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STUDENTS' DISPREFERRED RESPONSES IN THE ELTE CLASSROOM

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**Trabajo de grado presentado como requisito para optar al título de Licenciado (s) en
Lengua Castellana, Inglés y Francés**

Director

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Abstract

This research is about teacher educators' speech acts and students dispreferred responses in the English language teaching education (ELTE) classroom. The study pursues two objectives: to identify the emergent interaction patterns when teacher educators request pre-service teachers to participate and a dispreferred responses come out, and eventually to determine whether those dispreferred responses have any influence in interactional practices in the ELTE classroom. We used video-recorded observations to collect data, which later we transcribed for being analyzed under Conversation Analysis methodology. Inductive data-driven analysis helps find recurring patterns of interaction. Results indicate that the participant teacher educators have the conception of constantly requesting students for participation through patterns of asking questions or making review of the topics; when this happens, students display what we called pseudo answers with incomplete ideas. We have also found that students do not actively participate or are often passive subjects in the classroom despite this encouragement. Through the dispreferred responses we make evident the factors influencing students' active participation in classroom in the observed classes.

Key words: interaction, participation, speech acts, dispreferred response.

Resumen

Esta investigación aborda los actos de habla de los educadores de futuros profesores y las respuestas inesperadas de los estudiantes en el salón de clases para la enseñanza de inglés (ELTE). El estudio persigue dos objetivos: identificar los patrones de interacción emergentes cuando el educador de futuros profesores solicita a sus estudiantes participar y una respuesta no deseada aparece y eventualmente determinar si aquellas respuestas no deseadas de los estudiantes tienen alguna influencia en las prácticas de interacción salón de clases para la enseñanza de inglés. Utilizamos observaciones grabadas en video para recopilar datos y posteriormente dichas grabaciones fueron transcritas para ser analizadas bajo la metodología de Análisis de la Conversación. El análisis inductivo basado en los datos recopilados ayuda a encontrar los patrones recurrentes de interacción. Los resultados indican que los educadores de futuros profesores participantes tienen la concepción de pedir a sus estudiantes participar a través de patrones de formulación de preguntas o haciendo revisión de tópicos; cuando esto sucede, los estudiantes exponen lo que nosotros llamamos sudo respuestas con ideas incompletas. También hemos encontrado que los estudiantes no participan activamente o que son a menudo sujetos pasivos en el salón de clases a pesar de los estímulos. A través de las respuestas inesperadas evidenciamos los factores que influyen en la participación activa de los estudiantes en el aula en las clases observadas.

Palabras clave: interacción, participación, actos de habla, respuestas no esperadas.

Résumé

Cette recherche aborde les actes de parole et les réponses inattendues dans les salles de classe d'enseignement aux enseignants d'anglais (ELTE). Les objectifs de cet étude sont deux: identifier les modèles d'interaction émergentes au moment le formateur d'enseignants demande aux futurs enseignants de participer et une réponse inattendue apparaît et; déterminer si ces réponses inattendues peuvent influencer les pratiques d'interaction dans la classe d'ELTE. On a utilisé observations enregistrés sur un support vidéo pour recueillir des données, on a utilisé observations enregistrés sur un support vidéo, les données obtenues ont été transcrites pour les analyser avec l'aide de la méthodologie «Conversation Analysis» Analyse des Conversations. Pour recueillir des données, on a utilisé observations enregistrés sur un support vidéo, les données obtenues ont été transcrites pour les analyser avec l'aide de la méthodologie «Conversation Analysis» Analyse des Conversations. L'analyse axée sur les données aide à trouver des schémas d'interaction récurrents. Les résultats montrent que les formateurs d'enseignants demandent régulièrement aux futurs enseignants de participer à travers des patrons pour effectuer des questions ou faire une révision des thématiques, quand ceci arrive, les étudiants expriment des réponses avec des idées incomplètes. Nous avons aussi trouvé que les étudiants ne participent pas activement ou qu'ils sont toujours passifs dans la salle de classe malgré l'encouragement de la part du professeur. À travers des réponses inattendues, nous démontrerons les facteurs qui influent dans la participation active des étudiants dans la salle de classe des cours observés.

Mots clés: Modèles d'interaction, participation, actes de discours, réponses dispréférées.

Students' Dispreferred Responses in the ELTE Classroom

Introduction

Language teacher educators have an important task which is to motivate pre-service teachers to improve their skills in a second language, English for this study. The refinement of these skills will let those pre-service teachers to achieve their personal and professional goals and will let them foster better practices in the field of English language teaching education. This article reveals new factors when teaching and learning a second language as it completes previous studies about the interactional role that students and teachers play into the language classrooms.

