The Fluctuation of Power Relations among High School Students

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Abstract

The purpose of this study is to show the findings of a Feminist Post Structuralist Discourse Analysis study (Baxter, 2003) conducted in an EFL class. The main goal of this research was to reveal how the phenomena of power relations are inherent to students’ discourses and therefore to unveil ways in which students struggle over power while working on task based activities (Willis, 1996). To understand these tussles, the concepts of Power (Foucault, 1982, Sadan 1997) and Discourse, (Bloemaert, 2005) are explored and situated in context.

The investigation was developed in a school in Bogota, Colombia; the participants in this study were twenty tenth grade students with a beginner level of English. The qualitative data was collected through video recordings (Dufon M., 2002) while students discussed and planned the assigned tasks (their interactions in Spanish were recorded), and sociograms (Hubbard and Miller, 1999) that were used to obtain information about students’ social relations. After analyzing students’ speech through the scope of the Feminist Post Structuralist Discourse Analysis, findings reveal that power among students is given in terms of control of interaction (Barnes, 2005), students assuming a teacher-like discourse (Castañeda, 2008), opposition and alliances (Goodwin, 2002), and silence as submission to power. (Leander 2002). These findings allow teacher-researchers to reflect about the effect of power relations in class and hence how to use them in a positive way.

Key words: Power, discourse, task based approach, discourse analysis.

Resumen

El propósito de este estudio es mostrar los resultados de un análisis del discurso feminista post-estructuralista (Baxter, 2003) realizado en una clase de inglés como lengua extranjera. El logro principal de esta investigación fue revelar cómo el fenómeno de las relaciones de poder son inherentes a los discursos de los estudiantes; así mismo, revelar formas en las cuales los estudiantes luchan por el poder mientras desarrollan actividades basadas en tareas (Willis, 1996). Para entender estas pugnas, los conceptos de Poder (Foucault, 1982, Sadan 1997) y Discurso, (Bloemaert, 2005) son explorados y situados en contexto.
Esta indagación se llevó a cabo en una escuela en Bogotá, Colombia; los participantes en este estudio fueron veinte estudiantes de décimo grado con un nivel principiante de inglés. Los datos fueron recolectados por medio de video grabaciones (Dufon M., 2002) mientras los estudiantes discutían y planeaban las tareas asignadas (sus interacciones en español fueron grabadas) y sociogramas (Hubbard y Miller, 1999) que fueron usados para obtener información sobre las relaciones sociales de los estudiantes. Después de analizar el habla de los estudiantes a través del ámbito del análisis del discurso feminista post-estructuralista, los hallazgos muestran que el poder entre estudiantes está dado en términos de control de interacción (Barnes, 2005), estudiantes que asumen un discurso similar al del docente (Castañeda, 2008), oposición y alianzas (Goodwin, 2002), y silencio como sumisión al poder. (Leander 2002). Estos resultados permiten a los docentes-investigadores reflexionar sobre el efecto de las relaciones de poder en clase y así mismo usarlas de una manera positiva.

Palabras clave: Poder, discurso, enfoque basado en tareas, análisis del discurso.
# Table of Contents

Abstract.................................................................6

Introduction .............................................................11

CHAPTER 1.................................................................13

- Statement of the Problem ...........................................13
- Research Question and Objectives ..............................15
- Rationale .....................................................................15

CHAPTER 2.................................................................17

Theoretical Framework ..................................................17

- Power .......................................................................17
- Discourse ...................................................................35

CHAPTER 3.................................................................46

Pedagogical Implementation ...........................................46

- Setting and Participants ..............................................46
- Visions of language, learning and classroom .................46
- Theoretical foundation of the Task Based Approach .......49
- Pedagogical Innovation ..............................................50
- Implementation and Instructional Objectives ...............51

- An Account of the Pedagogical Implementation Developed during this Project ........................................57

CHAPTER 4 .................................................................68

Research Design ..........................................................68
• Type of Study.............................................................68
• The Use of Data ..........................................................70
• Textual Analysis ...........................................................72
• Setting, Participants, Instruments and Unit of Analysis ..............74

CHAPTER 5 .....................................................................78

Data Analysis ..................................................................78

• Sociograms ..................................................................78
• Data Management: FPDA as an approach for analysis ..............83
• Synchronic/Diachronic stage: the analysis of the heteroglossic data ....84
• Textual Analysis: Findings..................................................84
  o Control of Interaction: Start and Conclude Ideas .................85
    ▪ Denotative level .........................................................85
    ▪ Connotative level .........................................................96
  o Teacher-like Figure ......................................................97
    ▪ Denotative level ........................................................97
    ▪ Connotative level .........................................................108
  o Opposition and Alliances..............................................109
    ▪ Denotative level ........................................................109
    ▪ Connotative level .........................................................127
  o Silence and submission to power..................................128
    ▪ Denotative level ........................................................128
FLUCTUATION OF POWER RELATIONS 10

- Connotative level ......................................................133

CHAPTER 6 ........................................................................135

Conclusions and pedagogical implications .................................135

CHAPTER 7 ........................................................................140

Further research ...................................................................140

CHAPTER 8 ........................................................................141

Limitations of the study ...........................................................141

References ..........................................................................143

Annexes ............................................................................148

Annex 1: Conventions for Transcriptions ...................................148

Annex 2: Transcriptions of Video Recordings ..............................149

Annex 3: Sociograms ............................................................170

Annex 4: Consent form ..........................................................170

Annex 5: Teacher’s journals .....................................................171

Annex 6: Needs Analysis Survey and Results ............................178

Annex 7: Sample of Lesson Plans ............................................182

List of Diagrams, Tables and Figures

Diagram 1: The task cycle .......................................................55

Chart 1: Chronogram of the tasks implementation ....................58

Chart 2: Analysis of the sociogram ..........................................82

Figure 1: Map of the sociogram ..............................................82
Introduction

Throughout the elaboration of journals in my pedagogical experience, I perceived that students construct, negotiate and reconstruct a social role when they interact in the class, as demonstrated by Rojas X. (2011). These students shape their social roles in terms of power; therefore, they generate relations of power among them through social interaction that occurs in the classroom. In order to learn about these interactional patterns, I considered discourse analysis as a necessary tool to understand how the discourses that students assume could be a tool for persuading subjects in a social context.

Thus, this is a study framed into the Feminist Post Structuralist Discourse Analysis, (FPDA) which analyzes how subjects experience power by means of their own discourses (Castañeda H, 2008), the subjects are immersed in an ongoing process of power negotiation through social interaction among them (Baxter J, 2003). Consequently, FPDA is the framework to accurately describe, interpret and explain how power negotiation operates, as the reader will see in further chapters of this paper.

Another important aspect for the development of this research project is the quest for power that students assume in the English class during their interactions as in foreign language as in first language and how these strikes influence the power relations that result from their interactions.

This study might be useful for teacher researchers that are interested in exploring how different social issues affect the students’ performance in class, as the reader can notice in the statement of the problem. Additionally, this study is innovative due to the type of population and context, as well as the way in which power relations among a group of teenagers are analyzed through the scope of Feminist Post Structuralist Discourse Analysis, So that teachers have a general idea about how power operates in the classroom and therefore teachers make decisions about how to take advantage of the existent relations of power.

Firstly, in the section of the statement of the problem, the reader will find how the phenomena emerged as a problem worth researching, why it is a problem in educational research and also the research question, sub question and objectives that arose. Besides, in the research design, I will define FPDA and the instruments used for collecting data. Moreover, I will describe
the subjects of the research and the criteria for selecting them. Finally, I will refer to the setting where the research was developed.

For this research project, I selected two constructs that are Power Relations (Cubillos L. & Novoa d., 2005) and Discourse (Schiffrin D., 2011). These concepts will be examined in the theoretical framework section, from the perspective of different researchers, as well as the state of the art of this area. Moreover, I will argue why and in what way these studies connect and complement to this specific research project.

In the next section of the paper, the reader will find the pedagogical implementation. This section focuses on providing details about the methodology implemented during the pedagogical experience, and how it relates to the visions of language, learning and classroom adopted in this study, and the implications of implementing the task based approach (Willies J., 1996) in the EFL class. So, the learning tasks proposed here, focus on students’ interactions either in English or in Spanish language, taking into account the theories related to this learning approach.

In the data analysis section, the reader can find the process of implementation of FPDA as a means of instrument for data interpretation. In this chapter, I discuss the denotative and connotative analysis of the transcriptions, which is the basis for implementing this data analysis approach, the reader will find the different dimensions of the FPDA analysis and its findings, as well as the contrast with the results of other studies in this subject. Finally, the reader will see the conclusions, pedagogical implications, limitations and further research for this area of study.
Chapter I

Statement of the problem

After using teacher’s journals during the four initial classes, I realized that social relations among students had an important role in the development of the class; furthermore, some students seemed to influence the rest of them with their attitudes, actions and words. As this influence was represented mainly through language, which according to Baxter (2003), it is a way to affect other people’s behaviors and to exert power. Thus, the issue of power exertion emerged as a phenomenon worth reflecting about.

Moreover, I perceived that students’ power exertions were not at the same level, for example … Most of the couples worked. However, there were some couples with only one member of the group working on the task. (Sample 3, March 02) At a first glance, it might seem that the relations of power were not equivalent. Besides, a similar situation occurred a different day: I noticed that when the students were planning what to add to their campaigns, some of them expressed their ideas, but they were rejected by other students, while there were some other students, whose ideas were accepted with no discussion. (Sample 3, March 23) Both situations occurred with different work groups.

Students were somehow able to influence what other students were doing: “some of the students were talking and I asked them to be quiet but after a short moment, they continued talking, one of the girls shouted, asking them to be silent and they did it.” (See Annex 3) In this case, I could perceive that the girl who shouted, modified the behavior of the rest through a direct command to them, therefore she was assuming a position of power that allowed her to do so.

Accordingly, Coker (2011) discusses how learners depict power inequities in social interaction how this phenomenon plays an important role in learning, which is a similar situation to the one that I found in the classroom. In fact, I could notice that power positions that students assumed affected language performance, the circumstance of being a powerless student in a social group, could make the other subjects ignore that powerless student’s ideas.
Although the situations represented above might look as oppressive for some students due to the commands that they had to obey, the social roles assumed in class were not negative in all the cases, students also worked cooperatively, …I asked them to work in pairs, but there was a group of three students and another of four students, they told me all the time that they could work in a better way like that. (Annex 3, March 02).

In fact, students worked well in that way. Some classes after that, I noticed how students accepted certain roles… They seemed to have assumed roles when they were preparing the poster because while some of them wrote sentences and looked for words in the dictionary, the others were working on drawing pictures for their campaigns. (See annex 3, March 23)

On the other hand, I could also notice that students helped each other when it was necessary. There were some specific students that had a tendency to correct their classmates’ mistakes, but these corrections were not rejected, on the contrary, they were accepted in a good way; …the first student that had to answer did not know what he should answer, and he used an example with verb to be instead of any other action. I corrected him and another student helped him. (Sample 3, February 16) This situation constantly occurred during that day, Then, the activity continued and another student committed the same mistake and did not seem to be motivated to participate, as in the previous case, another student helped her. (Annex 3, February 16)

Consequently, Cubillos L. & Novoa D. (2005) claim that power is not exercised in the same way by all the subjects of a social group, some subjects of a crowd might have more control of a group than the rest of the members. According to them, this issue is known as coercive power relations. On the other hand, some of the samples above fit into the concept of collaborative power relations, in which all subjects of a social group have a similar power during the social interaction in the group (Cubillos et al. 2005)

All in all, students’ social roles in class are not homogeneous, as the reader could notice in the samples above, power is a key aspect in interaction since it might determine how to approach to a task in class and how students should behave in certain situations.
Research Question

In order to understand and reflect upon these phenomena, I came up with a research question and some objectives that will guide the course of this investigation:

- How do students enact discursively their power relations when interacting among them during the EFL class?

Objectives:

- To unveil how students struggle over power during their interactions in class.
- To discover students’ dominant discourses that might determine their power negotiations during class time through discourse analysis.
- To describe how the powerful students’ discourses influence the powerless students’ discourses during the development of EFL tasks.

Rationale

The main purpose of this study was to get a general overview of the way in which students exert power in the English class, so that teacher researchers can be able to reflect about a social issue that might affect different classroom and learning processes, and use power inequities in a positive way for the students’ learning processes.

This study is a tool for teacher researchers to analyze some of the factors that might affect as positively as negatively the students’ language production, mainly in the case of teenagers. Besides, the communicative strategies of this proposal can be a way in which some cases of negative attitudes towards foreign language might become positive attitudes through tasks that result enjoyable for these students.

On the other hand, through the implementation of the instructional design of this study, students had the possibility to use the language for communicative purposes. In order to make
this possible, the tasks were designed taking into account students’ preferences and language level and in that way try to change their possible negative positions towards the English language, making the learning process something meaningful for them when they communicate either in a written or in an oral way.

By unveiling the power struggles that students have during the EFL tasks, I was able to contribute to the students’ learning process in the sense that they were able to work cooperatively in order to achieve a communicative outcome. Although there was no a remarkable progress in students’ oral language skills, they gained awareness of the communicative purposes that learning a language implies and they could see that learning English is not just a requirement from their school, instead it is a tool to express ideas, emotions and of course, empower themselves in their social groups.
Chapter II

Theoretical Framework

The issues discussed in this chapter are the constructs that support this study and therefore shed light on how the excerpts of conversation in the data analysis are evidence of how power operates. These constructs are power relations and discourse. In this way, I will define the constructs through the voices of primary sources of these areas of focus. Then I will discuss the way in which these concepts are relevant for the current project, after that I will mention some studies that upkep the existence of the research problem of this paper and therefore, what needs to be done in order to complement these studies.

What is more, the learning events in the classroom go beyond the transaction of a determined body of knowledge by part of the teacher to the students, learning any language requires social interaction. Jimenez and Moreno (2005) explain how an educational setting, in this case the classroom is not only a place to transmit knowledge but also a place where social relationships define what a classroom actually is. In order to get a deeper appreciation of these social relationships, beyond the type of interaction known as initiation-response-feedback presentation of linguistic elements of the language, (Coulthard, & Sinclair, 1975) some different concepts of power relations will be exposed from the point of view of various authors, demonstrating its relevance for this study.

Power

Many ideas have been said about power throughout recent years, I consider that power is an ever changing and relative concept that can be analyzed from different perspectives, but most of the approaches that will be presented below refer to the power as control that an institution,
group or a person exerts either on other individuals social groups or on institutions. Sadan (1997) argues that this has been an issue of debate throughout the history of philosophy and authors such as Nicolas Machiavelli, Karl Marx and Friedrich Nietzsche have discussed this topic. At first, I will provide an overview of the concept of power and then I will discuss how power is linked to discourse.

Van Dijk (1989) states that power refers to the control of the actions by part of the group A or the members of group A over a group B or its members, creating an interrelation between the dominated ones and the dominators. Van Dijk claims that in order to create this relation, there must be some interaction among the participants of the exercise of power. Therefore, this control should be exerted not only through physical force, but also through language, which might –or not- inhibit or empower individuals to act in a social group. In our specific case, this idea is reflected on the nature of interactions among students, who establish a relation of control through language.

Additionally, Foucault (1982) refers to this as a control of mind by part of the powerful group, individual, institution or discourse. Thus, this control of mind allows the empowered entity to make the controlled group or individual perform the powerful’s will. Inversely to Van Dijk’s notions of power, Foucault refers to an empowered entity, since he goes beyond the notion of an individual or a group that has the power to do something, just as Van Dijk denotes the subjects with power. According to Sadan (1997), Foucault assumes that power is an abstract concept that is not embedded to any subject or group of people, besides this concept is also linked to institutions that uphold power as a means of achieving their objectives by manipulating the will of those subjects who do not own the power.
Despite the fact that power is an ever-flowing concept that cannot be attributed to any particular individual, people seek for power, enjoy the consequences of vesting power and/or suffer the costs of it. People construct, reconstruct and deconstruct power relations through different discourses and therefore it influences the institutions that uphold power. In other words, there is an interrelationship between individuals and institutions in the process of the construction of power.

On the other hand, Foucault (1982) expresses that power relations must be conceptualized from the perspective of subjects in opposition to power who constantly struggle for it; he claims that the struggles for power have some conditions, such as individuals that seek for the effects of power, instead of power itself. As said previously, this is not an embedded and static concept, power is also constantly moving, since subjects explicitly oppose to the local source of power and they do not aim at opposing directly to an existent institutionalized power, because in this way, they might be empowered, for instance students can oppose to an idea proposed by another student for a task. Although but they might oppose to the curriculum in which the task is framed, they do not aim at opposing to the educational structure as such in a common classroom interaction. Students develop and/or adopt discourses of control and alliances, which could allow them a local empowerment.

The fact that discursively being empowered gives us the possibility to exert some sort of control over other individuals is a desirable condition, nonetheless Machiavelli, as cited in Sadan (1997), stated that being empowered or having total power is something that many people would like, but it is rarely achieved (pg. 34) However, this conception is mainly linked to his interest in bureaucracy and it is limited to the idea of rules and authority. He also perceived power as the
possibility of someone carrying out his/her will within a social context, despite the opposition that there might be to it.

In addition to that, Guzzini (2006) argues that the concept of power is embedded in the political discourse and therefore in bureaucracy, according to him, many definitions in dictionaries directly relate the concept of power with the government. However, as mentioned in Sadan (1997), Max Weber moved the notions of power from its abstract and political figure to a human condition, with this view, people are able to appropriate this concept and act upon it. Nonetheless, power was only considered as a condition of human institutions, social organizations and to the maintenance of a certain order of things, but it was not applied to different disciplines and contexts.

Sadan (1997) also notes that the philosopher Robert Dahl agreed on the former idea, but he does not limit his idea of power to social institutions, according to him, power is also linked to local communities and the power of populations was related to the power constructed by the elites. In that way, he considered that social sciences had the necessity to figure out how this relation between community and leaders operates.

Thus, in the field of education, power is not only limited to the education laws, the ministry of education or the school and headmasters as such. According to the principles of micropolitics (Ehrich, Kimber, Millwater, Smeed, 2009), power would also relate to students, teachers, parents, staff in general and their management of power as protection, consensus, cooperative or conflictive.

Above and beyond, Sadan (1997) highlights the importance of thinkers as Lukes, Giddens and Gaventa; they pointed out the importance of analyzing power through the scope of sociology
and not only by means of political theories, as it was during the period after the Second World War. Based on these ideas, Sadan describes that power was understood in that moment as “the production of obedience to the preferences of others” (pg. 36).

Sadan (1997) also states that this analysis of the relation of the oppressed and the oppressors showed that people subject to the preferences of the elites develop certain predilections proposed and imposed by the powerful forces, which somehow expanded the acceptance of those conditions of power. Therefore, I consider that a clear illustration of this idea is the fact that institutions holding power in our educational context, such as the ministry of education adhere to the preference of teaching English as a foreign language in public schools instead of any other language. Whereas the educational community must accept the ministry’s preference whether people like it or not.

Despite the advance in the construction of a theory of power made by the aforementioned authors, this concept was still too limited to some disciplines in social sciences, Guzzini (2006) explains that this limitation is due to the nature of the political outcomes that are achieved with the exercise of power, and according to Sadan (1997), it was Michael Foucault’s academic life work, which expanded the analysis of power to other fields of work, such as medicine, psychiatry, penology and human sexuality (pg. 38); power turns into a diffused concept.

This shift allowed other researchers to explore power in terms of critical analysis of literature, arts, semiotics, feminist analysis and social history. Hence, this paper emphasizes in the reflection that feminist theories provide about power, as I will show fatherly since the feminist frame provides the chance to analyze power in a specific local context (Baxter, 2003). Besides, power in local community might also entail the presence of voices of people that are
inhibited by establishing unseen discourses, which prevent communities from working together for getting power. An illustration of this is students mocking at the ideas of their classmates, instead of constructing knowledge together, as the reader can see in the data analysis chapter.

Consequently, Sadan (1997) summarizes Gaventa’s theory of power by saying that power is not only related to the obstruction of individuals’ will, or extending the preferences of the elites to the minds of the oppressed ones, but it is also about preventing any reaction towards the current condition of things, and this is achieved by moving people away from the decision making processes and obtaining the passive approval of people when the oppressors make any decision. I could notice this condition of power in the classroom, when students who held power in their social groups did not pay attention to the interventions of their classmates, neither did the rest of the students in the group. Those who had different ideas were simply ignored. (see page 122 of this paper)

The Gaventa’s ideas exposed in Sadan (1997), theorize the concept of power in three dimensions; in regards to the first dimension of power, he explains that a subject dominator (A) has the power to make a dominated subject (B) do things that B would not normally do, but he does because of A’s will and not his. As an illustration of this, we have the case of students following the instructions of other students, despite the fact that they do not agree on following the ideas of their partners (see chapter V of this paper).

The second dimension of power that Gaventa presents, is related to the reflection of the elites about who has the conditions to have the control, what that person can control, when to do it and how to do it, e.g. the educational policies that decide the extent of control that a principal, teacher or student can have in the school environment with internal, conduct laws and so forth.
In regards to the third dimension of power, Sadan mentions it as the powerless people performing a powerful subject’s will because those with power influence and determine how the powerless' will should be, according to the interests of the ones with power; a case in point for this is students reproducing discourses of poverty, as it will be argued in the Discourse section below. Moreover, the author names these phenomena as mobilization of bias (pg. 43) that refers to the reinforcement of values, beliefs and social procedures that limit the operation of the forces that oppose to mainstream.

Likewise, Sadan explains that opposition to the powerful entities is also a part of the whole concept of power, and according to him, this occurs when there is a loss of power by part of subject A and therefore A is challenged by subject B through a rebellion to A’s will. So, to stop this rebellion, the powerful ones prevent from that kind of situations by exerting mobilization of bias as previously said.

In the next stage of the evolution of the concept of power, Sadan (1997) mentions the emergence of the organizational outflanking; this refers to the advantage of having a better organization of forces in seeking for power, those with no organizational resources will always be in disadvantage. Paraphrasing this author, to obtain the organizational outflanking advantage, it is extremely important to leave the powerless in a position of total absence of these advantages

In this way, Sadan (1997) categorizes the lack of organizational outflanking in three types: ignorance, isolation and division. In the first case, ignorance allows the reinforcement of certain points of view, values and beliefs, which avoids challenges to the established power. In the second case, isolation is regarded to the lack of a coalition by part of the different forces that compete with the mainstream, thus it is easier for the power owners to struggle against small
forces in many different places than facing them all together. Finally, division consists of somehow create differences among the challenger groups and therefore create isolation of many different sectors.

The aforementioned writer states that after the exertion of the organizational outflanking forces, a phenomenon called surrendering by knowledge to outflanking occurs. In this case, people give up in their attempts to oppose to the oppressors due to the high price that they would have to pay in order to achieve their positive outcome, such as the case of riots of workers that are stopped because their job positions and conditions might be severely threatened.

Fatherly, Sadan (1997), mentions the conception of the three circuits of power that are the conditions in which power is exerted; they are “The overt circuit of power, the social circuit of power and the systemic-economic circuit of power.” (pg. 49). The first circuit is about the concrete agents of power, for instance those human agents who make the decisions, such as bosses in enterprises or principals in schools. Besides, the social circuit of power relates to the abstract rules that govern societies; according to Sadan, the meaning is conveyed in societies in this level, as well as the interpersonal relations and social distance, for instance the school rules, the statements of the class or students discourses in the level of social groups in class.

Finally, the systemic-economic circuit of power refers to the stage of power in which abstract structures of control and material resources are combined, in fact those who have control of certain resources are empowered at this level. For instance, sponsors of schools achieve certain authority in these contexts, even if power is seen in terms of money and wealthy in class, those students who have money –which is a material and symbolic tool for power-, could exert certain
control over some students. In the chapter of the data analysis, the reader will see what material and symbolic elements can influence students’ discourses.

Taking into account the previous ideas, the systemic-economic circuit of power has a remarkable importance because it is at this point when changes in power relations might occur, affecting the other circuits, those who possess this material and immaterial power, are able to influence the social relations of power, the rules that govern individuals, and that’s why there is a constant struggle for achieving this form of control.

One of the most important changes in the status quo of power relations, is the resistance that is as important in the concept of power as the acceptance of the domination of A over B. An illustration of this is the case of students who accept the ideas and commands of a student who positioned himself/herself in the summit of power in his/her social group. According to Sadan, “Power and resistance are two separate, although inter-dependent, aspects of social life (pg. 52, 1997). This means that opposition occurs at the same time of the power exertion. In the same way, the author mentions two types of resistance: the effective resistance and the episodic resistance.

