance	8, 18

Note. Source: *McAuley, E., Duncan, T., & Tammen, V. V. (1989). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sports setting: A confirmatory factor analysis. *Research Quarterly for Exercise and Sport, 60,* 48-58.
*Ryan, R. M., Koestner, R., & Deci, E. L. (1991). Varied forms of persistence: When free-choice behavior is not intrinsically motivated. Motivation and Emotion, 15, 185-205
Davis, F. D.; Bagozzi, R. P.; Warshaw, P. R. (1989). «User acceptance of computer technology: A comparison of two theoretical models», *Management Science* **35: 982-1003, doi:10.1287/mnsc.35.8.982
** Davis, F. D. (1989), «Perceived usefulness, perceived ease of use, and user acceptance of information technology», *MIS Quarterly* **13** (3): 319-340, doi:10.2307/249008

On the other hand, the data analysis procedure was accomplished in this order:

Table 4. *Data analysis procedure*

Stage	**Process**
Coding	Data from the questionnaire was coded.
Descriptive statistics	Descriptive analysis of percentages
Representation of the outcomes	Tables were elaborated based on the gathered data using SPSS software
Interpretation of the outcomes	Explanations were made in order to accomplish the objectives of this paper and get conclusions.

Note. Source: Researchers' elaboration.

4. Results

The analysis is organized taking into consideration the two variables and its dimensions. Characterization of variable 1: Students' perceptions regarding motivation. The first dimension is related to the participants' interest/enjoyment when they work on a virtual platform.

Table 5
Dimension 1: Participants' interest/enjoyment

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S3	14	87.5	1	6.25	1	6.25	0	0	0	0
S9	15	93.75	1	6.25	0	0	0	0	0	0
S14	2	12,5	14	87.5	0	0	0	0	0	0

As it can be seen, the interest and enjoyment according to LAEL-I students perceptions are concentrated on the strongly agree and agree categories, which means that their perception towards the intrinsic motivation is high when they work in the Moodle platform. Subjects affirmed that Moodle makes their e-tasks enjoyable and promotes their pleasure to interact with their e-classmates by learning from each other as well as their interest in doing their tasks increased when working on Moodle platform.

At this point, it can be corroborated what Davis (1989) mentioned about the intrinsic motivation when considering it as a factor that influences individuals' acceptance and interest since the beginning of the personal computer era. Furthermore, the intrinsic motivation is a critical factor to stimulate students to embrace information through technology. As a matter of fact, intrinsic motivation reflects the natural human propensity to learn, assimilate and of course, to enjoy activities (Davis, Bagozzi, & Warshaw, 1999).

Table 6. *Dimension 2: Perceived competence*

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S19	0	0	14	87.5	2	12.5	0	0	0	0

To examine this dimension only one question was asked to the subjects. The table above shows that the majority (87% of them) expressed a positive answer while only two subjects (12.5%) said Moodle does not expand their satisfaction about assignments. This level of agreement is related to what Davis (1989) claimed about perceived competence that he supported to be a self-perception of an individual in their abilities and skills to control the e-environment.

Table 7. *Dimension 3: Effort*

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S17	16	100	0	0	0	0	0	0	0	0

In the previous table, it is appreciated that the whole population strongly agree with the idea of investing more study time on tasks when working on the Moodle platform because it requires autonomous learning and extra effort to develop it. This affirmation is also supported by different authors and studies like the TAM model that centers only on the analysis of information technology (Chau, 1996; Featherman & Pavlov, 2003; Mathieson, 1991; Taylor & Todd, 1995; Venkatesh, 2000 as cited in Selim, 2003).

Table 8. *Dimension 4: Value/usefulness*

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S7	0	0	14	87.5	2	12,5	0	0	0	0

The results show that more than half of the population strongly agree with the statement (87.5%) and only 2 subjects (12.5%) mentioned to be indecisive. This means that Moodle motivates them to work on their tasks. As a matter of fact, it is seen that the students' perception is positive, which means that using the virtual platform is useful. We may then confirm what Clark and Mayer (2008, p. 45) state: "e-learning can be designed, developed, and delivered via computer- and Internet-based applications or virtual platform". Also, according to Savenye, Olina, and Niemczyk (2001), a platform is useful thanks to easy access to hyperlinked resources and materials that are well-organized in modules as it is the case in the LAEL-I platform which could motivate students due to its structure courses where students are able to know what to expect. Finally, the results showed that technical support directly perceived usefulness.

Table 9. *Dimension 5: Feeling pressure and tension*

	SA		**A**		**N**		**D**		**SD**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S16	0	0	0	0	0	0	3	18.75	13	81.25

In this section, the dimensions feeling pressure and tension are examined. Regarding these two important elements which are related to the motivation factor, some authors as Kelly and Bauer as cited in Cantoni, Cellario and Porta (2004) indicate that digital tools and especially virtual spaces reduce the anxiety when learning a foreign language since being behind a screen reduces the pressure and anxiety to speak and perform rather than being face to face and in both cases, the communication is produced. This claim is reaffirmed as it can be seen in the table above due to the fact that 13 subjects demonstrated: *complete disagreement* and two subjects: *disagreement* with the following statement: "tasks in the Moodle platform are boring and stressful. We may conclude this was a negative perception.

