

**Deconstructing teachers' discourse to promote inclusive solidarity relationship in
mainstream classrooms**

Ginary Marcela Acosta Tirado

A Dissertation presented in partial fulfillment of the requirements for the Degree of

Master in English Language Teaching

Universidad de Córdoba

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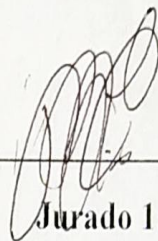
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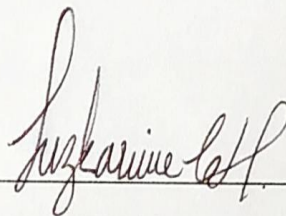
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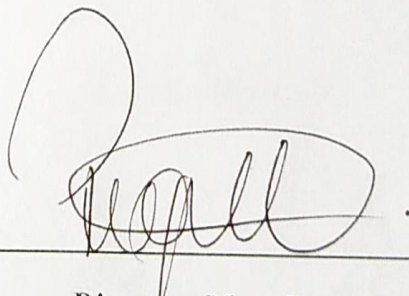
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Yinary

Deconstructing teachers' discourse to promote inclusive solidarity relationship in mainstream classrooms

Abstract

Teachers' talks impact students from various dimensions, content, interaction, motivation, and empathy. For this reason, they have in their words the power to set up or mitigate solidarity construction and peace building. A few studies have delved into the critical analysis of teachers' interactions with students and how discourse served to improve inclusive educational policies. However, little is known about the analysis of classroom interactions to explore power relations, and teachers' agency when promoting inclusion in EFL contexts with diverse learners. This qualitative study involves a hybrid approach including both critical discourse analysis and multimodal discourse (MCDA). It aims to critically explore how the interaction derived from an EFL teacher's discourse promotes or hinders inclusive solidarity relationships in mainstream classrooms and informs inclusive education efforts in educational sectors, particularly mainstream classrooms on the potential effects of discourse analysis and multimodality to intervene in social injustice and learning of EFL for all. This study addresses the following questions: How does teachers' discourse promote or fail to promote inclusive solidarity relationships while interacting with diverse students in a mainstream EFL classroom? In what ways does a teacher's reflection of her discourse generate opportunities for Inclusive solidarity relationships between the teacher and the students? To this end, it employed observations, semi-structured interviews, and stimulated recall to critically unveil teachers' discourse when interacting with diverse students in the mainstream classroom. The outcomes of this research include: (1) Teachers' demonstration of solidarity and (2) demonstration of lack of solidarity (3) teachers' reflection on her discourse. Implications of this research may encourage teachers' self-reflection on their discourse in order to reshape it into a more inclusive practice.

Keywords: Discourse, Inclusion, Critical Discourse, Inclusive solidarity, Multimodal Discourse

Resumen

El discurso de los docentes impacta a los estudiantes desde varias dimensiones, contenido, interacción, motivación y empatía. Por ello, los profesores tienen en sus palabras el poder de instaurar o mitigar la construcción de solidaridad y de paz. Algunos estudios han profundizado en el análisis crítico de las interacciones de los docentes con los estudiantes y cómo el discurso sirvió para mejorar las políticas educativas inclusivas. Sin embargo, se sabe poco sobre el análisis de las interacciones en el aula para explorar las relaciones de poder y fuerza de los docentes al promover la inclusión en contextos de inglés como lengua extranjera con alumnos diversos. Este estudio cualitativo implica un enfoque híbrido que incluye tanto el análisis crítico del discurso y el discurso multimodal (ACDM). Su objetivo es explorar críticamente cómo la interacción derivada del discurso de un profesor de inglés como lengua extranjera promueve o dificulta las relaciones solidarias inclusivas en las aulas e informa los esfuerzos de educación inclusiva en los sectores educativos, en particular las aulas sobre los efectos potenciales del análisis del discurso y la multimodalidad para intervenir en la injusticia social y aprendizaje de EFL para todos. Este estudio abordó las siguientes preguntas: ¿De qué manera el discurso de los docentes promueve o no promueve las relaciones de solidaridad inclusive al interactuar con estudiantes diversos en un salón de clases de inglés como lengua extranjera? ¿De qué manera la reflexión de un maestro sobre su discurso genera oportunidades para relaciones de solidaridad inclusiva entre el maestro y los estudiantes? Con este fin, empleé observaciones, entrevistas semiestructuradas y recuerdos estimulados para revelar críticamente el discurso de los docentes cuando interactúan con estudiantes diversos en el aula regular. Los resultados de esta investigación incluyen: (1) demostración de solidaridad del docente y (2) demostración de falta de solidaridad (3) reflexión del docente sobre su discurso. Las implicaciones de esta investigación pueden alentar la autoreflexión de los docentes sobre su discurso para remodelarlo en una práctica más inclusiva.

Palabras claves: Discurso, Inclusión, Discurso Crítico, Solidaridad Inclusiva, Discurso multimodal

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Introduction

Recent educational reforms argue that all members of academic context should cater for inclusion purposes in order to promote social participation of all their students by fostering inclusive societies that are stable, tolerant, just, and respectful towards diversity, and equal in opportunities (Bacchi, 2000). Teachers have been invited to contribute to the inclusive process by transforming differences into opportunities for learning. Inclusive education must bring up favorable circumstances for all learners to participate actively in class and school activities. Thus, the concept of inclusion favors not only diverse learners labeled in specific groups but it is a case for all learners regardless of physical, mental, and emotional disabilities. As it is claimed in the Salamanca statement (1994): “every child has unique characteristics, interests, abilities and learning needs” (p. 7). In this sense, inclusive education comprises all the members of the society and offers an array of benefits and qualities to all members of the schools, society, organizations and so forth.

The Colombian Ministry of Education has issued a decree that seeks to rule the inclusion of diverse learners and students with different potentials inside a regular educational context (decree 366, 2009). It is mandatory for schools as well as for teachers to generate opportunities that promote inclusive practices in these regular settings. However, educators are poorly trained in performing these practices so that students feel pleasant and fully included, while they develop themselves not only intellectually, but also as valuable human beings. In order to impact positively, guarantee a change, and build community and peace within EFL classrooms, teachers should be more prepared to face diversity, students’ misbehavior, lack of tolerance, and stereotypes students may bring to their classrooms.

Mainstream institutions that have adopted inclusive practices are the most prominent settings to control discriminatory and exclusionary language against discrimination and segregation. In their study about the impact of inclusion on students with and without disabilities and their educators, Salend and Duhaney (1999) describe some advantages that the process of inclusion brings to diverse learners. Some of these advantages are growing academic achievement, increasing peer acceptance, fostering friendship networks, raising self-esteem and avoiding the stigma of dependence.

Institutions that work under parameters of acceptance contribute to the creation of a socially inclusive atmosphere through strategies and techniques that make possible all students learn together and strengthen the idea of education as a right for everybody. For instance, Esposito and Swain (2009) analyze the implementation of two techniques to enhance inclusion “Culturally relevant pedagogy” and “social justice pedagogy” with the purpose of creating consciousness and fighting against prejudice that avoid the practice of exclusion and segregation and promote inclusion to all members of the school context, both strategies empower students with positive messages about themselves and overcome some obstacles of social injustice.

Furthermore, inclusion is promoted in various policies and mandates. For instance, in the convention held by the United Nations (2006) education is the key to meet inclusion: when promoting, protecting, and ensuring the equal treatment of human rights and fundamental freedoms by all persons with disabilities, and to guarantee respect for their quality. In the same line, UNESCO (2009) “as an overall principle, inclusion should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society” (p.8). The Salamanca Statement

(1994) invites national authorities to “give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties" (p. 08). Governments must guarantee that all children have access to education with quality and chances to take part in it. Consequently, The General Law of Education (Congreso de Colombia, 1994) recognizes the need to include and provide students with special educational needs the necessary support to enter and remain within the educational system. A complete section dedicated to Inclusive education was included where learners with exceptional aptitudes or talents are highly appreciated.

Even though school agents try to handle diversity and interculturalism with general workshops, printed guides, and books about inclusive topics, it tends to be difficult to respond to all the students’ necessities. Teachers attempt to generate equality inside the classroom by carrying out recommendations by rules and mandates. However, teachers may deal with several obstacles where we can encounter issues such as lack of training, resources, techniques, and strategies that contribute to build peace and generate democracy in a diverse place like the classroom. Fortunately, the Colombian government has supported the idea of teachers as peace and democracy sponsors in society, specifically in teaching areas, as it is mentioned in the article 13th- Law 361 (1997) which states that the Ministry of Education will establish the design, production, and distribution of educational specialized materials, likewise training and updating for in-service teachers. Nonetheless, it is very common to find students who do not tolerate each other as well as teachers whose discourse is not very inclusive.

Furthermore, educators are seen as society builders. They have on their hand the possibility to make pupils more conscious about their attitudes and behavior towards their

peers and in this way build community through the protection of safe environments. Moreover, teachers should take part in professional development that helps them to focus their lessons on making all learners play an important role in them. In this regard, teachers' language is a fundamental factor in the inclusive process. Thus, discourse plays a very important role when building democracy, promoting equity, solidarity, and inclusion. The words that we use in the classroom may reflect a positive or negative impact on their receptor no matter their age. Undoubtedly, children are highly affected by the things they listen to, especially when it is about their personality, qualities, flaws, or behavior. For this reason, educators must be aware of their language choices in order to build an inclusive solidarity environment instead of opening the door to exclusion.

Different Studies on policy building have shown how power in discourse may promote exclusion and non-acceptance of individuals within a community. The critical studied policy making has resulted in important insights for policy building and for teachers' perspectives on inclusion. However, little is known about the impact of teachers' discourse to promote inclusive solidarity relationships within mainstream contexts, particularly in EFL classrooms. A few studies have delved into the analysis of classroom interactions to explore how teachers' language, power relations, turn-taking, gestures, body language and teacher agency in EFL contexts meet inclusive solidarity purposes. For example, a critical ethnographic study conducted in a public institution in the Caribbean coast of Colombia unveiled different ways of exclusion and discrimination derived from expressions, gestures and behavior expressed in an unconscious way by the teacher, these consequences directly affected some students in particular (Calle-Díaz, 2019).

Esposito and Swain (2009) found in their investigation that “teachers who promote the academic and social development of their students through culturally relevant and socially just pedagogies prepare them to make a tremendous impact on their communities and the world” (p. 46). Most of the positive changes that are reflected in the society come from the schools, teachers as fundamental educational sources are the visible representation of these adjustments and are closer to the idea of making possible social inclusion through the daily connection with their students. Hence, teachers’ talk impacts students from various dimensions, content, interaction, driving forces such as motivation, empathy, emotion, and determination, as well as critical thinking. For that reason, teachers must be aware that these incentives may construct or deconstruct students’ performance. For this reason, teachers have in their words the power to set up or mitigate community solidarity construction and peace building.

Furthermore, teachers’ discourse inside the classroom constitutes an important tool to respond to students’ language demands, build community, provide instructions and interact with students. However, teachers’ discourse can also turn into a powerful tool to discriminate, segregate and negatively impact society. In this sense, language can perpetuate inclusion, solidarity, social justice and encourage to indirectly mistreat, and offend students’ feelings, emotions and potentials. Orsati and Causton-Theoharis (2013) analyzed inclusive teachers’ and teaching assistants’ discourse on students with challenging behavior unveiling that teacher labeled students with challenging behavior. Results revealed that teachers excluded these students by considering them as the classroom's problems. Thus, exclusion was found to be the “necessary” response when control is prioritized in the classroom.

This qualitative study aims to critically explore how the interaction derived from an EFL teacher's discourse (verbal and non-verbal) promotes or hinders inclusive solidarity relationships in mainstream classrooms. This investigation basically entails to inform inclusive education efforts in educational sectors, particularly mainstream classrooms on the potential effects of discourse analysis and multimodality to intervene in social injustice and learning of EFL for all. This study addresses the following questions. First, how does teachers' discourse promote or fail to promote inclusive solidarity relationships while interacting with diverse students in a mainstream EFL classroom? Second, in what ways does a teacher's reflection of her discourse generate opportunities for inclusive solidarity relationships between the teacher and the students?

The following chapter deals with the main underpinnings that support this investigation, for instance, Discourse analysis, Critical discourse, and Inclusive solidarity. It also analyzes research studies around the world regarding my field of study. Chapter three explains the methodology of this research, as well as the data collection techniques and data analysis procedures. Furthermore, the findings of my investigation are presented as well as the discussion. Finally, the conclusion of this research study.

Theoretical Framework

The Following section contains the theoretical foundation of this study and the review of a variety of studies that deals with aspects such as teachers' attitudes toward inclusion, Positive insights and challenges in teaching peace building and social justice construction and the impact of teacher's discourse to promote inclusive solidarity.

Conceptual Framework

Inclusive Education

Belonging to a world full of equity is what inclusion refers to. All human beings should receive the same treatment, rights, and opportunities. The term inclusion invokes a variety of circumstances that involve school agents either inside or outside general education settings (Baker & Zigmond, 1995). Specifically, in the educational field, The United Nations (1989) states that "education should be offered and guaranteed to all human beings as a right." (Article 28). Furthermore, UNESCO (2001) complemented this idea affirming that "Education is not only about guaranteeing and maintaining access to children that already have this opportunity" Education with quality holds every single human being who has desired to take part of this process. Inclusive education is born to deal with overcoming the obstacles some children may face and taking advantage of different resources that facilitate the best educational conditions for everyone.

Inclusive education can be perceived as an open door that invites everyone to come in. According to Myers and Bagree (2011), "Inclusive education is about the child's right to participate and benefit on an equitable basis as their peers. Inclusive approaches stress the duty of school (and educational system as a whole) to adapt and, in principle, accept all

children” (p. 4). In other words, inclusive education refers to the idea of a participatory context, where all human beings without any distinction take part in the educational process. Moreover, this term contributes to avoiding the notion of classifying learners inside the classroom since all students own different capacities and potentials to perform tasks.

When talking about inclusion it is necessary to consider the roles that students may perform. Myers and Bagree (2011) in their study about making inclusive education a reality explain that inclusion also means to take learners as an important part of the education system by being active agents in the learning process. Inclusive practices rebuild educational spaces’ “structures”, “systems”, “policies”, “practices” and “cultures” in order to cover students’ necessities regardless of their differences, disabilities, ages, capacities, potential and educational needs. Moreover, Inclusion should touch upon issues of equity, participation, community, entitlement, compassion, respect for diversity, and sustainability ((Ainscow et al., 2006). In this way, inclusive education refers to the creation of conditions that allow everybody to be educated with quality by reducing some negative social effects such as segregation or separation. According to Buhagiar and Tanti (2013),

Instead of simply integrating them in a mainstream setting, inclusion is about bringing change in school policies, practices and attitudes so that disabled children and, for that matter, other groups that have historically been marginalized or have underachieved in our schools achieve integration on their own terms (p. 60).

Therefore, inclusion has become an encouraging concept which is a necessary request for everybody to construct and contribute to the creation of a peaceful world in which being

tolerant turns into a priority. Besides, inclusion allows people to get new experiences of schooling, which avoids the non-acceptance shame and promotes social justice, and builds peace in the school community. In this way, future generations will be more lenient and aware about the importance of being immersed in a diverse context.

The term diversity is aligned to some extent with the principles of inclusive education, it is important to bear in mind that diversity fosters the cultural awareness of students which is crucial in school communities. Diversity and Inclusion are tied to prepare students to become better citizens by making them conscious about the importance of understanding and accepting differences, cultural and social groups, interpersonal connections and relationships, and cooperative work, diversity and inclusion are based on a commitment to the promotion of equity in the education system, and to a conviction that this is best achieved by adopting a stance of critical friendship towards practitioners and policy-makers (Ainscow et al, 2006).

Integration, Segregation, and Inclusion

It is not possible to talk about a social inclusive climate in education, without understanding the term of integration, before being familiar with the concept of inclusion. There emerged the process of integration in education, whose main concern was to judge the way in which education was conducted and the inequalities evidenced in it. As it was stated by Masschelein and Simons (2005) “The process of integration started as part of a general social critique”(p.16). In this sense, Jahnukainen (2014) confirmed that Integration was introduced as an analysis of the “educational system” where students with disabilities were excluded. JahnukaInen explained the main objective of integration as the involvement

of special education practices inside the educational system and the benefits that all children have to receive sufficient educational support for further life. Integration opened the door to all learners regardless of their different learning styles to have the opportunity to be immersed in the same setting but classifying them by their profile. In short, learners with special educational needs were accepted to be part of the class, but they were not expected to perform the same lesson. It is clear that strategies of integration do not differ from inclusive practices; on the contrary, integration complements inclusion. Thus, it is recommended that schools that have developed segregated practices towards specific groups of pupils need to pursue the process of integration before or at the same time as they develop strategies of inclusive education.

Inclusion is not about integrating groups of students with special needs into an already predefined school structure, it is instead an opportunity for an institution to change and adapt to the needs of all students. In this order of ideas, inclusion and integration are academic tools used by educators to fight against segregation and exclusion as these negative practices directly affect the development of the educational process. As it was claimed by Blanchett et al. (2005) “segregation and exclusion come from prejudice and certain laws that selfish people promote unfairly that have bad side effects that can disproportionately affect, marginalize and oppress people” (p.68). As a way of abolishing the practices of segregation and exclusion, the researchers cited above provide some possible solutions. For instance, reforming policies, strengthening moral and ethical codes, and creating laws that cater to morality in the current society.

Inclusive Solidarity

One of the primary necessities of modern society is to make people aware of the importance of raising children surrounded by values. These values induce pupils to behave in accordance with tolerance, solidarity, equity, and empathy. Thus, Martin (2004) states “It is solidarity, the formation of community, that motivates the evaluation”. (p.16). It means that solidarity stimulates people to work upon the commonalities, so that, it may be evident a change in their minds reflected on their behavior. Solidarity represents the attachment between educational equity and society (Moskal & North, 2017) solidarity is the bridge that connects individuals’ formation and performance. In order to consolidate a school that fulfills the demands of the students and community to accomplish solidarity, it is necessary to overcome some forms of exclusion that prosecute students’ integrity. For instance, racism, classism, ageism, sexism, and discrimination, among others (Boscardin & Jacobson, 1997). In the same paper, Boscardin and Jacobson considered the term diversity is strongly valued within the context of solidarity, since there are different situations in which diverse “skills”, “talents”, and even “beliefs” are needed to perform a simple task. In this way, solidarity represents a required feature that may help learners to understand and accept differences. “Practices of solidarity serve as a starting point to relate differences to one another” (Schwiertz & Schwenken, 2020, p. 11).

Inclusive solidarity cannot be achieved conclusively, but rather demands an infinite process of solidary practices and inclusive ways of relating to one another. Thus, considering the context in which inclusive solidarity is promoted and basing its characterization on human and civil rights, Schilliger (2020) proposed the concept of “infrastructures of solidarity”, which comprise work and cooperative creation of solidarity,

the production and sharing of knowledge, and the formation of social relations that includes aspects such as “mutual care”. Unusually, inclusive solidarity appears spontaneously, it may need a stimulus to promote its performance, what is called “doing solidarity” (Schwartz & Schwenken, 2020). To this end, some types of solidarity emerge. For instance, “solidarity between strangers” where solidarity is not conceived to a bounded community, instead it refers to the whole society (Brunkhorst, 2005). Foucault (2000) argued for a global solidarity that invites everyone “to speak out against every abuse of power, whoever its author, whoever its victims” (p.474). Another type of solidarity that involves all the members of the society and appeals to the idea that all members of the community deserve the same opportunities is conceived as “mutual solidarity” that forms the basis of our conduct and behavior with others (Foucault, 2000). Power relations, solidarity-based practices, and ways of relating are clear examples of moments in which inclusive solidarity must emerge. In this way, equality becomes an aim of solidarity, regardless of being just a condition.

Discourse Analysis

Human beings use language to express themselves either verbally or nonverbally in order to mean in certain situations. Thus, the understanding of these linguistic structures, body language, and gazes, facilitates the comprehension of the message. Discourse Analysis is in charge of the interpretation of any kind of language, either written, spoken, or body language. Discourse analysis was first introduced by Harris (1970) as a way of analyzing connected speech and writing. Harris had two main interests. First, the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behavior. He examined the first of these in more detail, aiming

to provide a way of describing how language features are distributed within texts and the ways in which they are combined in particular kinds and styles of texts. Besides, Halliday (1971) established a relationship among discourse, language and context. Where field represents the topic or the focus of the activity, tenor deals with the role relation of power and solidarity and mode has to do with the way in which language is used and the amount of feedback that is available. These characteristics of the context of the situation are relevant to the understanding of how discourse functions.