Based on that, effective resistance consists of a type of resistance in which the opposition is so effective that the relations of power change and those who struggled for power achieve their aim. However, this change is not an eternally fixed condition, as said before, power is constantly flowing and circulating, resistance to the new conditions of power can emerge as well. In fact, Foucault (1989) states that the rebellion of students that happened during 1968 in France is a clear example of this kind of resistance. An example of this kind of resistance in the classroom context is the alliance among some students in debates, in which a group of students delegitimize
the ideas of another student, who can be considered as a leader in the group (See alliances and oppositions section in Data Analysis chapter).

On the other hand, the episodic resistance is a type of opposition in which power relations are kept as they are and it only affects the way in which those who have control exert power, in other words its effects are more limited than the ones from the effective resistance. For instance, students might disagree with an assignment given by the teacher, and although they protest about it, the teacher would only do some minimal modifications to his command.

To sum up the ideas related to resistance, it is a common characteristic in the power relations and either effective or episodic types of resistance re affirm the existence of power somewhere in social relations, either in an abstract or a physical way. Therefore, the classroom being a space for social interaction is also a place where resistance to power exists and this opposition shows us that the exertion of power is occurring and students interrelate by means of discursively organized power networks.

Another important aspect of the frame of power is knowledge, which might be a vital issue in order to make a resistance movement or entity of control successful or not. Knowledge is as power itself; in fact, teachers have an institutional power in education because they possess certain knowledge that other people do not have but they need, therefore the education process turns into an empowering process in society. People empower some persons to do specific things; that empowering process of knowledge occurs in most of the aspects of our lives, for instance, we give some power to a doctor to examine us privately and we accept to do what he/she tells us to do to improve our health. Similar empowering situations occur with different kinds of professionals. The empowerment of expert people through knowledge shows how power is not a static entity and according to Foucault (1982), power is an active process that moves from local to institutional contexts and vice versa.
In this way, the knowledge that is socially conveyed to empower individuals or groups of people, knowledge is derived from empirical and scientific reasoning. Besides, Sadan (1997) argues that the power acquired with scientific knowledge is used to impose standards of what must be considered as something normal in all spheres of life, as well as the laws and methods to continue developing knowledge in the same way and preventing concepts to be shaped out of the philosophical framework of its discipline.

The use of knowledge as a determiner of who is in and out of the norms of morality is also exerted through panopticon instruments; subjects are watched by the institutions of power in order to determine who or what is compelling the regular structures of power and therefore prevent this opposition to power to spread around and persuade the other powerless subjects. An evidence of this situation is the teaching and reproduction of certain behaviors in schools like good manners, where it is compulsory to have students with a recipient-like behavior rather than active and participant students (Freire, 2000).

Additionally, holders of power prevent the subversion of power by getting knowledge and information from subjects and the social structure with physical and abstract devices in society, for instance, people voluntarily provide their information to social networks, and these networks –that hold certain power- have the chance to use that information as they consider it convenient. In the case of education, students offer their time and reasoning skills in order to develop activities that the institution considers appropriate for the elites of power. In fact, the content of books and material used in classes may refer to a context of developed countries and students have to adopt discourses of societies that are not theirs. For example, there might be exercises related to vocabulary about technology that they do not have, clothes they cannot afford, food they never eat but want to consume and so on.
Foucault (1975) also mentions another way of preventing the change in power relations, which is physical structure of the places where power is exerted, in fact prisons were often built in such a way that all cells could be observed from a central point. For Foucault, the ability to be able to observe individuals is an important feature of control. What is more, this situation not only occurs with prisons, but also with other buildings where the power institutions explicitly exert their power, such as hospitals, courts and schools, where the majority of the individuals can be observed and controlled. In the case of the classroom, the arrangement of chairs plays a key role, in fact, the organization into lines facilitates the control of the teacher and a teacher centered class, on the other hand, the arrangement of chairs in small circles changes the distribution of power among students in a more egalitarian way.

On the other hand, the location of the places in which the ones with power position themselves is a determiner to demonstrate the social position and distance from others. In the case of the context for this research, the teacher is located in the front part of the room, and students are located in lines, which institutionally empowers the teacher because he/she can watch all students and all of them must pay attention to him/her. However, this investigation focuses mainly on subjects who start having a more equalitarian social power (students) while the control forces change among them. This means that the teacher places students in a way that allows egalitarian group work, and then the learners try to leave behind their homogenous power position to try to gain control in their small group.

According to Foucault (1975), the existence of physical places that serve the purposes of power relations does not mean that power has always been the archetypical plan of a person who owns power, he states that people often bear a representation of power, but they are not power, it means that they are power agents. Control can even act or react against these people and this control of wills will always be relative, this power is not tied to the human agency, it is
something beyond any attempt to have permanent control of things. Besides, enactments of power only occur when necessary.

If power cannot be directly linked to human agency –although there is human agency- or what people do, what determines power according to Foucault? Sadan (1997) states that Foucault views power as an interrelation of discourses found in the circles of power aforementioned. Foucault claims that the ownership of scientific knowledge is considered as the production of truth, an elementary element in the empowering processes, but as power is something that is never static, it can also deny the scientific knowledge as the accepted truth, in other words, science is not intrinsically tied to power in all societies, however power explicitly represents the truth that must be accepted in a social group. McHoul (1992) says that power should not be considered as something negative because disciplinary power is something necessary and also positive since it helps creating cultural forms and the social structure as such.

In Foucault’s conceptual frame, the human agency is just a derivation of the social structure, which means that we do things based on the role that we have to assume in the society and our human agency is not autonomous at all. It means that factors such as knowledge, money, social relations, social and cultural conditions and so forth, which are some of the things that determine how empowered we are in society limit our use of power and directs it toward certain objectives; therefore individuals invest on power in order to achieve specific goals in a certain area of society. For instance, a student that empowers himself in class by assuming certain discourse is only empowered in his local context, which is his/her school, she/he does not have the same influence in a hospital, library or any other context as he/she does at school.

Moreover, McHoul (1992) also explains that apart from not being autonomous, individuals are the vehicle of the forces that struggle for power, and all those local movements of
power that occur in the local contexts, such as neighborhoods, schools, hospitals, etc., conform the whole structure of the power, not only the social control that some entities might have over individuals. For example, the fact that certain students that invest on power and are empowered adopt a sexist discourse whereas powerless students adopt a different discourse is a local sample of a wider struggle for power between bigger forces and entities.

Thus, Foucault (1975) considered that it was not so important to wonder about why the struggles for power occur since power is inherent to humanity and individuals tend to seek for the effects of power, which extends the local struggles. Instead, he proposes to analyze how these struggles occur, as it is one of the purposes of this study.

Despite the importance of the Foucault’s impersonal view of power in the evolution of this concept, Sadan (1997) highlights the importance of the human agency in the construction of the power relations. Although people might seem to interact through structured social roles that cannot be changed by a single individual, the individuals have the opportunity to act beyond the simple acts of acceptance or resistance to power.

Thus, humans can be active agents and are able to use their local power to modify certain aspects of their lives. Thus, I also recognize the importance of Foucault’s ideas about the relation between power and subject for this study, but I agree with the antithesis proposed by Sadan (1997), after carrying on this research project, I found out that individuals in a local context such as a classroom are able to modify the local state of things through empowering discourses.

As it was previously argued, subjects are able to use power locally in order to either produce resistance to control or agree with the established forces by means of their values, attitudes, etc. But subjects can also use their local power in order to change the state of things, as said by Sadan (1997) However, this willingness to modify things must be done through language
instead of physical force, as Van Dijk explained (1989). In the next paragraphs, I will explain the importance of language in the process of exertion of power.

Fairclough (1989) says that there have been some studies—although he does not specify—that point out at the use of language conventions in order to denote the power position in society, for example the use of the words Mr. Ms. or Mrs. The use of last names to refer to someone. Besides, the use of these language conventions is framed in Western society, therefore, language conventions are important features of language usage in everyday life in our society. As the use of these conventions might vary from one ideological group to another, Fairclough argues that this demonstrates that conventions are a sample of diversity created in societies, in which it seems logical to use a word for a determined situation instead of any other.

Another important aspect of the use of language as the exertion of power is its ability to be combined with physical force in order to control individuals, e.g. when governors authorize the police authorities to force population to leave their homes or to imprison them. In this way, the orders given by authorities start the mechanism of physical coercion of individuals. Again, this type of use of power can be directly related to an ideology.

As shown before, Fairclough (1989) highlights the importance of ideologies in the process of controlling individuals’ wills; he says that people’s actions, some of their choices in life and their view of the world are based on subjective common sense decisions, but this common sense is shaped by the elites of power through the established ideologies. Thus, many of the decisions we make in our lives are on behalf of an ideology, for example, the fact that some students prefer to read as a hobby, whereas some others prefer to stay on the Internet and use social networks is a demonstration of the ideas and beliefs that people have.

As ideology can be proved to be an essential aspect of power, Fairclough (1989) reflects about how to analyze the role of ideology in the relation between power and language, and he
argues that despite the fact that structural linguistics are aimed at analyzing how language works, “it is something completely asocial and it cannot help us to analyze ideologies” (pg. 9) On the other hand, pragmatics provide a wider perspective to analyze power, language and ideology since this relation is understood as the strategies that individuals use in order to achieve his/her goal.

In that way, Fairclough also remarks the importance of the social status in the shaping of ideologies by part of the power institutions, he illustrates this with the example of a police officer asking an eye witness about a robbery. In this case, the police officer interrupts the speaker, completes the ideas of what the speaker is trying to say and therefore creates his own version of what the speaker witnessed, and that version is completely biased due to the perspective assumed by the police officer.

Fairclough says that this example is a point of reference to analyze how the social status that subjects have influences the ideological perspective of the individual and the common sense assumptions that people have, even though they might seem arbitrary to other people. In other words, “Social conditions determine properties of discourse.” (pg. 19)

This means that people with power are not only a representation of power as such, but they also represent an ideology designed in order to keep unequal relations of power, Fairclough refers to the capitalist class as the entity that currently holds power, and therefore different ideologies are aimed at sustaining the power of this capitalist class, besides different social institutions such as the family, the religion, the school and the social media are the ones who shape the ideologies in favor of the capitalist class.

On the other hand, this ideological power exercised through language is also socially structured, the different institutions that uphold the capitalist ideology use different discourses and different conventions to differentiate one from the other; for instance, religions have their
own symbolic meanings, important events, just like the schools that also have their representative norms, customs, etc. This means that different ideologies interact in order to keep the status quo just like it is, or on the contrary, some ideologies are aimed to produce resistance to the current status of power, and language is the means used in order for them to interact.

Despite the similarities in the ideologies of the institutions that upkeep the mainstream elites of control, to which Fairclough (1989) refers to as “homogenization of ideologies” (pg. 86) there will always be ideological diversity, and these ideologies might oppose to the established common sense, making the struggle for power between the powerful and the powerless ones a never ending process. In other words, although most of ideologies represented in a classroom are homogenized by power holders, the difference in thoughts and ideologies will always be present, students’ local opposition to power will still exist.

Another important concept that Fairclough (1989) refers to is the naturalization. This denotes the appropriation of language practices in a social group, such as the cultural events and customs, for example, the habit of watching TV shows is something that can be very common in a current society, but it was not common before. The action of watching TV can be a common sense action in an ideology and this action has some specific purposes, such as having fun. Thus, Fairclough states that naturalization is an effect of having power, the ones with power naturalize phenomena and facts that justify the existence of their power. In this way, naturalization is also related to knowledge; the facts and the truth is manipulated and revealed to people in order for them to accept the consent of the existent power relations.

To sum up with the ideas related to ideology, we can say that the relation between power and ideology responds to the ability of projecting the powerful entities’ ideas as something of common sense that should normally be done, something that also complements the circle of the
socio-economic power. What is more, according to Fairclough (1989), ideology is the way to have control with the acceptance of those involved in the relation of power.

Further, Fairclough (1989) also refers to discourse as a key element in power relations established through language; he explains that ideologies are transmitted and spread by means of structured discourses, besides Kenneth G (1995) states that power is a social construction created through language and framed into the rules of discourse. Moreover, King (2009) refers to social interaction as the production of oral texts; she proposes this idea because interaction carries a lot of different meaning beyond what it is explicitly said, as well as different discourses. However, I will analyze these ideas more deeply in the section of discourse.

On the other hand, Kenneth (1995) refers to the social relations such as friendship, colleagueship, and partnerships as relations of power; according to him, different forces are always at play within the culture, these social relations create meaning in the power circle, subjects are immersed in a determined world of concepts and they accept them as a consent, for instance bosses exist because the employees accept the existence of a boss and they work together for him/her, in the case of this study, some students accept a leader in their social group and they convey to work together with him/her, whereas some others establish power networks against those leaders.

As a conclusion, I define power as a complex concept that involves something beyond the control of an individual over other, it is a social and structured process that involves human agency investing on the continual process of dominating, resisting and being dominated in different situations and by different means such as language, but more specifically through ideologies adopted by social institutions, such as the religion, the mass media, the government, the school, etc.
Discourse

Van Dijk (1989) presents the way in which power and discourse are explicitly related, he states that it is the powerful people who have control over certain discourses that are practiced through the interaction, “they are not only active speakers in most situations, but they may take the initiative in verbal encounters or public discourses, set the "tone" or style of text or talk, determine its topics, and decide who will be participant or recipient of their discourses.” (pg. 22) In this way, we can see how important it is to reflect about discourse and the way it is used in the dynamics of power. Thereafter, different writers provide us an overview of how power could be exercised through different elements of discourse; the purpose of this study is to find out how students use certain discourses and their elements to exercise power in class.

In order to analyze the concept of discourse, I will present some general characteristics of it, then I will show the linguistic frame of discourse by supporting my ideas with the authors that provide an overview about discourse. After that, the discussion moves to the relation between power and discourse. Finally, I will refer to the way in which discourse is represented in educational contexts and therefore the direct relation with my project.

Furthermore, as cited in Grace et al. (1992) Michael Foucault states that discourse is a body of knowledge that individuals have; but apart from being just a body of knowledge, discourse is also a set of texts, -either oral or written- that represents the aforementioned body of knowledge. Paraphrasing Grace et al, this knowledge goes beyond the idea of simply being aware of something, having a specific skill for something, it is also about the historical, social and political conditions that we have in our immediate context and thus these conditions determine whether the statements we make are appropriate or not for every communicative situation.
In this way, Grace et al (1992) affirm that truth is determined by those conditions of our body of knowledge; this subjective truth determines the representations of the world and consciousness that we have. Nevertheless, apart from being our personal truth, discourse also consists in the material conditions of our context, and both the material and immaterial conditions of discourse shape our speech and social imagination. In fact, the author says that historical events, even the common ones from the local small communities do not occur just because, they happen according to certain conditions of possibility, such as sociocultural conditions, people’s beliefs about the world, etc. In that way, the social constrains of discourses regulate all historical events.

Moreover, Grace et al (1992) mention the different elements that according to them discourse has, they are the objects, which are the ones that discourse refers about, operations that make reference to the way in which the objects of discourse are treated, the concepts that are ideas and terms used in a certain discipline in certain discourses and the theoretical options, which refer to the assumptions, theories and hypothesis that exist in a discipline and support the statements and opinions that people make about the objects and concepts. Moreover, the authors say that Foucault showed the interrelation among these objects, operations, concepts and theoretical options; according to him, the formation, transformation and interrelation of these elements create the criteria and rules existent in discourse.

In regards to the interrelation of discourses, Grace et al. (1992) highlight the fact that discourses are framed into categories, just like the positions of power; there are some discourses that tend to be more acceptable than others are. This occurs due to ideas and conceptions of the world that every discourse has, the most successful discourses are the ones transmitted by the elites of power.
Likewise, according to Grace et al. (1992) discourse is presented in terms of language, individual psychology and as a complement to the human mind. Firstly, it is referred to as language, since discourse is a way of carrying meaning beyond what the speakers explicitly communicate; secondly, theorists refer to discourse as individual psychology because discourse represents different characteristics of unique individuals and their own styles. Thirdly, discourse is considered as a complement to the mind because the use of a discourse is a way of materializing thoughts created in the mind. However, Michel Foucault (cited in Grace et al, 1992) does not agree with this view due to the lack of analysis of discourse as the key condition of existence for thoughts and expression of the language.

Going deeper in the field of linguistics, Grace et al. (1992) also present the formalist view of discourse assumed by the theory of speech acts, according to this, discourse refers to “general underlying rules of linguistic or communicative function ‘behind’, as it were, imagined or invented texts”. (pg. 28).

On the other hand, Schiffrin (2011) states that there is a remarkable division between two views of discourse, 1. Discourse as sentences put together in order to transmit some meaning to a speaker and 2. Discourse as language in use that is aimed at transmitting some implicit meaning. The former conception belongs to the structuralist paradigm of language and the latter corresponds to the functionalist paradigm.

Hence, Schiffrin (2011) highlights the importance of the functionalist definition of discourse instead of the structuralist one because considering discourse as something beyond morphemes, phonemes, clauses and sentences is what provided the initial basis for the creation of the discourse analysis. She argues that the problem of adopting the structural view of discourse is
that we would have to assume that discourse is just a text in which words with a single meaning are put together and that text is not a representation of a view of the world.

Above and beyond, Schiffrin (2011) defines two types of sentences in order to illustrate the role that sentences have in discourse, in the first case, she mentions the systemic sentence, which consists of “well-formed sequences generated by the grammar rules” (pg. 11) this means that they are constructs and abstract representations of meaning. This meaning is assigned to the things by linguists and it could be considered as the proper one, the one that gives a correct and appropriate relation between meaning and object, and even if it is something important to consider when talking about discourse, because it refers to a socially conveyed meaning, it does not represent the image of the world that discourse actually offers.

On the contrary, Schiffrin (2011) also refers to another type of sentences, which are the text-sentences, and they refer to how the context shapes the meaning; in fact, she presents an example of the question “lunch today?” (pg. 14) which is not grammatically correct, however it might have several variations of meaning, depending on different factors, such as the status of the speakers, the way in which the hearer interprets it, the purpose of the speaker, etc. In the specific case of this research project, speakers tend to use language expressions that are not completely accurate in terms of appropriate language usage, but these discourses carry social meaning that needs to be carefully analyzed. (See annex 2, April 27, conversations 2 and 8)

In regards to the second view of discourse that Schiffrin explains -discourse from a functionalist perspective- she argues that discourse is a concept that covers all aspects of language, starting from the levels of structure such as phonemes, clauses and morphemes, to the social implications of the production of written and oral text, nevertheless it does not take into
account these small levels of language as something that might affect the meaning of messages and discourse in general, therefore, Schiffrin proposes an eclectic view of discourse that considers every part of speech, a definition that is based on the analysis of structure and the functions of language, which is completely necessary in my study since the type of discourse analysis I developed needs to take the chunks of speech and analyze the social implications of them.

Apart from the linguistic aspect of discourse, it is important to reflect upon the social aspects of discourse, thus Bloemaert (2005) provides a view of the different factors that integrate the concept of discourse beyond its linguistic connotation. In the following paragraphs, I will explain how culture, ideology and history shape the concept of discourse.

In the first place, Bloemaert asserts that when we talk about discourse, we have to refer to the narratives of speakers: this is about “the ability of matching the content of a story with certain mood, for instance, if you are saying a story about horrors, it should be told in a dramatic way so that it matches the expectations of the hearer” (pg. 87) Or else, the effect that the speaker would get from the hearer would be different from the one expected for that communicative event.

In that way, narratives do not have the same value in all cultures, in fact if we take a look at the way in which the hearers of a determined socio-cultural group interpret a joke or a story told by a speaker from another culture, it would not be the same that if they all belonged to the same group, in some cases these narratives could result offensive or awkward for the hearers (Bloemaert, 2005). On the other hand, Bloemaert also mentions the existence of indexicalities, and they consist in the criteria used by people to label the narratives as good or bad. These criteria are based on cultural and social backgrounds.
As the previous authors have mentioned it, when we analyze the concept of discourse, we need to look at other factors such the social, political, economical, historical and cultural aspects of the speakers, these are the layers that form the texts and narratives of speakers, and these are also the layers for interpreting and assuming these discourses. In that way, Bloemaert (2005) argues that we create identity when we produce and represent our discourses. And as we could see above in the section of power, all these social spheres deal with the distribution of power; therefore, we create our identities according to the nature of the circumstances that power representations create by drawing on the discourses we adopt.

Paraphrasing Van Dijk (1989), apart from the creation of identity, discourse also involves cultural beliefs, norms and values, established by a consensus within a specific ideological framework. This means that the aforementioned elements aim at supporting an ideology, for instance a Western ideology and these values and cultural beliefs might be against a different ideology, and as I described before, these norms help to maintain the status quo in the relations of power.

One of the core elements of the concept of discourse is ideology. According to Van Dijk (1989), ideology has many variations in its definition, although he agrees with the idea of ideology as the self-awareness that a group or social class has, even if the group did not elaborate an ideological structure. This group consciousness is influenced by the specific socioeconomic, political, and cultural conditions of the group members and the actions of these people are aimed at achieving the collective interests of the ones with the same ideological identity. Likewise, when a group of people assumes the same ideology, they are consensually accepting some conditions of power and therefore feeding a hegemonic discourse of power.
Accordingly, Van Dijk (1989) remarks the fact that different elements of discourse are means used by the institutional power to upkeep their ideological and social control, these elements are gender, class, race, age, subculture, or nationality, in which different ideologies obey to certain beliefs and in this way the previously mentioned elements of discourse establish the way in which we interpret the information in the media and news reports.

Of course, Van Dijk (1989) says that there are many differences in the way in which people interpret and evaluate these news. Also, when people do not have any other sources of information, they adopt this information as part of their discourse and thus they use it to interact with the representations of the world, extending the reach of control by part of the institutional power.

As the reader can see in the diachronic stage of the analysis of the speech samples from all the categories that emerged in the chapter of data analysis, all the previously mentioned elements of discourse are active elements in the dynamics of power that occur during students’ interactions. Now, I will describe how the concept of discourse is shaped through the context of education, especially through students’ interaction.

Candela (1989) affirms that her study reveals the complexity and relativity of classroom discourse structure as much as its order and systematicity. She analyzed the interaction among teacher and students in order to determine what discursive elements and strategies are used in discussions. She concluded that “language use in classrooms as overlapping, sometimes confusing, and often indeterminate” (pg. 141). In fact, her study shows that there is no a structured use of discourses in classroom talk, even though the elements of discourse are found in students discursive production. Likewise, the teacher used IRE discourse structure (Initiation,
response, evaluation) but the flow of ideas and the class discourse was not what the teacher expected it to be, students did not answer the kinds of answers that the teacher wanted from them.

Additionally, Candela (1989) has found that students’ seek for power is an ever-going process that is part of their identity and therefore, the habit of being positioned in a relation of power is part of their individual discourses. Besides, students use different persuasion strategies in order to impose their own discourses over the ones from the other students. Learners tend to use discursive tools such as control of turns, control of topics for interaction, interruptions, etc. in order to make their voices be heard in their groups.

To sum up with this idea, Candela’s study (1989) demonstrated that children are competent communicators because they can adopt and use discursive devices to defend their points of view in the interaction with teachers and other students. Even in the discursive frame of IRE in which the communication of the students’ interpretations about the academic content is too limited; their defense of their opinions is an embedded aspect of students’ discourse, at least in this local context.

As the literature about discourse shows, discourse is more than a set of linguistic elements that are part of a text; it is a social representation of several dimensions of the human being, such as his/her history, culture, beliefs, knowledge, experience socioeconomic context, etc. Hence, Gee (2002) states that the production of oral and written texts carries the meaning of what we are and what our discourse is, ways of acting, interacting, valuing, feeling, dressing, thinking, believing, with other people and with various objects, tools, and technologies, is a way to enact unique social identities into some specific activities and contexts. In other terms, to create meaning, we have to communicate our identity, and our discourses can make it in just a few words.
Moreover, Gee (2002) denotes to a primary discourse, it consists of a discourse that shows our personality and makes us aware of what we think we are in front of the society. On the other hand, there is the secondary discourse, which is the way in which we feel think, interact and use the language in everyday situations and therefore be part of a society. According to him, we drive different discourses since we do not act in the same way in every situation.

Henceforth, Gee names the phenomena of people driving different discourses for different situations as “sorting discourses” (pg. 84). Additionally, Gee points out that the sorting discourses are present in school interaction; thus, many students depict different types of discourses for the same situation, and the use of these sorting discourses are the criteria to evaluate, judge and label students as good or bad students (or persons, sons, brothers, friends, etc.)