Another important element which supported the result of this dimension in order to show how motivation affects positively when working with Moodle is its pair statements 7 and 9 which stated that Moodle enhances subjects to work on their tasks and promotes subjects' pleasure to interact with their e-classmates by learning from each other, where the results were for the former 87.5% of agreement and for the latter 93.75% of strong agreement. Then, it can be concluded that subjects have high positive perceptions about motivation and virtual spaces.

Table 10. *Dimension 6: Perceived choice while performing a given activity*

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S4	1	6.25	0	0	1	6.25	0	0	14	87.5

In this dimension, 15 subjects strongly disagreed and 1 disagrees with the following statement: I have to work individually all the time. This information reveals that the subjects identify the perceived choice while performing a given activity due to the different spaces of communication collaborative and individual tools to work with. Then, students are given a choice to fulfill their needs. Moreover, it seems that the Moodle is a motivated device since it offers students different ways to work in creating strategies like social communication which facilitate near connections among students when working collaboratively. Then, it might be concluded that these social interactions maximize students' motivation and peer collaboration in the e-learning process.

Table 11. *Dimension 7: Experiences of relatedness*

	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
S6	2	12.5	13	81.25	1	6.25	0	0	0	0
S10	1	6.25	14	87.5	1	6.25	0	0	0	0

As seen in Table 11, there are pair statements that allude to the dimension "experiences of relatedness" where the following statements were announced: S6 Moodle makes subjects to participate more often in their e-tasks collaboratively and S10 Moodle increased their motivation when they perform in learning English. The results show that for the first statement, subjects denoted 93.75% of agreement and only 6.25% of indecision, what means that they have high and strong perceptions about the universal want to interact, be connected to, and experience caring for others via Moodle. Talking about the second question, 93.75% of subjects answered positively to that question while only 6.25% of them reported negatively. Thus, online learning environments are motivational (McIntyre, 2011).

Characterization of variable 2: Students' perceptions regarding the usefulness of the Moodle platform. There are 6 dimensions in the instrument that describe this variable. The first one is analyzed in the next lines.

Table 12. *Dimension 1: Work more quickly*

	SA		**A**		**N**		**D**		**SD**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S5	14	87.5	2	12.5	0	0	0	0	0	0
S15	0	0	0	0	0	0	2	12.5	14	87.5

100% of the subjects reported their positive perceptions about the effectiveness of Moodle in terms of speed in both sides since in this dimension, there are pair statements that gave reliability and validity to the instrument since both statements are opposite regarding subjects perception and the results were exactly the same. That is: S5 states that Moodle helps students to do their tasks more quickly thanks to digital tools and interface (100% of agreement). Contrarily, S15 says that Moodle does not help them to develop their tasks rapidly because it is difficult to work with it (100% of disagreement).

Table 13. *Dimension 2: Makes job easier*

	SA		A		N		D		SD	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S12	1	6.25	15	93.75	0	0	0	0	0	0

93.75% of the sample agree and 6.25% strongly agree with the statement that Moodle allows them to accomplish their tasks easier, which according to Davis, Bagozzi, and Warshaw (1989) using a specific application system increases subjects' job performance.

Table 14. *Dimension 3: Usefulness*

	SA		A		N		D		SD	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S11	0	0	15	93.75	1	6.25	0	0	0	0
S13	0	0	16	100	0	0	0	0	0	0
S20	3	18,75	13	81.25	0	0	0	0	0	0

The table demonstrates that in S11, 93.75% agree and only 6.25% expressed indecision about the usefulness of the platform. In S13, 100% agree that Moodle is a useful platform, and in S20 100% agree that Moodle is a useful platform to learn content subjects in English. Relating to Bandura (2002), the learner-centered approach that is followed in a platform further makes e-learning a powerful and useful training tool for students due to its influence to change their learning behavior within their e-learning environments. Indeed, those changes require the necessity for understanding and incorporating students' acceptance on e-learning model in order to facilitate the e-learning implementation processes.

Table 15. *Dimension 4: Increase productivity*

	SA		A		N		D		SD	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S1	15	93.75	1	6.25	0	0	0	0	0	0

As it can be appreciated 93.75% strongly agree and 6.25% agree that Moodle is a useful tool to increase productivity since in connection with Clark and Mayer (2008, p. 78) "Moodle takes care of the information coming into students' cognitive system through their eyes and ears which requires an active process of organizing words and pictures entering the senses from the learning environment into a coherent mental representation."

Table 16. *Dimension 5: Effectiveness*

	SA		A		N		D		SD	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S2	0	0	13	81.25	3	18.75	0	0	0	0

The table shows that 81.25% perceived Moodle as an effective tool and 18.75% stated to be indecisive. However, it can be inferred that the majority accepted the platform as a place where instruction includes essential visuals and words, signs and meanings rather than isolated words.

