

**INTERACTION: A WAY TO UNDERSTAND POWER RELATIONSHIPS IN AN
EFL CLASSROOM**

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“The real price of everything is the toil and trouble of acquiring it”

Adam Smith

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ABSTRACT

This study emerged from the necessity of understanding the way in which power and power relationships took place within the interaction a group of students studying English. Therefore, interaction in this study was the means to analyze and understand the way in which the power relationships operated inside the English classroom.

Stemming from a qualitative approach that according to Dörnyei , “...has as a main objective to describe social phenomena as they occur naturally”(2007, p.336). In that order of ideas, it is possible to make sure that this study does not aim to measure elements inside the classroom but rather analyze the process of interactions and relationships between a group of pre-service teachers in an English classroom and the students.

As part of the analysis in the study, it is evident that there are more elements that appear or happen amidst the development of the teaching-learning process, elements such as paralinguistics and kinesthetic aspects. The fact is, beyond having knowledge of a subject matter, teachers and individuals belonging to a classroom have to be aware that the interactive process can provide important elements, as mentioned above, that account for the power dynamic inside the classroom.

Similarly, this study also claims that the set of data that was gathered and analyzed in the development of this project can be used as a guide or as a referent in other studies or contexts due to the way in which power relationships are present in all contexts and human relationships where interaction takes place. So, in spite of this issue was found in a specific environment, it was possible for the researchers to perceive this issue in another

environment, opening the possibility for further research ideas about this issue and its variables.

INTRODUCTION

In the educational processes and inside the classroom, there are always different elements and phenomenon affecting the process. That leads us to think about the teaching-learning process in education as a very complex process in which lots of elements and variables take place. Along those same lines, those elements or issues can direct impact the course of the class. Henceforth, it is important to study in depth the various elements and the way they interfere in the development of the class. Particularly, the issue that we decided to approach, because of what we observed, is related to the interaction from a group of student-teachers and what this interaction reveals about the power dynamic from the target population in an English as a foreign language class.

As mentioned before, there are numerous issues or variables affecting a classroom, however, based on what we saw, most research studies are directed towards the development and progress of the language skills in a target language. From our perspective, all kinds of phenomena and issues that occur or take place in the classroom are important and its study and analysis may have a major impact in the classroom and its participants. One of the biggest pillars in this research process is the interaction. It is stated that classroom interaction is a compound of events with a communicative focus, which are basically conversations or exchanges, the word exchanges stand for both, oral and kinesthetic participation (Ellis, 1994). With this, we can say interaction is a phenomenon

that occurs almost everywhere and something in which people are normally engaged in. Bailey stated ‘the success of the interaction between the elements in the classroom cannot be taken for granted and cannot be guaranteed just by exhaustive planning. It is because interaction is a co-operative effort among participants’(1991, p21). In that way, interaction takes effect when all parties in the same environment are involved, and this is inevitable, since in a classroom the interaction is one of the rules to follow. Besides, we can also state that the importance of the interaction lies in the possibility that the interaction contains information that the student can benefit from. Herazo states that nowadays it is known that students “can learn from and among themselves” (2009, p. 49). In this sense, we can say that studying the interaction in the classroom or specifically in the English classroom, does really worth it to be studied, as much as studying how to promote the performance or efficiency in a grammatical component.

Similarly, the goal of our research was linked with another important concept, which is power. Power is a word that most people know, but it is also a word whose meaning may change from one person to another; maybe because of personal experiences, memories and past events that have constructed an image and a solid meaning of power for each person. Foucault (1980) states a set of definitions of power that are really important to know. First, he mentions that power is not a simple thing, instead it is a relation. He also argues that power is not simply repressive, which is the image and meaning that most of the people have about power, but it is productive. And finally, one of the most relevant concepts for us, he states that power operates at the most micro-levels of social relations, being omnipresent. With all of this, it is possible to think about power and power relations

inside the classroom as a complex process that fluctuates and occurs naturally in every space in which interaction appears.

Ramos (2004) states that power in the educational context has been studied by different authors who have evidenced its importance not only within a particular community but also in any place in which interaction occurs. Henceforth, we can say based on our own experiences and what has been seen and perceived by different researchers, to study the power relationships inside a classroom is an activity that is worthy and could explain the behavior of certain individuals. The aim of this project is to analyze the power dynamics that are present in the interaction from a group of preservice teachers and the factors that emerge from the power dynamic present in the group to understand the way those factors affect the interaction among the participants.