Likewise, discourse deals with the recognition and performance of a specific culture and how these identities provide different styles of language. Gee and Gee (2007) explained that discourse basically deals with people's interaction in different settings and the social identities they may define. These words lead to the idea that the analysis of discourse is also connected with the cultural aspect of the situation. Therefore, Martin-Rojo (2001) declares that whether the knowledge about cultural identities of individuals involved in the situation is not sufficient, the understanding of the discourse will turn more difficult. In the same line of constructing discourse, Fairclough (2003) proposes what he decides to title "textually oriented discourse analysis" whose concern was to add a social perspective to the understanding of discourse. Fairclough correlates linguistic and social parameters in order to analyze discourse. Eggins (2004) explains that "aspects of the language are affected by particular dimensions of the context." (p.9) what reflects the necessity of including different aspects of language (social, linguistic, cultural) when analyzing it. Wodak and Fairclough (2010) described discourse as a social practice that is socially constructed. It creates circumstances, situations, and objects of knowledge, social identities, and contact among communities. On the other hand, Van Dijk (2008) affirmed that discourse development

does not occur under the influence of society, it is directly linked to how interlocutors react in front of the circumstances where discourse is materialized. These insights are discussed in the following section with a more critical view of discourse.

Impact of Teachers' Discourse

Teachers as agents of change have on their hands the power of creating safe educational environments where students' interactions contribute to their academic and social development. In a study about social justice in the classroom, Esposito and Ayanna (2009) affirm that "Teachers who promote the academic and social development of their students through culturally relevant and socially just pedagogies prepare them to make a tremendous impact on their communities and the world" (p. 6). That intervention is not only useful for students as members of the school, but also as prone society builders, it provides learners with enough confidence to generate positive changes.

Teachers' talk may engage learners or not in the learning process; this process may be constructive or deconstructive. That transference directly touches students' relationships in mainstream classrooms. When students are immersed in a diverse context, teachers' language may assemble a variance which may encourage to accept everybody as fundamental subject or spread discrimination, segregation, violence or negative behavior. As is supported Webb et al. (2009) "The relatively passive behavior of students needing help corresponded to expectations communicated by the teacher about the learner as a fairly passive recipient of the teacher's transmitted knowledge" (p.64).

Gillies and Boyle (2008) denoted that when discourse used by teachers during whole-class activities involving cooperative strategies turns more useful, inspiring, and sympathetic, students' language becomes friendlier and more personal. Inside classrooms, instructors are referents for students, they imitate what they see or hear from the community they belong to. For this reason, the language used by teachers in diverse settings may sponsor acceptance or non-acceptance. In this sense, discourse analysis refers to the necessary input to make a change and impact positively in teachers' discourse to promote and generate an atmosphere of acceptance, as it is contended by Martin and White (2005) "Discourse analysis changes from being deconstructive to being constructive" (p. 261). It means to understand the content and scope of discourse.

Literature Review

Twenty studies were reviewed dealing with Inclusive education goals resulting into various categories such as teachers' and students' attitudes towards inclusion and professional development courses to embrace inclusion in the classrooms, studies analyzing approaches and strategies used within EFL scenarios to promote inclusion, peace, and solidarity relations. In addition, I reviewed studies on the impact of teachers' discourse in the EFL classroom for solidarity inclusive practices.

Teachers' Attitudes toward Inclusion

Studies on Inclusive education have delved into teachers' attitudes towards inclusion and professional development courses aimed at promoting diversity practice within our EFL classes. In this sense, many studies on inclusion have concentrated on

teachers' perspectives, attitudes to understand how teachers envision inclusion and processes within its realization. Studies regarding the views of teachers towards inclusion are found to be divided. Teachers may hold positive or very negative opinions about inclusive practices (Evans and Lunt, 2002; Haider 2008). Evans and Lunt (2002) investigated teachers' main concerns regarding training programs to meet inclusion and claimed that all teachers under analysis have identified the need for professional development to empower their skills to face inclusion in their classrooms. Results from the studies conducted by Evans and Lunt (2002) revealed that teachers' consciousness concerning inclusion showed better results when promoting inclusion, for example, in the study conducted in several Pakistani institutions it was revealed that a big amount of the participants admitted diverse learners are academically better in inclusive classrooms, specifically, 70, 2 % out of 100 %. This perception opens opportunities for all students to study in mainstream classes and how beneficial it is for students' improvement and social skills

Reviewing the literature in this area, it is found that the teachers' need for training courses and professional growth boosted their positive attitudes towards teaching for inclusion purposes, allowing to increase teachers' efficacy towards inclusive practices (Avramidis, et al, 2000; Avramidis & Kalyva, 2007; Barnett & Monda-Amaya, 1998; Cornoldi et al, 1998; Kosko & Wilkins, 2009; Praisner, 2003; Whitaker, 2011; Schmidt & Vrhovnik, 2015). Results of these studies are aligned with the idea that positive attitudes may employ very positive actions towards inclusion to impact the lives of students. They also arrived at the conclusion that teachers' actions and skills to meet inclusion are reflected in the attitudes of teachers. Those positive attitudes towards their classes, changes, challenges, and differences are more likely to achieve inclusion. Likewise, Shade and

Stewart (2001) found that teachers holding positivism in their teaching practices are more knowledgeable, receive more training and always have a positive history when teaching students with special needs. Previous studies on this area have also accentuated that in order for teachers to hold positive views towards inclusion, many actions should take place in the institution to meet the need in-service and preservice teachers have towards special education issues (Avramidis & Norwich 2002; Behpazoooh & Torabi, 2008; De Boer, et al, 2011). Results agreed on the idea that various training courses should take place such as child-related variables, type of disability, physical and human support, role of teachers, and adjusted practices.

It seems teachers find it necessary to receive training and resources to meet the needs of all students, particularly students that need more support like special educational needs ones. In some contexts, such as in England, Pakistan and Wales as in Colombia the majority of students with disabilities are educated outside the classroom because they have been assessed as having special educational needs that cannot be met in regular schools (Evans & Lunt, 2002; Haider, 2008). Thus, teachers required training from their teaching programs as well as from their workplaces to include all their students in regular classroom settings (Evants & Lunt 2002). As found in Evants and Lunt's study the majority of special educational needs students are placed in segregated settings indicating also a lack of policy development for inclusion in most institutions, particularly for public sectors.

Concerning negative attitudes from teachers, Haider (2008) found teachers' views and attitudes toward inclusion segregated students in the mainstream context, for instance, children were excluded for their misbehavior, disability, and lack of attention. Results also unveiled that teachers cannot teach students with disabilities and considered they should be taught in separate classrooms with experts on their needs. Interviews revealed considerable

obstacles to fulfilling the necessities public schools have when embracing inclusion due to the wide range of individual needs such as those for professional development and strategies for teachers. A quarter of the educators from the study by Haider agreed that the placement of students with special needs in regular classes negatively affects the academic performance of all pupils.

In spite of the attempts made to promote inclusion, Evans and Lunt (2002) and Haider (2008) found very negative positions from teachers towards the realization of inclusion. Teachers interviewed highlighted visible conflicts in the government policy between the standards and league tables discourse and the discourse of inclusion making it difficult for schools and teachers' practices to become more inclusive. Results showed that negative views are present in teachers' practices to meet inclusion due to lack of training and policy making. For instance, Haider (2008) suggested collaboration between the mainstream and special education teachers, and strategies to improve inclusive education. Specifically, 90% of the teachers enrolled in the study believed that the special education teachers and regular teachers' alliance is indispensable to fulfill an inclusive project.

Respecting teachers' training and exposure to deal with inclusive parameters, the teachers that participate in the study hold very critical opinions unveiling a call for teachers' education on inclusive practices. For instance, teachers' willingness to work with inclusion and adjust their class to students' learning needs vary depending on the type of severity and disability students have (Avramidis et al. 2000). Types of disability have been found to limit teachers' skills and accommodations in the classroom preventing students from full access to learning opportunities. Further results have shown that limited awareness of teaching strategies and disabilities to work with students with blindness, deafness, mental retardation, and physical difficulties interfered with teachers' willingness

to teach and familiarity with the disability (Mousouli et al., 2009). Moreover, curriculums should include strategies and practices all teachers and pre-service teachers can use for teaching in a diverse society.

Considering teachers' opinions, the results of the above studies strongly highlighted a need for teachers' training and support. Teachers enrolled in the studies presented previously held critical perspectives and proposed various strategies. Haider (2008) demonstrated that inclusive investment and teachers' education is key in order to impulse Inclusive programs to support agents such as government, school staff, parents, and students. This becomes a necessity for the academic sector for teachers' training and preparation to overcome difficulties and learn how to guide students in the learning path. However, little is known about training in public schools concerning inclusion and activities to transform our classrooms. Evans and Lunt (2002) suggested teachers, coordinators, students and principals should agree on a shift in their teaching and context to embrace inclusion by transforming their attitudes and perceptions concerning inclusive education while learning how to deal with inclusion and by revising policies.

More critical opinions were found in the studies conducted by Florian and Rouse, (2009) and Morberg and Savolainen (2003). First, it was necessary for teachers to be aware that differences must be considered as an important feature of human development. Second, Instructors have to dispense with the idea of not being able to teach all children. Third, they should understand how to incorporate helpful information about human differences in their practice as teachers and learn new strategies for working with others. The results shown above suggested a relevant contribution to Scotland's educational policies, this study illustrated strategies addressing teachers' demands concerning formative supervision needed for understanding how to work with diversity in our classes. Thus, results

addressing teachers' attitudes tend to focus on training to transform their negative views by offering support and knowledge (Scruggs & Mastropieri, 1996) supported by Florian et al.'s conclusions.

Additionally, research has delved into teachers' beliefs regarding inclusion (Lalvani, 2013) revealing that United states teachers' beliefs are classified in terms of Privilege, Compromise, and social justice. Firstly, inclusion as a privilege is a deep conversation exposed that a huge number of teachers considered it valuable for only some disabled learners. Secondly, inclusion as a compromise was conceived by some teachers as necessary actions to expose non-disabled students in general education classrooms because they get "benefits such as the availability of peer modeling, larger peer networks, and opportunities for the incidental learning of appropriate social behaviors" (p. 7). Finally, results showed that Inclusion as social justice meant a rehearsal that has extensive consequences for students with and without disabilities and directly affects communities as a whole. Lalvani (2013) found that to make these conceptualizations meaningful inside the classroom, it is important to verify that teachers, government, and education entities apply them to promote and guarantee a social inclusive climate.

Analyzing students' attitudes from a regular learners' angle confirmed teachers' lack of preparation and a need for more training particularly to avoid discrimination (Castillo & Flórez-Martelo, 2020; Tonnsen & Hahn, 2016). Testimonies from ASD (autism spectrum disorder) students, confirmed that regular students are not prepared to accept differences in the classroom. However, when lessons included self-conscious modeling and behavior toward inclusion, students acted accordingly, notwithstanding, in real situations, they discriminated against ASD students and were not aware of the damage they were causing to ASD learners. Furthermore, hearing impaired students felt frustrated,

lonely, and segregated due to the need for support and underestimation of their partners when learning a second language and regular learners did not trust their peers' high potential. They also felt segregated with the associated tools used in their EFL class such as recorded material, since there were no adaptations to work with video in class. Further results confirmed the lack of educator's training when students complained and the teachers rarely took into account the suggestion for classroom participation. Moreover, Castillo and Flórez-Martelo, 2020 expressed "Beyond school boundaries, the ICFES organization, expressed that those who, due to a proven diagnosis, present limitations to learning foreign languages will be excluded from taking that section of the standardized exam and their results excluded from aggregated scores" (p. 8). As seen, we are not prepared to face inclusion in our society, students with hearing impairment are excluded from many learning opportunities, even for those standardized tests that are required to enter the university. Castillo and Flórez-Martelo (2020) recognized difficulties that come from policymakers', administrators', and teachers' lack of understanding of hard hearing needs.

Successfully, in Colombia, specifically in 2019, the Constitutional Court decreed that the ICFES organization must accommodate the exam to preserve the participation of diverse students. However, there were noticeable segregation actions towards participation of learners due to their disability. Again, disability is seen as an obstacle for learning and teaching by some educators and administrators.

Positive Insights and Challenges in Teaching Peace-building / Social justice

Assuming inclusion as a puzzle in which all its parts should be together to reflect harmony along with community, strategies, and approaches implemented by teachers to

promote inclusion. Some attempts have been carried out to empower teachers to meet all their students' needs in the classroom unveiling progress and many teaching challenges.

Positive Impact.

Teachers have implemented approaches such as stories about the concept of “transformability”, culturally relevant pedagogy, pedagogical tools for peace building, and cooperative work (Cesar & Santos, 2006; Esposito and Swain, 2009; Florian & Linklater, 2010; Parker, 2016) resulting into very useful initiatives for building peace and promoting inclusion in the EFL class. However, few of these studies have delved into transforming teachers' discourse.

Results of these empirical studies have shown positive changes in the inclusion of students due to some changes in teachers' praxis and inclusion of students with blindness, hard hearing and mental retardation. Culturally, collaborative work and transformability for building inclusion and peace have been found to boost inclusion in the classroom allowing teachers to become more sensitive by working collaboratively with other educators. Results also unveiled how relevant peer teaching is to help learners to fulfill inclusion tasks. It is also suggested that interpreting students' stories about the concept “transformability ” represents worthy tools for inclusive pedagogy because it helps students to react towards diverse situations they find in real classrooms. This approach showed the value students gave to their peers and how significant it was to work with them. Although researchers (Cesar & Santos, 2006; Esposito & Swain 2009; Florian & Linklater, 2010; Parker, 2016;) are conscious that teachers do not have all the knowledge and skills necessary to promote inclusive practices, results highlight the positive intention teachers have to do their best to

apply what they already know within the diverse class. This is relevant to admit that positive attitudes may contribute to inclusion; however, training cannot be left aside.

Concerning cooperative work, studies have demonstrated that social skills are developed and improved when students work together, particularly those from special educational learners (Scruggs, et al. 2007). Research on this field has found that at the beginning learners seemed reluctant with the idea of working together with diverse learners, while the process elapsed; they started feeling curiosity to see what happened next. Furthermore, results showed that collaborative writing tasks indirectly taught that everyone has a different type and rhythm of learning and that it does not interrupt the process of learning.

Moreover, findings evidenced that creating more inclusive settings impulse students' autonomy development, responsibility, positive academic self-esteem, and critical thinking. These studies invite teachers to avoid fostering students' negative performance, but rather contribute to increasing learners' confidence and sense of sharing through any teaching approach that promotes a positive learning interaction and climate where inclusion is evidenced (Cesar & Santos 2006).

Culturally relevant pedagogy is another approach for inclusive education. Research on this approach revealed positive findings in regard to students' critical thinking and perspectives toward inclusion and equity (Esposito & Swain, 2009; Ozturgut, 2011). Results aligned in the impact culturally relevant pedagogy brings to students' values such as equity. Students enrolled in the study showed how the approach effectively facilitated learning experiences that support cultural and ethnic inclusion. For instance, students think from a critical perspective about how social injustices perpetuate the fact of building

community and working together and how that may directly affect their lives. Results also invite teachers to inculcate in their students a sense of agency to combat injustices such as social injustices such as “racism”, “classism”, and “sexism”. For example, as these African American teachers are aware of the importance of fighting against discrimination and segregation in terms of race, they should also impulse the idea of fighting against non-acceptance of all learners (Esposito & Swain, 2009). Results revealed the need to empower students with critical thinking towards society and policy making.

Likewise, further results demonstrated that culturally relevant also contributes to improving students’ stereotypes. Parker’s (2016) results coined with Esposito’s et al., findings regarding critical thinking when exposing students to relevant content. For instance, when content is used to raise students' awareness of stereotypes, racism, identity, and social power, it provides students with the opportunity to reflect on social power structures. It is not about creating violence or generating negative forces in students’ minds, it is instead to open new perspectives for students to understand cultural differences. Thus, some researchers proposed the point of departure to accept and not challenge social inequality. For example, assignment of medieval roles can unveil stereotypes by students towards peace building and a clear input to continue working on transforming pupils’ way of thinking. However, if it is not treated carefully, it can be a way to propagate exclusion (Parker, 2016).

Other studies have delved into the benefits that technology may offer to students’ inclusion and learning support (Ávila, 2011). Results revealed how technology has helped teachers to overcome some barriers concerning inclusive practices. For instance, it has facilitated the learning process of blind and deaf students learning grammar and

vocabulary. Teachers enrolled in these studies are aware that the Internet has facilitated humans' lives in different ways such as communication, education, banking among others, in regard to the educational field. Findings have suggested that technology has also enhanced hard-hearing students' capacity to express their ideas and socialize with the world. In addition, combining learning a new language and the help of partners through the use of technology became a strategy that reinforced the interaction, collaboration, support and self-confidence diverse learners develop. Likewise, the researcher found that the internet is an effective technique that responds to visual and written necessities. Results also suggested the use of cooperative work and technology as pedagogical tools to support students' needs. Some of these strategies required a variety of accommodations for specific contexts, particularly those with few technological resources (Ávila, 2011).

Challenges

Further research on the use of approaches to build peace and social justice in classrooms has revealed that the major challenge teachers experience when teaching for inclusion is accommodating instructional needs of diverse learners (Bhatnagar & Das, 2014; Symeonidou & Phtiaka, 2009 Voltz et al., 2001). In addition, including students with a wide range of disabilities has represented a barrier to fully include the learners (Hardin & Hardin, 2013). Results in these studies aligned with findings from those highlighted by Sharma et al., (2009) in which teachers find it very challenging to teach a wide range of disabilities in a class and add the need for using materials and resources that allow teachers. Others highlighted the need for training which constitutes the major challenge in the schools. For instance, in a case study of a school in the Maldives, mainstream teachers

stressed on the need for knowledge of SEN and suggested teachers be trained with background knowledge of Special educational needs students (Naseer, 2012).

Impact of Teachers' Discourse to Promote Inclusive Solidarity

Teachers are models in the school community, as well as their discourse. Teachers' words may influence what occurs inside the classrooms when giving instructions, providing examples, and so forth. Language use may support or undermine peace construction teachers and students' communication, and solidarity relationship among pupils and teachers in the classroom. Some researchers have studied these behaviors from different perspectives. For instance, in their research (Brooks, 2015; Gillies & Boyle 2008; Wiebe, 2006) the discourse implemented by teachers enrolled in the studies used to develop simple steps in a lesson such as giving instructions, mediated learning behaviors, thought-provoking activities, asking cognitive and metacognitive questions become a figure to follow by students. In their study, Gillies and Boyle (2008) agreed with Brooks' findings that discourse by teachers is seen as a useful technique for teaching peace, content and skills. Research in this field demonstrated that discourse teachers used to mediate learning constitutes a relevant tool that may affect the learning identities of students with special educational needs and the effects of power relations in the classroom (Brooks, 2015). Results examined classroom talks to interrogate students' roles in relation to their teachers and how roles and related shifts in authority are embedded in face-to-face classroom discourse, especially those tied to students' position in relation to their teachers. For example, learners grasped many of the paralinguistic features (words, gestures, symbols, body language) they received from their teachers when interacting with them. Classroom discourse research has demonstrated that cooperative learning implies establishing the

learning setting with all it implies; for instance, rigorous planning, controlling and assessing (Gillies and Boyle (2008). Furthermore, Wiebe (2006) unveils various results regarding teachers' actions to embrace inclusion: First, teachers, community, relationships, and contribution represent responsibilities for the well-being of everybody. Second, the use of morning messages. These messages facilitated the performance of shy students by imitating their teachers' discourse. Third, the teacher did not show herself as an authority, she tried to gain students' confidence to convince them to participate in the class. She showed herself with the same opportunities as her pupils. Finally, Classroom Interaction Norms were key to promote respect, the results of this study demonstrate that harmony and respect is key for promoting peace and justice within a mainstream classroom.

Moreover, these research studies suggest that when the teacher played the role of "director", providing commands, by affirming what she required or recommended learners to do, students tended to replicate their teacher performance. Furthermore, when teachers behave as "questionnaire" and the class owner, students limit them to develop the character of "responder" to any question. Therefore, studies illustrated how power is represented in teachers' dialogues, roles and how the student is positioned within the classroom that may result in forms of exclusion. Teachers are seen as classroom models so that all their words or actions may be reflected in their students' behavior and perceptions (Wiebe, (2006).

