

Students' Participation Promoted By the Teachers' Discourse

STUDENTS' PARTICIPATION PROMOTED BY TEACHERS' DISCOURSE:
REFLECTING ON AN ENGLISH CLASS IN *CORPORACIÓN UNIFICADA NACIONAL*
DE EDUCACIÓN SUPERIOR -CUN-

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LICENCIATURA EN LENGUA CASTELLANA,

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Dedications

Firstly, to God for giving us the opportunity to fulfill our goals as professionals and for not letting us to faint in front of difficulties that were along our teaching career. To our parents, for their example, persistence and wise advise. We are grateful to be your daughters and to be the nice and correct you have made of us.

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Abstract

This project focused on how teachers' discourse could promote students' participation in the English classes carried out at CUN. From educational ethnography method and qualitative approach, participation and discourse were identified and categorized based on Cabrera (2003) and Martinez Rodriguez (1993) theories. Both, method and approach provided us procedures and instruments to take over a new perspective of the discourse and participation; and let us to show the importance of the teacher discourse in order to promote student's participation, and how it could change from one discourse to another one.

In addition, after the instruments applied, two additional sort of participation were found and it was evidenced that verbal communication was used by the main teachers and non verbal communication by the assistant teachers; promoting as a result, a specific participation in each case most of the times.

Key words: discourse, participation, verbal, nonverbal communication and classroom communication.

Resumen

Esta investigación está enfocada en como el discurso del maestro pudo promover la participación de los estudiantes en las clases de inglés llevadas a cabo en la Corporación Unificada Nacional de Educación Superior CUN. Abordada desde el método de etnografía educativa y el enfoque cualitativo, la participación y el discurso fueron identificados y categorizados a partir de las teorías de Cabrera (2003) y Martínez Rodríguez (1993). Ambos,

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tanto el método como el enfoque nos proporcionaron los procedimientos e instrumentos para asumir una nueva perspectiva frente al discurso y participación, permitiéndonos mostrar la importancia del discurso del maestro con el fin de promover la participación del estudiante, y como este puede cambiar desde un discurso a otro.

Como resultado de los instrumentos aplicados, encontramos dos clases de participación, que fueron evidenciados en la comunicación verbal usada por los profesores principales y en la comunicación no verbal usada por los profesores asistentes; dando como resultado, en la mayoría de veces una participación específica en cada caso dado.

Palabras claves: Participación, discurso, comunicación verbal, comunicación no verbal y comunicación en el aula.

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Chapter 1

1. Introduction

A teacher may start a class in many different ways. We usually start our lessons with a warm-up activity that has basically two aims: to involve students in the class, and to introduce the class topic. However, if you think of what is before that warm-up activity, you might come to a whole new world of possibilities.

A teacher comes to her classroom five minutes before the class starts. She puts her bag on the desk, takes the marker, the eraser, the book and her agenda out, and puts them on the table. It is her first day at her teaching practicum. A couple of students arrive early in the classroom, say 'hi' in Spanish and start talking about their day. They continuously look at the teacher wondering if she is the actual teacher because probably she is not what they expected.

Her first day turned into an awkward situation for a shy person like her, so she decided to stand up and introduce herself to her students. She asked them questions to get to know them. Some of the students answered in English, some of them in Spanish, and some others just listened carefully to what she said, but they did not utter a single word. Every single time she tried to establish eye contact with them; they turned their heads to their desks or somewhere else. The teacher walked around the classroom and decided to ask them to make a circle, to which some students immediately started moving their chairs, while some others looked at her nervously and then asked their classmates what they had to do. The teacher

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smiled and used her left arm to draw a horizontal circle in the air to make sure the students understood her instruction.

In the present age, learning English well and fast, it possible is an increasingly important and useful thing in people is lives. Actually, our context demands that any person speak English. But there is a crude reality in front of this situation, what kind of interests there are, which are benefactors, and if it useful in any place to our life. When we are talking about important aspects in learning English, it involves situations in the classroom such as participation; equally, we need to keep in mind three important factors to develop these ideas: an introduction in Colombian culture, context and appropriation knowledge models.

A convincing argument about studying participation in the English learning classroom is the vital role it plays in the development a second language acquisition. But, it is necessary to observe the conditions in which are the participants. For example, our reality was Corporación Unificada de Educación superior CUN, the assistant teacher and the principal teacher needed to consider different aspects in the class such as making gestures or introducing the lesson through jokes or funny stories since the classes were late at night and since not all students had the same proficiency in English. So, from this point of view, it is significant to say that in our Colombian context, in pedagogical institutions like CUN, traditional teaching methodologies are not suitable nor do they concur with daily situations. Globalization that is happening in our country under the form of products, services and business, has induced a perception on some Colombian people that imported products can make a difference towards good opportunities in different aspects of our lives. In the educational context, we find international books, teaching models, courses online, films in English, etc. But if we contrast this with our individual backgrounds, it represents more saturation in information and an easement of our Colombian culture. Ministerio de Educación

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Nacional, with its Programa Nacional de Bilinguismo, presents to conventional community ours, a nonconventional process, flexible methods, didactics and projects that will give a guide or advantage to acquire a first foreign language. This proposal, that allows a wider population to enter and stay into the educational system, nevertheless, does not guarantee their apprehension to learn a second language. Another key factor when considering participation in the English classroom is that they involve students from different profession doctors, such as lawyers, economists, accountants and they have other perceptions about what is participation. Any person has their personal intervention in a class, work, family, etc., but these ideas on participation might differ from that of the teacher. We decided to emphasise on the student, because the teacher does not have interest only on results but also on how is the process, what do students think. Consequently, when we are talking about participation, we do not need standards to communicate in other language because in the classroom there are challenges and changes that involve both teachers and students.

Finally, we are concerned that learning English under the circumstances, from the interest to participate, interact with people, share ideas, give opinions, might imply leaving our own resources as a culture, our daily politics, our social or educational situations that are immersed in the Colombian reality. And this is especially due to the need to apply ideas or standards of knowledge to participation. We see this as an inadequate way to teach because Europe, America, Asia or Australia have different context in comparison to Colombia, in spite of fact that, as a colonized globalized country, we need English as a necessity or a demand. We say this after we observed the conditions in which the English classes had to be carried out in the place at which we did the teaching services: a place with deficient conditions to teach a second language, to people who were not necessary prepared in learning it.

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Yet, that was not the focus of our research. In this research, we are going to show at least three factors which help to comprehend the importance of the interaction between the teacher and the student in the classroom. First, how the teacher's Discourse and student's participation have a relation and how in their interaction they can foster assertive communication. Then, the notion or conception we have about the expression. Now, this research "participation" and how it entails other concepts too. Next, the influence of the Educational Ethnography where the research is immersed in this context as principal field of activity. Therefore, these aspects are considered and focus the main objective with this research.

Firstly, discourse and participation are terms which have a relation and maybe because, more than words, they are present in the classroom, they are actions in every moment in the class interaction. It is important to know what is that the teacher wants to express but also what the student interprets over the actions of the teacher.

Secondly, the expression "participation" indicated generally the interaction of participants in this case the student, it is understood as a unique participant agent, although it is necessary to also consider each participant including the teacher as people involved in this activity.

Lastly, the influence of the Educational Ethnography which evidences the daily natural activity, as suitable focus to develop a research, taking in to account the behaviour of the participants in the educative context.

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The present research was carried out for we felt the need to analyse what happened to the class when the teacher is talking about any topic and the student pays attention, but none of them are conscious in which situation they are immersed. This research and its results provide an entry to increase the knowledge about the class room discourse. It also, helps to discuss what is the notion and the conception that the teacher has regarding student's participation.

According to the afore mentioned ideas, make and establish a new point of view about the discourse thinking of ways to better understand the student's learning and behaviour, in order to invigorate in class communication.

Admittedly, learning and teaching English, here in Colombia, has turned out to be in paradigms. For some people, it has become a difficulty. Components such as participation, discourse, learning and teaching perspectives from students and teachers, have to be changed to provide the educational community with a different point of view.

This project aims to show the whole educational community that participation is not just a simple act inside the class. It wants to make students and teachers understand the importance and the diversity of this, since in the project participation is the beginning of a meaningful learning and teaching process. We are looking for the students' participation in diverse ways, if as teachers we do not want the students to take English as a problem, it is important to show them a different perspective of the learning, teaching and, of course, their participation.

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As well as participation, discourse is also discussed and called into question, mainly because we see it as a way to make students learn. This project presents some categorizations of discourse, due to its contextualization given by the practice at a real educational Colombian community. It highlights, especially to teachers, the importance of their discourse, which is the key to promote the students learning. It could develop in the students as many thoughts, knowledge and actions as we could imagine.

On the other hand, Colombia nowadays has adopted English as a second language, standards and guidelines have been established. In spite of them, it is not easy to teach and learn a second language in some of the educational contexts we have. To our project, it is vital to make our educational ministry, institutions and their members aware of the importance of the context, so as to get better the students learning and the subjects teaching.

From the above, it is clear the importance of learning and teaching English and what components in the process need to be changed or at least to be thought of looking at participation. From a different perspective, the students learning could become a more significant one. English as a paradigm could be left behind and start to be an interesting acquisition.

1.1.Statement of the Problem

1.1.1. Background

Discourse and participation have been studied from different approaches, for instance, discourse was tackled by Van Dijk (1985) as a communicative event from a verbal interaction to a written event with all its implications, such as the accompaniment of nonverbal activity. Another contribution about discourse was proposed by Plato, which

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was quoted by Renkema (1999) defining speech as a form of action and the words as an instrument through which people could carry out an action, and Celce Murcia & Olshtain (2000), from a social perspective; set out discourse as a spoken or written language.

On the other hand, participation is defined by different authors and researches lines. Byrne (1996) maintains that participation is an interaction between people with the intent to communicate in diverse ways. Broadwell (1977) establishes that participation is any observable student activity. The latter is our main source to think participation during the research, because his study is the only one we found in the field literature, that focuses on the students' participation during the learning process in the classroom.

Since our research project was developed in an educational context, it was necessary for us to involve the discourse definition in this field. Therefore, we took from Martínez-Otero (2008), who characterizes three levels in the educative discourse: verbal, para-verbal and nonverbal communication. From these concepts and from our observations, our research project was developed.

1.1.2. Problem Description

Currently, English learning is seen as one of the main worldwide subjects and necessities. It is therefore required both in formal and non-formal educational curricula. Through our observations at CUN Corporation, we deduced that in spite of the different English levels that students were taking, their use of the English language was not always competitive in relationship to the formal expectation set by the institution. Based on the observations and on the direct interaction with students in the classroom, we noticed, first,

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that the schedule and their labour responsibilities caused late arrivals, which prompted them to lose the connection with the class and what have already been taught on it. Second, the class intensity was one and a half hour per week, which together with the few time working students has left to study, is not enough to learn English as a second language. Finally, there was a wide curriculum, which had too many topics that were not covered in class due to the little time available for classes, and students had to look for other resources in order to clarify their doubts. In our eyes, all those aspects seem to be the origin of the lack of participation, and we realized that the students' English level of oral proficiency was not in agreement with the institution expectations.

These observations also gave us the opportunity to see *where* and *when* the students had the aptitude to participate. Our research aimed, thus, at finding out *why* did that participation take place in the classroom. Our attention focus was, thus, the teacher's discourse.