More specifically, the focus of this project is to study interactions and what these interactions reveal about the power dynamics inside the classroom. In the same way, the target of the study is not to implement any strategy to solve a problem, because in this case interaction and power are not problems but life issues that, as mentioned before just fluctuates. The reason why this study is geared this way can be traced back to personal experiences and observations that we had as students and as student-teachers. From those experiences, we began wondering why students behaved a certain way when they were interacting in English class. These factors led the effort of the pursuit of knowing all of the elements behind the interactions.

This study is also ruled under a qualitative inquiry and a grounded approach; that seeks to address the mentioned issue in a clear way. That is to say, the student seeks to understand what power relationships reveal about the interaction of a group of preservice

teachers. In order to accomplish that goal, three data gathering instruments were applied and supported the development of the study. The data sets are field notes, audio recording and a semi-structured interview. Because of the inquiry of the study and the data gathering instruments, the voices, feelings, thoughts, actions and perceptions of the students are present throughout the study, as well as the analysis and discussion that we gathered when unpacking that issue.

Correspondingly, it is also possible to find along this paper some theoretical constructs necessary to illustrate and provide context. These concepts are presented, discussed and illustrated with the appropriate cases and elements that we found in our study, making a connection between what has been stated in the theory and what we saw in the participants. The concepts worked in here are: power relationships, interaction and preservice teachers. These concepts constitute the basis for understanding the issue that we decided to study.

As students-teachers, we hope that the findings of this study will support further research processes and ideas from researchers about this phenomenon. But, at the same time we hope the findings of this study will contribute with the illustration and consciousness towards the academic community in terms of their teaching practices and the focus they give to their classes. In the specific case of teaching English as a Foreign language, we think that agents in that process and mainly teachers have to be aware that there are more aspects in the process that the mere and simple exchange of knowledge and proficiency of the language and the skills of the language management.

The form in which this paper is organized is the following: First, the statement of the problem encloses some background information for the research study. Second, the rationale

encompasses the reasons why this study did worthy it to be conducted. Then, we will find the research question, the sub-question and objectives. Third, the state of the art shows the research studies related to our study. Fourth, literature review presents the main theoretical constructs that support this study. Fifth, the research design concerns a description in detail about the research approach, the type of study, the setting, population, data gathering instruments such as field notes, audio recording, audio recording transcription and interviews. Sixth, the chapter of the data analysis includes the approach followed by the data analysis, having regard to the grounded theory proposed by Glaser and Strauss (1967). Seventh, the steps for data analysis describes and exemplifies the categories and subcategories that emerge from the data collected. Eighth, the findings that contain what we found throughout the whole project. Ninth, the conclusions present the final outcomes and the process of the discussion we carried out along the process and along the paper. Tenth, the chapter of further research comprises some of topics and issues that are worth to be studied regarding to the main concepts of this study. Eleventh, the chapter about the implications refers to how this project contributes in our formation as future teachers. The last chapter titled limitations describes a series of circumstances that we faced during the development of this study. Finally, the document presents the references and the annexes.

CHAPTER A

STATEMENT OF THE PROBLEM

This section focuses on the global, national, and local work being done on student-teacher interactions, specifically what they reveal about power relationships in the EFL classroom. Students and teachers are social actors in their contexts, who can influence the decisions made within a social circle. In the classroom, the relationship between teacher-students and students-students can be asymmetrical. Correa (2006) stated that the student-teacher interaction is not only between a student and the teacher, but also it involves all the students that the teacher has in his/her group of classes. Additionally, Correa (2006) described the central role of interaction as “an instrument that helps shape that social reality through the exchange of meanings in interpersonal contexts.” According to Correa’s definition, language is crucial in interacting, understanding, and building social reality among the others, taking into account the different settings we share with.

Thus, it is necessary to understand students’ relationships in the EFL classroom because it influences their behavior and interaction within their social circles. In this sense, the role that each student plays in the classroom is significant and deserving of more attention (Forero and Gómez , 2011). In terms of power relationships, it is possible to mention that there are two ways to apply power. First, Cummins (2000) states that coercion is the ability to force someone to do what you want. Influence is the ability to stimulate another individual to do what is proposed. Second, based on these two forms of power, the role of student-teachers in the classroom can be reflected upon. For example, power may be imposed a means of coercing others of helping them in the process of finding

themselves within their social circle. Likewise, these interactions are influenced by power, positive or negative, in the classroom.

