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An Autoethnography: And… what about us? Teachers facing students' disengagement

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By:
Maria del Rosario Villa Rojas

Thesis Director:
Dr. Michael Thomas Witten

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Abstract

This thesis is based on my own teaching experience when teaching English to disaffected learners. The present autoethnographic research was carried out in order to connect my personal experience into the Language Teaching profession. This paper addresses the description of a foreign language teaching situation, and it focuses on exploring the way that teachers live the disengagement of their learners during class sessions. The main aim is to achieve a cultural understanding. It is not just focused on myself, as an isolate case, but through an autoethnographic study, I invite the language teaching community to identify these conflicts on themselves and to think about it. In order to fulfil the objective of this research, I began with a personal reflection about the identified confrontation of new facts and past experiences. Some classes were video-recorded in order to observe the context of interaction and to be able to identify whether there were some behavioral patterns which were conditioning the lack of students' engagement. Finally, a short questionnaire was applied to the teacher but also to the learners in order to be able to know what the other members had experienced during the term. The data representing my personal position was coded according to pattern regularities. Then, using autoethnography approach, I enhanced a broader understanding of the non-participation issue and the way that it affects the teaching practice; connecting my experience with the acts of the other members of my professional culture. The results of this analysis present an educational system where the doings of every member impact the ideal performance of the others; highlighting the teachers' practices. The findings promote to make every one (learners, teachers and coordinators) act its own role in collaboration with the others. In order to create a more comfortable working environment.

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Chapter 1

Introduction

1.1 Introduction

Being involved in a language learning process represents being enrolled in a process of interaction, collaboration, negotiation, and some other social issues that are performed by the communicative functions of the language. This fact maintains updated the communicative language teaching methodology which is still relevant nowadays. Within this framework, it has been proposed by different authors that the active participation of language learners is a central component of a foreign language class. Richards (2006), for instance, proposes that in a Communicative Language Teaching (CLT) program, learners need to participate in classroom-activities based on a cooperative rather than individualistic approach to learning. He says that students have to become comfortable with listening to their peers in group or pair tasks.

Furthermore, Johnson points out the importance of raising teachers' awareness of promoting communicative practices in the language class. She states: "If teachers understand how the dynamics of classroom communication influence second language students' participation in classroom activities, they may be better able to monitor and adjust the patterns of classroom communication" (1996, p.3).

However, we, teachers, know that there are some circumstances in the classrooms that challenge this communicative orientation. For instance, some learners present some difficulties or lack of willingness to actively participate or to get engaged in interaction. This aspect makes evident that during the language learning process, different behavioral dimensions arise. Roberts (2004) confronts the ideal methodologies of language teaching stating that language teaching concerns real people in real situations, often in heterogeneous speech-communities (such as

classrooms) and with differential levels of competence in various respects. Thus, according to him, it is relevant to disambiguate the term Communicative methodology because it is meaningless in real circumstances. Roberts (2004) has also sustained that due to the communicative approach, language learning has been concentrated much more on the use of language to report and describe than on doing things through the language. Based on Roberts (2004) assumption, we teachers need to see what the Communicative approach really means.

Nevertheless, poor participative learners reveal a spectrum of reasons and results whose analysis have reconstructed some assumptions of the language teaching-learning practice. However, little attention has been paid to language teachers themselves when they are confronting this situation. Teachers are as well under the influence of learners' lack of willingness to work on their own initiative. Experts suggest a good number of alternatives to promote students' participation in class, but they do not say teachers how to avoid feeling anxious, stressful or overwhelmed with facing this situation in class. It is the vital importance to recognize that learners do not exist in isolation. They live the language learning process close-connected to their teachers to whom the culture has overlooked. This paper presents my personal experience when I challenged a complete unwilling class; behaving in a way that made it difficult for me to work with them. This form of self-study will be approached on the lenses of an autoethnography methodology. Chang (2008) states that this methodology provides an insightful model of a self to present a complete understanding of the others.

1.2 Contextual description

This paper addresses the description of a foreign language situation and it focuses on exploring the way that teachers live the learners' disengagement issue. The environmental context set a language

faculty of a public higher education institution in central Mexico whose mission is to train English teachers. In this specific context, lack of learners' participation hinders the development of skills; essential for future English teachers. Furthermore, lack of involvement affects the mission of the faculty due to it is essential for universities to shape environments where they promote the world of practice.

Wenger (1991) maintains participation represents to be able and allowed to engage productively with others in a social learning system, engaging directly in activities, conversations, reflections and other forms of participation. Hence, disengagement from learning practices is part of a wider trend due to the social dimensions of this context.

1.3 Situational description

As a member of the teaching staff in a program designed to train language teachers in a language school of a public higher education institution in central Mexico, I personally have experienced difficult moments facing the resistance of learners to actively participate in classroom activities. There was a specific class when I confronted a lot of negative implications due to lack of students' engagement. This situation turned worse when the problem began affecting my personal feelings. Noticing that my teaching practices were not stimulating my student made me feel stressful and tensioned. These difficulties provoked a high level of anxiety that was reflected in time-consuming work; trying to adapt and adopt appropriate methods to promote students' participation.

By the time I lived this difficult experience, I had just begun teaching in the program of training English teachers in a public school in the center of Mexico. Y had a lot of lacks of information. I did not know if I was able to modify the class methods, or if I could adapt the program either. Therefore, I decided to conduct the present investigation in order to identify what

goes on inside a teacher, and the between the teacher and the learners. According to Muñoz & Ortega-Martín (2015), the between refers to the relationships or interactions between teacher-students, but they also include student-student, but the latest aspect is not considered in this research. This thesis explores events that a language teacher went through; due to the fact that the feelings of the teacher were widely affected. Muñoz & Ortega-Martín (2015) state that high levels of anxiety make the teaching (or the learning process) very difficult to cope with. Phsychologists define anxiety as the subjective feeling of tension, apprehension, nervousness and worry, and when feeling these experiences, persons become more vulnerable to negative criticism. Thus, significant issues were identified and they demand special attention from people involved in the process of teaching, but as well, while learning a foreign language.

1.4 Purpose of the stud*y*

The purpose of this research attempts to achieve a cultural understanding. Teachers have learnt to navigate with the learners' disaffection in class in a way that it might be thought that this is a common situation, but this does not mean that they are used to do it without having frustrating and stressful feelings. The aim is not just focused on myself, as an isolated case, but through an autoethnographic study, I invite the language teaching community to identify these conflicts on themselves and to reflect on the results discussed in chapter 5. The general objective is to provide useful information to contribute to better teaching practices and better administrative and learning understandings of this issue. It is considered that a holistic examination of what makes learners disengage from class activities could help to create more comfortable teaching environments.

In fulfilling the stated purpose and objective, this thesis explores the experience narrated by myself and the existing relationships between the classroom context and the attitudes expressed

and perceived by its internal participants. In order to inspect such relationships, a procedure was set on gathering information related to the perceptions and actions of students and teacher; what occurs during the language class in order to initially identify the barriers to classroom participation. Later on, the information collected was codified into different related categories in order to have organized groups of data to interpret this phenomenon on the lenses of the autoethnography research; a self reflective practice (Chang, 2008).

1.5 Rationale

Learners' lack of engagement constitutes a well-known issue but a little-discussed matter.

This phenomenon challenges teachers' abilities because it interferes with the goals, the plans and the natural flow of a language class. This study is based on the assumption that the results obtained will provide useful information to every person engaged in the development of educational procedures (administrators, coordinators, textbook writers, curriculum designers, teachers, and learners themselves), pointing out how they impact the language teaching/learning processes. Van Lier (1996) contemplates that an analysis of classroom patterns must show what factors influence the occurrence of participation. This investigation invites the staff of educational systems to reflect and to refresh their educational assumptions.

1.6 Research questions

The interest stated above took to the formulation of the central questions of this research.

1. How did the teacher manage learners' class disengagement?
2. What obstacles did the teacher encounter in attempting to create a more comfortable environment?
3. How have affecting teaching environments influenced the teacher who I am now?

1.7 Conclusions

Having presented the general topic and a discussion of the problem that this work addresses, the work will move forward in the following manner. Chapter 2 presents a review of the literature that is relevant to the issue teachers' affecting factors triggered by lack of learners' engagement. It provides a theoretical discussion of the background and the main terms of this study. In general terms, the literature review presents a discussion of the assumptions and the controversies that happen during the language learning process due to students' disengagement in order to connect my personal experience to my professional community. Chapter 3 presents the methodological process that the study followed in order to gather, analyze, and interpret data. It provides a description of the context, participants, and instruments. In Chapter 4, the results of the study are described, interpreted and explained. Relevant results are highlighted in order to provide the reader with all the bases that took this research to its final results. Chapter 5 provides a discussion of the implications that this research had on its particular context; possible recommendations are made, and directions for further research.

Chapter 2

Literature review

2.1 Introduction

Learners' active participation through interaction with the teacher and the classroom learning opportunities is considered a prerequisite to succeed in learning a language processes. We language teachers have identified that to the degree that language students are actively involved in their learning process, they can develop valuable communicative abilities for the use of the language.

However, the success of the development of such practices depends on multidimensional factors involving a spectrum of learners' factors. However little has been said from teachers' side. The aim of the following investigation is to explore how teachers are affected by the circumstances that hinder the students' participation in a language learning context. The purpose is to identify aspects that could help teachers to prevent themselves from having stressful experiences when teaching in difficult conditions due to lack of students' engagement.

This second chapter presents the literature review of the main issues that play an integral role into the behavioral engagement in a language class. The outline of the present chapter is divided into three general groups: (1) Definition and assumptions of learners' disengagement (2) affective variables that hinder active engagement, and (3) the influence of social domains in language learning contexts.

2.2. Lack of engagement

It has been claimed that the Teaching-Learning language process is a multi-dimensional reality that demands the active participation of involved people in order to produce learning outcomes. Active participation evokes an issue related to class engagement among some other students' behaviors

such as attendance, extra effort or enjoys of learning. All these behaviors are concentrated into a positive learning atmosphere

According to Christenson, Reschly, Wyle (2012), active research on student engagement has occurred primarily in the past 30 years with an article presented by Mosher and McGowan in 1985. There is a general consensus regarding a number of facets of engagement theory and research.

However, the present literature review confers the most discussed aspects of the opposite issue; students' lack of willingness to perform a participatory role in the language class.

Johnson (1995) provides a general vision of the main problem of the phenomenon of non-participation. She says that when doing classroom research we realize that members in this context have different perceptions about each other and about some key terms. According to her, disengagement is one example of some confusing facts of a language class. Johnson (1995) presented a case of a Chinese student who thought if she listened quietly and took notes she was participating. Johnson says that this situation illustrates the disturbing meaning of class engagement because for some teachers, the Chinese student's attitude might be considered as a non-participative outlook.

Johnson's investigation introduces the unknowns and controversies on students' engagement. Thus, in order to avoid ambiguity, Cappella, Ha Yeon Kim, Neal & Jackson (2013) clarify that behavioral engagement has to be an observable act of students being involved in learning activities.

The central argument of this paper is focused on the lack of language learners' participation and in order to better understand this concept first, it is presented the conceptualization of engagement.

Cappella et al, (2013) define academic engagement as the ways in which learners are committed to or involved in school by representing daily interactions between students and their learning contexts.

Interactions between learners and their learning contexts are some of the main factors that demonstrate active learners' involvement in class. Barrick, Thurgood, Smith, and Courtright (2015) mention that some scholars have suggested that engagement can potentially manifest itself as a property of organizations. According to them, throughout organizations, people may share perceptions that members of the organization collectively invest their full selves into their work roles. Barrick et al (2015) state that the shared sense of engagement emerges in part throughout various affective and social processes in the organization.

Supporting the dimension of engagement based on the participants' collaboration among each other, Pineda-Báez, Bermúdez-Aponte, Rubiano-Bello, Pava-García, & Suárez-García (2014) similarly define students' engagement referring to the time and energy that students invest in the performance of educational activities, in and outside the classroom. Reschly & Christenson say: "students' engagement is also associated with the policies of practices of an institution to encourage student participation in the programs and services offered. In this sense, engagement comes to be a mediator that links relevant contexts such as home, school, peers and community to students' outcomes" (2012, p.29)

In sum, language learning engagement cannot be limited to a simple attitude of a student or a group of students. So far, what has been claimed extends the conception towards a network of linked aspects. Thus, the social implications need to be deep reviewed in order to clarify the

function of a whole system which comes to be the main aim of this work, to identify those aspects that alter learners' engagement.

