


Pedagogical communication in a gender perspective

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ABSTRACT

The contemporary western school, being one of the most important axes of social cohesion, plays a central role in the socialization between sexes, since it proposes tools for communication, as well as promoting interactions that involve language in its symbolic character. By gaining communicative competence, subjects acquire the capital to occupy a position in the field; however, it should be noted that not all species of capital are accepted. Some are legitimized by the type of individual who disputes them, others are simply rejected. Thus, learning language at school means learning the rules of official discourse and adapting to it; although it takes time, such learning is the possibility of gaining adhesion to a social group or obtaining upward social mobility; "adapting" to the linguistic norm has an implicit meaning, and that is to instrumentalize oneself discursively to achieve communicative ends. Language ceases to be a mother tongue, that is, the language of affections, to become a standard language, an instrument language.

This chapter reflects on the phenomenon of school education, where non-sexist language and its associated behaviors are not yet seen as a prestigious capital that can be included in the curriculum, and it is thanks to the initiative of teachers, who are trained in the gender perspective, that these issues are addressed by incorporating more inclusive pedagogical communication strategies, where awareness in the use of language is one of the most relevant aspects in the process of building knowledge in the classroom.

Keywords: Pedagogical communication, Gender biases in language, Levels of discourse, Linguistic learning.

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INTRODUCTION

Although language is an instrument common to all, its regime of use is not, it is imposed by prioritizing the interlocutors according to the power of enunciation they have and the quality of their communicative performance. Through psychophysical and cognitive development, as well as the acquisition of social skills, a person who is educated under the prevailing official regime achieves communicative competence, that is, the symbolic capital that allows him to be part of a group of speakers. Being proficient in language is a requirement to face both the construction of new knowledge, as well as the construction of the sense and meaning of the environment of which one becomes part or of which one seeks to be a part, so that the individual and intersubjective purposes of communication are modeled in advance by the institutionality of the language.

The contemporary Western school, being signified as one of the most important axes of social cohesion, plays a central role in socialization between the sexes, since it proposes tools for communication, as well as promotes interactions that involve language in its symbolic character. By gaining communicative competence, subjects acquire capital to occupy a position in the field, however, it should be noted that not all species of capital are accepted. Some are legitimized by the type of individual disputing them, others are simply rejected. In the case of the field of school education, non-sexist language and its associated behaviors are not yet seen as a prestige capital that can be included in the curriculum.

Thus, norm and use are concepts that influence the socialization processes experienced by students of both sexes in school contexts and that are manifested in the linguistic behaviors that occur between them, which is observable in the modes of communication that involve gender roles; Thus, on the one hand, there is the use of language as an instrument, which adheres to certain guidelines and, on the other hand, there is the symbolic weight of language that, when updated by users, enables the emergence of the subject:

Language provides the instrument of a discourse in which the personality of the subject is liberated and created, reaches out to the other and makes itself recognized by him. Now, language is a socialized structure, which the word submits to individual and intersubjective ends, thus adding a new and strictly personal profile. Language is a system common to all; Discourse is both a bearer of a message and an instrument of action².

So to learn language at school is to learn the rules of the official discourse and adapt to it; Although it takes time, such learning is the possibility of gaining adherence to a social group or gaining upward social mobility; "Adapting" to the linguistic norm has an implicit one, and that is to discursively instrumentalize oneself to achieve communicative ends. Language ceases to be the

² Benveniste, Émile. *Problemas de lingüística general I*, México, Siglo XXI Editores, 2011, [1971] p.77-78
Benveniste, E. (2011) [1971]. *Problemas de lingüística general*. México: XXI Editores, pp. 77-78.



mother tongue, that is, the language of the affections, and becomes the norm language, the instrument language.

Achieving social inclusion has its costs: on the one hand, understanding that, from the use of language, privileges, exclusions and prejudices are part of every interaction. On the other hand, every speaker must adjust his or her expressive capacity to the demands of the context.

In educational settings, the influence of pedagogical communication processes, proposed by both in-service teachers and pre-service teachers, plays a preponderant role in the way in which students of both sexes experience encountering their peers. Thus, the dynamics of the intersubjective encounter that takes place in the school is a place of reflection on the relations of equality between the sexes that sheds light on ways to overcome the gaps that impede processes of subjectivation between social agents.

This article is the result of the study of the pedagogical communication processes of in-service and trainee teachers who reflect on the influence of gender biases on the processes of interaction with girls and boys in basic education classrooms. From the discursive analysis of the experiences that these agents live, the methodological tools offered by interpretative procedures are deployed, which, in turn, enable the integration of different fields of the study of language. Thus, an exercise of description, analysis and interpretation of the processes of pedagogical communication with a gender perspective (CPPG) is undertaken in contexts where inclusion and equity between the sexes are reflected.

THREE THEORETICAL-CONCEPTUAL SOURCES

Three theoretical-conceptual sources provide the perspective for the proposed reflection: the theory of enunciation, in the perspective of Émile Benveniste; the theory of fields, from the perspective of Pierre Bourdieu; and feminist linguistics, from the perspective of Patrizia Violi. From these disciplinary places, the resources for the construction of the argumentative canon are proposed throughout this dissertation. These remedies are addressed as follows:

-The structure of discourse (since Benveniste) is the category that alludes to the communicative functions of a language of political correctness that are later conceptualized as *rhetorical repertoires of gender*. From this theoretical-conceptual place, an awareness of language is established as a referred world, understood in turn as the structure of discourse, it is the system that underlies the utterances, the syntactic level.

-Statements; From them, processes of discursive legitimation and delegitimation (since Bourdieu) in the educational field are evidenced, are the categories that in the framework of this study are addressed as *a norm and use in the processes of socialization in the school*. Categories that will contribute to understanding the social dynamics observed, from which it is sought to describe



the meaning of gender discursive practices in language learning, that is, the way in which the market of gender rhetoric works in educational environments, determining its incidence in intersubjective communication. This is where the value given to concepts is located, the semantic level.

-Enunciation; it is the category that evidences power relations that are established between the subjects of the discourse (from Violi); from this point of view, verbal and non-verbal behaviors referred to the gender binary are evidenced, it allows to reveal experiences of exclusion or inclusion in the processes of subjectivation, present in the uses of language from which gender linguistic behaviors *can be identified*. Subjective experience is what determines linguistic uses, the pragmatic level.

The three theoretical bets in turn provide three levels for analysis from which to approach the construction of gender: the world or worlds referred to (syntactic level); intersubjective communication (semantic level); and, the processes of subjectivation (pragmatic level). The three bets distance themselves from positions that ely the role of the subject in the production of the meaning of discourse; In the same way, all three converge on the relevance of discourse as an instance from which the value assigned to the possibilities of enunciation of the subjects can be read. Below is a brief description of the aforementioned approaches, which are the methodological strategy of this reflection.

THREE THEORETICAL-CONCEPTUAL TOOLS

Three theoretical-conceptual tools promote the methodological development of the proposed inquiry exercise:

THE ORDER OF SPEECH

The linguistic capital that is achieved, by adapting to the established official regime, brings with it the benefit of distinction for individuals; By learning communication strategies, the practices of saying or not saying open horizons of possibility for social ascension in certain groups. In this circumstance, the school, as an institution that agencies the power of officialdom, arrogates to itself the task of encouraging the use of language for coexistence in "good treatment and good living", if individuals accept the prevailing order. In this way, the school is responsible for the linguistic qualification and in turn the social qualification.

In this context, when it comes to incorporating gender into communication, the school turns to the state orientation, which is that of politically correct language. This form of communication is part of the educational language market, as a consumer product that authorizes institutions the power to express themselves on inclusion; it is part of the rhetoric necessary to obtain, what Bourdieu calls, statutory capacity, that is, recognition and authorization to use this technical capacity in official acts.



Subjects who are educated within the framework of this linguistic orientation learn that interacting with language efficiently is a matter of technical mastery, in this way, the consideration of the otherness that political correctness entails is abstract, lacking a binding meaning, since it involves developing only instrumental competencies, not a linguistic consciousness that is at the same time a citizen consciousness; that is, an awareness of the effect of actions on peers.