At a national level, power relationships are gaining researchers' attention in the field of education. For instance, Rocha and Gómez Rodríguez (2016) carried out a descriptive case study that explored power relations among students in an English class at a public school in Bogotá, Colombia. The findings of this study indicated that the dominant groups' rude interruptions in class activities and bullying practices reduced the submissive teenagers' participation in class. In this case, it is possible to see the influence power can have on teenagers and learning. At times, student-teachers' power relationships can be relegated because the main interest in a class may be the final product. However, power relations in the classroom can influence performance.

At the local level, it is necessary to mention that doing research on power relationships has not been a very common practice, that is why the researchers that conducted this project reinforced the gains about researching about that specific issue

This research project was conducted in a public university in Tunja, Boyacá with a group of 19 seventh semester student-teachers that were observed in their English class. Their ages ranged from 19 to 24, of which two students were older and another was in a more advanced semester.

This population was part of the Modern Languages program at UPTC, where English classes are taken throughout the program. Additionally, the participants had also taken four pedagogical project courses, which focused on shaping students into teachers. The courses also promote mastery of the language and innovative methodologies in their

future classrooms. It is noteworthy that most of the students knew each other and had been working together since their first semester. As a matter of fact, students had several opportunities to improve their English level in different spaces offered by the career.

Taking into account that the spaces mentioned above were created for students to learn and talk about their opinions, in that order of ideas, the aim of the research took a close approach in listening to student-teachers' voices in order to better understand their interactions and power relationship within the EFL classroom. There were two main reasons for conducting this study. First, the researchers felt identified with the target issue because of their closeness within the power relationships ever since they started school and even when they started their academic life in the university as well as the practical and pedagogical experiences that they had. During all those stages, it was possible for them to evidence the presence of power relationships and roles within the EFL classroom in a similar way as we had experienced in our early years of formation. Second, we perceived that the main interest of the EFL classroom was to study the linguistic components of the language, which took precedence over other crucial life issues like interaction and power relationships in the classroom.

CHAPTER B

RATIONALE

The aim of this study was to analyze the interactions among a group of student-teachers and what they reveal about power relationships in the EFL classroom. Additionally, we sought to identify and describe the factors that emerged from the interactions. Since power can influence individuals involuntarily, it can lead them to think, act, speak, communicate, learn, and even limit themselves in a certain way. According to Van Dijk (1989), power refers to the control of actions by members of a group A over members of a group B, thereby, creating an interrelation between the dominated and dominators. Taking into account Van Dijk, it is important for teachers and students to know who has the leadership role in the classroom and if there is more than one leader. As well as the reasons why one group has a more significant influence (dominance) over the other. Therefore, it is crucial to recognize the role power relationships play in the classroom. Even though this is not a purely linguistic or academic endeavor, it inevitably permeates language teaching. Because of this, we need to understand how this issue affects the way we learn, as well as how we interact in the classroom.

It is necessary to mention that we experienced the conditions and consequences of power relations throughout our academic life, whether it was at school or throughout our undergraduate program. We faced power relations without knowing that they were constructed within the interaction processes in our academic contexts. These power relations imposed upon us conditions of acting, thinking, and interacting. From our own experience, we know that we try our best to understand, learn, and participate in a class. At times, we may blame ourselves for failure, but the reality is that many unimaginable factors

are responsible for the way we learn and behave. Unconsciously, we experience the consequences of power while immersed in the situation.

Power relationships are not constant but always in motion (Foucault, 1977, quoted by Gutierrez 2016). In other words, human beings, as social actors, have the ability of influencing one another from the way they behave to what they believe in. When students are constantly interacting in an academic environment, they are subject to being influenced consciously or unconsciously by others. The classroom presents diverse ways of exercising power through popularity, knowledge, recognition, and more. Because of this, we understand that the issue of being influenced or influencing others does not solely depend on the participants per se. Rather, underlying external factors can also influence the dynamics of the classroom.