Table 17. *Dimension 6: Job performance*

	SA		A		N		D		SD	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
S8	10	62.5	6	37.5	0	0	0	0	0	0
S18	0	0	0	0	0	0	0	0	16	100

Based on the results, it can be identified that 100% of the subjects perceived Moodle as a space which allows them to have a suitable performance in their assignments. Moreover, this was confirmed by the pair statement 18 where 100% of subjects pointed out Moodle as a tool that does not decrease their performance in their task and then, in their English proficiency level.

5. Conclusions

In regard to the previous results, it is concluded that LAEL-I students' perceptions are highly positive towards the use of Moodle, which promotes intrinsic motivation and its usefulness to learn and perform the English language. The study also demonstrated that perceptions about Moodle favored the learning process expressed in higher performance and task completion done by the subjects in both individual and collaborative work. Another important feature is the identification of "the key component in students' perceived level of intrinsic motivation that was directly related to meaningful communication in the virtual space" (Walker, Wallace, & Juban, 2004, p. 40).

5.1 Limitations of the Study

Since this is a quantitative study with a small sample, its results could not be generalized. However, it does give an overview of the LAEL-I students' perceptions when they work with this virtual space, and based on it, some other studies can be conducted. For example, a mixed study where qualitative data could also be included so researchers have a more complete data to understand the study.

5.2 Further Research

There are some other research areas to develop like applying the same study but with a qualitative method to get a complete understanding of the phenomenon or testing the study with a bigger sample. Another suggestion is to apply the study with a longitudinal design so that results could be corroborated at different points in time and to have the basis for a generalization. A final suggestion is to apply the same study to know teachers' perceptions towards the usefulness of Moodle and their motivation when using it.

References

Abdullah, F., Ward, R. & Ahmed, E. (2016). Investigating the influence of the most commonly used external variables of TAM on students' Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) of e-portfolios. *Computers in Human Behavior*. 63, 75-90.

Alobiedat, A. & Saraierh, R. (2010). The student's attitude toward use platform as learning resources at University of Granada. *Review of European Studies,* 2(2), 236-244.

Arteaga Sánchez, R. & Duarte Hueros, A. (2010). Motivational factors that influence the acceptance of Moodle using TAM. *Computers in Human Behavior*, 26, 1632-1640.

Bandura, A. (2002). Usefulness of e-learning theory in virtual spaces. New York: General Learning Press.

Cantoni V., Cellario M. & Porta, M. (2004). Perspectives and challenges in e-learning: Towards natural interaction paradigms. *Journal of Visual Languages and Computing,* 15, 333-345.

Clark, R. C., & Mayer, R. E. (2008). E-learning and the science of instruction (2nd ed.). San Francisco: Jossey-Bass.

Correa Díaz, A. M. (2012). Teaching Foreign Trade in English through the modalities based on competences and using Moodle. *PROFILE,* 14(2), 163-180.

Costa, C., Alvelos, H. & Teixeira, L. (2012). The use of Moodle e-learning platform: A study in a Portuguese University. *Procedia Technology*, 5, 334-343.

Creswell, J. (2003). Research design: Qualitative, quantitative and mixed methods approaches (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Cuesta, L. (2010). The design and development of online course materials: Some features and recommendations. *PROFILE*, 12(1), 181-201.

Dalle, T. S. & Young, L. J. (2003). Pace yourself: A handbook for ESL tutors. Alexandria, VA: TESOL.

Davies, P. & Pearse, E. (2000). Success in English teaching. Oxford: Oxford University Press.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340. doi: 10.2307/249008

Davis, F. D., Bagozzi, R. P. & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982-1003. doi:10.1287/mnsc.35.8.982

Dörnyei, Z. (2001). Teaching and researching motivation. Harlow, England: Longman.

Escobar-Rodríguez, T. & Monge-Lozano, P. (2012). The acceptance of Moodle technology by business administration students. *Computers & Education*, 58, 1085-1093.

Gogan, M. L., Sirbu, R. & Draghici, A. (2015). Aspects concerning the use of the Moodle platform: Case study. *Procedia Technology*, 19, 1142-1148.

González Moreno, R. I. (2011). The role of discussion boards in a university blended learning program. *PROFILE*, 13(1), 157-174.

Harmer, J. (1998). How to teach English: An introduction to the practice of English language teaching. Edinburgh Gate, England: Longman.

Herrera Díaz, L. E. & González Miy, D. (2017). Developing the oral skill in online English coursed framed by the community of inquiry. *PROFILE*, 19(1), 73-78.

Johnston, J., Killion, J., & Oomen, J. (2005). Student satisfaction in the virtual classroom. *The Internet Journal of Allied Health Sciences and Practice*, 3(2), 1-7.

Leedy, P. & Ormrod, J. (2001). Practical research: Planning and design (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Legris, P., Ingham, J. & Collerette, P. (2003). Why do people use information technology? A critical review of the technology acceptance model. *Information & Management*, 40, 191-204.