Meeting a group to dispute a benefit is linked to the experience that each individual has in the use of legitimate language, an experience that in turn is made up of a repertoire of techniques, both rhetorical and gestural, or those related to diaphasic, diastratic or diatopic registers, among others. The experience of politically correct rhetoric provides education agents with the perception of complying with the mandate of officialdom, which in turn adds value in the language market, in this case, the market of the education system; However, the sense of responsibility for the use of language is alien to the interlocutors insofar as it is a discursive practice that does not allow reflexivity.

Despite what has been said about correctly political language, social tensions that are found outside the educational spheres transcend legitimate linguistic uses, taking their toll on pedagogical communication practices, both institutional and individual. Thus, the school, although it is the most effective social structure when it comes to reproducing the legitimized discourse, ends up being "infected" by new discursive orders that go beyond those established by the norm. Among several are the disputes over the linguistic visibility of gender, ethnic, cognitive or motor diversity that involve fractures of grammars, re-semanticization of concepts and politicization of linguistic uses: "Elles", "body", "motor dysfunction", "cognitive diversity", "diverse women", among many others. The educational field begins to incorporate and mobilize these discursive orders in a veiled way, resisting, in principle, the linguistic mandate, revealing the diversity of experiences and the limitations of political correctness, materializing in forms of the language of inclusion; linguistic patterns that in turn become mental structures, which in this project are called rhetorical repertoires of genre.

For an institution to be open to the consideration of the inclusion of the gender perspective in pedagogical communication processes, it needs to go beyond an instrumental practice of inclusive language. Such openness requires confronting the obstacles that the sanctioned authority poses to forms of inclusion and equity other than those of officialdom; This is a complex task, since these obstacles are embodied in the mental structures of the subjects.

Those who participate in educational contexts, today more than ever, are required to carry out training processes on gender inclusion, which make it possible to broaden their vision of the way in which people relate to each other. The practices of pedagogical communication are that instance of interaction in the school that allows this broadening of vision, functioning as the worlds referred to in the language, in which those who participate have the possibility of making their voices visible or



not. Therefore, including the gender approach implies an awareness of the social implications of the inequalities between the sexes manifested in these forms of language; This requires, above all, the initiative of teachers in their teacher qualification processes and a state political will that invests resources in these transformation efforts.

THE LINGUISTIC NORM AND ITS USE

Teachers propose curricula and classwork strategies on the learning of the linguistic norm and its use, which respond to curricular guidelines that are regulated by the State. These programs increase in degree of demand, as the courses progress and as each student matures his or her faculties of thought and language. Communication in school, then, faces the challenge of articulating the rules that standardize the communicative process with the linguistic singularity of a community, and the development of an awareness of the sense and meaning of the components of language in the communicative experience, an objective that is difficult to achieve. The empirical reality of the teaching-learning processes of language in schools leads teachers to consider communicative homogeneity by privileging an unreflected knowledge of what in Bourdieu's terms is called the legitimate language, that is, an automated learning of the structures of the prestige language through which the values and behaviors of the official discourse are transmitted. This is in order to "democratize" access to written culture, an intention of great complexity, since through this pedagogical perspective the social representations of equity, inclusion and diversity, both linguistic and cultural, present in the socialization processes experienced in educational environments, which give meaning and significance to pedagogical communication practices, are brought into play.

The instrumentalization of language in teaching processes, that is, its pedagogization disconnected from the reality of the users, freezes the speaker and strips him of his subjectivity, thus turning linguistic competence into a technique, into a doing without knowing. By achieving this skill, subjects achieve a space in the game of social enunciation. However, given the complexity of interactions, the operability of language skills is insufficient, it becomes necessary to work on their sociability in order to adapt, which implies developing awareness of the effect that these communication processes have on others, which is what JL Austin points out when referring to the influence of words on actions:

Generally speaking, it is always necessary that the circumstances in which the words are expressed are appropriate, in some way or ways. Moreover, it is usually necessary that the speaker, or other persons, must also perform certain other "physical" or "mental" actions, or even acts that consist in expressing other words³.

³ Austin, JL. *Cómo hacer cosas con palabras*, Barcelona, Paidós, 1971, [1962], p.49



Thus, a large part of the goals set by contemporary school education in the West focuses on the development of communicative skills, considering them as a fundamental part of the equation for social success, however, these skills are assumed in the educational field, from the distance from the concrete human being. Through reading, writing, listening and orality, the learning of the official (or standard) language, which is already an abstraction, is highlighted, proposing teaching processes focused predominantly on its formality.

The standard language is one of the linguistic varieties present in a community and is identified with the formal registers and the written language. It is also a variety of prestige, associated with high socio-cultural levels, so it functions as a frame of reference [...]. The standard variety is the result of linguistic planning and always has an ideological, sociological and educational correlate⁴

The implications of this pedagogical intentionality are that, from the development of this expertise, it provides the basis for every communicative experience in the life of any individual who is part of a modern society, and at the same time globalized. The learning of the official language therefore brings with it subordination to an order, as Bourdieu notes when speaking of the popular uses of the language:

[...] the linguistic differences that separated the natives of different regions ceased to be insurmountable particularisms: de facto attributed to the reference model of the "common" language, "flawed expressions and mispronunciation" sanctioned by teachers are condemned to the hell of regionalisms. Popular uses of the official language are systematically devalued by being relegated to the status of jargon or vulgarisms, unbecoming of official acts⁵.

From this perspective, the relationship between norm and use faces great complexity; If it is understood from the links that language, gender and education have implicitly, a conception of language emerges where it is experienced as a network of ideational, textual and interpersonal meanings that allude to the metafunctionality of language. For this reason, it is necessary to delve into the functioning of this relationship from where it is possible to focus, from the texts and discourses that emerge, the social purposes that it fulfills, and, in the case of this research, the sense and meaning of gender discursive practices in language learning.

⁴ Furtado, Victoria, "Lenguaje inclusivo como política lingüística de género", en: *Revista Digital de Políticas Lingüísticas*, Año 5, Volumen 5 (48-70), septiembre 2013, p.49 [en línea] <http://www.repositorio.ciem.ucr.ac.cr/bitstream/123456789/247/1/RCIEM214.pdf> Consultado mayo, 2020

⁵ Bourdieu, Pierre. *¿Qué significa hablar? Economía de los intercambios lingüísticos*, Buenos Aires, AKAL, 2016, [1982] p.33



POWER RELATIONS

By issuing statements, actions are carried out that have power and influence, an example of this are statements that involve gender, statements whose bias is usually invisible, only through an awareness of their use, of the influence that these statements exert on otherness, do the differences between the sexes begin to make sense. that are applied in communication. This is one of the reasons to point out that every linguistic act carried out in school brings therefore an affectation of the realities of the subjects that later manifests itself in other dimensions of their lives:

"Don't cry like a girl" — a teacher disciplining a male student; "Do you have a skirt? hurry up!" —a physical education teacher hurrying his male students; "The teacher is crazy because she's on her day" —a male student criticizing his teacher's behavior⁶.

In the above statements, the feminine is characterized, from the point of view of language, as weak, ridiculous or inadequate. When individuals meet to speak, they are performing actions with the words they use, which inevitably affect or modify the perception of their reality. The expression of words related to gender is part of the realization of a performance that makes explicit a way of interacting by placing individuals in a hierarchy. In the example used, the negative valuation of the feminine has a correlate in the social representations of women, which is manifested in the treatment they receive, which is typical of contexts where their subjectivity is disqualified. Gender-related statements are, therefore, syntactic-semantic structures (i.e., they have a formality and a meaning), with an unlimited pragmatic (i.e., discursive) potential that provide keys to the understanding of pedagogical communication experiences.