Besides, these labelled subjects are immersed in a cultural group that the teacher as a leader consciously or unconsciously creates. Gee refers to this as a cultural group because its members create their conveyed habits and shape their identities and discourses within the small community. It is because of this idea that I consider the school as a place for learners to interact and shape their own sorting discourses, influenced by others and by their socio cultural geographical and historical environment. Additionally, Gee (2002) calls the discourse that is product of this cultural group as in-house discourse, and this in-house discourse places the student as a learner of some specific knowledge and skills –and not others- the apprentice is supposed to acquire certain social practices in order to gain more acceptance in society.

On the other hand, Gee (2002) also refers to “external discourses”, but he denotes this term for scientific concepts and the way that individuals approach to these concepts. In fact, these external discourses are a part of the sorting discourses at school that we previously mentioned. Apart from this, the author highlights the importance of regional meanings of words, idioms and
slangs as an influence when people interpret the concepts of the world and the external discourses, or as it was said at the beginning of the section of discourse, the concepts that shape the body of knowledge that we call discourse.

Thereafter, several external discourses nurture the sorting discourses of students, these external discourses might come from institutionalized sources of power and their resources, such as the mass media and the education, other individuals with a position of power in the same socio-cultural group. This nurturing process helps learners create an identity and a position in the world. Consequently, this view of the world probably changes with age; accordingly, this study is focused on teenagers’ sorting discourses.

Subsequently, Muñoz (2003) brings up the discussion about the importance of the mass media in the teenagers’ production of identity. In fact, the author argues that the mass media create desirable identities, and the fact that it is the popular mass media who create these stereotypes, it gives an added value for teenagers to adopt those discourses. However the mass media also propose certain identities of “dangerous youth with no future at all” (pg. 3). These discourses are commonly adopted by Colombian youth, adding these elements as something that determines the view of the world that the population of this study has.

Moreover, Muñoz (2003) states that students in the Colombian context reproduce discourses of violence and inequality, especially in the low economy regions. In my opinion, the fact that students replicate behaviors of inequality and violence, means that they keep the status quo in the non-egalitarian statuses of power in their local context of classroom interaction and this attitude towards the world and other individuals structures their personal discourses.
Having said this, I define discourse as something more than a body of knowledge or a linguistic system for communicating social meaning, it is a concept that entails the symbolic representation of different and specific spheres of the world, such as the culture, the nationality, the society, history, politics, education, age, race, gender, economical status and so forth of an individual; the manner of interpreting the world, the different representations of the world, the concepts and its relation with the world. Discourse is a process of empowering ourselves and others through our identity, language and knowledge, during the process of interaction with other people.

As a general conclusion of this chapter, students are agents of power. Since learners invest on power, they can have benefits from power, suffer the consequences of power and oppose to the existent power conditions, depending on the discourses they use or that other power agents use against or on behalf of them. In order to immerse in this flow of power, students adopt, produce and reproduce sorting discourses during classroom interaction and as a consequence, some students’ voices are raised and heard, whereas others are silenced and made powerless. Thus, the social groups in a classroom are a clear representation of how power and discourse operate in society.

What is more, discourse is closely related to power due to the fact that discourse is the means by which power fluctuates among the subjects, knowledge and institutions, therefore discourse is created and shaped according to the interests of the ones who hold power, either in a local or in a general context. Having analyzed these concepts of key importance for this research project, I will move to the presentation of the pedagogical unit, which consists of the theoretical supports for the methodology applied in the classes and the description of the whole process of implementation.
Chapter III

Pedagogical Implementation

In this chapter, the reader will find the setting and participants of the pedagogical implementation, secondly the visions of language, learning and classroom considered for this study, also the reasons why this is an innovative implementation, then the theoretical foundations of the Task Based Learning (TBL) as a teaching method, after that the way in which the activities were carried on and finally the description of the classes.

Setting and participants

The school is located in the North-Western zone of Bogota. Furthermore, the PEI (Institutional Educative Project) is related to meaningful learning. Regarding the classroom arrangement, the desks are organized in 5 rows. On the other hand, there were 35 students in the class, 21 male students and 14 female students whose ages vary from 14 to 17 years old. They receive 3 hours of English class per week and the teacher researcher was assigned with two out of the three academic hours per week.

Vision of Language, Learning and Classroom

As it will be demonstrated through the description of the tasks, I adopted the perspective of language from a functional view for planning and developing the classes within the TBL frame since the students use language pragmatically for defined purposes. Despite the fact that students also used the foreign language for purposes that are not their current realistic purposes and current needs, they are using the language for purposes that could become their future needs, which according to Tudor, (2001) labels this kind of language usage into the
functional approach. Paraphrasing Tudor (2001), this students’ genuine involvement in meaningful activities, will make them assume a reasonable degree of reality in their minds.

In addition to that, I agree with Tudor’s definition of language as a system of linguistic elements such as grammar, vocabulary, phonology, discourse, etc. that are combined and used for a specific reason (Tudor, 2001), and in our case, that reason is established by the teacher and the course content. Besides, this view of language portrays the possible future uses of the language that students might face and helps them to assume those psychological realities in their here-and-now lives, in other words students depict a realistic use of language during class time.

Likewise, the learning processes carried out during my intervention are based on the experiential learning principles. Nunan (2004) defines this type of learning approach as the way in which the learner will learn by doing, according to Nunan, the role of learners is central and teachers should have a guidance role.

Similarly, Tudor (2001) says that experiential learning is a naturalistic form of learning a language in which priority should be given to the message meaning above the form of the message, whether there is a holistic practice of all aspects of language, the use of authentic materials, the use of communication and collaboration in the learning process; in fact all these principles are required when deciding what types of activities the learners require in order to be involved in the process of learning by doing.

Thus, some of these key features of experiential learning are present in the tasks of this pedagogical unit, such as learners using language items they have not mastered yet, which refers to the principle of focusing on the message (Tudor, 2001) in this case, the students immersed in this project, used language expressions that they did not clearly understand but as a means of
achieving a further communicational goal, another feature mentioned by Tudor is “students’ personal interests as a source of communicative involvement” (Tudor 2001 pg. 79), in this case, students discussed different topics that were interesting for them and with meaningful outcomes.

As stated before, the TBL could easily be framed into some determined views of language and learning such as the ones presented above, due to the nature of its activities in which students have to use language for achieving communicative outcomes. Therefore I adopted Tudor’s concept of classroom, in which the classroom is a place for communication (2001). This idea complements the principles of the TBL and the functional approach to language because students find a purpose for using the foreign language in a space such as the classroom. In the next lines, I will present what classroom as communication means.

According to Tudor (2001), this approach perceives the classroom as a social entity, where students establish relations by means of interaction among them, and these relations are shown explicitly in the class, creating an environment that looks similar to the real world. Likewise, a classroom as a place for communication provides an opportunity for students to use the language in a functional way; students have to use the language they are learning in order to deal with situations that they could face in the real world.

On the other hand, Tudor explains that students could go beyond the pragmatic use of language for real life situations, students can also express their values and ideas to their peers so that the communicative practice turns out to be more meaningful for all of them and therefore the use of English in class helps learners to shape social identities and relations.

With the afore mentioned vision of the language classroom, I aim at helping students to foster the practice of the class content for communicative purposes such as discussions, writing
and saying messages, etc. and also the practice of this content for self-expression, it means that students should be able to state their opinion and their feelings in regards to the conversation topics of the class.

To wrap up, the concept of language as a functional system can be presented to students in a meaningful way in which they have to use it for certain purposes, so that they can learn by doing, and these specific purposes for using the language could be related to aspects of their lives and their values, thus they can communicate all their ideas in the classroom in which they would be using the target language to communicate their ideas and values to others by using specific language expressions.

*Theoretical Foundations of the Task Based Learning*

According to Larsen (2000), the Task Based learning (TBL) is a methodology which is aimed at providing a natural environment for learners’ interaction, where students are supposed to achieve a communicative action called a task. Larsen also remarks that the purpose of this interaction is that students get to understand each other through the target language.

Moreover, Büyükarçi (2009), states that TBL is an approach to language learning that involves “doing a familiar task by using the target language. As these are familiar tasks, there is a large range of task possibilities; for example, visiting the doctor, conducting an interview, or calling customer services for help” (pg. 314)

In this way, I consider that the TBL is a way to approach the teaching and learning processes of a language, in which learners perform a familiar task by using the target language. Taking this into account, it is important to establish what a task actually is and the features of this approach; thus, in the following lines, I will describe the stages of the TBL, the types of Task
Based Approach, what a task is and in order to wrap up, I will mention some of the advantages and disadvantages of this approach.

*Stages of the Task Based Approach*

Willis (1996) provided a schema of how the Task Based process is divided; basically, the pre task, task cycle and language focus stages. In the pre task moment, the teacher and students explore the class topic by means of eliciting information about it, highlighting language expressions that can be used during the task, and also brainstorming the vocabulary that could be used during the task.

Likewise, the task cycle stage is divided in three moments, the task preparation, in which students can individually or by pairs come up with ideas to prepare the task, then there is the planning stage, in which students create a report of the task by socializing their ideas for the task in small groups, this socialization can be either oral or written, since it all would be focused on communication. The last stage of the task cycle, is the report, when the small groups present their outcome to the class or they can exchange their ideas or written reports to the other groups.

In the language focus stage, students are supposed to reflect about the new language that they used during the task, with the aid of the teacher; besides, there can be further practice of that topic or an assessment moment, in which the teacher provides feedback to the learners. It is important to mention that these aforementioned stages, are part of a task unit used for a single class; in the next paragraphs, I will argue the way in which this project is innovative.

*Pedagogical Innovation*
This pedagogical implementation was innovative in the sense that students had the chance to select the topics for the tasks to be developed throughout the course through a consensus from many different options that I provided in the needs analysis survey that students answered (see annex 5). Additionally, students had the chance to construct their knowledge cooperatively, as it will be demonstrated in the description of the activities, since most of the times; they came up with the vocabulary required for working on the task, without having to ask the teacher about it.

On the other hand, the class became a space for interaction among students, in which they had to propose ideas in order to achieve an outcome; this implementation provided an opportunity for students to express their ideas about different issues and therefore get results as a group. Finally, this way of applying the TBL gave students a chance to use the foreign language for communicative purposes, even though their language proficiency level was beginner.

*Implementation and Instructional Objectives.*

Following Willie’s (1996) conception, the classes I taught were divided in various moments; during the first moment (pre task), students participated in warm up, listening and reading activities so that I could introduce examples of the language content of the class to students, either new vocabulary or statements in which the grammar to be taught is included. For this stage, students were supposed to discover the new grammar rules or the vocabulary for the class and use it in the next stage of the lessons.

In the next moment, students were organized into groups and they started to plan the task. It was at this stage that the video recordings were done. Furthermore, students had to present and socialize the results of their planning and development of the task. Finally, the teacher asked
some follow up questions about the use of grammar, gave feedback to the students and they could clarify any question about the grammar studied during that class.

As mentioned in the pedagogical innovation section above, students selected all the tasks that we developed in this course through a preferences survey that I implemented at the beginning of the course in order to have more meaningful tasks (also see annex 7). In this way, the pedagogical implementation of this study was framed into the conceptualization provided by Willis (1996) mentioned above. In the following diagram, you will see how the TBL structured the classes:

**Diagram 1: The task cycle**

As shown in the diagram, every stage of the TBL framework implemented on my classes is aimed at using the language in a functional way, so that students can have meaningful communication either with their classmates or with the teacher when receiving feedback.

Students had the opportunity to select among different subject matters when they developed the needs analysis survey. These topics refer to issues of daily life and general interest for students. Moreover, the grammatical contents of the curriculum were exemplified and
illustrated in detail through the use in context of these linguistic elements, as well as with the aid of different materials such as flashcards, audio and video. In the upcoming paragraphs, I will present how the structure of the lessons was.

When the first step of the pedagogical implementation was completed, (the needs analysis survey) and the topics that result as attractive for students were conveyed (see annex 6), these different subject matters were treated by means of class discussions, conversational activities, role plays, and most of these activities were developed by doing group work. In this way, the practice of language was aimed to be mainly through communicative tasks.

Firstly, I considered important to prepare warm up activities in which students wherein contact with the language to be presented during that class, for example sequence organizing, unscrambling sentences, video (in one of the classes), short readings, etc. In some other classes, I tried to introduce a topic through images and/or telling students a story previously read from another source, or a personal experience; the idea was to say something with a few words so that it could turn out to be interesting for students and using the language to be studied that day.

At that juncture, I used to elicit some information about the topic for the task from students, encouraging them to talk in different ways, for example praising them. When students had already recognized the core grammatical or lexical topic of the class, I asked them to give their opinions about a determined topic, always doing reference to their selected topic for conversation. I illustrated them at the beginning of the activity of how to express their ideas using the target language with class expressions that they could use to communicate their ideas.
Generally, the language input was presented in a visual way, as well as through audio exercises. For example, if the topic is “the use of conditionals” and their preferred topic for conversation is technology, they can talk by pairs about how the world would be without technology, or how it would be in the future, using sentences such as “if technology hadn’t become important…” and many other ways to develop this exercise.

The writing activities with communication purposes played an important role in this pedagogical unit, since it could be and aid for those students who might feel anxious and nervous when speaking in foreign language. Therefore, different activities that involve writing were carried out during class; for instance, if the class topic was Saint Valentine’s day, the teacher could ask students to write postal cards to their classmates, using certain vocabulary or grammatical structure presented previously by the teacher. This is one example of many types of activities that were carried out during the pedagogical implementation of this project.

In order to accomplish what was already established in the previous lines, I came up with a general pedagogical objective as well as two specific objectives that were the basis for all the lessons because they are focused on studying the language topics presented in the school syllabus from the perspective of the TBL. Moreover I designed a chart in which the reader can see the chronogram of the implementation of the tasks, the language topics and the use of data collection instruments.

**General Objective:**

- To engage students in meaningful and communicative activities bearing in mind the steps proposed in the Task Based Learning Approach theories.

**Specific Objectives:**
• To promote students' active use of the grammar tenses proposed in the school’s syllabus when developing the tasks assigned for every lesson.

• To encourage students to express their ideas about the discussion topics conveyed for the allotted tasks following the school’s principle of meaningful learning.

Afterwards, I designed the following chart in order to show chronological implementation of the task-based activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Language Topic</th>
<th>Task</th>
<th>Implementation of Research Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16th</td>
<td>Review of Present and Past tenses</td>
<td>Creating the best short story</td>
<td>I asked students to complete the “Topic Preferences Survey”</td>
</tr>
<tr>
<td>February 23rd</td>
<td>Present Perfect</td>
<td>Getting to know our classmates</td>
<td>I started developing the Teacher’s Journal.</td>
</tr>
<tr>
<td>March 2nd</td>
<td>Present Perfect Progressive</td>
<td>The Most Important Technological Device.</td>
<td>I continued developing the Teacher’s Journal</td>
</tr>
<tr>
<td>March 9th</td>
<td>There was no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Lesson</td>
<td>Topic</td>
<td>Activity Description</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>March 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review of Present Perfect Progressive</td>
<td>The Ideal Country</td>
<td>I continued developing the Teacher’s Journal</td>
</tr>
<tr>
<td>March 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Relative Clauses</td>
<td>The Best Environmental Warning</td>
<td>I continued developing the Teacher’s Journal. I applied the Sociogram for the first time.</td>
</tr>
<tr>
<td>April 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>First Conditional</td>
<td>The Secrets of a Sports Person</td>
<td>The class was video Recorded</td>
</tr>
<tr>
<td>April 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Second Conditional</td>
<td>The First Aid Kid</td>
<td>The class was video Recorded</td>
</tr>
<tr>
<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Third Conditional</td>
<td>Planning Vacations</td>
<td>The class was Video Recorded. Sociogram was implemented for the second time</td>
</tr>
<tr>
<td>May 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Second and third conditionals</td>
<td>The Ideal Couple</td>
<td>The class was video recorded</td>
</tr>
<tr>
<td>May 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review of all Cases of Conditionals</td>
<td>Recreating a Story</td>
<td>The class was video recorded</td>
</tr>
</tbody>
</table>
Chart 1: Chronogram of the tasks implementation

As the chart shows, there was a task for every class that covered the language topics to be studied, besides I was able to gather data in most of the classes for the research project. As we could see, I tried to develop the classes in the TBL when planning them. In further lines, the reader will be able to see the development of most of these classes.

An Account of the Pedagogical Implementation Developed during this Project

In the next section of this chapter, I will present the different practices that portray the theories of Task Based Approach and the visions of language and learning presented in this project. Taking into account some general considerations analyzed in the facts stated by Nunan (2004) about what involves a real task, some activities were planned in order to allow students to use the foreign language while they learn in a meaningful way, and all of this was focused on achieving the general and specific objectives presented above.

Consequently, for every class description the reader will find the name of the task, the instructional objective of the lesson, the different stages of it (pre task, task and language focus), the activities, for every lesson, the class’ outcome and finally how the task was useful to get data from participants.

The first lesson that I describe is called “getting to know among us”. The objective of this task was to know more about the people that surround us in the classroom, describing their actions with present perfect. The first stage, which was the pre task, started with a warming up
activity in which every student had to write some characteristics about him/herself in a piece of paper given by the teacher. In order to provide students with input, the teacher stuck some flashcards on the walls about personality descriptions and the teacher wrote some examples on the board, then, the teacher stuck the paper on the back of the every student that wrote the sentence. Then, each student had to try to see the other students´ back and write down as many sentences from other people as possible. The person that wrote the largest amount of sentences was the winner.

In the planning-task stage, students were organized by couples, and the idea was that they had to describe his/her classmate, using the examples provided by the teacher and the vocabulary on the walls. In the task-development stage, they wrote their examples on a piece of paper and then, the teacher asked some students to share what they wrote about his/her classmate, which was the outcome of the class. Then, the teacher removed the flashcards and deleted the examples and asked at random to some students to say examples similar to those that they wrote during class.

As this was the first class, it was one of the most important class sessions for the research stage, since it was during this class that I applied the needs analysis survey, (see annex 5), which was focused on knowing what the most interesting discussion topics for students were and the number of students per group that they preferred for the activities. In addition to this, I also gave students the consent form and I started developing the teacher’s journal to detect a research problem.

The second important class for this project was called the “The Technology Market” and the objective was to promote a technological device through the use of present perfect
progressive. In the pre-task stage, the teacher started the class with a warm up activity in which the teacher stuck some images about electronic devices on the wall, then, the teacher mentioned one of the objects on the walls and the first student who got the mentioned object, received a point. Below each image, there was a sentence that said what people could do with those devices, (the sentences were in present perfect tense). Then, students were organized by groups of 4. They had to discuss which of those objects they preferred and why, as they did not have enough language level to discuss in English, they could do it in mother tongue.

In the task-planning stage, the teacher gave fake money to half of the students in the class and gave some images about electronic devices to the other half of students, and also wrote some language expressions on the board that students should use for the task. During the task development stage, the students bought and sold objects using the expressions provided by the teacher which were in present perfect tense. In the report stage, some of the students said to the class what they bought and how much money they earned. For the language focus, they had to write sentences related to the task, using present perfect.

As students had to interact during this task, I observed them and tried to focus on all the possible social issues that could be perceived, in order to write up the teacher’s journal for that day. It is important to mention that some students were reluctant to do the activity and most of them were speaking in their mother all the time, so I had to call their attention and I asked them questions about the activity. As they noticed they were lost, they asked their classmates about the instructions.

The third relevant class was called “The Environmental Warning”. In this task, students had to reflect about and discuss environmental problems by using relative clauses. During the
pre-task, students watched a silent video about environmental problems in the world, as a warm up activity. After that, the teacher researcher asked students what environmental problems they have in the city; as long as they said the different environmental issues of Bogota, the teacher wrote them on the board, using relative clauses as the language topic, for example “the people cut the trees which provide us oxygen” and so on.

In the task planning stage, students were organized in groups of 4 people and the teacher gave a piece of butcher paper to each group. They had to discuss what other environmental problems there were in Bogota and thus, think about how to create an environmental warning against those problems. During the task development, students created a poster about an environmental warning, using drawings about environment and also writing sentences in which they made recommendations to people about how to take care of the nature. In the reporting stage of the task, every group presented to the class their posters, which was the outcome of the class. Finally, during the language focus stage, the teacher asked students to look at every poster and point at every sentence in which there were relative clauses.

This was one of the classes in which my role as a researcher was focused on students’ interactions, since I was developing my teacher’s journal in order to detect a research problem. As students interacted during some of the activities of the class, it was easy to gather information for the teacher’s journal.

The task for the fourth relevant class for this research was called “The secrets of a sports person”. The instructional objective was to give advice about a healthy life using the first conditional. In the pre task stage, students made a brainstorming about famous sports people on the board, in which all of them should write names of sports people in the least amount of time
possible. Then, the teacher asked at random to some students what their favorite sport and their favorite sportsperson was. The teacher asked to the whole class if they knew all of the people from the board and students said they did. Then, the teacher gave a piece of paper to the students in which there was some information about the use of gerunds as a subject and also some examples of how to keep fit (having gerund as a subject).

During the task planning stage, students were organized in groups of four people and every group had to select one character from those on the board, then they had to think about the things that their character needed to do in order to keep fit. After that, they had to imagine that one of them was the character and that he/she was going to give a lecture about his/her secrets to keep fit. They had to prepare sentences, using gerund as a subject for the lecture. In the task – development stage, they wrote the sentences for the lecture on a notebook, to have an aid for the lecturer. In the task- report, one of the members of the group gave the lecture to the rest of the class. As the students received an input about the grammar during the pre-task stage, there was not grammar focus in this class. Finally, the students’ lecture was the outcome of this class.

This was the first video-recorded class; at this point, I had already detected a research problem and I had a chronogram for the topics to work with the lessons, since I already had the results from the needs analysis survey. I had also got the permission to video – record the students (see Annex 7: Consent Form).

For that reason, I recorded the task development stage, in which students were discussing how to prepare the lecture. I selected this stage of the class, since students are more willing to interact among them, in order to achieve an outcome, and in this way, I could analyze how their power relations were enacted through their speech. It is important to mention that some of the
students were reluctant to the presence of the camera because they were not used to be recorded during class. At the beginning, they stopped talking when the camera was near them, but then they got used to be recorded.

The task of the fifth relevant class for this study was called “The first aid kit”. The instructional objective was to decide what the most practical first aid kid is by using the second conditional. In the pre-task stage, the teacher started the class with a warming up that consisted on dividing the class into groups of 4 and giving to each group the name of different objects in some pieces of paper. They had to select which of those objects were objects that they could use in an emergency. The first group, who finished, was the winner of the competition. As the grammatical topic of the class that was “second and third conditional” was complex for them, the teacher asked them what they remembered about it and wrote some examples, related to the class’ task as a means of language input.

During the task planning, the teacher gave to each group a piece of butcher paper in which they had to draw a first aid kit and some sentences about what they had to do if they were in an emergency (using conditionals) so they had to discuss what to add to the kit and how to add it. In the task-development stage, they drew the items and wrote the sentences on the butcher paper and in the report stage, the teacher selected one student per group in order to present their drawings, using the target language topic. Finally, in the language focus, the whole class judged in which posters they used the third conditional correctly and in which they did not use it correctly. The outcome of this activity was the poster of the first aid kit.

This lesson was important for the research area of this project because students had to work and interact as a group to achieve the goal, so I video recorded the task development stage,
in which they gave their opinions about what they considered useful and useless for a first aid kit. On the other hand, there were some difficulties to transcribe the conversations of this lesson such as excessive noise and the fact that as I was the teacher and the researcher, it was impossible for me to record, so a student recorded, but he did not record the entire conversations, just fragments of them. Nevertheless, these fragments consisted on complete conversations that were useful for their further analysis.

The task developed in the sixth lesson was called: “planning vacations” and the instructional objective was to plan the best vacation through the use of conditionals for hypothetical situations. During the pre-task stage, students had to individually brainstorm about the objects that they could need if they travel on vacations. Then, some of them socialized their objects with the class and the teacher wrote these objects into sentences on the board, using conditionals.

In the task-planning stage, students were organized by groups of 4 and they received a piece of butcher paper, as in the previous class. They had to decide what objects they could need if they traveled on vacations and write sentences about those items that they could need during vacations, using conditionals. In the task development stage, they had to draw the objects and write the sentences on the paper. In the task-reporting stage, the teacher selected one of them in order to present their poster, and then the whole class voted for the best poster. So, the outcome was the best list of products for vacations. For the language focus stage, the students evaluated which posters could have any mistake and the students should correct these mistakes.