Lopera Medina, S. (2014). Motivating conditions in a foreign language reading comprehension course offering both a web-based modality and a face-to-face modality. *PROFILE*, 16(1), 89-104.

Martín-Blas, T. & Serrano-Fernández, A. (2008). The role of new technologies in the learning process: Moodle as a teaching tool in Physics. *Computers & Education*, 52, 35-44.

McAuley, E., Duncan, T., & Tammen, V. V. (1989). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sports setting: A confirmatory factor analysis. *Research Quarterly for Exercise and Sport*, 60, 48-58.

McIntyre, S. (2011). Learning to teach online: Engaging and motivating students. Retrieved on 1 February 2012, from: http://www.academia.edu/612888/Engaging_and_motivating_students.

Oproiu, G. C. (2015). A study about using e-learning platform (Moodle) in university teaching process. *Procedia Social and Behavioral Sciences*, 180, 426-432.

Ortiz Navarrete, M. & Ferreira Cabrera, A. (2014). Proposing a wiki-based technique for collaborative essay writing. *PROFILE*, 16(2), 185-198.

Rátiva Velandia, M., Pedreros Torres, A. L. & Núñez Alí, M. (2012). Using web-based activities to promote reading: An exploratory study with teenagers. *PROFILE*, 14(2), 11-27.

Romaña Correa, Y. (2015). Skype conference calls: A way to promote speaking skills in the teaching and learning of English. *PROFILE*, 17(1), 143, 156.

Ryan, R. M. & Deci, E. L. (2004). Autonomy Is No Illusion: Self-Determination Theory and the Empirical Study of Authenticity, Awareness and Will. In J. Greenberg, S.L. Koole, and T. Pyszcynski (eds.). *Handbook of Experimental Existential Psychology*, (pp. 449-479). New York: Guilford Press.

Ryan, R. M., Koestner, R., & Deci, E. L. (1991). Varied forms of persistence: When free-choice behavior is not intrinsically motivated. *Motivation and Emotion*, 15, 185-205.

Savenye, W. C., Olina, Z., & Niemczyk, M. (2001). So you are going to be in an online writing instructor: Issues in designing, developing, and delivering an online course. *Computers and Composition*, 18(4), 371–385.

Selim, H. M. (2003). An empirical investigation of student acceptance of course websites. *Computers and Education*, 40, 343–360.

Smart, K. L. & Cappel, J. J. (2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education*, 5, 201-219.

Taylor, S., & Todd, P.A. (1995). Understanding information technology usage: A test of competing models. *Information Systems Research*, 6(2), 144-176.

Walker, J., Wallace, D., and Juban, R. (2004). Business students online: Profiles of success. Manuscript submitted for publication.

ELT Teachers' Voices on Using ICT in their Classrooms

Sara Merino Munive
Rocío Barbosa Trujillo
Leticia Estudillo León
Benemérita Universidad Autónoma de Puebla

1. Introduction

In the last years, globalization has caused different changes in all areas; in education, especially English language teaching has been influenced by the use of ICT (Information and Communications Technology) in and outside classrooms. Teachers have been implementing tools sometimes with no previous examples or training; however, they seem to be very motivated to use ICT in their daily classes. Hennessy, Harrison & Wamakote, (2010) stated that "Teachers see ICT as kindling students' interest and learning in the subject. ICT promotes a positive attitude towards information technology as an essential part of a lifelong interest in learning" (p.41), bearing in mind students' positive attitudes when using ICT, teachers have implemented ICT tools in the classroom in all contexts to support different language skill problems. The purpose of this research is to identify the most recurrent language learning skill problems the teacher-participants report their students have and the ICT tools they used to help students overcome those problems.

To accomplish the purpose of this research it was necessary to study a cohort of 59 English language teachers using ICT in their classrooms. The purpose was to identify the language skills in which their students seemed to have more problems and the ICT tool implemented by the teachers. After taking an ICT course, teachers from different language levels implemented an ICT tool in their context. The intention was to help their students in the process of learning a foreign language, in this case English. This research used a mix method approach to answer the following research questions:

1. Which are the skills where students seem to have problems reported by participant-teachers?

2. If there was any progress by implementing ICT tools, what are the teachers' perceptions?

2. Literature Review

The access to internet has increased considerably in the last decades and over 40% of the population have access to it. According to the Global Connectivity Index (2017), Mexico occupies the 32nd place of the internet users from all of the countries in the world, showing an increase demand in smartphones users, mobile broadband subscription and computers households. These results could give a picture of how significant is the use of ICT tools among Mexican citizens. In the education area, it should mean that a significant amount of the Mexican population has access to a smartphone or a computer at home with internet connection.