Skinner and Belmont (1993) name the opposite of engagement *disaffection.* They state that disaffected learners are passive; they do not try hard and give up easily in the face of challenges. They add that disaffected learners can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious toward teachers and classmates. These demonstrations are described in the conceptualization of Engagement and Disaffection in figure 2.1 (Skinner and Pitzer, 2012, p. 103). According to them, disaffection comprises the ways in which students withdraw from learning tasks where no just behavior but emotion and cognitive orientation represent either, engagement or disaffection.

For the purpose of this research, a general revision of each category is presented in the following sections of this chapter, as summarized in the chart below (Table 1).

Table 1.

	Engagement	**Disaffection**
Behavior Initiation Ongoing participation Re-engagement	Action initiation Effort, Exertion Working hard Attempts Persistence Intensity Focus, Attention Concentration Absorption Involvement	Passivity, Procrastination Giving up Restlessness Half-hearted Unfocused, Inattentive Distracted Mentally withdrawn Burned out, Exhausted Unprepared Absent
Emotion Initiation	Enthusiasm Interest	Boredom Disinterest
Ongoing participation Re-engagement	Enjoyment Satisfaction Pride Vitality Zest	Frustration/anger Sadness Worry/anxiety Shame Self-blame
Cognitive Orientation Initiation Ongoing participation Re-engagement	Purposeful Approach Goal strivings Strategy search Willing participation Preference for challenge Mastery Follow-through, care Thoroughness	Aimless Helpless Resigned Unwilling Opposition Avoidance Apathy Hopeless Pressured

A motivational conceptualization of engagement and disaffection (Skinner and Pitzer, 2012, p. 103).

2.2.1 Highlighting the relevance of learners' engagement in a language class

Some important contributions to the discipline of language teaching and learning help to identify the influence of cognitive accounts in the learners' class involvement. Dörney defines the cognitive process as "an individual's preferred and habitual modes of perceiving, remembering, organizing,

processing, and representing information" (2008: p.124). Nevertheless, Dörney (2008) emphasizes that cognitive styles are such as in a blurred area between personality and intelligence and this explains the influence of these variables in how and why people differ in their learning performance despite cognitive processes.

The cognitive category has been projected into the active and passive processing. The former considers that the cognitive information-processing can be promoted just through the output references. Kupferberg and Irit (1996) consider that salient input facilitates learning by assisting the learners to attend to the new Second Language forms. According to them, exposure to salient linguistic input may trigger explicit learning. This framework cannot situate Language Learning with passive or unwilling learners due to the teacher has no direct access to learners' inner processes.

Kupferberg and Irit (1996) also consider that attention is a central concept in most cognitive information-processing. Attention represents class engagement but as a central component that enables the learner to produce or activate information; not just to be engaged to the class. However, due to the Language Learning Process is a metalinguistic process, this aspect is hindered by the fact that making mistakes is implicit in language learning. Arnold (1999) states that inhibitions are developed when small children gradually learn to identify a self that is distinct from others. With greater awareness comes the need to protect a fragile ego, if necessary by avoiding participation. Hence, participation triggered by paying attention is affected by inhibition. Even though, inhibition represents a more personal or individual factor related to personality; Ellis (1990) says that it is hypothesized that the defensiveness associated with inhibition discourages the risk-taking.

The passive cognitive processing, reveals an important assumption about lack of participation; which does not necessarily represent avoidance or apathy. Ohta (1999, cited in Hall,

2000) states that there is an important data that has not been considered: private speech. According to her these data reveals learners to be active in their inner speech or thought. Although private speech might be a difficult data to collect, Ohta (1999, cited in Hall, 2000) suggests not being impossible. For example, she analyzed face language of learners as well as self-expression and took them as determinants to prove that learners are making sense of the lesson.

According to her, *non-participation* is the lack of an oral response from the student who was corrected or addressed by the teacher but, not the lack of oral involvement of students in a class. She recommends not stereotyping a learner as a *non-participant learner* just because he or she does not express orally what he or she thinks or analyzes about the lesson because some other factors might be involved in that behavior.

Krashen (1995) also sustains that the Input Hypothesis makes a claim that "we acquire spoken fluency not by practicing talking but by understanding input" (1995: p. 60). According to him, it is theoretically possible to acquire a language without ever talking or participating in a conversation. Then, it is possible to assume that although learners do not participate in class, they are learning something of the language. However, Ellis (1994) sustains that in the 1960, such accounts were challenged by Chomsky who marked that the set of mental process that students receive in the context of interaction have to be converted into a form that the learner could store and handle in production due to in many cases there is a very poor match between the kind of language in the input learners receive and the kind of language they themselves produce. Ellis (1994) reinforces this statement pointing out that while the amount of participation may not be a key factor in L2 acquisition, the high-quality participation can be made it a stronger matter.

Therefore, there is such as a general conviction among some authors of being careful when labeling learners as non-participant. Barnes (1976, cited in Johnson, 1996), for instance, considers

every student who is involved in what is going on during the class as a participant student. Bell (1984, cited in Hall, 2000) assumes that students in the class are not just participant but, conversational participant and, not only when they are addressed, but also when they are in the role of the auditor. It is significant to highlight his contemplation because he goes beyond taking students who are paying attention in class not just as participant learners but, as 'conversational participants'.

From now, it is important to specify that class disengagement refers to the scarce willingness of students to articulate their thoughts and to contribute to the spoken exchanges that ideally occur in the second language classroom. Students who are considered as non-participant learners are those students who do not easily get involved in oral activities. However, as it can be identified in this first point of view, different opinions arise from the cognitive concern in relation to class engagement which, as quoted by Hampson and Colman (1994, cited in Dörney, 2008), are in a "conceptual gray area" among individual variations.

Cognitive engagement can be contrasted with emotions or affective variables considering that the former belongs to general factors of the language learning and the latter to the uniqueness of individual mind. Gardner and MacIntyre (1993) define affective variables "as those emotionally relevant characteristics of the individual that influence how she/he will respond to any situation". Williams & Burden (1997) also consider that is undoubtedly true that learners bring many individual characteristics to the learning process which will affect both, the way in which they learn and the outcomes of that process.

However, the present paper is focused on Teachers' difficulties living lack of students' engagement. Previous revision was focused on understanding the factor that promotes teachers'

affective variables, lack of students' engagement. But now, we will be focused on reviewing my main concern, the way that teachers are affected by negative performances in the language class.

2.3 The teacher: Affective variables triggered by learners' disengagement in class

Second language teaching represents the process throughout a capable person provide theoretical guidance to a group of learners in order to have them acquiring the ability to communicate in a language different from their mother tongue. However, this is an extremely complex process involving many factors, but for the purpose of this research, it is mainly considered the factor of the teaching-learning environment. Wang & Wu (2020) assert that many linguistic theoretical researcher and foreign language teachers have paid more attention to the influence of affective factors from the psychological perspective of the learners, but not on the teachers. What it is important in here is that Wang & Wu (2020) express that the affective factors are close related to cognitive process. The person suffering affection finds out more difficult to process information.

In here, it will be discussed the experience of a teacher who many times felt blocked and shocked; unable to overcome a difficult moment in her teaching practice.

In a language learning context, we expect students to learn as a result of the teaching practices. We teachers are frequently taking pedagogical courses to develop students-centered skills. But little attention has been paid to teachers themselves. Martin & Lueckenhausen (2005) sustain that the teaching practice is an emotional business. They state: "when 'expert' academics confront their own uncertainty in a subject area when they are seen by students and peers to be an authority, then anxiety is the most reasonable response. (2005, p.390,).

The affective variables in a language teaching process trigger specific responses. As stated above, it has been identified that the emotions are easily affected in negative teaching atmospheres. On the other side, our actions and performances are also modeled by previous experiences.

The importance of experiences was originally considered by Merleau-Ponty (1945) who stated that all knowledge of the world, even scientific knowledge, derives and is gained from our own particular point of view which is built on the actual experience of the world. For instance, learners create their own conceptions of the role that they have in a learning process event based on their previous learning experiences; and so teachers do it. Dörnyei (2008) considers the learners' beliefs greatly affect their behavior. He marks that learners' beliefs have a strong factual support which have been measured in five major areas: (1) difficulty of language learning, (2) foreign language aptitude, (3) the nature of language learning, (4) learning and communication strategies, and (5) motivation and expectations. Kumaravadivelu (2006) argues that the experiences participants bring to the classroom are shaped not only by the learning and teaching episodes they have encountered in the classroom but also by a broader social, economic, educational and political environment in which they grow up. According to her, these experiences have the potential to affect classroom practices in ways unintended and unexpected by policy planners or curriculum designers or textbook producers at a point that some others affective variables get involved.

2.3.1 Identity

Although interaction in the classroom context is the main focus of this paper, identity is considered as a relevant point for analysis in this investigation because some researchers have considered that although identity is a personal feature, it can be adapted to the social situation. For instance, Doughty and Long (2003) claim that the interactional point of view sees social context not as given, but as created in each specific situation by the interplay of several social factors. Therefore, according to them, the identity that emerges in a particular situation is determined not only by the person's group membership but by the social interaction.

Lave and Wenger (1998, cited in Norton, 2001) affirm that people do not only produce their identities through the practices they engage in, but they also define themselves through the practices they do not engage in. According to Lave and Wenger (1998, cited in Norton, 2001), for a common person, it is as normal to be a participative person in a social event as a non-participant one. It is part of his identity. Nevertheless, they also recognize that particular social arrangements in any community may facilitate towards fuller participation such as resources and opportunities for participation.

This last clarification of Lave and Wenger reaffirms the importance of learning environment. According to them, although non-participation is inevitable for some students because of their identity; the Communicative approach may be met with resistance for them; this is not to say that such resistance cannot be overcome. They explain that the kind of non-participation that a person presents in a community that he or she belongs differs from the non-participation in the practices of communities to which he or she does not belong.

Lave and Wenger (1998; cited in Norton, 2001) support the idea that if a learner does not participate depends more on the conjecture of marginality. In a classroom, a student might reject being active member of the activities because of his or her identity but, it does not mean that this attitude cannot be changed. Teachers should be able to get that student involved in the communicative activities of the class. Otherwise, the non-participation might be considered as a problem of marginality more than a feature of identity.

2.4 The influence of social domains in language learning engagement

Although the concept of language learning is widely recognized, lack of awareness about its real aims might provoke some conflicts during its practice; such as learners' disengagement. Ellis

(1997) divides the components that activate the process of language learning into two main categories; internal factors (cognitive mechanisms) and external factors (social conditions). The former has been previously discussed. The latter is a relevant category for this research. Ellis (1997) considers the social conditions which influence the opportunities learners have to hear and speak the language as well as the input that learners receive; the samples of language to which the learner is exposed to. Mercer (2000) contributes in this assumption proposing that knowledge is shared and people jointly construct understandings. According to him, language learning is seen as a dialogic process, "with students and teachers working within settings which reflect the values and social practices of schools…" (p. 5).

Kumaravadivelu (2006) also delimitates her consideration in the context of classroom based L2 learning and teaching. According to her, language learning is the task of the teacher to help learners reach the desired level of linguistic and pragmatic knowledge / ability that addresses their needs, wants, and situations. But, a central aspect is when she emphasizes on paying special attention to the learners' output. In a learning setting, this production just can be identified through the participation of the learners. If English classes have a problem of non-participation there is an incongruity between what learning processes is and what really happens in the classroom.

> "In order to carry out such a task, the teacher should be aware of the factors and processes that are considered to facilitate L2 development. An important aspect of L2 development is the conversion of language input into learner output". (Kumaravadivelu, 2006: p. 25)

Kumaravadivelu (2006) also considers the theory of language learning proposed by American structural linguists during the1950s, the behaviorism approach which attempts to explain learning in terms of some form of conditioning. For them, the human can be reduced to a series of stimuli that trigger a series of corresponding responses.

Consequently, they looked at all learning as a simple mechanism of behaviorism; stimulus-response and reinforcement. Subsequently, this theory equally considers an interactive process of language learning procedure which requires the total involvement of its participants; teacher' stimulus and learners' responses.

In short, language learning has been mainly considered in an interactive context where social conditions impact the objectives, either positively or negatively. Therefore, the human interactions in a language learning context should be adequately established.