Similarly, teachers should critically revise the discourses, the consequences of engaging in such discourse, and the possibilities for change, if any. Some authors have shown interest in understanding from a critical view the discourse implemented by teachers towards diverse learners inside the classroom. Researchers such as Orsati and Causton-Theoharis (2013), Beaulieu (2016) and Talbot (2010) intended to analyze the teachers'

discourse towards students with challenging behavior, third-grader learners and a Panamanian Puerto Rican American male student. Critical discourse analysis showed that teachers excluded the students with challenging behavior or considered them as ‘the problems’ of the classroom. These results agreed that exclusion was found to be the ‘necessary’ response when control is prioritized in the classroom. After finding this social wrong in teachers’ discourse the authors provided some indicators of students’ actions so that learners with unwanted behaviors become defiant or a problem maker. For instance, researchers found examples of teachers’ discourse when yelling the numbers out (Orsati and Causton-Theoharis, 2013). In a similar study about the dynamics in the literacy lesson, Beaulieu (2016) researched the possible micro aggression and the ways in which the teacher in charge of the third grade reinforced or deteriorated her relation with students.

Moreover, Talbot (2010) used Critical discourse analysis as a key tool to analyze a Panamanian Puerto Rican American male student’s lyric and change his view toward it. The results of these studies settled down different assumptions. For example, students behaved depending on the inferences they established when teachers showed themselves as controllers. Besides, students who developed connections with their teachers were more probable to make important signs of progress in their performance and accomplishment. Also, teacher’s verbal and nonverbal behavior expressed unequal positions, and the discrimination was noticed and confirmed by the members of the learning community, what was lately perceived in students’ performance Beaulieu (2016). However, there was no evidence of teachers’ reflection on some expressions she used, in order to avoid negative situations in the future. Outcomes from the interaction between the instructor (an Anglo Albanian American female teacher) and the learner (a Panamanian Puerto Rican American

male) revealed how discourse analysis helped transform the talks teachers used when teaching music. Moreover, discourse facilitated students to perceive music as a language social goal, identifying changes in teachers' views of music and student's identities.

Discourse analysis serves to transform teaching and make learners more critical. These studies are clear examples of the need to revise teachers' discourse. Therefore, results suggested that teachers should be aware of the power their words or actions have inside the classroom, and how their words directly influence students' performance. These studies also shed light on the need to study teachers' discourse inside the class when interacting and modeling activities, particularly to meet the needs of all learners in the classroom (Rashidi & Safari, 2015; Van, et al., 2006)

All in all, diversity in education has dealt with promoting inclusive practices by making teachers, students, and school staff aware of multicultural differences. This position helps students with different backgrounds and special educational needs to be accepted and included, so that they may feel part of a diverse world and succeed in life. Along the time, a great variety of researchers have focused their attention on developing research that involves themes such as teachers and students' attitudes or beliefs towards inclusion and professional development courses for teachers. Moreover, research has supported teachers with approaches and strategies to embrace inclusion in different ways, yet little is known about their effectiveness in terms of full inclusion. For instance, peace building and social justice are the most common skills teachers have intended to cover in their research. Additionally, authors have intended to analyze the Impact of teachers' discourse in different scenarios, particularly in policy building; however, little is known about the studies

addressing teachers' discourse when interacting with students with special needs in mainstream classrooms.

Consequently, building (peaceful) communities depends on people's intention to act better, teachers and students as remarkable members of the society should be able to recognize when their discourse represents repression or allowance. Calle-Díaz (2019) conducted a study that declared that discourse may be observed from different scenarios; from a national scenario, the Ministry of education has established many policies to the peace building construction inside the classroom, but teachers are not supported enough to carry out this task; in relation to Institution scenario, the schools attempt to follow the Ministry of education' guidelines that upgrade students' sense of belonging toward the school community, reinforced students' sexual education and their progress in the society. Concerning the Classroom scenario, it was assumed from teachers' discourse that repetition and persistence were implemented to guide learners' behavior. Moreover, the study revealed that teachers dealt with conflicts on what they said in their discourse and the way they acted inside the classroom. This investigation concluded that it is relevant for teachers to reflect on their discursive practices in order to approach what helped learners to improve and construct community and decline from the use of unsuccessful educational practices.

Results of these studies shed light on the need to research on teachers' instruction, discourse and knowledge to expand teachers' repertoires regarding diversity to teach all their students. In addition, these studies also invite researchers to evaluate teachers' discourse and how this may impact students' learning process. However, little is known about research that has used discourse for the analysis of inclusion within teachers' interaction and how teachers' discourse may promote or not inclusive solidarity in their

regular classrooms. To my knowledge only one study (Calle-Diaz, 2019) aimed at analyzing how teachers' discourse promotes violence and prevents peace building in our classrooms.

Methods

In the Following section I describe the research approach and design followed, the participant and context, the data collection implemented as well as the analysis. Also, I include the study calendar and some Ethical issues.

Research Approach and Design

This study is grounded in qualitative research since it intends to critically explore the potential effects of teachers' discourse while teaching English in some mainstream classrooms. Several assumptions are linked to the definition of qualitative research design. For instance, Creswell (2007) affirms that this research mechanism involves formulating doubts, choosing appropriate study methods, the collection of data in the natural environment and the appropriate analysis and interpretation of this information. Thus, a qualitative study basically looks for setting up awareness of a gap and at the same time constructing knowledge and giving significance to the research process,

Furthermore, qualitative research displays a great interest in human beings' "opinions", "experiences" and "feelings" when producing subjective data (Hancock, 2002). Thus, this research follows this line in order to understand participants' behavior in the same social environment, particularly to analyze the impact of teachers' words, and gestures on promoting or not inclusive practices inside the classroom. In this regard, a qualitative method serves for the development of this study since the main objective of the investigation is to assemble accurate data based on communities and human beings' regular environment (Ebrahim, 2002).

Likewise, this qualitative inquiry deals with beliefs and conceptions of the target population in order to interpret the current reality, in this case the idea is to consider perceptions and reactions about the topic under analysis. Thus, it is necessary to experience a real interaction with the people involved. As it is claimed by Angrosino (2016) “qualitative research aimed at understanding human behavior by building pictures of the social and cultural setting in which such behavior occurs. It analyzes words rather than numbers and by reporting the detailed views of the people who have been studied” (p. 5). Qualitative research serves in this study to verify from real context the relationship among teachers and students, analyze and comprehend the role discourse plays in both teachers and students inside the classroom and whether educators are taken as referents or models to be followed as inclusive practitioners.

This qualitative research converges two distinct but compatible approaches such as Critical discourse analysis and Multimodality. The first research tradition; critical discourse analysis (CDA) has a long trajectory and many theoretical insights mainly from the work of Fairclough, 1992, Van Dijk, 1993 and Wodak and Meyer, 2001. CDA is understood as a mode of discourse that is analytical aimed at critically evaluating the representations of events, persons, and their discourses which can appear to be neutral, normal, natural, positive, subjective, objective to some people but may be to some others ideologically motivated serving a particular interest. These insights correlate with the theory of Fairclough (2001b) “CDA enables the researcher to delve into certain details, namely, into the subtle linguistic characteristics of certain utterances and the power relationships embroiled in them and unveil relationships of domination with a view to introducing change” (p. 91).

Likewise, Wodak and Meyer (2009) associated CDA as being strongly focused on interpreting structural relationships of dominance, discrimination, power and control illustrated in language. In other words, CDA aims to critically investigate social inequality as it is expressed, constituted, legitimized, and so on, by language use (or in discourse). Therefore, CDA is a method for uncovering discursive mechanisms that reinforce social injustice, investigate and critically expose the oppression, discrimination or segregation people may face within a determined environment.

The second tradition I involve in this study is multimodal discourse analysis (MDA) which is rapidly growing in discourse analysis studies in order to analyze other semiotic features and extend the analysis of printed texts and discourses which encompass the analysis of other resources such as images, gestures, layout, color, sounds among others (Bateman, 2008; Jewitt & Kress, 2003; O'Halloran Kay, 2004). Multimodal critical discourse focuses on critically exploring the multimodal resources that take place during social settings by making analytical frameworks that involve various modalities in order to make sense of text such as videos, videoblogs, filmed classes, and conversations. In this study, I pretend to uncover the teacher's position inside the classroom by unveiling how teachers' language features and gestures may impact students' solidarity for inclusion processes. Furthermore, nonverbal features of language such as gestures, physical behavior, facial expressions were analyzed in order to understand how these non-verbal features may affect positively or negatively the students' behavior, performance and solidarity relationships and how they may shape inclusive solidarity practices within the EFL class. Therefore, Machin, 2013 claims "Modality can tell us about levels of details in representations" (p.8).

Fairclough and Wodak (2010) describes discourse as a social practice that is socially constructed. It creates circumstances, situations, objects of knowledge, social identities, and contact among communities. In addition, Van Dijk (2008) declares that discourse has to do with how interlocutors react in front of the circumstances where discourse is materialized. Thus, I do not only want to focus on language analysis but also body language and how these embodied modes align during interactions that take place within a classroom culture with a social and academic purpose to build solidarity relationships, particularly in those settings where diverse students meet.

Participants and Context

This study involves an EFL teacher from a mainstream school and diverse students who belong to these contexts. The chosen school is located in the urban area of a Caribbean city in Colombia. This institution works with an inclusive program set by the municipal government, which is developed with the intention of fulfilling the necessity of inclusive practices, with this program the school has to respond to the requirements established by Colombian inclusion policies. In order to make this project possible, the school counts on an expert in inclusion that collaborates with students with special educational needs' learning process. For instance, The Learner support worker of this school is in charge of addressing formative programs to make teachers aware of the necessity of including and accepting every child regardless of their potential or special educational needs. The chosen teacher for this project signed consent for participation in the project allowing me to record the interactions as those from students. Besides, the teacher was selected because of their

ample trajectory in teaching to students who are blind, down syndrome, and cognitively disabled. The teacher has participated in a few training courses intended to contribute to inclusive education practices. The professor holds a specialization and master degree in education, she is a doctoral candidate. She got the opportunity to work in inclusive programs at a private school in Colombia's capital city some years ago.

Data Collection

Considering the purpose and question of this study, three different data collection techniques were applied in order to gather all the information needed, naturalistic observations, semi-structured interviews and stimulated recall were implemented as tools to catch the interaction in detail. Video recorded and in-person observations offer an overview of the context in which the research is conducted (Nelson & Cohn, 2015). These observations served to inform researchers about the context of classroom dynamics and discourse. For instance, I was focused on the students' behavior, responses to instructions, explanations, teachers' language choices, and students' reactions towards them.

Naturalistic observation may be classified in terms of structure or unstructured. Structured observations use a checklist or protocol that identifies some specific aspects such as school practices and class development (Nelson and Cohn, 2015). On the other hand, unstructured observations are those that do not follow any strict set protocol. Instead, the researcher takes detailed notes of what can be observed in general. This study opted for unstructured observations since I was not focused on a specific section, rather I observed what emerged along the process covering specific and general details of school context,

inclusive practices, students' behavior, teachers' performance, teachers and students' relationship, values, negative attitudes, and social reality.

Interviews served to seek or evoke participants' perceptions and/or attitudes towards a specific phenomenon (Crocket et al., 2009). These unstructured interviews served to understand the teachers' perspective toward inclusive solidarity and how this conception influenced her language choices when referring to students. I conducted three semi-structured interviews. The first interview had as purpose to characterize the teacher's discursive and pedagogical practices and how solidarity was promoted through them in this institution. The second interview's objective was to know the tools the teacher implemented in her discursive practice and whether the awareness of the impact her discourse had. The last interview's aim was to identify outcomes of the strategies that promote inclusion and solidarity among students and to know the teacher's intention to extend the use of these strategies through her discourse

Considering the reflective character of this research, Stimulated recall was implemented as a tool to promote the teacher's self-reflection on the daily praxis, so that, teacher could notice whether the discourse promotes positive or negative attitudes among students. In this protocol, the participants are exposed to observations of their behavior (through a video or voice recording for instance) (Swain, 2006). This research collection technique provides the researcher with strategies to enhance the participants to express in a natural and authentic way (Vesterinen et al., 2010). Considering the inductive character of my investigation, I implemented some preconceived categories that helped me understand and analyze what really happened inside the classroom and how the interaction among students derived from the teachers' discourse.

Data Analysis

In order to process the data for the analysis, I observed the five video-recorded lessons, I selected and transcribed the key moments where was mostly evidenced teacher and students' interactions. Then, I narrated the situations in the form of ethnographic narratives in order to understand and capture the context, and verbal and non-verbal discourse. These interactions from the observations were carefully analyzed using multimodal critical discourse analysis. They were transcribed into analytical units to understand the appraisal system of attitude and multimodal representations. I was interested in capturing the teacher's facial expressions and body postures. Moreover, I wanted to unveil the Ideological power in order to interpret teacher-students' interactions through circumstance, contact, and connection (Teo, 2021 & Economou, 2009).

Data from the three interviews and stimulated recalls were also transcribed and processed for the analysis. The purposes of the interviews were related to the conceptions about inclusion, how the teacher lived and contributed to the inclusive program. Furthermore, the conversations with the teacher disclosed the discursive practices and the awareness of the impact her discourse had when promoting or portraying inclusive solidarity. The dialogues with the professors served to reveal verbal discourses and its impact and the role of embodied modes such as body gestures, postures, and facial expression.

For verbal analysis, I used verbal appraisal which deals with the social side of language, in relation to the subjective presence of performers in discourse as they adopt stances towards both the material they present and those with whom they communicate (Martin & White, 2005). For this study, appraisal represents the approval

or disapproval teachers and students have towards themselves in terms of behavior and ideas. Appraisal is associated with the need to consider the interpersonal meaning expressed in teachers' discourse and how learner's evaluation of these language choices are established, amplified, targeted and sourced.

The following diagram is key for the analysis of appraisal features presented along teachers and students' interactions.

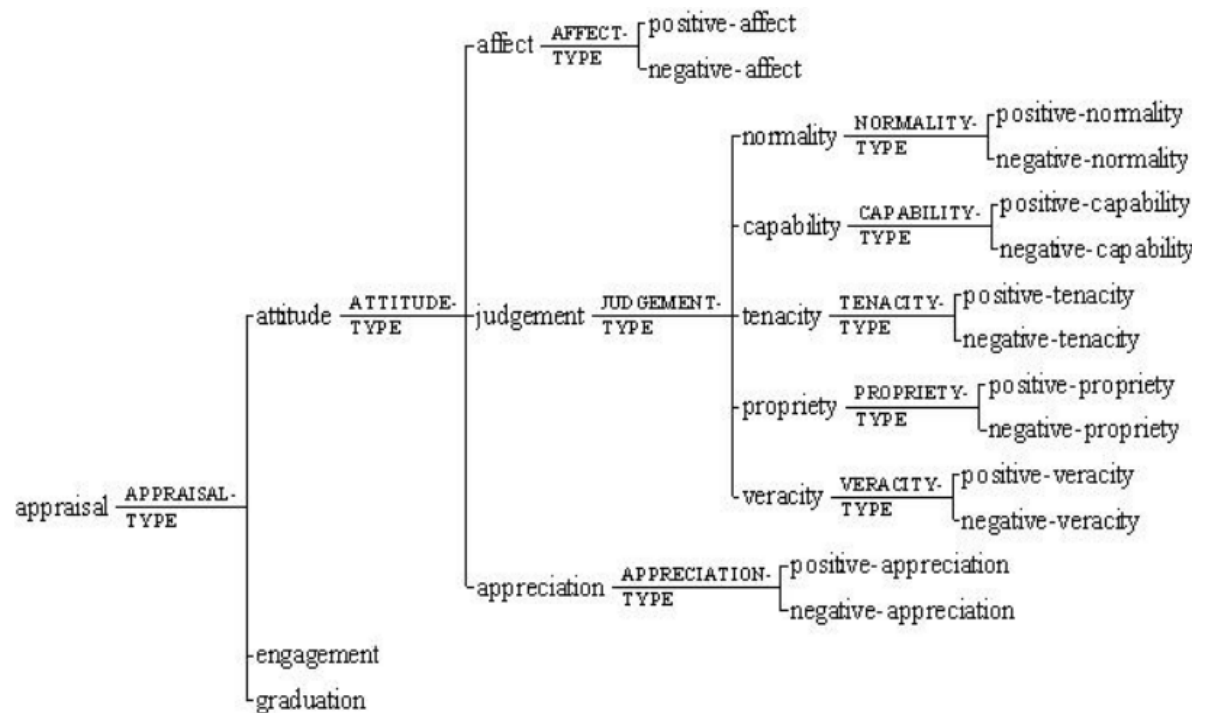


Figure 1: Appraisal system network: Attitude Note. By Baumgarten & Bois, I. (2012) Code-switching in appraisal

Appraisal for verbal discourse served to analyze affect, judgement, and appreciation and how they aligned at the time of including diverse students in EFL settings (Martin & White, 2005). The analysis helped identify the power teachers' words have over their students' inclusion, integration or segregation during classroom time discussions.

Each frame or scene chosen was carefully analyzed using iterative viewing and analysis particularly for the embodiment and expressions used by the interactants during their conversations in the classroom. By revisiting the data, I found connections between visual and verbal data as well as with emerging insights that I reflected on with my advisor (Bruce, 2007; Harper, 2003; Mauthner, 2003). Thus, Peer “debriefing” contributes to revising the data several times in order to confirm that the results I obtained are reliable, worthy and valid (Spall, 1998).

All this analysis was processed through Coding. In qualitative research, coding occurs when researchers decode data by looking for patterns, constructs or symbols, one way of defining these parameters is to identify topics and keywords in order to select the most significant ones (saldaña, 2021) . In this study, I used deductive coding in order to analyze the data by identifying concepts that might serve to respond to my claims (Vogt, et al., 2014).

For the analysis of teachers’ gestures, body language and postures, I did not use the software but iterative viewing of the video recorded lesson and chose those hot spots moments in which I could notice how non-verbal language was enacted by the teacher. Then I used multimodal transcriptions to match both verbal and non-verbal representations of solidarity in the teacher’s classes. Goodwin (2000) noticed that body and spoken language complemented mutually, that gestures can function as individual actions, or as components of multimodal action.

To systematically analyze the data, I used NVivo software to code all the information gathered, NVivo is a method for data management. This software is useful in helping the researcher to index segments of text in particular themes, to link research notes

to coding, to carry out complex search to retrieve operations, and to aid the researcher in examining possible relationships between the themes (King, 2004).

Study Calendar

The following table shows the study calendar that I follow this semester to complete my research.

Table 1

Study Calendar

Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Designing Instruments	X					
Collecting the data		X				
Data Analysis			X			
Revising the data análisis				X		
Writing the finding sección					X	
Writing Discussion and Conclusion						X

Ethical Issues

Qualitative research involves not only opinions, experiences and feelings, but also ethical issues. It is necessary to guide the study under ethical parameters that highlight the importance of considering and providing descriptions of this aspect (Spradley (1980) and Merriam (1988)). I informed the participant of the study formally the purpose, the different procedures and their role along the research to make them aware about it. Furthermore, participant of the study was required to fill out a consent and confidentiality form recognizing the right they have to “be informed about the likely risks involved in the research and of potential consequences for participants, and to give their informed consent before participating in research” (American Educational Research Association 1992, p. 24)

Findings

Findings of this study revealed insights concerning Margarita's (pseudonym) positive and negative appraisal in her verbal and non-verbal discourse to promote or not solidarity relationships in the classroom. Results of her discourse showed both demonstrations of solidarity when encouraging students to participate in the class, providing feedback, being tolerant, and showing trustfulness to her students' capabilities and lack of solidarity when using some negative expressions and performing some paralinguistic features (gesture and body language) that reflect discrimination, racism, bullying, and poor social inclusion in teacher and students' interaction. As well as the teacher's reflections on her discourse

Demonstration of Solidarity

After observing ten classes and analyzing Margarita's interaction with students, I could realize the verbal and non-verbal discourse of solidarity used in her relationship with students and in the gestures, actions, and body language she incorporated during her lessons development. The following figure shows the number of positive appraisal in terms of the attitude system (Affect, Judgement, and appreciation), the teacher used to positively qualify students' knowledge, skills, and participation in the class.