During this class session, I applied sociograms by the first time, and the idea was to analyze how were the social groups conformed in the classroom, since I had noticed that the
students always organize the work groups in a similar way, so the task development of not only this class, but also of previous classes made me think about the necessity of implementing sociograms as a support for the analysis of power relations among students.

The seventh lesson that was relevant for the data gathering process was called “The Ideal Person” and the objective was to decide about the personality that their ideal couple should have, using second and third conditionals. Subsequently, in the pre-task stage the teacher started with a warming up activity in which students had to brainstorm on their notebooks different qualities of a person that they consider as the ideal couple. They had to write down at least 10 characteristics. (They were allowed to use their English dictionaries)

During the task development, students were organized by couples and they had to select the 10 most important characteristics of an ideal couple, from those that they wrote. Then this activity was repeated by groups of 4. At this point, they also had to create sentences using conditionals and the 10 characteristics of an ideal person. Then, this activity was repeated by groups of 8, then by groups of 16 and the outcome was to decide what the most important characteristics of the ideal couple were.

This was a useful task in terms of data gathering because students had to discuss and interact all the time, so the phenomenon of power could be detected in an easier way through the video recordings. It is important to mention that I asked to a student to help me to record the task-development stage in which students were discussing in groups of four and the recorder was also a participant of the conversation. Once again, there were problems to understand the conversations at the moment of doing the transcriptions because there was too much noise, the student who recorded the class did not record complete conversations and also most of the
students were reluctant to the presence of the camera in the class, so I only transcribed the clearest conversations from the videos of this class.

The eighth significant class for the study was “Recreating a Story.” For this activity, the objective was to create a story for a sequence of images by using all cases of conditionals. In the pre-task stage, the teacher made a warming up activity in which students organized in groups of four and each group received some images. They had to organize the images in the correct sequence and the first group, who finished, received a point.

After that, the students had to write a story based on the sequence of the images, using conditionals. In that way, for the task-planning stage, students created the story, using their mother tongue and some examples as an aid for developing the task. Then, students wrote the story on the back of the paper and in the report stage; they mingled with other groups and said what the idea of the other stories were. For the language focus, the students had to cover the sentences that they wrote and at random, the teacher asked some students to say examples from those that they wrote during class.

This task was useful for this project because I had the opportunity to record students’ discussions, in which probably there was exertion of power among them. It is important to mention that during this and the other recorded interactions, the students not only discussed this task, but they also discussed different topics that had no relation with the class. As there could be exertion of power in these conversations, they were also transcribed.

The task of the ninth relevant class was called: “Interviewing about fantasies” and the instructional objective was to report the best fantasy of a classmate using adjectives. In the pre-task of this class, the teacher began with a warm up activity that consisted on a dice game in
which students had to get organized in groups of four and talk about hypothetical situations presented in the game, at the moment of the turn of each participant. As students did not have enough language level to answer these questions in English language, they were allowed to use Spanish.

In the task-planning stage, students received a sheet of paper in which they had some hypothetical questions that they had to ask to different classmates. And write down their answers. As this was a review of some of the topics studied in class, different grammatical topics were included, so they browsed in their dictionaries the words that they did not understand, before starting the task, also the teacher wrote some examples on the board as a means of input. During the task-development they asked one question per classmate and in the report, they were organized by groups of 4 in order to share their findings.

The instrument that I used for this class was video recording. I implemented this instrument during the reporting stage, because I considered easier to have a view of power relations when the students were in groups of four rather than when they were by couples in the task development. The already mentioned problems of the transcriptions also occurred in this recording session.

As it was demonstrated in this chapter, the pedagogical intervention of this research was developed following the principles of the Task Based Learning and the school’s principle of meaningful learning. Moreover, language was conceived from a functional perspective, in which speakers use it in order to achieve a communicative outcome, while learning was conceived as a meaningful experience of use of language; moreover the classroom was defined as a space for communication, as it was demonstrated in the previous class descriptions. All of these aspects
were focused on giving priority to the communicative moments of the class, since it was during those stages of the tasks, when students needed to interact the most among them, that I gathered data for this research.
Chapter IV

Research Design

In this chapter, the reader can find a description of the research methodology that was implemented in this study, the setting, participants, the instruments and the unit of analysis. In the section of the research methodology, I define the type of approach and why it was useful for my study, different studies that used the same approach implemented on this research and how the data is managed in this project. In the description of the setting, I refer to some particularities of the school and generalities of the population of the school. Regarding to the participants, I refer to their language level, their grade, ages, number of participants and criteria for selecting the participants. Finally, I discuss the instruments implemented in the research, the definitions considered in the study and their importance for the study.

It is important to remind the reader that this study analyzes how students enact their power relations when interacting during the English class. Additionally, as mentioned in chapter one, the objectives are to unveil how students struggle over power during their interactions in class, discover students’ dominant discourses that might determine their power negotiations during class time through discourse analysis and to explain how the powerful students’ discourses influence the powerless students’ discourses during the development of EFL tasks.

Type of Study

The research approach used in this project was Feminist Post Structuralist Discourse Analysis (FPDA). This is a type of analysis that focuses on doing a micro and macro-analysis to the discourse emerged in either controlled or natural and spontaneous interactions, taking elements of analysis from the critical discourse analysis (CDA) and the conversational analysis.
FLUCTUATION OF POWER RELATIONS 69

Besides, FPDA is the scope that focuses on the “significant events” when subjects are located through discourse into a social context, in terms of power and identity (Castañeda, 2008, B) in other words, this methodology highlights the moments of natural interaction in which empowerment or disempowerment of subjects occurs.

This approach is significant for this study since, according to Sunderland (2005) it conceives discourse as something always in construction and a way to entail and recognize power relations, which other types of discourse analysis such as conversational analysis (CA) do not entirely acknowledge. Likewise, this is a type of discourse analysis that Baxter (2003) has pointed out to be an accurate way for gathering data during classroom interactions. Thus, I consider FPDA to be a necessary tool in order to understand how the students enact their power relations when they spontaneously interact during class.

Additionally, other studies such as Castañeda’s (2008 a) which used FPDA for the development of his research that consisted on the description and interpretation of how pre-school students from Zipaquirá, a town near Bogota, Colombia, communicated their gender identities and also the impact of this phenomena in the foreign language learning process. The researcher gathered data from students’ interactions during class among them and with their female teacher. The results of this study concluded that participants positioned their gender identities through discourses that determined their alignment or rejection of the institutional power of the female teacher. This research demonstrated how students were immersed in a quest for power during their interactions and this power by means of gendered discourses. As it occurred in my study, FPDA helped to determine the role of power in the EFL class. (See chapter one, research objectives and chapter six, data analysis)
In Castaneda’s study (2008 b), the author also used FPDA in order to see the relation of second language learning and gender in cross-cultural contexts with pre-school students. His purpose for using this research approach was to detect the moments in which the assertion of power manifests in second language practices, such as literacy activities. The results of this study suggest the need to understand how children negotiate their subject positions discursively in language learning activities. The findings of this study are remarkable for my research, since the author demonstrates how students assert power during different activities framed in language learning.

Another study by Rojas (2011) implemented FPDA in her project. Her purpose was to show how gender identities and power relations are constructed through interactions and also how these interactions may or may not vary according to specific situations, which is an idea stated by Baxter (2003). She also selected FPDA in order to identify telling cases during interactions in which, female and male adult students from a private university in Bogotá, Colombia explicitly exert power in classroom activities, such as debates and disputes in foreign language learning. Therefore, the results of this study suggested a way to deal with more egalitarian discourses and class activities that in some way, guarantee the empowerment of the silent and powerless voices. As this study showed how a group of university students exert power during class activities, it becomes relevant for my purpose of unveiling how students struggle over power during their interactions in class.

The use of data

The main sources of data for the FPDA studies are transcripts (Baxter 2003, Sunderland 2005, Rojas 2011). Thereby, I define transcripts based on the concept provided by
Given L. (2008) who says that “transcript is a textual representation of an audio- or video recording. “Researchers who video-record observations often rely upon transcripts of those recordings in their analyses” (pg.882). Thus, the structure of the transcriptions of spoken data represented in this study, are based on Kowan and O’Conell’s compilation of transcription systems of the Jeffersonian tradition of transcriptions (2010) in which aspects of speech such as Emphatic stress, pitch, emphasis, stress duration and loudness are highlighted through the use of visual changes of the letters such as italics, uppercase lettering, underlining and so on. The reader can find the conventions for the transcriptions in the appendix 2.

On the other hand, there are two principles for managing data from transcripts in FPDA, which are the polyphony and heteroglossia. The former refers to the different interpretations of a same event, not with the purpose of getting “a richer picture” of the event but to accept all the interpretations as competing and worth considering in the moment of the analysis (Sunderland, 2005).

It is also about the multiple voices that should be heard when analyzing the data, different from the voices of the subjects that appear in the transcriptions (Rojas, 2011). To sum up, polyphony is a compilation of multiple points of view about an event that have an equal value in the moment of the analysis. However, due to students’ time constrains, it was not possible develop the concept of polyphony by asking students about their interpretation of events through interviews.

Paraphrasing Baxter (2003), heteroglossia is the space in which the heterogeneous and conflicting perspectives of participants of a study, receive the same importance to come up with a defined point of view about an event, it is the possibility to make visible and relevant the silent
and silenced voices in the process of interpretation of discourses in a given context. Baxter (2003) also states that it is part of the post structuralist principle, to bring a wider range of ideas and perspectives into textual play. Framed into these principles, this study includes the role of the powerless subjects as determining in the process of empowering through discourses and highlights the importance of the silent students in the social interactions.

Textual analysis

Sunderland (2005) refers to two different and supplementary dimensions of the textual analysis of spoken or written discourse in FPDA, the first one is the synchronic-diachronic dimension (Baxter 2003, Sunderland 2005). The second one is the denotative-connotative dimension. In the next paragraphs, I will define these dimensions and argue how important they are for this research.

Baxter (2003) claims that the synchronic stage refers to an exhaustive micro-analysis of short fragments of talk, with the idea of capturing the moments when power dynamics occur. In this stage, data can be gathered through diglossia and heteronomy, since the researcher has the chance to analyze the roles of each participant, and in some cases, give the participants the opportunity to express their personal interpretations of a speech event, through interviews, journals, artifacts, etc. On the other hand, the diachronic stage is an ethnographic analysis developed over a period of time, which involves the task of noticing changes in social relations of subjects and how certain individuals are positioned as powerful or powerless in a group.

Regarding to the denotative-connotative dimension, the analysis focuses on two levels of inquiry which are descriptive and interpretative comments of a text, in this case the extracts of the transcripts (Baxter, 2003). For instance, the denotative level refers to the
description of what is occurring in an interaction, taking into account some principles of conversational analysis such as turn taking, interruptions and overlapping. These considerations of the denotative level will be some of the criteria that I used in my own analysis. In terms of the connotative stage, this refers to a more interpretative comment about the extracts of the transcriptions, based on the analysis done during the synchronic- diachronic dimension (the analysis of single excerpts) and supported by the denotative evidence. The denotative-connotative dimension is more referred to the analysis of the whole interactions. By means of this step-by-step implementation, results can be drawn from the evidence.

Despite the fact that authors such as Baxter (2003) and Sunderland (2005) use FPDA in order to analyze issues as male gender dominance over female discourses, this study does not approach in depth to such aspects, due to the nature of the interactions that occurred among the subjects of study. In other words, in most of the cases, struggles over power occurred among students of the same gender, there were alliances between boys and girls, oppositions and submissions to people of the same gender.

As it can be noticed in the previous description of the sections of the FPDA, this type of study allows the analysis of speech in different dimensions, the purposes of using certain language aspects and how these traits of language reveal quests for power in a local level of interaction. The FPDA seeks for the position that the subject in a certain state of power

*Setting*

The research was carried out in a public high school in which students receive three hours of English language class per week in the afternoon shift. The educational focus of the institution is on meaningful learning, according to their “Proyecto Educativo Institucional”.
Besides, students receive a regular academic instruction and not a technical one, which means that learner do not take subjects aimed at studying a specific career when they finish their high school education, as it occurs with many other public schools in Colombia, where students are trained on certain areas of knowledge related to technical education.

Participants

The participants selected for this research are twenty tenth grade students, selected according to the clarity of their speech during the recorded sessions. The age rate of students goes from 15 to 18 years old. According to the teacher’s journals, some of these students are powerless in the social environment that is present in the classroom, while some others must have a considerable power over their partners.

Instruments

To gather data that might answer the questions of this study, I used different tools such as teacher’s journals at first, then I applied sociograms and finally I video-recorded students’ discussions for collecting qualitative data of students’ spontaneous speech during the development of the task during each class, in mother language and in foreign language, (to see the chronogram of the implementation of these instruments, see the chapter of pedagogical implementation). Nonetheless, I implemented needs analysis surveys in order to plan the tasks for the classes in this study. In the following paragraphs, I will briefly define the instruments that I used and I will say why I used them.

Needs analysis survey
According to McCawley (2009), this instrument consists of a systematic method to know the current levels of knowledge, ability, interest and attitude of a group in regards to a determined area of focus. In this way, the needs analysis survey allowed me to determine the students’ interest about different topics and therefore create tasks appealing for them. Despite the importance of the survey that I initially implemented, it did not provide me with data for the research, instead it was focused on shedding light on students’ topic preferences.

*Teacher’s Field Journals*

I used this instrument because it gave me the possibility to take into account events that occurred in the class that were not so explicit in the transcripts, besides they show my perception about what is going on in the classroom. Moreover, I agree with the view of teacher’s journal that Richards states, (1991) in which he describes it as a narrative procedure for developing critical reflections and it offers the account of significant events that occur in the classroom that cannot be perceived through other instruments.

*Sociograms*

I used sociograms in order to have an idea of how the interpersonal relations are established in the classroom and what kind of power relations can be expected among the selected participants. I define sociograms based on the idea stated by Hubbard and Miller (1999), in which they express that sociograms are a source of information about social networks in the classroom by means of some questions asked to students either written or oral (interviews). In my case, I asked students to elaborate a chart in which they show who are the closest classmates and the classmates that are the people who they have the least contact with. (See annex 4).

*Video recordings*
I have selected this tool because I was able to record participants during the moment of interactions, which could permit a wider and very objective overview of the events that occur in the classroom. As said by Dufon M. (2002), “They can give us a more complete sense of who the people are, and acquaint us with the setting in which the people function and the types of activities they engage in from day-to-day as well as the nature of these activities themselves” (pg 35). For instance, not only the interactions among students can be presented in a detailed and naturalistic way, but also the different activities and the real nature of the activities.

Due to time limitations, I could not develop any interview, which is a key element in FPDA since it gives voices to the participants of the research (Baxter, 2003). To solve the possible glitches in the analysis of the data, I used the sociograms as a source of information to find out what possible alliances or oppositions were more likely to happen when analyzing the transcriptions of the recordings. In fact, the closeness or distance of certain students shown in the sociograms affected in some cases the way in which students organized for class work.

Unit of Analysis

The units of analysis of this research are the different instances of power that are produced through students’ speech, since it is through speech that subjects construct their discourses and enact their power shifts and power positions during their interactions; according to Baxter (2003), it is through these discourses that speakers structure their experiences of power relations.

As a conclusion, FPDA is the means to analyze data in terms of power relations among students from their natural interactions when developing tasks during the EFL class. The FPDA provides enough details to reflect upon the fluctuation of power among the individuals of
the study, such as polyphony, heterogeneous perspectives of events, micro analysis of conversations and details of conversations such as pitch, intonation, interruptions, and so on.

Besides, I gathered the data from video recordings of different class sessions and the sociograms support the structures of social relations in the classroom that are noticeable in the video recording transcriptions. In the next chapter, the reader will find the implementation of this research plan and how the FPDA analysis was done; further, I will mention the findings and how they answer the research question and research objectives.
Chapter V

Data Analysis stage

In the previous chapter, the reader could find the research plan aimed to develop during this chapter, which consists on the use of FPDA. To start the data analysis, it is important to remind the reader that the main research question was “How do students enact their power relations when interacting among them during the EFL class?” Thus, the main units of analysis in this research project are the types of power that are produced through students’ speech.

During the research, three instruments were used, teacher’s journal, sociograms and video recordings. I used the first instrument, the teacher’s journals during the stage of the statement of the problem and consequently it is no longer necessary at this point. Further, I implemented the sociograms in order to know what possible alliances and oppositions I could expect from students during the analysis of their speech. For the analysis of the video recordings, I used FPDA, as explained in the previous chapter; after the analysis of the transcripts, I contrast the results with the theory about power and the discursive tools that students use to seek for power and in that way, be able to answer my research question.

Sociograms

In order to carry out the analysis of the sociograms, the first step that I followed was to read the sociograms given by students and organize the information in the next way: first to write the name of all the participant students on a chart, (figure 1, first column) Then in a second column, I wrote the name of the closest classmate. Formerly in a third and a fourth column, I wrote the name of other students who were also close to the person of the first column. Besides, in the other three columns of the chart, I wrote the name of the people rejected by the person of
the first column:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Closest</th>
<th>Accepted</th>
<th>Accepted</th>
<th>Rejected</th>
<th>Rejected</th>
<th>Most Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathalie</td>
<td>Jenny</td>
<td>Michael</td>
<td>Ivonne</td>
<td>Carolina 1</td>
<td>Santiago</td>
<td>Daniel 2</td>
</tr>
<tr>
<td>Jenny</td>
<td>Ivonne</td>
<td>Brayan 1</td>
<td>Fabian</td>
<td>Santiago</td>
<td>xxx</td>
<td>xxxxxxx</td>
</tr>
<tr>
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<td>Hernando</td>
<td>Nathalie</td>
<td>Jenny</td>
<td>Karen 1</td>
<td>Daniel 2</td>
<td>Carolina 1</td>
</tr>
<tr>
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<td>John</td>
<td>Daniela</td>
<td>Brayan 2</td>
<td>Daniel 2</td>
<td>Michael 2</td>
<td>Santiago</td>
</tr>
<tr>
<td>John</td>
<td>Hernando</td>
<td>Daniela</td>
<td>Santiago</td>
<td>Joseph</td>
<td>Daniel 3</td>
<td>Karen 1</td>
</tr>
<tr>
<td>Brayan 2</td>
<td>Lina</td>
<td>Karen 1</td>
<td>Hernando</td>
<td>Daniel 2</td>
<td>Javier</td>
<td>Sergio</td>
</tr>
<tr>
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<td>Rasiya</td>
<td>Jessica</td>
<td>William</td>
<td>Daniel 1</td>
<td>John</td>
<td>Daniel 3</td>
</tr>
<tr>
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<td>Karen 2</td>
<td>Lina</td>
<td>Nathalie 1</td>
<td>Daniel 2</td>
<td>Daniel 3</td>
<td>Carolina 2</td>
</tr>
<tr>
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<td>Rasiya</td>
<td>Lina</td>
<td>Daniel 1</td>
<td>Victor</td>
<td>Daniel 3</td>
<td>Carolina 2</td>
</tr>
<tr>
<td>Tatiana</td>
<td>Karen 1</td>
<td>Johana</td>
<td>Jhonatan</td>
<td>Nathalie</td>
<td>Jenny</td>
<td>Ivonne</td>
</tr>
<tr>
<td>Jhonatan</td>
<td>Daniela</td>
<td>Carolina 1</td>
<td>Carolina 2</td>
<td>Daniel 2</td>
<td>Sergio</td>
<td>Cristian</td>
</tr>
<tr>
<td>Carolina 1</td>
<td>Carolina 2</td>
<td>Jhonatan</td>
<td>Andres</td>
<td>Rasiya</td>
<td>Daniela</td>
<td>Hernando</td>
</tr>
<tr>
<td>Carolina 2</td>
<td>Carolina 1</td>
<td>Jhonatan</td>
<td>Andres</td>
<td>Santiago</td>
<td>Brayan 2</td>
<td>Lina</td>
</tr>
<tr>
<td>Steve</td>
<td>Brayan 2</td>
<td>Cristian</td>
<td>Lina</td>
<td>Daniel 3</td>
<td>Carolina 2</td>
<td></td>
</tr>
<tr>
<td>Fabian</td>
<td>Hernando</td>
<td>Nathalie</td>
<td>Bryan 1</td>
<td>Daniel 2</td>
<td>Santiago 1</td>
<td>Daniel 3</td>
</tr>
<tr>
<td>--------</td>
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<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Cristian</td>
<td>Michael 2</td>
<td>Brayan 2</td>
<td>Lina</td>
<td>Javier</td>
<td>Jenny</td>
<td>Jhonatan</td>
</tr>
<tr>
<td>Ivonne</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brayan 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiliam</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camilo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students that did not appear in the video recorded interactions but completed the sociogram.**

<table>
<thead>
<tr>
<th>Santiago</th>
<th>Daniel 2</th>
<th>Victor</th>
<th>John</th>
<th>Carolina 1</th>
<th>Joseph</th>
<th>Hernando</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel 1</td>
<td>Daniel 2</td>
<td>Santiago</td>
<td>Karen 2</td>
<td>Daniel 3</td>
<td>William</td>
<td>Cristian</td>
</tr>
<tr>
<td>Daniel 2</td>
<td>Santiago</td>
<td>Victor</td>
<td>Michael 1</td>
<td>Tatiana</td>
<td>Joseph</td>
<td>Carolina 1</td>
</tr>
<tr>
<td>Daniel 3</td>
<td>Jessica</td>
<td>Sergio 1</td>
<td>Andres</td>
<td>Santiago 2</td>
<td>John</td>
<td>Victor</td>
</tr>
<tr>
<td>Victor</td>
<td>Michael 1</td>
<td>Daniel 2</td>
<td>Santiago</td>
<td>Karen 1</td>
<td>Carolina 1</td>
<td>Hernando</td>
</tr>
<tr>
<td>Michael 2</td>
<td>Brayan 2</td>
<td>Lina</td>
<td>Cristian</td>
<td>Hernando</td>
<td>Tatiana</td>
<td>Karen 1</td>
</tr>
<tr>
<td>Karen 1</td>
<td>Johana</td>
<td>Tatiana</td>
<td>Jhonatan</td>
<td>Jhon</td>
<td>Jenny</td>
<td>Ivonne</td>
</tr>
<tr>
<td>Sergio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chart 2: Analysis of the sociogram

As the reader can see, I classified the students in two categories, the ones who were participants in the video-recorded sessions and in the latter category, the students that did not participate in the video recording sessions. I decided to include these non-participant students at this stage of the sociogram only because the participants of the study mention them and by showing them in this way, the reader can see whom they refer to. However, it is important to clarify that the students in the second category are not part of this study and their identities are protected with nicknames.

Moreover, in the lower areas of both categories, there are students with blank spaces, this means that they did not create any sociogram figure, but they were relevant for this investigation. In the case of the participant students, they were video recorded, even though they did not do the sociogram activity; and in the case of the non-participant students with blank spaces, they were mentioned by other students although they did not complete the sociogram.

Subsequently, I analyzed the commonalities in students’ diagrams to establish the closeness among them. Thus, if a student wrote the name of other two people, and these persons write the name of the first person and the same other, it means that they accept the closeness among them. Besides, it was possible to do the same with the students’ rejections to other partners.
After this analysis, I was able to represent how the social groups were established (see figure 2 below). For this sociogram figure, I only showed the participant students of the study, and I could find that there were six social groups in the class; one of them is the biggest with five members, while others have three or four members per group.

Figure 2: map of the sociogram

Even though these groups are clearly established, they relate with the members of the other communities, and I represented these interrelations with arrows and therefore I depicted the
lack of confidence among groups with no arrows among groups. As the reader can see, there is some confidence among four of the groups, while one group is close to two others and the other group is only close to one of them.

All in all, the social map of this sociogram allowed me to know the students’ social preferences for interaction and therefore to argue why certain alliances and oppositions are created (see Oppositions and Alliances section) when they had to work in groups with people that did not belong to their social circle in order to complete the task.

Further, I could also notice that even though there is a girls-only group and a boys-only group, most of the social circles include both boys and girls, which demonstrates that there is no any pattern of either distance between boys and girls or remarkable closeness among them - although the minority of those students preferred to work with people of the same gender-. Most of the groups have a similar distribution of boys and girls, being the boys the larger population of the class.

_Data Management: FPDA as an approach for analysis_

In the phase of data management, I will start the FPDA analysis with a denotative comment to introduce the relation of power, as explained in the research design chapter. Then, I will show samples taken from the transcriptions in which the power relation under discussion is evident.

To introduce the samples of speech from every relation of power, I will mention the task developed during the class when the interaction was recorded, the date and the number of the conversation. Afterwards, I will show the comment emerged from the synchronic analysis in order to interpret what occurred in the sample of speech. Therefore, I will use the conventions for
transcriptions mentioned in the research design (see annex 1) and then the diachronic reflection. I will follow this process with all the samples of conversation that support the power relation and finally, I will provide the reader with the connotative conclusion, which is about how the power is enacted for every category of power by stating my own reflection based on their theories that support the connotative findings.