Humans, as social actors, are part of the interaction processes, or social exchanges between two or more individuals or groups, that modify their actions based on others (Spirkin, 1983). Because of this, it is necessary to understand how individuals interact in the classroom. Consequently, these interactions can reveal how power relationships and cognitive processes are influenced among the participants. Thus, studying and understanding the issue of power relationships in the classroom becomes relevant for the academic community.

Bearing the above in mind, the following research question, sub-question, and objectives were established:

RESEARCH QUESTION

What does a group of student-teachers' interactions reveal about power relationships in an EFL classroom?

SUBQUESTION

What type of interactions are evidenced within a group of student-teachers in an EFL classroom?

MAIN OBJECTIVE

To analyze what interactions reveal about a group of student-teachers' power relationships in an EFL classroom.

SPECIFIC OBJECTIVES

- To identify the factors that emerge from the interactions in a group of student-teachers in an EFL classroom.
- To describe the factors that emerge from the interactions in a group of student-teachers in an EFL classroom.

CHAPTER C

STATE OF THE ART

The issue of power relationships, especially as they pertain to education, has become a significant area of study for teachers and researchers alike. Ramos (2004) mentioned that power has been studied in the educational field by different authors, who have witnessed the importance it has within places of interaction and the community. Power relationships have also been studied by several researchers in Colombia in connection with areas like classroom environment, interaction in the EFL classroom, gender and power, and others.

Because the interest of this study lies in the importance of studying interactions, power relationships, and their repercussion inside the EFL classroom, the following paragraphs will briefly mention empirical studies whose main focus was on power relationships. Though many studies have explored power relations in EFL, we mention some of the published ones that have been done in our immediate academic community.

In that sense, Moreno and Bello (2005) conducted a research study in Bogotá, Colombia titled “The Generation of Power Relationships Through the Students’ Oral Interaction Under the use of a Task-Based Syllabus”. The population consisted of a group of tenth graders from a public institution. The main purpose of this qualitative study was to report on the tenth graders’ development of task-based lessons throughout one year. In particular, these lessons fostered oral interaction, which revealed power relationships. The researchers used field notes, interviews, transcripts of the oral interactions within the classroom, and surveys. They observed that power relationships were marked by the roles

students played during interaction, and the students made use of language to differentiate themselves.

In the same line, Gutierrez (2017) conducted a study titled “Students’ Power Relationships Within an EFL classroom”. This study was conducted in a public school in Sogamoso, Boyacá with a population of eight students that were randomly selected from a group of 35 students. The main purpose of this study was to identify aspects related to power relationships in a group of ninth-grade English learners. The information was collected using three instruments, which were field notes, video recordings, and focused interviews. The researcher found that certain aspects connected to power relationships sometimes helped or hindered the participants’ English language learning process. Positive and negative features concerning power relationships within the EFL classroom were identified. Positive features included the use of power to motivate the accomplishment of tasks. Meanwhile, negative features included the use of power to suppress others, thereby, limiting their ability to express their opinions in class.

Another study titled “The influence of Power relations on teenagers’ learning process in an EFL class” was conducted by Forero-Rocha and Gómez-Rodríguez (2016). The authors worked with a group of teenagers in an English class in a public school in Bogotá, Colombia. The purpose of this study was to explore the power relationships among teenagers in an English class. Data were collected through field notes, students’ opinions shared in journals, and a questionnaire. The corresponding findings were that the learners were divided into dominant, passive, and marginalized groups. The findings revealed that the dominant group interrupted class activities and bullied others through gossip and ridicule. In turn, this affected the dominated students in a negative way. Submissive

teenagers reduced their participation in class and were poorly engaged with the learning process. The research concludes that EFL education should not only be concerned about teaching language content, but it should also consider student's social conflicts to improve academic performance.

Additionally, Mendez and García's (2011) study, "Exploring Elementary Students' Power and Solidarity Relations in an EFL Classroom" was conducted in a fifth-grade classroom in Bogotá, Colombia. The authors selected 17 students from a population of 19 boys and 15 girls. The main purpose was to report the characteristics of elementary school students' power and solidarity relations in an English as a Foreign Language classroom. In that sense, the activities were structured according to a task-based language teaching approach. Each activity was divided into three stages: pre-task, during task, and post task. In this case, data were collected during the post task stage. In terms of the findings, the study suggested that there are different forms of exercising power and solidarity in the classroom. Power can be resisted, challenged, or exercised by means of reproaches. Solidarity pertains to taking sides to protect friends. These findings allow us to see the complexities that can occur in the English language classroom in terms of power relationships.