Technology has influenced every aspect of our lives, and education represents one of the biggest challenges. Teachers seem to be conscious about the importance of using ICT in the classroom but they forget that students possess different ways of and preferences for learning. In line with this, Morphew (2012) states that "Teachers may wish to explore learning preferences as a way to better serve students and promote intellectual power" (p. 21). This expresses that ICT are immersed in the language learning process. More specifically in the classroom, teachers should be aware about how ICT are implemented in class in order to produce a positive effect in their students learning process. In the same line of study, ICT pedagogies should be a form to motivate and engage students learning to support the 21st century literacies which students need to develop (Wilson & Boldeman, 2012).

Furthermore, the implementation of ICT in schools has been researched to explore the factors influencing its usage by teachers (Cuban et al. 2001; Mueller et al. 2008; Zhao & Frank, 2003 cited in Hsu & Kuan, 2013). The aspects studied are access to technology (Pel Grum 2001 cited in Hsu & Kuan, 2013), school policy and school support (Baek et al. 2008; Hew & Brush 2007 cited in Hsu & Kuan, 2013). Regarding teachers' issues, the research focus is related to teachers' backgrounds (Shiue 2007 cited in Hsu & Kuan, 2013), training (Galanouli et al. 2004; Lawless & Pellegrino 2007 cited in Hsu & Kuan, 2013) beliefs (Hermans et al. 2008 cited in Hsu & Kuan, 2013), and peer support (Burns 2002; Davidson, 2005 cited in Hsu & Kuan, 2013).

According to Carrasco and Torrecilla (2012) there is a significant amount of research on using ICT but there is still a lack of information on several aspects that influence the implementation of ICT in the classroom. Therefore, it is necessary to explore more on how teachers and students use ICT and the results that may be achieved.

2.1 Justification

Using ICT is more than choosing a video or a song to use in class. It deals with identifying students' skills, language problems and choosing the most pertinent ICT tool to support students to improve in that language skill problem. Means (2010) states that "technology adoption and implementation require not just funding resources but also ongoing effort" (p. 285). The premise of this study is to disseminate teachers' experiences on using ICT in their context to contribute to the study of ICT in the English Language Teaching (ELT) classroom.

3. Methodology

The present study used a mixed method approach. Cresswell (2017) defines mixed methods as the employment of both "qualitative and quantitative research practices and data analysis" (p. 19). The main reason for adopting a mixed method research design was due to the nature of the study, since it used analysis of the work teachers did at the end of the course and the teachers' self-reflections in the conclusion section of their final dissertation document. It was necessary to classify all the teacher-participants' work in order to identify the most common language learning problems students had. Data obtained from the analysis was both qualitative and quantitative showed in graphics and tables.

3.1 Participants

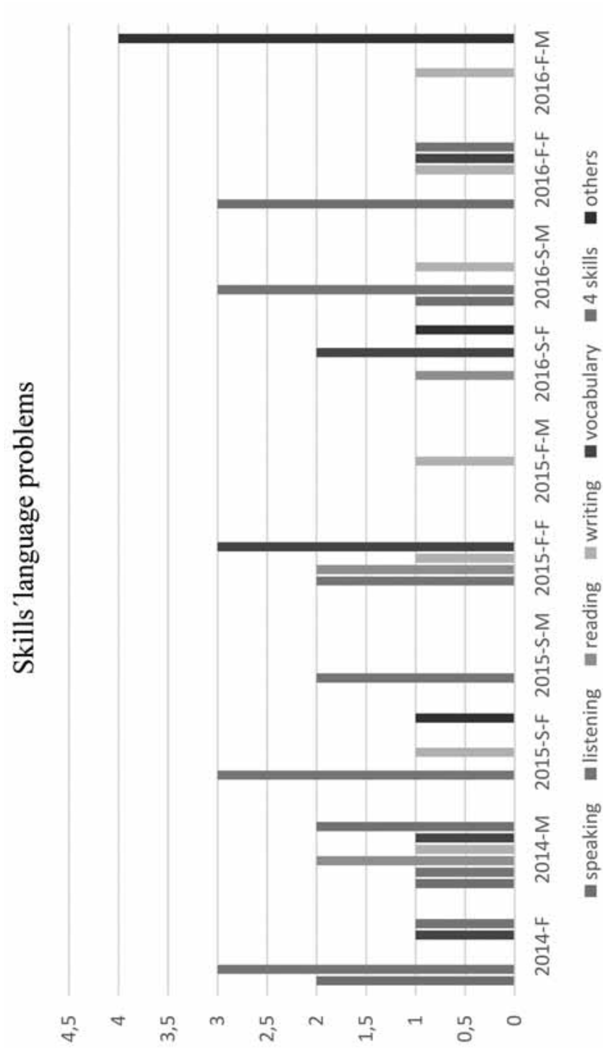
The participants of this study were a cohort of 59 students, 22 males and 37 females enrolled in the same ICT in ELT diploma course. All of them were English Language Teachers with a variety of language teaching experience and worked in different contexts and education levels. Teacher-participants were enrolled to this ICT in the ELT diploma course for two main reasons: to obtain their BA degree and learn how to use ICT in ELT. The range of teaching experience was between 5 to 25 years, however, they did not have the BA diploma. It is worth mentioning that some of them did not have previous experience using ICT for educational purposes either.