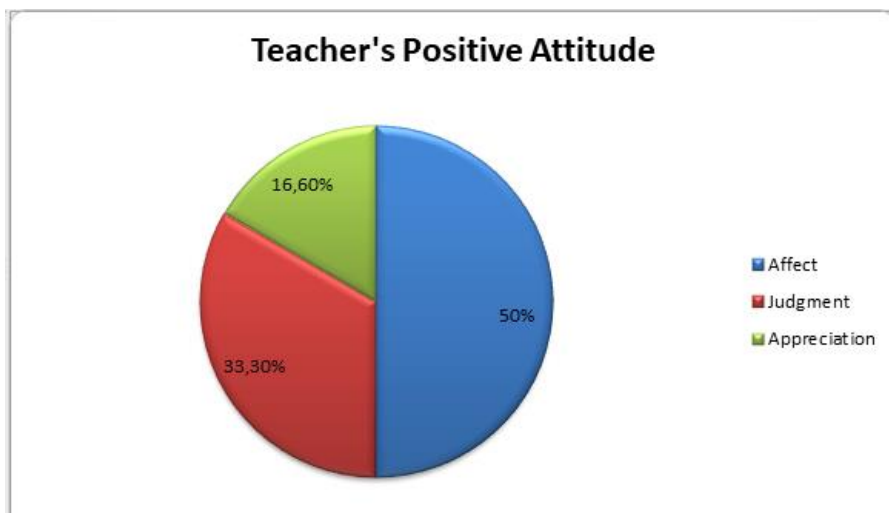


Figure 2: Statistics of Positive Appraisal

The graphic above demonstrates that the teacher mostly used the attitude system of appraisal which is evidenced by the frequency of affect, judgement, and appreciation. As shown in the image, affect has the majority of the ranking corresponding to 50% of teacher's positive feelings and providing security to students which means helping students to gain confidence at the moment of participating. Affect on the teacher's discourse was evident when Margarita included and positively accepted her students' participation. The sub-system of judgement represents 33,3% of a teacher's values when judging students' social esteem (normality, capacity, and tenacity) and social sanction (Veracity and propriety). It was noticed in Margarita's narratives in classes when showing truthfulness toward her ideas and descriptions throughout the lessons. The lowest percentage in the figure corresponding to 16,6% is represented by appreciation which deals with the teacher's reactions, perceptions, and valuation when interacting with learners. It was recognized in Margaritas' narratives when promoting sympathy and commitment at the moment of explaining any topic. The following section describes in much detail each of these percentages.

Positive Affect in Teacher's Verbal and Non-verbal Discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed positive affect during five observations:

Table 2

Clauses showing positive affect

Expressions	Positive Affect Analysis
Mmm: guide walk! Ok (.) very good!	Affect: Positive Feeling
OK (.) ok very good Erika	Affect: Positive Feeling
> Bueno aquí que dice < ayúdenme (.) Ustedes tienen que empezar a hacer esto	Affect: Security (the teacher trust on her students' capacities)
Ok (.) very good, very good	Affect: Positive Feeling
¡Ay, muy bien Miss Henao!	Affect: Positive Feeling

The analysis of positive affect in teacher's talk was obtained from her feedback after students' participation and interaction with the teacher's questions. For example, the teacher used "very good" at recognizing students' efforts when responding to the task. Also, positive feelings from the teacher towards students' responses. Expressions such as "very good, muy bien, and ayudenme" encouraged students to keep being part of the lesson

and went forward to motivate students to interact verbally during the lesson. Here we can notice that the teacher transmitted security to the students by using these encouraging expressions. In addition, we analyzed how nonverbal communication promoted solidarity relationships. As seen in above examples solidarity was created as the students were taken into account when participating in class.

Analysis of the teacher's gestures and talk with students unveiled some interaction moments in which the teacher created solidarity relationships with students. The following excerpt shows how affect is realized in teacher's talk, gestures and body language with students by showing positive feelings towards their correct answers and motivating them to participate in the lesson. In this excerpt, the teacher projected some sentences on the board with some blank spaces, and students had to help her complete the missing words with the vocabulary they had already checked in a previous lesson. This vocabulary was about walking tours. This interaction (Transcript 1) illustrates the time in which the teacher asked learners to complete a specific sentence, and students responded in chorus (turn 1) "Guide", The teacher gazed at the students and looked for an answer (picture A in figure 3, turn 2), some students raised their voices to answer the teacher: "Guide walk" they said (turn 3), Margarita repeated the answer "Mmm: guide walk! Ok very good!" and closed her eyes, slightly moved her head up and down (picture B in figure 3, turn 4), She turned her body, walked toward the board (Picture C in figure 3), and used her marker to write the answer on the board and pointed it out at the same time (Picture D in figure 3).

Transcript 1: Walking tour vocabulary

1. SS Guide ((students responded in chorus))

2. T Ok (.) ¿Cuál sería? ((the teacher gazes at students and looks for an answer))
3. SS >guide walk< ((students raise their voice to give an answer to the teacher))
4. T Mmm: guide walk! Ok (.) very good! >guide walk< ((the teacher repeats the answer closes her eyes, slightly moves her head ups and down, turns her body, walks toward the board, and uses her marker to write the answer on the board and points out it at the same time)) (Affect: Positive Feeling)
5. T. Ok (.) Children Silence please (The teacher asks students to remain in silence (.) Ok Erika= >can be duck< ((the teacher makes an animal sound similar to a duck)) > or other birds < ((the teacher moves her hands like representing the movement of birds' wings and place her hands near her mouth to simulate eating food)) eat
6. SS No comer cerca ((some students say the expression aloud))

A.



B.



C.

D.

Figure 3. Picture A, B, C, and D of the teacher and students' interaction during the walking tour activity

This attitude shows affect in terms of positive feelings towards the student's response. The teacher implied the use of a constructive expression "very good" to corroborate that the answer was right and, in this way, to encourage and motivate students to continue participating in the lesson. When she accentuated, walked toward the board, and wrote the answer on it, she demonstrated that the answer was valid and correct making the student feel included and important in the activity. Thus, Margarita showed a positive gesture by looking at students directly to provide confidence and writing their answers on the board. However, she used initiation, response and evaluation (IRE) which did not promote much dialogue among students but generated opportunities for inclusion and confidence in the students.

A second moment in the class also created a solidarity climate by giving the students the opportunity to show their knowledge and gain determination. In this scene (transcript 2), the educator was more specific and chose directly a female student that was sitting in the back of the classroom named Erica (pseudonym), this student without any doubt accentuated and said the answer to the teacher "Ok (.) La tres es tour" [Ok, Number three is tour] (turn 1), the teacher looked at Erika, showed a small smile on her face, and said the expression "ok, ok very good Erika" (picture E in figure 4, turn 2) Margarita rotated her body (picture F in figure 4) and walked close the board and wrote Erikas's answer (picture G in figure 4). Once more the instructor decided to value her student's participation by showing both positive feelings saying "ok, ok very good Erika" and moving her body to the board to note down the response provided by the students meaning that her answer was relevant to the class and is worthy to be shared with Erika's partners. Moreover, the teacher went ahead with her lesson using the same materials and her

students' participation, this time Margarita placed herself next to the board and gazed at the students (picture H in figure 4), then she turned toward the board and points out a sentence (picture I in figure 4), she decided to include the students directly in her discourse by using the expression “Bueno ¿aquí que dice? ayúdenme, Ustedes tienen que empezar a hacer esto” [All right here what is it said? Help me, you have to start doing this] (turn 3)

Transcript 2: Walking tour vocabulary II

1. E Ok (.) La tres es tour ((Erika reads the answer from her book aloud, raises her head, and gazes at the teacher))

2. T **OK (.) ok very good Erika** ((the teacher looks at Erika, shows a small smile on her face, and says the expression “OK (.) ok very good Erika” rotates her body and walk close the board in order to write Erikas's answer)) **Affect: Positive Feeling**

3. T **>Bueno aquí que dice< ayúdenme (.) Ustedes tienen que empezar a hacer esto** ((the teacher places herself next to the board and gazes at students, then she turns toward the board and points out a sentence)) **Affect: Security**



Figure 4. Picture E, F, G, H, and I of the teacher and students' interaction during walking tour activity II

There were two moments when the teacher showed affect: turns two and three. First, when the teacher described positive feelings in Erika's answer (turn 2) in both her verbal and non-verbal discourses in the classroom. The action performed by the teacher and her effective feedback generated a positive solidarity relationship since the student's answer was considered by the teacher during the class. A second moment also reflected a positive affect when the teacher used the expression "Bueno ¿aquí que dice?< ayúdenme. Ustedes tienen que empezar a hacer esto" [All right here what is it said? Help me. You have to start doing this] (turn 3), with these words the teacher provided Security to students

to make them understand that they are able to develop a great variety of activities. For instance, independent talks, debates, constructive dialogues, among others. This action showed that she trusted in their capacities.

The following excerpt belongs to a ninety minutes class where the students and the teacher were using the English book material to develop the lesson, specifically, they were working on a reading comprehension activity about a tourist place located in an indigenous area in New Zealand (transcript 3). The teacher was walking around the classroom, she stopped next to some students so she could read from the textbooks and asked them for the translation of some specific words. In some cases the teacher put her right hand on her forehead while she continued reading and asking her students to translate some words from the text. The teacher stopped reading and asked a question that was not in the text. This has to do with the translation of the word “there”, the teacher said: “Okey, ya habíamos dicho que there are significa” [Ok, we have already said that there are means] (turn 1, picture J in figure 5), a student, Miss Henao (pseudonym) raised her right hand and opened her mouth to say the meaning of the Word “hay” [there] she said (turn 2), immediately the teacher rotated her body and walked down and the same time she looked at the student by repeating the translation “Hay” [there], and saying “muy bien Miss Henao!” [Very good Miss Henao] (turn 3, pictures K and L in figure 5). Once more the students are taken into account and felt as part of the community.

Transcript 3: Reading Comprehension and translation activity

1. **T:** Okey, ya habíamos dicho que there are significa: ((the teacher places her right hand on her forehead while she continues Reading and asking her students for translating specific words from the text))

2. **Miss Henao:** hay ((a student raises her right hand and opens her mouth to say the meaning of the Word))
3. **T: Hay, muy bien Miss Henao!** ((The teacher rotates her body and walks down and at the same time she looks at Miss Henao and says the expression Very good!)) (**Affect: Positive Feeling**)
4. **T: OK! Sigamos aproximadamente** ((The teacher stops her walking and places herself next a student so that she can read from the book and asks her students from translations))
5. **SS: Aproximadamente** ((students answer at one voice))
6. **T: 350** ((The teacher says the number in English and gazes at the students))
7. **SS: Trecientos cincuenta** ((students answer at one voice))
8. **T: Indigenous People** ((The teacher says the words in English and gazes at students))
9. **SS: Personas Indigenas** ((students answer in one voice))
10. **T: En el Planeta** ((the teacher complements her students' answers while she gazes at them))

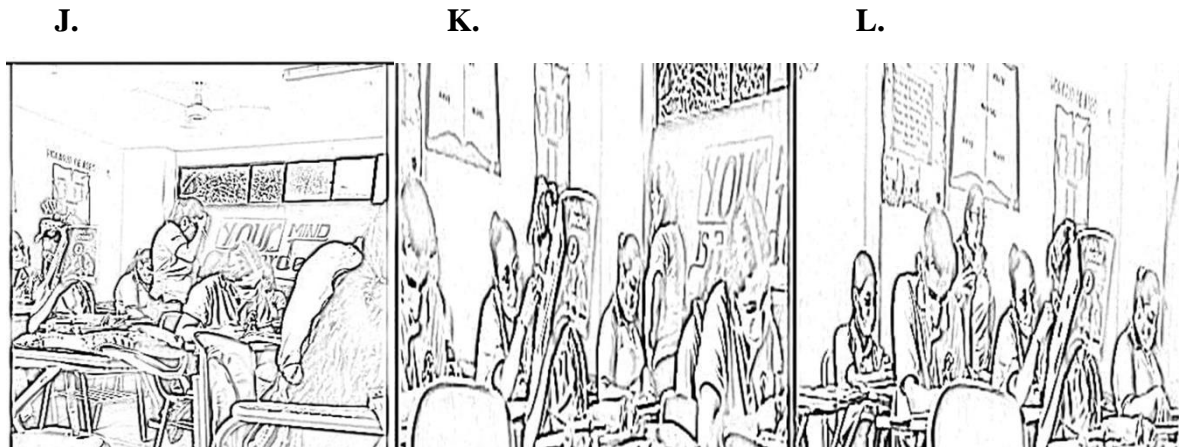


Figure 5. Picture J, K, L, of the teacher and students' interaction during the Reading Comprehension and translation activity

In turn three it is demonstrated the positive intention of the teacher which in appraisal framework has to do with affect because of the positive feelings evidence

concerning the teacher and student's interaction. It was also confirmed with the act of moving closer to the student so that Miss Henao realized that her answer was entirely right. In this way, the teacher promoted a social inclusive environment where solidarity relationships were derived due to the gesture of approval where all students could notice Miss Henaos' talents and potential.

Positive Judgement in Teacher's Verbal and Non-verbal Discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed positive judgement:

Table 3

Clauses showing positive judgement

Expressions	Positive Judgement
Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería cómo lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigen	Social Esteem: Normality (How special someone is)
SI! A ellos les dicen así porqué son los primeros habitantes de esas tierras, es más a ellos les dicen first inhabitants, porque fueron los primeros que estaban en esa tierra	Social Sanction: Propriety (How Ethical someone is)

Entonces finalizada nuestra lección de colonialidad, **recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas**

Social Sanction: Veracity
(How trustfull someone is)

Judgement was mostly positive in teachers' expressions when narrating historical events that may touch students' ethical and critical skills. The teachers used narratives of very important moments in history to talk about social injustice. The chart above showed three examples from five lessons I observed revealing positive judgement when making students acquainted with the name of first inhabitants, their role in society, and their connection with indigenous communities. The main goal of this is to make students aware of their roots and that indigenous people play an important role in our society. In addition, to encourage students to respect and feel proud of their roots. For example, when including herself in the following expression “ **recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas**” the teacher demonstrated her admiration towards ethnic groups and at the same time showing this should be a everyday behavior and attitude. In addition, propriety was demonstrated with teacher's intention to sound moral and ethical when mentioning the correct term for indigenous that is a term commonly used for discrimination “**SI! A ellos les dicen así porque son los primeros habitantes de esas tierras, es más a ellos les dicen first inhabitants, porque fueron los primeros que estaban en esa tierra**” . A similar example is used with the term **aborigen** in the first example shown in the table above. The teacher highlighted the correct term to students so they admire indigenous people as they get familiar with the correct term and their role in society.

The second attitude system that is realized by the teacher in her talk is judgement which has to do with attitudes toward individuals' behavior. Regarding judging students' capacities, the teacher used positive appraisal but also demonstrated her solidarity with her gestures. Aspects such as Social Esteem and Social Sanction were considered for the analysis of the teacher's repertoire. The succeeding excerpt belongs to a forty-five English class that took place in tenth grade in this public institution (transcript 4), the teacher implied the use of some narratives to make students aware of the importance of appreciating their ethnical roots, at the same time the teacher walked around the classroom and emphasized her talk by putting her right hand on her glasses and stopped herself in the right side of the classroom saying " Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería como lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigine" [So, here appeared some words, some indigenous groups as I said before come from indigenous, Indian, but the correct word is Aborigine as Australians and New Zealanders say](turn 1, picture M in figure 6). This talk was about Indigenous people and a brief review of historical commentaries about the colonization, along with the narrative students showed a gesture of concentration and focused their attention on the teacher's explanation,

Transcript 4: Narrative about appreciating indigenous roots

1. T: **Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería cómo lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigine** ((The teacher continuous her talk while she emphasizes her expressions putting her right hand on her glasses and stopping herself in right side of the the classroom)) **Social Esteem, normality**

2. SS: ((The students show a gesture of concentration and focus their attention on the teacher's explanation))



Figure 6. Picture M of the teacher and students' interaction during the Narrative about appreciating indigenous roots

The teacher's words reflected an aspect of the appraisal framework in judgment that deals with Social Esteem, precisely normality because it demonstrates how special indigenous people are to the teacher and unveiled a clear intention of making learners aware of this when she said: "Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería cómo lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigine"[So, here appeared some words, some indigenous groups as I said before came from indigenous, Indian, but the correct word is as Australian and New Zealand people say: Aborigine] (turn 1, picture M in figure 6). Margarita demonstrated her admiration for this ethnic group. Through her verbal and non-verbal discourse, the teacher convinced her students to follow her steps of having in high esteem these communities: The subsystem of normality is evidenced throughout the emphasis the teacher gave when clarifying the correct way of referring to indigenous people so that students could avoid using racist qualifiers.

The subsystem of judgement was also evidenced in another lesson, this time the teacher was developing the class using a reading activity found in the English book about

coloniality. Margarita made a pause in her class to tell her students a brief story about colonizers, she usually involved narratives in her lesson with the intention of catching her students' attention (transcript 5). During this lapse students showed a gesture of concentration and focused their attention on their teacher's explanation (turn 1) The teacher intervened by saying "Entonces finalizada nuestra lección de colonialidad, recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas" [So, we finished our coloniality lesson, remember all of us have Afro roots and indigenous roots] the teacher raised both left and right hand to show everybody in the classroom should take part in the reflection and at the same time she gazed at the students from the back of the classroom (turn 2, picture N in figure 6) with this representation she pretended to teach her student the importance of knowing where they came from.

Transcript 5: Narrative about coloniality

1. SS ((The students show a gesture of concentration and focus their attention on the teacher's explanation))
2. T: **Entonces finalizada nuestra lección de colonialidad, recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas** ((the teacher raises both left and right hand to involve everybody in the reflection and at the same time she gazes at the students from the back of the classroom)) **Social Sanction: Veracity**
3. T (.2) ¿SI? Y no hay nada de qué avergonzarse, si no también lo que están haciendo todas esas comunidades de exigencia de derechos ((the teacher stands up and continuous talking while she opens her right hand in front of her students and opens her left hand next to her body))



Figure 7. Picture N of the teacher and students' interaction during the Narrative about appreciating indigenous roots

It can be identified from the above excerpt that the source of judgment is useful for the teacher to guide the students to judge, value, and support their insights with reasons. There is a category of social sanction known as veracity that basically explains how trustful someone is. This classification is realized in the teacher's narrative when showing her good capacity in giving meaningful talks to students that will help them to establish authentic arguments and defend their position in relation to any situation. Moreover, Margarita stimulated them to be tolerant and respectful toward each other points' of view and different ways of thinking. Veracity is accomplished when she included herself in the reflection, this indicated accuracy and authenticity because it made her speech trustworthy. Specifically, when the teacher said "remember all of us have Afro roots and indigenous roots" and raised both left and right hand to involve everybody in the reflection and at the same time she gazes at the students from the back of the classroom (picture N in figure 7)

Positive Appreciation in Teacher's Verbal and Non-verbal Discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed positive appreciation:

Table 4

Clauses showing positive appreciation

Expression	Positive Appreciation
¿SI? Y no hay nada de qué avergonzarse, si no también lo que están haciendo todas esas comunidades de exigencia de derechos.	Appreciation: reaction:impact:positive (meaning significant)

Appreciation in teachers' talk was shown in the above chart since the teacher reacted positively towards ethnic communities in this case indigenous people. The expression "¿SI? Y no hay nada de qué avergonzarse" showed her reaction towards common actions and reflections towards minorities. We assigned the word significant since it revealed how the teacher felt towards rights and disadvantaged communities.

Furthermore, the last evaluative category that is used by the teacher is appreciation where it is possible to count three different types: reaction, composition, and valuation. In the same forty-five minutes lesson the teacher continued mentioning different aspects that affected the ancestral communities (transcript 6). Margarita stood up and continued gazing at her students and talking while she opened her right hand in front of her students and put her left hand on her chest and said "¿SI? Y no hay nada de qué avergonzarse, si no también

lo que están haciendo todas esas comunidades de exigencia de derechos” [Yes? and there is not anything to be embarrassed about, all that is being done for all the communities like demanding their rights] (turn 4, picture O in figure 8). The students showed a gesture of concentration and focused their attention on the teacher’s explanation (turn 1)

Transcript 6: Narrative about coloniality II

1. SS ((The students show a gesture of concentration and focus their attention on the teacher’s explanation))
2. T: Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son COLONIZADORES ((The teacher walks around the classroom like in circles and raises her voice while moves her hands to show between quotation marks))
3. T: Entonces finalizada nuestra lección de colonialidad, recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas.
4. T: (.2) **¿SI? Y no hay nada de qué avergonzarse, si no también lo que están haciendo todas esas comunidades de exigencia de derechos,** ((the teacher stands up and continuous talking while she opens her right hand and puts her left hand on her chin)) **reaction:impact:positive (meaning significant)**

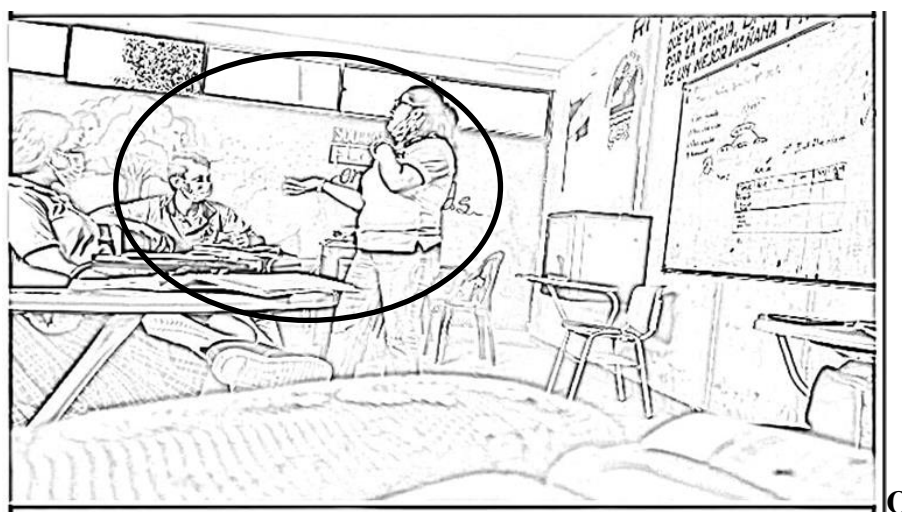


Figure 8. Picture O of the teacher and students’ interaction during Narrative about coloniality II

In the previous picture (O) and excerpt, there is evidence of the positive appreciation of the valuation process in the appraisal framework, through her narratives, the teacher implicitly tried to make students value these ethnic communities which are reflected in her positive understanding of the verbal and non-verbal discourses. The gesture of pointing out her chest and looking directly at students illustrated the significant reaction made by the teacher in order to highlight and value the task done by the indigenous communities at the moment of demanding their rights and how important it was for her to make the student aware of this achievement.