This "common" language, by sanctioning what is proper and what is improper, excludes any form of expression that is outside the representations legitimized by linguistic power, a power from which nothing escapes, and through which the subjects who use the system confront each other to obtain the capital that allows them to gain a better position in their social space. The confrontation between gender roles is part of this dynamic: the emphasis on the norm attempts to universalize linguistic uses, in doing so, in Patrizia Violi's terms, the subject is expelled, separating it from its materiality, disembodiment, which prevents the emergence of discourse:

At the basis of the idea of the subject as *logos* and consciousness is the tradition of a dualism that has always split and separated into antithetical pairs the various determinations of subjectivity, mind and body, rationality and sensibility, thought and feeling. The transcendentalism of the subject is based on its disembodiment, on a claimed distance of thought from the physical being in all its concreteness and specificity⁷.

⁶ These are some examples of the gender-biased linguistic behaviors that are present in any school institution, where incorporating an equity perspective in pedagogical communication is a challenge.

⁷Violi, Patrizia. "Sujeto lingüístico y sujeto femenino", en Colaizzi, (Comp), *Feminismo y teoría del discurso*, Madrid, Catedra, 1990, p.136



The power relations that are evidenced between men and women through the discursive manifestations, verbal and non-verbal behaviors referred to binarism, are ideologically modeled and motivated by the sociocultural context, more specifically by mental models product of individual and collective action in the classroom. the rhetorical uses selected by the teacher; social representations of femininity and masculine in textbooks; that is, statements that involve gender that have an important influence on the processes of subjectivation of individuals.

Thus, a statement related to gender is an assessment made from language, to a concrete reality that is lived discursively, in bait in the actions of the enunciating subjects; statements summon and provoke behaviors, which are imprinted on the subjectivities of women and men, altering their states; therefore, an ideal place for discourse analysis that captures this phenomenon is that of *Gender Linguistic Behaviors*. This, as a unit of analysis referring to the set of verbal and non-verbal behaviors related to gender, functions as a meter of linguistic amps, which indicates the strength of statements in intersubjective relations.

The above theoretical-conceptual approaches (sources and tools) make up the system of categories⁸, subcategories and units of analysis that is summarized in Table 1 below:

Table 1 Central Categorical Structure⁹

LEVELS OF ANALYSIS	THEORETICAL CONCEPTS	CATEGORIES	UNIT OF ANALYSIS
Syntactic	The structure of the discourse (the referred world/the syntactic level)	Language as a system	Gendered linguistic behaviours (language as a user experience)
Semantic	Statements. Processes of legitimation and delegitimization of discourse (the sense and meaning of discursive practices/the semantic level)	Language as a social expression	
Pragmatic	Enunciation. Power relations between the subjects of discourse (the processes of subjectivation/the pragmatic level)	Language as an experience of the subjects	

Source: Authors' own creation

This categorical structure is the basis for the aforementioned classificatory exercise, and is the result of the conceptual work developed with the theoretical sources. With this organizational

⁸ In order to operationalize the hermeneutic perspective of the research logic of this project, we resort to information organization resources typical of qualitative methods, among them, the procedures of coding, categorization and triangulation of data, which are based on the intuitive contrast of concepts present in the mental models investigated. These models are inferable thanks to the contextual characteristics of the elements that make them up, therefore, they can be defined as context models. The parallel, then, makes possible the classificatory action of the data.

⁹This categorical structure is the basis for the aforementioned classificatory exercise, and is the result of the conceptual work developed with the theoretical sources. In this way, the thematic scope of the research is delimited and the units of analysis are determined to locate the information in each context model of the following sections.



strategy, the units for the analysis of a pedagogical communication experience with a gender perspective are delimited. This strategy accounts for a deductive logic of semiotic perspective, which locates the dimensions of discourse to establish the levels of analysis (syntactic, semantic and pragmatic) in the inquiry process presented in this document:

-Syntactic dimension: it deals with the objective aspect of language as a system, its referential or referential character. From this it is possible to characterize linguistic patterns and repertoires present in pedagogical communication, it is the level of the form and order of the units of language.

-Semantic dimension: it deals with the intersubjective aspect of language, with the sense and meaning assigned to it by social convention, that is, with the relationship between norm and use. From this it is possible to characterize pedagogical models for the construction of linguistic knowledge. It is the level of the norm and conventional use.

Pragmatic dimension: it deals with the subjective aspect of the language, with the experiences of adjustment and adaptation that the users of the system live with the standard. From this point of view, it is possible to characterize processes of subjectivation from language. It is the level of functionality, creativity, and discourse.

The foregoing suggests that the dialogic encounter with educational agents is an important part of the fieldwork proposed for this research exercise, since from them it is possible to identify gender statements; the characterization of processes of legitimation and delegitimization in communication between the sexes; and, the explanation of the power relations experienced by the subjects in the practices of linguistic learning. Therefore, the questioning of symmetry and equity are part of the search for forms of civic construction that contribute to an awareness of the use of language that resizes the processes of knowledge construction in contexts such as educational institutions. It is from this dialogism that, together with the participants of this study (in-service teachers and teachers in training), a pedagogical proposal is thought that can contribute to overcoming inequities in classrooms with girls and boys.

METHODOLOGY

Through a procedure of analogical interpretation, understood as a meeting of convergences in divergences, two social environments that are the material source for discursive analysis are put into dialogue: the pedagogical experiences of educational agents at the school and university level in Bogotá (Colombia) and in Bordeaux (France), experiences that are approached from the lens of gender studies. The work in these two contexts, so different from each other, seeks to go beyond the simple comparison; It is of interest to this project to locate the encounters and distances in the approach to this topic, in order to assess possible paths for the construction of equity in the use of language, within the framework of teaching practices.



To this end, a process of hermeneutical interpretation of these experiences is carried out; relating the two dimensions of the discursive structure: the micro and the macrosocial. Thus, it is reflected proceeding methodically (from the strategies of discourse analysis), on the aspects of language that make evident in the statements the pedagogical practices of gender equity and inclusion.

Analogical hermeneutics (AH) and critical discourse analysis (CDA) are the procedures with which the material sources of this research are studied. Describe, analyze and interpret the perceptions about the experience of pedagogical communication in a gender key, by educational agents in the aforementioned contexts, are the processes and themes that organize the methodological route for this project.

In order to carry out the proposed research intention, the context models of pedagogical communication from a gender perspective are focused, understood from Teun Van Dijk, as mental representations of social situations, in this case, those that are established in the triadic relationship between teacher, teacher in training and student. Therefore, pedagogical communication is a social situation, which is nourished by references or systems of meaning that are reconstructed and endowed with meaning by those who participate from their thought schemes, which in turn are shaped by the effect of this communicative circuit.

From the theoretical sources previously presented as the tools for the analysis of the different categories, subcategories and units, equivalences are established, without the pretension of accuracy, between the concepts that function as organizers of the collected material. Thus, Van Dijk's models of context (of pedagogical communication) would be equivalent to Benveniste's concept of enunciation, Bourdieu's concept of linguistic habitus, and Patricia Violi's concept of sexual difference within language.

From this categorical structure, the reflection on the processes of pedagogical communication begins, linking the EF approach and the CDA procedure. A methodological route is then proposed as a starting point in which, due to the different approaches to the subject that have been the subject of debate in recent years (among them, the inclusion of the gender perspective in language), a procedure for reading the materials obtained is developed, through which distances and convergences are discussed. present in discursive practices in contexts of pedagogical communication.

This procedure unfolds throughout the development of the research, and is manifested in the organization of its structure. In this way, the models of context are contrasted, that is, models of social representations present in the discourse, from which the voice of the subjects is produced and assigned value. In this case, from the market of the uses of language in educational environments, both schools and teacher training centers, where the samples are located.



Representations that are explicitly and implicitly related to social roles, in this case, to gender roles assigned or developed in teacher-student communication, are assumed as bridges between the experience of communicative daily life in the classroom and the communicative experience outside of it: "Contexts defined as mental models of the communication situation, they are, in many ways, interfaces between discourse and society"¹⁰ (Van Dijk, 2011, p.57). Such mental models, i.e., context models, as mentioned, function as axes of articulation in this research. It is from these models that the interpretation of the forms of pedagogical communication recognizable in different educational structures is considered, whose experience with gender discourse contributes to the understanding of the devices that move behind the politically correct language, the norms and approved uses and the power relations between the subjects of the discourse.