_Synchronic/Diachronic stage: the analysis of the heteroglossic data_

As it was mentioned in the research design chapter and in the introduction of this chapter, the synchronic stage is the step of the analysis in which I describe the situation and enactment of power occurring at that point, then I show a short fragment of speech (transcript). Then I display the diachronic comment that corresponds to an ethnographical view of what is going on in the interaction; in other words, I describe how the flow of power occurs, what discursive elements are used by the speakers and how. In some cases, I use the diachronic comment to refer to the perlocutionary effects that that the use of certain discursive elements cause.

_Textual Analysis: Findings_

After analyzing the transcriptions, I could determine that students adopt different discourses such as teacher-like figure, seeker of attention, leader- instructor and voluntary passive interlocutor. In fact, the interlocutors that are in the quest for power assume these roles by using different discourse tools such as commands, (Fairclough, 1989) questions and explanations (Castañeda, 2008 b), repair sequences (Schiffrin 2006) and interruptions (Coker, 2011). Because of this, the next power relations occur: control of interaction (Barnes, 2005), students assuming a teacher-like discourse (Castañeda, 2008), opposition and alliances (Goodwin, 2002), and finally, silence and submission to power (Leander 2002). In the next paragraphs, I will describe the
stages of the analysis process with the use of FPDA, by following the process described in the sections of Data Management and Synchronous/Diachronic stage described above.

Control of Interaction: Start and Conclude Ideas

Denotative level

The next extracts present the way in which some of the participants enact their power on their social group, through the control of the topics and ideas that should be discussed during the interactions aimed at developing the lesson task. These samples match with the findings of Barnes (2005) in which the flow of ideas were controlled by students through initiations and terminations of ideas. Consequently, in the extracts below, the students who seem to hold the group power are the ones who initiate a topic for discussion and they generally conclude that topic. It is important to mention that different topics might be discussed during the interactions; however, these powerful students generally controlled the flow of ideas of the first topic.

Task for this class: The First Aid Kit, April 27th:

Excerpt of Conversation 2

Synchronous stage:

In this conversation, Ivonne, Jenny and Brayan 1 are discussing the elements that a first aid kit should have in case of an emergency. Although Jenny tries to add some information in line 4, Ivonne reminds Jenny that they are talking about an emergency. In this case, Ivonne evaluates the comment made by Jenny as well as the situation that they are discussing. In the next sample we will see how the constant evaluation of the development of the task allows the subject to control the interaction.
1 Ivonne: (Talks to Jenny) Esta se escribe consent

2 Brayan 1: La cruz roja (he laughs) __________________________ el botiquín (he moves affirmatively his head)

3 Ivonne: // eeeemmm ¿Qué mas? //eeh que más ponemos comida, porque uno no va a vivir así

4 Jenny: (unhearrable)

5 Ivonne: es que es una emergencia.

Diachronic stage:

In this case, Ivonne is the person who has most of the power, one proof of this, is that she is the person who starts and concludes this interaction. On the contrary, Brayan 1 does not have power, because he proposes an idea (line 2) and then he is interrupted by Ivonne; moreover he does not participate again in the discussion. In terms of modality, Ivonne evaluates the situation, as previously said. She accepts the fact that they are talking about an emergency, but when she says “es que es una emergencia” (but it is an emergency) she is denying what Jenny said (unfortunately unhearable) by means of that reply.

Additionally, she does not receive any answer by part of Jenny, which makes Ivonne the person with the last word, therefore the person whose statements are accepted by the group. In fact, turns are taken to contribute with ideas and Ivonne is the person who decides whether something is good or not. The next excerpts belong to the next video recorded class where this relation of power was found.

Task for this class: The Ideal Person, May 11th
**Excerpt of conversation 1,**

Synchronic stage:

Although Jenny was not who started the interaction in this conversation, Brayan 1 that was the first person who talks, asks for permission to Jenny in order to start the task.

5. Brayan1: Ponga los cachos (he stands up and hides from the camera) Noo ñeero no…

¿Comenzamos? (Bryan asks to Jenny)

6. Jenny: Ya voy en la tercera, ¿Cuántas vienen?

7. Brayan 1: Cuarenta

**Diachronic stage**

This question directed to Jenny, is a request for authorization to start the task, since Brayan 1 did not suggest the other members of the group to start, neither he started by himself. However, Brian 1 tries to take over the conversation by calling his group’s attention with jokes, nonetheless none of them pays attention to Brian 1. Besides, he answers in an affirmative way Jenny’s direct question about the amount of sentences. Although Jenny did not start neither finished this interaction, the use of that question makes her the person who is directing the flow of ideas.

**Excerpt of conversation 3, May 11:**

Synchronic stage

The participants of this conversation are Ivonne, Brayan 1 and William. In this conversation, they are thinking about what to include in the first aid kit, but the interruption made by Brayan 1 is an attempt to redirect the development of the discussion.
1. Ivonne: Bueno pongan… yo digo que buenos sentimientos que buenos sentimientos para mi… no se pa usted …

2. /Brayan 1: uy gordo, ¡va a salir en también caerás!

(long silence)

3. Brayan 1: hágame (He stops talking)

4. Ivonne: // porque si no tiene buenos sentimientos ¡de que sirve todo eso!

5. William: aaaah

*Diachronic stage:*

In this conversation, Ivonne starts giving ideas, starts the interaction and although Brian 1 tries to interrupt what she is saying, in order to change the topic of the conversation, she continues expressing her idea. In order to continue expressing her idea, Ivonne interrupts Brayan 1’s speech and his idea; additionally Brayan does not reply to this interruption and William shows his understanding of what Ivonne said. As we can see in this case, an important element to show how the act of initiation and termination of ideas empowers subjects is the silence of others. This means that silence is used to show that the other speakers do not have anything to say either against the leader of the group or in favor of him/her, they are accepting the concluding statement uttered by the empowered person. (See subordination category in this chapter)

*Task for this class: Creating a Story, May 18*

*Excerpt of conversation 3*

*Synchronic stage*
The participants of this conversation are Camilo and Carolina 1. In the next sample, Camilo directs the flow of the conversation by using guiding questions and assessing the response.

1. Camilo: ¿Cómo hiciste la primera? Explicame

2. Carolina 1: Pues…simplemente leí esto y supe que tocaba colocarle esto

3. Camilo: Claro, muy buena explicación (He says it in a sarcastic way)

4. Carolina 1: /¡Copie! ¡Copie! (The other students from the group laugh)

*Diachronic stage:*

In this interaction, we can see that there are two powerful students, they are Camilo and Carolina; on the contrary, the other members of that group remain silent. Although both of them show how powerful they are in the group (Camilo uses the model of initiation-response-feedback for interacting and Carolina 1 gives commands to Camilo in line 4). Although Carolina 1 seems to try to take control of the interaction by giving a command to Camilo, she does not accomplish her objective because she did not continue with the previous conversation to defend what she had just said. Therefore, Camilo is the person who directs the ideas regarded in the conversation, by means of the mentioned IRF model of interaction.

*Excerpt of conversation 4, May 18:*

*Synchronic stage:*
In the next illustration, the reader will see how an individual takes control of the direction of the conversation while being supported by the other members of the group. The participants of this interaction are Nathalie 1, Daniela, Jhonatan and Camilo.

1. Nathalie 1: //What is thr…(unhearable) Si la niña…

2. Daniela: //¡Pero es que es un niño! Es un niñooo

15. Nathalie 1: Es una niña (she laughs)

16 Jhonatan: ¿Pero es que eso es que? (he laughs)

17 Daniela: ¿Cierto que es un niño?

18 Camilo: Sí. (Talks to Daniela)

Diachronic stage:

In this case, Nathalie 1 was reading something related to their assignment and as it is the first line, it would imply that she is the one who directs the conversation. Nonetheless, Daniela suddenly interrupts her to talk about the sex of the character in their story, in this case Daniela switches the topic about what the character should do, to a discussion about the sex of the character. Nathalie 1 engages into this new topic and forgets about the previous one. Additionally, it was Daniela who drew a conclusion about this discussion and Camilo supported her final comment, then the discussion stops at that point, and Daniela was empowered by Camilo, who is a figure of power in the class, as it can be seen in the previous excerpt and in the Teacher-like figures category.
Excerpt of conversation 5, May 18

Synchronic stage

The participants of this discussion are Andres, Hernando and Brayan 2. In this extract, we can see how Andres changes the ideas for conversations (line 4) that he previously established (line 1).

1. Andres: … Pues el que le di tonto. Por decir, si no hubiera estado…mucho tiempo en el computador, hubiera podido jugar más con él, porque acá no hay nada más, eso…entonces ya le di la idea principal (Looks at Hernando) ahora hágale (he gives the paper to Hernando)

2. Hernando: ¿Qué?… yo coji la hoja, ahora usted escribe, va (he gives the paper to Andres he doesn´t receive it )…

3. Brayan 2: Yo esrivo y ustedes me dicen

4. Andres: ¡Camilo! No me grabe, voy a preguntar una cosa (he asks something unhearable to the recorder)

Diachronic stage

In this conversation, we can also see the power assumed by Andres, since he is the person who starts the conversation giving a command as the first speech act of the interaction, and he is the person who finishes the speech event. Moreover, Brayan 2 has an important role in the closing of the conversation because he decides to be the person who has to write, so that Hernando and Andres do not have to discuss anymore. Both Anders and Hernando seem to accept Brayan 2’s proposal of writing because they did not oppose to him, although they did not
show any gesture of approval, which could mean that they did not give a lot of importance to
Brian 2.

*Excerpt of conversation 7, May 18:*

*Synchronic stage*

The participants of this interaction are Andres, Brayan 1, Camilo and Hernando. In the
case below, we might see how Camilo, who is an outsider of this social group, interrupts the
members of this group and established his own topics.

1 Andres: Ahí esa…

2 Brayan 1: ¿De la victoria? No, llevaba, llevaba, ya vamos a alcanzar… ya hicimos todo
ese …

3 Camilo: //¿No tienen calor? ¿Con ese solazo ahí y no tienen calor?

4 Hernando: No pero es que estamos cuatro aquí abrazaditos (everybody laughs)

*Diachronic stage*

In these lines, we can see the noticeable power that Camilo has on the rest of his
classmates. Since Andres and Brayan 1 were having a conversation on a specific topic and
Camilo, who was the person that was recording the class, interrupted Brayan 1 and started to talk
about a different topic and the conversation turned to be about Camilo’s topic. Besides, Hernando
jokes about the hot weather, which is Camilo’s topic and everybody laughs, which demonstrates
how they accepted this new topic and contributed to enrich the conversation by adding jokes about it.

*Excerpt of conversation 9, May 18*

**Synchronic stage**

The participants of this discussion are Andres and Camilo. The case shows an explicit example of initiation and termination of ideas as well as of speech, by part of Andres.

1. Andres: (Imitates another student) ¿Cómo se escribe esto? (Directs to Jhon) ¡Tonto! ¡La tres!

2. Camilo: ¡Bonito cuaderno!

3. Andres: Oh mi amor… mire, mire (kisses the notebook)… ya.

**Diachronic stage**

In here, the issues regarded in the conversation were about the way in which Jhon should write some sentences, when Camilo does a declarative statement (line 2), which is an illocutionary act (Searle, 1969) since Camilo makes an utterance with certain effect. Andres concludes the speech event, acting in consequence to Camilo’s words, which is known as a perlocutionary act (Searle, 1969). In fact, he stopped giving instructions to Jhon and he continued with Camilo’s topic.

On the other hand, it could be perceived, Andres’ discourse is authoritative and rude. He is all the time giving orders and treating his classmates in a bad way (see Excerpt of conversation
7, May 18). He also tries to keep control of power whenever he is defied. As seen on the previous excerpt, he tries to keep on giving commands to his classmates.

_task for this class: interviewing about fantasies, May 25

_complete conversation 2, May 25

_synchronic stage

The participants of this interaction are Steve, Brayan 1 and Brayan 2. In the conversation below, Steve starts a focus for the interaction, but Brayan 1 does not pay attention to him, so Steve refers to the instructions given by the teacher to call Brayan 1’s attention, in this way Steve keeps the pace of the talk.

1. Steve: Présteme el celular

2. Brayan 1: (talks to the recorder) Que parece, ¿le guste? (he laughs)

3. Steve: Es que dice el profesor que lo único de (...) y es que Es que dice acá frases (unhearable) como esta mire.

4. Brayan 1: To be, to be y es to have

5. Steve: No porque vea que aca no dice

6. Brayan 2: //¿Cómo va?

7. Steve: Vea que acá dice una palabra que no (...) (Brayan 2 and Steve are Reading something in the dictionary)

_diachronic stage
In this conversation, Steve is the person who has most of the power in the group, since he starts and finishes the interaction, he directs the topic in the conversation and he makes a direct request to Brayan 1, who does not oppose to Steve. Brayan 1’s attempt to get the attention of others was unsuccessful thanks to the recalling made by Steve.

*Excerpt of conversation 4, May 25*

*Synchronic stage*

The participants of this conversation are Camilo, William (the recorder), Santiago, Cristian and the Recorder. These students are reluctant to the presence of the camera; however, they try to make jokes in front of the camera. Camilo is the person who has control of the pace of the interaction.

1. Camilo: Y pues analizando la posibilidad de que un niño o un joven… (looks at the camera) aaah mi querido compañero, estábamos hablando sobre la relatividad de que un triángulo es igual a mas menos cinco dividido en diecisés… pero pensándolo bien, sería mejor si utilizáramos una salchicha y una arepa (silently laughs)

2. William: //UY, ¿QUE ES ESA VAINA?

3. Camilo: Para para (he laughs)

4. Cristian: //vender arepas

5. Camilo: (He laughs) claro es lo mas obvio

6. William: //obvio, obvio

7. Camilo: Mi querido compañero
8. Santiago: //Y chorizo

9. Camilo: Interesante pero discutible (everybody laughs) tengo mis bases muchachos, tengo mis bases...

10. Cristian: (talks to the recorder) Chao

11. William: (talks to Camilo) ¿de chorizo? ¿o qué?

12. Camilo: Bueno, entonces si, si, sí golpeáramos al que está grabando. Sería excelente la verdad (he stands up and makes a mimic to the student who is recording.)

Diachronic stage

In this conversation, we can notice how Camilo has the power and control of interactions, since he starts and finishes the interaction, in which he makes jokes, pretending that he is contextualizing the person who is recording about their topic of conversation. On the other hand, his jokes are funny for the rest of the members of the group, even though all of them are silent, they interrupt him to support his ideas, in this sense, and nobody is trying to do any resistance against Camilo’s power.

Connotative comment about power as control of interaction

Even though there were some glitches when transcribing students’ speech because of the noise and the lack of complete conversations, these chunks of transcriptions were taken from intelligible and complete conversations, and this phenomenon of initiations and terminations of ideas was a constant characteristic in these conversations. In the next lines, I will describe how students enacted this relation of power.
The subjects in discussions consensually accept the fact that someone is proposing a topic, they decide to continue talking about that issue and even though some people propose different themes, the speakers reject the new topics. Afterwards, it is not always necessary that the person who holds the power utters the first word, the important to be considered as a powerful subject is to start the topic for discussion and therefore conclude it; even if the speech continues or if they move to a new topic, the main idea should be concluded by the person who holds power. This matches with Barnes’ findings (2005) about how topics are managed in discussions.

Another important feature of the control of interaction is how the other participants of the discussion accept their classmate’s role of dominance by enriching the powerful subject’s topic with their own ideas (see excerpt of conversation 4, may 25). In these cases, the learners establish a consensus about their roles of power and as it can be seen in the excerpts above, in those specific cases there is no opposition to that condition of power.

Above and beyond, some other students represent an authoritative figure of power in the sense that their opinion is the last word of a discussion. In fact, they give their opinion about a topic of discussion, in which there is no agreement by part of the other participants, thus they give their last word to empower certain position and the discussion is over. (see excerpt of conversation 4, May 18 and excerpt of conversation 5, May 18)

**TEACHER-LIKE FIGURE**

*D Denotative level*

During the analysis of the transcriptions, it was found that some students assume a teacher-like discourse, since they use a variety of elements of speech that allow them to position themselves as the subjects with the control of what should be done into a determined social
group. These speech elements are framed into the model of initiation, response and feedback (IRF) and that represents a way in which teachers exert power in the classroom.

Additionally, the teacher-like discourse has been discussed by authors such as Castañeda (2008 a, 2008 b) and Rojas (2011). On the other hand, the use of question has a key role, not only in the initiation of the interaction, but also as a modality for achieving a specific purpose (Fairclough, 2003) in this case, the purpose is that students attempt to empower themselves through some of the questions that they make.

Task for this class: The secrets of a sportsperson, April 06

Excerpt of conversation 1, April 06

Synchronic stage

The participants of the interaction are Andres, Michael 1 and Brayan 2. In this part of talk, Brayan 2 is writing what Andres tells him to write, on the contrary Michael does not have any participation in this interaction despite of being a member of this group.

2. Andres: ¿Si coinciden? ¿Si escribió? se escribe Valderrama, el pibe Valderrama

3. Brayan 2: aaaa el Pibe Valderrama

4. Andres: Pero no escribieron Valderrama sino Palddrama

Diachronic stage

This fragment of speech is totally framed into the IRF model, since Andres starts asking Brayan 2 whether the answers matched, then he receives a response by part of Brayan 2, who
realized about his mistake and he finally points out Brayan 2’s mistake, comparing it with the right answer to make him notice the spelling mistake that Brayan 2 had.

Excerpt of conversation 1, April 06

Synchronic stage

In the next part of the dialogue, Andres’ words have a deeper perlocutionary effect, since Brayan 2 leaves aside his proposal of handing in the work for next class and agrees with Andres’ idea of handing it in that moment.

5 Brayan 2: (talks to the teacher) PARA LA PROXIMA CLASE

6 Michael 1: eem entrenar es bueno para nosotros (unhearable words)

7 Andres: Terminemos mari… terminemos

8 Brayan 2: ENTREGUEMOS

Diachronic stage

In line 5, Brayan 2 was proposing to the rest of the class to give out the assignment for the next class. However, Andres, who is the dominant student in the group, had a different idea, which was proposed in line 7. Instead of opposing to that idea, Brayan 2 leaves aside his proposal and agrees with Andres’ idea; he even raises his voice level to give force to the Andres’ command. In this way, Brayan 2 empowered to Andres.

Task for this class: The First Aid Kit, April 13

Excerpt of conversation 3, April 13
Synchronic stage

The participants of the following excerpt are Carolina 1 and Nathalie 1. Here, we can see how Carolina 1 uses different discursive tools to empower herself without interacting with the other members of the group, this situation reinforces her role as a teacher-like figure, since there is not any kind of alliance or opposition by part of her peers.

6. Carolina 1: //Vea “headache”, (she starts talking very fast) ¿se acuerda que él dijo que terminaba en “ache”? , entonces que si usted le supe, tiene dolor de cabeza… eso es… ¿tiene dolor de cabeza?… Ahora dele usted (she talks to Nathalie 1)… este otro lugar… es “travel”… Profe, ¿Qué es “travel”?

Diachronic stage

In this conversation, Carolina 1 tries to empower herself by means of giving direct commands to Nathalie 1, so that she could be considered as the leader of the group. Moreover, instead of allowing Nathalie 1 to clarify something with the teacher by herself, Carolina 1 is the person who asks this information to the teacher, which makes her as the most active member of the group.

Afterwards, In line 6, Carolina 1 tries to explain to Jhonathan the meaning of a suffix, and she asks an examination question (Athanasiadou, 1990) to Jhonathan, this does not imply that she is requesting some information that she does not know, on the contrary she only wants to remind him about a specific situation for didactic purposes (Athanasiadou, 1990). Therefore, she can be seen as the person who knows the most about the topic of the conversation, which empowers her role in the group due to the fact that the other students follow her commands because for them,
Carolina 1 is the one who knows what to do and how to do it well. (MacKroskey & Richmond, 1983)

Another possible interpretation of what happened in this moment of interaction, is that probably Carolina 1 wanted the other students to realize that she is the one who knows about the topic and they should follow her instructions to accomplish the task. Maybe, Carolina 1 wants to empower herself and move from an homogeneous distribution of power in her group, to a power position in which she starts holding power since that moment.

A third interpretation of this event, is that Carolina 1 wanted to oppose to the ideas of another member of the group, and she sought for the teacher’s approval for her ideas so that she could be empowered in this way. All in all, the three interpretations that I just mentioned are aimed at the fact that Carolina 1 is trying to empower herself by using knowledge as her means for that.

Excerpt of conversation 2, April 27

Synchronic stage

The participants of this dialogue are Ivonne, Jenny and Brayan 2. When the recorder started to pay attention to this group, all of the members were silent and concentrated in their work, Jenny is the person who is writing and then Ivonne corrected a spelling mistake that Jenny had.

1 Ivonne: (Talks to Jenny) Esta se escribe consent

2 Brayan 1: La cruz roja (he laughs) el botiquín (he moves affirmatively his head)
3 Ivonne: // eeeemmm ¿Qué más? // eeh que
más ponemos comida, porque uno no va a vivir así

4 Jenny: (unhearable)

_Diachronic stage_

Ivonne assumes the role of a teacher because she corrects her partner’s mistake, (line 1). Besides, she asked the other members of the group to add more ideas. It is remarkable the fact that Ivonne was the person who asked this question and not another person; these two enactments of power in the same interaction, show that she has a teacher role that empowers her position in the group.

_Task for this class: Recreating a Story, May 18_

_Excerpt of conversation 2, May 18_

_Synchronic level_

In this conversation, the group of participants is concentrated on the development of the task, Camilo is the recorder and he decides to interact with them, since he notices that they did not understand clearly, what they have to do.

1. Camilo: Pues, pues muchachos, pues ¿yo puedo decir lo que entiendo? (A question to everybody)

2. Andres: (He nodded) aja

3. Camilo: Pues muchachos, (long silence) pues muchachos, lo que yo entiendo es que ya el profesor les dio dos hojas, ¿cierto?
4. (Andres Shows a sheet of paper)

5. Camilo: ¿Y la otra hoja donde esta?

6. Andres: (Points at Hernando)

7. Camilo: ¿Me la prestas un momento, por favor?

8. Hernando: (Gives the other sheet of paper to student 1)

9. Camilo: Yo lo que entiendo es que en esta hoja… voy…qué pena, están los condicionales, ¿cierto? Están los ejemplos de los condicionales, con esta hoja podemos saber lo de lo, lo del tercer condicional y sabiendo lo del tercer condicional, podemos hacer esto, armar, armar esto, armar la historia, ¿si me entienden? Yo creo que yo creo que es así, ¿no?

10. (Andres noddes)

    *Diachronic level*

    Camilo is showing his role as a teacher in different aspects, firstly he asks for an indirect request in line 1 to explain the topic to his classmates and the group accepts this request, after receiving the class material, (the other students do not talk very much but they do what Camilo asks them to do) Camilo starts explaining what they have to do and finally, he asks an examination question to see if the members of the group understood or not.

    *Excerpt of conversation 3, May 18:*

    *Synchronic level*
This is another example of the role of teacher that Camilo assumes. In line 3, Camilo with a sarcastic tone, judges the explanation given by Carolina 1, showing that her explanation was incomplete.

1 Camilo: ¿Cómo hiciste la primera? Explicame

2 Carolina 1: Pues…simplemente leí esto y supe que tocaba colocarle esto

3 Camilo: Claro, muy buena explicación (He says it in a sarcastic way)

Diachronic level

Apart from the fluctuation of power explained above, it is also important to highlight the fact that Carolina 1 answered Camilo’s question without opposing to do so. Besides, Camilo asked a non-modalized question (Fairclough, 2003) In which he does not use any kind of modal word or expression that modifies the sense of the question, on the other hand, he used a command (Explicame- explain to me) to reinforce his intention of evaluating Carolina 1’s steps to complete the exercise, which entails a teacher-like discourse because Camilo seems to be assessing his classmate’s process and outcome.