2.4.1 Social interactions

The theoretical perspective of the external factors is grounded on the work of Vygotsky. Different authors have recognized the social aspects involved in learning identified by Vygotsky in the 1960s. (Scholnik, Kol & Abarbanel, 2006; Moll, 1990 & Williams & Burden, 1997). According to them, Vygotsky mainly emphasized the social origin of cognition and the effect of social interaction on learning. These authors agree that Vygotsky's approach is essentially holistic where the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skill and knowledge.

Currently, some further studies have demonstrated the Vygotskian earlier assumption and complementary perspectives on language learning reaffirm the importance of learning through relations, for instance, the communicative approach. García (2001) explains that the communicative approach confirms the input and interactions' theories of SLA which hold that language learning is assisted through the social interaction of learners and their interlocutors. Kumaravadivelu (2006) also considers that there seems to be a consensus among researchers that

L2 learning environment must include opportunities for learners to engage in meaningful interaction necessary for comprehension and production.

It is also important to consider what Ellis (1994) emphasized about this issue. According to him, in the classroom, interaction is considered a social event involving the personal investment on the part of the learners. Nevertheless, he identified a number of factors which may affect the nature of the interactions. For instance, he claims, whether the learners' responses are volunteered or nominated, the teacher's policy regarding the distribution of practice opportunities, and individual learner differences that affect the degree of anxiety experienced. Hence, interaction is impacted by different existing pieces that constitute a SL class.

A similar an important observation is done by Gee (2004) who adds that if we think beyond on what occurs in a language classroom, as well as there are some participants who are in the same physical place interacting; there are some other members, who without being there physically, come to be an important part of the interactions. For example, the parents who help their children in the topics of the class, the principal of the school, the author of the textbook, the curriculum designer and policy makers who contribute shaping the classroom practices and experiences shared among participants.

Hence, in order to establish to what extent any aspect, action, or limitation, is offset by context, it is necessary to examine the classroom as the setting for the second language learning and attitudes expressed and perceived by its participants (students and teacher).

2.4.2 Classrooms as language learning context

A major issue in language learning concerns the nature of social situations happening in the context. Different researchers have pointed out the importance of considering the learning

environment of the students as a core element in their learning process. The classroom has been defined by Duffy (1992) as a place where teachers deal with complex social relations, often unconsciously created. McDermott (1979, cited in Johnson, 1995) sustains that without mutually established trust, respect and understanding between teachers and students in the classroom, negatively social forces will conspire against the effectiveness of teachers' instructional practices as well as students' willingness to learn.

Krashen and Long (1981) remark the importance of learning a second language in a classroom because it is focused on comprehensible input. According to them, the classroom provides the opportunity to guide students in expanding basic patterns into more complex patterns as well as it assists students to communicate. Schachter and Gass (1996) also anticipate that informal environments must be intensive and involve the learner directly in order to be effective.

Chaudron (1988) considers the relevance of the second language setting explaining that in the second language context, the L2 language is not only the content of instruction but the medium of instruction. Therefore, he claims that learner's engagement is much more demanding. They, first, need to make sense of instructional tasks posed in the L2 and then attaining a sociolinguistic competence to allow greater participation, and finally learning the content itself. Thus, Chaudron (1988) recalls how the cognitive demands of communication and socialization into the L2 community are dominant. This perception relates in a great deal to what has been discussed about language learning and how it is influenced by what surrounds the process; which is an important notion in the current research.

In sum, the significance of the classroom is based on the influence that its diverse aspects have on learners. In line to socialization, the means through which participants get involved are crucial because these resources should create the interest of the members to participate in class.

Ellis (1994) confirms that some researchers have found marked differences in the quality of learners' participation depending on the kind of activity they are involved in. Therefore, instructional tasks represent another relevant piece in the analysis of the aspects that hide the participation in the classroom. Breen and Candlin (1980, cited in Kumaravadivelu, 2006) integrate to the interactive process not just subjects but materials and doings:

> "Language learning is most appropriately seen as communicative interaction involving all the participants in the learning and including the various material resources on which the learning is exercised. Therefore, language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities" (p. 118)

2.5 Instructional tasks

As previously specified, one of the main benefits of the classroom, against learning a language in a naturalistic setting, is that it comes to be the context where comprehensible input occurs due to its interactional opportunities. Most experts agree that this attempt is carried out in terms of a series of activities. Taken together different studies on L2 instruction. It has been suggested the importance of proper instructional tasks for promoting desired learning outcomes in the L2 classroom.

The term of task is defined by Crookes (1986, cited in Ellis, 1994) as "a piece of work or an activity, usually with a specified goal, undertaken as part of an educational course, or at work" (1994: p. 595). Ellis (1994) reconsiders this definition in practice to the idea of some kind of activity designed to engage the learner in using the language communicatively or reflectively in order to arrive at an account. Kumaravadivelu (2006) remarks the significance of the task pointing out that instruction should help learners obtain language input in its full functional range:

> "What is additionally required for learners to recognized and internalize form meaning relationships is the opportunity for meaningful interaction, and hence the importance of interactional activities in classroom L2 learning and teaching" (2006: p.65).

Nevertheless, it is important to consider that most teachers base their class activities on the textbook nominated for their classes which, most of the times, is not selected by them but implemented by school administrators. Hence, it is essential to contemplate that, due to this implementation, teachers have limited amount of freedom in implementing extra instructional tasks when they have to cover a program based on the structure of an assigned material. Although teachers are supposed to possess an effective skill which assists them to manipulate on the best way the activities of the textbook, lack of experience takes some other teachers to maintain just the schema proposed on their textbook.

2.5.1 The impact of the textbook

Textbooks are considered to have a huge influence on the structure of second language classes because they spot what teachers teach and sometimes textbooks also profile how the topic is taught. Johnson (1995) who considers that in EFL instructional settings teachers who are non-native speakers of English may depend heavily on commercial materials for their syllabus design, lesson planning and instructional since in some foreign language contexts, access to information about English may be limited to the textbook identified this problem. Therefore, Johnson (1995) clarifies that teachers must become skilled at adapting textbooks to meet students' needs and goals. Even though, she considers that this last assumption is difficult to carry out because teachers might feel constrained to prepare their students for external examinations, which, most of the times, is based

on essentially covering the content of the textbook, consuming the teachers' attention, but actually such aspect limits, second language students' opportunities for authentic use of the target language.

2.6 Conclusion

This chapter has shown a discussion of the most remarkable constraints on the active participation of language learners. It has been discussed that such restrictions exist in a broader manner than a simple students' attitude. A range of structural, social, and personal conditions are embedded within this phenomenon.

However, it has not been well established the ways to avoid or to reduce this situation in the language class. Thus, this paper pretends not only to identify reasons but to present some recommendations to make participants of an English class more conscious about this phenomenon. It is assumed that the learners and teachers could manifest some more details about this situation that could lead us to some possible recommendations.

Chapter three presents the methodology that was followed in this research to conduct the analysis presented in chapter four and the final interpretation of results on chapter five.

Chapter 3

Methodology

3.1 Introduction

This research follows an autoethnographic method. Autoethnography refers to ethnographic research. However, rather than descriptive storytelling of a culture, Chang (2008) promotes autoethnography as an exploration of researchers experiences to be analyzed within their broader sociocultural context. Reed-Dannay (1997, cited in Chang, 2008) states that one of the most important aspects of autoethnography is linking the self and the social. She explains that, in this method, authors use their own experiences in the culture reflexively to look more deeply at self-other interactions. Reed-Dannay (1997, cited in Chang, 2008) extends that researches' own experiences are studied along with those of other participants, achieving a full membership in the group being studied.

According to Hughes & Pennington (2017), the autoethnography starting point is the emic data collection which represents a process to construct personal stories which evoke real experiences. It is a bottom-up approach. Chang (2008) says that autoethnographers use personal memory as a primary source of information. According to her, the past experience gives a context to the present. Hughes & Pennington (2017) state that once the emic narratives are collected, the researcher subjects them to etic by deliberately separating the affectively to exploratory analysis.

This process is carried out through an open coding process. It is the bottom-up approach where the researcher separates the emotional from the rational reporting. They say that the importance of considering this issue stems from the autoethnographers position of being both, the researcher and the researched subject.

This paper examines the context in an EFL where learners' lack of involvement confronted my teaching practice stability. I discuss my own experiences, as a representative of all those newly arrived teachers on a school, mediated by the issue of learners' non-participation but also, for those learners who find hard to get engaged in the learning-practices.

3.2 Participants

The teacher, myself, presenting a difficult experience when teaching English to a group of students featuring advanced level of English in the program for training English teachers. They were enrolled in a state university in central Mexico; 17 students (15 females and 2 males). The students' age range includes the general classification of young adult learners. This group was studied due to I (the researcher) challenged a stressful experience in this specific class, having an unwilling group of learners to get involved in the learning process. This situation place myself within a hard teaching situation. Thus, I started writing about the way I felt and it was decided to conduct an autoethnographic research to examine my own condition as the teacher of a group with an adverse attitude. As a learner, I recognize myself as a poor participative student in a learning environment.

Actually, most people identify me as a serious person and this perception has come to affect some aspects of my personal and professional life. When being a student, there were teachers who marked me with lower scores because of my lack of involvement in class sessions which, I used to think, and I still keep thinking, was not fair. Therefore, I found highly interesting to examine non-participation through the lenses of a "non-participative" person.

3.3 Instruments

The plan of this research began when I identified the problem of disengagement of learners in my English class. Hence, I wrote a first reflection about the lack of participation in my class and the way that such situation was making me feel. Douglass and Careless (2013) say that we hold fast to the conviction that evoking the personal can illuminate the general; hoping that the story being read will resonate in some way for the reader. This first step is identified as a self-introspection of experiences; where the researcher identified that there is an issue in the working place which is creating a stressful situation in the daily working routine. I wrote about the discomforting moments that were being faced. This piece of data is viewed as a relevant theoretical foundation for an autoethnography research due to, according to Harré and Van Langenhove (1999) while telling stories, people position themselves in relation to others and to life events. They suggest that two kinds of identity represent the concept of selfhood: personal identity and social identity. The former is understood as an individual in space and time, and the social identity as the representation of an individual across the interactions with others. According to Canales (2000, cited in Chang, 2008) the difference that separate self from others often shift with time, distance, and perspective.

Secondly, in order to cope the social identity across the interactions with others, the next instrument was to video-record some classes in order to observe the context of interaction and to be able to identify whether there were some behavioral patterns which were conditioning the lack of a motivating students' engagement. These videos were decoded based on the discourse organizational tendencies.

The triangulation was completed with a teacher's paper where she expresses her opinion about "*comforting" and "discomforting"* moments. This last piece of data was completed not just by the teacher but also by the learners in order to be able to know the perception of what the other

members had equally experienced. The intention of this last instrument was considered based on Breen's assumption (1985) that the real problem about lack of participation appears when learners want to participate in class but they do not feel comfortable enough to do it. This claiming was transferred to the teacher and the learners' introspection in order to have them expressing what they had felt or lived during this course or how they managed to keep it on.

3.4 Methodology

The research undertook a series of procedures. A qualitative methodology typified by an autoethnographic study in which my goal was to move closer to the realities of language learning contexts. The investigation started with an initial questioning of my own well-established perceptions of the classroom situation, and Douglass and Careless (2013) consider that we reflect on those moments due to we think that the things should be improved or worked better.

Hence, this research was carried out based on the methodology proposed by Douglass and Careless (2013) to do autoethnography research. According to them autoethnographers began with an own reflection about the identified confrontation of new facts and past experiences. According to them it is the moment of awareness; the moment when it is recognized that:

> "*something is missing, I feel a need that is not being met"* (p. 85)

Then, the second moment refers to encountering with autoethnography; which signal the possibility of a different working, but Douglass and Careless (2013) make clear that it is hard to see how the step to actually working can get an alternative way of working. Hence, they consider that it is necessary a complete understanding of the field researcher and his or her connection to a particular phenomenon.

The methodology suggested by Douglass and Careless (2013) includes two more steps; which refer to navigating others responses. However, the first two steps were enough to approach the purpose of this research.

I, the teacher of the class, noted the poor learners' class involvement and I conducted the present research with the purpose of scrutinizing my own teaching practices in order to know how teachers deal with the lack of learners' engagement. Besides, during my student seasons, teachers also used to label me as a serious, timid, and non-participatory learner. The life had ironically made me live the other side of the same situation.

3.5 Data analysis

Breen (1985) claims that qualitative research demands an exploration of what, how and why things are done from the perspectives of the members of the target matter. According to Chang (2008), autoethnographic analysis and interpretation represents a process of transformation. She explains that instead of merely describing what happened, the point is to make clear how fragments of memories may be strung together to explain our relationships with others in society. It is a retrospective writing where personal experiences make a facet of a culture familiar for others.