GENERAL METHODOLOGICAL DESIGN

In line with the HA and the ACD, the corpus of authors selected for the methodological framework and with the ethical-epistemological orientation provided by Pierre Bourdieu's frame of reference, the paradigm from which this research commitment is enunciated is the critical one. It emphasizes describing, analyzing, and interpreting to understand the discursive mechanisms that underlie the production of meaning and that determine the discursive orders internalized in social practices. In this way, when it comes to arranging the resources for the investigative exercise, the researcher assumes the position of an interpreter of the social dynamics **of which she is also a part**. The other (the participants of the research exercise), the source of the construction of knowledge, is both the subject of study and the interlocutor, thus assuming the active role in the process of elucidating the phenomenon studied. For this reason, there is a mobilization of diverse experiences that are assumed to enable alternatives that seek the transformation of perspectives, in this case, those referring to inequity in the use of language, within the framework of the teacher-student relationship.

The elucidation of the phenomenon studied goes hand in hand with the demands of adjustment that the communicative context demands. Thus, the place of theoretical reflection in this document is enriched and transformed as the observed linguistic situations are clarified, since these are both mental and contextual models, whose function is specified by Van Dijk when he states that "The central function of context models is to produce discourse, in such a way as to be *appropriate* in the social situation."¹¹

Likewise, as this project is inscribed in a qualitative perspective, the relevance of characterizing the context models, and thus determining the strategies of the fieldwork, is evident. In this proposal, the context models are a semiotic framework, the result of elements of the physical

¹⁰ Van Dijk, Teun. *Sociedad y discurso. Cómo influyen los contextos en el texto y la conversación*, Barcelona, Gedisa, 2011.

¹¹ Van Dijk, *Op cit*, 2011, p.23



order (classrooms, reading corners, the schoolyard, etc.), of elements of the cognitive order (attitudes, behaviors and perceptions, etc.) and of the affective order, (empathy, indifference, resistance, etc.) that are linked to the experience of the subjects.

OBJECTIVES OF METHODOLOGICAL DEVELOPMENT

General

The methodological work undertaken here seeks to establish a dialogue between the macro (collective thought structures) and the micro (participants' discursive practices); In order to locate and characterize at the intersection of these two structures, the interface of mental representations (context models).

Specific

- To describe, in a gender perspective, the pedagogical interactions of basic education teachers, through the procedures that promote analogical hermeneutics and critical discourse analysis.

-To analyse pedagogical praxis, in terms of gender, based on class observation diaries and conversations with practising teachers and teachers in training.

- Interpret the character of the mental representations (context models) that emerge from the systematization of the research process.

DESCRIPTION, IN TERMS OF GENDER, OF PEDAGOGICAL INTERACTIONS IN ELEMENTARY SCHOOL COURSES, THROUGH THE PROCEDURES THAT PROMOTE ANALOGICAL HERMENEUTICS AND CRITICAL DISCOURSE ANALYSIS

The methodological process of the entire document began at the end of 2016 with the socio-discursive reading of the context. This reading is carried out, at first, from the documentary review of the state of the art; then education and gender policy documents are reviewed; and, finally, a theoretical-conceptual framework is developed that reflects on educational research with a gender perspective. From the work developed in this initial process, a system of categories emerges, which is the structure that gives order to the analysis of the data that is shared later.

Once the above has been overcome, in 2017 and 2018 a second documentary research exercise was carried out aimed at the pedagogical conceptions of gender; and, simultaneously, an exercise of ethnographic fieldwork between educational institutions in the city of Bordeaux, France and Bogotá, Colombia.

Subsequently, in 2019, from a perspective of pedagogical reflection, a proposal was designed and implemented for teachers in training at the District University, on pedagogical communication in



a gender key. This project, whose first stage closes in 2021, continues today as part of the curricular reform of the Bachelor's Degree in Early Childhood Education, from which the gender perspective for teachers in training is mainstreamed.

The aim is to offer, from this procedure, the tools for educational research in the key of gender and the principles for teacher training in line with this perspective. Likewise, a field for critical deliberation is opened, from the academy, which offers alternatives for change to exclusive and inequitable communicative practices in the processes of pedagogical communication typical of the teacher-student relationship that occurs in educational contexts.

Throughout this process, information is systematized, categorical tables and conceptual instruments are developed for analysis. Likewise, the work procedure with the corpora obtained during the training process is part of a commitment to gender training for teachers in practice and in training. In the following section, the structure and elements that make up the implementation of the planned fieldwork are described in detail.

FIELDWORK

The process is carried out with in-service teachers and pre-service teachers. Based on interviews, class observations, and the follow-up of research projects in a gender key developed by them. As has been stated since the beginning of this document, the research is based on the interaction with the field of educational research in terms of gender (documentary research) and with teachers who facilitate access to their contexts of pedagogical action (classrooms and virtual classrooms).

The participants come from two socially and culturally different backgrounds: France and Colombia, however, despite the great distances, they coincide and converge on similar problems and perspectives on addressing gender in education.

In the first instance, it is established what will be considered as the units of analysis, in the processes carried out, and the aspects that will be taken into account as data, that is, as information that contributes to the construction of the meaning of the project. In principle, we start from the units of analysis established at the beginning of this project and from these begin to emerge the other much more precise ones that complete the proposed research exercise.



Table 2. Central Categorical Structure

LEVELS OF ANALYSIS	CATEGORIES	SUBCATEGORIES	UNITS OF ANALYSIS
Syntactic	The structure of the discourse (the referred world/the syntactic level)	Politically Correct Language (The Objective Perspective)	Rhetorical repertoires of genre (language as a system)
Semantic	Statements. Processes of legitimation and delegitimization of discourse (the sense and meaning of discursive practices/the semantic level)	Norm and use in interaction processes (the intersubjective perspective)	Sense and Significance of Gender Discursive Practices (Language as a Social Expression)
Pragmatic	Enunciation. Power relations between the subjects of discourse (the processes of subjectivation/the pragmatic level)	Verbal and non-verbal behaviors related to binarism (the subjective perspective).	Gendered linguistic behaviours (language as a user experience)

Source: The authors.

CATEGORICAL MATRIX

The starting point for conceptual categorization in this study is the process of enunciation and the concepts associated with its analysis. In the same way, the existing relationship between the processes of discursive production and the linguistic market are included to obtain elements of analysis related to the exercise of power in intersubjective encounters, concepts such as linguistic market, linguistic capital, linguistic habitus, among others, are articulated in the inquiry. Finally, there is the phenomenon of discursive subjectivation and its relationship with a particular perspective of gender, where symbolism and natural categories contribute to the explanation of the concealment or elision of the female subject in discourse. Therefore, the process of managing the information obtained is carried out through a matrix of categories, which links levels of analysis to categories, units of analysis, and, finally, in a relational exercise to context models.



Table 3. Categorical matrix adapted to fieldwork

LEVELS OF ANALYSIS	CATEGORIES/L EVELS OF ANALYSIS	UNITS OF ANALYSIS	CRITERIA FOR THE SEGREGATION AND ANALYSIS OF TEXTS
Syntactic level (language as a system)	The structures of discourse (the world referred to)	Rhetorical repertoires of genre (language as a system)	The objective system of discursive practices present in different instances of the CPPG: It involves focusing on aspects such as the organization of the classroom, the spatial arrangement of classroom resources, the location of desks, roles in communication, the assignment of the word, the use of inclusive structures in the PC, among others. Anything that alludes to an implicit, ordering structure of meaning.
Semantic level (language as a social expression)	The statements (the sense and significance of the lexicon used, its social uses, intersubjective relations)	Sense and Significance of Gender Discursive Practices (Language as a Social Expression)	In working with the content or topics projected for the class: It focuses on the meanings of gender in PC, such as the use of inclusive lexicons, grammatical forms that reveal the social valuation of identities.
Pragmatic level (language as subjective experience)	Enunciation (individual linguistic uses, processes of subjectivation)	Gendered linguistic behaviours (language as a user experience)	Speech acts: It focuses on the implicit power of sign uses in communication, such as the speaker's position, the context of discourse, and gendered linguistic behaviors.