The extent to which students participate in ELTE class activities can vary according to the teacher educators' dynamics, the context of the lessons, or the classroom setting. The participation is briefed to students' answers. These responses can be classified in two big groups; preferred and dispreferred. In a wide context, the first are those expected to develop a lesson; for example, students answering the questions asked by the teacher accomplishing some expected parameters, or also a good level of participation for the activities developed in the class. On the other hand, dispreferred responses are the ones that teachers do not expect for the development of their lessons.

As pre-service teachers of the BA in Spanish, English and French, Education Sciences Faculty, we are concerned to know not only how our peers are participating in their English language classes in the program, but also the tools or strategies that the teacher educators use for dealing with it. By taking into account this focus, this present study looks to answer the following question: What types of students' dispreferred responses can be observed after teachers' speech acts for requesting students' participation? The research objectives of this study aim to identify the emergent interaction patterns when

teacher educators request pre-service teachers to participate and a dispreferred response comes out, and eventually to determine whether those pre-service teachers' dispreferred responses have any influence in interactional practices of the ELTE classroom.

One of the biggest motivations to conduct a research of this type came up when we noticed that our academic peers in last semesters did not much participate actively in the Emphasis classes of the major comparing this situation to students in the first semesters of the major who seem to participate more. That is the main reason why we decided to focus on pre-service teachers, who are students in their last semesters, particularly in the courses for the English Language Emphasis I, II, III and IV.

Following one of the objectives of the B.A. in Education of la Salle University that look to train competent professionals in the teaching of Spanish as mother tongue and foreign language, and the teaching of English and French as foreign languages with a clear commitment to the educational, political, economic, cultural and social reality of the country, (Universidad de la Salle, 2017) we want to construct new knowledge from our own perspectives, experiences and evidences in order to contribute to the development of new strategies for allowing English language teacher educators to stimulate pre-service teachers to learn, use and improve their skills in a second language, and permeate their academic, personal and professional areas of their lives.

Conceptual Framework

The foundations developed below allow knowing the basic constructs necessary for the understanding of this project. The constructs developed are; interaction patterns, speech acts, student participation and dispreferred responses.

Interaction patterns. In his book *How to Teach English*, Harmer (1998) described the commonest interaction types in the English language classroom. These types can vary depending on the activities developed in class. Harmer's classification is as follows:

(T: Teacher; S(s): Student(s))

- **T - Ss:** Teacher talking to the whole class.
- **T - S:** Questions and answers (dialogues) between the teacher and a student.
- **T - S - S:** Teacher initiated dialogues with more than one student.
- **S - T:** Student initiated conversation between a student and the teacher.
- **S - Ss:** One individual student talking to the whole class.
- **Ss/Ss:** Students working in small groups.
- **S - S:** Two students working in pairs.
- **SS:** Students doing their work individually.

In his book, these interaction types are displayed through the dynamics that each teacher educator uses during the development of the classes. Matching this with our research context, teacher educators promote pre-service students' participation through debates, role plays, presentations, questions about specific topics, and more, all in order to create a perfect class scenario.

Interaction patterns are repetitive sequences of turns in the interaction between teacher and students in the language classroom (Sinclair & Coulthard, 1975; Cazden, 1986; 1988). In the language classroom, they interact with each other to provide content, learn and use the language, and manage the conversation in the classroom (Johnson, 1995; Van Lier, 1998; Kasper, 2009; Lucero, 2015). Interaction patterns reveal the way in which teachers and students construct conversations for English language learning; for example adjacency

pairs (Markee, 1995), minimal pairs (Hutch, 2006), and the initiation-response-evaluation/feedback (IRE/F) sequence (Sinclair & Coulthard, 1975; Cazden, 1988).

Interaction patterns have a direct relationship with the next concept that is going to be developed because it establishes the dynamics that both, teacher educators and pre-service teacher set for the development of the lessons.

Speech acts. A definition of speech act is taken from Milleret (2007) she says that a speech act is an utterance that serves some function in communication. Previously Cohen (2006) stated that Speech acts are often (but not always) patterned, routinized utterances that speakers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining.

In the 40's, J. L. Austin exposed his studies that were published in 1962 after his death. According to Austin, by producing a speech act, three dimensions are simultaneously activated, these are:

A locutive act: which is the physical act of issuing the statement. This act is in itself a complex activity, which in turn comprises three different types of acts:

- Phonic act: the act of emitting certain sounds;
- Phatic act: the act of emitting words in a structured grammatical sequence;
- Rhetic act: the act of issuing the grammatical sequences with a certain sense.

An illocutionary act or intention (the realization of a communicative function, such as affirming, promising, etc.). A perlocutive act or effect (the (re) action that causes such emission in the interlocutor, such as convincing, interesting, calming, etc.) (Centro Virtual Cervantes, 2017).

Each language teacher has specific strategies and tools to involve students into their classes and make them participate. These strategies can be appreciated through speech acts. According to Ojedekon & Okewole (2011), classroom interaction involves reciprocal actions that take place in a room, at a school, between the teacher and the students. This implies that the teacher instructs the students, while the students react in response to the teacher's instruction.