1.2. Research Question

How does the teachers' discourse promote students' participation at English courses at CUN?

1.3. Research Objectives

1.3.1. General Objective

Analyse the students' participation in relation to teacher's discourse in the English courses at CUN.

1.3.2. Specific Objectives

- Identify factors involved with students' participation when learning English as a foreign language.
- Explore which aspects of the teachers' discursive practices promote students' participation in the English courses at CUN.

Chapter 2

2. Literature Review

In order to overview the concepts of *discourse and participation*, some researchers are going to be mentioned and considered to explore and explain the state of findings and significances with the need to understand teachers' actions, students' participation and interaction between them. Generally, discourse and participation are two mainly concepts in the educative context, several studies have been developed. Some researchers have focused on participation and other on discourse; but those concepts have not been studied together in the same research.

One of the research found related to discourse was "Interaction within the Classroom: Constructing Meanings through Communities of Practice" by Morera, P. Erazo .D & Vargas, V. (2011). The authors establish that "the purpose of this study is to analyse classroom discourses in two different educational contexts in order to explore alternative ways and their influence in the acquisition of a language, and to identify the types of interactions between teachers and students to recognize how it influences the environment of learning a second language." It is evidenced on this research, the importance of the teacher and students'

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interaction, the teacher's discourse through methodologies and didactics which motivate the students learning.

Another research related to discourse and communication is "Verbal and Nonverbal Communication in the Frame of Teachers' Discourse" by Rodriguez, J. Ramirez. J & Solano J. (2013) through their research project, provide us a point of view of the importance of verbal and nonverbal communication in order to improve the teacher's strategies and the student's learning; they also influence on the development of a good classroom environment leading the students in a meaningful language learning process.

In addition, non-verbal communication is a tool that the teachers show in the classroom, the teachers used cheerful gesticulations like; wink, smile, bend the head to assert something, raise an eyebrow, the teachers also got closer to students in some moments and from time to time. As a result, the teacher avoided pointing at student to ask for a specific thing, the teacher allowed a friendly greeting even with a hand shaking gesture. In this research it was mainly the verbal and non verbal communication in the teacher discourse in order to improve the students learning.

Finally García, S. & Cortés, I. (2010) in their research called "*How class size influence teacher and student interaction at La Salle University, first semester in Licenciatura en Lengua Castellana, Inglés y Francés, Groups 4 and 5?*" it is showed the interaction in a classroom between a teacher and his or her students. This project takes into account different elements that affect teacher-student interaction and relationships.

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According to this research: "working with fewer students leads to a more effective interaction between teacher and students; even though this does not mean that working with big groups is not appropriate for the students learning, what it shows, it is that the interaction can be more effective and students can learn easily interacting and communicating with the teacher."

In terms of teachers' discourse it is important to take into account the simpler vocabulary, articulation, pronunciation, colloquial expressions, which implies that teachers use a simple discourse for students to have a better understanding of the second language.

Therefore the verbal communication in the classroom is basically the way students and teachers communicate face-to-face and nonverbal communication is basically the communication through sending and receiving wordless messages. Teachers' discourse is the main vehicle to develop interaction in the classroom.

Bearing in mind the researches above, our project took those variables, teacher's discourse and student's participation to study them together in order to see the influence from one to another one. Since discourse is a wide concept which has been studied by many different fields. It is going to be explained in the following lines:

Its origins started with Plato, describing the speech as a form of action and the words as an instrument through which people could carry out an action (Renkema, 1999). By the same perspective of research, Van Dijk (2000) establishes three main dimensions of discourse: first, the use of language; second, beliefs and third, social interaction. Which lead Van Dijk to define discourse as a communicative event from a verbal interaction to a written

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event with all its implications, such as the accompaniment of nonverbal activity, including gestures, facial expression, body position, during conversations.

Furthermore, Celce Murcia & Olshtain (2000) affirm: “ A piece of discourse is an instance of spoken or written language that has describable internal relationships of form and meaning that relate coherently to an external communicative function or purpose and a given audience” (p. 4). This definition focuses its attention on explaining the language forms produced and interpreted, as words, structures and cohesion when people communicate.

These are definitions of discourse on a general way, but these need to be taken from an educational context, due to our research objective. Wherefore a question turns up: what discourse is used in the classroom when a second language is taught?

Educative discourse is the one which is used in the classroom, according to Martínez-Otero (2007) definition: “*Educative discourse* is an oral message set which allows expressing ideas, opinions and affective conditions to facilitate the learning - teaching process” (p.206-207). In order to deeper understand the teacher language in the classroom, five dimensions have been identified; the instructive, affective, motivational, social and ethic one. The first dimension is the *instructive*, where the teachers show their knowledge and have to control the topic, giving their students a strong knowledge base, in order to make them produce their own ideas and concepts that can foster their professional development.

The second dimension is the *affective*, which develops when teachers communicate with their students with an authentic, understandable, friendly and respectful discourse; this

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creates a strong bond between teachers and students, where confidence promotes the desire to learn and participate.

The third dimension is the *motivational*; where the aim is to satisfy and strive the students desire to learn and to interact. Through this dimension, teachers attempt to facilitate learning and the understanding of the topic. Included here are collaborative activities and role activities, all of which help teachers establish a participative connection in the classroom.

Finally, there are the *social* and *ethic* dimensions, where discourse facilitates the students' personality development as well as their intellectual, emotional, moral and social aspect. To sum up the explanation of these dimensions Martínez – Otero (2008) emphasizes their importance and the harmony among them in order to characterize the teacher discourse and its quality.

Likewise, Martínez – Otero (2008) characterizes the educative discourse as a verbal communication, he also makes a connection with nonverbal and paraverbal communication. From this characterization, it is necessary to go in depth on those concepts, owing to the importance of them in our research project.

As the first stage we have Verbal communication. Butterfield (2010) argues *Verbal communication* involves using speech to exchange information with others; it implies face to - face conversations where a person sends a message to other person and it is understood by both. Therefore it is relevant to take to consideration on the speech concept, owing to the diverse use of the speech in the classroom and the social function on it.

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To emphasize on the concept above, Cabrera (2003) established three different kinds of language, which allow us to identify what was the teachers' intention and how through those three languages the teacher could promote the students participation. Also, those three languages very close to the teachers' discourse; each teacher's discourse could have one specific language or more. From it, the teacher discourse and its influence could be established.

Carrying on with Cabrera, we are going to bring in those languages definitions. Firstly, the *assertive language* lets the teacher transmit grammar structures and guide the students to produce them. This category allows us to connect what the teacher says in class and the correct use of the language when foreign language teachers are expected to use the second language, in our case in a way that is grammatically correct, and appropriate for the level, so as to give students a strong knowledge base and to offer them the opportunity to produce a coherent and cohesive language.

The second type of language is *the expressive* one, which focuses on the teachers language use to emphasize a psychological or subjective students' aspect. It helps teachers understand what is happening with the students' mood and modify their own discourse according to the students' emotional states. This aspect is very important for, as human beings, we have feelings and our emotional state either improves or affects our disposition to learn. If a students did not feel comfortable and is upset, the desire to learn and to participate could be absent during this time, so at this moment, the expressive language starts to play a guiding role where through words one could help the students feel better.

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Finally, we have *the imperative* language which refers to the teachers' imposition. It makes the students do what teachers want; this language permits teachers to have a hierarchical position where they show power and identity in front of the class. To sum up, verbal communication is an important factor on our project to reach our research objective.

On the other hand, we have the nonverbal communication which is as important as the verbal communication. It is defined by Knapp, et al. (2010) (p. 8) as communication effected by means of other than words, assuming words are the verbal element. In addition, he associates three primary units: the environmental structures and conditions within which communication takes place, the physical characteristics of the communicators themselves and the various behaviours manifested by the communicators.

The author says about the first unit that people change environments to help them accomplish their communicative goals; conversely, environment can affect our moods, choices of words, and actions. In the second one, he mentions people aspects that remain relatively unchanged during the period of interaction; in this unit, he mentions the physical appearance characteristics such as body shape, height, weight, etc., the artefacts which affect the physical appearance such as clothes and accessories, and the skin decorations, for instance tattoos, cosmetics, piercings, scars and paint. Finally, in the third unit, he refers to the body movement including gestures, posture, facial expression, touching, eye and vocal behaviour.

From other perspective, Knapp, et al (2010) and Cabrera, (2003), brings out three main aspects of the nonverbal communication as the pragmatic, the "proxemics" and the kinesthetic. In the pragmatic aspect, teachers show their emotional state, the position in different classes' spaces and the influence in the students' answers; it is identified by the tone

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and the intensity of the voice. Cabrera also talks about the “proxemics” communication, which establishes the distance that teachers maintain in front of the students. Lastly, she enunciates the kinesthetic aspect, which helped analyze the teachers' movements. In her study of teacher's discourse, she winds up and concludes that through those aspects of the non – verbal communication, teachers' movements give sense to the discourse and also promote the students' learning. When teachers add a movement into their discourse this can change totally the students' perception, they could make the students understand better the discourse or in other cases the student could misunderstand it.

As was mentioned in the section above, verbal and nonverbal communications are important in the teacher discourse. However, those are not all the categories that are significant in the teachers' discourse. Cabrera (2003) distinguishes five types of teacher communication, which in our project allow classifying the teacher's discourse. These five categories are: *Affective, Authoritarian, Conciliatory, Flexible and Hierarchical communication.*

The *Affective communication* is that type of communication where the affective element is primary in the discourse. These states an expressive language, close body postures, facial expressions such as smiles and attentive gazes from the students' participation where their positive response is observed. The *Authoritarian communication*, emerged when the teachers establish an imposition relationship of their social role with the student is apathy and submission as a consequence. In the *Conciliatory communication* the teachers establish a mediatory, harmonious and acceptance relationship with their students, being the decisions the base to communicate between them. The *Flexible communication* is based on the teacher

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tolerance toward the students' attitudes without determining the student's limits. And finally in the *hierarchical communication* the teacher is a guide recognized socially in a tacit way.

To this extent, one of the two main concepts of our project had been mentioned and explained discourse (interchangeable with communication). Now, it is time to go in depth on participation. Hence emerged the question what is participation and why is it important in our project?

It is important that students show what they have learnt, what are their doubts, their weaknesses, their strengths, their opinions and their learning processes. In the classroom, all these can be measure by means of participation. Byrne (1996) said that participation is an interaction between people with the intent to communicate in diverse ways. It can capture each student's attempt in order to communicate within the classroom activity, whether it would be deemed relevant to the subject or not and also it casts the social and intellectual activity of each student.

From other point of view, the participation is any observable student activity; its most simple way could be a yes or no response, or filling a white space in order to finish a sentence or a phrase. In complex way it entails carrying out an instruction individually without the help of the teacher (Broadwell, 1977). Broadwell also refers participation as a meaningful component that allows confidence for students in the development of their abilities. He argues that participation has different questionings which, as teachers, we should keep in mind in order to focus the objective in our class for the benefit and positive impact on the participants. The first question he poses gives us a focus toward class objective "what for". For this is when we need to organize activities in the planning. Many times activities are planned to take

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up a space in class. Nevertheless, Broadwell (1977) argues that participation is used in class when the teacher has enough time and s/he uses discussion topics to keep students working. In spite of it, participation should not be a mere justification for the learning but also it should be used as a teaching tool for students to be active and have a review about the practice of teaching.