Excerpt of conversation 5, May 18

Synchronic level

In this exchange, Andres, John, Brayan 2 and Hernando are talking about the moral that they should write about the graphic story that they are creating; in this example Andres assumes the teacher-like discourse.
1. Andres: … Pues el que le di tonto. Por decir, si no hubiera estado…mucho tiempo en el computador, hubiera podido jugar más con él, porque acá no hay nada más, eso…entonces ya le di la idea principal (Looks at Hernando) ahora hágale (he gives the paper to Hernando)

2. Hernando: ¿Qué?... yo cogí la hoja, ahora usted escribe, va (he gives the paper to Andres he does not receive it )…

Diachronic level

As it can be seen in line 1, Andres is a powerful student, since apart of starting the interaction, Andres assumes a role as a teacher when he illustrates the task with an example, and he gives a command to Hernando (ahora hagale - do it now) in order to reinforce his high power position in relation to Hernando. Nonetheless, there is resistance by part of Hernando; in this case, although Andres assumed a teacher-like discourse, it does not necessarily change the relation of power, changing such condition implies more things, like the other members of the group accepting that Andres is the one with knowledge, the use of direct commands, non-modalized questions, etc. (see excerpts above)

Excerpt of conversation 6, May 18

Synchronic level

This is another conversation between Hernando and Andres. They continue discussing the same issue of the previous interaction and once again, Andres enacts a teacher-like discourse.

1. Andres: ¡PUES EL QUE LE DIJE TONTO!, por decir, yo estaba en el computador, ¿si? Entonces se dice, dice, si no hubiera, si no hubiera dejadooo hasta para tan tarde la tarea, no, no
estuviera aquí pegado tanto rato, asi. (Hernando is writing and the rest of the members of the
group, look at him)

2. Andres: HAD (directs to Hernando )

*Diachronic level*

In lines 1 and 2, Andres illustrates his contribution to the task in an imperative way, since
he does not use any polite word. Besides, Hernando made a mistake when writing the word
“had”, so Andres raised his voice in order to ask Hernando to correct the word. In this case,
raising his voice was a better strategy for Andres to empower himself in the group, instead of the
commands he used previously, which caused opposition by part of Hernando. (see previous
excerpt)

*Excerpt of conversation 8, May 18*

*Synchronic stage*

In the exchange below, Andres is constantly correcting John although John indirectly
affirms that he does not need that correction.

(Andres is searching a word in the dictionary)

1 Andres: Menos…less, less, menos

2 John: Eso es lo que estoy haciendo

3 Andres: Nooo, era doble ese

*Diachronic stage*
This is another example of how Andres empowers himself by means of correcting John. And although John tries to show that he is doing what is right without Andres’ guidance; Andres still continues trying to show John that he is making a mistake and Andres is trying to make John realize about it.

Task for this class: Interviewing about Fantasies, May 25th

Excerpt of conversation 2, May 25

Synchronic stage

In this case, Brayan 2 asks Steve about how he is doing with the work. Brayan 2 is excluding himself from the responsibility and asks a directive question to Steve.

6. Brayan 2: //¿Cómo va?

7. Steve: Vea que acá dice una palabra que no (...) (Brayan 2 and Steve are Reading something in the dictionary)

Diachronic stage

Contrary to Brayan 1 and Steve, Brayan 2 is not confronting his peers to get the power, however he asks Steve a monitoring question, as if he were the person who has to guide Steve, additionally, he is not including himself in the work, just trying to lead the others (¿cómo va? - How are you doing with that?). As no one opposes to Brayan 2, this could potentially empower him, which demonstrates the importance of using monitoring questions and the use of deixis to treat the other members of the group as the ones who need to do the work.

Excerpt of conversation 5, May 25th
Synchronic stage

In the next fragment of transcript, Carolina 1 and Tatiana had a misunderstanding about the word that they should search in the dictionary and Carolina is trying to come to terms with Tatiana about this negative situation.

2. Tatiana: ¿hay? (searches in the dictionary)

3. Carolina 1: //búsquelo

Diachronic stage

At the beginning of this talk, Tatiana asks Carolina 1 a rhetoric question, and she does not answer this question, on the contrary, Carolina 1 gives a direct command to Tatiana. In this case, Carolina did not recognize Tatiana’s power and consequently did not answer her question but kept her role of a powerful subject by means of giving instructions. In the fragment of speech showed below, we see how Carolina 1 keeps her teacher role by means of correcting Tatiana.

6. Tatiana: Mire (and shows the dictionary)

7. Carolina 1: aaaaay busque there, no busque hay

In these lines, Carolina 1 uses a speech act that not only has the function of correcting Tatiana, but also the function of requesting Tatiana to do a determined action, for example to stop complaining about the word to search.

FPDA Connotative comment for power as a teacher like discourse

As the reader could notice, some students claim the leadership in their groups and guide the others. In the cases showed above, none of the other learners opposed to this idea, which
made this role an effective way of being empowered. Additionally, the students that assumed the roles of teachers used several persuasive elements that can be found in the teacher’s discourse (Castañeda, 2008a, Rojas, 2011). However, the fact of adopting a teacher-like discourse does not mean that the other members of the group will empower this person; there might be resistance to it and some discursive tools such as different types of questions could be more effective than others like commands, which could not be entirely accepted by all members of the group.

In terms of gender struggles, both girls and boys assumed the teacher-like role both boys over boys and girls and girls over boys and girls too and when the members of the group accepted their partners’ role of power, there was no any objection related to that. After the analysis through the scope of this feminist scope of discourse analysis, I could notice that there was no any pattern of gender dominance.

*Opposition and alliances*

*Denotative level*

During the analysis of the data, I found that power is often asymmetrical among individuals, and these individuals are constantly pursuing for power into their social groups. As Foucault argues, there are constant anti authoritative struggles among individuals and the instances of power (1989) in this context, the struggles of power are given between the powerful and the powerless students.

Some of the elements that students use in this search for power inside these asymmetrical social relations are the opposition and the alliances that the powerless and the powerful ones do in order to maintain or seek for power. In the next samples of transcripts, the reader will find the different elements that students use to oppose or to form alliances among them.
Task for this class: The Secrets of a Sports Person, April 6

Conversation 1, April 6

Synchronic level

In this conversation Brayan 1, Hernando and John are recalling some events of a movie that they saw in the past, they use interruptions for different functions, but in this case, I will only focus on the ones that have the opposition as a final purpose.

1 Brayan 1: (He’s whistling)

2 Hernando: Este es mucha… y sale el carro

3 John: / /Y SALE EL CARRO (imitates sounds of a car)

4 Brayan 1: (he laughs)

5 John: La vieja… la vieja

6 Brayan 1: (Calls the Hernando’s attention) //Uy papá tengo ganas (starts singing very fast, and something unhearable) (HE LAUGHS) QUIERO SALTAR

7 Hernando: (He laughs) // ¡BUENO YA! (unhearable)

8 Brayan 1: ¡Villa! ¡Villa! (He’s calling someone)

Diachronic level

At the beginning, Hernando started to express an idea about the movie, then John interrupts him to say exactly what he was going to say and Hernando stops his commitment to
talk about the movie. In this conversation, Hernando seemed at the beginning to be a powerless member of the group, yet he interrupted them in line 7 and shouted them, performing a command, asking them to be quiet. This attempt of opposition worked, since John remained silent and Brayan 1 changed the topic and talked to a different person. Hernando’s action worked and empowered him in the group.

*Task for this class: The First Aid Kit, April 27*

*Excerpt of conversation 1, April 27*

*Synchronic stage*

The participants of the next excerpt are Michael 1, Rasmiya, Lina and Jessica. They are deciding what a first aid kit should have for an emergency; as seen in the category of control of ideas, Jessica is the person who controls the stream of ideas. On the other hand, Lina opposes to her powerful status.

1. Jessica: ¿Qué más toca hacer?

2. Lina: Pues seguir pensando que más. Que más llevamos para una emergencia (points to the butcher paper)

3. Rasmiya: ¿Una carpa? (Asks to Lina and does not receive any answer)

4. Jessica: ¿Una carpa?

5. Rasmiya: Oiga sí, sí

6. Lina: ¿Pero cómo va a dibujar una carpa?

7. Jessica: Pues así (Starts drawing)
Diachronic stage

The question in line 6 is a means of opposition, since Lina challenges Jessica, using an examination question that according to Athanasiadou (1990) pins down the responsibility that the group gave to Jessica. Even though Lina tries to restrict the Jessica’s power, she probably accepts that Jessica is a powerful student. This can be seen when she says “como va a…” (how are you going to…). In this clause, Lina is referring to Jessica as the person who is in charge of making decisions instead of any other member of the group, or herself.

Excerpt of conversation 2, April 27

Synchronic level

In this exchange, (which is also the first excerpt that I used to support the category of power as initiating and finishing ideas conversations) Brayan 1, Jenny and Ivonne are planning what to add for their first aid kit and despite the Ivonne’s powerful position in the group, she opposes to the idea proposed by Jenny.

4 Jenny: (unhearable)

5 Ivonne: es que es una emergencia.

Diachronic stage:

Even though Jenny says something unhearable, it can be perceived that she is trying to make part of the discussion since the communicative event that is occurring would suggest that idea, besides, when Ivonne says “es que es una emergencia” is defending her previous idea about carrying food for an emergency. In the previous excerpt, we can see how power is represented through different means, such as the control of ideas and not only with oppositions and alliances.
Task for this class: The Ideal Couple, May 11

Excerpt of conversation 1, May 11

Synchronic stage

In the following lines, we can see how the act of disobeying Brayan 1 is the way in which the other members of the group oppose to his exertion of power.

1. Brayan 2: Venga le digo, Venga le digo carinea

2. Fabian: Hagasen aca

3. Brayan 2: Hagasen aca (The other students do not move)

4. Brayan 1: // Que no me…

Diachronic stage

In lines 1 and 3, Brayan 2 tries to call people’s attention, however nobody obeyed his commands, neither answered to what he said, additionally he is interrupted by Brayan 1, who also changes the topic. In the illustration above, the other members of the group are opposing to Brayan 1 by means of exclusion, they ignore him and in this way he becomes a powerless member of the group.

Conversation 2 May 11th

Synchronic stage

The participants of this dialogue are Daniela, Andres and Hernando. In this conversation, Andres and Daniela are discussing the amount of characteristics that there should be about the
ideal person, it is important to mention that Hernando is strongly allied with Daniela as it can be seen in the sociogram (see annex 4)

1. Daniela: Son diez. ¿Cierto?

2. Andrés: Si

3. Daniela: Pero hay ocho (looks at Andrés)… Ay dejémosla así

4. Hernando: Son ocho ahí

5. Daniela: Hay ocho

6. Andrés: Pero es que hay que hacer diez oraciones completas

7. Daniela: pues hacen… hay pero es que esa es otra, esta es la de la intermitente, así que…

8. Andrés:

//aja


Diachronic stage

Andres, who has shown to be a powerful subject in the classroom, is opposing to the power that Daniela has gained thanks to the Alliance with Hernando. Even though Andres has strong arguments about the amount of sentences to be done, Daniela proposed a different amount of sentences, so he fails in his attempt to have the last word in the discussion. We can see how Andres stops his seek for power, when he interrupts Daniela in line 8, to confirm and support her arguments. In this case, Andres´ opposition was unsuccessful.
Excerpt of conversation 3, May 11

Synchronic stage

The participants in this discussion are Ivonne, William and Brayan 1. In the excerpt below, we can see how the Ivonne’s interruption and the William’s response to the Ivonne’s assertion, play a key role in the opposition exerted on Brayan 1.

3. Brayan 1: hágame (He stops talking)

4. Ivonne:  // porque si no tiene buenos sentimientos ¡de que sirve todo eso!

5. William: aaaah

Diachronic stage

The strike for power between Brayan 1 and Ivonne continues in the same way as it was said before, conversely, it is Ivonne the one who interrupts this time, so she concludes her idea and Brayan 1 does not interrupt her again. Additionally, William utters an adjunction that expresses that he understood what Ivonne said. This implies that William was paying attention to Ivonne and not to Brayan 1; thus, Ivonne is empowered by William.

Excerpt of conversation 3, May 11

Synchronic stage

In the following excerpt, which was already used in the category of Control of Interaction (See page 100 in this text) we can see another case of exclusion as a means of opposition. In this example, it is Brayan 1, who opposes to Ivonne in lines 2 and 3.
1. Ivonne: Bueno pongan… yo digo que buenos sentimientos que buenos sentimientos para mí… no se pa usted…

2. /Brayan 1: uy gordo, ¡va a salir en también caerás!)

(long silence)

3. Brayan 1: hágame (He stops talking)

_Diachronic stage_

Even though Bryan 1’s contribution is not taken in consideration, he does not accept Ivonne’s leadership in any moment, he is not writing what Ivonne says and he directs to another person when talking, not directly to her. Besides, he changes the topic of the interaction. All of these actions are framed into the opposition that Brayan 1 performs on behalf of Ivonne’s power. These activities seem to be successful for Brayan 1’s attempt of opposition.

Bearing in mind that Ivonne is a powerful student since she starts and finishes interactions (see page 100), Brayan 1, who is a member of the group, does not agree with the existent condition of power. Although it seems that there is no power agreement among genders in the group, we cannot say that we have a gender struggle since William, who is another member of that group has not taken a defined position either against or in favor of Ivonne’s leadership.

_Excerpt of conversation 4, May 11_

_Synchronic stage_

In the subsequent fragment of speech, Ivonne and William are discussing about the word that should be written in order to characterize the ideal person. In this case, intonation has an
important role in the sense that it represents the kind of discourses that both participants of the interaction use in order to achieve a higher status of power.

1. Ivonne: ONE

2. William: Funny

Diachronic stage

In this part of the conversation, Ivonne and William are discussing about the word that should be written; while Ivonne uses a loud voice volume, on the contrary William uses a low voice volume but he insists in the discussion with Ivonne. In this situation, there is a demonstration of opposition by part of both the powerless and the powerful individuals, but the empowerment of one of these students occurs only when a third participant involves in the conversation and pays attention to one of the members and ignores the other one.

6. Ivonne: ONEE

7. William: FUNNY

8. Daniela: ¿así?

9. Ivonne: ONE

10. William: Funny

11. Ivonne: ONE

After the Alliance between Daniela and William, Ivonne continues her seek for power by means of not only increasing her voice volume, but also extending the pronunciation of the word “one”, which produces a reaction by part of William, who raises his voice volume as well. As
said before, there is a constant opposition by part of William and Daniela against Ivonne and vice versa.

*Synchononic stage*

Throughout all the conversation 4 from May 11, Ivonne is constantly seeking for power, trying to make her voice be heard. However, she has to struggle against the opposition that the majority of the members of the group exert. In the fragment below, we will see how Andres is one of the non-aligned members.

11. Ivonne: ONE
12. Andres: Listo, ya, ya lo colocamos en la que faltaba
13. William: //CAAALM
15. Ivonne: //good… good feeling

*Diachronic stage*

Now that they are in a different exercise, Ivonne continues seeking for attention. This time, she also confronts Andres through interruptions. This case of opposition probably emerged since Andres paid attention to William’s idea and not to Ivonne’s idea. As Ivonne could see that Andres was not her allied, she interrupted him in line 15 as previously mentioned.

*May 18: Recreating a story*

For the task of this lesson, the objective was to create a story for a sequence of images by using all cases of conditionals in small groups.
Excerpt of conversation 1, May 18

Synchronic level

In the following dialogue, Brayan 1, Brayan 2, Fabian and William are looking for possible solutions about Fabian’s problem, which was that he did not have trousers to play soccer in the physical education class. In this case, Brayan opposes to the solutions given by the other members of the group.

14 Brayan 2: Yo tengo esta pero esta manchada

15 Brayan 1: Hágame

16 William: Hágame, juegue

17 Brayan 2: Vea como la manché

18 Brayan 1: Pero es que como usted no juega nada

Diachronic level

In this reply, Brayan 1 is trying to oppose to the fact that everybody is allied with Fabian and they concluded that he should play. He does this, arguing that Fabian has not the same level of skills than the others through the use of the contrastive conjunction “pero” (but) and then he states the problem that Fabian does not play well. Then the other members of the group do not answer to this assertion, so it is not possible to determine whether Brayan 1’s opposition was successful or not. Therefore, the silence of the other members of the group does not seem to demonstrate neither acceptance nor denial of this declaration.

Excerpt of conversation 3, May 18
Synchronic stage

This Exchange shows how Carolina 1 opposes to a request made by Camilo without directly denying this demand; hence Camilo does not insist about this and leaves the scene.

5 Camilo: ¿Me subes los pantalones por favor?

6 Carolina 1: ¿Ah?

7 Camilo: No nada, nada

Diachronic stage

In line 6, Carolina 1 answers to Camilo’s question-request increasing her voice volume, demonstrating that she heard what Camilo said, but giving him an opportunity to change what he said, or in other words, she uses a repair sequence, (Schiffrin 2006), which consists of using questions such as “what did you say?” to ask the other person to retract from what he/she said. Camilo consequently corrects what he said in line 7.

Excerpt of conversation 4, May 18

Synchronic stage

The participants of this interaction are Jhonatan, Daniela, Nathalie 1. In here, there are several interruptions as an attempt to oppose to the ideas of the other person.

1. Jhonatan: Ay y ahora nos van a grabar (He covers his face and continues laughing)

2. Daniela: //pero…

3. Nathalie 1: //What is thr…(unhearable) Si la niña…
4. Daniela: //¡Pero es que es un niño! Es un niñooo


Diachronic stage

In this conversation, Daniela opposes to Nathalie 1 in the discussion and Jhonatan becomes Daniela’s allied against Nathalie. In this case, interruptions have a key role, since the interruption made by Nathalie (line 3), is her discursive tool to strike for power. In the same case, Daniela interrupts Nathalie in line 4, as a way to oppose to Nathalie. On the contrary, the interruptions made between Daniela and Jhonatan (lines 2, 5 and 11) seem to be a way to support reliable information or positions of another participant (Coker, 2011).

Conversation 7 May 18

Synchronic stage

The participants of the following interaction are Brayan 1 and Camilo. In this situation, there is a sudden change of the topic by part of one of the speakers as a way of showing that he is not interested in what the other person is saying.

2. Brayan 1: ¿De la victoria? No, llevaba, llevaba, ya vamos a alcanzar… ya hicimos todo ese…

3. Camilo: //¿No tienen calor? ¿Con ese solazo ahí y no tienen calor?

Diachronic stage
In this case, Camilo does not recognize any power by part of Brayan 1 because he did not wait until he stopped talking, but he interrupted him and his topic. It is important to remind the reader that Brayan 1 has been constantly seeking for the attention of the others in order to get the power in the group. (see excerpts above).

Task for this class: Interviewing about Fantasies, May 25

Excerpt of conversation 1, May 25

Synchronic stage

In this case, Tatiana unsuccessfully tries to correct Carolina 1, but she does not accept the correction.

3. Tatiana: No, no, es, si yo soñara con una persona de la clase, mas o menos


Diachronic stage

Although Tatiana tries to correct Carolina 1’s idea, Carolina 1 does not accept this and she accepts what Tatiana said but in a sarcastic way.

Excerpt of conversation 5, May 25

Synchronic stage

The following excerpt is another example of how different relations of power occur simultaneously; in fact, we can see how students oppose each other and also the existence of a teacher-like figure (see the previous category, the same excerpt) The participants of this
discussion are Carolina 1 and Tatiana. In this case, Tatiana argues that Carolina 1 made a mistake when she asked Tatiana to search for a word.

1. Carolina 1: aaaaay busque there, no busque hay
2. Tatiana: aaaaay (she laughs) (unhearable) usted dijo busque hay
3. Carolina 1: Yo dije busque there, asi que no
4. Tatiana: //usted dijo busque hay

Diachronic stage

When Tatiana showed the result of the browse to Carolina 1 in line 5, Carolina 1 raised her voice tone and asked Tatiana to look for the correct word, since she had found a different word. In this case, Carolina 1 tries to exert her power on Tatiana once again, and even though there is not a direct struggle for power between them, Tatiana removed the responsibility of the mistake from herself, arguing that she searched for the word that Carolina 1 (who is also the teacher-like figure) asked her to search.

Alliances

Excerpt from Conversation 4, May 25

Diachronic stage

In the following excerpt, we can see how Camilo, who is a powerful person, since he is the one who starts with a topic of conversation and how the others try to complement his ideas by adding more information about that topic. Once again, two types of power relation converge in the same talk (see page 108)
1. Camilo: Y pues analizando la posibilidad de que un niño o un joven… (looks at the camera) aaah mi querido compañero, estábamos hablando sobre la relatividad de que un triángulo es igual a mas menos cinco dividido en dieciséis… pero pensándolo bien, sería mejor si utilizáramos una salchicha y una arepa (silently laughs)

2. Recorder: //UY, ¿QUE ES ESA VAINA?

3. Camilo: Para para (he laughs)

4. Cristian: //vender arepas

5. Camilo: (He laughs) claro es lo más obvio

6. Recorder: //obvio, obvio

7. Camilo: Mí querido compañero

8. Santiago: //Y chorizo

_Synchronic stage_

In this situation, we see how the participants of the conversation interrupted Camilo just to try to expand his ideas and not to contradict them. In fact, Cristian interrupts Camilo in order to support his idea and therefore empower Camilo. Besides, Santiago interrupts Camilo in order to complement his ideas.

_Excerpt from Conversation 1, May 18_

_Diachronic stage_
In this case, the speakers are talking about a soccer match, Fabian has a problem since he will not be able to play; as the other people consider Fabian as a key element to their team they start trying to figure out how to solve his problem.

1. Brayan 1: ¿Y pantaloneta?... Ay menos mal yo traje vea (he directs to all the group)

2. Brayan 2: La mía aquí esta

3. Brayan 1: Por eso, pues entonces se consigue las medias (he directs to Fabian)

4. Fabian: Pero yo como voy a jugar si es que mire, por lo menos el pantalón (unhearable)

5. Brayan 1: //

pues como...

6. William: Juegue sin medias

7. Brayan 2: O juegue así, sin me sin el pantalón

*Synchonic stage*

William and Brayan 2 are allied with Fabian, since they propose different solutions for his inconvenience, they are showing some interest for him and they are not excluding him from the group. As we can see in the sociogram at the beginning of this chapter, there is also a bonding relationship among some of the members of this group, which facilitates the alliance in order to solve problems as a group.

*Excerpt from Conversation 1, May 18*

*Diachronic stage*
Apart from creating alliances in order to solve Fabian’s problem, the chatterers allied in order to exclude Brayan 1’s comments from the conversation; they show him that his contribution to the talk is not relevant.

7. Brayan 2: O juegue así, sin me, sin el pantalón

8. Brayan 1: Pero yo tapo, yo tapo… Mire

*Synchronic stage*

Even though he does not interrupt explicitly, he tries to deviate the group’s attention (line 8)

*Conversation 5 May 25*

*Diachronic stage*

In the following chunk of conversation, we can see how the alliance of a person made through her opinion is the means to deny the initial idea of the person who was opposing to what the leader of the group had said.

9. Tatiana: //usted dijo busque hay

8. Carolina 1: No, no

9. Tatiana: //ay, qué vaaa

10. Carolina 2: No, si ella

11. Tatiana: //¿si?

12. Carolina 2: Ella no dijo busque hay
Carolina 1: There, hay hay hay, si veee (she laughs) bueno

13. Tatiana: //si hay

*Synchronous stage*

In line 12, we can see that Carolina 2, who has been silent during her partners’ discussion, is now allied with Carolina 1, and as she reinforces the Carolina 1’s idea, Tatiana stops discussing about this issue.

*Connotative comment about opposition and alliances*

Throughout the description of the interaction moments in which we can see opposition and alliances, students used different ways to establish their relations of closeness to the other members of their groups. In terms of opposition, they used examination questions, (Fairclough, 2003) interruptions and commands (Coker 2011) in order to disagree with the current conditions of power in the group, this was done by either the powerless or the powerful subjects. Moreover, by not paying attention to the speaker, the students showed that they were not interested in maintaining a social acceptance of the person who is talking. On the contrary, the listeners provide communication signs that show their interest on what their allies say.

Above and beyond, students use interruptions among them to oppose and create alliances; in the former case, students interrupt to cease the other people’s ideas and therefore propose his/her own ideas; while on the contrary, interruptions can also be used to support what another person is saying. It is important to mention that in most of the cases, I could notice that when someone supported a person in his/her group, he/she opposed to another member of the group through the means I have already mentioned.
Apart from using interruptions to create alliances during interaction, students also added new arguments in favor to someone during discussions to try concluding the debate. Another important finding relates to repeating the last word that someone uttered to highlight the importance of that idea.

*Silence and submission to power*

*Denotative level*

In this category of power relations, we may find subjects who do not necessarily struggle for power against the other participants of the interactions, but these subordinated people cooperate with other speakers in their search of domination of the conversation. Differently from alliances, these people do not seem to favor any of the other participants more than the others do; they simply follow the requests made to them. Apart from offering themselves to do certain tasks or supporting the ideas of the other people, the subordinated individuals use the silence as something characteristic of their discourse (Learder, 2002). In these cases, the silence is a means of communicating something. In the following lines, I will explain the discursive elements that these students use.