We infer that the different kind of speech acts make relevant the act of participating in a classroom, for this reason all the subjects involved in the classroom are linked with the next concept, without it the act of teaching and learning cannot be executed properly.

Students' participation. In the ELTE context, teacher educators and pre-service teachers are the main actors in classroom interaction. The pedagogical purpose of this interaction is basically to promote English learning (Lucero & Rouse, 2017). An effective learning process occurs when both teacher educators and students interact and actively participate in the design, construction, and implementation of class activities, also when the evaluation and feedback processes are redirected have as a goal to identify difficulties and elaborate strategies in favor of language teaching and learning.

According to Liu (2001), there are four forms of student involvement in the classroom, namely full integration, participation in the circumstances, marginal interaction, and silent observation. However, they are not static at all times and in every place (Liu, 2001). As pre-service teachers, we have identified this happening in specific moments in our current classes, in our pedagogical practicum, and our professional life.

Zainal Abidin (2007) continues opening the perspective of student participation in the language classroom. He stated that it happens through verbal communication, such as giving opinions, answering and asking questions or comments, and taking part in

discussions. That participation is usually spontaneous, appropriate, and occurs naturally. Besides, the nonverbal participation is associated with oral responses during the class, including nodding their heads, raising their hands, body movement, eye contact, taking notes, or even tape-recordings lessons. In these previous cases, students should think carefully about what is the appropriate time for them to participate. This is a premise for the present study in the ELTE classroom. Both teacher educators and pre-service teachers may resemble aforesaid oral participation.

This concept takes us to the last topic that is going to be explored and that has not been widely developed for other researchers; it is the most relevant one because is the one that we are trying to avoid in ELTE classrooms.

Dispreferred responses. Hee, Kaufman, Baer and Sriraman (2013) say that attempting to understand a student's unexpected response, in the context of a class discussion, requires the willingness of the classroom teacher to take the curricular risk of expending precious class time exploring an "off-script" idea. Although there are legitimate curricular concerns involved in exploring unexpected ideas, students' dispreferred responses warrant some level of recognition and exploration by teachers.

Rendle-Short (2015) said that when a person wishes or anticipates getting a plain answer and he or she gets the opposite we are facing a dispreferred response. A dispreferred response is thus the one which is uninformative. It does not correspond to the reply expected by the other speaker. The worst dispreferred response is silence. An agreement response (preferred) is characteristically said straightaway with minimal gap between request and response. A disagreement response (dispreferred) is characteristically delayed through silence and by prefacing the disagreement turn with tokens such as 'well', 'uhm' and 'uh', or with accounts as to why the recipient cannot accept the request or invitation. In

other words, preferred responses are sent quickly; dispreferred responses are delayed and unexpected (Rendle-Short, 2015).

Data analysis methodology. The analysis of the data proceeds from examining all the video recordings and, through creation of collections of phenomena to find recurring patterns of interaction. As mentioned before we observed five different classes for one hour each, all of them had different topics to discuss, we analyzed all the material collected and focused on the information that were useful for our research topic; it means that we looked for interaction patterns in which dispreferred responses were clearly identified.

Based on the analysis of the information, we classified the different scenarios observed and following the principles given and taken into account in Harmer's work followed his theory to explain the occurrence of the interaction patterns in the classroom:

(T: Teacher; S(s): Student(s))

- **T - Ss:** Teacher talking to the whole class.
- **T - S:** Questions and answers (dialogues) between the teacher and a student.
- **T - S - S:** Teacher initiated dialogues with more than one student.
- **S - T:** Student initiated conversation between a student and the teacher.
- **S - Ss:** One individual student talking to the whole class.
- **Ss/Ss:** Students working in small groups.
- **S - S:** Two students working in pairs.
- **SS:** Students doing their work individually.

Once we had different patterns and interactions, we classified them and made a consensus of the most relevant for our objectives. The first classification that we made was based on the teacher educators' speech acts and then, another classification for the most

common patterns of the students as: lack of knowledge, incomplete answers, and don't know what to respond, this classification will be shown in detail in the part of results of this research, taking into account that all of them are making reference to dispreferred responses. These patterns and interactions were later analyzed in detail for having clearer and wider information of the phenomena observed

Figure 1 explains the steps in which the data collection and analysis was made.