Some teachers look for participation to encourage students but it is important to bear in mind "what is the better design". Many class designs, may exist it depends on reasons and objectives for the class. Participation can have positive impacts in any English courses, for example we can observe new contributions from students, through the application of feedback and also the building knowledge. Nevertheless, we do not always have the conception that participation is the only way of learning or that students will learn more in this way, this must be accompanied by techniques and they can involve the students from their own reflection about what they had learned.

In addition, Martinez R. (1993) suggests three models of students' participation; first, the student is or not involved in the activities proposed by the teacher, it means they do not decide their own participation; therefore, we categorized this in *supervised*. Second, students are involved actively in educational work whether by choice or others and allowed to choose at times, where it gives priority to "do", occupation of the students in execution tasks and their wanting to acquire knowledge, to clarify their doubts, to give their own examples and to improve their skills. It calls for the involvement of the students' participation and, in itself it, allows both teacher and student to achieve their goals; this model was categorized in *spontaneous*. And third model, suggested a cooperative work categorized as *partnership participation*, which consist of that students and teachers share their knowledge, doubts and

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opinions. In our research, this kind of participation was taken as the way the teacher asks students to give opinions or answers not only in an individually way, but also as a whole group. Through this kind of participation, we could observe how students give the answer with more freedom and without the pressure of giving the right or the bad answer.

Applying the models of participation as was explained before, we can promote social interactions, sharing beliefs, opinions, argumentative positions and interventions from students in a class. Participation is the space where teacher and students increase mutual knowledge and clarify doubts. Nonetheless, as an important factor in the learning process, it is an act by means of which the teacher cheers student up, supervises and offers a nice environment not in an evaluative way but more as exchange of ideas, which is an issue considered by Martinez (1993), and that we have included in our research. It could be analyzed that participation and all processes carried out to promote it, encourage students to learn as such. It means teachers can stimulate participation from student to answer in a short way or to get involved in every space or activity made in class.

Chapter 3

3. Research Design

This research is based on educational ethnography methodology (Anton, 1996; Maroto, 1992; Torres, 1988) which presents the classroom as a cultural environment, with its own rules and behaviours. Educational ethnography is a qualitative methodology which helps to analyse teachers' behaviours, attitudes and beliefs, focusing on their discourse and student's participation which is our research objective and they are analysed by means of instruments such as field notes, video recordings, surveys and narratives.

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Educational ethnography takes education as a cultural process where children and young people's purpose is to learn to act as society members (Maroto, 1992). Educational environment is thus seen as a community. One of the ethnography features is to try to understand other ways of life from the perspective of the members of the community studied (Serra, 2004). In fact, Serra (2004) explains ethnography as a way to, "understand another way of life from the native point of view... Rather than studying people, ethnography means learning from people.

Therefore, an ethnographic study requires the researcher to not only observe the community from the outside, but to also integrate into the group and participate more, as well as, to study, describe, interpret and understand the community. As said before, from an educational ethnography perspective, classrooms also function as social environments and small communities, which have their own rules and behaviours constructed by all participants (Anton, 1996; Wallat & Green, 1981).

On the other hand, educational ethnography method responds to reflection, explanation and description about situations in educational context, as the teachers' discourse in its natural way we were immersed in the cultural context because ours was an inquiry from experience, and therefore we had the opportunity to study problems' cause and effect and to relate this with research objectives and questions. We did ethnographies in order to elaborate the comprehension and to interpret participants' perspectives in depth and to do what was necessary to familiarize with students and to get all possible information in one year (Rockwell, 2009). In educational ethnography method, the researcher is a participant-

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observer that is involved in all the central activities of the community (Gold, 1958). We, as assistant teachers, could observe and be observed as participants.

Taking into account the above mentioned aspects, the classroom research is more than teaching, it also means observing and interacting between teachers and students in a class. Therefore, this kind of research helped to explore, identify and analyse verbal and nonverbal communication in the classroom including ours as practicum teachers in order to understand and analyse their influence on student's participation.

3.1. Setting

This study took place at Corporación Unificada Nacional de Educación Superior CUN. The educational corporation is located in downtown Bogotá. It has about 2560 students, from middle social backgrounds and who live around the city. According to its mission, CUN corporation is committed to holistic integral formation of human beings especially women, through an innovative professional model to be recognized by its contribution to social transformation.

PEI (institutional educational project) has an emphasis on values, technological innovation, and global business from three departments: administrative sciences, engineering, and communication. Regarding the area of languages, CUN seeks to ensure the learning processes of foreign languages by enriching experience. To do this, it has GEO, the language centre, which "wants to become one academic quality centre in the country, with faculty and staff highly qualified and certified to offer a complete portfolio adaptable to the needs of

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children, youth and adults, students, workers and professionals today". (Institutional web: www.CUN.edu.co).

3.2. Participants (Student & Teacher)

At Corporación Unificada Nacional de Educación Superior CUN, students are placed into English classes according to levels of proficiency. Our project is centred on the courses of General English, Business English and advanced levels. Students in each courses, usually come from a variety of fields of study such as Administration, Tourism, International Business and Engineering, among others. Our classes took place on Fridays, two hours a week, and student's age range between 19 and 28. Our classes consisted on an average of 70 students; they were split between general and business English. Initially, each level of general English was composed of around thirty five (35) students among men and women per class. More than twenty (20) main teachers work there and four (4) were observed, together with five (5) assistant teachers were observed too. The participants took place in any of the following levels which classes are classified in CUN: Starters A.1.1, Beginners A.1.2, and Elementary A.2.1. In addition to the previous levels, Business English are classified in: Pre-intermediate A.2.2, Intermediate business B.1.1, Upper Intermediate business B.1.2, Advanced business English B.2.1 and B.2.2, and Conversational English business C.1.1. Another important characteristic of this population is the socio-economic levels which varied from 1 to 3.

Students involved in this research project as participants worked during classes, doing activities and presentations, taking tests, and being part of the observations taped on video recordings. Some of them participated in surveys designed to give us hints about perceptions

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on teachers' discourse and on the overall issue of participation: where we validated information between teachers and students' connection and how teachers appropriate pedagogical knowledge, within their practice in the classroom and their identities as teachers.

We decided to work with this population for reasons such as time, the opportunity to work with young adults, also to observe ourselves from students' perceptions to improve our personal and professional life and take this as a challenge. As assistants, we could improve and learn how to teach English language, because the students were undergraduate population too. In addition, we worked with these groups because we considered as an advantage the fact that we ourselves experienced first-hand the processes as group where there were learning, discourse and participation. All these advantages helped us to reflect and observe from our own experiences and supporting by magister teachers in order to deepen our performance positively.

3.3. Implements & Procedures for Data Collection

Since we used educational ethnography method to collect data through participant observation, the instruments and procedures were designed so as to be able to see ourselves and the students during classroom interaction, focusing on teacher's verbal and nonverbal communication to describe the nature of students' participation, their reaction and perception of the teachers' communication (Cabrera, 2003).

3.4. Data Collection

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We collected data through various instruments. Firstly, we utilized field notes in order to describe contexts, behaviours, interactions and special events. Those were developed during the classes: we, as assistant teachers, observed three different groups, with diverse English levels, where eighteen (18) lessons were observed through videos, ten (10) videos from Intermediate Business B.1.1 and eight (8) videos from pre - intermediate Business A.2.2. Through this technique we observed the teacher's verbal and nonverbal communication; and then we elaborated on teacher's discourse categories, related to student's participation.

3.5. Field Notes

Field notes represent a natural entity that needs to be objectively described by the observer. The teacher researcher acts as an impersonal channel through which information is conveyed to the reader (Atkinson, 1992). For us, the implementation of this instrument provided points to consider such as what to record, how to record and when to record. Aspects such as setting, people involved, activities carried out by teachers, goals, feelings and other were relevant for developing our objectives and gave us answers to our research question.

3.6. Field Notes Description

Field notes documented reactions from students caused by teachers; they described how students and teachers behaved, interacted and moved; what special events and dialogues happened during class. These instruments not only allowed us to note the teachers' discourse and how it promoted or not the participation during English learning process.

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They also allowed our commentaries and thoughts about going into the field and being there, and reflections on our own life experiences that might be acting as filters to what we observed. It is important to clarify that when we used field notes it was necessary for us to observe in order to interpret a learning behaviour that in this case was the student's in an English class. We thus used our eyes as well as our ears to select and focus on some actions in the classroom, and later on we contrasted them in deep with the data collected otherwise.

It was important to record field notes as detailed as possible to the time of the events observed. It meant for us, that we had to write at the end of each class specific and relevant details related to participation and teacher's discourse.

After each observation and registration, we have to respond: what questions do we have as a result of our observations? What have we seen? Then, to analyse our position at CUN. In order to answer those questions, it was necessary to re-read our field notes many times and then to rewrite our perspectives, opinions, contrasting theory with what we had seen in the classes.

It takes time to fill in the details (e.g., fill the comments exactly in the way the action was occurring, so we did not fully write down everything, we took short notes to make sure that everything was legible and understandable for later on, we also marked topics in the research that we were interesting for future research. Features of the field note sheet can be seen on Appendix 2.

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Both field notes and video recordings were intended as supports for specific tasks. For example, the observer wanted to register how many times the students answered questions or how many times the teacher led students participate in different ways by means of questions, role plays, readings, and opinions.

3.7. Video Recordings

Video recording was used to catch the teacher's discourse, to monitor it and its influence on participation in a deeper way. Video recordings were extremely useful, we could replay them as many times as needed to understand what was the situation in the classroom. As Torres (1988) states, "depth of school field, the educational ethnography is focused on discovering what occurred in the classroom at the moment, based on getting significant data, in the most descriptive way, in order to explain, understand and intervene suitably in these ecological niches which are the classrooms" (p. 14, translated).

Starting from there, we compared situations promoted by different teachers and their impact on students. For example, we analysed what participation occurred in the class when the teacher was authoritarian and when the teacher was flexible. Implementation of video recordings captured every scene, interaction, words and gestures made by all participants. Using them we got important data to evaluate interactions in the classroom.

For collecting non written data it was useful to use video recordings which were a valid and accurate instrument to collect special events, behaviours, interactions, movements and dialogues, and also to collect oral messages teacher's, movements and attitudes. It gave

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us the opportunity to see how the teacher encouraged, caught and involved students' participation that we could not notice just on the notes in field notes.

The video was analysed class by class to extract significant information. As researchers and assistant teachers, video was often a challenge given the conditions of the class situation: classes were on Friday nights when most of the students were tired and they came from work; and obtaining valid data in those circumstances was a challenge and not all the recordings gave us meaningful data. As a result, we needed to check videos once and again to understand what teachers said and what was beyond their words for students.

We obtained density of data, acts that are difficult to obtain with other instruments: the entry is complete and in a real context; it provided information about posture, gestures, clothing, and "proxemics" from teachers' discourse, and features that some of us, as teachers, had and sometimes we did not know about ourselves (Grimshaw, 1982). As a result, we considered a real object of study, with real participants to know real situations, and doing real activities. Video recording data provided us with more contextual data than observations and surveys data.

3.8. Surveys

Other instruments designs were surveys; these fed this research in detailed terms. Surveys were applied in three different groups. We wanted to know the student's expectations and views about discourse in the classroom and about their main teacher and compare them with the results we have gathered regarding students.