The participants were enrolled in a diploma course designed to train English teachers to use ICT in ELT. At the end of the course teachers have to write a dissertation document called *Tesina* (in Spanish), which is a written academic document with 4 chapters. In this dissertation teachers describe how they use an ICT tool in their context from the problem their students had had in their language learning process through the implementation of an ICT to support and help to strengthen out their language skills. The written dissertation of participants in this diploma course was analyzed in order to obtain data about the language skill problems students faced, the ICT tool teachers used and the perceptions and opinions about the implementation of ICT in the teachers' specific contexts.

4. Results

In the following sections the research questions are answered after analyzing the data. The first part of this section attempts to answer the research question *"Which are the skills where students seem to have problems reported by participant-teachers?"* It was highly important to identify the problems students seemed to have at the moment teachers implemented the ICT tool. The results show that young children and adults shared some areas to work more than others comparing the different groups. The data was classified into the different groups the diploma course was taught from 2014 to 2016. An "S" is used to identify the spring period and an "F" for fall. The results were also classified by females' and males' opinion to distinguish this, an "M" was used for males and an "F" for females. (See Graphic 1).

The results in Graphic 1 show that language problems were different in all groups. In the first group 2014, female participants' students had problems with listening and male participants' students had problems with the reading skill (see the section "four skills"). In the second group 2015-S both females' and males' groups had problems with the listening ability. In the next group corresponding to Fall 2015 the main problem was vocabulary. In groups of 2016 seemed to share some problems. In group 2016-S female participants reported speaking skills as the most problematic and male participants reported



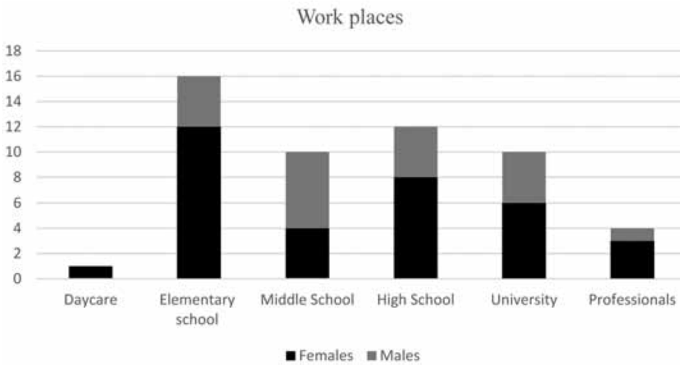
Graphic 1. Skills' language problems detected in students

listening. In the last group 2016-F (2016-Fall) speaking skill is the most problematic according to female participants in this group. On the other hand, it is important to mention that male participants in this group found other problems such as: autonomy when learning English, process of how implement ICT in different context, and teachers' perspectives on implementing ICT.

In graphic 1, it is possible to observe that students at different level and time share problems when learning English as foreign language. Analyzing and classifying the data, the graphic shows that listening, speaking and vocabulary are the most recurrent problems, while writing and reading are the second problem.

After analyzing graphic 1 it seems important to provide the different educational levels where teachers (participants) worked at the moment the project was developed. Graphic 2 shows all groups from 2014 to 2016 work places. The majority, 16 teachers (12 females and 4 males), worked in Elementary schools. Then followed by high school, 12 teachers (8 females and 4 males). Finally, middle school and university, 10 teachers each (10 females and 10 males). After that, there were 4 teachers working on professional context, 3 females and 1 male. Finally, there was just one female teacher working in a day care. This graphic helped us to identify where the participants of this research worked. Results show there is a tendency for female teachers to work at an elementary level, whereas the majority of male teachers worked in middle schools. Also, it was interesting to see that there was a day care teacher-participant interested in teaching English and the teacher was motivated to implement ICT with those very young learners.

Graphic 2. Work places

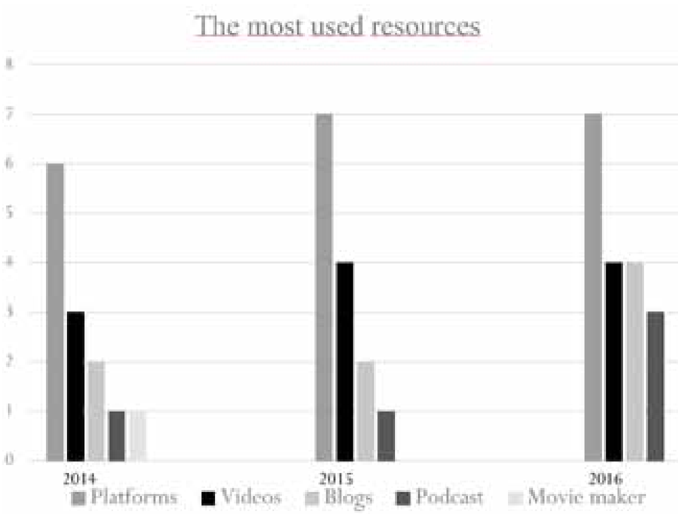


After analyzing the context of the participants, it was important to focus on observing the tendency in the use of ICT. In this section, it is important to mention that during the course all participants explored different online tools which could be used in educational contexts. Participants also explored tools for improving their own language level. During classes participants explored a wide number of online tools to improve their students' language process for learning a foreign language, this is presented by skills and sub-skills. Participants practiced first in class and then they created a "lesson plan", some of them used this lesson plan in their own classes.