*Excerpt from Conversation 2, April 13*

*Diachronic stage*

In this case, William does not refuse to perform the command uttered by Andres. Although this might look like a common situation, it is not due to the amount of times this happens with William who executes the orders given by others. This behavior is not something strange to them and the other students recognize William’s subordinated role.
1. Andres: ¡Venga William! Deme una oración

2. William: (Talks to the person recording) Parcero (and shows his notebook to Andres) mire...

3. Andres: ¿Ahi que dice?

4. William: eeh (he reads his notebook)

*Synchonic stage*

In line 1, Andres gives a direct command to William, and William accepts this command without any kind of opposition. At this point, William assumes his role of a powerless subject without any resistance to it because he does not oppose to Andres’ order and there is no alliance between them because they do not belong to the same social group (see sociogram above). Besides, Andres does not thank William for his help. As we will see in the following excerpts, the other students start recognizing Williams subordinated position of power because they direct commands specifically to William and not to any other student.

*Diachronic stage*

This is another case in which William does what other people order him to do; Brayan 1 takes William’s pen in an unresentful way and he does not protest about it.

5. Brayan 1: (Talks to William) Présteme el esfero (Brayan 1 takes the pen from William’s hand)

*Synchonic stage*
In this case, there are different possible interpretations of this event; firstly, the powerless position that William has is demonstrated again, since Brayan 1 takes his pen and he does not say anything. By being silent, William could be accepting the current conditions of power, in which Brayan 1 is the powerful student and he is the powerless one and therefore Brayan 1 has the right to take the pen whenever he needs it, even if William is still using it.

Another possible interpretation is that Brayan 1 is seeking for power in different ways, and one of them is by taking things from his classmates without asking for permission and thus Brian 1 challenges the powerful students in the group. A final interpretation is that William and Brian 1 are close partners and they trust each other, so Brian 1 has the right to take the pen. However, this interpretation is not solid enough because it is a fact that William has a powerless student in different groups, as we can see in most of the excerpts used for this category.

Excerpt from Conversation 1, May 11

Diachronic stage

In this excerpt, we see how William follows Jenny’s recommendation, which demonstrates that he has the same behavior in different social groups.

8. Jenny: //William, hazte ahi para que no quedes incomodo (William moves)

Synchronic stage

In this case, William accepts Jenny’s role and he does not refuse to do it. Jenny is not asking William any favor. In this case, we can see that it is not only boys who exert their authority over William, but also girls, which demonstrates that William accepts to obey commands when these commands are done by either girls or boys.
Excerpt from Conversation 1, May 11

Diachronic stage

In the following sample, we see how William volunteers himself to do a request made by the video recorder to all the members of a group and none of his classmates wanted to volunteer.

13. Brayan 1: iiii jajaja (The recorder asks them to record him, William takes the camera for a moment and records that person as well as all the classroom in general)

Synchronous stage

A possible interpretation for this event is that William is used to be the person who helps his classmates when they need something. His peers always ask him to do things without asking him in a polite way. In this way, he is enacting is subordinated position in the group. Another interpretation, as described above, William could be offering help to one of his closest classmates, however it is a constant behavior, which means that this occurs not only with his friends but with many of his classmates.

Excerpt from Conversation 5, May 11

Diachronic stage

In the following excerpt, in which I previously explained how Hernando assumes a position of power by being a teacher-like figure and how Brayan 2 empowers himself when he finishes with the discussion stating the final word. Moreover, there is opposition between Andres and Hernando, who do not want to yield in front of the other. In this case, we can also see an example of submission by part of Brayan 2.
2. Hernando: ¿Qué?... yo cogí la hoja, ahora usted escribe, va (he gives the paper to Andres he doesn’t receive it)…

3. Brayan 2: Yo escribo y ustedes me dicen

4. Andres: ¡Camilo! No me grabe, voy a preguntar una cosa (he asks something unhearable to the recorder)

5. Brayan 2: ¿Así esta bien? (Talks to Andres)

Synchronic stage

Although Brayan is somehow empower due to the fact that his final word ended the discussion, he positioned himself in a vulnerable place in the relation of power since he showed two students who have adopted an authoritative discourse that they exert their wills on Brayan 2 (see line 3). Besides, he asks for feedback and further instructions by part of his classmates, which confirms his subordinated role in the group.

Excerpt from Conversation 3 May 11

Diachronic stage

In the following lines, we can see how Camilo calls William through a nickname and he responds to that calling with no opposition.

8 Camilo: (talks to William) Cuidado rulos… ¡Rulos! ¿Ya entendió?

9 William: No muy bien

10 Camilo: ¿Qué?
11 William: No muy bien, algo

12 Camilo: ¿Qué entendio?

13 William: puees... nooo (giggles)... que no me graben o sino me pongo arrozudo jaja jaja.

_Synchronous stage_

Even though Camilo has a role of a teacher, (as we can see in the previous categories), he asks an examination question in a non-polite way and by using a nickname. This shows how William is considered as a powerless person by different social actors.

_FPDA Connotative comment about silence and submission to power_

As we could see in these different samples, those individuals who are not immersed in the struggle for power are also affected by it. The interaction carried out with the powerful subjects reaffirms the current conditions of local power in a social community, in this case, the classroom. Likewise, the excerpts presented above show some characteristics of the discourse assumed by the subordinated volunteers. A remarkable feature (though, not in all the cases) is the use of silence as a means of assuming a position in their groups, (Leander, 2002).

In other cases, when students do not use the silence as a means of submission, they decide to let their voices be heard, however their opinions are not relevant for the other members of the group, and the acceptance of following a leader and the rules and commands that he/she imposes. All these conditions of either silence or submission lead these type of speakers to be positioned by their peers as powerless individuals.
Moreover, there was no any case of students of a specific gender disempowering subjects of the other gender. In fact, there were no silent girls either voluntarily or obliged to be under conditions of submission. Even though there was a case of a girl who exerted power over a boy, it was just another case of a student under conditions of submission by part of most of his classmates.

In the case of most of the transcripts that I showed in this category of power, I could notice how a specific student adopted a discourse of acceptance of oppression by part of his classmates, many of them used to commands to manipulate the powerless student’s will (Van Dijk, 1989).
Chapter VI

Conclusions and Pedagogical Implications

Power is an inherent element to the humankind; this research study has tried to demonstrate how power is gained and lost in social interaction, it is not something embedded to certain people, institutions or entities, it is an ever-moving element in human nature that affects the way we act and interact in different spheres. In order to answer the research question stated at the beginning of this study, which is “How students enact their power relations when interacting among them during the EFL class?” I will present the conclusions of how the power fluctuates in the educational context, specifically among students.

Firstly, students who aim at achieving some control in their group of work introduce topics for discussions and/or have the final word of the topic for discussion, and they usually have a successful gain of power because the other members of the group consensually accept that topic and continue talking about it. In this form of power, the topics that some people propose are generally rejected, which demonstrates the existence of social status in their groups.

Likewise, it is not necessary to be the first person who talks in order to exert power, the most important is to propose a topic and then to keep a conversation based on that issue, as well as to conclude the ideas of the conversation. In this case, the powerful students decide what to say, when to say it, where and to whom.

On the other hand, there is an explicit claim for power and leadership by part of some learners in their social groups, these social participants assume roles of guides for other people and use certain discursive elements to get the attention of the other people such as the use of irony, rhetoric questions, feedback on the other speakers’ responses, etc. These individuals shape
an authority identity in front of the others, so that their status and social power is legitimized by the consensus in the group.

In general, these powerful subjects have the control over the flow of ideas; in fact, they usually propose an idea for discussion and they conclude these interactions. The other students accept this role and follow the recommendations that the teacher-like student proposes. In some cases, the opinion given by the student who assumes the role of the teacher is taken as the conclusion for discussions; this person creates alliances with other speakers, so that their voices are heard in the group.

Despite the existence of a consensus about who the powerful student is, not all the social actors agree with that idea, there are local struggles for power. Thus, students oppose to each other or create alliances in order to oppose to someone; this demonstrates that power is not necessarily held by only one person, but it can be gained by several social actors.

In the case of oppositions, students showed disagreement on some statements and proposals made by those speakers who hold power. In order to express this disagreement and therefore oppose to the local source of power, some students tend to interrupt what other people are saying, in this way, they show that what the speaker says is not relevant for the interaction moment. Another way to oppose was to change the topic of conversation to demonstrate to the speaker that he/she does not have the control of the ideas in the group.

On the other hand, alliances are a means to either support or deny the ideas of someone else. In fact, students can form alliances against someone else’s point of view; students defend their peers’ ideas during discussions when these ideas contradict what another person says. In the case of alliances, interruptions are also present, but in a different sense from the oppositions; in
the case of alliances, interruptions are done to show interest and support what another person says.

Students not only used interruptions as a way to show their alliances, they also resort to other strategies such as repeating the final word that the person who they support said; besides they add new information to the discussion which is relevant to assist the person who holds the power. The use of all these strategies demonstrates how students prefer to defend certain ideas rather than others, this investigation shows how students prefer to follow a determined way of doing things, coping with tasks and how they follow certain ideological way of perceiving and acting in the social world instead of others.

Apart from the different ways in which students struggle for power that I have identified and the different discourses they assume in order to get it, this research was a way to spot a type of students that do not aim at achieving any social control in the classroom, they tend to be indifferent about who the leader of the group is. However, they are affected by these tussles of power because those students that seek for power try to exert their authority in all the students that they can and over all those who do not oppose to them. The powerless students adopt a passiveness discourse and their powerless status is used by the other students to reaffirm their domination in their groups since it is easier to take control of the passive students’ will instead of trying to struggle against those subjects who are also looking for the benefits of power.

These powerless students obey the powerful students’ commands without any type of opposition; with their acts, they are accepting to have a passive role in their groups. Another important characteristic of powerless students’ discourse is their silence, they do not interact very often with the other members of their group and therefore they try to be out of the quest for
power. Moreover, they also volunteer to do activities that the other students do not do, in this way they help to wrap up discussions related to who should do certain activities in the group.

To wrap up, students are immersed in an ongoing fluctuation of power, in which some of them seek for gaining this power by different means and assuming different discourses. All this fight for power is developed through language in the classroom and even those who do not aim at having social power are affected by this struggle since their submissive and/or indifferent roles reaffirm the status quo in the existent relations of power in the classroom.

*Pedagogical Implications*

After developing this research study, I was able to reflect about three important aspects related to the pedagogical area of knowledge; firstly, that the Task Based Learning approach facilitates social researchers the possibilities to collect spontaneous data. Secondly, students who assume a teacher-like discourse can be an extra help for teachers to monitor the class. Finally, the teacher can assign specific roles of power in every group to students who do not have social power in the class, so that we can have a more egalitarian classroom environment and all students can cooperate among them. In the next lines, I will mention in more depth these three points.

In terms of the use of the TBL, I was able to observe planned and unplanned interactions where there is social negotiation in order to get data from common situations in the classroom. The TBL offers some student-student interaction moments in which they need to come up with ideas to achieve the task. When students socialize their ideas, they interact naturally and do not plan what they need to say to the other person, thus social researchers can develop qualitative research in many different areas, not only discourse analysis.
Additionally, I realized that asking those students who assume roles of teachers in their groups are an important help for us as teachers when we have large classes because we cannot help as many students as we would like to in certain times. If we as teachers give specific instructions to those students about how to monitor the other students in a better way, they will be a valuable help when we ask students to work in groups.

Furthermore, it is important to use students’ power in a positive way; not only to have those who have a teacher-like discourse, but we as teachers can also empower the powerless students and make the other students notice it, in order to have a more egalitarian power distribution in the classroom. As in the case of students who adopt a teacher-like discourse, we can also assign specific roles and duties to the powerless students in order to make their work and contributions relevant for their groups.

As a conclusion, the TBL allows teacher researchers to detect the roles of power that the students have. Therefore, we can think of an action plan to use students’ power and influence in a positive way for those who accept the dominance of these subjects; thus, the existent power relations in the class can facilitate our role as teachers and they enhance the student-centered learning process.
Chapter VII

Further Research

This study focused on how students seek and struggle for power in the class. Nonetheless, it is also important for other researchers to figure out what counts as power in the classroom, since we might assume that those students that possess certain facilities in terms of money, knowledge or linguistic skills are able to gain power more easily, while power is a dynamic concept that varies according to different contexts. Knowing what determines power will help us as language teachers to reflect about how to use it in a positive way in the classroom.

Moreover, social researchers need to explore the relation between discourse and power in local contexts more deeply. Many authors analyze this relationship from a purely theoretical perspective, but those who are interested in the concept of power in society need to find out the variations in this relationship and what determines those variations in the influence of power on discourse and vice versa.
Chapter VIII

Limitations of the study

Although the researcher was able to carry out what was firstly planned for this study, there were some inconveniences throughout the research process that hindered the development of this study. In the upcoming paragraphs, I will mention three of the problems that could have affected the result of the research; firstly, the clearness of the recordings; secondly, the English level of students, and thirdly, the lack of time.

Probably, the most remarkable limitation of this study was the fact that it was extremely difficult to get clear conversations to transcribe and use for the analysis. That is why the researcher decided to use the clearness of the recorded conversation as criteria for selecting the data for this study. This problem was caused mainly because it was only one person who carried out this research project, so the researcher had to ask for help to one of the students from that class; even though this student was guided on how and what to record, he still needed to work on the activities for the class and he was not an expert recorder.

As Baxter (2003) explains, the use of FPDA involves listening to the voices of the silenced subjects in order to have a wider perspective of what we interpret from speech when analyzing discourse; Unfortunately, due to the fact that we worked with those students for only four months, the few amount of hours for the class and school events, it was not possible to interview the students, which was what I initially planned in order to get their voices to interpret what occurred in the recorded conversations.

However, this was not the only way to have different perspectives and interpretations of the events, in order to have a wider perspective, I wrote different interpretations of a same event,
presenting arguments for all the possible interpretations and I used cross-reference to show how different categories of power interrelate and allow us to have different views of the same event. Additionally, after reviewing the gathered data, it was concluded that there was enough evidence of the phenomenon in order to keep up working on this project.

Another drawback that the researcher had to face was the extremely low English level of most of the students, which left the teacher researcher with no other options than using transcriptions of conversations in the students’ mother tongue. Although that issue did not affect the presence of the studied phenomena, neither the criteria used for analyzing the phenomena, it has generated some criticism by part of attenders to oral defenses of this project in the past.

After doing this study, I realized that we need to map out the distribution of power in groups to help students to work cooperatively, since some of them might be learning the language in a faster and easier way than others, (teacher-like figures), other students enjoy proposing topics (control of interaction), some others work cooperatively (alliances) and we can take advantage of this to use collaborative tasks that help the powerless students to learn by asking them to follow our instructions since they will follow them due to the nature of their subordinate and silent discourse. This distribution of roles will be very helpful in public contexts, especially when we have large classes.
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Annexes

Annex 1

Conventions for the transcriptions

Conversations are organized in chronological order

At the beginning:

Assigned task

Date of the recorded session

Number of participants in the conversation

Gender of the participants

When a line in the conversation is under a previous line, it indicates that a first speaker stopped talking and another speaker has the turn to speak in the conversation. On the contrary, when someone interrupts, a space in blank is left and the speech of the person who interrupts is set in that space, but in a line below and using interruption symbols. (/\)

Writing the same letter in a word, continuously (cabaaaaallo): It means that a specific letter from the word was pronounced during a long period of time.

Italics: Low voice volume

Uppercase Lettering: Increasing in voice volume

Italics and Uppercase Lettering: High voice volume

Bold: Emphasis and stress in a word

Underlining: Emphasis and stress in a sentence

Symbols:
Parenthesis: They can indicate an action performed during the conversation or when someone speaks specifically to someone else.

¿? The speaker uses the tone of a question

//Someone interrupts the speaker

. A pause in speech

… A long pause in speech

, Regular speech pause

Annex 2

Transcriptions of the recordings

April 06

Conversation 1 (Michael 1, Brayan 2 and Andres)

Students organized in groups of four people, and they had to imagine that one of them is a famous character that they prefer, so they supposed that they were going to give a lecture about tips to become a healthy and famous sports person. They had to think about what this character is going to say by using gerunds as a subject, for example, “practicing tennis is good for your agility”.

1. Brayan 2: (Talks to the video recorder) A la profe, a la profe… hágase el que está tomando el pelo

2. Andres: ¿Si coinciden? ¿Si escribió? se escribe Valderrama, el pibe Valderrama

3. Brayan 2: aaaa el Pibe Valderrama
4. Andres: Pero no escribieron Valderrama sino **Palderrama**

Silence period and the bell rings

5. Brayan 2: (talks to the teacher) PARA LA PROXIMA CLASE

6. Michael 1: eem entrenar es bueno para nosotros (unhearable words)

7. Andres: Terminemos mari… terminemos

8. Brayan 2: ENTREGUEMOS

*April 13*

*Conversation 1*

In this conversation, students were talking about a recent movie (Fast and furious)

1. Brayan 1: (He’s whistling)

2. Hernando: Este es mucha… y sale el carro

3. John: //Y SALE EL CARRO (imitates sounds of a car)

4. Brayan 1: (he laughs)

5. John: La vieja… la vieja

6. Brayan 1: (Calls the Hernando’s attention) //Uy papá tengo ganas (starts singing very fast, and something unhearable) (HE LAUGHS) QUIERO SALTAR

7. Hernando: (He laughs) // ¡BUENO YA! (unhearable)
8. Brayan 1: ¡Villa! ¡Villa! (he’s calling someone)

Conversation 2:

1. Andres: Venga William! Deme una oración

2. William: (Talks to the person recording) Parcero (and shows his notebook to Andres) mire…

3. Andres: ¿Ahi que dice?

4. William: eeh (he reads his notebook)

5. Brayan 1: (Talks to William) Présteme el esfero (Brayan 1 takes the pen from the William’s hand)

Conversation 3:

(Nathalie 1, Carolina 1, Jhonathan) They are playing a dice game about the use of conditionals.

1. Jhonathan: You say, NOT (He laughs)

2. Carolina 1: NOT

3. Nathalie 1: (Talks to Jhonathan) Ya, DELE

4. Carolina 1: Eso no se ve nada

5. Jhonathan: (He throws the dices) Hay seis… vea, “ache”
6. Carolina 1: //Vea “headache”, (she starts talking very fast) ¿se acuerda que él dijo que terminaba en “ache”? entonces que si usted le supe, tiene dolor de cabeza…eso es… ¿tiene dolor de cabeza?... Ahora dele usted (she talks to Nathalie 1)… este otro lugar… es “travel”… Profe, ¿Qué es “travel”?  

April 27  

In this moment of the class, I gave to each group a piece of butcher paper in which they had to draw a first aid kit and some sentences about what they had to do if they were in an emergency. (by using conditionals) so they had to discuss what to add to the kit and how to add it. In the task-development stage, they drew the items and wrote the sentences on the butcher paper and in the report stage, the teacher selected one student per group in order to present their drawings, using the target language topic

Conversation 1 (Participants: Michael 1, Rasmia, Lina, Jessica)  

1. Jessica: ¿Que más toca hacer?  

2. Lina: Pues seguir pensando que más. Que más llevamos para una emergencia (points to the butcher paper)  

3. Rasmia: ¿Una carpa? (asks to Lina and does not receive any answer)  

4. Jessica: ¿Una carpa?  

5. Rasmia: Oiga si, si  

6. Lina: ¿Pero cómo va a dibujar una carpa?  

7. Jessica: Pues así (Starts drawing)
Conversation 2:

1 Ivonne: (Talks to Jenny) Esta se escribe consent

2 Brayan 1: La cruz roja (he laughs) el botiquín (he moves affirmatively his head)

3 Ivonne: // eeeeeeemmm ¿Qué mas? //eeeh que más ponemos comida, porque uno no va a vivir así

4 Jenny: (unhearable)

5 Ivonne: es que es una emergencia.

(The recorder leaves the scene)

Conversation 3

Participants: Andres, Hernando, John, Natalie, Cristian (recorder) and Brayan 2

1. Andres: (talks to Cristian N and looks at the screen of the camera) Deje ver deje ver que se ve

2. John: (Talks to Hernando) No, hagale así

3. Andres: ¡Nando, te amo! (all of them laugh)

4. Hernando: (unhearable)

5. Natalie: ¿A quien? Hable

6. John: Que no se note que esta tragado. (Directs to Natalie and Andres)
7. Andres: noo que tristeza

8. Natalie: (laughs) ¿Que dijiste?

9. John: Que no se note que esta tragado.

10. Andres: noo que tristeza

11. Hernando: ¿Esta tragado de quién?

12. John: Lleva como media hora desde alla (touches Hernando´s head)

13. Hernando: //YA ya

14. Natalie: //Noooo, si él quiere a la novia (she laughs)

15. Cristian N: Obvio

16. Natalie: Pero él sabe que canción le queda

(Everybody remain quiet and concentrated on the task)

May 11, 2011

Task: By groups of four people, students have to discuss how is the ideal person like, in the socialization students have to describe him/her using second conditional and adjectives.

Conversation 1

1. Brayan 2: Venga le digo, Venga le digo carinea

2. Fabian: Hagasen aca
3. Brayan 2: Hagasen aca (The other students do not move)

4. Brayan 1 // Que no me…

5. Brayan1: Ponga los cachos (he stands up and hides from the camera) Noo ñeero no…

¿Comenzamos? (Bryan asks to Jenny)

6. Jenny: Ya voy en la tercera, ¿Cuántas vienen?

7. Brayan 1: Cuarenta

8. Jenny: //William, hazte ahí para que no quedes incomodo (William moves)


10. Jenny: ¿pretty?

11. Brayan 1: Hermosa, bonita

12. William: No salgas en la cámara, Jenny (Jenny turns her head away)

13. Brayan 1: ijiii jajaja (The recorder asks them to record him, William takes the camera for a moment and records that person as well as all the classroom in general)

14. William: (Talks to Brayan 1) ¡No, pero no le ponga la mano!...

15. Ivonne: (talks to William) Dame permiso

16. William: pere, pere (talks to the recorder)… ajaja ¡el costeño!

Conversation 2: (Andres, Hernando, Daniela)

1. Daniela: Son diez. ¿cierto?
1. Andres: Si

2. Daniela: Pero hay ocho (looks at Andres)… Ay dejémosla así

3. Hernando: Son ocho ahí

4. Daniela: Hay ocho

5. Andres: Pero es que hay que hacer diez oraciones completas

6. Daniela: pues hacem hay pero es que esa es otra, esta es la de la intermitente, así que…

7. Andres: //aja


Conversation 3 (Participants of the conversation: Ivonne, Brayan 1, William, Jenny, Fabian M.)

4. Ivonne: Bueno pongan… yo digo que buenos sentimientos que buenos sentimientos para mi… no se pa usted…

5. /Brayan 1: uy gordo, ¡va a salir en también caerás!)

(Long silence)

6. Brayan 1: hágame (He stops talking)

7. Ivonne: // porque si no tiene buenos sentimientos ¡de que sirve todo eso!

8. William: aaah

Conversation 4
3. Ivonne: ONE

4. William: *Funny*

5. Daniela: ¿Funny? (Daniela is writing the descriptions that her classmates propose for the sentences)

6. Ivonne: ONE

7. William: *Funny*

8. Ivonne: ONEE

9. William: FUNNY

10. Daniela: ¿así?

11. Ivonne: ONE

12. William: *Funny*

13. Ivonne: ONE

14. Andres: Listo, ya, ya lo colocamos en la que faltaba

15. William: //CAAALM


17. Ivonne: //good… good feeling

18. Daniela: Espere primero hago todo

19. Ivonne: //GOOD FEELING… eeelah Daniela, good feeling
20. Daniela: //espera espera

21. Jenny: (directs to Ivonne) Espera espera

22. Ivonne: Good feeling

23. Jenny: Good feeling.

May 18th

Conversation 1

In this conversation, students were discussing about a future soccer match, and the main problem that they faced was that one of the members of the team did not have shorts for the match.