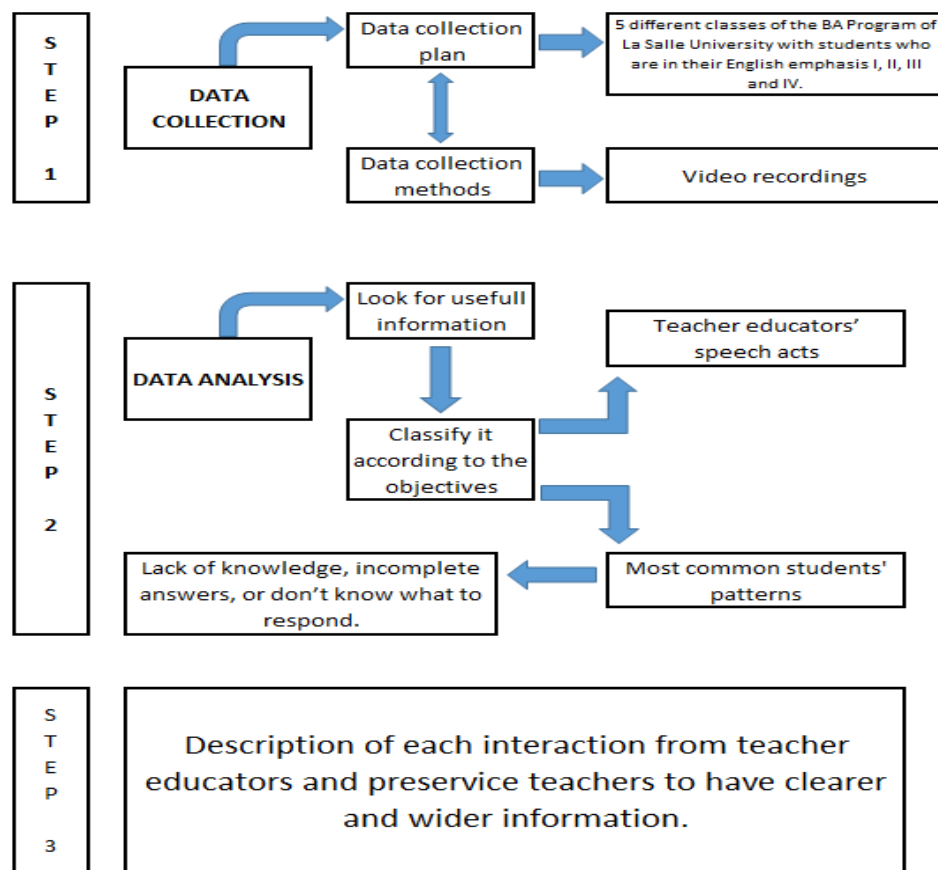


Figure 1. Data Collection and Analysis

The step one shows all the data collection, procedures and methods, indicating the population and the context in which our research took place. After that, you can observe the data analysis used according with the compliance of our research objectives for developing

a deeper and solid analysis of the interaction patterns and the information in order to classify them into the most common interaction patterns in the ELTE classroom.

Results

Coming up with the interactions founded, we achieve our first objective described. Every interaction was classified in lack of knowledge, incomplete answers and students do not know what to respond turn.

During the course of this research, and according to the observations made, we have seen that teacher educators have, in most of the cases, the conception that pre-service teachers have the necessary background for the development of the lessons. According to the analysis made, we could infer that the classes observed started straight to the topic that was about to be discuss, from that starting point, teacher educator's guided their pre-service students into the topics of the class, always before the class to reflect about how to teach English and to give really helpful advice.

We also have found that there are words or sentences that are not complete and does not have sense as a response from the student, also the students do not respond to the question that the teacher asked about the topic of the class, and finally students do not know about the topic or when they fear to speak they make some interjections like “/ah/, /um/”, these are the dispreferred responses: pseudo answers, silences or even hesitations, that are consider dispreferred responses, that don't allow an active participation in the conversation.

Talking about interaction patterns when the teacher educators request pre-service teachers to participate, their patterns are similar in most of the cases; the teacher educators start asking questions or making review of the topics. According to the material observed

the responses from the pre-service teachers are not ideal because they give incomplete and short responses (see Sample Excerpts 1 below).

Sample Excerpt 1. Observation 1, class 1.

Subject	Interaction	Speech Act	Analysis
TE01:	So, which ones from these ones, try to pick from one or another, do you personally put in practice, Loraine?	Asking for information.	Teacher asks questions about what they would do in certain situations, students hesitate in their answers, and it looks like if they didn't have enough knowledge of the topic.
S02:	Hmmm, try to see if you know...	Pseudo answer with an incomplete idea.	
TE03:	Ok, but if you are a teacher or when you are teaching, so... are you always close to them maybe?	Asking for more information in another way with an open ended question.	
S04:	Yes, yes, pues... (<i>She looks at her classmates</i>) eh...	Response with a breakdown and hesitation. (Confusion)	
TE05:	Why?	Asking for more information being more specific.	
E06:	Why, he or they are... ahmmm... a person...	Pseudo answer.	
TE07:	Ah ok, (<i>teacher clicks the top of her pen and looks to the other students who are looking at her in silence</i>)	Pseudo agreeing answer with signs of stress from the teacher.	