Transitivity in Teachers' Talk

The analysis of transitivity in demonstrations of solidarity provides many insights on the type of processes predominating and teacher and students' role. For the purpose of my study, I focus on the role of the teacher's discourse and how she positions her students.

Table 5

Material Process in teacher' discourse

Material Process.

Los ciegos pueden **hacer** muchas cosas con sus manos

lo que están **haciendo** todas esas comunidades de exigencia de derechos

La integración de los niños, de estos niños con discapacidad o por ejemplo los niños ciegos debe, debe **darles** más herramientas para la vida carpintería, jardinería

Material process reflects in teacher's discourse unveils the positive insights teacher has in relation to specific communities such as diverse learners and ethnic groups, as it is a process of doing or happening, the teacher positions as main actors of the sentences "*Los niños ciegos, esas cominidades, estos niños con discapacidad*". For instance, in the first sentence shown in the chart "*Los ciegos*" represents the actor of the sentence "*hacer*" is the material process and "*muchas cosas con sus manos*" is the goal. In the second example when the teacher makes reference to "*esas comunidades*" she wants to highlight the progress of indigenous communities in Colombia and all the goals they have achieved, in this case "*esas comunidades*" is the actor of the sentence, "*haciendo*" refers to the material process and "*exigencia de derechos*" is the goal. Moreover, the teacher presents a concern in the last example that shows a positive intention on contributing to diverse learners' performance and at the same time she generates solidarity interaction towards them. Thus, the teacher positions in the last example "*estos niños con discapacidad o por ejemplo los niños ciegos*" as the actor of the sentence, "*darles*" represents the material process and "*herramientas para la vida carpintería, jardinería*" is the goal of the sentence.

Table 6

Mental Process in teacher' discourse

Mental Process
<p>si no les hizo un cambio, <u>no me parece</u> que sea un proceso que le sirva a los estudiantes</p> <p><u>pienso</u> que que falta? Falta una estructura general de veras que sea de habilidades para la vida</p>

Entonces finalizada nuestra lección de colonialidad, **recuerden** que todos los que estamos aquí, tenemos raíces afros, raíces indígenas

ustedes están llamados **a pensar** de manera diferente, ya de hambre no se van a morir

tenemos que **sentirnos** orgullosos y a la vez también altivos

pienso que mi discurso es jovial

In the above chart most of the examples refers to the positive thoughts the teacher has in relation to contributing to students' behavior and performance, at the same time she justifies her discursive practices, the teacher positions herself and her students as sender of the sentences. In the first two examples the teacher uses her discourse to suggest some changes in order to provide diverse learners with the necessary skills to succeed in their personal lives. In the first sentence “*Los estudiantes*” represents the sender of the sentence (diverse students), “*no me parece*” is the mental process and “*un proceso*” refers to the phenomenon. As in the previous example, in the second sentence diverse students is the sender of the sentence (implicitly), the teacher stands her position with the mental process “*pienso*” and “*Falta una estructura general de veras que sea de habilidades para la vida*” is the phenomenon. In examples three, four and five the teacher invites her students to see themselves as valuable agents. For instance, in sentence three the teacher and students are the sender of the sentences, “*recuerden*” is the mental process and “*raíces afros, raíces indígenas*” in this example the teacher shares her admiration towards ethnic communities. In sentence four the teacher gives a piece of advice to her students positioning them as the sender of the sentences, the mental process is represented by “*pensar*” and “*manera*

diferente” is the phenomenon. “*tenemos que sentirnos orgullosos y a la vez también activos*” is the example number five of the above chart, where the teacher and students are the sener of the sentence, “*sentirnos*” is the mental process and “*orgullosos y a la vez también activos*” refers to the phenomenon. The last example makes reference to the teacher as sener, “*pienso*” as the mental process and as phenomenon of the sentence “*mi discurso es jovial*”

Table 7

Relational Process in teacher’ discourse

Relational process
El chico que teníamos este año con Asperger <u>es</u> un excelente estudiante
<u>Es</u> un chico que no puede tener cosas como pendientes en la mente. Entonces cumplía con todos los requerimientos
pero realmente era un niño, o <u>es</u> un niño muy responsable. Incluso se presentó a la de Córdoba a estudiar inglés
Y resulta que <u>son</u> de los más juiciosos, los más organizados
SI! A ellos les dicen así porque <u>son</u> los primeros habitantes de esas tierras
Y no <u>hay</u> nada de qué avergonzarse

Relational phrases are shown here in order to identify how the teacher is concerned with being, possessing and becoming. The predominant aspect is being, in the first four examples the teacher positions some diverse learners as the Carrier of the sentences

showing her great admiration in relation to Asperger students' learning styles and progress. For example, the first three sentences share the same Carrier that refers to an asperger student, "*el chico que teníamos este año con Asperger*", the same relational process that is "*es*", the attribute is different in the three sentences, in the first sentence the attribute is "*un excelente estudiante*". In the second example the attribute is "*cumplía con todos los requerimientos*". In the third sentence "*un niño muy responsable*". In the fourth example the teacher positions diverse learners (asperger learners) (the Carrier) as icons to be followed. For instance, she relates them "*son*" as "*los más juiciosos, los más organizados*" that is the attribute of the sentence. In the example five, the teacher makes reference to indigenous people as "*Ellos*" that is the Carrier of the sentence, "*son*" is the relational process and "*los primeros habitantes de esas tierras*" is the attribute of the sentence. The last example refers to the possessing aspect of the relational process of the teacher's verbal commentaries, in this sentence the Carrier is the students (implicitly), "*hay*" is the relational verb and "*nada de qué avergonzarse*" refers to the attribute of the sentence.

Demonstration of lack of solidarity

The teacher's negative attitude toward the interpersonal meaning of affect, judgement, and appreciation is evidenced in both verbal and non-verbal discourses which resulted in demonstrated lack of solidarity in the interaction derived between Margarita and her students. There were some key moments in the classes instead of generating safe spaces for regular and diverse students' performance, these moments perpetuated their inclusion and reflected discrimination, racism, bullying, and poor social acceptance towards

them. The following graphic is a description of the teacher and students' lack of solidarity in the classroom.

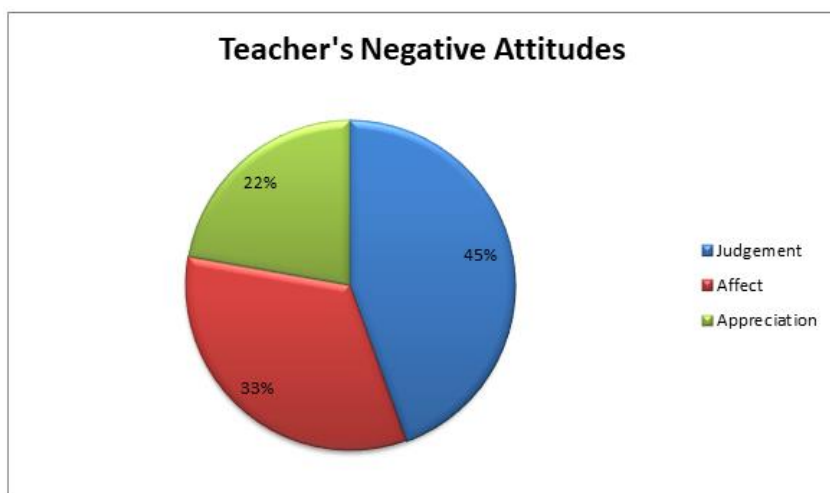


Figure 9. Statistics of negative appraisal

Lack of solidarity was analyzed during the interaction between the teacher and the students in ten observations showing how Margarita used her verbal and non-verbal discourses to discriminate, exclude, and unconsciously underestimate both regular and diverse students' talents, capabilities, and potential. As shown in the previous figure, Negative judgement represented the highest value corresponding to 45% where the teacher basically judged and undervalued students' capabilities. The second major ranking corresponded to 33%, this was evidenced in Margarita's negative affect when making relational processes and showing negative emotions such as dissatisfaction and unhappiness toward students' behavior and performance. The last representative category in the graphic was negative appreciation which had a 22% of the teacher and student interaction, it was noticed when the teacher showed her perception in relation to specific ideas and situations.

For instance, Margarita's thoughts about colonizers. The following subcategories explained in more details these percentages.

Negative Judgement in Teacher's Verbal and Non-verbal Discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed negative appreciation:

Table 8

Clauses showing Negative Judgement

Expressions	Negative Judgement
Pero si es Erika hermano	Social Sanction (Ethics) (Propriety)
Ay déjenla (.) dejen jugar al Moreno ((smiles)) (.) ó a la morena	Social Sanction (Ethics) (Propriety)
AY APRENDIERON!	Social Esteem (Judging Capacity)
Gracias Papá	Social Esteem (Judging Capacity)
Ahora el niño que casi no viene ((SMILES)) y la niña de allá del fondo	Social Sanction (Ethics) (Propriety)
BRYAN	Social Sanction Veracity

BRYAN BRYAN BRYAN

Social Sanction

(Ethics) (Propriety)

por eso cuando vienen **los politiqueros esos**, cuando vienen a exigirle veinte horas de servicio, también tienen que sacarse eso de la cabeza, **la democracia no puede seguir siendo como nuestros papás lo han hecho, que una vaina que nos dé y nos quite**

Social Esteem

(Judging Capacity)

The finding shows that the negative attitude system of judgment was mostly realized by the teacher in her talks, by judging students' capacities negatively and showing intolerance in both gestures and verbal discourse. The teachers used narratives of very relevant moments in history and sarcastic commentaries to reflect her disappointment towards students' behavior and performance. The chart above showed eight examples from five lessons I observed revealing negative judgement. There was evidenced of four excerpts where the teacher oppressed her students' participation by ignoring her learners' commentaries or promoting discrimination toward a particular students because of her skin color and assigning nicknames (Pero si es Erika hermano; Ay déjenla, dejen jugar al Moreno ó a la morena; Ahora el niño que casi no viene y la niña de allá del fondo; bryan, bryan, bryan). There were also some moments where the teacher judged negatively her students' capacities and did not appreciate their intention to participate. Expressions such as "Ay aprendieron and Gracias papá" reflected how sarcastic she was at the moment of assessing her learners' performance. The professor also used a narrative to judge and criticize the way in which parents perceived democracy (la democracia no puede seguir

siendo como nuestros papás lo han hecho, que una vaina que nos dé y nos quite) what may confuse students.

The following episode (Transcript 7) occurred in the same mainstream school on the Caribbean coast of Colombia in a regular class, where the teacher was interacting with diverse students and regular ones. This episode belonged to a forty-five minutes video of an English class where students were talking about history, particularly they were learning about indigenous people, aborigines and ancestors. This class started at nine in the morning, the students were sitting in rows inside the classroom and the teacher was in front of the class. In this excerpt, the teacher was showing some images that contain some specific activities related to reading comprehension that recreated how indigenous people lived, the kind of food they ate, and the relationship they maintained. To do this activity the teacher used a projector to present the activity on the board. Therefore, students were raising their hands in order to participate and complete the sentences. The teacher wanted the students to translate the words and sentences into Spanish, she chose a student, Erika (pseudonym), so she looked around the classroom to find her (turn 1, picture P in figure 10) and said “A ver Erika” [So, Erika], several students decided to participate, they raised their hands and said the answer “guide walk” (turn 2), the teacher gazed at the students, opened her eyes widely, expanded her right hand next to her body as a claiming symbol and the same time she showed a disappointed gesture on her face and said **“pero si es Erika hermano”** [But it was Erika buddy] (turn 3, picture Q in figure 10), a student interrupted by saying “coloque menos”[put less score] (turn 4). Margarita showed a sneaky smile on her face, gazed at Erika and held her marker with both hands, and said **“Ay déjenla, dejen jugar al Moreno ó a la morena”** [Oh leave her leave the brown-skinned play or the brunette] (turn 5,

picture R in figure 10), several students replied laughing (turn 6) and Erika raised her head and looked shyly to her teacher moving her head (turn 7). The teacher complained to the student and gazed at her saying “Pero no me mire mal, eso era un logo Era un logo de una campaña política” [But do not look at me in a bad way, that was a logo, it was a logo of a political campaign]. Then, Margarita moved her hands and said “mire pregúntele a la compañera” [look, ask your partner] and went to point out another student (turn 8, picture S in figure 10)

Transcript 7: The Teacher requires Erika’s participation

1. T A ver (.) Erika ((the teacher looks around the classroom in order to find Erika))
2. SS GUIDE WALK ((several students are willing to participate so, they raise their hands and say the answer))
3. T **Pero si es Erika hermano** ((the teacher gazes at students, opens her eyes widely, opens her right hand next to her body as a claiming symbol and at the same time she shows a disappointed gesture on her face)) **Judgement: Social Sanction: propriety**
4. S2 Coloque menos ((the student says the expression aloud))
5. T **Ay déjenla (.) dejen jugar al Moreno ((smiles)) (.) ó a la morena** ((the teacher has a sneaky smile on her face and gazes at the student and holds her marker with both hands)) **Judgement: Social Sanction: propriety**
6. SS ((Smiles)) (almost all students laugh and observe which Erika’s reaction is)
7. S3 ((The girl raises her head and looks shyly to her teacher moving her head))
8. T **Pero no me mire mal** ((The teacher complains to the student and gazes at her)) (.) **eso era un logo (.) Era un logo de una campaña política, mire pregúntele a la compañera** ((The teacher moves her hands and says the expression when points out another student))

Q



S

79

reflect the theory of power relation defended by Fairclough since the teacher unconsciously used her position to impose the way of teaching using sarcastic comments.

There were crucial moments in the classes where the teacher implied the use of humor and unconsciously promoted the exclusion of some students in the lessons. Even though the teacher had the best intention to guide her class under humorous parameters, the lesson became uncomfortable for some students. The main intention of the teacher is to get all learners involved in the class, she tailored the instructions so students may feel they belong, and she decided to add some funny gestures and expressions that look to encourage the students to take part in the lesson and get confidence, it seemed that for some pupils is the appropriate methodology.

Unfortunately, all students are not in the same situation, as is stated in the following excerpt (transcript 9) that took place during the third observation. The teacher was reviewing the verb to be with students. She planned a game where learners had to come to the front of the classroom and bend their knees whether the expression was related to the verb to be or stay up if it was the opposite. In turn 1, the teacher pointed out a student and demanded him to come to the front of the class by saying “ahora el niño que casi no viene y la niña de allá del fondo” [Now, the boy that rarely comes and the girl that is at the back] (picture T in figure 11). So, a student raised his voice and mentioned his partner’s name “Bryan” (turn 2). After listening to the student, the teacher joined her hands toward her chest, smiled, and repeated the student’s name with the expression “known as who never came” “Ahhh ok... Bryan (alias el que nunca viene)” [known as who never came] (turn 3), once more the students said aloud “Bryan” (turn 4). Then, the teacher, in turn five, mentioned her student’s name three times, nodded her head, and smiled (picture U in figure

11), as a consequence the student came to the front, lowered his head, and waited for the instruction. (turn 6, picture V in figure 11)

Transcript 9: The Teacher bullied Bryan

1. T: Ahora el niño que casi no viene ((SMILES)) y la niña de allá del fondo ((the teacher points out a student and demands him to come to front of the class)) **Social Sanction (Ethics) (Propriety)**

2. S: BRYAN ((A student raises his voice and mentions his partner's name))

3. T: Ahhh ok... BRYAN (ALIAS EL QUE NUNCA VIENE) ((the teacher joins her hands toward her chest, smiles and repeats the student's name)) **Social Sanction (Ethics) (Propriety)**

4. SS: BRYAN ((the students say the name aloud)) **Social Sanction**

Veracity

5. T: BRYAN BRYAN BRYAN ((the teacher nods her head and smiles))

6. S1: ((The student comes to the front and lowers his head and wait for the instruction))

T

U



Figure 11. Picture T, U, V, of the teacher and Bryan's interaction during a class game

This transcript showed social sanction when the teacher pointed directly at a student (Bryan, turn 1) by clarifying he missed many classes. This showed failures in students' attendance that the teacher may consider in her discourse before exposing him without giving him the opportunity to justify his absences, which reflected a lack of ethics and bullying. Propriety is an aspect of social sanction that is realized when the teacher publicly accused the student of missing classes and used the expression “nunca” [never] (turn 3). The term “*alias*” [known] (turn 3) also opened the door to discriminatory language by assigning nicknames to students, also this word has a negative connotation related to criminals, so other learners may imitate this behavior assuming is correct and turn the

classes into an uncomfortable environment where solidarity is being inhibited. Even though some students corrected the teacher by saying the name of their partner (turn 4), which reflects a sign of solidarity, but she did not rectify herself and continued with the same attitude allowing students to misunderstand the situation. Furthermore, the gesture made by the professor also promoted discrimination since pointing directly at someone with a finger in our culture implies accusing someone and exposing him.

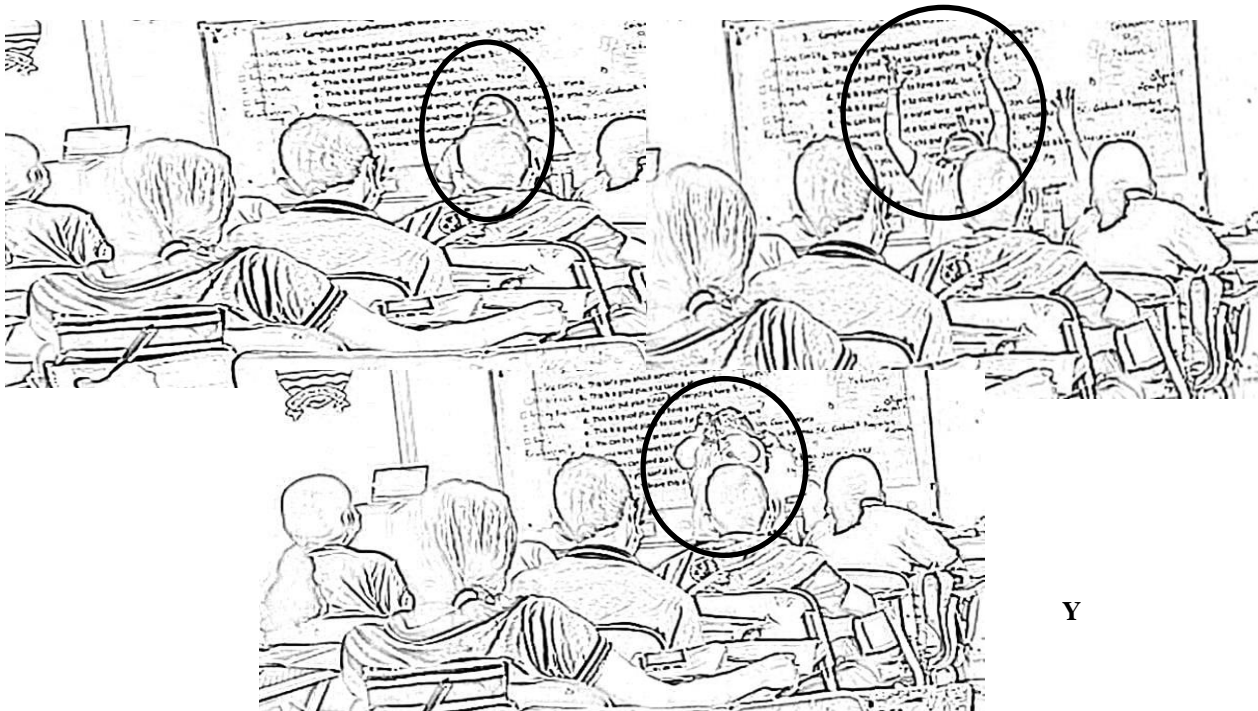
The following excerpt (transcript 10) disclosed how the teacher's attitude affects the students' confidence at the moment of participating. Moreover, the non-verbal discourse implemented by the teacher provoked insecurity regardless of supporting or encouraging students to take part in the class. Therefore, there were few spaces for inclusive solidarity. This transcript belongs to a ninety minutes video recording lesson where the teacher and students were talking about modal verbs. There was a key moment in the class when the student mentioned the modal verb should (turn 1), the teacher gazed at the students and asked for the meaning of the word by saying "eso es un verbo modal ¿Que significa?" [that is a modal verb, what does it mean?] (turn 2). So, the students answered in chorus to the teacher's question "debería" [should] (turn 3) Margarita looked to the ceiling and moved her hair from the right side to the left, and said "**Ay, aprendieron**" (turn 4, picture W in figure 12) the teacher placed her hands on her mouth like simulating a kiss to the ceiling and jumped like ten centimeters from the floor while she raised both hands and showed a gesture of relief and expressed "**gracias papá**" [thanks father] (turn 5, picture X and Y in figure 12), Some students gazed at the teacher and remained silent(turn 6)

Transcript 10: The modal verb should

1. SS: Should ((students mention the modal verb should))
2. T >Eso es un verbo modal< (.);¿Qué significa? ((the teacher gazes at the students and asks for the meaning of the word))
3. SS debería ((the students answer in chorus to the teacher's question))
4. T **AY APRENDIERON!** ((The teacher looks to the ceiling and moves her hair from the right side to the left)) **social esteem judging capacity**
5. T **Gracias Papá** ((the teacher places her hands on her mouth like simulating a kiss to the ceiling and jump like 10 centimeters from the floor while she shows a gesture of relief and raises both hands)) **social esteem judging capacity**
6. SS ((Some students gaze at the teacher without expressing a word))

W

X



Y

Figure 12. Picture W, X, Y, of the teacher and students during a filling task

The expressions and gestures used by the teacher in turns four and five (pictures X and Y in figure 12) evidenced the negative Social esteem which is a category of the

subsystem of judgement due to the reaction given by the professor to her students' performance by judging their capacities in an unfavorable way, instead of appreciating or valuing her students' intention to participate in the class, the teacher implemented some sarcastic expressions and gestures (turns 4 and 5 pictures X and Y in figure 12). They were used to assess their process negatively. This action reflected a lack of tolerance towards the pupils' learning process within the class. With this verbal and non-verbal discourse, the learners' capabilities were underestimated and the creation of a social inclusive environment was not promoted. This episode demonstrates lack of solidarity and exclusion since all learners regardless of their special educational needs deserve to feel their capacities and talents are highly appreciated.