Therefore, the analysis of teacher's literal opinions began with a process of coding. Wolcott (1994) explains that coding refers to a process of generating words or short phrases, called codes, to uncover the consistent patterns across the teacher's reflections, and the video records. Qualitative analysis was used to identify each code. These codes were grouped together in tables; tables and codes were distinguished using two colors; green for comforting categories and, red for discomforting ones. Three general elements were recognized to be the influential aspects of

learners' participation in class: *Instructional Tasks, Social Interactions and, Individual perceptions*.

Then, using autoethnography, I enhanced a broader understanding of the non-participation issue by connecting my experience with the acts of the other members of the culture. In this narrative, I present my experiences by looking at an educational system where the doings of every member impacted the ideal performance of a language teacher.

Chapter 4

Results

4.1 Introduction

This chapter draws on the insights emerged from the analytic autoethnography of teacher's reflections which, according to Chang (2008), were considered as outcomes derived from cognitive positions informed through self-development and open to further interrogation The insights are presented in relation to the three research questions of this study. The data representing my emic position was coded according to pattern regularities. The themes in the data were established by searching for recurring aspects and relationships between self and others. According to the methodology giving guideline to this thesis, Douglass and Careless (2013) make clear that it is necessary a complete understanding of the field researcher and his or her connection to a particular phenomenon.

Thus, this chapter presents a narrative that provides the context of the situation and the results of the *analysis* of collected data. First, it is introduced the environment that was created among the people involved weekdays for the *'Advanced Target Language Class'*. This description includes an account of the different roles adopted by its participants and what the subjects noticed about the conducts of the other members.

4.2 Description of the culture

The faculty of languages had a curriculum plan oriented to train English teachers. In order to fulfill the objectives of this faculty, the different Curricular Plans that have been implemented have always established to train students throughout the target language in order to have them mastering the subject that they will teach. Therefore, the plan includes different English courses in the curricular map, called Target Language, which were projected to reinforce the students' competences in the language that they will teach as professional teachers. This investigation

was carried out in an Advanced Target language class one of the highest levels of these English courses.

The English courses have the purpose of having students submerged in useful input of the English language; mainly reviewing the content of an implemented textbook, which is selected by the English academy of the faculty. Nevertheless, the manner that the textbook is presented to learners in class and the inclusion of extra materials depends on the teaching abilities of each professor and how much the teacher knows about the policies of the course.

This research was considered because of frustrating moments that were detected during class sessions. I, the teacher of the class, decided to information to identify what occurred in this class encounter. Hence, I started this research questioning myself about what it was going on in my class considering the comfortable and uncomfortable moments that I was experiencing in class sessions represented in Figure 1.

4.3 The Learners

This class was integrated by seventeen advanced English learners. They have been studying in the faculty of languages for three years which implies that they know each other and they are familiarized with the manner that this faculty coordinates each area and each subject.

As any student enrolled in this major, they have high expectations on the Target Language subject because they consider that each one of these levels has to mark improvement in their English proficiency. The Learners of this faculty pursue to enlarge their English level basing their expectations on the pedagogical procedures of the teacher of the 'Target language'; assuming that the teacher will activate new knowledge on them. Even though this idea is partially correct, Ellis (1990) states that foreign language learners also should be aware that language formal instruction just provides them with useful input and it is their duty to transform that *input* into *intake* throughout continuous external practice.

Nevertheless, expectations were not being fulfilled and learners adopted a difficult position to be penetrated by a new arrived teacher who was hardly assimilating a totally new environment. Students' attitude became intimidating. They did not participate and did not get involved with a positive attitude. Learners tended to maintain a passive role in the class which created an uncomfortable environment for all the participants. Some students even estimated that the atmosphere was aggressive because of some learners' impoliteness and lack of will to get involved. As it was expressed by learners themselves (Table 2, See Appendix A).

Table 2.

Students impoliteness

- "…I feel that it is not polite when nobody talks or participates."
- "... some of students were impolite"

Students lack of will

- "…When we had to participate because nobody did it and it causes silence. I was very uncomfortable"
- "…I felt uncomfortable when nobody wanted to participate or even talk about what the teacher was asking at that moment"
- " no all the students were will to learn..."
- "…When everybody was kind of tired but not because of the class"
- "…when the group is too quiet and in silence"

Uncomfortable moments experienced by learners during class sessions.

Nevertheless, they accepted to have had useful input in their class sessions reviewing the material and some extra practices that the teacher used to apply. These assumptions were considered relevant for the purpose of this investigation due to learners also perceived comfortable moments in some teaching practices (Figure 3).

Table 3.

Classroom activities	Didactic material	Assessment
Activities or Grammar exercises different from the textbook's "Those things that are so different from just doing exercises from the book." "*En pocas palabras, cualquier actividad que no fuera el libro."* "When we didn't focus the whole class in the book" "I liked the final classes because we skip some things from the book" "*...cuando haciamos otras actividades aparte de solo las que venían en el libro"* (When we used to do activities different from the ones on the book) "When the class turned more active" **Additional activities** "....when the class is taken in different manners; activities or presentations." "...when we did different activities" "... *otras actividades*" (other activities) "When teacher bring another extra activity instead the book" "... we did other activities that were nice" **Games** "When I do exercises that make me laugh..." " When she made games that also help us to learn." **Discussion** "…. practicing speaking." *"comentando después de leer un texto o un cuento"* (commenting after reading a text or a tale) "I liked because we worked in teams and we spoke a lot." "... we spoke a bit more" " ... got better when we and our teacher started to talk about our feelings and some other topics" "In the oral practice when we talk about the opinions of my classmates" "When we talked about other things or make us think in our personal problems." "... we talked about other interesting things" "When we started to talk about love or animals" "When we discus some problems or topics in which we had to give our opinions and then shared the information discussed with the other classmates". "When we made like a 'free class' talking about horror experiences." **Working individually** **1)** "I was comfortable working on my own"	**Exercises designed by teacher** "... the moment when we sang was funny" *"ordenando canciones"* (unscramble songs) "*cuando escuchamos una canción"* (when we listened to a song) "When we sang some songs or we re-arrenged the lyrics of those songs" **Additional sources** "...to combine or to see another material..." "... giving us copies" "I also liked when we did extra activities that the teacher used to bring..." "I liked reading '*Mango street'* "When the teacher started to introduce extra exercises from TOEFL books" " *La profesora puso mucho de su parte para traernos información y ejercicios de otros libros" (*the teacher did her best. She brought us information and exercises from other sources) "the reading of the fairy tales" **Realia** "I learn more by doing activities with real situations" "to know more about how to apply grammar"	**Teacher's feedback according to needs** "...the way the teacher solve some doubts was helpful for me." "...without pressure" "It was good that you asked for our opinions" "in the manner of grade us was very helpful." **Peers' feedback** "... we made them together so I could compare and share with my peers the answers..." "... learn from each other" " Discussions let me know that we can communicate and we had almost the same English level" **Individual awareness** "all in all, I think I earned" "I realize I have to work a little bit hard because I feel that I don't have a good English level" "I think, I really learnt many important things and that was useful for me" "I notice that I have to study more"

Comfortable moments pointed out by learners themselves.

All in all, learners in this group were mostly passive. They used to do what the teacher asked them; but, their attitude was not the most optimum for a language learner.

Even though, students' opinions could not be delimited into one single tendency; while during class sessions and on videos it was perceived tedious moments in the learning process some learners' personal estimations present deeper insights of information about what they perceived from teacher and classmates' attitudes thus, it was necessary to extend the vision of the culture of this group beyond than just the role of the immediate participants in order to extend the ideas perceived at the first impression.

These conditions took another stronger participant to the scenery; the textbook which, because of its role as artifact of interaction, became into a central element of this cultural group.

4.4. The artifact

According to Spradley (1980 in Creswell: 1998) artifact is anything that people make and use to interact each other. According to them, the anthropological term of artifact refers to objects that have significance and demonstrates aspects of a culture. Subsequently, in a culture created into a classroom, teaching artifacts include all instructional material employed by teachers to facilitate learning.

Regrettably, the artifact of this class became more into a problem than into a facilitating tool. It had been imposed and it had to be totally covered; no choice.

Besides, due to teacher's notions; the textbook had a controlling role. Every single activity, even when the class was working with different artifacts, was determined by the topics of the textbook.

It was identified that participants got tired of working all time with the textbook. Therefore, when the teacher would take different material, somehow, they had such as a break and they felt comfortable, (Figure 1)

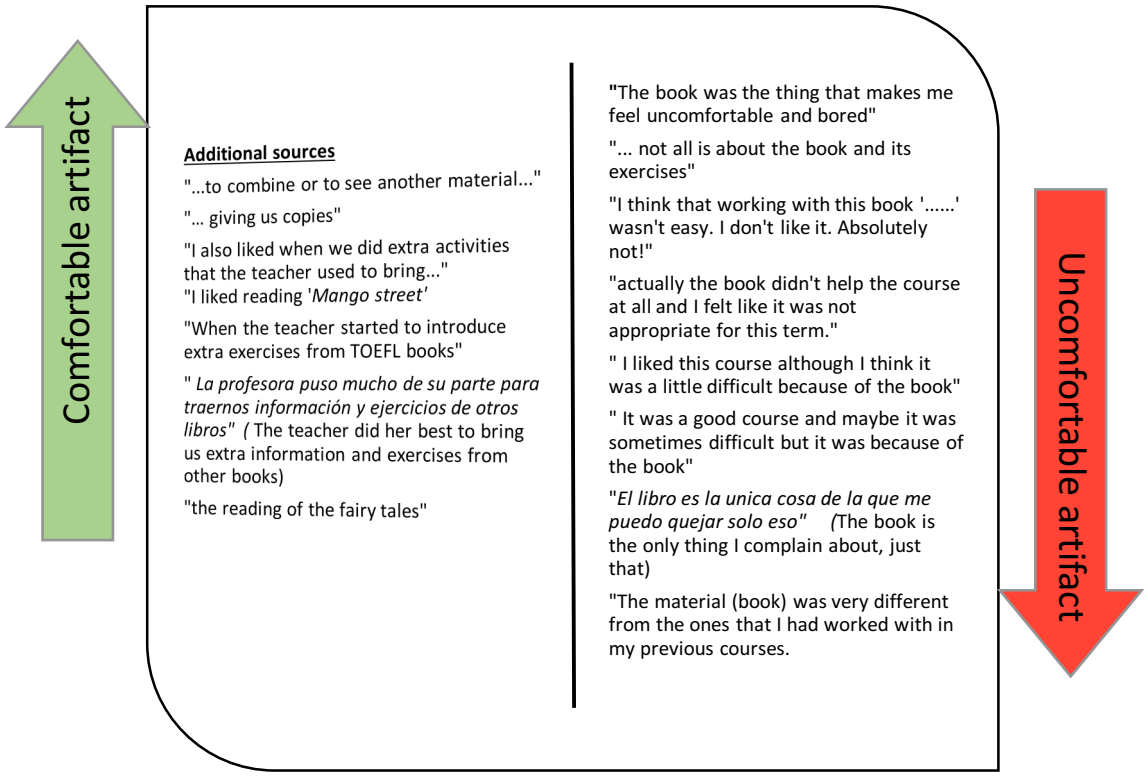

Figure 1. Comfortable and Uncomfortable artifacts; mentioned by learners and the teacher.

Therefor*e,* Jamie L. Schissel, Mario López-Gopar, Constant Leung, Julio Morales & James R Davis (2019): Classroom-based Assessments in Linguistically Diverse Communities: A Case for Collaborative Research Methodologies, Language Assessment Quarterly, draw attention to the possibilities of developing multilingual approaches to assessment that focus on the local needs through an emphasis on nurturing collaborative relationships. They include as well that collaborative approaches are responsive and flexible with respect to the situated socio, historical and pedagogical, among others realities in the lives of stakeholders.

4.5 External Participants

Gee (2004) provides an interesting perspective in considering classroom interaction. He considers that, in a learning context, there are more participants than just the ones that are contained by the same four walls. According to him, if we think beyond, there are some other members, who without being there physically, come to be an important part of those

interactions. For example, the author of the text book, the curriculum designer and policy makers, among others, who contribute shaping the classroom practices.

The teacher explained that she principally behaved according to her previous experience. But there are some other elements that she mentioned and according to Gee (2004) it is crucial to identify them in a holistic exploration.