Source: The authors.

RESOURCES

In this research, the use of multiple information collection techniques is used, all characterized by flexibility when it comes to adapting them to the fieldwork process, however, two stand out: the class observation diary and the conversation. In this way, data are obtained from different perspectives, which allows a richer reading of the phenomena investigated. The entire exercise of collecting information is organized around the question from which the problem of this research was formulated: "How and in what aspects does a training with a gender perspective developed by in-service teachers and teachers in training transform the practice of pedagogical communication between these and their students?"¹²

It begins by looking for information based on guides proposed as "data collection protocols". The result of this procedure is a set of materials classified by levels for discursive analysis. From this

¹² This is the central approach of the doctoral research of which this chapter is a part.



form of knowledge production, supported by evidence, the process of elucidating the possible answers to the question posed is carried out.

Subsequently, the matrix of categories resulting from the study of the context models and the conceptual tools for the analysis of the samples are applied to the results obtained in the data collection protocols, with this it is sought to specify if the findings yield lines of meaning that contribute to the analysis and interpretation of the data. Then, the results of the observation of interactions are linked to the results obtained in the conversations and, then, under the delimitation of the categories of the context models, information is obtained about the discursive dynamics around the CPPG. In this integration of data, lies the most proportionate approach to the resolution of the question posed in the initial formulation of the problem.

In this recording experience, the text is assumed as a whole, involving expressions of language that materialize on multiple levels, and incorporates aspects of communicative expression that transcend the text as a linguistic sign. Applying the data protocol implies understanding that language manifests itself in multiple dimensions: proxemia, the gestures of the subjects, the furniture of the spaces, ideology, politics, the psyche, among many other aspects. For this research, recording what is observed is cause and effect of the interpretative procedure, it is what allows semiotic access to the reality investigated and makes legible what appears obscure in the approach of the CPPG. This multiplicity of processes promotes the emergence of sense and significance in the clarification of the searches proposed.

PARTICIPANTS

The participants who provide the information for this project are of three kinds: educators, student teachers, and gender specialists. Thus, the context from which this research exercise is carried out takes into account subjects who recognize the practice of CPPG and who, from their contribution, show ways of solving the problem posed by proposing different perspectives.

Characteristics of the participants

The contribution of the selected population is influenced by the contexts from which the research exercises were generated: public institutions of basic education. These institutions make it possible to contact teachers with backgrounds in early childhood education and student teachers linked to teacher training institutions¹³. These participants propose the places for the pedagogical reflection that is sought in this research project.

¹³ Such as the ESPÉ of the University of Bordeaux Montaigne, in the city of Bordeaux, and the Faculty of Sciences and Education of the Francisco José de Caldas District University, in the city of Bogotá.



Participants City of Bordeaux

3 in-service teachers

2 ESPÉ student teachers

1 gender expert

4 women and 2 men are part of the information collection for this project. From this group, the class of 3 teachers was observed, and all of them were part of a form of unstructured interview, which due to its characteristics is called a conversation, which took place at different times of this research project.

The profile of these participants is associated with gender training processes, both because they have been part of their professional education and because they have been part of their own initiative to deepen these issues. Likewise, although different institutions in the city of Bordeaux are investigated, it can be said that there is no significant difference in terms of the socioeconomic character of each participant; These can be described as middle-class citizens, with similar processes in their professional education .

Table 4. Profile of the participants Bordeaux

PARTICIPANTS	PROFESSIONAL PROFILE	GENDER TRAINING
Teacher 1	She has more than 25 years as an educator, working with students at CM2 level. She coordinates study groups and academic work on pedagogy and inclusion at her institution	From a very young age she was interested in the topic of inclusion in general and in particular, because it affects her on a personal level, she is interested in gender inclusion and the inclusion of motor and cognitive disabilities. She participates in a study group on gender and has received various trainings on the subject, most of which have been on her own initiative.
Teacher 2	She has been an educator for approximately 15 years, she is currently the director of the school, where, due to her level of responsibility, she monitors the work of her teachers and develops processes for pedagogical dialogue that further qualify the work of the teachers in her charge.	It associates education in gender equity as an education for good living, it does not align with the trends that exist regarding this perspective, however, it adheres to the search for contexts that promote care and respect for the other. She has not been part of training processes on gender that have been carried out by ministerial provisions, but on her own she reads and incorporates what makes the most sense in her daily experience in the school context she directs.
Teacher 3	She has 8 years in the field of early childhood education, working with CM2 students	She considers gender education an important perspective that she has explored on her own. He reads articles on the subject and has a group of colleagues with



		whom he eventually meets to discuss and deepen some of the problems he observes in his institution. He considers that one of the shortcomings at the government level is the lack of promotion of training spaces on this perspective, that although there are initiatives, they are not sufficiently socialized and there are not many of them.
Intern 1	Student of the Master's Degree in Education at ESPÉ. She is finishing her training, preparing for the support of her monograph, doing her compulsory internship in a CM2 course, and already working in an educational institution.	She also qualifies herself as a member of the LGBT community, which is why she considers it a duty to be trained in gender issues and thus contribute to the elimination of gaps and stereotypes towards people who are discriminated against because of their sexual diversity.
Beginner Teacher 1	Student of the Master's Degree in Education at ESPÉ. She is finishing her training, preparing for the support of her essay, doing her mandatory internship with pre-school students, and already working in an educational institution where she is in charge of CM2 students.	She reads gender relations in educational environments as power relations that generate multiple paradoxes, on the one hand, she understands that male teachers are a minority in educational environments, which may imply a certain disadvantage in relation to decision-making, however, when it comes to accessing leadership positions, she notices that there is an inclination to choose male teachers. She believes that reading and informing oneself about gender issues contributes to more balanced and conscious pedagogical practices.
Expert	For more than 15 years, he has been coordinating as an academic mediator on gender issues for the Académie Bordeaux	It reflects that the opening of the field to education in a gender perspective requires a process that can take many decades and the political will of the government to ensure that gender training processes are sustained. In the same way, he considers that the teachers' guild is multiple in the way it approaches these topics and therefore, there may be distances and differences that are difficult to overcome when it comes to training on the subject.

Source: Authors' own creation

Participants city of Bogota

3 in-service teachers

2 student faculty from the Faculty of Science and Education

1 gender expert



5 women and 2 men are part of the information collection for this project in the city of Bogota. This group was followed up with pedagogical reflection and the implementation of a gender perspective by 3 teachers; We talked to one of them, we talked about his experience in class from digital platforms; In the same way, the intervention process of two student interns was monitored. All of them were part of a form of unstructured interview, which due to its characteristics is called a conversation, which took place at different times of this research project.

The profile of these participants coincides with the fact that they work in contexts of vulnerable populations, which is the case of teachers who have been practicing their profession for many years. In the case of the interns, they are young people who study the career of teaching, their reflection is crossed by the conditions of their context, they carry out their teaching work with girls and boys from middle-class contexts, which provides an interesting contrast when reflecting on the CPPG.