During another forty-five minutes lesson where the teacher was implying the use of some narratives to make students aware of the importance of appreciating their ethnic roots, at the same time the teacher walked around the classroom and emphasized her talk by putting her right hand on her glasses and stopped herself in the right side of the classroom saying “ Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería cómo lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigine” [So, here appeared some words, some indigenous groups as I said before come from indigenous, indian, but the correct word is Aborigine as Australians and New Zealanders] (turn 1). This talk was about Indigenous people and a brief review of historical commentaries about the colonization, along with the narrative students showed a gesture of concentration and focused their attention on the teacher's explanation (turn 2). The teacher stopped on the right side of the classroom while she gazed at her students and continued her talk by saying “Si! A ellos les

dicen así porque son los primeros habitantes de esas tierras, es más a ellos les dicen first inhabitants, porque fueron los primeros que estaban en esa tierra, y como no eran tan violentos como los bárbaros que vinieron colonizando” [Yes! there were called in that way because there were the first people that inhabited those lands, and as they were not violent as the barbarians that came colonizing] (turn 3, picture Z in figure 13)

Transcript 11: Narrative about appreciating indigenous roots

1. T: Bueno, entonces aquí aparecen unas palabras, unos indigenous groups que como les dije vienen de indígena, de indio, pero la palabra correcta sería cómo lo hacen los Australianos y los de Nueva Zelanda, que dicen Aborigine ((The teacher continuous her talk while she emphasizes her expressions moving her hands and walking around the classroom))
2. SS: ((The students show a gesture of concentration and focus their attention on the teacher’s explanation))
3. T: SI! A ellos les dicen así porque son los primeros habitantes de esas tierras, es más a ellos les dicen first inhabitants, porque fueron los primeros que estaban en esa tierra, **y como no eran tan violentos como los bárbaros que vinieron colonizando** ((the teacher stops in the right side of the classroom while she gazes at her students and continuous her talk)) **Social Sanction:Propriety (How ethical someone is)**

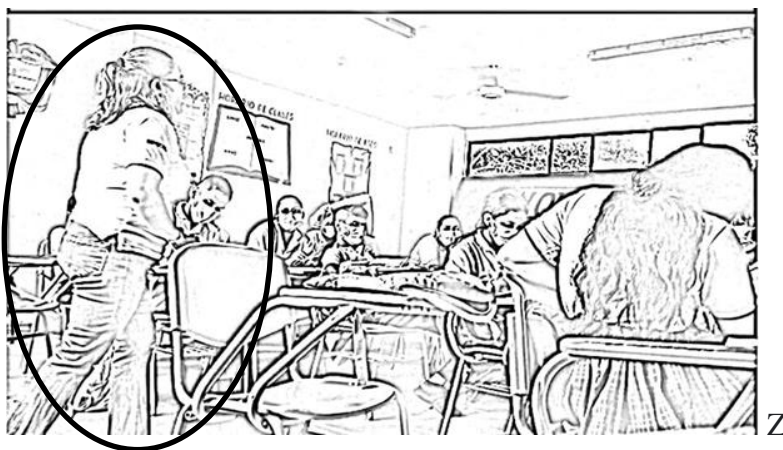


Figure 13. Picture Z of the teacher's Narrative about appreciating indigenous roots

Teachers' actions, words, and behavior are reflected in their students' performance, that's why professors should be very careful when presenting their way of thinking and defending their position in relation to a particular situation, in turn three when the teacher emphasized on the expression "no eran tan violentos como los bárbaros que vinieron colonizando" [as they were not violent as the barbarians that came colonizing] established a comparison between two cultures by trying to magnify one (indigenous people) and minimize the other (Spaniards) with the terms violent and barbarians Margarita infused a negative feeling, what may turn into a powerful weapon to justify violence toward different cultures in the future. This behavior is not aligned with the ethic a teacher should manifest in the classroom since she is also in charge of preparing students to be good citizens. A category of social sanction in the subsystem of judgement known as propriety is being negatively characterized by the professor's narratives. All these were socialized without noticing the teacher was approving negative behavior.

Negative Affect in Teacher's Verbal and Non-verbal Discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed negative affect:

Table 9

Clauses showing Negative Affect

Expressions	Negative Affect
Pero no me mire mal	Reaction to other
Ajá bueno, deberíamos cambiar de nombre, pero bueno vamos a amar a nuestro País	Dissatisfaction
Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son COLONIZADORES	Affect : relational process
Los colonizadores, sean portugueses, Ingleses, o españoles, pensaron en el año 1500 que habían llegado a las indias, esa fue una de las cosas que hicieron que descubriera que el mundo era redondo y se lo comieran como una torta	Dissatisfaction and unhappiness

The analysis of negative affect in teacher's verbal discourse was obtained from her narratives and students' reactions toward teacher's commentaries and feedback. In some cases, she reflected dissatisfaction and unhappiness when she told her students stories that reflected social injustice and inequality. For instance, the teacher considered that Colombia's name did not reflect its ancestral value, and also thought that the colonizers took some attributions and distributed the world as they wanted. There was another narrative that related teacher's negative affect, here she tried to minimize some cultures that she considered as just colonizers ("Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son

colonizadores”). Furthermore, the teacher reacted negatively toward a student’s gesture (“Pero no me mire mal”). The pupil was just imitating her teacher. As seen in above examples, solidarity was not created through the teacher's narratives and the students' negative reactions in class.

Analysis of the teacher’s gestures and talk with students revealed some interaction moments in which Margarita did not promote solidarity relationships with students. The following transcript belongs to a forty-five minutes video of an English class (transcript 11) that complements transcript seven. This time I am focusing on turn eight that shows how affect is realized in teacher's talk with students by showing lack of tolerance and negative reactions. During this lesson students were talking about history, they were precise when mentioning key terms such as indigenous people, aborigines, and ancestors. In this excerpt, the teacher was showing some images that contain some specific activities related to reading comprehension that recreated how indigenous people lived, the kind of food they ate, and the relationship they maintained. To conduct this activity the teacher implied the use of a projector. Therefore, students were raising their hands in order to participate. The teacher wanted the students to translate the words and sentences into Spanish, she chose a student (Erika), so she looked around the classroom in order to find her (turn 1) and said “A ver (.) Erika” [is Erika’s time], several students decided to participate, they raised their hands and said the answer “guide walk” (turn 2), the teacher gazed at the students, opened her eyes widely, expanded her right hand next to her body as a claiming symbol and the same time she showed a disappointed gesture on her face and said “pero si es Erika hermano” [But it was Erika buddy] (turn 3), a student interrupted by saying “coloque menos”[put less score] (turn 4). Margarita showed a sneaky smile on her face, gazed at

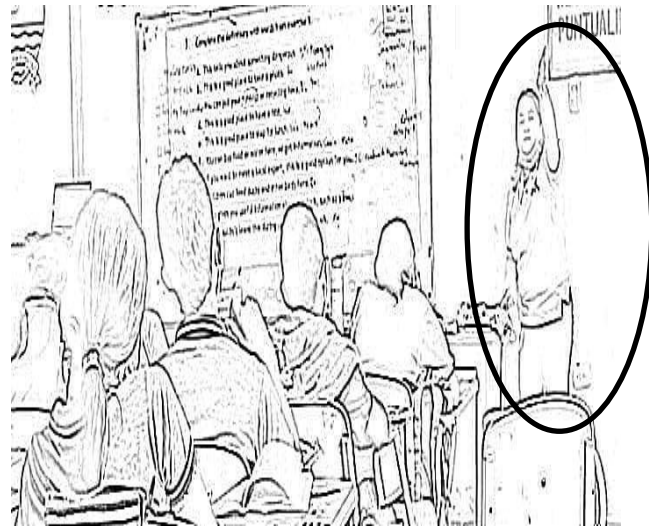
Erika and held her marker with both hands and said “Ay déjenla, dejen jugar al Moreno ((smiles)) (.) ó a la morena” [Oh leave her, leave the brown-skinned play or the brunette] (turn 5), several students replied laughing (turn 6) and Erika raised her head and looked shyly to her teacher moving her head (turn7). The teacher complained to the student and gazed at her saying “Pero no me mire mal, eso era un logo. Era un logo de una campaña política” [But do not look at me in a bad way, that was a logo, it was a logo of a political campaign] (turn 8, picture A1 in figure 14). Then, Margarita moved her hands and said “mire pregúntele a la compañera” [look, ask your partner] and when pointed out another student (turn 8, picture B1 in figure 14).

Transcript 11: The Teacher requires Erika’s participation

1. T A ver (.) Erika ((the teacher looks around the classroom in order to find Erika))
2. SS GUIDE WALK ((several students are willing to participate so, they raise their hands and say the answer))
3. T Pero si es Erika hermano ((the teacher gazes at students, opens her eyes widely, opens her right hand next to her body as a claiming symbol and at the same time she shows a disappointed gesture on her face)) Judgement:
4. S2 Coloque menos ((the student says the expression aloud))
5. T Ay déjenla (.) dejen jugar al Moreno ((smiles)) (.) ó a la morena ((the teacher has a sneaky smile on her face and gazes at the student and holds her marker with both hands))
6. SS ((Smiles)) (almost all students laugh and observe which Erika’s reaction is)
7. S3 ((The girl raises her head and looks shyly to her teacher moving her head))
8. T **Pero no me mire mal ((The teacher complains to the student and gazes at her)) (.) eso era un logo (.) Era un logo de una campaña política, mire pregúntele a la compañera ((The teacher moves her hands and says the expression when points out another student)) (Affect: Reaction to other)**



A2



B2

Figure 14. Picture A2 and B2 of the teacher and Erika's interaction during a completing task

In turn eighth, the teacher noticed that the student did not like her expression and immediately reacted to this situation by saying “Pero no me mire mal” [But do not look at me in a bad way], this feeling was provoked by Margarita's actions, as a result, the student did not feel comfortable in the lesson and a lack of tolerance was denoted this time in the opposite way; the student toward the teacher. Thus, the discourses implemented by the teacher both verbal and non-verbal (turn 8, picture A2 in figure 14) did not guarantee a social inclusive learning environment. Although, the teacher tried to justify her words and gestures by saying “eso era un logo. Era un logo de una campaña política” [that was a logo, it was a logo of a political campaign] her previous behavior allowed Erika's performance since she was imitating her teacher. The student's is known in the subsystem of Affect as reaction to others, Erika was reacting negatively to the teacher's comment.

Another key moment in one of the lessons reflected a negative aspect of affect. In this class, the teacher was narrating one of her popular stories that involved a short

discussion about demonyms (transcript 12). In this case, the professor and students were talking about Colombia's name. One of the students that was sitting at the beginning of a row raised his voice while looking at the teacher and said "La gran Colombia" [The great Colombia] (turn 1). Therefore, the teacher opened broadly her eyes and raised her eyebrows, and raised her hands while she sarcastically expressed "Ajá bueno, deberíamos cambiar de nombre, pero bueno vamos a amar a nuestro País" [So then, we should change our country's name, but let's love our Country] (turn 2, Picture C2 in figure 15)

Transcript 12: Discussion about Colombia's name

1. S3: LA GRAN COLOMBIA ((The student sits in front of the classroom raises his voice while looking at the teacher))
2. T: **Ajá bueno, deberíamos cambiar de nombre, pero bueno vamos a amar a nuestro País** ((The teacher opens broadly her eyes, raises her eyebrows and raises her hands while she uses some sarcastically expressions)) (Affect (dissatisfaction))



Figure 15. Picture C2 of the teacher and students' discussion about Colombia's name

Mostly, Margarita transmitted her insights through narratives, in some cases she expressed her emotions either negative or positive within these authentic descriptions. In

turn two, dissatisfaction is realized through her gestures and expressions when she opened broadly her eyes, raised her eyebrows, and raised her hands while she sarcastically expressed “Ajá bueno, deberíamos cambiar de nombre, pero bueno vamos a amar a nuestro País” [So then, we should change our country’s name, but let’s love our Country]. Students may misunderstand the teacher’s negative affect and may consider their contribution to the class insignificant, as a result, the community building in the classroom will not be developed in a positive way.

A second moment in the same lesson also reflected a negative emotion shown by the teacher, in this case Margarita was summing up one of her narratives (transcript 13) by saying “Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son colonizadores” [then in our collective imagination, they made us think that Europe was the best, The United States was the best. Actually, they were only colonizers] at the same time she was walking around the classroom in circles, raising her voice while moving her hands to show between quotation marks (turn 1, picture D2 in figure 16). Then, the teacher stood up and continued talking “Entonces finalizada nuestra lección de colonialidad, recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas ¿SI? Y no hay nada de qué avergonzarse, si no también lo que están haciendo todas esas comunidades de exigencia de derechos, y por eso cuando vienen los politiqueros esos, cuando vienen a exigirle veinte horas de servicio, también tienen que sacarse eso de la cabeza, la democracia no puede seguir siendo como nuestros papás lo han hecho, que una vaina que nos dé y nos quite” [So we finished with our coloniality lesson, everybody here has indigenous and african roots, Yes? and there is not anything to be embarrassed about, all that is being done for all the communities like

demanding their rights. For this, when those politicians came to demand twenty services hours, so you have to take that idea far from your minds, democracy cannot be like our parents have done, something that give us and then takes away from us] (turn 2)

Transcript 13: Coloniality closure

1. T: Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son COLONIZADORES ((The teacher walks around the classroom like in circles and raises her voice while moves her hands to show between quotation marks)) (Affect: relational process)

2. T: Entonces finalizada nuestra lección de colonialidad, recuerden que todos los que estamos aquí, tenemos raíces afros, raíces indígenas (.2) ¿SI? Y no hay nada de qué avergonzarse, si no también lo que están haciendo todas esas comunidades de exigencia de derechos, y por eso cuando vienen los politiqueros esos, cuando vienen a exigirle veinte horas de servicio, también tienen que sacarse eso de la cabeza, la democracia no puede seguir siendo como nuestros papás lo han hecho, que una vaina que nos dé y nos quite ((The teacher stands up and continuous talking while she moves her hands ups and down and puts on her glasses)) (Affect : relational process)



Figure 16. Picture D2 of the teacher and students' discussion about Coloniality closure

In this opportunity the teacher included real life examples what means she made a negative relational process that is a category of the subsystem of affect when she said in

turn one “Y luego en nuestro imaginario colectivo, nos metieron que Europa era el mejor, que Estados Unidos era lo mejor, cuando realmente solo son colonizadores” [then in our collective imagination, they made us think that Europe was the best, The United States was the best. Actually they were only colonizers] and two “y por eso cuando vienen los politiqueros esos, cuando vienen a exigirle veinte horas de servicio, también tienen que sacarse eso de la cabeza, la democracia no puede seguir siendo como nuestros papás lo han hecho, que una vaina que nos dé y nos quite” [For this, when those politician came to demand twenty services hours, so you have to take that idea far from your minds, democracy cannot be like our parents have done, something that give us and then takes away from us]. Margarita tried to mention examples that deal with their current reality, although she had the best intention to make the learners reflect upon a real situation, her verbal and non-verbal discourse displayed hate and allowed students to stereotype and otherize a particular group of people. As seen before, the teacher is classifying a group of people as political maneuver, European and American in a way she approved discrimination towards them and authorized students to follow this behavior, a community cannot be supported in stereotypes, prejudice and judgment otherwise there is no chance of appreciating values such as tolerance, acceptance, solidarity, charity and helping each other. Classrooms belong to the school community; with this behavior the teacher was supporting the divisions and classifications in the classes at a lower scale.

Negative Appreciation in teacher's verbal and non-verbal discourse

The following chart adapted from NVivo shows the variety of expression the teacher used that showed negative appreciation:

Table 10*Clauses showing Negative Appreciation*

Expressions	Negative Appreciation
<p>Recuerden todo lo que les he dicho durante el tiempo (.3) A nosotros nos enseñaron a sobrevivir, nos enseñaron que solo vale la persona que tiene estudios, que para ser alguien en la vida hay que trabajar en la alcaldía, SI? Que para ser alguien en la vida toca estudiar, y no necesariamente</p>	<p>Appreciation: (composition) How the teacher perceives an idea</p>
<p>¿Si? Ese País se debería llamar Guaranía y este país debería llamarse Chibchombia, Pero los colonizadores se inventaron disque el nombre de Colón, Si Colón fue un genocida, nosotros tenemos nuestro nombre en honor a un GENOCIDA</p>	<p>Appreciation: (composition) How the teacher perceives an idea</p>

Appreciation in teachers' talk was shown in the above chart since the teacher reacted negatively towards privileged people and colonizers using derogatory words. The professor implied the use of analogies and comparisons to present her negative appreciation in relation to specific situations. For instance, people who have studied are the ones that have higher values. Also, she compared a colonizer (Christopher Columbus) with a very strong criminal word. As seen in above examples, solidarity was not created through the teacher's verbal commentaries, instead the students may misunderstand the teacher's purpose.