As it was presented in the role of the teacher, she was also influenced by the norms established in the Faculty of languages for this subject. She knew that she had to respect and apply those rules and, as new arrived teacher, she was unable to break or adapt them to the specific conditions of her class. She did not know how much it would affect her students or even herself to do something different.

These ideas gave a governing role to the English coordination into the class. And the strongest power that they had was the fact of the application of the exam; where they would evaluate the content of the textbook. Hence, I thought that I did not have choice, I just could not take another different route.

4.6 Telling the story

"I have been teaching English for almost five years. So, I am not a full experience teacher but, I am not novice teacher either. During this time, I have mainly worked in the Tronco Común Universitario (TCU) at a public University from the center of Mexico. I also did my professional practices and social service there, everlasting my career, I have been enrolled in programs of this University. So, all the experience that I have achieved so far, has been in this context. Although at the beginning it was difficult, I have no frustration or bad memories from my first moments teaching English. My feelings of those moments did not go beyond than what is normal; to be nervous and a little afraid.

Three years later, I decided to study the Master because I realized that as a University teacher I had to be updated. I knew as well, that a higher degree would give me new and better opportunities so I did it; and by chance, when I have just finished my Master studies the school administrators offered me some classes at the Faculty of Languages. It was a challenge but the Master gave me the confidence to accept the proposal. I thought I was at the precise moment to do it.

Right now, I am dealing with the hardest experience that I have ever lived. It has been really frustrating because I thought that now I had some experience teaching English and I had a higher degree so I was able to overcome this encounter but, I was wrong. I cannot explain what is going on but I am experiencing the most uncomfortable moment in my career.

I think it might be because of the total change of my working environment. I know everything about the TCU; the policies, the dates to accomplish everything, the evaluation criteria, and everything about the material; how to introduce it to the learners and the extra activities to reinforce the topics.

But suddenly, I found myself in a total unknown atmosphere; teaching content subjects in a place where I did not know anything about it. They just gave me the name of the subjects, a program and a textbook; nothing else. I had not even worked with a program before. I remember that I just read it when they gave it to me and never again. For the other three content subjects, I planned my courses based on the programs but, for the target language class, as they gave a textbook to me, I automatically forgot about the program and I focused my attention just on the textbook.

I thought that the target language would be the easiest subject because it was the most related one to what I used to do; to teach English. But, it came to be the hardest one. The problem is not the level that they gave me; I mean, I am an English teacher, it is the pressure of the environment; the constant contending that I feel coming from my students what makes me feel totally uncomfortable.

On the other hand, the book has been a problem rather than a support. The format of the book is totally unknown for me. It has dense vocabulary about unknown topics such as law and marketing. The main problem is that I have not been able to find an appropriate way to teach its content to my class. This implies me to spend a lot of time on planning and researching on extra sources in order to make sense of the content of the book. So, I am constantly under stress because sometimes I feel unsecure about what I am teaching. I am constantly afraid of my students asking something and that I could do not know the exact answer.

Nevertheless, I tried to reinforce the themes with extra material and, although on my own style, I tried to have all students involved in class. Peer work or having learners Interacting to each other demands time and the book has so many topics that must be covered so as we are not a large class, I organize my class to cope collectively and, although just some of the students respond cooperatively, the rest of the class gets useful input throughout the others' comments. Later on, I try to balance lack of participation addressing directly to those ones who have not said anything or asking them to read something or to do an extra activity.

My teaching ideas had the model of my previous context, and in the TCU it is difficult for teachers to have students interacting among them because most of the times they do not have the internal

motivation to carry out those kinds of activities. Their main interest is just to pass the subject, not really to learn the language. For this reason my teaching assumption, based on my teaching experience, is that groups or pair discussions are difficult to control because most of the times, students just discuss the topic for little time and then they switch to Spanish and start talking among friends and I feel uncomfortable asking them to keep discussing in English. They are not interested in practicing, they just want to pass the course; actually, it does not matter whether it is with the lowest score; more than one learner used to say so in the TCU, but this time the class turned hostile for all the participants. Things were not working in the same natural and comfortable way as it used to be in the TCU courses".

In sum, my previous experience had established such ideas in my English teaching conception and, according to Merleau-Ponty, M. (1945) we bring our cultural selves with us wherever we go. Although I was in another different context, I perceived the same duties: to teach English language, to base classes on a textbook and, to prepare students for an external test which was based on the topics on the textbook; same duties, same practices.

Bruner's (1996) explains that understanding a situation in any one particular way is only "right" or "wrong" from the particular perspective in terms of which it is pursued. In my first context, the manner that I used to conduct my classes was acceptable because at the end, the goal was reached. But in this new context, it did not work as I had expected.

According to Bruner (1996), different approaches to learning and different forms of instructions reflect different beliefs and assumptions about the learner. According to Merleau-Ponty (1945) we bring our cultural selves with us wherever we go.

Hence, I decided to carry out this autoethnographic research, and following the guidelines of this methodology, I needed to reflect as much as possible and to identify what it was going on. My next practice was to apply what Breen (1985) suggest; those moments that made me feel comfortable enough to not develop more anxiety during this course due to according to, Breen (1985), we cannot participate when experiencing many worries. On next figure, I represent the way I would like to feel my surroundings in order to feel comfortable

enough, and its opposite side; what stresses me and makes me feel anxious, not free to develop a participative work, (Figure 2).

Figure 2. My personal definitions of Comfortable and Uncomfortable in general terms. It is adapted on personal and teaching situations.

Once I had thought on this reflective criteria, my next researching step was to apply mainly the things that made me feel free of pressure, and more confident on myself. I did it and this was my next reflection:

A SIGNIFICANT MOMENT

Fortunately, I was recommended to include different class activities; and to forget a little bit about the book. I was not sure because the book includes so many topics per unit and to do something different meant time consuming and risking not concluding all the topics and it was the coordination what was going to evaluate the learners, not I, but I did it anyway. I planned TOEFL practices, twice a week we used to start the class reading a book, or singing, or I just had them working with different material. Obviously, learners participated more during those activities, even those ones who did not say anything, at least were more involved during those activities. They looked interested in what their classmates were saying and they even smiled and seemed to have a comfortable moment. One of them, who regularly speak just when I address her directly, voluntarily participated.

This was an amazing experience because it made me recuperate some confidence. I used to feel terrible because I thought that I was not able to teach to advanced learners. I felt what I had not felt since this term had started; confidence on myself as English teacher and on my professional capacities. I learnt that when the circumstances turn so difficult we need to move our pieces of the game in order to redistribute our strategies. Of course this implies to make decisions, but that is what teachers have to do every day. However, this is not an easy condition in a new environment where the consequences are unpredictable. I could identify that something was wrong, but I used to think that I had no choice because that was my labor; to review every single part of the textbook and have my students ready for the external testing.

Nonetheless, my anxiety turned even worse because I started to include different activities, adapting and planning time to be able to finish the book as well. In the end, I did it, but currently, the feeling that things should be changed still remains. I still feel uncertain about the way that the things are being done in this subject. I was able to see the dimensions of a Language class. This helped me to notice that the teaching-learning process should be planned in classroom contexts and not at desks. Unfortunately; we teachers cannot make such decision on our own.

The triangulation of data was concluded with the decoding of the video that were recorded to observe the class from my researcher eye (see Appendix B). I noticed that I needed to observe myself but neither from the teacher perspective, nor since my desk, but alone; watching classes once, twice or all the times that I did to conclude my discussion.

The main points of the video are presented on figures 3 and 4.

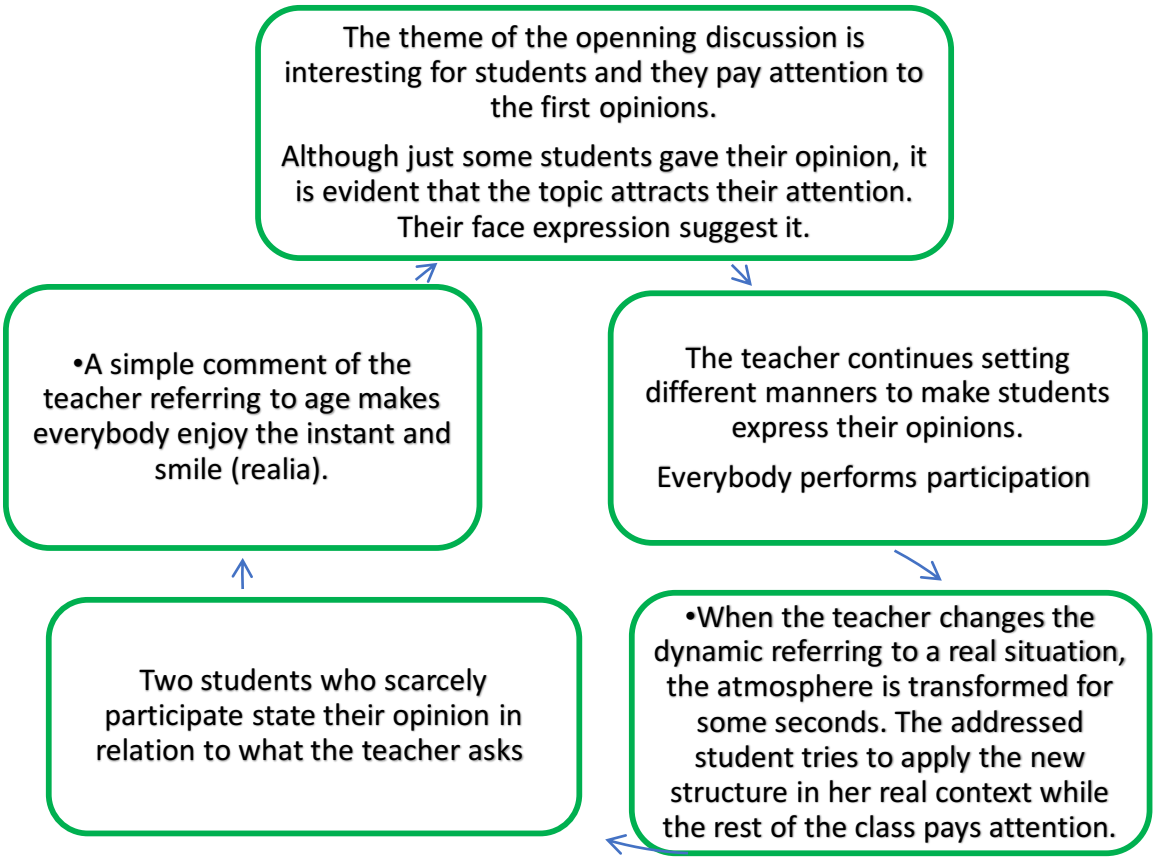

Figure 3. Main comfortable moments observed on videos. All of them while working with activities which did not include the book.

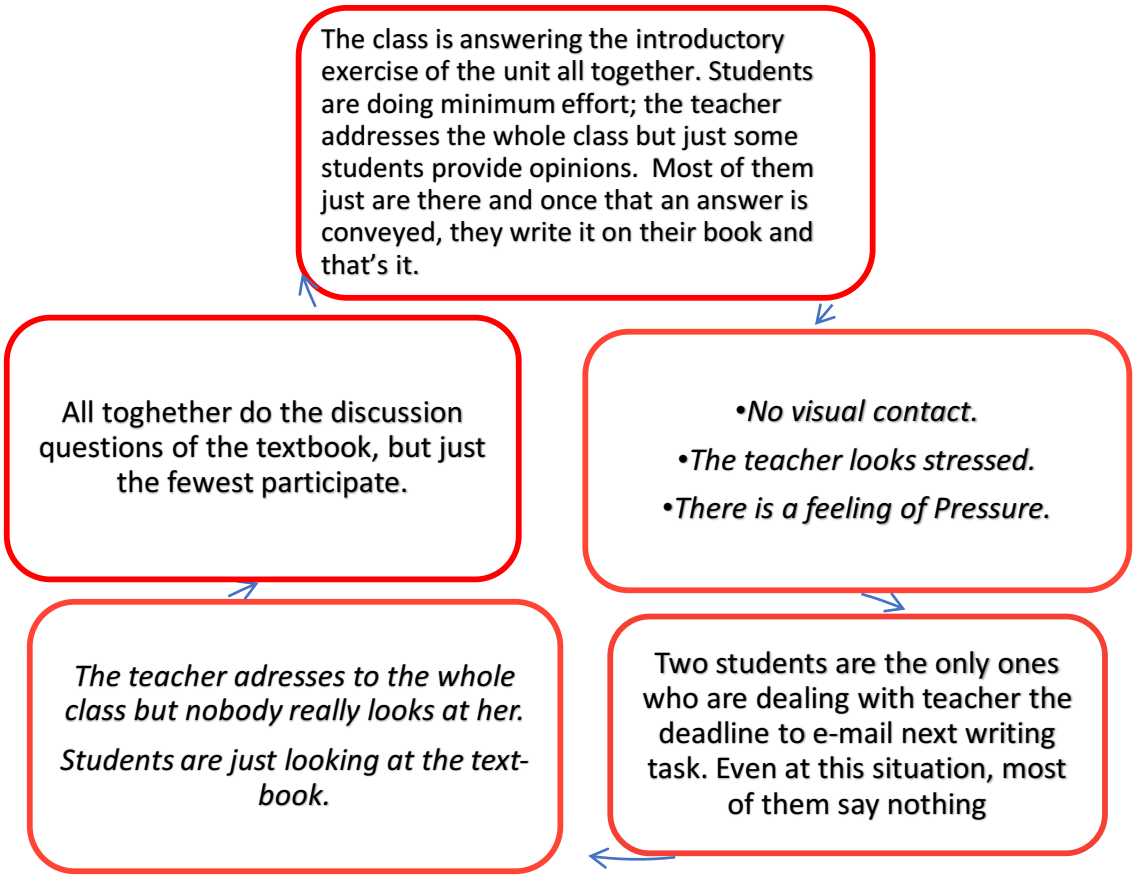

Figure 4. Main uncomfortable moments observed on videos. All of them when working with the book.