In this interaction, the teacher educator requests one student to participate, she tries to respond to the question but she gives an incomplete sentence, which is why the teacher educator tries to request participation again, reformulating the question, giving examples. Again the student tries to respond but she does not give a complete answer, also she said a word in Spanish and look at her classmates anxious for help, again the teacher educator asks in a specific way and the pre-service teacher responds with a pseudo answer

(ahmmm). Finally, the teacher approves the student's response, but she is stressed because the answer is not expected.

We have also identified certain moments in which the teacher educators ask questions about the topic of the class and the students do not know what to say or they remain in silence. When this situation happens, the teacher educators also give themselves the answers by creating an environment into the class for the pre-service teachers with the predominance of silence; it could be because they know that the teacher educator will give them the answer. (See Sample Excerpt 2 below).

Sample Excerpt 2. Observation 2, class 2.

Subject	Interaction	Speech Act	Analysis
TE01:	What cultural knowledge would you teach your students?	Asking for information	During this interaction the teacher is asking about cultural knowledge and we identified that once again there was no response, so in order to give more ideas about how the teacher expected students to answer she started to ask more questions in different way.
S02:	<i>(No respond)</i>	Silence	
TE03:	<i>(Goes to the board)</i> according to this, which culture?	Asking for more information	
S04:	What culture?	Hesitation	
TE05:	Our own culture right? We can talk about Colombia, why not?	Recognize	
E06:	Uhhh	<i>(Hesitation)</i>	
TE07:	It is easy for us, because we have all the elements that we could provide authentic material and then we can start talking about...	Explanation	
E08:	<i>(Do not respond)</i>	Silence	
TE09:	The other culture.	Complete the answer	

In this observation we could see that the teacher educator requests for participation but the student remains in silence, so the teacher writes an example on the board and request student's participation again, the student asks a question looking for a clue and the teacher educator refers to the class context, there is no response from the student, only a

hesitation, so the teacher tries again and provides an explanation of the topic in order to obtain a student's response, but silence is the answer one more time, at the end, the teacher responds her own question.

Another interaction pattern observed is the characteristic students' silence after asking questions or hesitations while answering (as seen in the analysis of Sample Excerpt turn 4 below). That could be because of the complexity of the teacher educators' questions. That makes the teacher educator rethink the possibility of asking easier questions about the topic.

After finding dispreferred responses, the common interaction pattern among teacher educators is asking questions in a different way, giving some examples or clues to promote participation in class, and trying to simplify the questions. Nevertheless, these strategies are not always useful because it is probably pre-service teachers are not be ready for the questions asked (see for example turns 04 and 06 in Sample Excerpt 02 above), or sometimes the students have a lack of vocabulary that does not let them express their ideas easily (as demonstrated in turns 02 and 08 in Sample Excerpt 02 above).

Another dispreferred response that we found is the silence of pre-service teachers when the teacher educators request for their participation (Sample 3 below, turns 2, 4 and 10), this speech act has different functions.

Sample Excerpt3. Observation 3, class 3.

SUBJECT	INTERCATION	SPEECH ACT	ANALYSIS
TE 01:	Why is it useful for you as language teachers?	Asking for information.	Teacher asks questions about what they would do in certain situations, students hesitate in their answers, and it looks like if they didn't have enough knowledge of the topic.
S02:	<i>(No response)</i>	Silence	
TE03:	When are you going to use it?	Asking for information in another way.	
S04:	<i>(No response)</i>	Silence	
TE05:	Do you consider necessary to include culture teaching in your language classes? Yes or no?	Asking again for more information in an open close question.	
S06:	Yes	Response <i>(one syllable)</i>	
TE07:	Why?	Asking for information	
S08:	Because... <i>(Stops)</i>	Response with a breakdown	
TE09:	Because they expect that your students can communicate ... <i>(point at students)</i>	Expansion	
S10:	<i>(Do not speak)</i>	Silence	
TE11:	Properly	Self-response.	

Sometimes the students do not respond because they do not know how to answer due to a lack of appropriation of the language or lack of knowledge of the topic which is evidenced in the observations made that were characterized for the stops in the answers given (as seen in sample excerpt 3 above, turns 6 and 8). Besides, silence is used as a stoppage or breakdown to the class because the students do not think that they are good in English and they do not want to talk because they think they will be wrong, this was visible because of the body language that expresses insecurity at the time of giving answers, also there are some teacher educators that the pre-service teachers feel more comfortable to participate with and there are other they do not.