The category that is less realized in teacher 's verbal and non-verbal discourse is appreciation. The negative side of this subsystem is recognized in Margarita 's narratives when she reacted to specific situations and the perceptions she had in relation to a particular idea. During this lesson, the teacher took some minutes to give her students some pieces of advice, she was gazing at the students, walking around the classroom and moving her hands

“Recuerden todo lo que les he dicho durante el tiempo A nosotros nos enseñaron a sobrevivir, nos enseñaron que solo vale la persona que tiene estudios, que para ser alguien en la vida hay que trabajar en la alcaldía, Si? Que para ser alguien en la vida toca estudiar, y no necesariamente, A veces la señora de la empanada, el vigilante, son más personas, que el rector, que el profesor, que la vieja que trabaja en la alcaldía, ¿SI? Entonces, no se trata de los títulos, sino de lo que podemos hacer, entonces recuerden que ustedes están llamados a pensar de manera diferente, ya de hambre no se van a morir. [Remember all I have told you during all this time, we were told how to survive, we were told that valuable people were the ones that had several studies, to be someone in life you must work at Town Hall, yes? to be someone in life we must study, and it is not in that way, sometimes the lady that sells empanadas, the security man are better people than the School principal, the teacher, the woman that works in the town hall] (turn 1, picture E2 in figure 17), Some students looked at the floor, at the same time they showed how comfortable they felt with the talk (turn 2), Margarita shook her hands looking for an answer and said “ok! Los masai ¿De dónde creen que son?” [ok! Los Masai, where are they from?] (turn 3), some students raised their voices while looking at the teacher and expressed “Africa” (turn 4)

Transcript 14: Teacher's advice to students

1. T: Recuerden todo lo que les he dicho durante el tiempo (.3) A nosotros nos enseñaron a sobrevivir, nos enseñaron que solo vale la persona que tiene estudios, que para ser alguien en la vida hay que trabajar en la alcaldía, SI? Que para ser alguien en la vida toca estudiar, Y NO NECESARIAMENTE, A veces la señora de la empanada, el vigilante, son más personas, que el rector, que el profesor, que la vieja que trabaja en la alcaldía, ((All the time the teacher gazes to the students and walk around the classroom moving her hands)) **appreciation: reactions to things**
2. SS: ((Some students look at the floor, at the same time they show how comfortable they feel with the talk))
3. T: OK! Los masai ¿De dónde creen que son? ((the teacher shakes her hands looking for an answer))
4. SS: AFRICA ((The students raise their voice while looking at the teacher))

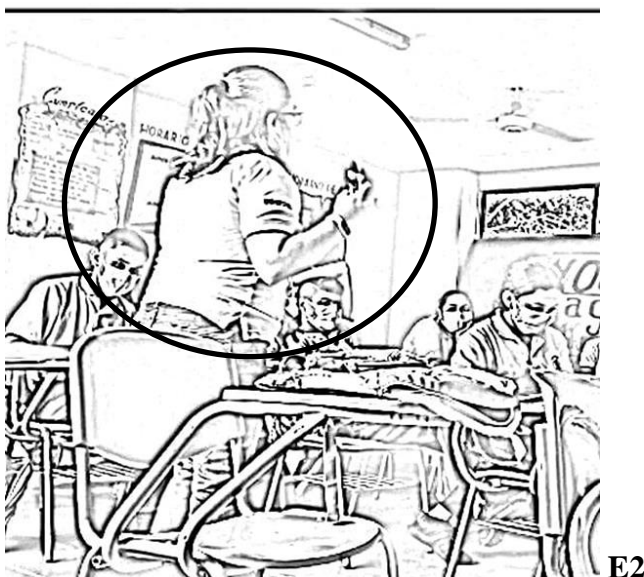


Figure 17. Picture E2 of the Teacher's advice to students

Mostly, People do not like comparisons, because they try to maximize ones and diminish others. What the teacher did in turn one was to react negatively by comparing, classifying, and otherizing different groups of people. Unconsciously, Margarita established two mental teams where she favored and showed affinity towards some occupations such as street sellers and security guards.

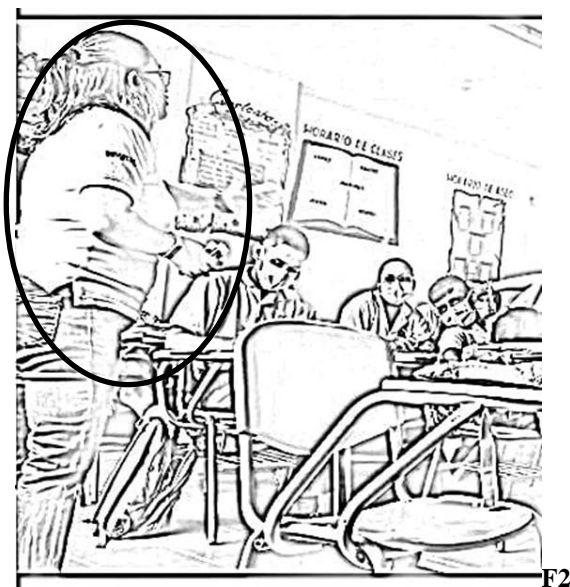
On the other hand, she despised some professions like school principals and the woman who works in the city hall. These gestures and expressions may create on students a wrong idea about categorizing people because of their social condition and assume that this is a good practice, the same may happen in the classroom learners may categorize their partners because of their learning styles, talents, special educational needs, lacks, social statues and separate themselves creating invisible barriers that interrupt the development of a solidarity learning climate where everyone has the possibility to succeed and show their different potentials.

The teacher's negative appreciation in her discourses was also observed in some minutes of a different lesson when Margarita was narrating one of her stories that involved a short discussion about demonyms (transcript 15). In this case, the professor and students were talking about Colombia 's name. In turn one some students were laughing about a previous commentary made by the teacher. In turn two, she stood up on the right side of the classroom, put her left hand on her hip, and held some markers with her right hand while she looked directly at her students and said “¿Si? Ese País se debería llamar Guaranía y este país debería llamarse Chibchombia, Pero los colonizadores se inventaron disque el nombre de Colón, Si Colón fue un genocida, nosotros tenemos nuestro nombre en honor a un genocida” [yes? That country should be named Guaranía (referring to Paraguay) and this

country should be named Chibchombia (referring to Colombia) but, Colonizers invented the name of Colón, Colón was genocidal, we have our name in honor of a genocidal] (turn 2, figure F2 in picture 18). In turn three the student sitting in front of the classroom raised his voice while he was looking at the teacher and said” La gran Colombia debería llamarse” [The great Colombia should be the name] (turn 3)

Transcript 15: Discussion about Colombia’s name

1. SS: ((Laughs))
2. T: **¿Si? Ese País se debería llamar Guaranía y este país debería llamarse Chibchombia, Pero los colonizadores se inventaron disque el nombre de Colón, Si Colón fue un genocida, nosotros tenemos nuestro nombre en honor a un GENOCIDA,** ((The teacher stands up in the right side of the classroom, puts her left hand on her hip and holds some markers with her right hand while she looks directly to her students)) **appreciation: (composition) (How the teacher perceives an idea)**
3. S3: LA GRAN COLOMBIA debería llamarse ((The student sits in front of the classroom raises his voice while looking at the teacher))



F2

Figure 18. Picture F2 of the Teacher and students’ Discussion about Colombia’s name

In this excerpt, it is realized appreciation, specifically, the composition category. In turn two the teacher displayed her idea in relation to a specific character of the conquest in Colombia (Christopher Columbus), some gestures like putting her left hand on her hip, gripping the markers with her right hand and gazing at students reflected a position of authority where Margarita showed her ideas as the valid ones in the classroom. In this way, there is no interaction between the teacher and students. On the contrary, she imposed herself. Moreover, her words promoted hate and invited her students to react negatively toward another culture. In this way, the teacher was providing students with elements that instead of building solidarity spaces for learning, intolerance was conceived.

Transitivity in teacher's discourse

The analysis of transitivity in demonstrations of lack of solidarity provides many insights on the type of processes predominating and teacher and students' role. For the purpose of my study, I focus on the role of the teacher's discourse and how she positions her students.

Table 11

Mental process in teacher's discourse

Mental Process
<u>Siento</u> que el colegio no, no está preparado para hacerlo. Siento que lo hacen por hacerlo
<u>Siento</u> que la inversión de la Alcaldía tampoco es muy Buena
<u>Siento</u> que son chicos, que su integración no es Buena
<u>No me parece</u> que el proceso de inclusión sea bueno

No estoy de acuerdo con el proceso de inclusion

No me gusta el PIAR entonces es un documento que hay que llenar y es un documento lavamanos, yo le llamo así

Yo siento que atrasan el trabajo de los demás y ellos no avanzan como deberían avanzar

Pues yo siento que, o sea... Aunque si se hace, pues debería ser menos coercitivo y mucho más intrínseco que saliera de ellos querer trabajar con los otros

¡Ay Dios, **Aprendieron!**

Hay cosas que no me gustan. Por ejemplo, los padres de familia, niños incluidos, tienen en su cabeza siempre que como ellos tienen necesidades y están caracterizados sí o sí van a pasar el año

From the first eight examples we can see the teacher is the sensor who perceives the phenomena such as schools, PIAR, inclusion, students with special needs, cooperative work as negative processes, particularly when stating her perceptions about inclusive education practices in the school. For example, PIAR in sentence six where the teacher expresses this is not a productive process for planning, it is just a rule to meet institucional requirements. So, the teacher feels emotionally affected since she sees the inclusive education process as not very practical and effective. For example, the last sentence refers to the parents' enrollment and how they perceive inclusión.

The following example: “¡Ay Dios, *Aprendieron!*” Is a mental process that shows how the teacher perceives the phenomenon of learning and students' capacities. The context of this example was when the teacher asked a question and students finally

answered correctly. Thus, Margarita used the expresión identified before. This revealed a sarcastic perception from the teacher about students' cognitive capacities.

Table 12

Material process in teacher's discourse

Material Process
Resulta que a veces esos son los chicos que <u>se duermen</u> en clase
Que <u>no hacen</u> nada
Usted les puede dejar el trabajo que sea y <u>no lo presentan</u>
Haga usted maravillas o <u>no las haga</u> , da lo mismo
Al no haber lenguaje, robaron e <u>hicieron</u> desarraigo, bueno ellos hicieron hasta para vender
Dejen <u>jugar</u> al moreno o a la Morena
Para estudiar ingeniería no van a recibir un ciego y menos un ciego con las condiciones de Cecilia de Lleras que todo el tiempo los han pasado por pasarlos

In these examples the majority of material processes were realized by the students as the main actors performing actions such as: “*se duermen en clase, no lo presentan, no las haga, da lo mismo*” positioning particularly blind learners as misbehave students unable to accomplish task and have commitment for homework. In turn five, the teacher talks about colonizers as the main actors of the sentence and refers to them as people that stole precious things of indigenous people. Stole refers to material processes and indigenous people as the recipient. The last example of the chart is related to students that interrupt one

of their partners who was chosen by the teacher to participate in a specific momento of the lesson. In turn six, “*dejen*” refers to the students as main actors, the material process is represented by “*jugar*” and “*a la morena*” is the recipient of the sentence. This phrase is very discriminatory to the student as she refers to her skin color and it refers to stereotype and bullying. Most of the material processes analyzed in this chart position special educational students, particularly blind learners as less capable than their regular partners.

Table 13

Relational process in teacher’s discourse

Relational Process
Colombia no es un país de discapacitados y la educación colombiana, menos
No mijito, usted tiene su mamá, yo no soy mamá de nadie
no es enseguida, pero a nuestra edad ya es medicada, bueno no importa, no digan que yo dije
entonces, si hay cupos, por ejemplo, en la de córdoba para niños con discapacidad, siempre son para asperger, para niños, de pronto con retraso cognitivo o motor que no les impide
cómo no eran tan violentos como los barbaros que vinieron colonizando,
Ellos, académicamente es muy complejo que sigan en un proceso Universitario

Relational phrases are shown here in order to identify how the teacher is concerned with being, possessing and becoming. These Examples about being are seen in the following phrase: “*yo no soy mamá de nadie*” Yo: is the carrier, and the attribute is nadie

referring to the students. This example positions the teacher as a person that is not going to behave as a mother, and “*nadie*” serves as the attribute. This identifier refers to students who in this case should behave as a student not as her children. In turn one, “*Colombia no es un país de discapacitados*”, “*Colombia*” represents the Carrier, “*es*” refers to relational verb and “*discapacitados*” is the attribute. In terms of possessing the teacher used expressions such as “*si hay cupos por ejemplo en la de Córdoba*” where Universidad de Cordoba is the Carrier, “*hay*” is the relational reference and “*cupos*” is the attribute shows teacher’s perceptions about opportunities provided by the university towards a particular group in this case, Asperger students. In terms of becoming, the teacher used some expressions such as “*ellos, académicamente es muy complejo que sigan en un proceso universitario*”, “*Ellos*” is the identified, “*académicamente es muy complejo que sigan en un proceso universitario*” are the identifier meaning that blind learners cannot access to university since it is complicated. When the teacher refers to Students with special needs and their capacities, she usually allocated negative attributes such as: “*muy complejo, no soy mamá, Colombia no es un país de discapacitados, no hay cupos en la universidad para discapacitado*”.

In turn five “*como no eran tan violentos como los barbaros que vinieron colonizando*”. “*No eran*” is classified as identified and it refers to indigenous in her narratives as identifiers, also “*tan violentos*” represents the attribute in the sentence. In this example the teacher is positioning indigenous as less violent than the colonizers. Here the negative attribute is allocated to the “*barbaros*”, creating a negative view to students towards colonizers. In the following example “*No es enseguida, pero a nuestra edad ya es medicada*”. The Carrier is “*No es enseguida, pero a nuestra edad ya es*” and the attribute is

“medicada”. This example is the answer provided by the teacher from an obvious question asked by students, with this sentence the teacher is judging the students' capacities to understand things that for the teacher are obvious.

Teacher's reflections on her discourse

Teachers play an important role in society since they contribute to individuals' education. This is not an easy task, because the majority of students try to imitate what their teachers do either negative or positive inside the classroom. For instance, some of them replicate their verbal and non-verbal discourses. For this reason, the teacher should reflect on her discourses to identify whether her gestures and language choices generate or not opportunities for solidarity relationships between the teacher and the students. In my study, I conducted three semi-structured interviews. The first interview had the purpose of characterizing the teacher's discursive practices and how solidarity was promoted through them in this institution. The second interview's objective was to know the tools the teacher implemented in her discursive practice and how aware she was about the impact of her discourse. The last interview's aim was to identify outcomes of the strategies that promote inclusion and solidarity among students and to know the teacher's intention to extend the use of these strategies through her discourse.

There was evidence of a transition in the teacher's conception of the power her discourse had through the answers given in the interviews and the reflections made in relation to her repertoire. During the first interview the teacher was asked about how she promoted interaction among students in the class and she answered by saying *“obviously that is like a communicative approach. Good, I am very, I always try to make things in a*

different way. So, they make a show or a talk show, they create things with their hands, they make folders and many more things". With this answer the teacher showed how she conceived students' interaction and the pedagogical practices to promote it. Margarita tried to use a communicative approach in her classes in which she implemented some speaking activities such as shows and talk shows, with these strategies the teacher invited her students to work cooperatively, but in her answer, there is no evidence of how she used her repertoire to give instructions, organize the groups and motivate her students to participate in the tasks. At that moment, the teacher did not see her discourse as a tool to create solidarity spaces among students, what she did was unconsciously.

A second moment of this interview revealed how the discourse was used by Margarita to create solidarity relationships with her students. The teacher was asked for a particular example of how she spoke and treated students, the discourse she used. The teacher replied *"Well, it depends, normally to start the class is a kind and jovial discourse, but when I am explaining it maybe more, I think it is adaptive, so it depends, there are classrooms like 10°5 where we can do marvelous things. On the other hand, classrooms like 10°4 are totally different. There are groups like eleven graders where I can do other types of things and there are groups like sixth and seventh grade where I have to avoid fights, So I think the discourse should be adaptive. As I am not that serious and strict in my language, I thought it was difficult. The language that I used is more colloquial. Sometimes I expressed some things, I must not say that, but I think it has an advantage because the students are paying attention, it is difficult to see them bored in class"*. It is noticeable that the teacher considered specific details at the moment of referring to her students. For

instance, she categorized her learners in relation to their age, learning style, grade and gender.

After observing some classes and dialoguing with the teacher, a second interview took place, this time the questions were more specific and denoted how the teacher continued reflecting upon her discourse. For instance, the teacher was required to mention the way in which she promoted inclusion, and she said that now she was calmer and clearer when speaking, maybe used less words when giving instructions, also that depended on the disability. There were some aspects to consider along this answer, in this case, the teacher realized the necessity to examine the way in which the class is developed. For example, to give instructions in a more precise way, the number of words to be understandable, to speak clearly and slowly. The teacher showed the intention of making learners part of her lessons, stimulating and catching their attention, and creating confidence so that students, regardless of their special educational needs, feel they are accepted and included in the classes.

During the third interview, the teacher continued displaying answers that were aligned to show her intention to change her discursive practices and the advantages of accommodating and adapting her discourse. When Margarita was asked about the benefits and strategies adopted in her lessons, without hesitating she expressed *“Well, all the strategies implemented would always have something positive and negative, in this case, yes, obviously yes, that is to make praxis reflexive, always will be positive”*. Even when the teacher admitted that the strategies implemented in the class may have a negative or positive impact, she was totally in agreement with reflecting on her praxis by evaluating her repertoire in the teaching process and assessing the students’ performance so that pupils did not feel underestimated and safe learning areas could come out. The teacher was

repetitively affirming the necessity of evaluating her interaction with her students through reflections.

After revising Margaritas' comments about a reflexive praxis, adaptive, calm, and kind discourse, she was asked about a particular strategy to forge solidarity and inclusion. The teacher answered by saying *"I have thought in a project, as I always do with the date and so on, with quotes, with quotes in every single class, I always ask about the date and look for a story, but I think I am going to start by reading quotes, print them in a small size so we can have from this term and the next, and start talking about inclusion, like starting the class with a small reading or a quote, more student talking time than teacher talking time because it is important to listen to them"*. At the end of this interview, the teacher showed how she reshaped her discourse from being not aware about the importance of considering the language choices at the moment of referring to student, until being able to propose strategies to promote inclusive solidarity based on verbal discourse, so that students could contribute on creating social inclusive spaces where values such as solidarity, tolerance, acceptance, kindness, equality and patient played a central role, there is no evidence about the practice of this idea, at least the teacher showed a strong intention when changing a warm up activity for other that she defined as *" I think I am going to start by reading quotes, print them in a small size so we can have from this term and the next, and start talking about inclusion, like starting the class with a small reading or a quote, more student talking time than teacher talking time because it is important to listen to them"*

Finally, with the intention of making the teacher aware about the impact her verbal and non-verbal discourse reaches. I selected a specific episode of a video recording lesson

where the teacher was assigning nicknames to a student in transcript 9 presented above. After revising the video episode, I asked the teacher to react to this situation. Once she was aware about the uncomfortable moment this student experienced, she lowered her head, covered her face with her right hand and sneakily smiled (picture G1 in figure 32). She tried to justify herself saying that her intention was to create a fun class moment, but she did not notice that the student felt embarrassed. With this act and answer the teacher evidenced a slight intention of change and may mean the beginning of a more kind and solidary discourse.



Figure 19. Picture G2 of the Teacher's reaction.

Discussion

Data analyzed in this research unveiled how Margarita used both negative and positive appraisal in her discourse to create and perpetuate solidarity relationships with students in her EFL class. This study disclosed both demonstrations and lack of solidarity as well as the teacher's reflections on her mistakes. The attitude system of appraisal framework uncovered the teacher's positive feelings, values, reactions, perceptions, and valuation when interacting with learners. Through appraisal, I do not only notice in teacher's discourse sympathy and commitment at the moment of explaining any topic, but also discrimination, exclusion, and underestimation toward both regular and diverse students.

The teacher demonstrated her solidarity when she manifested affect in her talks with students by showing positive feelings towards their correct answers and expressing encouraging words that motivate them to participate in the lesson. This result is coined with Gillies and Boyle's (2008) analysis of teachers' discourse in class by concluding that when discourse used by teachers during whole-class activities involving cooperative strategies turns more useful, inspiring, and sympathetic, students' language becomes friendlier and more personal. Inside classrooms, instructors are referents for students, they imitate what they see or hear from the community they belong to. For this reason, the language used by teachers in diverse settings may sponsor acceptance or non-acceptance.

Another way of generating positive solidarity relationships was manifested by the teacher's effective feedback at the moment of clarifying ideas. This finding resonated with Pribady's (2018) explanation about the teacher's feedback, "the teacher also shows her good capacity in giving meaningful feedback for the students by praising their effort in

solving the tasks” (P. 14). However, the feedback should be targeted to the tasks rather than the person. Words and phrases used in the teacher’s discourse such as (*ayudenme*, very good, ay very good, among others) showed the teacher’s appraisal for generating interaction and encouraging students to take part of the class.

A solidarity class climate was also reached when the teacher stimulated students to be tolerant and respectful toward each other points of view and different ways of thinking, by making learners aware of their achievements, so the teacher demonstrated her sense of compassion. These findings were supported with Nieto’s (2006) conception of solidarity and empathy as having genuine respect for their students’ identities as well great admiration for them, and a close relationship. Thus, when professors base their discourse on gentle language, support learners to participate, acknowledge their comments, share values and wisdom to contribute in students’ personal and educational development. It is suggested that educators should strengthen solidarity relationships where students are considered the priority.