For this research, it was necessary to classify the online tools participants used in their classroom in order to support their students' needs. It shows the tendency on how teachers intended to support their students' weaknesses. In graphic 3, the online tools teachers used to help their students to improve the English learning process are presented. Graphic 3 is divided by years and online tools are classified by: platforms, videos, blogs, podcast and moviemakers. In all three groups it is clear to see that participants (20 teachers) used more platforms to help their students.

Eleven teachers used videos and eight used blogs. In fourth place is the use of podcasts, five teachers used this resource in their classes. Finally, just one teacher used moviemakers to help their students in their English learning process. It is important to mention that not all teachers used an online tool because as we mentioned in the previous sections some of them investigated different aspects or areas outside the teaching classroom.

Graphic 3. Tendency when using ICT in the classrooms



In general teachers expressed to be very motivated with the use of an ICT tool in the classroom. However, in order to answer the second research question *"If there was any progress by implementing ICT tools, what are the teachers' perceptions?"*; it was necessary to search for their perceptions within their dissertation paper (Chapter four). In this section participants answered their own research questions and provided information about their experiences using ICT in their classrooms. Participants referred to the use of ICT as a positive aspect to consider in their lesson planning as well as in their future lessons (see Table 1).

Table 1. *Teachers' perceptions when using ICT in their classrooms*

	RQ2: "If there was any progress by implementing ICT, what are the teachers' perceptions?"
P1	*"When kids hear the word "reading" they immediately are predisposed to it is something difficult, boring, etc. But with the implementation of this online tool they changed the attitude because it is a different way to read. I think is the principal advantage since students feel motivated to read."*
P2	*"What I observed is that they really enjoy using this tool, they like that the reading has the audio in that way they are motivated to read and pronounce correctly."*
P3	*"Oral production became different due to the use of Voicethread, students have more confidence at the moment of speaking in front of the class."*
P4	*"They described it as a useful, innovative and practical tool. Furthermore, the hundred percent of the participants mentioned they would like to recommend to peers and friends; "*
P5	*"Students were very pleased and comfortable working out their listening skills with the website..."*
P6	*"results showed that there was an increment in the practice of the speaking skill and, shows a disposition in delivering a meaningful work."*
P7	*"My knowledge, my prestige and my salary raised a little bit more."*
P8	*"I have seen better results when evaluating the English development in my students."*
P9	*"A piece of cake, using more resources at the time of teaching makes a huge difference."*

P10	*"My professional life has changed a lot because the classes are more attractive for students and more practical for them. They can use the ICT to improve the four skills in the language (reading, writing, listening and speaking). For me, as a teacher, I can prepare the class easily and I can use different resources."*

In table 1 above, it is possible to observe teachers' perceptions when using ICT. The majority of teachers referred to ICT tools as positive. Their perceptions through the use of ICT in the classroom in different contexts could be identified by words or expressions such as: "*the principal advantage since students feel motivated to read*", or *"What I observed is that they really enjoy using this tool".* Likewise, teachers paid attention to students' progress and feelings. In phrases like: P3 "*students have more confidence at the moment of speaking in front of the class";* P3 used an online tool to practice speaking (Voicethread) and noticed the progress of their students' speaking in the classroom, probably they did not use the language accurately but P3 observed the progress in the students' confidence when using the English language in the classroom. P6 said: *"result showed that there was an increment in the practice of the speaking skill and, shows a disposition in delivering a meaningful work.";* in this case P6 suggested that through the use of ICT tool to practice the speaking skill, students had a better disposition in doing more significant work/homework than probably before using the ICT tool. Another positive expression was made by P4: "*the hundred percent of the participants mentioned they would like to recommend to peers and friends;* ". In this case, it is important to highlight that students of this group were really engaged to the ICT tool that they even wanted to recommend it to people they know.

Furthermore, some participants mentioned some professional and personal changes they had since the use of ICT in their classrooms. For example P7 said *"My knowledge, my prestige and my salary raised a little bit more."* in this case P7 shared significant perks that probably he did not expect when he started using ICT as an innovation in his classroom. He mentioned prestige and a raise of salary, even though those are not main concerns within this research, it is worth mentioning all positive outcomes from the use of ICT. P10 said *"My professional life has changed a lot because the classes are more attractive for students and more practical for them..."*in this statement it is possible to identify the positive attitude participants had after using ICT in their classroom. Likewise, P10 also mentioned "*For me, as a teacher, I can prepare the class easily and I can use different resources."* It is also important to highlight that the main purpose of the course was to provide teachers with ICT to be implemented in their classroom. With the previous excerpts it is possible to confirm that they implemented the ICT successfully and gained professional benefits that contributed and improved their educational contexts.