4.7 Conclusion

All the general aspects of the analysis provide an overview about the complexity of a class encounter. Each participant brings to such encounters personal positions and, internal and external reasons. Even the ones who are not physically there but, as it has been reviewed, they might be the ones with more presence. Nevertheless, external participants also have their own reasons to interfere in the manner that they do it in a class. Besides, as human beings, it is created a social group with a culture where there are certain organizations. Kroeber & others

(1963) stated: “A human society, by minimal definition, requires organized relations, differentiated roles, and patterns of social interaction, not simply an aggregation of people” (p. 601).

Therefore, on trying to identify the factors that influence participants’ behaviors in a classroom it was detected deep and complicated issues that all together create a web that makes almost impossible to point out specific matters. Thus the whole story is represented on figure 5 (adapted from Wolcott, 1994), with all its complexities that it is involved. However, core elements were detected: each situation might predetermine another one and each condition will mark a response which will be reflected on a personal position or behavior assumed per each participant. In addition, some others facing same situation will respond with a different behavior just because of their personal pre-experience. Figure 5 pretends to illustrate such predispositions and results, where the central phenomenon of this research; the affective moments of teachers working under lack of students’ engagement is predetermined by some causes and depending intervening conditions. Now, this analysis turns into the interpretation of data presented on this chapter.

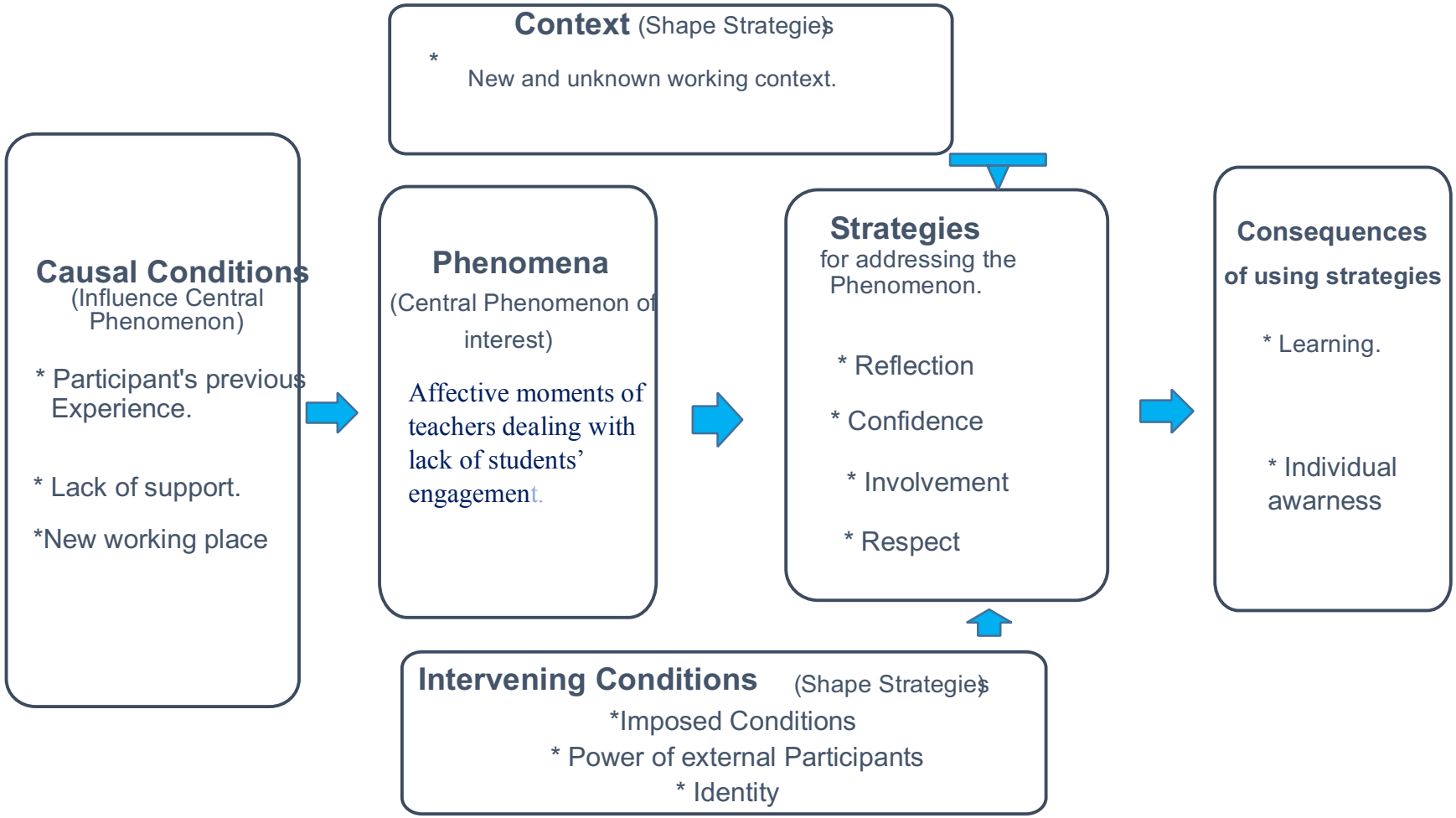

Figure 5. Adapted from adapted from Wolcott, 1994. Representing the whole story.

Chapter five is mainly focused on answering the research questions posted in chapter one. It also includes the final summary of this paper with its implications, findings and limitations. It offers a suggestive evidence for some solution to activate the participation in the language class and some possible areas for further research.

Chapter 5

Conclusions

5.1 Introduction

This study was set out to explore the learning environment of an English class with the purpose to examine the existing relations among classroom context and the attitudes perceived on its participants. It is sought to identify the circumstances in which teachers live conflicting teaching situations with lack of students' engagement in order to disseminate its most possible causes and to contribute with some comments which could be useful for better administrative, teaching, and learning practices.

This chapter draws the final facet of this autoethnographic research; the interpretation of the results. In doing so, it is answered the research questions of this thesis.

5.2 Making the individual-self a member of the culture.

During the course of this paper, it has been argued that the central phenomenon of this study; affecting moments faced by teachers when teaching non-participatory learners is a well-known issue. However, we teachers have not formally shared our personal stories. This problem is generally a topic commented on the halls of the school, or in informal chats, where most of us recognize this issue, and that's it. We have not been able to faced it. It occurs inside a classroom and we have remained it for too long.

Hence, focused on the first research question which pursuits sharing experiences to identify if there are common patterns that we could identify to support to each other. I have presented my personal experience which, although having more disturbing aspects due to the lack of important

points of this context, describes an issue that should be worked at this educational setting. I can answer my first research question by saying that teachers live these experiences in an unavoidable loneliness. Once we get into the classroom just our teaching abilities can protect us. For this reason, I spent so many hours trying to find ways that make my practices less complicated. Why do we have to pass through those stressful moments when there are forms to reduce them, at least a little bit. I decided to point out this matter because those learner from whom we live this conditions will be the ones who later will have to face some similar teaching moments. Then, part of their teaching training should be to know how they must prepare themselves to overcome successfully their first teaching experiences.

As it was commented previously, most of the literature about this issue is focused on supporting learners, but little information consider the other side of this social interaction, the teachers.

What was found in this inspection was some intervening conditions which mark important variables from what it has been generally maintained about the nonparticipation issue. They should be consciously considered in order to avoid having school members with frustrating final courses feelings. The relevance of these conditions is that they can be prevented. Through the research process of this study, the analysis moved more and more from particular to general themes, to the cultural teaching practice. Thus, the findings of Chapter four, in to the second research question considered as well some perceptions of the learners. As well as I did it. Learners could notice a very common pattern on experiencing lack of involvement. They commented that due to the others' actions, it comes difficult to overcome these kind of problems on our own. We are part of a system and we need that everyone gets committed whit her/his own duties the way it should be.

Students perceive that because of the book or because of the teacher, or even because of their peers, their participation was blocked. They express that we had a barrier that affects the atmosphere of the learning environment. Attitude towards the other members of the teaching-learning system conditions our behavior, and the same happened to me. Thus, it has been detected the necessity of an organized system of training in order to properly carry out the English classes which marks the point of the third research question, to promote more active participation.

One of the main labors of every member of a school staff is to have an assistant role. It does not matter the role that a person carries out in the institution. It is not just about teachers to support learners either but even the opposite, learners to support teachers during class development and so on with every member. In order to conceptualize this interpretation, it could be considered what Vygotsky (1978) contemplated in his Zone of Proximal Development assumption due to it is what elaborates the dimensions of a school mission. According to him, the distance between the actual developmental level and the level of potential development will be achieved just in collaboration with more capable peers. It is totally relevant for participants of an English class, either internal or external ones to provide, or receive, all the necessary information and preparation about the courses such as a preliminary provision for reaching the goals of the program.

Furthermore, it is not just about all the school members working in team; it relates as well to some intervening individual conditions. In the obtained results, it was also identified the personal factors that every single participant brings to the place of interaction which affect in the same level the attitude or the behavior that is adopted during the learning process.

The properties of the obtained results took the interpretation of this research to identify that affecting conditions that teachers pass through the learners' non-participation is a problem beyond the attitude of the learners on its own during the class development. Its presence in the class reveals

other school aspects or actors; whose responsibility could be protected by their invisibility in the classroom but they are undoubtedly there. Thus, the interpretation of what it can be done to enhance more active learners' participation in an EFL class in relation to the third research question of this study is answered deliberating two levels of reflection which argue that class participants can take part in active participation in two levels; externally, towards the school organization system and, internally, towards self-reflective role practices.

5.3 The external system of a class

The most relevant variable that arose in this exploration is the new arriving teacher who was confronted to an advanced class with inadequate or, not enough information. Although it is real that there are established rules of behavior in social life; such as the conduct of a new employee in any institution or, the difficult attitude that students can adopt during class sessions; they represent well known issues but seldom discussed. This study argues that it is necessary to make those behaviors explicit because such situations seriously affect the correct development of any social interaction.

New teachers need mentoring and support. They need to be helped to get adapted to the possible situations with which they could be confronted. Not just simply telling; this involves deep conversations of what is ahead for them. Assist teachers in their efforts to function effectively. Providing them the information about those flexible aspects of the class in relation to the content, the design, and the evaluation of the course; that would help a lot.

This action demands the participation of those ones who are not physically in class sessions but, they are being part of the development of the class, the coordinators. These participants have to perform an effective supportive role with teachers; providing them not just all the formal information but, even some tips, techniques or pieces of advice to make them feel comfortable in

their new work context. Besides, class coordinators have to consciously perform their gate-keeper role when allowing the entrance to one of the most controlling participant of the language classes; the textbook, the object of interaction. In order to efficiently carry out their role, coordinators ought to promote teachers' participation when selecting the class textbook; collecting and sharing teachers' experiences; and paying special attention to the students' purpose of learning the language which, in this specific context, is to learn the language to teach it or, to help others to get meaning from it.