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Using survey gave us an opportunity to understand and interpret the experiences of teachers and their discourse, and to clarify how the discourse of the teachers was working in the classroom and how it promoted the students' participation as a way to observe learning processes. These surveys were individual for students and teachers. We asked different questions to each respondent in terms of what we had seen in the video. The surveys design is on appendix 4.

3.9. Narratives

Narratives, as instruments in qualitative research, allowed us to describe every event in class. We wrote our own stories, doing reflection on our own experience as teachers and highlighting the importance of our proposal that emerged from journals made during the practicum in 2011-2012 periods. Narratives allowed following a writing process and, beyond that, connecting the entire set of events seen in classes and contrasting them with theory.

Through narratives, each researcher was able to build her identity of researcher-teacher. Writing our stories was like writing an autobiography, but in an educational context, because the narrative is an empirical form of data. It had an educative value in so far as it allowed us to improve our writing, to be critical and to make our research appropriate because it was our own written experience.

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This process gave us insights on our challenges in the classroom, and the challenges that can give sense to teachers and students' lives. As a result, with these narratives we wanted to express, in a natural way, our experience and the knowledge that we have acquired in our professional development, we wanted to reflect on why and how we act in different ways in a class and how did this come together with the student's expectations. In the closing of this research process, we contrast according to McEwan and Egan's (2005) are who state that to write is a way to know. In our case, the analysis of teachers' actions was a way to know other educational and teaching context through writing and to understand events that occurred in classes.

It must not be forgotten that the research was designed in order to observe what happened with teacher's discourse and students' participation in relation learning processes in the classroom. And since jotting down whole components, actions, gestures, words from teachers was not always easy, we also resorted to narrative descriptions about social action and chosen events by the participants.

Afterwards, we wrote narratives telling our own experience as teachers in the specific CUN context. This was also a way to analyse our reflection on our own pedagogical experiences and, from this reflection, to evidence categories of teachers' practice seen in the classroom such as feedback, unidirectional, affective, authoritarian, hierarchical, conciliatory and flexible communication, which emerged on research in the classroom.

Data collected was analysed mainly by comparing information with evidences that were written in field notes and narratives, for instance; video recordings and field notes could prove the consistence of information considering teachers, students and researchers

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perspectives. Every source and every document gave the project answers about circumstances lived in the classroom as a natural setting.

In addition to help in the design of the ideal structure and content from teachers' discourse especially when students and assistant teachers were involved with a second language, educational ethnographic method provided us answers regarding the importance of discourse for teaching in a learning process. It also made us think of the need to recommend that the educational context change and that we identify what the students' needs are; thus we constructed new identities based on our research and communication.

Chapter 4

4. Data Analysis and Findings

Our research objective is focused on analysing teachers' discourse and its influence on students' participation. To achieve this objective we followed the educational ethnography and its data analysis process suggested by Álvarez (2008), who propose three different stages to analyze the data analysis.

The first stage is to reflect on the data; in our project we gave thought to our data collected instruments in order to obtain enough information to be able to achieve our main objective. The second stage is to select and reduce data; we developed this project following and exploring our data, through the validity and reliability on it. Finally the third stage is to organize and categorize the data.

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Initially, this data analysis was based on Cabrera, J (2003) teacher's discourse categories which are: *verbal communication* which is divided into: *assertive, expressive* and *imperative language, non - verbal communication* which is divided into: *pragmatic, "proxemics"* and *kinesthetic*. Also other five types of communication: *Affective, Authoritarian, Conciliatory, Flexible and Hierarchical* and by the same way, it is also founded on students' participation categories established by Martinez R, (1993) which are: *supervised, partnership* and *spontaneous*. Then according with those categories, emerged two new categories that we classified as: *tacit* and *restrained participation*, which will be explained in this chapter. After that, we designed a matrix which contained these categories and the relationship between them. Lastly through the method triangulation, we contrasted the data collected with the theoretical framework.

4.1.Overall Data Analysis

Prior to our research analysis, we had different concept about discourse and participation, nevertheless we found that there are different kinds of participation and are presented in the classroom depending of the sort of discourse the teachers express in a second language teaching.

In that sense, in our project we observed different kinds of participation and how these were promoted by teacher's discourse in order to improve the communicative skills of the English language learner. Therefore, discourse is influencing participation and has been analyzed from the data gathered through field notes, videos, and surveys. First, these instruments allowed us to identify the predominant features in the teachers' discourse at CUN in English classes, second to evidence each kind of students' participation in class and,

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finally, to analyze how some specific teachers' discourse aspects promote students to have participative actions during the classes.

The instruments were applied while the researchers were doing the practicum during one semester (2012). That practicum was developed at Corporación Unificada Nacional de Educación Superior CUN in Bogotá; where students from different disciplines have to take English as a requirement. There are two modalities of English courses, and the first is General English, which is taken by students of all majors, and the second is, International Business from level A 1.1 to C 1.1.

In this project, four main teachers at CUN, whose institutional profile is: a teacher who motivates, activates and facilitates the investigation; also this develops pedagogical abilities and competences according to their profession. Promote human values, in order to achieve their personal, social, cultural, scientific, technical and technological development. And we five assistant teachers from La Salle University observed. As assistant teachers, our role during this research project was to support students' learning process in each classroom, to collaborate with students in everything that they needed, including helping them become more confident with their English, discussing interesting topics that were related with their majors and explaining to them, when they did not understand activities or topics taught in classes.

After these general descriptions, it was necessary for our data analysis to categorize teachers according to their discourse presented during the English classes:

Authoritarian main teacher 1

Authoritarian main teacher 2 (AT2)

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Flexible-expressive main teacher (FET)

Expressive main teacher

Affective assistant teacher

Kinesthetic assistant teacher

Conciliatory-assertive assistant teacher

Flexible-affective assistant teacher

Following are the results and the interpretation we have made based on our instruments.

4.2.Types of Participation Promoted By Authoritarian Main Teacher 1.

This teacher worked in classroom 306 with affective and kinesthetic assistant teachers. Authoritarian teacher 1 was characterized by features such as being disciplined and critical when students failed their tasks, punctuality and their autonomous academic commitment. By *authoritarian* teacher we refer to the teacher whose role was predominantly hierarchical communication. During classes with the authoritarian teacher we could observe that the teacher not only did behave in this way not only because of his character. It also had a cause that came from students. This cause was that many of them did not do their tasks, forgot copies and their level of participation carried out a monotonous class. In this sense the teacher had to do all the talking and little interaction from students were observed. All factors explain the low *tacit participation* of students, which we conceptualize as the participation corresponding to the interest that students show in front of the class, the tasks and the attention that they paid to the teacher and partners comments. Students identify that the teacher tried to promote students participation asking questions; this kind of participation was

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identify as partnership, the teacher did not asked questions just to one student but to hole the group. This is evidenced in Figure 4.2.1.

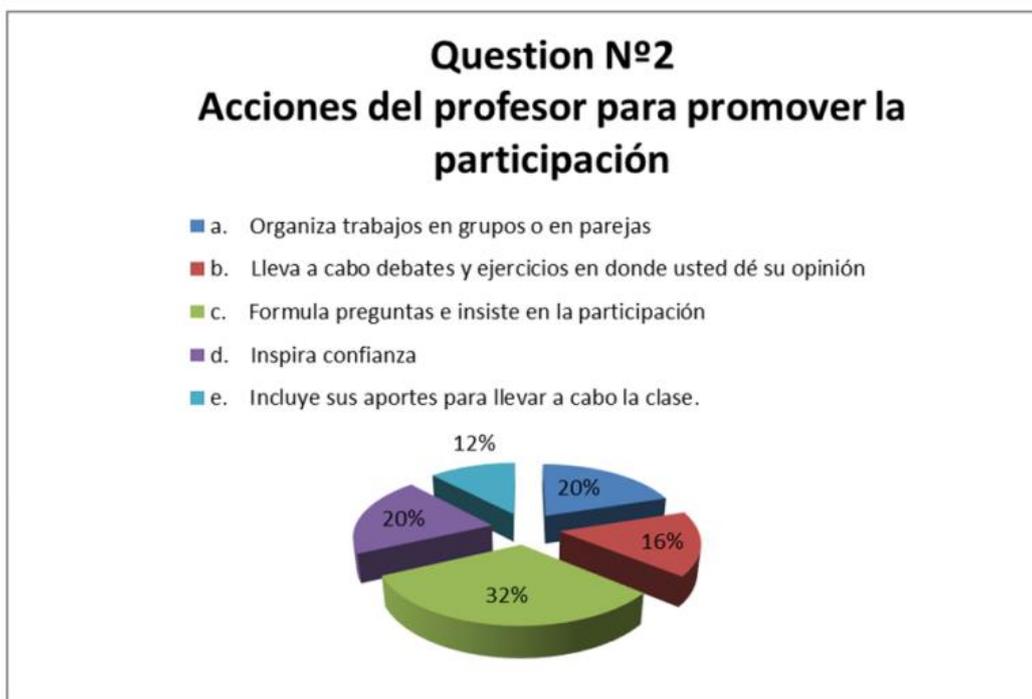


Figure 4.2.1. Questions N° 2. (Second group of researchers. Survey June, 2012)
(Translated from the original version).

In the class of March 2nd, for example the teacher was using the expressive language, it is a category in verbal communication which is used to emphasize on a psychological or student's aspect. In this case he wanted students to be aware of their responsibilities, as it is shown on the chart 4. 2.1. Where it is presented one extract of the authoritarian teacher's discourse.

Chart 4.2.1.: Video recorded on March 2nd, 2012

Authoritarian main teacher 1

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Communication	Participation
Imperative language	Supervised

This intervention showed a teacher that wanted to keep the importance of his class for business students. Despite the situations, the teacher always wanted to help students, but he needed to also keep in focus the institutional objectives.

Many times the teacher forgot his role and did not take into account the students' needs; one sample of this is shown on chart 4.2.2.

Chart 4.2.2. *Video recorded on March 23, 2012*

Authoritarian main teacher 1	
Communication	Participation
Authoritarian	Restrained
<p>Extract:</p> <p>“Teacher Read please...</p> <p>Student: in relationship [mispronounce]....</p> <p>Teacher: no, no, no, otroque lea, todo lo queempieza mal termina mal. Another student, Lina”</p>	

Students were doing a reading which was required by the teacher. As they were not English speakers, they looked nervous and made many mistakes when reading. The teacher did not make any corrections, but immediately asked for another reader, laugh at them, made gestures and negative comments about their way of reading. Then students did not want to read and the students' participation changed from *spontaneous* to *tacit participation*. These

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kinds of attitudes were noticed by students also, and on the survey they did suggest that the teacher be closer to them (as it is shown on *Figure 4.2.2.*)

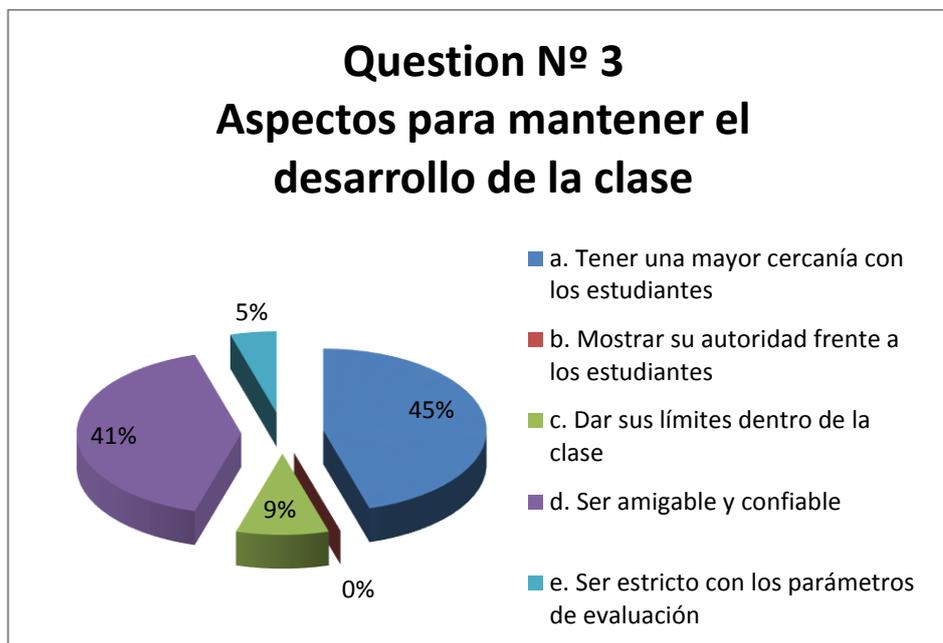


Figure 4.2.2.: Question N° 3. (Second group researchers survey June, 2012)
(Translate from the original version).