Not only verbal but also non-verbal discourse plays an important role in teachers’ interaction with diverse and regular learners, the kind gestures and body language motivated students to keep learning and feel accepted. With these friendly expressions the teacher guaranteed students’ strong intention to understand and enroll in the lessons. These findings aligned with Gullberg’s (2006) explanation of teachers’ non-verbal discourse which is a form of input to pupils; and it is decisive for their comprehension as well as for learning. Nevertheless, gestures and body language are considered colloquial language and students may misunderstand the teacher’s intention. This study unveiled how teachers’ consciously or not enact racism, discrimination also with non-verbal communication in the

classroom. Thus, I encourage researchers to study teachers' inclusive practices and enactment through the study of non-verbal communication from multimodal perspectives. Thus, research will not only concentrate on how language, particularly verbal language promotes solidarity but also how gestures and nonverbal language generate opportunities for inclusive practices in the EFL class (Kendrick, 2006)

The professor used in her lessons several gestures and body language expressions because it facilitated students' understanding, comprehensibility of the tasks, and instructions. Margarita used non-verbal discourse such as putting her right thumb up, smiling, moving her head to convince her students that the classroom was a safe environment to express their thoughts. As it was expressed in Lazaraton (2004) hand gestures and other body language are forms of input that must be considered in the classroom since nonverbal behavior is an essential component of the teacher's pedagogical discourse. Margarita developed her classes using verbal and non-verbal communication, she complemented her descriptions by including paralinguistic features because it was the way she engaged learners, that is why both means of communication were important in her lessons. Wang and Loewen (2015) confirmed this practice when they claimed that ignoring the non-verbal discourse of teachers is rejecting an important part of their input. As it was demonstrated in this study's findings, students took advantage of Margarita's repertoire when it was complemented with movements. Haji-karim and Sotoudehnama (2017) confirmed this idea in their analysis of a teacher's use of non-verbal language and explored how they push students to get more benefit from the learning setting.

Findings of this study also revealed teachers' lack of solidarity on creating an inclusive class environment. For instance, on several occasions Margarita implied the use

of sarcastic language that positioned herself as the unique authority in the classroom reflecting a sense of power, which resulted in discomfort with students. These circumstances are described in critical discourse analysis theories that search for hidden meanings, biases, and ideological presumptions, exposing and praising discourses of power, dominance of groups, prejudices, discrimination, and inequities within determined contexts (Fairclough & Wodak, 1997; Luke, 1997; McGregor, 2003). With these actions the teacher opened the door to discriminatory language. For instance, Margarita used to assign nicknames in most of the cases, the teacher implied the use of humor and unconsciously promoted the exclusion of some students in the class. Even though the teacher had the best intention to guide her class under humorous parameters, the lesson turned into a difficult space for some students as the case of Erika who through her gestures showed disgust towards teachers' expression "dejen jugar a la morena". As it is supported by Tsakon 2020 "Humor is one of the most common resources in interaction, surfacing in many contexts or genres, education could be considered as one of the contexts where humor is faced with ambivalent feelings and resisted mostly by teachers rather than students" (p.2). Thus, teachers should evade supporting negative discourse that targets those students who need more empathy and solidarity, instead professors should support their learners by trusting them.

Most of the time the teacher's explanations and descriptions were supported by body movement such as opening her eyes broadly, raising her hands, looking at the ceiling in order to reject students' commentaries and expressions. These gestures made by the professor also promoted criticism, discrimination and exclusion. For example, pointing directly at someone with a finger in our culture implies accusing and exposing him. These

findings are supported by Brophy and Good's (1970) findings "simple negation ("no, that's not it") was not considered "criticism," unless accompanied by expressions or gestures communicating anger or disgust"(p. 3). Gestures and body language in this study helped to understand how words by their own may mean in positive or negative ways by critically applying appraisal.

Margarita contributed to infusing negative feelings in her students by using violent terms such as genocidal which turned into a powerful tool to justify violence toward different cultures in the future. This behavior was not aligned with the ethic a teacher should manifest in the classroom since she was also in charge of preparing students to be good citizens. Teacher's words promoted hate and invited her students to react negatively. In this way, the teacher was providing students with elements that instead of building solidarity spaces for learning, intolerance was conceived. What Noblit (1993) and Noddings (1992) described as an assembly of concern, "being public figures", Teachers are demanded to act properly, performing the behavior required from students.

Even when at the beginning the teacher did not see her discourse as a tool to create solidarity spaces among students, she was able to start noticing some characteristics in her discursive practice that avoid the creation of this safe learning environment. For example, Margarita reflected on her verbal and non-verbal language by admitting that sometimes the kind of language implied in the classroom was not the most appropriate to construct a strong relationship with the students. These findings were aligned with Nieto (2006) who suggested that subject matter knowledge is important, but it is necessary that teachers question themselves about their teaching process, otherwise they will continue reproducing conventional wisdom and motivating students to do the same. Through the interviews I

generated spaces for the teacher to analyze her discourse and impact in building inclusion and solidarity relationships among students and teachers. Conscious analysis of teacher's discourse helped to realize as the participant of this study did, how language affects our relationships with students and that might generate opposite practices concerning inclusion. The teacher reflected many times about the impact of her discourse and expressed her willingness to introduce some practices that generate more inclusive interactions. This is very interesting since reflections on our language might also help teachers create spaces for meaningful and progressive interactions (Martin, 2004). Thus, teachers' pedagogical knowledge is also necessary, but if teachers do not develop meaningful relationships with their students, it will be difficult for them to succeed. Research results of any kind should be shared with the participants of the research as forms of reflections to create opportunities for teachers or participants of the study to transform their teaching and learning process.

Teachers' talk may engage learners or not in the learning process; this process may be constructive or deconstructive. That transference directly touches students' relationships in mainstream classrooms. When students are immersed in a diverse context, teachers' language may assemble a variance which may encourage to accept everybody as fundamental subject or spread discrimination, segregation, violence or negative behavior. As is supported by Franke (2009), "The relatively passive behavior of students needing help corresponded to expectations communicated by the teacher about the learner as a fairly passive recipient of the teacher's transmitted knowledge" (p.64).

Furthermore, the appraisal system in teachers' talk showed representations of both positive and negative solidarity relationships. However, most of the language analyzed unveiled satirical humor for judgement and appreciation that resulted in evidences such bullying representations and discriminatory language. From the perspective of the teacher

as the main agent, it was possible to identify how she perceived students with diverse needs showing signs of discriminatory language that did not help to promote inclusive solidarity. The discourse of the teacher disempowers students in general when using discriminatory language and when referring to disabled students' skills by presenting blind learners as incapable students in comparison with Asperger ones, and when using expressions related to their skin color, skills, and understanding all this by using humor very negatively. Transitivity also revealed how the teacher disempowers blind learners and refers to them as agents of bad when saying they misbehaved during the classes, and do not do any task.

Relational phrases in her discourse also showed how the teacher shows stereotypes when referring to blind learners since teaching them is complex, Colombia is not prepared to teach them, there are no opportunities for these students to enter university among others. These results demonstrate the power of discourse and how it may contribute or not to generate opportunities and transform the life of others. Thus, this study also unveiled the need teachers have to reflect on our discourse and its impact in students and for inclusive practices (Esposito & Ayanna, 2009; Gillies & Boyle, 2008; Martin & White, 2005). During Interaction, most of the expressions used by the teachers were categorized as humorous language used to judge negatively students' behavior, and performance. This unconscious language used by the teacher in order to create good atmosphere worked the opposite. Sarcasm did not help the teacher create any solidarity relationship since it generated spaces for discrimination when saying "*deje jugar al moreno, Bryan alias el que nunca viene, a nuestra edad ya es medicado*". What she taught was humor did not help build inclusive solidarity (Tsakon, 2020).

Results of this study implied that teachers should concentrate on strengthening their value conceptions and how to put them into practice in order to create classroom community. As it was revealed in the finding section, there were some moments in the lesson that reflected lack of tolerance, solidarity, patience, kindness and compassion opening the door to uncomfortable situations where learners will feel rejected. Tolerance is understood in a positive sense as something that shows acceptance and good attitude towards group of people to avoid discrimination and eliminate prejudice and racism (Alhadiq & Wahyudin 2020). Reconceptualization on how unaware Margarita was about the power her actions and expressions have demonstrated is highly necessary to make teachers aware about the importance of recognizing and admitting wrong commentaries or feedback because it may affect students' performance (Chapman & Thomas, 2006) Teachers should rigorously supervise pupil's behavior when showing clues of discomfort caused by "microaggression", and when these situations happen, teachers should acknowledge and repair the situation, by offering a proper apology. Thus, if microaggression occurs without repair, the result will be boundless conflict and students will be classified as unworthy and unequal.

For further research, I suggest evaluating teachers' training about the impact of their verbal and non-verbal discourse, to verify whether the discursive practices are aligned with the inclusive ones to guarantee the acceptance of regular and diverse learners. Furthermore, I consider relevant to reconstruct teachers' discourse through progressive discourse analysis. "PDA focuses on positive discourses that make the world a better place and that counter oppressive social structures" (Hughes, 2018, p.6). Although, this is not the unique solution, it is a way of empowering teachers to mitigate the shadow of negative discourse.

Thus, teachers should reflect on their discourses to identify whether gestures and language choices generate or not opportunities for solidarity relationships. To this end, professors should characterize their discursive and pedagogical practices, as well as, to know and identify the strategies that promote inclusion and solidarity among students and the intention to extend the use of these approaches through the discourse (Moskal & North, 2017; Schwiertz & Schwenken, 2020)

This study also suggests that during interaction, context and through non-verbal analysis of discourse many learning opportunities and insights for future research were unveiled. For example, research can concentrate on paralinguistic and linguistic communication, how these modes are aligned to include children and how they generate opportunities to create positive relationships among students. I strongly suggest creating spaces for professional development courses that make teachers aware of their discourses and their impact on students' learning and relationships. Future research can delve into raising teachers' awareness of discourse and how their verbal and non-verbal interaction can be more positive, inclusive and progressive.

Conclusion

Professors are in charge of leading many factors that influence the classroom community construction. Aspects such as teaching and learning process, peaceful and solidarity class environment, teacher and learners' relationship, accepting differences, understanding others' points of views, teachers and students' communication, as well as, their adaptations. One central base of this classroom community is the discourse implemented by the teacher when communicating with pupils. Thus, this study demonstrated that both verbal and non-verbal discourse influenced the students' behavior and performance as well as their enactment of solidarity and opportunities for inclusion.

Data obtained from different sources unveiled the importance of teachers' language choices and gestures so that it could be possible the creation of a safe learning climate where all learners without any distinctions feel they belong and are included. Teachers' discourses not only promote solidarity relationships while interacting with diverse students in a mainstream English foreign language classroom but also depending on the way and context hinder the development of these solidarity cooperation. Results of this study revealed insights concerning the teacher's positive and negative appraisal in her verbal and non-verbal discourse.

Demonstration of solidarity was evidenced through resources of the attitude system of appraisal framework that were used by the teacher to express their feelings, thoughts and evaluation. Affect represented the teacher's positive feelings and built trust among students when including and accepting positively their participation. Teacher's values when judging students' social esteem (normality, capacity, and tenacity) and social sanction (Veracity and

propriety) was evidenced when the teacher showed truthfulness toward the ideas and descriptions throughout the lessons. The teacher's appreciation was represented in her reactions, perceptions, and valuation when interacting with learners. The professor promoted sympathy and commitment at the moment of explaining any topic. Thus, Classroom community is possible when the teacher bases her discourse on kind language, encourages the learners to participate, appreciates their comments, displays values, shares insights with the intention of contributing in students' personal and educational behavior. Teacher's positive verbal and non-verbal discourse during interacting with diverse and regular learners built up solidarity relationships where students are a priority.

On the other hand, demonstration of lack of solidarity was manifested when the teacher used her verbal and non-verbal discourses to discriminate, exclude, and underestimate unconsciously both regular and diverse students' talents, capabilities, and potential. For instance, Negative judgement was noticed when the instructor judged and undervalued students' capabilities. Furthermore, Negative affect was demonstrated when Margarita related students' processes negatively and showed negative emotions such as dissatisfaction and unhappiness toward learners' behavior and performance. Negative appreciation was also recognized in the teacher and students' interaction through the perceptions and values in relation to specific ideas and situations presented by the professor. Poor social inclusion was born due to the lack of solidarity exhibited in some situations where learners received inappropriate comments and gestures, ironic and sarcastic explanations, negative emotions and unsuitable support.

Teachers should reflect on their discourses to identify whether gestures and language choices generate or not opportunities for solidarity relationships in the classroom.

Educators develop an important role in learners' lives since they contribute to their education. This is not an easy task, because the majority of learners try to imitate what their teachers do either negative or positive. For instance, some of them replicate their verbal and non-verbal discourses. For this reason, it is necessary to characterize the teacher's discursive and pedagogical practices and how inclusion is promoted. Moreover, it is fundamental to know the tools the teacher implements in the discursive practice and how aware the instructor is in relation to the impact of the discourse. Furthermore, it is significant to identify the strategies that promote inclusion and solidarity among students and to know the teacher's intention to extend the use of these strategies through the discourse.

All in all, something to highlight in this research is that inclusion benefits not only diverse students but also regular learners. A well-organized and conscious verbal and non-verbal discourse may influence positively on students' learning process, behavior, performance and social development due to the opportunities it offers to support and interact among pupils. Besides, with this project, I could understand that teaching English goes beyond teaching topics, it requires teachers change and professional growth. This study suggests that further research may benefit from the analysis of teachers' verbal and non-verbal discourse to understand the power of words, gestures and body language and the necessity to include diversity, disability and inclusion as part of their everyday planning and course design.

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Appendix A

Protocolo Entrevista etnográfica para docentes

Nombre del docente _____

Fecha _____ **Grado** _____

Propósito: Caracterizar las prácticas discursivas y pedagógicas de los docentes al momento de promover la inclusión educativa en sus instituciones.

Cordial saludo, rompe hielo () se explica el propósito de la entrevista,

Trayectoria docente y percepciones (Subject, object and community)

1. Cuéntenos sobre su formación docente
2. ¿Hace cuánto tiempo enseña inglés?
3. Cuéntenos sobre su experiencia docente (Conocer las diferentes experiencias donde docente ha trabajado a lo largo de su trayectoria)
4. ¿En qué contextos ha trabajado? ¿Cómo ha sido esa experiencia? ¿Se nota alguna diferencia entre los contextos donde ha laborado?
5. ¿Desde su perspectiva docente qué significa enseñar?
6. ¿Qué lo motiva a enseñar? ¿Cómo enseña usted sus clases generalmente? ¿Qué principios tiene en cuenta para enseñar?
7. ¿Podría describirnos cómo enseñó su última clase?

Experiencia con la inclusión educativa (object, community, mediaciones)

8. ¿Cuánto tiempo lleva participando en el proyecto de inclusión de la institución?
9. ¿Cómo ha sido esa experiencia?
10. ¿Qué ha aprendido (nuevo) sobre la inclusión? (dirigida para conocer su experiencia en el proyecto de inclusión de la institución)
11. ¿Qué significa para usted la inclusión?

12. ¿Cómo se vive la inclusión en la institución?
13. ¿Qué retos ha asumido usted ante la inclusión educativa?
14. ¿A qué tipo de población le ha enseñado en el marco del proyecto de inclusión?
16. ¿Cómo planea sus clases para atender a principios de inclusión? (estudiantes con necesidades especiales y regulares)
17. ¿Qué herramientas utiliza para enseñar inglés en su contexto actual?
18. ¿Podría describirnos una experiencia de clase con sus estudiantes que le haya marcado? (estudiantes con necesidades especiales y generales)
19. ¿De qué manera ha respondido usted a la necesidad de promover la inclusión educativa en su Institución?

Prácticas discursivas

- ¿Cómo promueve la interacción de los estudiantes en la clase?
- ¿Cómo es la relación entre usted y sus estudiantes?
- ¿De qué manera interactúa con sus estudiantes durante las clases?
- ¿Cómo le habla a sus estudiantes? ¿Podría darnos un ejemplo particular?
- ¿Qué tipo de discurso emplea usted al interactuar con sus estudiantes? ¿con qué propósito?
- ¿Cómo planea/construye la interacción con sus estudiantes con necesidades especiales?
- ¿Ha notado alguna señal de discriminación entre los estudiantes y docentes? ¿A qué cree usted que se debe esto? ¿Cómo actúa al respecto?
- ¿Ha notado agresividad en la interacción o relación entre docentes y estudiantes durante la clase? ¿podría brindarnos un ejemplo.

De acuerdo a su experiencia, ¿qué sugerencias puede brindar usted para que los docentes fomenten la inclusión desde su discurso e interacción con los estudiantes.

Institución y sus reglas

- ¿Ha recibido capacitación sobre inclusión educativa? ¿Qué tipo de capacitación ha sido? ¿Qué han representado para usted?

¿Qué criterios demanda la institución para planear sus clases, diseñar materiales y enseñar para la inclusión?

¿Cómo es su participación en modificaciones y adaptaciones de la institución en lo que respecta a la planeación (planes de área, planes de clases, etc.)? (autonomía del docente para realizar cambios en su práctica y en sus planeaciones etc)

Appendix B:
Self-Reflection

Propósito: Conocer qué tan consciente es el profesor de sus prácticas discursivas

1. ¿Considera usted que el discurso del profesor genera un impacto en los estudiantes?
¿De qué manera?

2. Desde su experiencia particular ¿Cómo puede el docente hacer que su discurso promueve inclusión? (aconsejar a otro docente)

3. ¿Conoce usted herramientas que el profesor pueda implementar en su discurso para generar inclusión?

Appendix C:

Last Interview

Propósito: Identificar resultados de la implementación de estrategias que buscan proveer inclusión y solidaridad entre los estudiantes. Conocer la disposición del docente para prolongar el uso de dichas estrategias.

1. ¿Siente que las estrategias adoptadas han representado algún beneficio para usted y/o sus estudiantes?
2. ¿Cómo encontró usted el proceso de adoptar las estrategias?
3. ¿Cree que tuvo algún impacto en los estudiantes?
4. ¿Pudo observar modificaciones en el comportamiento de los estudiantes?
5. De acuerdo con los resultados observados ¿seguiría usted adoptando estas prácticas discursivas?
6. ¿Ha pensado en alguna otra práctica discursiva que pueda ser útil para generar solidaridad e inclusión en el salón de clases? ¿la usaría?

Appendix D:

Consentimiento para participar en una investigación

Inclusión educativa y el discurso. (Maestría en La enseñanza del Inglés)

Introducción: Teniendo en cuenta su interés en el desarrollo profesional y su rol exitoso como profesor en su prestigiosa Institución, muy cordialmente le invitamos a participar en este proyecto. La investigación es liderada por Mag. Paula García de la Universidad de Córdoba y las estudiantes de la Maestría en la enseñanza del inglés Keila Barreto y Yinary Acosta. Por favor lea cuidadosamente este documento; no dude en preguntarnos si tiene alguna duda antes de decidir si participa o no en este estudio.

Propósito: Este estudio busca determinar la eficacia de un programa de acompañamiento docente para promover las prácticas discursivas e inclusivas de la interacción de los docentes y sus estudiantes en el área de inglés.

Procedimientos: Si decide participar en este estudio, se le pedirá que:

- Participe en entrevistas, las cuales grabaremos en audio, acerca de la forma como usted enseña sus clases (aproximadamente 2 entrevistas de 1 hora cada una)
- Permita la grabación en video de aproximadamente 5 de sus clases y participe en entrevistas luego de cada una de ellas.
- Permita fotocopiar su material didáctico o artefactos pedagógicos de interés para la investigación
- Participe en sesiones de aprendizaje acerca de la inclusión y el rol del discurso positivo y transformativo y se comprometa con el diseño, junto con el equipo investigador, de incluir estas perspectivas en sus clases.
- Use las estrategias que hayan sido planeadas entre usted y el equipo investigador en sus clases

Riesgos/Beneficios: Este estudio no representa ningún riesgo para su bienestar físico o afectivo. Usted tendrá el beneficio de mejorar sus prácticas en inclusión, así como sus prácticas discursivas inclusivas. Podrá también, si lo desea, participar como co-autor de algunas de las publicaciones que se deriven del estudio. No habrá compensación económica por su participación en este estudio.

Confidencialidad: Todos los datos serán confidenciales y solo tendrán acceso a ellos los investigadores de este proyecto. Borraremos las grabaciones de las entrevistas y clases una vez estas sean transcritas. En ningún caso usaremos su nombre en los documentos resultantes del análisis o durante la presentación de resultados de este estudio. En todos los casos usaremos pseudónimos.

Participación voluntaria: Su participación en este estudio es voluntaria. Si usted no desea participar, no está obligado a hacerlo. Si decide participar, puede retirarse del proyecto en cualquier momento.

Contacto y Preguntas: Si tiene alguna pregunta, no dude en contactar al M.a.g Paula Garcia Montes Email: pgarciamontes@correo.unicordoba.edu.co

Manifestación de consentimiento: Su firma a continuación indica que Usted ha leído este documento, ha tenido la oportunidad de hacer preguntas y está de acuerdo con participar en este estudio. Recibirá una copia para su archivo personal.

Firma del docente participante	Firma de Investigador Principal Firma de Investigador Principal Firma de Investigador Principal
Fecha	Fecha 29/ 10/ 2021