Nevertheless, it is important to make clear that it is not about trying to justify the weaknesses of my own labor as the questioning teacher. In every setting, new participants have to become aware that a new context automatically demands extra effort. New ones have to find a way of belonging as soon as possible. Teachers, of course, bring with them personal experiences and beliefs about the world and the teaching- learning practices to the new working context. But, those thoughts need to be disseminated in order to have the more capable peers giving guidance about the practices that have to be adapted.

5.4 Self –reflective role practices

The final discussion for this study refers to the bridge between personal assumptions and required new practices in current circumstances. In order to complement the previous external suggestions, it is considered as well to apply self-reflective role practices, for both, new teachers and students when starting a new course.

New interactive participants need to express to the capable peer what they assume their role is in that context. The purpose is to identify if what the learner or the new teacher considers as a fact is equally valid in that new situation. The purpose would be to engage people become

acclimated to positive performing in the current classroom, but that apart from students' oral participation. Therefore, the final component of this discussion is for new teachers and for students in general to reflect on their thoughts, their practices, and their reactions towards specific events that occur during the development of an English class and participate this information to the other members involved.

My last question is answered sharing what I learnt from doing this research. Of course, I have become into a more professional teacher, and not because of the years that I have been teaching at this faculty, but because I was able to see the others. The members of my teaching context, to whom, I could have not recognized ever, if I had not done this thesis. I could recognize that I needed to ask them to do what they have to; it is not all about us, what I know and my own experience. What is suggested is to start courses getting as much information as we can about possibilities and flexibilities that we teachers are able to apply during the whole course. It is not about the content of the subject, but the teaching practice itself. Every single term, we need to make clear learners how they should enhance in their own learning. I asked them to speak up what they expect from the subjects, and we deal their expectations from the course with their own duties. Now, I have them reflecting about their own learning role. I ask them also to describe themselves as a learner and to consider what they have to work on, if they want to succeed the course.

I admit that experience is what has more power above everything. Even though, I insist that everyone must be well informed. The academies must prepare and give enough information to teachers who have little experience teaching their subjects. Supporting each other, learners to teachers and the opposite, as well as teachers to administrators or coordinators, and the opposite. On the other hand, based on what participants on this research commented (see Appendix A), I ought to say that I could learn that my main mistake, if I did one, was to believe that everything

was because of me. I mainly blamed myself all the course long (see Appendix B9, but when doing this analysis, I was able to release myself from that feeling. Students see and perceived everything, and they did highlight high qualities of the teacher, even though, I was living a terrible anxious moment.

5.5 Implications

Experts have said that students have often lamented over their university experiences and the quality of the program, and so the participants in this stud. As it has been discussed so far, learners in this course perceived as well their experiences as unfavorable. According to Best (2017) at the university students read what others have written and done. This trend does not have to persist if we verbalize before and not later our expectations. The findings of this study promotes to make every one (learners, teachers and coordinators) act its own role in the way that it should be. The affective, not the natural (such as personality), factors triggered by lack of students' participation should be eradicated by all the members of the culture. A chain of lacks of doings either, by the whole class or by one single member of the class affects to the others. Hence, based on the analysis applied on this study, the participation pursuit in the English class, is previous action and not regrettable final courses.

5.6 Further research

Due to this study was carried out as a matter of autoethnographic exploration, the phenomenon was tackled from a self-perspective opinion; just taking into account my personal teaching experience. However, Douglas and Carless (2013) provide a larger methodology were they consider to include

the peers of the culture. To include to this paper what the others think or do would give valuable information to our future teachers.

Another valuable research could be a study just focused on class participation which would provide more concise ideas about the way that the use of the language improves if learners are completely submerged in class activities. Such analysis could supply the field an organized list of steps to follow to develop a structured approach for making decisions based on classroom management, teaching techniques, strategies or, selecting materials.

A third further research could be focused on discourse analysis of some teachers. Written experiences from teachers when facing this affective situation would give a lot of power to every one. The results obtained would give under-graduated students some insights and guidance while getting teaching experience.

5.7 Limitations

This research has offered an explorative perspective on a common, but little discussed educational issue, teacher affective filters due to lack of learners' participation. And it was conducted based on my own experience during my first courses at a Central Public University. As a direct consequence of this methodology, the study encountered some limitations that need to be well deliberated.

The fist limitation is to have considered just the first two steps of Douglas and Carless (2013) methodology. If all the steps had been considered, it would have given more realia to my results.

A second limitation was time. Due to, at the moment that I decided to carry out this research, the course had already started, it was not possible for me to obtain information from the whole term. I had not an immediate decision to carry out this research on my class at that time;

most data was collected almost at the end of the course. It was collected over the course of two months as opposed to four ones.

A third limitation refers to the results presented; they are focused on a specific situation of a new arrived teacher. They cannot be generalized to the cases where non-participation appears with experienced professors.

In this same results aspect, a fourth limitation to consider is the possible solution that had been considered during data collection. As main teacher of the class, it was designed a free class to identify if releasing of imposing conditions would make the difference with class behavior. The results were optimal; as they were planned but, this aspect was not deeply considered in final analysis.

Lastly, it should be expressed that to have two roles in this process (teacher and researcher) have most of the times led to criticism of validity. Hence, this limitation is stated lastly due to although I admit that it is difficult to maintain objectivity and rigor in data gathering and analysis being the teacher and the research conductor, some aims would have been difficult to access to by an absolute outsider.

5.8 Conclusions

This research was carried out with the purpose of enlarging the vision of a situation that exists, but it is hardly discussed. The benefits of the results conclude that, in an English class context, the misbehavior of any party could be the misunderstanding about a given situation. No necessarily, comes to be lack of willing or competence.

Now I know that special attention has to be paid to those conditions that trigger uncomfortable situations that affect the feelings of participants (learners or teachers). Even more, when they can be omitted; just by informing or explaining every single aspect of the teaching-

learning process. By considering every participant on class development, it could be identified that everyone has his/her own influential role during the process. Contemplating the promotion of cooperative team working and self-reflective practices could reduce the problem of nonparticipation during English class sessions and consequently teachers' suffering uncomfortable or stressful moments.

The main objectives of this research pretended to recognize those aspects that mark certain behaviors in class in order to provide some consideration that could be taken into account for the benefits of the teachers. Nevertheless, the final results could be considered useful to each person who has a role in a classroom: Teachers, students, coordinators, textbooks, or policies makers.

Throughout the analysis, it can be perceived that, whatever the role of a person in a classroom has, it will be difficult to fulfill everyone's expectations, but it is important to consider the importance of creating an environment of cooperation where everybody supports one to another, even learners to teachers. The purpose is to facilitate the duties of the others in order to reach the objectives of the course.

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Appendix A

Questionnaire Decoding

The teacher and the learners answered a last term questionnaire: Green tables present Comfortable moments and red ones, Uncomfortable situations. Due to this research is a self-reflection, teacher's answers are highlighted. Answers with numbers refer to learners' opinions.

INSTRUCTIONAL TASKS		
Classroom activities	**Didactic material**	**Assessment**
Grammar exercises not included in the book **1)** "Those things that are so different from just doing exercises from the book." **2) "***En pocas palabras, cualquier actividad que no fuera el libro."* ***3)*** "When we didn't focus the whole class in the book" **4) "**I liked the final classes because we skip some things from the book" **5)** "*...cuando haciamos otras actividades aparte de solo las que venían en el libro"* ***6)*** "When the class turned more active" **T)** "When I forgot about the book and I just did something different" **Additional activities to course program** **1)** "....when the class is taken in different manners; activities, presentations." **2)** "....when we did different activities" **3)** "... *otras actividades*" **4) "**When teacher bring another extra activity instead the book" **5)** "... we did other activities that were nice" **T)** "I applied different activities, different from the book ones" **Games** **1) "**When I do exercises that make me laugh..." **2)"** When she made games that also help us to learn." **Discussion** **1)** ".... practicing speaking." **2)** *"comentando después de leer un texto o un cuento"* **3) "**I liked because we worked in teams and we spoke a lot." **4)** "... we spoke a bit more" **5)** " ... got better when we and our teacher started to talk about our feelings and some other topics" **6)** "In the oral practice when we talk about the opinions of my classmates" **7) "**When we talked about other things or make us think in our personal problems." **8)** "... we talked about other interesting things" **9)** "When we started to talk about love or animals" **10)** "When we discouse some problems or topics in which we had to give our opinions and then shared the information discoussed with the other classmates". **11)** "When we made like a 'free class' talking about horror experiences." **Individual exercises** **1)** "I was comfortable working on my own"	**Exercises designed by teacher** **1**) "... the moment when we sang was funny" **2)** *"ordenando canciones"* 3) "*cuando escuchamos una canción"* **4)** "When we sang some songs or we re-accomodate the lyrics of those songs" **T)** "working with activities that I designed by myself" **Additional sources** **1)** "...to combine or to see another material..." **2)** "... giving us copies" **3)** "I also liked when we did extra activities that the teacher used to bring..." **4)** "I liked reading '*Mango street'* ***5)*** "When the teacher started to intoduce extra exercises from TOEFL books" **6)** " *La profesora puso mucho de su parte para traernos información y ejercicios de otros libros"* **7)** "the reading of the fairy tales" **T)** "... using different material the class was involved in participating **Realia** **1)** "I learn more doing activities with real situations" **2)** "to know more about how to apply this knowledge in real situations	**Teacher's feedback according to needs** **1)** "...the way the teacher resolve some doubts was helpful for me." **2)** "...without pressure" **3)"**It was good that you asked for our opinions" **4)** "in the manner of grade us was very helpful." **Peers' feedback** **1)** "... we made them together so I could compare and share with my peers the answers..." **2)** "... learn from each other" **3)** " Discussions let me know that we can communicate and we had almost the same english level" **Individual awareness** **1)** "after all I think I learned" **2)** "I realise I have to work a little bit hard because I feel that I don't have a good level" **3)** "I think, I really learnt many important things and that was useful for me" **4)** "I notice that I have to study more" **T)** "I learnt a lot of issues about my career"

UCOMFORTABLE SITUATIONS		
INSTRUCTIONAL TASKS		
Classroom activities	**Didactic material**	**Assessment**
Just textbook exercises **1)** "When only we were working with the book" **2)** "I didn't like to work with the book all the time" **3)** "... theory because it is so boring" **4)** "... everything was monotonous because the patter was just reviewing the book." **5)** "... we were boring just working with the book. The class was heavy and tedious from the beginning of the class to the end." **6)** *" al principio no me agrado mucho que trabajamos solo con el libro"* **7)** "when I just felt that I came only to answer the book and that was all." **8)** "Whe we just answered the exercises on the book , because it was kind of boring" **9)** "I didn't like working all the time in the book" **Presentations** **1)** " When I participate in the presentations"	**Book** **1)** "The book was the thing that make me feel uncomfortable and boring" **2)** "... not all is about the book and his exercises" **3)** "I think that working with this book 'Up stream' wasn't easy. I don't like it. Absolutely not!" **4)** "actually the book didn't help the course at all and I felt like it was not appropriate for this term." **5)** " I liked this course although I think it was a little difficult because of the book" **6)** " It was a good course and maybe it was sometimes difficult but it was because of the book" **7)** "*El libro es la unica cosa de la que me puedo quejar solo eso*" **8)** "The material (book) was very different than in other courses" **T)** "the textbook is totally different from the ones that I had worked before. Each page, I consider, has too many different activities to carry out, and most of the topics make no sense for students, and it is difficult for me to have them getting involved" .	**External exams** **T)** "they told me that they were going to give me the exams to evaluate students, and these exams were going to be based on the textbook." **1**."…I felt I didn't learn" **2."**...I do not feel any change in my level of English". **3**. "If there is no participation, I think, we cannot see our own progress".