One objective of this study is to identify the interactions patterns present in the classroom and to examine the factors that influence the pre-service teacher's participation in classroom. We have found that one of those factors is that pre-service teachers do not participate actively despite all the strategies used by the teacher educator to promote interaction in the class such as motivate the class, ask direct questions to the students, organizing the class in groups or pairs and even let the students to choose who they want to work with. Pre-service teachers could become passive in classroom due to low levels of self-confidence, lack of preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the peers and the feelings of confusion due to the poor image that they have as learners, the irrelevance of some activities of the class, the dislike towards certain teachers, all of this can provoke fear in the pre-service teachers to be criticized if they fail in the response, thus becoming less engaged in classroom discussions (Fassinger, 1995; Gomez, Arai & Lowe, 1995).

In this part the teacher educator select a pre-service teacher to obtain the answer but the response obtained is incomplete, the teacher reformulate the question several times and the response is the silence, after that the pre-service teacher responds with one syllable, when is time to respond again it gives an incomplete answer so the teacher educator has to provide a better description, finally the student response is a breakdown and the teacher respond herself to the question.

We follow what Fassinger (1995) stated, to identify why the pre-service teachers participation is almost null or incomplete. Based on the material observed, we found that a reason why the students do not participate in class is because they seem to be uncomfortable to speak in public, when students have to speak; they have fear to do it in front of others, also because they do not feel secure when the teacher educators asked

something to them, this affirmation is based on the tone of their voices or the way they start to look at their partners nervously, their body language is observable to conclude this. As we observed, night shift students sometimes did not arrive to the classes with the readings or the tasks requested by the teacher, that are necessary to interact and give opinions in the class, therefore, they get frustrated and angry when they cannot understand the content and that frustration quickly becomes in stoppages or breakdowns that clearly causes a dispreferred response.

Also the participation of the pre-service teachers is linked to the confidence, if they do not feel that they can talk freely without being criticized by anyone. This aspect is really important because if a student feels uncomfortable in class and their thoughts are not respected, they are going to remain silent all the time, which is why some students are less engaged with the subject activities where they have to speak a lot.

Lack of knowledge. It frequently refers to difficulties in words and expressions that pre-service teachers may have since they are in the process of acquiring a new language this dispreferred response is evidenced when the students try to respond to the teacher educator questions but they do not have the level to give opinions; this affirmation is overwhelming because at this level of the major it is supposed that they need to have the necessary background and fluency in the language to give examples or interact in a discussion in a class. As a consequence this will negatively impact their participation in discussion because at the moment they start to speak, they may be stopped by the fear they cannot get their ideas straight. Therefore, they opt to remain quiet and not participate in any discussion if a high level of English is needed.

In the analysis conducted, we have seen that the teacher educators, in most of the cases, have the conception that students accomplish with the necessary background for the Sample Excerpt 1 we have identified this lack of knowledge.

Sample Excerpt 1. Observation 1, class 1.

Subject	Interaction	Speech Act	Analysis
TE01:	So, which ones from these ones, try to pick from one or another, do you personally put in practice, Loraine?	Asking for information.	Teacher asks questions about what they would do in certain situations, students hesitate in their answers, and it looks like if they didn't have enough knowledge of the topic.
S02:	Hmmm, try to see if you know...	Pseudo answer with an incomplete idea.	
TE03:	Ok, but if you are a teacher or when you are teaching, so... are you always close to them maybe?	Asking for more information in another way with an open ended question.	
S04:	Yes, yes, pues... (<i>She looks at her classmates</i>) eh...	Response with a breakdown and hesitation. (Confusion)	
TE05:	Why?	Asking for more information being more specific.	
E06:	Why, he or they are... ahmmm... a person...	Pseudo answer.	
TE07:	Ah ok, (<i>teacher clicks the top of her pen and looks to the other students who are looking at her in silence</i>)	Pseudo agreeing answer with signs of stress from the teacher.	

In Sample Excerpt 1, we could identify that the pre-service teachers use pseudo answers, leaving the idea that they want to explain incomplete. The teacher educator, in order to get a complete one, starts reformulating the question and adds more information to put the idea clearer. It seems it worked because the pre-service teacher agrees with the

teacher educator, but this time the pre-service teacher gets a breakdown and hesitation and starts mixing vocabulary in Spanish, which is a lack of knowledge exposed here.

The students do not know how to give a complete answer to the teacher's question, once more the teacher educator asks for more information related to the same topic and the pre-service teacher still has hesitation in the answer, the student's provides a pseudo answer, that could be the reaction to several factors, like be afraid to speak in public, do not understand what is the teacher's question or there is a lack of interest in the topic of the class, this is what happens in most of the classes.

Incomplete answers. An incomplete answer appears when the pre-service teachers are going to respond a question and suddenly they stopped, they start to say some syllables but they do not complete the sentence, so there is no more information. With the analysis of the interactions patterns we could identify that the questions that the teacher educators make are very specific and can be respond with one syllable, which is way there is not an active participation in the classroom.

Talking about interaction patterns, when the teacher educators request pre-service teachers to participate, the steps are the same; some teacher educators start asking questions or making review of the topics. In the observations, the responses from the pre-service teachers are mostly breakdown or pseudo answers with incomplete ideas (e.g. "um, ah, eh").