On the other hand, many times teachers observed that there was a problem in the classroom regarding students, such as the absence to classes, lack of development of task gave by the teacher, express their ideas, opinions, and contrast ideas to defend with arguments. For example, in the first part of class March 23th as is presented on chart 4.2.3, the teacher's explanations created an atmosphere where students were passive and participation was *restrained* and *supervised* by the main teacher. That is: that teacher`s comments did not induce in the students a desire to ask or to clarify doubts, their responses were negative to the expectations of the class, many of them forgot to bring extra-class activities and material.

Also, it was important to observe that late arrivals were constant. This was a sign that tacit participation by the students was not always occurring. This kind of participation (tacit)

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was a finding in our project and it corresponds to participation that was beyond the class and beyond the linguistic interaction. So, students participated, tacitly with their extra class tasks, with the material they brought to work in class, the actions that they did when there were explanations or activities, the interest to solve their doubts to provide extra knowledge to the classes, to arrive in class early and to attend all classes.

Chart 4.2.3.:

Video recorded on March 23, 2012

Authoritarian main teacher 1	
Communication	Students participation
Imperative language And authoritarian communication	Supervised
Authoritarian teacher discourse	“Ok, and according to the result, I tried to give you a good grade, tratando de no dartaños ceros, para que no fuera tan, tan horrible: any way, we have to continue, necesito que firmen esto ya todos saben como es...”

As we mentioned before, the students did not practice this participation all the time, as it was evident in the class of March 2nd (as it is shown on chart 4.2.4., where it is presented one extract of the authoritarian teacher's discourse.

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Chart 4.2.4.:

Video recorded on March 2nd, 2012

Authoritarian main teacher 1	
Communication	Participation
imperative	Supervised
Authoritarian teacher discourse	Teacher: do you have the material? Student 1: Yes. Teacher: Do you have the material? Student 2: no. Teacher: Do you have the material? Student 3: no. Teacher: so, ¿Qué vamos a hacer? Students got up and went to make the photocopies.

At the beginning, the teacher was a little upset because there were just three students and two of them did not have the material; even though he tried with their expressive language to persuade students to change their attitude to study and he focused on their *tacit* and *spontaneous* participation which the first participation is characterized by nonverbal communication and desire to learn and the second participation is a kind of freedom expression when the students have the opportunity to show their skills. Those comments encouraged students to take a decision and they decided to go out of the classroom and make the photocopies for the class.

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Thus, from this perspective, authoritarian discourse prompted students in a negative way. First, students remained silent without questions to the teacher and second, desertion was noted during the first two months. These results worried both, teachers and students despite the fact that teacher made calls warning students about the commitment that they should have with themselves. Even though, several students took into account his claims, they paid greater attention to the effort required to improve their learning process and the need to learn English for their professional careers.

They thus started to participate more in classes, giving the teacher their opinion, even if they could not do it in English. Some of them opted for speaking in Spanish and they made some comments in the class, showing their knowledge. Also they demonstrated that they paid attention to teacher's comments and examples. Tacit participation was more present in the students and they tried to do their best effort to be part of the class.

We said that this teacher is authoritarian because his attitude is rigorous in front of students; he showed his hierarchy to follow the curricular parameters and most of the times he promoted in students a directed and *supervised participation*. These features were evidenced from what students did, so in this case, we could analyze that the discourse can be modified from a specific situation that happened in previous classes, like we tried to illustrate with the previous example on chart 4.2.3. In this class the teacher was giving students feedback about an exam they had had one week ago. Because of the results obtained, the teacher's reaction was strong. His discourse generated a reflective aspect on some students because, seeing previous results, they saw the need to participate, and their interest to learn the language grew. Nevertheless, this kind of discourse was constantly observed in classes as a warning for the students in front of the need to learn and do it with responsibility.

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Chart 4.2.5.:

Video recorded on March 23rd, 2012

Authoritarian main teacher 1	
Communication	Participation
Conciliatory	Tacit
<p>“You have to be conscious about your career, for me the career is very nice, or not? I hate irresponsibility, I hate it, I hate it in my students, I hate it totally, because of that, I am going to be a little bit more strict with you; punctuality and have to bring the material, If you don't bring the material sorry you have 0, in the grade”</p>	

At the beginning, of this research, it was established that teacher's discourse changes depending on what happened in the class, as it is shown on chart 4.2.5., the teacher communicate to the students the worried about their behaviour and commitment on the classes, it means that in this class the communication changed from authoritarian to *conciliatory*; it is clear that the teacher was upset, and wanted to show the students how their way to participate in the classes could change if he changed his discourse. The students listened to the teacher without response or suggestions to the class situation. And that change was noticed throughout all the classes that followed. During the class the reflection about actions not only came from students, also the teacher asked himself why students did not attend class. Certainly there were aspects of his discourse that did not stimulate students. For instance, sometimes the teacher did not show interest in following the students' processes,

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and neither did he give them strategies to overcome some of their mistakes. Nevertheless, the kinesthetic assistant teacher in her narrative chart 4.2.6. Wrote:

Chart 4.2.6.:

Kinaesthetic assistant teacher narrative

Authoritarian main teacher 1	
Communication	Participation
Hierarchical	Supervised
<p>In the class of April 13th 2012, the titular teacher made the students prepare an enterprise project. It was individual and the students had to make some presentations. This kind of participation was very profitable, because the students used their English to express their innovative ideas, applying what they had learn in their professional career, and they were positive, although, a little afraid about what they were saying, but finally spoke with property. Of course, this participation is not something spontaneous but let the students be a little free and owners of their thoughts.</p>	

There is evidence that through the hierarchical discourse the teacher promoted the students creativity and participation, with oral presentations; he showed his authority as teacher and influenced students to a supervised participation, where they did what he asked them to do. In this activity, they used and showed their speaking skills and also the effort to be players in the class. It made students have more confidence and appropriation about what they had invented.

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Chart 4.2.7.:

Video March 23rd

Authoritarian main teacher 1	
Communication	Participation
Assertive language	partnership participation
Authoritarian teacher request	Students answer
“a synonym of polite”...a synonym of polite... not...”	“Ummmmmmm. Educated.”

Also, students were more confident to participate when the teacher asked questions to the whole group, as it is evidenced on chart 4.2.7. The teacher promoted a *partnership participation*, there students answered; even if they looked a little limited to speak in English, they gave the answer without rising their hand and they said it aloud, all at once. This kind of participation was presented too during many classes, where the teacher contextualized the topic and gave them many real life examples.

Another important characteristic that was taken into account during data analysis was the time stipulated for each student's intervention. A long time past between one and another and for this reason the class seemed passive. But talking about participation, the fact showed a strong *tacit* participation which is not always bad, but as we mention before, it is important that students show their language skills. However, the teacher tried to catch the attention of

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the students using daily examples about what happened in our city, Bogotá, related to good manners and behaviour. It was observed that authoritarian discourse provoked isolated forms of participation in classes due to the fact that not all students had the ability to express their ideas in English. Nonetheless, restrained participation can also be seen as a way to establish a tolerant connection to students when the teacher does not limit the student's role, that is, when the teacher accepts that students need to contextualize and organize ideas before they express them in front of each other.

Consequently, the participation in students was restrained meaning that there were few interventions during the class; possibly, the students showed fear to express their ideas, or opinions in front of other participants, because of their lacks of skills and sometimes because of their response of the hierarchical teacher's discourse as it was evidenced through instruments like videos.

4.3. Types of Participation Promoted By Authoritarian Main Teacher 2 (AT2)

This professor was identified with an authoritarian discourse because she was always concentrating on students' grade, how she gave a strong instruction to introduce to students towards a presentation, class activities or tasks, where she emphasized time. It is important to keep in mind the reasons why the teacher acted in that way focused on students' grades and not on their learning process. The answer was evident in Angelica's narrative (AN - N° 1), where the researcher related that the authoritarian teacher 2 (AT2) applied evaluation in each class, whether it was an oral presentation, written exam, quiz, etc.; Most of the time, the teacher reminded students that such activity had a grade and this grade was part of

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the final grade; A concrete example happened in the class corresponding to March 16th, where the teacher gave the participants instructions towards a strong discourse, because some of them had not passed the presentation yet, and they showed anxiety before the activity. Some students made comments about her rigorous ways of grading them too.

The main teacher was very concrete when she said something or gave an instruction, as we can see in the chart 4.3.1.

Chart 4.3.1.:

AN -Nº 1, March 16th 2012

Authoritarian discourse, main teacher 2	
Communication	Participation
Imperative language	Restrained and supervised
Reflective comments` assistant teacher	
<p>In this class the main teacher did the final oral exam for the first term. This was an oral exam where the students had prepared a presentation about a famous person. In this section, we observed that the teacher discourse was “authoritarian communication” because the main teacher was very concrete when she said “if you don’t start the presentation time would be shorter, if there is not enough time to make your presentation the grade would be 1(one)” and the teacher repeated twice the phrase “class ends at 7:45, it is your decision”</p>	

After reflecting about our classes, we realized that there was a kind of participation: students appeared to have a *supervised* and *restrained* manner, we named it *supervised participation* because the students` attitudes were determined by the teacher, it means that the

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student acted from teacher's instruction in different way. For example, the teacher asked, suggested role plays or put on brain storming in order to for a participative class, she also observed and assessed students. As a consequence, the student did not decide about his/her own participation, due to environment of the class or their linguistic skills.

On the other hand, *restrained participation* was evidenced in the class when the teacher asked students something in English and students participated using answers in Spanish because they did not communicate in English. However, it was important to observe that students had the intention to participate checking their previous class scores and that the teacher tried to teach with sings gestures or pictures on the board.