COMFORTABLE SITUATIONS		
PERCEPTION		
Identity	**According to previous experience**	**Teaching Practice**
Knowing one another **1)** "I think we knew each other our beliefs, our likes in the presentations… and it was excellent" **2)** "I feel more comfortable when I work with people I know and spend more time together." **3)** "now, we have spent time together, we know each other and it makes the course easier" **4)** " The last sessions I think was more comfortable because we know each other..." **Integration** **1)** *"Con las actividades que nos trajo pudimos integrarnos más como grupo"* **2)** " we get along well and that´s important" **3)** "I think was good to have these kind of classmates" **4)** "... the group became better a little bit more integrate" **5)** "*Con las actividades que nos brindó pudimos unirnos más como grupo y eso ayudó a que la clase no fuera tediosa"*	**Confidence in one's skill** **1)** "When we did listening activities because I think I'm good in that kind of activities" **T)** " every extra activity had been reviewed or designed by myself...in those situations I felt confident because I perfectly knew what I was doing" **New Challenges** 1) "I really learnt many important things" 2) "I learnt more in every session" **3)** "It was difficult but I liked" **T)**"I learnt many issues related to my profession"	**According to the needs** **1)** "Your way of teaching changed a little because you noticed that the class had the same patter (book)". **2)** "The teacher tried to teach us in different ways". **Teacher's lay out of plan** **1)** "Teacher has given the class as they must be." **2)** "…teacher always gave the class in an excellent way." **3)** "She did her best" **4)** "Regarding teacher everything is ok." **Clear guidance** **1)** "She always tried to teach us as much as she could" **2)** "I got used to the teacher and her rhythm of the class and eventually I felt more comfortable" **3)** "when we know what we had to do it was easier."

UNCOMFORTABLE SITUATIONS		
PERCEPTION		
Identity	**According to previous experience**	**Teaching Practice**
Not knowing one another **1)** "…we didn't know each other and we didn't feel sure about participating". **2)** "I was uncomfortable when I worked with the classmates that I didn't meet because I didn't know how to treat them". **3)** "I felt uncomfortable when I have to work with people who I do not know very well... It is not fault of the teacher that I feel like that. It is because of me" **Teacher's formality** **1)** "I also feel weird sometimes because the teacher is too serious" **Lack of participants' integration** **1)** "…we didn't communicate enough…" **2)** "we never integrate the class as a group or as a team, we always stay apart, that causes discomfort". **3)** *"... no hubo suficiente interacción con mis compañeros porque por lo regular cada quien se sienta con sus amigo(a) y no habla con los demás"* **4)** "*Al principio solo nos enfocabamos al libro y de cierta manera no podíamos involucrarnos como grupo por las actividades tediosas del libro"*	**Lack of challenge** **1)** "Sometimes we don't want to work in other teams or other people but you have to maybe force us to talk each other". **2)** *" creo que las actividades que hicimos ... estaban debajo de nuestro nivel creo que necesitabamos algo mas 'challenging'... "Creo que las presentaciones no fueron tán utiles porque la mayoria maneja bien la lengua y además perdimos tiempo"* ***3)*** *"*I feel like doing anything" **Lack of comprehensible input** **1)** " When we had to do the activities specially of 'English in use' because I think there are difficult for me" **2)** "*El libro contiene mucho vocabulario desconocido"* **3)** "I didn't know some topics or vocabulary"	**Lack of information** **1)** "I think at first all the group were dislike with the teacher, with the manner in which we were working." **T)** **"** I needed to have had a previous training about the book in order to recognize and organize the way that I was going to work with it". **Unclear explanation** **1)** "it wasn't easy to understand the reason of some answers" **2)** " *me hubiera gustado que diera una explicacion antes de contestar el libro"* **Boring activities** **1)** "*…las actividades del libro son muy tediosas"* **2)** I've felt uncomfortable and bored when the activities are boring"

COMFORTABLE SITUATION		
SOCIAL INTERACTIONS		
Social practices	**Classroom Arrangement**	**Atmosphere**
Learners' involvement **1)** "…when I participate a lot I feel good" **2)** "Involve the whole group" **3)** "When all my classmates have the intention to participate" **4)** "When my classmates feel like being involved with the class" **5)** "The actitude we showed help a lot" **Respect** **1) "** I learnt to tolerate or respect other´s ideas" **2)** "Every class I has felt comfortable because teacher has treated me well." **3)** Regarding the teacher, she has always been a polite person with all of us" **4)** "*Algo que yo creo influía mucho es que por parte de la maestra siempre hubo un ambiente de confianza y respeto"* 5) "... the teacher showed us a good way of being (easy going)" **Voluntary Participation** **1)** "I liked that I was never forced to participate" **2)** "... be interested in learning and participating" **3)** "At the end, most of my classmates tried to participate a little bit more and that was great" **4)** "*en ninguna clase me sentí incomoda porque no importa lo que estemos haciendo a mi siempre me gusta participar."* **Motivation promoted by teacher** **1)** "… it is important that the teacher include me or motivate me to participate." **2)** "For students is a good strategy to foment the participation with activities"	**Circle** **1)**"I feel comfortable when the chairs are in circle because we can see each other"	**Positive atmosphere** **1)** "I liked the environment" **2)** "I felt comfortable in the classroom" **3)** "Actually the class was short and funny and I liked so much... I felt so comfortable" **4)** "...at the end she *(teacher)* was opener than at the beginning and that create a comfortable atmosphere" **T)** "a relaxed atmosphere in my class" **Harmony** **1)** *"...que la clase no fuera tan tediosa"* **2) "**I liked when the teacher make jokes and things like that" **3)** "I liked that the teacher seemed more relaxed" **4)** "Since october because the class became harmonious"

UNCOMFORTABLE SITUATIONS		
SOCIAL INTERACTIONS		
Social practices	**Classroom Arrangement**	**Atmosphere**
Power **T)** "The coordination just gave me the material which I was going to work with, and they told me that they were going to give me the exams to evaluate learners, and these exams were going to be based on the textbook". **Marginality** **1)"**When teacher made participating the same classmates." **Students impoliteness** **1)** " Maybe because the majority of students are translator, but I feel that it is not polite when nobody talks or participates." **2)** "... some of students were impolite"		**Students lack of will** **1)** "When we had to participate because nobody did it and it causes silence. I was very uncomfortable" **2)** "I felt uncomfortable when nobody wanted to participate or even talk about what the teacher was asking for that moment" **3)** " not all the students were will to learn..." **4)** "When everybody was kind of tired but that apart from the class" **5)** "when the group is very quiet"

Appendix B

My reflection of the video-recorded sessions.

Class 1.

Objective: 1. To apply what has been reviewed about the past verb forms in order to expand the different past structures on application. 2. To reinforce the grammar rules of past verb forms.

Background	Process	Teacher´s reflection
The class is reviewing the different past forms of the English verb. Participants had already reviewed the grammar rules for repeated actions in the past and past verb forms. They had explored the use of these forms by reading a story	*Material:* Textbook **1.** Have students remember the activity reviewed the previous class. **2.** Introduce the exercise on the book and do the first one together. **3.** Allow students some minutes to complete the practice; monitor the class. **5**. Ask volunteers to give their answers; if there are no volunteers, ask specific learners. **6.** Support their examples with one extra example (the suggested answer key). **7.** Once again emphasize grammar rules.	"The first aspect that I want to consider is my face expression at the very beginning of the class. I just cannot avoid reflecting my pressure and how hard this class had become to carry out. And exactly the same on my students' faces while they are taking out their books; their faces show tiredness. There is not a positive opening of the class. My general impression is that I am such as in a hurry during the class. The first activity might have been fine as warm-up but, it needed more time. Having students to recuperate what had been seen the previous class by themselves; replicating the story that they had read and maybe giving them some minutes to talk about their own memories, but I knew that I had a textbook to cover and for that specific

where the author tells about special moments when he was a child. The purpose was to have students identify the use of *'would'* for past events and how the different past forms of the verb are combined in order to place each event of the narration into its correct moment to make sense of the course of the story.	*Material:* Photocopies (Grammar in use) **1.** Continue the reviewing with the extra material. **2.** Promote a discussion about "The American Revolution. **3.** Ask one student to read aloud the passage while the rest of the class reads along. **4.** Work all together with the first exercises and let students to finish the practice on their own. **5.** Check answers all together.	class I had extra material which would delay me somehow and I just could not spend more time on extra activities. The practices that I established are based on my own learning and teaching preferences and even based on my personality. As learner I feel better working on my own. Based on my teaching experience, I find groups or pair discussions difficult to control because sometimes students just discuss the topic for little time and they start talking among friends and they even switch to their mother tongue and I feel uncomfortable asking people to keep commenting in English at each moment. It seems to be that they are not interested in practicing to improve their English level, they just want to pass the course; it even does not matter if it is with the lowest score; more than one learner used to say so in the TCU. Besides, interactive activities need more time and I have so many topics to cover so, due to we were not a large class, I used to address the questions or the themes to the whole class and, although just some of the participants respond, the rest of them, at least, listen to their classmates. And I try to balance this lack of participation addressing directly to those ones who had not said anything or asking them to read something".

Class 2. **Objective:** 1.To discuss the topic of the unit: "Growing concerns".
2. To analyze the information of the passage in order to practice reading skills.

Background	Process	Teacher´s reflection
First activity of unit 4 (reading)	*Material:* Textbook **1.** Ask students to look at the title and the 'growing concerns' illustrated by the pictures. **2.** Discuss what the content of each one reports. **4**. Ask for opinions. **5.** Read the title and the introduction of the reading and discuss how the words listed on '*exercise c*' are related to the theme of the passage. **7.** Read subtitles and maintain the discussion. **9.** Write on the board the key words of the passage and ask students to look up the meaning in their	"The textbook, as every single textbook, has the same organization in each unit. First, a little discussion based on some pictures introduces the topic of the unit. Then, reading is the first skill to be checked. The reading activities used to be hard to carry out due to all the aspects that we had to study; such as a large number of new vocabulary and synonyms, identifying true and false information, paraphrasing, doing inferences, among others. And, I keep on doing the same kind of dynamic at every different moment of the class; to have the total control of the class. I was working with a dense text book which I did not know and, I was not able to detect that I could not continue working like that. My main concern was to understand the information of the book; but, what I needed was new techniques to teach that information, new instructional tasks. But, there were no changes when we worked with the book. Although, we were reviewing different skills (reading, listening, speaking or grammar), I used to create the same pattern of dynamics.

	dictionary. **10.** Initiate the reading paragraph by paragraph; reading the title of each paragraph first and asking students what they suppose the author is going to mention. **11.** Finish the discussion asking which of the forms of surveillance seems the scariest to them.	I do not want to justify myself but, at that moment I was not able to notice what I was doing. I did what the text and teachers' book proposed; what I had always done and what had always worked for me. The fact that I did not change dynamics does not mean that I do not prepare my classes. As a matter of fact, I spend more time preparing my lessons than what each session class lasts. For example, in this class I omitted three exercises of the book and I included some different ones that I considered more suitable to reinforce the topic; looking up the meaning of some words in their dictionaries and inferring information based on the subtitles. However, I kept employing the same method for all the excises. In addition, students have their own personality as well as I do so I always have the same students responding to the open questions and the same students who only answer when they are directly addressed".

Class 3. **Objective:** 1.To recuperate teachers' confidence.
2. To make students feel relax.

Background	Process	Teacher´s reflection
Breaking rules	*Material:* CD and photocopies. **1.** Begin a discussion about 'Breaking up with love relationships'. **2.** Encourage students to speak as much as possible about their own experiences and feelings when they have finished a relationship. **3.** Play the song and ask students to try to write the lyrics. **4.** Gather what they could write. **5.** Discuss about the theme of the song. **6.** Ask how they perceive that the singer feels	"This class was the greatest one. The impact of a different activity is evident on the video. It is important to point out that at the moment that the discussion is opened; students did not know that they were going to listen to a song. I make clear this aspect because students sometimes get motivated when they know that they are going to work with a song. But at this first moment they did not know it. Most of the times, I ask learners to take out their book and after that I begin my explanation. On the analysis of these videos, I have noticed that when students have the material at the moment of the explanation, they do not pay attention to the teacher anymore and they are more concentrated on reviewing the exercise that they will complete. In this class for the opening discussion, there is no material on their desks that could distract them. Students show interest in the topic and express their opinions; either aloud or among them. Something interesting is that even some of the learners who just would participate when they were directly addressed gave their opinion voluntarily. My attitude is as well totally different. We all are

	after breaking up with his girlfriend. **7.** Give the lyrics to students and ask them to do the activity; filling in the blanks with the correct form of the verb. **8.** Check answers. **9.** Sing along.	just having a talk about a common theme in a friendly behavior. I have no the pressure of all the different topics of the textbook to teach and the extra charge that unconsciously I assigned to myself; trying to have the total control of the class at every moment. We have the same physical arrangement that we commonly used to have; semi-circle. But, differently from other sessions, I do not have a seat at any moment. Usually, I used to be just in a little space; between the board and my desk because I had to check constantly the textbook and my notes. Just in activities like this one, I felt free to leave that space and move around the classroom. And although I carried out the dynamic as I used to do it, now I am relaxed and this attitude helped this practice to work correctly.

Appendix C