Table 5. Profile of the participants Bogota

PARTICIPANTS	PROFESSIONAL PROFILE	GENDER TRAINING
Teacher 1	She has been a teacher for more than 12 years, working in a public education institution with elementary school students, specifically in the 6th grade. She has a background in language and literature, which is why the training processes she develops are based on working with language. Work with 6th graders	In principle, her interest in the subject arose on her own initiative, which is why she decided to pursue a postgraduate training, the Master's Degree in Education, where she developed a research proposal on the relationship between symbolic violence in language and gender.
Teacher 2	She has been a teacher for more than 10 years, her training base is early childhood education, she is interested in making visible the ways of construction of identity through the uses of language, for this she carries out workshops where the cultural component and gender inclusion are central issues in her pedagogical practice. Work with the same 6th grade group together with Teacher 1.	She came to reflect on the relations of power and gender, in processes of observation of interactions with her students, she is concerned about the aggressions that occur frequently in her institution due to forms of interaction from gender that have been naturalized in the processes of socialization in the school. He is interested in investigating in order to dismantle these experiences.
Teacher 3	He has been a teacher in the field of mathematics for more than 20 years. She began working in primary education, currently she is in charge of high school students, with children and young people of different grades, she began a project to work on new ways of enunciating mathematical knowledge, from the use of an inclusive language.	Her experience with gender arises from reflections that her own pedagogical practice has provoked in her. In an exercise of inquiry into the cognitive processes involved in the division, she understood the gender bias that she unconsciously exerted on her students in her teaching practice. She is now doing a master's degree training project, where she investigates the relationship



		between stories, gender and mathematics.
Intern 1	She is a Bachelor's student in early childhood education, in the process of finishing her degree. The final research of her training process in the Research Seminar subject consisted of investigating gender relations and the uses of language. She is currently starting her work as an educator in a private institution with elementary school children, who receive personalized education processes. Take the internship of the deepening cycle of the Early Childhood Education career.	She is interested in gender issues, in principle, because of personal experiences that led her to generate a more structured reflection on the subject. She is the mother of a small child, so she questions her education and the ways of thinking about teaching-learning processes about gender that are understandable and that can be incorporated into the daily lives of children. She has participated in elective courses on gender taught by the university.
Intern 2	She is a Bachelor's student in early childhood education, in the process of finishing her degree. She carried out her training process during the pandemic, so she worked with the children close to her home. I develop her training proposal together with the intern 1. Take the internship of the deepening cycle of the Early Childhood Education career.	This is the first time she has approached gender issues at the university. At first it was out of curiosity, but now she understands that there are unconscious forms of exclusion, discrimination and gender-based violence. She hopes to continue delving deeper into the subject, taking other elective courses, to incorporate into her life experience.
Expert	He has been a university professor for more than 30 years. He studied social sciences and is a lawyer. She currently has elective seminars on Democratic Participation and Gender. She has intervened as a professional in law and due to her knowledge of gender issues in different processes on harassment and rape at the District University.	Much of the training processes in gender have been developed in a self-taught way and based on academic-research work with colleagues who work in the same line at the District University. Currently, she is investigating, together with colleagues, the processes for the mainstreaming of the gender approach for teachers both in training and in practice in the Faculty of Sciences and Education of the District University.

Source: Authors' own creation

The participants presented above, both from Bordeaux and Bogota, were considered as a source for this research project, thanks to the fact that they are in the field of early childhood education, participate directly or indirectly in teacher training and are aware in their communicative practice of the linguistic market that divides the sexes typical of educational centers. All of them are interested in the issue of gender, which, although it is approached from different perspectives, agree on the need for this approach to improve the training processes with children and young people in school contexts.



CONTEXTS

Both in the city of Bordeaux and in the city of Bogota, work is carried out in public education contexts. These contexts are experienced in a very different way in each country, for France public education is prioritized and accessible to any citizen regardless of their socio-economic status, it is also characterized by the quality and the effort of the State to keep it secular and as the most effective instrument of universalization of the values of the republic.

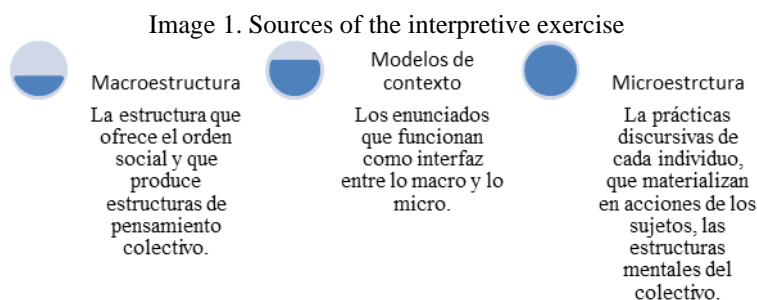
In Colombia, it's the opposite. Public education is seen as an institution in charge of the education of the working class and, above all, of vulnerable populations. It seeks to be accessible to any citizen, however, there is a large gap between public education and good quality private education. Absenteeism and dropout among children and young people due to lack of resources is a constant situation in Colombian education. Public basic education in Colombia is questioned, especially because of the gap between institutions, some are characterized by training processes that have an in-depth follow-up and work with their populations, others, on the other hand, neither teachers nor students have the conditions to develop sustained training processes that imply a benefit for the subjects and their communities. However, education is still a symbol of social mobilization in Colombia's collective ideology.

Thus, as stated at the beginning of this article, it is not a question of comparing but rather of understanding how singular phenomena in each context occur in a convergent way. The purpose is that through this procedure the comparison is transcended and a dialogic reading of the phenomena is developed, in order to see the unclear areas in this type of educational experiences and contribute to their understanding.

ANALYSIS OF PEDAGOGICAL PRAXIS, IN TERMS OF GENDER, BASED ON CLASS OBSERVATION DIARIES AND CONVERSATIONS WITH IN-SERVICE TEACHERS AND TEACHERS IN TRAINING

The levels of analysis mentioned above are part of what both the EF and the CDA consider when operationalizing the related theoretical concepts; On the one hand, it is essential for the elucidation of the phenomenon under investigation to establish a dialogue between the macro and the micro; On the other hand, it is essential to locate at the intersection of these two structures the interface of mental representations (context models) which is the source of the interpretative exercise. This makes it possible for data processing and analysis to feed back into each other, thus producing the mediating conceptual construct in methodological reflection: the categorical system.

This system contributes to the organization of the mass of data obtained and makes it suitable for reading for the actions of description, analysis and interpretation. This structure enables the production of meaning and significance in the research exercise.



Source: Authors' own creation

DATA COLLECTION PROTOCOL

Two types of data are collected:

Observation of interactions and conversation. Both are collected by hand, in a notebook, sometimes the camera and the cell phone recorder are also used.

Procedure for implementing the protocol

This protocol establishes the criteria for the segmentation of the materials (texts) that are recorded both in observation notebooks of the activities in the classroom, and in notebooks about the different conversations held with the participants. These materials are transcribed¹⁴ for later digital manipulation. It is based on the principles established in the theoretical framework, having as its axis the central matrix of categories¹⁵, from which the units of analysis are taken as a way of delimiting the observed contexts: language as a system; language as a social expression and language as an experience of the subjects.

The objective of the data collection is to locate in the selected sections discursive lines of meaning that converge and reveal forms of communication associated with gender that account for strategies implemented by teachers to transform exclusionary communicative acts. In this process of applying the protocol, we start from the premise that all communicative practice is enunciation; through it, rhetorical devices move, which are used according to the demands of the context, from which the experience of meaning emerges. Three rhetorical devices associated with the units of analysis are used for the segmentation and analysis of the extracted discourses: the objective system of discursive practices in the classroom; the work with the content or with the topics projected for the class; and the speech acts in class:

¹⁴ The transcription process involved a process of editing and selecting the most relevant materials that are useful for the purpose of the exercise, for subsequent segmentation and analysis.