From the types of professor, the attitudes resulting students participation we can infer that when teachers have an authoritarian discourse their goals and purposes for a class could change. As researchers, it was important to consider what were the student's perception; For example, how was the teacher perceived when giving an instruction? Maybe the teacher spoke in loud voice, was in a bad mood, used gestures. We found that there was an *imperative language* by means of which the teacher gave instructions to students where the students made decisions in order to strengthen their skills in the language. We can evidence this asseveration in the following graphic:

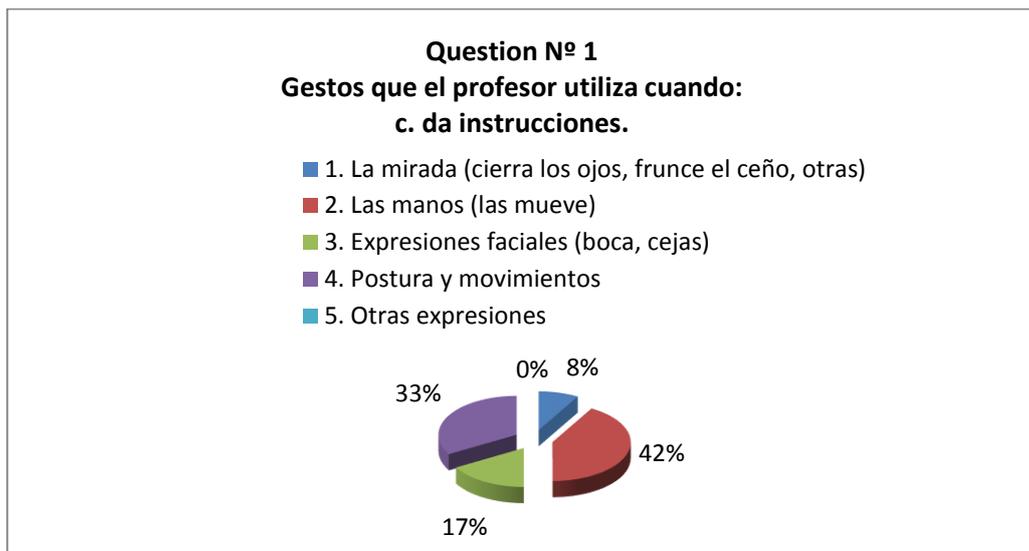


Figure 4.3.1.: Question N° 1c, (group 1. survey June, 2012)

According to the third group of surveys, for the first question, statistics showed that that teacher had gestures focused on hands to point out an instruction to students as strong applauses, raise and down a hand, in which students could exchange information, understand the language or pay attention to activities for the class. However, it was not as much as we expected it, bearing in mind that 33% of students noticed postures and movements that the teacher had an were seen as important, body movements and postures that were seen as signs that the teacher awaited for an answer from students.

Nevertheless, if we analyze those previous nonverbal communication showed in a class, we could infer that some students did not study review before going to class because, in many classes was evident lack of practice and participation by the students, they did not practice in an autonomous or spontaneous way but influenced by teacher`s discourse and teacher`s language. As a result, the teacher could not know what doubts students had and what way they used to learn a foreign language and how she could help them to improve their language skills.

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AT2 did not only use the imperative language, it was also changing due to the actions that happened in the class. She also presented an *assertive language*, that she used to transmit grammar structures and rules, and guided the students to produce; she also asked questions according to the assigned homework in order to assess communicative skills in students to make corrections. An example of this was seen in class from March 23rd as it is shown on chart 4.3.2., where the teacher asked students for the homework about euthanasia. In this class students had to talk and argue their take an agreement or disagreement in front of the topic. From this, it was analyzed that the teacher was assessing the speaking students' skill and whether it was correct or not. In addition, because of our student's context, needs or weaknesses, students presented a supervised and spontaneous participation; it was *supervised* because the students' comments were guided by the teacher during the debate and it was spontaneous due to the students' contribution that was given by the students' interest on showing their point of view and their English proficiency.

We could notice how sometimes it is necessary to modify our teaching strategies in order to take better advantage of activities proposed in class and hence a better understanding in the learning process. The situation above was registered in the follow excerpt:

Chart 4.3.2.:

AN -N^o 1, March 23th 2012

Authoritarian discourse, main teacher 2	
Communication	Participation
Assertive language	Spontaneous

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Reflective comments` assistant teacher
“According to the recommendation that I did the last class our section will be a debate where you are going to participate using some questions that I wrote on the board. Remember that one group disagrees with euthanasia and the other group agrees. Ok we are going to make a circle, ok come on quickly quickly...”

Moreover, the interaction inside the class is an important aspect that can change the learning process; not all students have the same participation, it is a procedure in which teachers encourage students to participate among them and to decide what the adequate type of participation to help students in an English learning process is.

After reflecting on the observation and on our own classes, we realized that were actions where the teacher promoted other kinds of participation; students observed that the teacher guided them to interesting activities. We can see that in the following Figure:

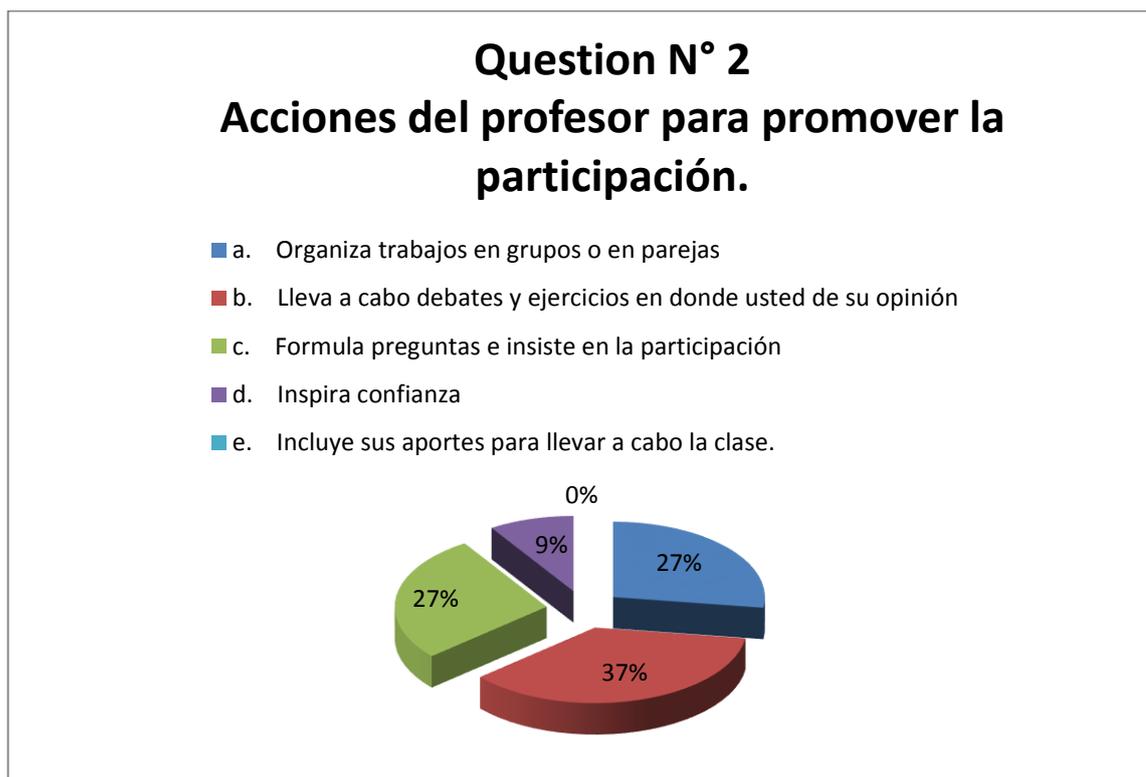


Figure 4.3.2.: Question 2, (group 1. Survey June, 2012)

In the *Figure 4.3.2*, it is clear that there was an important change in how the teacher promoted the *partnership participation* where students were encouraged to take part debates, round table in order to help students improve the acquisition of the foreign language. One of the fundamental aspects considered during the classes with that teacher regarding participation were opportunities of exchange between girls and boys. There was an in class organization of students where the job is distributed equality to everybody, and the teacher observed if they had a better performance, some advantages, difficulties or it was the same among them, all this in order to get positive results in their learning process with that kind of participation.

Keeping in mind the argument from Martínez Rodríguez (1993) *partnership participation* is considered as an aspect to share knowledge, clarify doubts and give opinions,

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from the previous *Figure 4.3.2* that kind of participation was taken as the way the teacher asked students to give opinions or answers but not in an individually way, but to the whole group. Through this kind of participation, we could observe how students give their answers with more freedom and without the pressure of giving the right or the bad answer.

Also, some aspects were important when the teacher was explaining a topic and carried out the class. For example, if she had a “proxemics” communication with students or her classes were focused exclusively on English language or she had a close distance and interaction with students. One of the surveys applied by one of the assistant teacher showed how it was necessary that the teacher have a closer and friendlier relationship with their students.

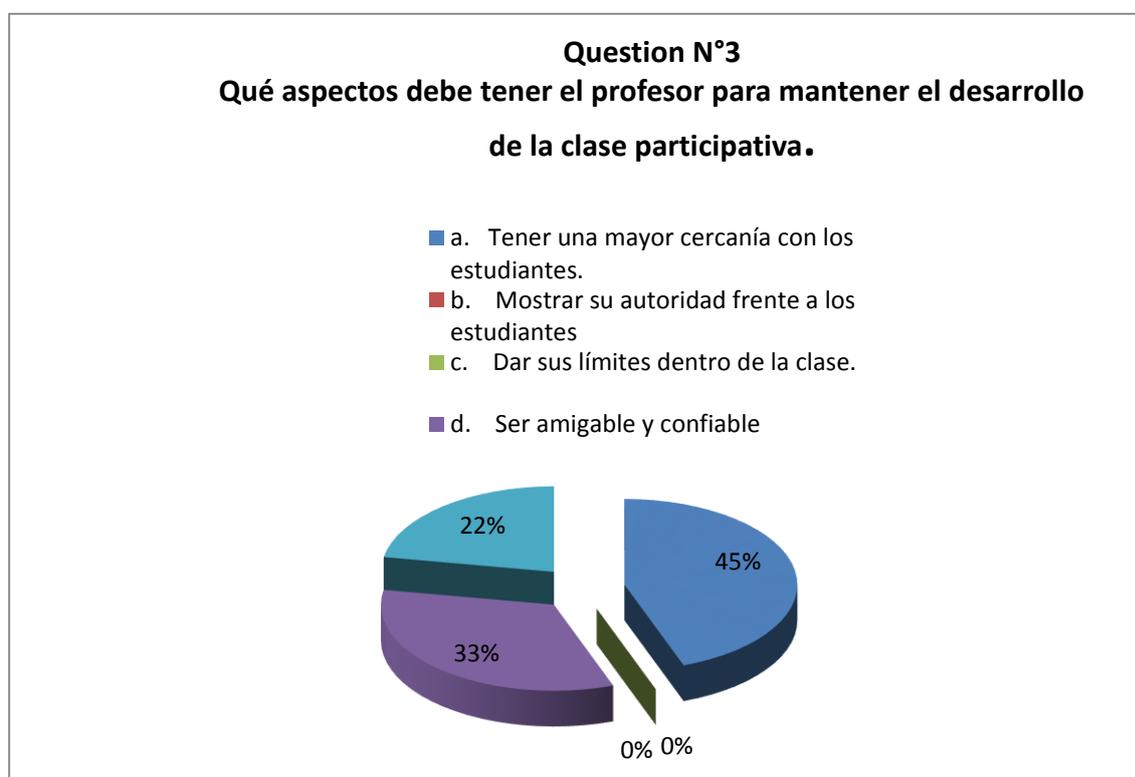


Figure 4.3.3.: Question 2, (group 1. survey June, 2012)

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A high percentage of the students noticed that the teacher could have expressed a closer communication with them and their opinions with partners in a spontaneous way due to the kind of activities that the teacher proposed.