Sample Excerpt5. Observation 3, class 1

Subject	Interaction	Speech Act	Analysis
TE 01:	Why is it useful for you as language teachers?	Asking for information.	Teacher asks questions about what they would do in certain situations, students hesitate in their answers, and it looks like if they didn't have enough knowledge of the topic.
S02:	<i>(no respond)</i>	Silence	
TE03:	When are you going to use it?	Asking for information in another way.	
S04:	<i>(no respond)</i>	Silence	
TE05:	Do you consider necessary to include culture teaching in your language classes? Yes or no?	Asking again for more information in an open close question.	
S06:	Yes	Response (<i>one syllable</i>)	
TE07:	<i>Why?</i>	Asking for information	
S08:	<i>Because... (Stops)</i>	Response with a breakdown	
TE09:	<i>Because they expect that your students can communicate ... (point at students)</i>	Expansion	
S10:	<i>They can...</i>	Response with a breakdown.	
TE11:	<i>Properly</i>	Self-response.	

In this part the teacher educator select a pre-service teacher to obtain the answer but the response obtained is incomplete, the teacher reformulate the question several times and the response is the silence, after that the pre-service teacher responds with one syllable, when is time to respond again it gives an incomplete answer so the teacher educator has to provide a better description, finally the student response is a breakdown and the teacher respond herself to the question.

Don't know what to respond. Another interaction pattern observed during the recording are the breakdowns or hesitations when answering the questions asked by the teacher educator, this result is similar to the previous one but showing a difference that is characterized by the lack of confidence of the pre-service teachers at the time of answering.

Sample Excerpt 6 Observation 3, class 3

Subject	Interaction	Speech Act	Analysis
TE 01:	Teachers, tell me.	Requesting answers	The teacher is trying to make students to participate about how to make different activities to develop skills, at first there was no answer from students so the teacher started to ask again the same question in a different way and little by little there was an answer from them.
S02:	(no respond)	Silence	
TE03:	What can you show?	Ask for information	
S04:	Umm	Hesitation	
TE05:	Situations, videos? Yes? And see what behaviors... what else? For skills?	Ask for information in a different way	
S06:	Umm	Hesitation	
TE07:	Think of way of developing language skill for your students?	More questions with more information	
S08:	Maybe music?	Short response	

In this class, the teacher educator tries to request participation with a direct question, none of the pre-service teachers respond, the teacher educator reformulates the question but the response of the student is hesitation, then the teacher tries to explain again with some examples and the student respond with a question because is not sure that what is saying is correct. Finally, she makes a clearer question, but the pre-service teacher gives a short response waiting teacher educator's approval. From the previous chart we could identify that silence in this case is associated to what pre-service teachers do not know what about the topic and that is why they cannot give a response according to the teacher educator question. In this case, the teacher educator waits for the student response, if the

response is not expected, the teachers try to give them more and more examples in order to help them to understand and give an appropriate response.

Discussion

The results obtained in this research show that sometimes depending on the teacher, the student's interaction can be more or less active, independently of the knowledge that the student has. This means that the confidence is really important in the classroom, if the student feels comfortable with the teacher; they are going to speak more and participate in the different activities. Also, some dispreferred responses happen due to certain behaviors that pre-service teachers show during the development of the sessions, causing a possible lack of knowledge of the students. We found that this result is present when pre-service teachers try to respond to teacher educator's questions, but they cannot do it completely. This happens when they start to speak and suddenly they stopped, possibly for fear of not being able to get their ideas straight. This has a negative impact, resulting in a low level of students' participation in the class.

Our findings contradict what Zainal Abidin (2007) stated, that student's participation is through verbal communication, such as giving opinions, answering and asking questions or comments, and taking part in discussions, that participation is usually spontaneous, appropriate, and occurs naturally. The author described how student's participation should be in class, but he did not emphasize that the teacher educators can obtain a student dispreferred response because the students may have a lack of knowledge of the target language. For example, in all the observed classes, we could identify that the student's participation is not spontaneous, the teacher always has to ask questions about the topic, to obtain some responses from the students. Also, we found that in class interaction there are dispreferred responses for different reasons, this means that the

interaction in class, is not the perfect scenario, we have to take into account several factors to achieve a reciprocal participation.

Then, we can observe a second phenomenon that is common in these cases; the teacher educator starts to ask questions to the students again and again with the intention of getting possible answers from them. However, when the teacher educators do not obtain any response, it causes them signs of stress. In these cases, the teacher educator wait for the pre-service teacher's response, they should be in an intermediate - advanced level of English to organize their opinions and ideas before expressing them in front of the whole class. Therefore, the teachers are creating a comfortable environment to make pre-service teachers participate actively.