Another study that is worth mentioning was carried out by Delgado (2014) titled "The Fluctuation of Power Relations Among High School Students". The purpose of this monograph was to reveal how the phenomena of power relationships are inherent to students' discourses and, therefore, unveil students' struggles with power while developing task-based activities. The instruments used to collect the data were video recordings and sociograms. The population of the study were twenty tenth grade students in a beginner

level English class in Bogotá, Colombia. The findings of this study revealed that power is used to control interactions. Students assumed a teacher-like discourse, opposition and alliance, and silence as a result of power. The findings allow us to reflect about the effect of power relationships in the classroom and their possible influence on student-teachers.

After describing some of the studies carried out in the area of power relationships and education in our national context, we noticed that there continues to be a lack of information in terms of interactions among students. In the same sense, the previous studies on interactions and power relationships help us understand how these topics have been addressed in the field of research and education. Some of the studies provided us with theoretical constructs about the main topics and instruments that we used for our study. Additionally, we looked at the theories and concepts presented in the studies to enrich our explanation process.

All the studies above allowed us, as researchers, to confirm that power relations are present in all contexts where interaction permeates between individuals. This is especially true in educational contexts, where the interaction is practically the conduit for individuals to develop social and psycho-affective relationships, as well as contribute to their cognitive development.

The following section includes some of the most important theoretical constructs and their respective authors for each one. In the literature review, we will contextualize, expand, and present some of the concepts that support the development of this study.

CHAPTER D

LITERATURE REVIEW

Taking into account that the purpose of our study is to analyze what interactions reveal about the power relationships in an EFL classroom among a group of student-teachers, the constructs that guided this study were: interaction, as the main concept support in what Elli (1994) said. In the other hand, the concept of power relationships that emerge from interaction processes supporting by Foucault (1998) and Castle (2009) ideas of power, and the final theoretical construct named student-teachers guided by the conceptions of Ramos & Torres, (2019). The previous constructs and their theory will be discussed in the following section.

Interaction

To begin, the most important concept for this study was interaction. As explained before, the idea for conducting this study emerged from the necessity of knowing how the interaction process among the participants influenced the construction of power relationships inside the classroom. In this sense, we develop the research question: What does a group of student-teachers' interactions reveal about power relationships in an EFL classroom? The question reflects our desire to understand the reasons why these events happen, as well as analyze the elements revealed by the interaction.

In order to unveil the elements within an interaction, it is first necessary to define what an interaction is. Classroom interaction is a compound of events with a communicative focus, which are basically conversations or exchanges (Ellis, 1994, quoted by Babativa 2012). In this case, the word "exchanges" stands for oral and kinesthetic

participation. Subsequently, Johnson (1995) defined the purpose of an interaction within the classroom as a means to engage learners in conversation, shape language, and promote language learning and use. To clarify, interaction and its relevance in this study lie in the fact that this issue influences the power relationships that appear in the classroom.

(Gaies, 1980, quoted by Pawlak et al. 2014) described the classroom as the ‘crucible’ in which elements interact. Those elements are teachers and students. In terms of the teaching and learning process, Bailey (1991) stated that the success of the interaction between the elements in the classroom cannot be taken for granted and cannot be guaranteed just by exhaustive planning. In part, this is due to the fact that interaction is a co-operative effort among participants. Because of this, interaction takes effect when all parties in the same environment are involved. This is inevitable since interaction within a classroom is one of the rules that must be followed.

It is also worth mentioning the relationship between interaction and the language. Moreno and Bello (2005) mentioned that “The power attributed to the processes of interaction is generated from the use of language as a tool used for different purposes in different contexts, carrying at the same time a set of effects in reality” (p. 4). Based on the previous, we can understand that language is one of the factors that influence interaction and power relationships. Language is a crucial component that can provide possible answers and reason for interaction and its relationship with power. Of course, language would be incomplete without its corporal or kinesthetic aspect, such as body movements, glances, gestures, and other manifestations.