The previous evidence showed us how important it is to be aware of our own process as teachers, what is the relationship that we can have with students from our discourse and language, how and why from our attitudes we obtain certain results from students and what is the perception that they have on us. Also, that it was important do not to follow a rigorous structure in which it is not possible to make changes in spite of implementation of new strategies that promotes understanding in another language and promote participation in order to encourage a whole group of students.

4.4. Types of Participation Promoted By Flexible-Expressive Main Teacher

Another main teacher was a model of teacher which had a particular sense of humour, he changed all the time his comments and his acts in order to improve his classes, and, as a result, he is defined as a Flexible-expressive teacher (FET). FET tried to integrate the curriculum with the participation by each student, although that class most of the time was supervised and guided by a lesson from a book and the participation had many variations from class to class.

During the observations, it was relevant the FET role as the main teacher, considering that in each class FET assigned certain part of the unit in order to make students work individually; on the other hand, working in groups was established by FET so as to practice English, even though a new idea is presented or when a the main topic is introduced.

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Through the observation we found that it is important to be clear that the actions of FET into the classroom could vary, because FET behaves could change according to the students' participation and his main features are accentuated in their relevant or constant manners during the classes. There was a punctually case with a particular class (took from field notes from February 24th 2012) where the students participation was compulsory because FET was referring at a unit, FET asked about the unit one by one as usually, it's here where FET talked to students very slowly with the objective that the students comprehend. The class passed normally although "participation" was randomly chosen, however FET was upset about the student behaviour, FET couldn't tolerate that the student took the book from the other student to answer, it was too disrespectful to FET. Then FET decided to give grades to each participant in order to avoid these actions. Authoritarian and Hierarchical communication in front of this situation was essential because it's here where FET imposed his position as a teacher, independently of the confidence or the postures that he showed with the students.

The first activity in groups was to do a role play where students had to show all the class what was their role in a company (took from field notes from February 17th 2012) In this activity FET promoted *supervised* and *tacit* students' participation, through his *hierarchical*, *authoritarian* and *flexible* discourse. He previously gave students instructions in order to develop a group presentation according to the topic seen. In this space, we could evidence how FET implemented the *hierarchical* and *authoritarian* discourse, establishing the group participation as a mandatory task which had a grade. Due to the parameters given (took from field notes from February 17th 2012) the students showed a *supervised* participation doing just what FET asked them to do. During the role play presentations the

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students were confused about the instruction given, because they had to establish a dialogue, but they acted individually, so in that situation FET made an intervention in order to refresh the correct instructions. Once he gave suggestions and gave an example in Spanish about how to perform the presentation, he used the *affective* language telling jokes using students' words. All of this was to achieve a successful activity. In addition, the audience (students) participation was *tacit*, while the other students were doing the presentation; the audience had to listen to what their partners showed and also to FET suggestions.

The participation in the education is to talk about the interaction between teacher and student in the classes, and how other factors it takes part in this important space. Participation is very extensive, students sometimes feel inhibited to express or show their opinion in front of a group even in front of their teachers. Taking into account the previous considerations it relevant to show a case that contains this explicit situation. For example, when FET ordered students to do a presentation about Staff in the company. (Took from field notes from March 02nd 2012) the idea was that it will be an individual presentation, in order to show their performance in front of a group and also their mastering of the English language. In this way, FET used *Flexible* communication as a tool to explain and to promote confidence in the students because they had to ask their doubts about the presentation. Before the students started, FET then made some comments related to the presentation. The students started and FET kept silent while each student gave the performance. So during the presentation the students showed different kinds of participation, but *supervised participation* was established as the main one because the action or practice was promoted by FET and when FET suggested the others, students made questions. Yet *tacit participation* was practiced by the other students that were not doing in presentation, *spontaneous participation* was evident when the student had the opportunity to ask something to the student making the presentation.

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It was also perceived when FET introduced *expressive language* because he wanted to make recommendations or made comments to enrich their future presentations. FET provided feedback to each student and took the time to analyze and make recommendations.

Another important intervention that was different was during the presentation because the students had to take the floor and establish a role. This comprised work group and individual one as well, (took from field notes from February 23rd 2012). It was here where FET implemented his *hierarchical communication*. First, FET explained about the dynamic of the performance, and talked about the rules of the role play. The students were attentive to the recommendation or the directions about it. During the role play, the students showed different kinds of participation such as *tacit, spontaneous and supervised*, because the role play permitted that the students establish ways to communicate information or ideas, for instance, to interact according with the concerns about the topic.

4.5.Types of participation promoted by expressive main teacher

In terms of nonverbal communication, in the class of March 29th, (March 29) a student asked the teacher what was the meaning of the word "jump", and she expressed the meaning by acting out the word and so she started to jump. By means of this action, all the students understood. It was noticed that actions derived from *nonverbal language* were attractive for her students because they understood without words. The importance of speaking without a word is crucial in a foreign language class because the students could understand the explanation of a word by the gestures of the teacher and, in this case, during class the teacher explained with gestures some verbs. Students were attentive and with some

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enthusiasm and laughter by the shape of the gestures of the teacher. At the end of the class everyone commented that it was an attractive way to explain.

Active participation is most evident when students work in groups, because for them it is difficult to participate in class because it involves constructing sentences in English, and their language level is low. When students work in groups, they can make a more solid intervention, with the contributions of each person; there is more confidence there among group members than when working individually.

When a student had a better level of English s/he could participate in class and this happened some times. But at the beginning of the classes, it usually happened that very few students took the risk to speak, or they felt embarrassed and did not participate because they were unable to ask. To illustrate this we are going to talk about the April 13th class, when students talked about a movie, their favourite actors and their views. During this class, some students looked very insecure and nervous. One of us, teacher-researcher, had to assess a group but at the end, they were able to make meaningful sentences and participation was excellent because all the students talked spontaneously. Surprisingly, with few mistakes, this activity showed us that the students can put some effort and can participate in class successfully. Students can overcome this fear to participate, first, because they felt more confident and less afraid to talk to the assistant teacher. At the end of the sessions the main teacher included the score for participation.

The expressive teacher did not like to use photocopies frequently. For her, it is a monotonous activity. For that reason, she preferred to leave some links for future classes,

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students develop advance computer exercises. It supposed that the students had to learn more about the topic, the teacher began the class by asking questions, but the participation was low.

One of the members of the group that carried out this research study and that acted as an assistant- teachers-researcher was identified with a supervised discourse. It was noticed that students participated more when just after an explanation the teacher-assistant-researcher approached each student and gave them feedback. This same situation was put into practice by another teacher assistant student's. It was personalized education because of the time took advantage to them by the professor and teaching assistants to explain in detail the answers.

Students were concerned with studying for exams. However, students rarely ask questions or clarify their doubts in classes. The students were concerned about improving their oral expression, which was a disadvantage for them. Therefore, teachers could not see that the students in their English classes had little mastering of the English language.

4.6. Types of Participation Promoted By Assistant Teachers

In addition to what has been mentioned previously, there were spaces when students worked in different activities and perspectives depending on the lesson plan prepared by the three teachers in the classroom 306. They took the classes with the authoritarian teacher 1 and two assistant teachers. One of the assistant teachers was called affective teacher (AF), identified with this category because she was friendly, understanding and conciliatory, she used an expressive language and most of the time showed closeness with students. The second assistant was a teacher who was interested in making students understand, it was because sometimes students showed they really did not understand what the teacher were

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saying, so she did not use just words and the white board to achieve her goal; During the classes she was so expressive with her hands and her face, due to these aspects she was recognized as a *kinesthetic* teacher.

Therefore, it was observed another assistant teacher, who worked with the flexible-expressive main teacher; she was named conciliatory-assertive assistant teacher she all the time listened to the comments by the students, answered and gave timely answer; it happened according to the students' needs, also she is an assertive teacher because she organized some activities where the students identify themselves not just for their previous knowledge but also by the previous lesson immediately developed, with those aspects was seen *spontaneous* participation which gave the opportunity to students to improve their skills.

Finally we identified a Flexible-affective assistant teacher, She was a teacher that all time was interested in making students understand, it was evidenced during the classes taught by authoritarian main teacher while AT2 was in class explaining a topic or an activity assistant teacher observed that some students did not understand, so she always asked to them if they had doubts about class with a teacher discourse flexible-effective it evidenced in her narrative (Narratives March 23rd , 2012).

Due to the facts that were presented during classes, such as the low *spontaneous* participation, few student interventions, less interest on doing tasks and shortage of vocabulary, and due to a lot of observations and concerns from students, we, as assistant teachers, looked for ways to help students through class activities, that could improve their academic level by the observation of their partners in those activities by activities they liked in order to give them confidence and interest to see more participation. For example, we

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implemented activities such as a problem situation, where it was necessary to interact with partners and support each other and teachers, not just to get a grade but to improve their communicative skills. We also developed role activities, reading and activities around improving business products. The participation from these activities sometimes was *spontaneous* but other times it was restrained.

We found different kinds of participation, depending on how teachers built a class, dominated a group and the kind of activities they promoted. Considering that participation was varied in a class and that this was promoted by the teacher's discourse. *Spontaneous* participation was more likely to happen in group activities. Role plays, although they made students a little nervous helped them because they could prepare, clarify doubts and get feedback. Observing these findings in the classroom, we offered virtual activities, like dictations, videos, blogs and reinforcement activities focusing on comments based on the topics seen in class.

One of the activities was developed on May 16th by the affective teacher; students had to use polite expressions against a terrible situation in the office where there was a boss and three employees, one of which made a mistake. Some of the students ask what to do with the exercises and the teacher gave them the explanation, as it is shown on, chart 4.6.1. :

Chart 4.6.1.:

Video recorded on May 16th 2012

Instructions Affective teacher	“So, remember that you need to pass in front and use polite expressions, the idea is to use these,
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	very fast...ok don't write, keep them in your mind, and it is very fast, no paper, please. So, go ahead because we need to do other activities"
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During this activity, we could see that some students were afraid and they did not want to go in front of their classmates, they made gestures of concern, possibly because they had to show their speaking skills. When the kinesthetic teacher made an intervention she used "*proxemics*", it was social "*proxemics*" where the teacher was closer to some students and was giving them answer; the teacher and students showed interaction and closeness but not an interpersonal interaction; the teacher showed some affective gestures of communication that predominated in a teacher discourse.

In other class, students asked teachers if they knew a way to improve the communicative skills; the teacher gave ideas how they can study and practice English through web pages and some English books biographies. In this case it is evident the students' participation as will be seen in the chart below: Chart 4.6.2.

Chart 4.6.2.:

AN -N° 1, March 23th 2012

Affective main teacher	
Communication	Participation
Affective language	Spontaneous
Assistant teacher reflection	
In that way teachers could see that students were more interested in learning English.	

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Also, it was evidenced in kinesthetic teacher narratives as it is shown in chart 4.6.3., for her was important to build students vocabulary, and helping them feel a quiet and relaxed environment into the classroom too.

Chart 4.6.3.:

Kinesthetic assistant teacher narrative

From the first class until here, I have tried to make them reflect on what vocabulary they have learnt, how they have to take advantage of all the knowledge they are acquiring through this course and also, to show them how useful it could be for their professions.