The teacher educator will have to modify the strategies proposed for the class, knowing that students do not have the necessary background for developing the lesson, thus a dispreferred response appeared which clearly influences interactional practices in the ELTE classroom. Nevertheless, that participation is a collaborative work and the students have to become more proficient to be able to speak in an academic environment. In this case, this modification follows the principles mentioned by Lucero and Rouse (2017), in which they explain that the purpose of participation is to create an environment for English learning. Teacher educators look for ideas to promote the environment for students' participation through the modification of the strategies.

A second result shows an evidence called incomplete answers. In this case, we corroborate the idea of Rendle-Short (2015), she said that when a person wishes or anticipates getting as a plain answer and he or she gets the opposite, we are facing a dispreferred response. This is evident when the teacher educators started to ask the students questions and got a silence as an answer. Rendle-Short (2015) stated that the worst

dispreferred response of them all is silence. In this case we agree with the author, because in most of our observations when the silence is the response from the students, it breaks all possibilities to interact and follow a line for the lesson. Our results are coincidental with this author and a question arises in comparison of the two contexts: "we wonder why the two results happen in two different contexts? Are pre-service teachers, as Rendle-Short (2015) study places, repeating the teacher's model that they learned while they were studying to be teachers, as it happens in our study?"

The teacher educators' parallel strategy is to ask the same questions in a different way to obtain answer or participation from the students. This is called declarative speech acts, presented by Searle (1969). Those are used to request students' participation by asking questions. If that does not work, the last resource is to set strategies like students working in small groups or pairs, which follows Harmer's model of students-students, student-student interaction.

Also, we have given evidence that some of the teacher educators (also us as pre-service teachers) can give clues to the students to create an appropriate environment for class participation. In this point, we could see that the teacher educators must provide to the pre-service teachers more opportunities to interact and that the interaction patterns between teacher educators and pre-service teachers are always changing in pro of the development of the lesson, all in order to avoid dispreferred responses from the pre-service teachers.

The don't-know-what-to-respond turn is the last result; this is quite similar to the previous but accompanied by hesitations when the teacher educator ask the pre-service teachers to participate. In this case, the dispreferred responses are evident, but if we look beyond the kind of questions that are made by the teacher educator, they did not provide the pre-service teacher with enough confidence for answering it. Following Ojedekon &

Okewole (2011), classroom interaction involves reciprocal actions that take place in a room, in a school, between the teacher and the students. We identified that this principle is not always adjusted to the classroom circumstances, even though it gives us an ample perspective about what classroom interaction can be. We have to analyze the variables that are present in the classroom, such as the topic that is discussed, the students' language level and the confidence that they have to express their thoughts.

Fassinger (1995) states that students can become passive in classroom due to low levels of self-confidence, lack of preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the peers and the feelings of confusion, thus becoming less engaged in classroom discussions. We consider that teacher educators have to be aware of these aspects for the development of their lessons, because in all the observations it seems that they ignored this situation. We conclude that pre-service teachers are supposed to be in a certain level in the language for the corresponding course. But, also it is necessary for the teacher educators to revise all the strategies proposed for the lessons while interacting, so that they avoid dispreferred responses.

Conclusion

The most relevant conclusions are the following: We have noticed that depending on the teacher, the student's participation may vary, independently of the student knowledge. Also, when the teacher's educators request for pre-service teachers participation we found three types of dispreferred responses after teacher's speech acts, lack of knowledge, incomplete answers, and don't-know-what-to-respond turn. Based on the previous information, we conclude that teacher educators have to be aware of the level of English of the students, if they feel comfortable in the class to speak and the most important aspect is that they consider to change the way of request participation, because

most of the times the question of the teacher educators are too specific and they keep asking the same thing, the idea is to think or reformulate questions that really promote student's participation, that permits an active interaction with all the students.

Teacher educators have to be aware of these aspects for the development of their lessons. It is necessary for the teacher educators to revise all the strategies proposed for the lessons while interacting, so that they avoid dispreferred responses when they requested an active participation from the pre-service teachers in class.

The results obtained in this research have direct implications either for teacher educators and pre-service teachers that are facing a current but not new problematic in the ELTE classrooms that is the lack of participation of the students due to many different reasons that are implicit with the performance of the teachers and students in the different stages of the development of the lessons. Our research can contribute to avoid dispreferred responses from the students and create an environment in which participation is the key for achieving the objectives proposed for all those classes planed by the teachers.

With this study we look to explore the possibilities in the way in which teacher educators of the BA program use certain speech acts to request students to participate and think about all the aspects concerned to the context of the classes that they are leading. The goal is to make English language teacher educators conscious of the importance of the dynamics that are happening in the classroom in order to make them reflect on the efforts for avoiding dispreferred responses in the classroom. Also it can be applied to different contexts where English is taught, not only in the context of a BA program but also in any place that contemplates English learning as an important part of personal and professional life.

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