1. Brayan 1: ¿Y pantaloneta?... Ay menos mal yo traje vea (he directs to all the group)

2. Brayan 2: La mía aquí esta

3. Brayan 1: Por eso, pues entonces se consigue las medias (he directs to Fabian)

4. Fabian: Pero yo como voy a jugar si es que mire, por lo menos el pantalón (unhearable)

5. Brayan 1: // pues como...

6. William: Juegue sin medias

7. Brayan 2: O juegue así, sin me sin el pantalón

8. Brayan 1: Pero yo tapo, yo tapo.... Mire
9. William: ¿Qué?

10. Brayan 1: ¡AAAAAHH! (grita)

11. Brayan 2: Yo tengo esta

12. Brayan 1: Pero yo tapo

13. Fabian: Pero yo puedo jugar en sudadera, ¿no? (he directs to the group)

14. Brayan 2: Yo tengo esta pero esta manchada

15. Brayan 1: Hágale

16. William: Hágale, juegue

17. Brayan 2: Vea como la manché

18. Brayan 1: Pero es que como usted no juega nada

*Conversation 2*

In this conversation, the group of participants are concentrated on the development of the task, Camilo is the recorder and he decides to interact with them.

1. Camilo: Pues, pues muchachos, pues ¿yo puedo decir lo que entiendo? (A direct question to everybody)

2. Andres: (He nodded) aja

3. Camilo: Pues muchachos, (long silence) pues muchachos, lo que yo entiendo es que ya el profesor les dio dos hojas, ¿cierto?
4. (Andres Shows a sheet of paper)

5. Camilo: ¿Y la otra hoja donde esta?

6. Andres: (Points at Hernando)

7. Camilo: ¿Me la prestas un momento, por favor?

8. Hernando: (Gives the other sheet of paper to student 1)

9. Camilo: Yo lo que entiendo es que en esta hoja … voy…que pena, están los condicionales, ¿cierto? Están los ejemplos de los condicionales, con esta hoja podemos saber lo de lo, lo del tercer condicional y sabiendo lo del tercer condicional, podemos hacer esto, armar, armar esto, armar la historia, ¿si me entienden? Yo creo que yo creo que es así, ¿no?

10. (Andres nodes)

Conversation 3:

1. Camilo: ¿Cómo hiciste la primera? Explicame

2. Carolina 1: Pues…simplemente lei esto y supe que tocaba colocarle esto

3. Camilo: Claro,muy buena explicación (He says it in a sarcastic way)

4. Carolina 1: */¡Copie! ¡Copie! (The other students from the group laugh)

5. Camilo: ¿Me subes los pantalones por favor?

6. Carolina 1: ¿Ah?

7. Camilo: No nada, nada
8. Camilo: (talks to William) Cuidado rulos… ¡Rulos! ¿Ya entendió?

9. William: No muy bien

10. Camilo: ¿Qué?

11. William: No muy bien, algo

12. Camilo: ¿Qué entendio?

13. William: pueees… nooo (giggles)… que no me graben o sino me pongo arrozudo jaja

Conversation 4:

(The speakers are laughing)

1. Jhonatan: Ay y ahora nos van a grabar (He covers his face and continues laughing)

2. Daniela: //pero…

3. Nathalie 1: //What is thr…(unhearable) Si la niña…

4. Daniela: //¡Pero es que es un niño! Es un niñooo

5. Jhonatan:

//Si es un niño

6. Camilo: ¡Es una niñaaa!

7. Daniela: Es un niño
8. Nathalie 1:  //Si es una niña


(Nathalie points to a picture)

10. Jhonatan: Este que está robando

11. Daniela: //Es un niño

12. Jhonatan: Mire, este este

13. Camilo: (he silently looks at the sheet of paper)


15. Nathalie 1: Es una niña (she laughs)

16. Jhonatan: ¿Pero es que eso es que? (he laughs)

17. Daniela: ¿Cierto que es un niño?

18. Camilo: Si. (Talks to Daniela)

   Conversation 5: (Andres, John, Brayan 2, Hernando)

   1. Andres: … Pues el que le di tonto. Por decir, si no hubiera estado…mucho tiempo en el computador, hubiera podido jugar más con él, porque acá no hay nada más, eso…entonces ya le di la idea principal (Looks at Hernando) ahora hágale (he gives the paper to Hernando)

   2. Hernando: ¿Qué?... yo coji la hoja, ahora usted escribe, va (he gives the paper to Andres he doesn’t receive it)…
3. Brayan 2: Yo escribo y ustedes me dicen

4. Andres: ¡Camilo! No me grabe, voy a preguntar una cosa (he asks something
unhearable to the recorder)

5. Brayan 2: ¿Así está bien? (Talks to Andres)

Conversation 6:

1. Andres: ¡Pues el que le dije tonto!, por decir, yo estaba en el computador, ¿si? Entonces
se dice, dice, si no hubiera, si no hubiera dejadooo hasta para tan tarde la tarea, no, no estuviera
aquí pegado tanto rato, asi. (Hernando is writing and the rest of the members of the group, look at
him)

2. Andres: HAD (directs to Hernando)

3. Hernando: ¿had?

4. John: //had

5. Hernando: ¿Had?

6. Andres: (Yelling at Hernando) haaaad!

7. Hernando: (Yelling at Andres) haaaad!

8. Brayan 2: (spells the word in Spanish)

9. John: (spells the word in Spanish)

10. Andres: Estúpido
Conversation 7:

1. Andrés: Ahí esa…

2. Brayan 1: ¿De la victoria? No, llevaba, llevaba, ya vamos a alcanzar… ya hicimos todo ese…

3. Camilo: //¿No tienen ¿Calor? ¿Con ese solazo ahí y no tienen calor?

4. Hernando: No pero es que estamos cuatro aquí abrazaditos

5. Camilo: (Laughs)… ¿Quién dijo entre-piernados?

(Andres and Hernando point at John)

6. Hernando: El

(Camilo laughs)

Conversation 8

(Andres is searching a word in the dictionary)

1. Andrés: Menos…less, less, menos

2. John: Eso es lo que estoy haciendo

3. Andrés: Nooo, era doble ese

Conversation 9
1. Andres: (Imitates to another student) ¿Cómo se escribe esto? (Directs to Jhon) ¡Tonto! ¡La tres!

2. Camilo: ¡Bonito cuaderno!

3. Andres: Oh mi amor… mire, mire (kisses the notebook)... ya.

*May 25th*

*Conversation 1 (Carolina 1, Carolina 2, Tatiana)*

1. Carolina 2: (...) Si estaba buena (...)

2. Carolina 1: Y después viendo las Martirio (she laughs)... y yo aaah, viendo noticias... bueno, si yo soñara más o menos la (...) en esta clase o en esta clase... (Asks to Carolina 2) ¿Cómo es las? (They remain silent for a long period, while Carolina 2 searches a Word in the dictionary) (She laughs) como ellas mandando el sueño, que boleta... (reads the worksheet) si yo soñara, en clase anoche... ¿cómo así?

3. Tatiana: No, no, es, si yo soñara con una persona de la clase, mas o menos


*Conversation 2 (Steve, Brayan 1, Brayan 2)*

1. Steve: Présteme el celular

2. Brayan 1: (talks to the recorder) Que parce, ¿le guste? (he laughs)

3. Steve: Es que dice el profesor que lo único de (...) y es que Es que dice acá frases (unhearable) como esta mire
4. Brayan 1: To be, to be y es to have

5. Steve: No porque vea que aca no dice

6. Brayan 2: //¿Cómo va?

7. Steve: Vea que acá dice una palabra que no (...) (Brayan 2 and Steve are Reading something in the dictionary)

(Long silence)

8. Brayan 1: No, ya váyase (he laughs and directs his words to the recorder)… profe venga le digo (…)

Conversation 3

(Carolina 1, Carolina 2 and Tatiana, however, Tatiana does not participate during this conversation)

1. Carolina 2: (…)

2. Carolina 1: ¿A tu celular?

3. Carolina 2: En el face

4. Carolina 1: Aja y… ¿de quién era el mensaje?... ay oyee (she talks to the recorder, who gets too close to her)

5. Carolina 2: Era un man ahí

6. Carolina 1: Perooo ese man que era, ¿amigo oo novio tuyo, o que?
7. Carolina 2: Amigo

8. Carolina 1: ¿Y el que te mando?

(The recorder leaves the group)

*Conversation 4 (Camilo, recorder, Cristian, Santiago)*

These students are reluctant to the presence of the camera; however, they try to make jokes in front of the camera.

1. Camilo: Y pues analizando la posibilidad de que un niño o un joven…(looks ate the camera) aaah mi querido compañero, estábamos hablando sobre la relatividad de que un triángulo es igual a mas menos cinco dividido en dieciséis… pero pensándolo bien, sería mejor si utilizáramos una salchicha y una arepa (silently laughs)

2. Recorder: //UY, ¿QUE ES ESA VAINA?

3. Camilo: Para para (he laughs)

4. Cristian: //vender arepas

5. Camilo: (He laughs) claro es lo mas obvio

6. Recorder: //obvio, obvio

7. Camilo: Mi querido compañero

8. Santiago: //Y chorizo

9. Camilo: Interesante pero discutible (everybody laughs) tengo mis bases muchachos, tengo mis bases…
10. Cristian: (talks to the recorder) Chao

11. Recorder: (talks to Camilo) ¿de chorizo? ¿o qué?

12. Camilo: Bueno, entonces sí, sí, golpeáramos al que está grabando. Sería excelente la verdad (he stands up and makes a mimic to the student who is recording.)

*Conversation 5 (Carolina 1, Tatiana and Carolina 2)*

1. Carolina 1: There es hay, si quiere búsquelo

2. Tatiana: ¿hay? (searches in the dictionary)

3. Carolina 1: //búsquelo

4. Carolina 1: Todavía nos faltan 1,2,3,4,5, hemos hecho nueve, y son 25 (she laughs)

5. Tatiana: Mire (and shows the dictionary)

6. Carolina 1: aaaaay busque there, no busque hay

7. Tatiana: aaaaay (she laughs) (unhearable) usted dijo busque hay

8. Carolina 1: Yo dije busque there, así que no

9. Tatiana: //usted dijo busque hay

10. Carolina 1: No, no

11. Tatiana: //ay, que vaaa

12. Carolina 2: No, si ella
13. Tatiana: //¿si?

14. Carolina 2: Ella no dijo busque hay

15. Carolina 1: There, hay hay hay, si vee (she laughs) bueno

16. Tatiana: //si hay

17. Carolina 1: Si hay, (looks at Carolina 2) ¿esto es tener?

18. Carolina 2: ¿Si hay tener?

19. Carolina 1: ¡Pues calmesel!, toca acomodarla ¿no dice usted?

20. Carolina 2: Pero es que si hay tener

21. Carolina 1: (Talks to Tatiana) has, busque have… este es el… esta es la tercera

22. Carolina 2: //tercera

23. Carolina 1: persona

24. Tatiana: ¿Cómo?

25. Carolina 1: Have, have (she writes the word on a piece of paper)

(The bell rings and Tatiana sighs)

26. Carolina 1: Busque have

27. Tatiana: HABER, HABER (unhearable) (she gives the dictionary to Carolina 1 and laughs) es had, es had, es had

**Annex 3: Sociogram**

![Sociogram diagram]

**Annex 4**

Consent form

I.E.D. José Asunción Silva  
Universidad Distrital Francisco José De Caldas  
Facultad De Ciencias y Educación  
Licenciatura En Educación Básica Con Énfasis En Inglés  
Solicitud de autorización
Estimados acudientes y/o padres de familia:

El motivo de este comunicado es informarles que se realizará en el Colegio Distrital José asunción Silva un proyecto de investigación titulado: *El rol de las relaciones de poder en la clase comunicativa de inglés como lengua extranjera*, (nombre original: The Role of Power Relations in the Communicative EFL Class) la cual es de carácter pedagógico, dicho proyecto es dirigido por el estudiante de la Universidad Distrital Francisco José de Caldas, Jonathan Alexander Delgado Ochoa, que actualmente ejerce como docente de inglés en esta institución.

Por lo cual, solicitamos su colaboración para el exitoso desarrollo de esta investigación, autorizando a su hijo(a) __________________________, quien será filmado en video durante 6 clases por 1 hora cada clase. Las horas de video no serán presentadas a ningún ente externo a la investigación. Asimismo, es de resaltar que la participación en este estudio es de carácter voluntario.

Tenga en cuenta que la participación de su acudido en este estudio será de gran beneficio para el mejoramiento de la calidad educativa que los estudiantes reciban, para nuestro desarrollo profesional docente y para el colegio en general, ya que así se podrá saber qué obstáculos impiden el libre ejercicio de la comunicación cuando los estudiantes practican una lengua extranjera. Esta información servirá para desarrollar mejores estrategias de convivencia e interacción social que mejoren la participación de los estudiantes en el contexto escolar.

*Cordialmente,*

*Jonathan Delgado.*

Yo, __________________________, acudiente del estudiante __________________________, SI __ NO ___ AUTORIZO LA PARTICIPACION DE MI ACUDIDO EN LAS FILMACIONES DE ESTA INVESTIGACION.

___________________________

Nombre del estudiante

___________________________

Firma del Acudiente/ Padre de Familia

---

Annex 5

Teacher’s Journals

*February 16th, 2011*
This was the first time that I met with those students, so the homeroom teacher introduced me to the class. I told them about the purpose of my research project. At that moment, the homeroom teacher left the classroom and some students started to talk. That day, there were approximately 28 students, two of them were repeating the course, and as I had taught to tenth grade students the last year, they already knew me.

The teacher asked the students to be quiet and then, we started an “Ini mini mani mo” activity in which the student, who had the tango turn, had to say two sentences using the present simple. However, most of the students did not follow the instructions in a right way, for instance, the first student that had to answer, did not know what he should answer, and he used an example with verb to be instead of any other action. Then, I corrected him and another student helped him.

Then, the activity continued and another student committed the same mistake and did not seem to be motivated to participate, as in the previous case, another student helped her. Hence, I said the instructions for the next activity, which consisted on writing a script by pairs using present simple. I had to repeat the instructions because many students did not understand what they had to do. When students started working, I answered questions about vocabulary, instructions (once again) and I verified how students’ work was going.

When students were organizing by couples, some of them asked me if they could work in groups of three, despite the fact that there were enough classmates to work with, but anyways I told them to work by couples. In addition to this, some students declared to the teacher that they did not know anything about English language, so I tried to motivate them telling them that learning that language could be something funny and enjoyable if they want to.
When some groups finished their work, I asked students to write down their names on a piece of paper and put it on their desks so that I could remember their names. The next and final activity was to solve a worksheet about present perfect. For this activity, I explained to them the topic twice with exemplification. Students started to work with that topic. As this activity was a multiple choice answer selection, it was easier for the students than the previous one.

March 02, 2011

When I started the class, students were disorganized and talking. One student, “Bryan”, decided to help me to paste some pictures on the walls. That student told me that he was helping me because he did not want the homeroom teacher to call his parents. The warming up activity started. However, there was no USB connection in the audio recorder, so the activity did not go as I expected. Despite this situation, students were not reluctant to participate. There were some volunteers to participate in the activity, and when I asked all the class to read aloud, they did so.

The pictures that Bryan pasted on the walls were about different technological items, so the teacher introduced them to the class students knew most of these items. Then, I explained the task to the students, I asked them to work in pairs, but there was a group of three students and another of four students, they told me all the time that they could work in a better way like that.

I noticed that some students worked faster than others did, On the other hand, there were some students that did not understand my instructions. In spite of this situation, I could perceive that most of them worked cooperatively. They were asked to think about the actions that people could do with those technological items and then write them on the board. Most of the couples worked. However, there were some couples with only one member of the group working on the task.
Students in general wrote the sentences on the board in an organized way and taking turns, some of them had grammatical errors and some others called me to check if their sentences were written in an appropriate way and to ask me about the meaning of words. As the time went by, the second hour started and they had to go to a school meeting in the yard from the school. Then I deleted what students had written on the board,

Finally, there was no any meeting due to the rain, so students went back to the classroom and in that moment, we continued with the activity. As students could remember some of the things that people could do with those technological devices, I wrote a brief conversation model on the board for the next activity, which consisted in buying and selling those technological devices among them, so the students could use the sentences that they had previously written to be able to sell those objects.

When they were developing that activity, some of the students who had to sell the objects went to talk to the buyer students, they talked loudly and moved from one side to another, while there were others that remained in the same place. Once again, students started calling me to ask about the meaning of some words and to check if their sentences were correct. When most of the students had finished this task, I reminded them how the grammatical structure of present perfect was. by that time, the class was over.

March 16th

When the class started, the students were not in their chairs and they were talking. I called attendance and they started paying more attention to me. I started explaining the instructions for the warm up activity, but then another student knocked the door; he gave a message from their chemistry teacher to the students of my class. I think this event distracted them, because when the
other student left, I continued explaining the instructions for the activity, but some of the students were talking and I asked them to be quiet but after a short moment, they continued talking, one of the girls shouted, asking them to be silent and they did it. Thus, I was able to continue telling them the instructions.

For that activity, they should be organized in groups of four, and then I would assign a country to each group, later I wrote the name of each one of those countries on the board, leaving a space for each country to write something else. After that, I asked students to write all what they could remember from the country that they were assigned in four minutes. Therefore, I noticed that when they started doing this activity (in which there was a very good participation of most of the students) two of the members of the group went to the board, while there was one or two of them that remained on their chairs looking for words in their dictionaries, in other groups. One of the members of the group was a messenger that checked the found word and then told the people next to the board how to write the word, while some others simply shouted the spelling of the words from their desks.

After deciding what group was the winner I asked them if they could remember something about the topic that we studied the previous class, but they did not remember anything, besides I did not go to the school the last week due to a lecture I had to attend. So I wrote two examples of present perfect progressive on the board. At that point, I explained to them the instructions for the task; they were supposed to think about the things that a country needed to become the ideal country. So they had to organize in groups of four again and draw their idea of the ideal country in a piece of newsletter paper and present it by using sentences in present perfect progressive, for that exercise, I wrote a sentence as an example of what I expected from them.
When students were working on that task, I realized that not all of them were working on it. A few of them were just paying attention to what their classmates were doing, and on the other hand, some of them seemed to be the leaders of the groups because they used to tell their peers what to draw in the poster. Moreover, there were some others that I considered as neutral since they did not show a special role in the groups neither leaders, nor silent students.

March 23th

As usual, students were talking when the class started, so I called attendance and then I told them that we would have to go to a different room in order to watch a video about environmental problems, so they took their stuff and went to the multimedia room. We started to watch a mute video in which students could see the consequences of harming the environment. So I showed them some images of environmental problems, and by groups of two, they should tell me the name of the environmental problem. In this case, not all of the students were working, so I had to ask them to do so.

Then, I wrote some examples of problems with the environment using relative clauses, for instance People cut a lot of trees, which creates more pollution. Then, one of the students let me know that this topic seemed difficult for her and she asked me to explain in more detail, at that time another student said that her classmate was right and she also asked me the same, so I wrote more examples and explained with more detail this topic.

As the main task, students were supposed to create a campaign to protect the environment, creating a visual message and writing sentences with relative clauses on a piece of newsletter paper. As the room where we were at that moment did not have desktops, we decided to stay there in order to have more space to work.
This time, I noticed that when the students were planning what to add to their campaigns, some of them expressed their ideas, but they were rejected by other students, while there were some other students, whose ideas were accepted with no discussion. Maybe the ideas that were rejected could be out of context, for example, I remember that one of the denied ideas that I heard, was to include some police officers hitting people.

When it was time for students to present their campaigns, I asked two members of each group to stay with the poster they created and explain to their classmates what it was about and I also asked the other two students of each group to rotate around the posters and listen to the presenters of each group. As I knew that the English level in general was poor, I told them that the most important was to try to describe the poster by using the sentences with relative clauses that they had created.

At that moment, most of the groups started deciding who would present, which was the most difficult role, when discussing about it, some students that were selected by the other members of the group opposed to that decision, but at the end they stayed there and explained to the others what their campaign was about.

After some minutes working on that activity, I asked students to pay attention to me. So I corrected some grammar and pronunciation mistakes that I heard from some of the students and asked some general questions about relative clauses, these questions were answered by the people that had a high English proficiency compared to the rest of the class. I think this was a really nice class and students in general worked cooperatively. They seemed to have assumed roles when they were preparing the poster because while some of them wrote sentences and looked for words in the dictionary, the others were working on drawing pictures for their campaigns.
Annex 7

Needs analysis questionnaire and Results

I.E.D. José Asunción Silva
Cuestionario de análisis de preferencias

Apreciado(a) estudiante, a continuación encontrará una serie de preguntas enfocadas hacia la creación de materiales educativos más acordes con sus necesidades y preferencias. Enumere de 1 a 5 en las siguientes preguntas de acuerdo con su nivel de interés, siendo 1 ningún interés y 5 máximo interés.

1. ¿Cuál de los siguientes temas resultaría de interés para usted en clase de inglés? (selecione dos opciones)
   • Tecnología __
   • Deportes __
   • Sexualidad __
   • Problemas ambientales __
   • Problemáticas sociales __
   • Géneros musicales y subculturas urbanas __
   • Conocimiento sobre otras culturas del mundo __
   • Ciencia __
   • Religión __
   • Arte __
   • Literatura __
   • Salud __
   • Otros __________________________

2. ¿Cómo se siente usted más cómodo(a) cuando trabaja en clase? (Marque con una x al lado de la opción que seleccione)
   Individualmente
   • Por parejas __
   • Grupos de tres personas __
   • Grupos de cuatro personas __
   • Grupos de cinco personas __

3. ¿Con qué tipo de habilidad se siente más cómodo trabajando? (Marque con una x al lado de la opción que seleccione)
   • Actividades de escuchar __
   • Actividades de conversación __
   • Actividades de lectura __
   • Actividades de escritura __

Muchas gracias por su colaboración.
### Temas de Clase

<table>
<thead>
<tr>
<th>Temas de Clase</th>
<th>Número de votos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tecnología</td>
<td>11</td>
</tr>
<tr>
<td>Deportes</td>
<td>13</td>
</tr>
<tr>
<td>Romance</td>
<td>6</td>
</tr>
<tr>
<td>Problemas Ambientales</td>
<td>5</td>
</tr>
<tr>
<td>Problemas Sociales</td>
<td>1</td>
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<tr>
<td>Música y culturas urbanas</td>
<td>1</td>
</tr>
<tr>
<td>Conocimiento sobre otras culturas del mundo</td>
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</tr>
<tr>
<td>Ciencia</td>
<td>3</td>
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<td>Religión</td>
<td>1</td>
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<td>Arte</td>
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<td>Creatividad</td>
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<td>Salud</td>
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<tr>
<td>Vacaciones</td>
<td>11</td>
</tr>
<tr>
<td>Fantasía</td>
<td>6</td>
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</table>
FLUCTUATION OF POWER RELATIONS  181
Annex 8

Sample of Lesson Plans

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
COLEGIO DISTRITAL JOSÉ ASUNCIÓN SILVA  I.E.D.

PEDAGOGICAL PROJECT I


CONTENT OBJECTIVES: 1. To make students interact using relative clauses  2. To reflect about global warming. 3. To raise awareness about environmental problems.

LANGUAGE OBJECTIVES: 1. To make students more confident with communicative skills, especially oral communication. 2. To improve students’ listening comprehension through meaningful activities.

<table>
<thead>
<tr>
<th>STUDENTS’ BACKGROUND</th>
<th>TOPIC</th>
<th>PREPARATION</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>SUPLEMENTARY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing people with relative clauses</strong></td>
<td>Warm up:</td>
<td>Teacher will greet students, call attendance and will ask the homework. Then, teacher will give some flash cards to some students that will be in front of the class, so the teacher will ask the rest of the students to develop an activity called find someone who..., and they will have to ask their classmates “are you _______?” using the descriptions that they can see on the flash cards. The first to complete the activity will receive a candy as a prize.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Environmental problems</td>
<td>10</td>
<td>Students’ homework. Students’ dictionaries Flashcards about personality Sheets of paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relative clauses</strong></td>
<td><strong>Development:</strong></td>
<td>Students will watch a video about environmental problems but without sound, meanwhile, the teacher will write some sentences on the board, using relative clauses, for example “We are who are destroying the environment”. Then, students will have to discuss in groups what would they say if they were presenting that video. Then, they will share to the rest of the class their own script for the video while it is played on the DVD.</td>
<td><strong>m 30</strong></td>
<td>Students’ English dictionaries. The video about environmental problems</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<tr>
<td><strong>Closing</strong></td>
<td>Later on, students will watch a video about relative clauses that helps them understand how to use them. Students will be organized in groups of three or four and the teacher will give a large piece of paper and some markers. Students will have to write some recommendations for environmental care using relative clauses.</td>
<td><strong>m 55</strong></td>
<td>Students’ English dictionaries. Video about relative clauses Large pieces of paper Markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra activity:</td>
<td>Students must write some sentences about their favorite sport, using relative clauses (at least 10 sentences)</td>
<td>m</td>
<td>5</td>
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</tbody>
</table>

Based on the SIOP model for planning.