To conclude this part, we did not want to contrast the authoritarian teacher with the flexible teacher. We did not want to discuss either if they developed the class in a better way or not, but to study how their discourse influenced development of a participatory class and what kind of participation could be generated from this. The flexible teacher promoted a *spontaneous* participation and a *partnership* participation, students showed more interest on showing what they have learnt, what were they doubts and their opinions. But in the case of the authoritarian discourse most of the times student's participation was supervised.

In that sense, we consider that there was not a wrong or insubstantial participation, because this discourse and this participation, in a way, always left a reflection for both, teachers and students.

Chapter 5

5. Conclusions and suggestions

Students' Participation Promoted By the Teachers' Discourse

This research study showed that teacher`s discourse has effects on students` participation. We started from the idea that participation is beneficial for learners because it works towards the improvement of their skills, it is worth mentioning that the application of instruments such as narratives allowed us to get a conception about what is discourse, what could happen in classes and how we as professionals promoted learning processes in students.

After our research we can conclude that:

- ❖ Nonverbal communication was more evident during the research on assistant teachers, because we express, interact, discuss and reflect on the actions presented in the development of the class, and this kind of discourse allows that the objectives are achieved while at the same time giving the student a greater understanding of the English language and encouraging their participation.
- ❖ Assertive and imperative language, were the most communication used by the main teachers, and promoted supervised participation. The students participated directed by the teacher, it was complex to evidence a spontaneous participation from students when this kind of language was applied.
- ❖ Nonverbal communication is a way to help learners to improve their vocabulary to get better understanding in English language, and it becomes a tool that generates class participation.
- ❖ It was identified that usually when teachers maintain an authoritarian discourse, their students responded by being passive, and the kind of participation was supervised, because the students participated only when the teacher allows it and they feel the

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need to do so. Hence, the teacher needs to know students' educational context and needs, and focus the class objectives in agreement with such elements.

- ❖ As a result of our research we discussed five kinds of participation, two of them were categorized by: *tacit* and *restrained participation*, we establish that participation is not just to raise the hand or to speak, these two concepts show other levels of interaction: tacit participation is characterized nonverbal interest and desire to learn, and restrained participation is evident through verbal participation, in spite of not having an extensive vocabulary in English.

- ❖ A flexible teacher with an affective or kinesthetic discourse provides confidence and emotional security to his/her students, participation in his - her classes is very likely to be spontaneous.

During class, we saw some factors that promote students' participation in the classroom. The teacher's discourse is the most important because if a student feels confident to communicate in English despite having a low level, he feels compelled to participate in the class. Therefore, if students have no knowledge of English vocabulary and grammar, and teachers' discourse does not create more reliable conditions, students simply choose not to participate.

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Appendixes

Appendix 1.Videos.

Videos were recorded each class, but here there is a brief description of the videos which were used during the data analysis.

Video recorded on March 2, 2012

In this class the authoritarian teacher was grading homework but few people have done it.

Video march 23, 2012

Students' Participation Promoted By the Teachers' Discourse

restricted and supervised participation from Authoritarian teacher discourse
<p>Teacher: hello. (the teacher is going to close the door) raise his right hand and he said: abrocada 15 minutos a partir de las 6:30) listo?...</p> <p>Teacher: ok Marjory did you do it? Yes?</p> <p>Students: it was little confused but I finished the exercise.</p> <p>Teacher: tried to do it. Yes that's the idea practice; there was explanation in class you have to practice at home, so you get ready for the class...My dear students remember that you signed a paper. When you said: hey; I agree on something, there were some rules for the class, some of the rules were six or seven it was one of the agreement, the second agreement was to bring material, bring your book, your photocopies whatever, at list a dictionary to the class...</p>

Expressive language from Authoritarian teacher discourse.
<p>Teacher: Teacher: My dear students Remember that you signed a paper. When you said: ¡hey! I agree on something (...) some agreement was to bring material, bring your book, your photocopies whatever (...) brings the homework, please, because the class is to check if you explain if you understand yes? The activity that teachers bring last class and the explanation that I try to do it, bring as possible easier to understand, but English is not only think or speak and no more, is practice, you have to practice, it necessary a lot it is necessary to study every day,</p>

Video march 23, 2012

Directed and supervised participation from Authoritarian teacher's discourse	<p>“ready, and according to the results I tried to be very nice, and I get the final grade, el parcialmirandotratando de no mirartanto cero, trate de subir una nota...más o menos que no fuera tan tantan horrible, anyway ya todos la</p>
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Students' Participation Promoted By the Teachers' Discourse

	conocen me regalan una firmita por favor”
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Video march 30, 2012

Category discourse		Reflective comments teacher
affective Teacher discourse	Partnership participation	“So, remember that you need to pass in front and use polite expressions the idea is use these, very fast...ok no write keep in your mind, and it is very fast no paper please. so, go ahead because we need to do other activities”

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FIELD NOTES CHART						
DATE: <u>10th Feb. 2012</u>	TIME: <u>06:30 pm</u>	LOCATION: <u>La CUN Room 308</u>				
TEACHER: <u>Antonio Diaz del Toro</u>						
OBSERVED BY: <u>Constanza Galleas</u>						
YES	NOT	REFLECTIVE COMMENTS TEACHER DISCOURSE	SPECIFIC SITUATIONS WITH TEXTUAL TEACHER PHRASES	STUDENT PARTICIPATION	REFLECTIVE COMMENTS PARTICIPATION	
		Criteria communication category	Supervised	spontaneous	partnership	
X		Sometimes the teacher talk but students prefer be silent, however the teacher try to talk about slow or in the way that students comprehend.				when the student is insecure, he prefer do not participate because is afraid to have mistakes.
	X	The teacher always made comments but he always wait for the answer or participation by the students.				In this case the student is free to participate when they want.
X		the teacher always make and give many comments about the student participation and promote this with questions.		X		Students have the opportunity to participate.
X		When he is given instruction is like authoritarian because the students have to follow them. Sometimes when there is a test, but this kind of communication is more suggestive than authoritarian.				
X		In these class students paid attention because they are checking the answer form the unit, in this case the teacher show a hierarchical position because he is asking for their answers and sometimes the student are afraid because their answers.		X		Students are waiting the teacher ask them about the topic.
X		The teacher all the time is asking and gives opinion about their participation by the way the students make changes or improve that the teacher suggest.		X		Students participation is better because they are free to give opinion and express their ideas espontaneus.
X		If the students attitude are according with the class or depends of the activity is develop, the teacher leave and approve their behaviours and the students as well.		X	X	
X		The teacher writes the topic on the board and also gives the oral instruction to encourage the students make the planned activity.		X		Students are listening the teacher instructions.
X		Sometime the student express their opinion and follow the instruction but they don't develop very well because is little confuse. It depends of the personal thoughts.		X		Students are listening the teacher instructions.
	X	Never				
X		The teacher is all the time watching to the students, and he focus in someone when ask for something specific.		X		In this stage the student participation is supervised.
X		The teacher is all the time making facial expression because he used many gestures with their face to express and cleaned the students what they want to transmit them.			X	
X		For the teacher body language is his best tool because he cannot express something if he does not make gestures with his body.				
X		The teacher manage the space in the best way, also when he is going to interact with the students he try to establish the same distance and never is very close with the students.				
X		The teacher avoids physic contact with their students.		X	X	This aspect is very important because the teacher is looking the students very close and promote the participation.
	X					

Appendix 2 Field notes form.

Appendix 3 Narratives Example

ND narratives

As we have research on the last semester, it is too important to recognize how the teacher influences the students' participation, not just in the learning but also in the behaviour, decisions, in the way they become strategy thinkers for the way they live.

In my project we are working with qualitative research focusing on ethnography, because that reason we act as pre-service teachers, and we are looking for teachers' discourse, how it could influence the students. This semester I have a different group, it is a business one, and I have never taught in an advanced level. I really have many expectations about them, to learn English with a specific purpose is too different from learning because it is mandatory; they are people who are involved in the commercial area and they have to think on international advances for an enterprise or maybe for their own business. From the first class until here I have tried to make them reflect on what vocabulary they have learned, how they have to take advantage of all the knowledge they are acquiring through these courses and to show them how useful it could be for their professions.

During this practicum we have made diverse activities where the students have had the opportunity to share knowledge with the whole group. The students have had individual and group performances, when the students have to participate individually, they are a little shy, for example when they have to read, they are afraid if they do not do the right pronunciation, the titular teacher was a little authoritarian and when the students make a wrong pronunciation he corrected the students in a hard way and immediately made another student read and if this student did not read as he wanted, he changed the reader. And after that the students participate fewer. There were some students that take the risk to read, but always were the same who had the language facility. When the students had class with us, the pre-service teachers they made mistakes, but they showed themselves less shy, they try to do the things and always we answer

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that they are learning and they could made these kind of mistakes but at the same time learn of them.

The titular teacher made the students to prepare an enterprise project, it was individually and the students had to make some presentations, this kind of participation was very profitable, because the students use their English to express their innovative ideas, applying what they have learn in their professional career, and they were positive and with a little afraid about what they were saying but finally with appropriation. Of course this participation is not something spontaneous but let the students to be a little free and own of their thoughts.

Another participation that was seen during the practicum was when the students were prepared on the lesson topic, for example if they had checked the topic before, they start the class prepared and they make more contributions to the class, more examples. Moreover they had this kind of participation when we gave them the chance to correct their mistakes and understand why they were doing something; also when the students

Appendix 4 survey form

Nombre del estudiante: _____

Nombre del profesor titular: _____

Fecha: _____

1. Seleccione los gestos que su profesor utiliza en las siguientes situaciones:

a. Cuando se exalta

1. La mirada (cierra los ojos, frunce el ceño, otras)
2. Las manos (lasmueve)
3. Expresionesfaciales (boca, cejas)
4. Postura y movimientos
5. Otrasexpresiones. Cuale(s)_____

b. Cuandoexplica

1. La mirada (mira al estudiante)
2. Las manos (señala, énfasis)
3. Expresionesfaciales (boca, cejas)
4. Postura y movimientos
5. Otrasexpresiones. Cuale(s)_____

c. Cuando da instrucciones

1. La mirada (mira al estudiante)
2. Las manos (señala, énfasis)
3. Expresionesfaciales (boca, cejas)
4. Postura y movimientos
5. Otrasexpresiones. Cuale(s)_____

d. Cuando calla

1. La mirada (cierra los ojos, frunce el ceño, otras)
2. Las manos (lasmueve)
3. Expresionesfaciales (boca, cejas)
4. Postura y movimientos
5. Otrasexpresiones. Cuale(s)_____

2. Seleccione las acciones que el profesor realiza para promover su participación en clase:

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- a. Organiza trabajos en grupos o en parejas
 - b. Lleva a cabo debates y ejercicios en donde usted de su opinión
 - c. Formula preguntas e insiste en la participación
 - d. Inspira confianza
 - e. Incluye sus aportes para llevar a cabo la clase.
3. De los siguientes aspectos cuales considera usted que el profesor debe mantener o incluir para el desarrollo de la clase y explique por qué:
- a. tener una mayor cercanía con los estudiantes.
 - b. mostrar su autoridad frente a los estudiantes.
 - c. dar sus límites dentro de la clase.
 - d. Ser amigable y confiable
 - e. Ser estricto con los parámetros de evaluación