Image 2. Class Observation Diary

<p>Sesión 1. 2 de mayo, 2017, 2:00 pm</p> <p>Tema: Les déterminants</p> <p>El sistema objetivo de las prácticas discursivas en el aula</p> <p>El espacio está de antemano organizado en grupos de trabajo, de modo que niñas y niños se sientan en una especie de grupo de discusión, en la que se procura un trabajo no jerarquizado y que le dé a todos la posibilidad de tomar la palabra.</p> <p>Se deja el espacio suficiente para que las maestras se puedan desplazar entre los grupos <i>Imagen 1</i></p> <p>Se intercalan los géneros, niña, niño, niña, niño.</p> <p>Los materiales didácticos están sobre un tablero electrónico donde se pueden ver las imágenes de la obra literaria infantil. Cuando los estudiantes levantan la mano para participar, pasan al frente y responden a preguntas relacionadas con el libro de literatura infantil y las categorías gramaticales que están trabajando, en este caso, los determinantes.</p> <p>El trabajo con el contenido o temas proyectados para la clase</p> <p>Se procura que la temática que se desarrolla en relación con los aprendizajes lingüísticos dialogue o conecte con temas de equidad de género. En este caso, la profesora procura que el tema de los determinantes conecte con la temática del libro álbum, este proceso lleva a reflexionar la forma como estos usos gramaticales pueden ser significados desde un estereotipo de género <i>Imágenes 4, 5 y 6</i>.</p> <p>Los actos de habla según el sexo</p> <p>La maestra procura usar una comunicación no sesgada cuando se dirige a sus estudiantes, y decide incluir algunos usos diferenciadores cuando habla de niñas y niños.</p>		<p>« Bonjour à toutes et tous, prenez vos places sans faire de bêtises » -Les indica mientras entran al salón.</p> <p>Maestra y practicante, se desplazan a lo largo del aula, deteniéndose en cada grupo a hablar con los niños y las niñas, para revisar sus avances en los ejercicios. <i>Imagen 2</i></p> <p>La maestra procura intercalar las participaciones, cada que habla una niña, busca que un niño también participe dando su opinión. <i>Video 1</i></p> <p><i>Tabla 22. Análisis de sesiones de trabajo de campo. Institución 1</i></p> <p>Sesión 2. 18 de mayo, 2017 2:00 pm</p> <p>Tema: Les déterminants</p> <p>El sistema objetivo de las prácticas discursivas en el aula</p> <p>De nuevo, el espacio está de antemano organizado en grupos de trabajo, niñas y niños se sientan procurando una comunicación equitativa no jerarquizada con la posibilidad de tomar la palabra.</p> <p>Se intercalan los géneros, niña, niño, niña, niño.</p> <p>Se forman grupos, ahora el material didáctico está en las mesas (imágenes y palabras), le corresponde a los estudiantes reconstruir la historia, para ello se les pide que participen de modo intercalado niña-niño.</p> <p>El trabajo con el contenido o temas proyectados para la clase</p> <p>Esta vez, las niñas y niños tienen la palabra, se les pide que se acerquen al tablero, en donde se encuentran las imágenes, tomadas del libro álbum. Cada estudiante que pase debe escoger una imagen y explicar el gramaticalmente la palabra que le corresponde, diciendo cómo se caracteriza y a la vez la relación sentido-</p>
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Source: Annexes to the research project

Image 3. Sample Classroom Observation Journals Used

<p>significado de cada lexema.</p> <p>Es interesante observar que no todos son significados de la misma manera, para algunos estudiantes, estos tienen una valoración positiva, para otros no lo es. Al final concluyen que es mejor no utilizar adjetivaciones cuando hablamos de las personas, quizás esta conclusión está un poco modelada por el contexto de género que se procura en la clase.</p> <p>Los actos de habla según el sexo</p> <p>La maestra motiva a los estudiantes a desarrollar sus estrategias comunicativas, les pide que vocalicen, que miren a los ojos cuando hablan y les hace preguntas a propósito de los temas trabajados, con el fin de que los temas abordados, tanto de lenguaje como de género se integren al saber general.</p> <p>« S'a dresse-t-on différemment aux garçons et aux filles à la maison ? Regardez bien les images, dites moi ce que tu en pense ». -Pregunta la educadora sobre el material que acaban de trabajar mientras se acerca de manera gentil a los grupos de trabajo.</p> <p>Los estudiantes de ambos sexos responden tranquilamente, y se percibe que disfrutan tomar la palabra y dar su punto de vista. No obstante, algunos estudiantes, sobre todo los varones quedan en silencio, aparentemente temerosos de participar.</p> <p>La maestra procura usar una comunicación no sesgada cuando se dirige a sus estudiantes, y decide incluir algunos usos diferenciadores cuando habla de niñas y niños:</p> <p>« Dépêchez-vous les filles et les garçons ! le temps presse ». -Suele repetirles.</p>		<p>l</p> <p>Sesión 3. 25 de mayo, 2017 2:00 pm</p> <p>Tema: Les déterminants</p> <p>El sistema objetivo de las prácticas discursivas en el aula</p> <p>Mesas y sillas están organizadas en mesa redonda, niñas y niños se sientan para iniciar una discusión sobre la temática trabajada, <i>Imagen 3</i>. Se procura que todos tengan la posibilidad de tomar la palabra.</p> <p>Se intercalan los géneros, niña, niño, niña, niño.</p> <p>El trabajo con el contenido o temas proyectados para la clase</p> <p>En esta ocasión, las niñas y los niños tienen la palabra, se aborda el texto literario, y no con las imágenes sino con las palabras, los adjetivos con sus determinantes, usando los lexemas del texto original, pensando en usos distintos, que no sean estereotipos de género.</p> <p>Las palabras recordadas se organizan sobre la mesa, cada niña y niño, revisa las palabras y discute sobre su contenido, sobre qué puede significar en determinado contexto.</p> <p>En esta ocasión, las niñas y niños desarrollan un ejercicio de trabajo en grupo. Tienen en las mesas los recortes de los lexemas, con sus respectivos determinantes. Se les pide que revisen las características gramaticales de esas palabras recordadas y que discutan como grupo de trabajo lo que esas palabras les evocan. En esta discusión se arma un pequeño debate sobre los estereotipos de género.</p> <p>Los actos de habla según el sexo</p> <p>La profesora practicante se dirige a los estudiantes para organizarlos en la toma de palabra. La practicante ayuda en la distribución de los materiales, en ese acto comunicativo, los niños le hacen preguntas y ella contesta:</p>
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Source: Annexes to the research project

Image 4. Conversation Transcript

Conversatorio 1 audio	
<p>Docente 1</p> <p>El sistema objetivo de las prácticas discursivas (vistas aquí desde la estructura subyacente que le dan un orden al discurso entre los géneros)</p> <p>« Essayer de démanteler les structures sexistes dans la langue est très compliqué, surtout si dans le contexte les collègues valorisent négativement ces formes de communication. Il y a une structure mentale qui valide l'exclusion ou la domination de l'autre et qui se voit dans sa façon de parler. Ainsi, les initiatives de transformation sont très limitées et dépendent des intérêts des enseignants ». -<i>Merce la cabeza negando, gestuicla con los brazos.</i></p> <p>« Lorsque je travaille sur la grammaire, j'essaie de réfléchir sur ces formes de langage qui se sont normalisées, mais je suis conscient que très peu de choses peuvent être réalisées si nous sommes dans un système hostile à ces transformations ». -<i>Sabe la vos haciendo énfasis en « hostile ».</i></p> <p>El trabajo con el contenido o temas (está relacionado con los significados a determinadas expresiones o denominaciones asociadas al género)</p> <p>« Ce qui m'intéresse, c'est que mes élèves réalisent la dualité des mots et qu'il existe des lexiques qui peuvent désigner les gens. Cela m'intéresse aussi qu'ils se rendent compte que ces usages offensants du langage sont présents dans différents contextes, comme à la maison, dans les médias, certains chansons. Je les invite à faire attention au contenu de ces mots et lorsqu'ils les écoutent, ils savent que ce qu'ils expriment peut blesser les autres ». -<i>Sonric.</i></p> <p>Los actos de habla según el sexo (está relacionado con usos del lenguaje inclusivos o con usos no sexistas de la lengua)</p> <p>« Il existe de nombreuses formes d'exclusion des sexes dans la communication à l'école ; Par exemple, les manuels qui ont des utilisations principalement masculines du langage, des images et même que la plupart des auteurs ou des exemples de textes sont des hommes. Cependant, l'intention n'est pas de disqualifier le masculin, au contraire, de faire en sorte que les hommes et les femmes, les filles et les garçons aient les mêmes possibilités de s'exprimer. Je suis particulièrement intéressé à ce que les étudiants comprennent que notre société est diversifiée, donc que parler de la communauté LGBT ne devrait pas être tabou ». -<i>Cruza los brazos y mueve la cabeza negando.</i></p>	<p>« Je suis lesbienne, j'ai peur que dans mon enseignement, par omission, cela conduise à l'exclusion de genre. C'est pourquoi je m'intéresse aux pratiques éducatives qui reflètent des manières justes d'inclure la différence, qui se retiennent pas politiquement correctes, qui est la structure mentale à partir de laquelle l'inclusion est actuellement pensée. On le sait, ce qui est politiquement correct promeut la tolérance, mais il ne s'intéresse pas à ce que les gens se reconnaissent et s'intègrent vraiment ». -<i>Me mira a los ojos al final de la frase.</i></p> <p>El trabajo con el contenido o temas (está relacionado con los significados a determinadas expresiones o denominaciones asociadas al género)</p> <p>« Utiliser un langage non sexiste me semble préférable à penser à un langage inclusif, puisque la première traite de la charge sémantique de certaines formes de discours, on l'un peut identifier l'androcentrisme, tandis que l'autre implique de changer la structure grammaticale. Je pense que si les enfants maîtrisent le français, il est préférable qu'ils le fassent de manière traditionnelle (rhis) même si c'est là que je me demande si je ne contribue pas à la naturalisation de certaines formes de communication. J'étudie toujours quelle peut être la meilleure façon d'inclure à partir de la langue ». -<i>Se encoge de hombros.</i></p> <p>Los actos de habla según el sexo (está relacionado con usos del lenguaje inclusivos o con usos no sexistas de la lengua)</p> <p>« Je crois qu'il existe des préjugés linguistiques par rapport à la parole féminine. Donner moins de valeur à ce que les femmes disent est présent dans les formes de communication quotidiennes, c'est pourquoi j'apprécie beaucoup ce que fait l'enseignant de la classe pour sensibiliser les élèves à ces biais dans la langue ». -<i>Me mira a los ojos y sonric.</i></p>