In sum, the majority of the teacher-participants referred to the use of ICT in their classrooms as a positive innovation, considering that some of them had no experience using ICT tools. The tendency to use different platforms, videos and songs to help their students improve listening, reading and vocabulary was very significant to the present research. Additionally, students' results showed in different ways, they liked working with ICTs and improving different language areas.

5. Conclusions

The integration of ICT tools in different learning-teaching contexts is a field of study in which a variety of results could emerge. On the one hand, teacher-participants were motivated to use ICT tools to help their students improve language learning within English language classes. For this purpose, they explored different ICT tools and chose the most adequate for their students' needs. After using the ICT in their classes, teachers obtained results, in most cases positive. Additionally, teachers' perceptions about using ICT in the classroom seemed to be rewarding, because some of them realized that their students' improvement was based on an online tool easy to use and it was free.

With this research, it is possible to obtain a picture of the tendency in English language learning difficulties. The most common weaknesses were listening, reading and vocabulary in context from kinder garden to university levels. As a result, teachers' tendency to support their students' needs were the use of different platforms, videos and songs. In addition, participants' perceptions were really positive after using ICT tools in their classes, many of them express they wanted to continue using online tools in future classes.

5.1 Limitations

Like all research this study presented some limitations. The first one was the number of participants who took the ICT in ELT diploma course and implemented them in their educational contexts. It is clear that a larger group of participants would lead to more trustworthy findings and conclusions. Another limitation of this research was that on the one hand, some participants mentioned there was a lack of technological resources in their working places, in some of their schools there were insufficient computers. On the other hand, another participant mentioned he had little opportunity to integrate technology into the curriculum even though they had a wonderful lab in his school but teachers could not take advantage of it since the administrative people were afraid the equipment could be damaged by students. For this reason, one main limitation is that even in cases where there are enough technological resources, there is no promise that teachers nor students have easy access to those resources. In addition, in different educational contexts which make use of technology there is not adequate technical support to assist them when needed.

5.2 Suggestions for further research

This research may be extended by doing a longitudinal study to evaluate how the same teachers would have been using ICT and how that would have functioned, probably in two or five years. As this study has showed some professional development implications, it would be interesting to know how the use of ICT supports the professional development of teachers in different contexts. Furthermore, in could be interesting to conduct this research and apply the same questionnaire to other teachers who have implemented ICT in their classrooms without having any ICT training.

References

Bax, S. (2011) Normalization Revisited: The Effective Use of Technology in Language Education. *International Journal of Computer-Assisted Language Learning and Teaching*, 1(2), 1-15, April-June 2011.

Carrasco, M., & Torrecilla, F. (2012). Learning environments with technological resources: A look at their contribution to student performance in Latin American elementary schools. *Educational Technology Research and Development,* 60(6), 1107-1128. Retrieved from http://www.jstor.org/stable/23356896

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Global Connectivity Index (2017) http://www.huawei.com/minisite/gci/en/

Hennessy, S., Harrison, D., & Wamakote, L. (2010). Teacher factors influencing classroom use of ICT in Sub-Saharan Africa. Itupale online journal of African studies, 2(1), 39-54.

Hsu, S., & Kuan, P. (2013). The impact of multilevel factors on technology integration: The case of Taiwanese grade 1—9 teachers and schools. *Educational Technology Research and Development, 61*(1), 25-50. Retrieved from http://www.jstor.org/stable/23356925

Means, B. (2010). Technology and education change: Focus on student learning. *Journal of research on technology in education, 42*(3), 285-307.

Morphew, V.N. (2012) *A Constructivist Approach to the National Education Technology Standards for Teachers*. Washington DC: International Society for Technology in Education (ISTE).

Solanki D. Shyamlee and M Phil (2012). *Use of Technology in English Language Teaching and Learning": An Analysis.* 2012 International Conference on Language, Medias and Culture IPEDR vol.33 (2012) IACSIT Press, Singapore

UNESCO(2009).*ICTsforHigherEducation*.Fromhttp://unesdoc.unesco.org/images/0018/001832/183207e.pdf

Warshauer, M. (1999).*Electronic literacies. Language, culture and power in online education*. London: Lawrence Erlbaum associates, Publishers.

Wilson, K., & Boldeman, S. (2012). *Exploring ICT Integration as a Tool to Engage Young People at a Flexible Learning Centre*. Journal of Science Education and Technology, 21(6), 661-668. Retrieved from http://www.jstor.org/stable/41674495.

LANGUAGE, DISCOURSE AND CULTURE
se terminó de imprimir en febrero de 2019
en los talleres de Siena Editores con domicilio en
Calle Jade 4305 Col. Villa Posadas de Puebla, Puebla
y con número de teléfono (01 222) 6 19 02 79.
El cuidado de edición y la selección tipográfica
son de Agustín Antonio Huerta Ramírez.
El tiraje consta de 300 ejemplares.