Source: Annexes to the research project

INTERPRETATION OF THE MENTAL REPRESENTATIONS (CONTEXT MODELS) THAT EMERGE FROM THE SYSTEMATIZATION OF THE RESEARCH PROCESS BORDEAUX

Table 6. Bordeaux

LEVELS OF ANALYSIS	CATEGORIES	SUBCATEGORIES	UNITS OF ANALYSIS
Syntactic	The structures of discourse (the world referred to)	Politically Correct Language (The Objective Perspective)	Rhetorical repertoires of genre (language as a system)
<p>There is an explicit intention to link learning about the relationship between the structure of thought and the structure of language, manifested in everyday, non-sexist and inclusive speech. When the role of the contents worked on is reviewed, grammatical categories are assumed as discursive forms that sanction an order of hierarchy among individuals, so that teachers promote a form of pedagogical communication attentive to the functioning of the context for their learning; In other words, there is an insistence on an awareness of the roles assigned in communication between men and women. Thus, it is possible to transpose this awareness to experience with the didactic-pedagogical devices available: the distribution of tables and seats, the tasks of equal participation that are proposed, that boys and girls are integrated equally in the study groups, all this contributes to the study of language not only as a system, but as a communicative experience.</p>			
Semantic	The statements (the sense and significance of the lexicon used, its social uses, intersubjective relations)	Norm and use in interaction processes (the intersubjective perspective)	Sense and Significance of Gender Discursive Practices (Language as a Social Expression)
<p>There is a quest to overcome lexical asymmetry. On the one hand, within the content of language learning, the aim is to reflect on or become aware of differentiated uses, thus seeking to enable students of both sexes to identify more inclusive communication options. Part of the strategy consists of inviting conversation about the topic, which is why a pedagogical communication strategy considered with the voice of the other, which</p>			



<p>allows autonomy and the possibility of making decisions, is very relevant when working on issues such as gender equity and inclusion. In this case, the choice of pedagogical material and the horizontal forms of communication promote an understanding of both the contents on the formal aspect of the language, as well as the meanings of these contents, related to the experiences of each student, contribute to the understanding of the topics worked on and the broadening of the perspective on them.</p>			
Pragmatic	Enunciation (individual linguistic uses, processes of subjectivation)	Verbal and non-verbal behaviors related to binarism (the subjective perspective).	Gendered linguistic behaviours (language as a user experience)
<p>The problem of gender bias is part of a formative intentionality that transcends linguistic learning, it seeks that pedagogical communication establishes more equitable and inclusive relationships. The possibility of modified cognition arises. These teaching-learning processes allow students of both sexes, on the one hand, to take a position in relation to forms of domination through language, and on the other, it invites them to get rid of these structures of thought and to consider the construction of newer and more inclusive ones.</p>			

Source: Authors' own creation

Bogota

Table 7. Bogota

LEVELS OF ANALYSIS	CATEGORIES	SUBCATEGORIES	UNITS OF ANALYSIS
Syntactic	The structures of discourse (the world referred to)	Politically Correct Language (The Objective Perspective)	Rhetorical repertoires of genre (language as a system)
<p>The search for non-aggressive communication predominates. Teachers propose intersubjective dialogue as a strategy to transcend the linguistic hierarchy present in the biased adaptation that subjects make to grammatical structures. Pedagogical praxis show a tendency to become aware of the order of hierarchy among individuals. This requires teachers to choose dynamics for the classroom that involve the deconstruction or critique of the linguistic violence implicit in the daily uses of language.</p>			
Semantic	The statements (the sense and significance of the lexicon used, its social uses, intersubjective relations)	Norm and use in interaction processes (the intersubjective perspective)	Sense and Significance of Gender Discursive Practices (Language as a Social Expression)
<p>There is a tendency to choose pedagogical material and forms of communication that promote equity between subjects. The disambiguation of terms is continuously worked on, as well as the lexical-semantic expansion of the vocabulary. The effects of differentiated uses on communication within the classroom are analyzed, reflecting on the limits of both linguistic and pedagogical autonomy.</p>			
Pragmatic	Enunciation (individual linguistic uses, processes of subjectivation)	Verbal and non-verbal behaviors related to binarism (the subjective perspective).	Gendered linguistic behaviours (language as a user experience)
<p>Gender biases in the language used in educational settings are currently part of deliberative experiences and defense of positions for and against, in which teachers assume leadership roles and propose solutions that, when implemented in the classroom in the medium term, allow us to see the results.</p>			

Source: Authors' own creation



FINAL THOUGHTS

The methodological principle of the study presented was to focus on the forms of linguistic realization in which the meaning of the discourse is produced, that is, the enunciative discursive dynamics, where the social and the individual converge in a system of values, which models the production of statements. Modelling, which for the purposes of this section will be conceptualised as gendered linguistic behaviours (CLG), makes it possible to focus attention on the mechanisms that contribute to sharpening the capacity for observation and intellection of the realities studied.

This category captures this phenomenon, since it refers to the set of verbal and non-verbal behaviors related to gender, which function as a vector that guides the analysis of linguistic uses and that points out the strength of statements in intersubjective relations. Likewise, these behaviors are taken as markers or indices from which social action can be read, understood, in Weberian terms, as a human behavior in which the individual, or individuals who produce it, establish it with a subjective meaning.

The above process of systematization, which goes beyond the questioning of pedagogical communication from a gender perspective, attempts to reflect on the disciplinary field of discourse, in the field that involves questions about the exclusion of the subject in speech acts (enunciation) during intersubjective encounters. This conceptual place opens a framework for the study of the experiences of subordination or social invisibilization that women experience through language, and everything that is considered feminine in discursive praxis. In this way, a procedure for description, analysis and interpretation is made possible that contributes to visualizing the ways in which stereotypes are transmitted from a use of the linguistic system or more inclusive forms of communication are proposed.

Beyond the pedagogical questions, a structure of concepts emerges that make it possible to approach the CPPG at different levels for analysis and conceptual places for theoretical reflection: the order of discourse; the statement; and enunciation. From these categories, the methodological procedures are arranged. From this structure, the results of the fieldwork are reflected.



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