Types of Interaction

According to Maoer (2008), there are four types of interaction present in the classroom: student-student, student-group, student-teacher, and student-discussion leader. The type of interaction that we decided to focus on for our project was student-student. We wanted to understand the ways students-students interacted in the EFL classroom since this interaction has not been studied in as much depth as student-teacher. Maoer (2008) condensed the types of interaction into two main groups: all student-student interaction and all teacher-student interaction, as shown in the following diagram:

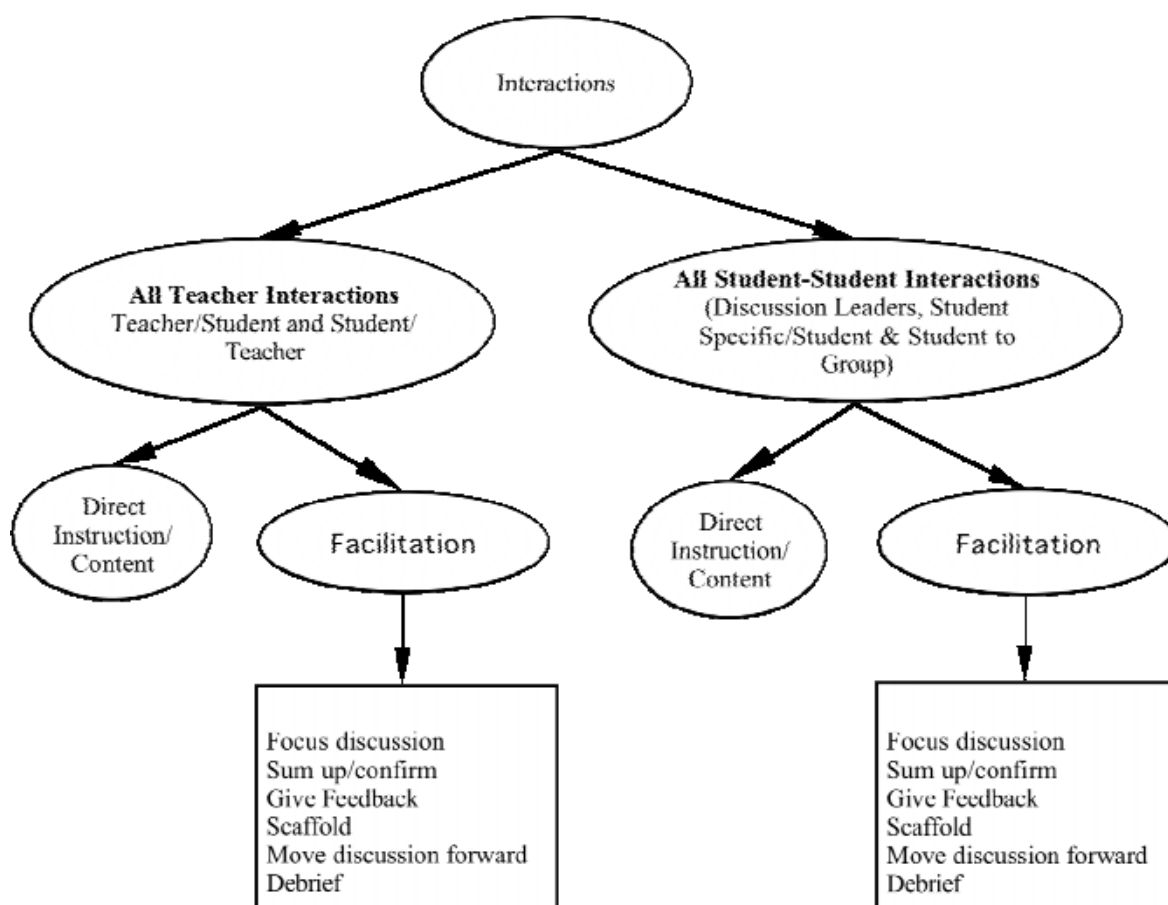


Figure 1. Types of interaction (Maoer, 2008, p. 630).

As seen in the previous diagram, the main group (all student-student interactions) contains the discussion leaders, students specific/students and student to group. We kept in mind all of the student-student interaction possibilities when we collected data in order to understand the power relationships that developed among students in the classroom.

Student-Student Interaction

The main focus of this study was the interactions between students-students. Based on the objective, Herazo (2009) argued that the value of student-student interaction in the process of improving EFL mastery has been considered crucial in communicative language teaching. He also stated that students “can learn from and among themselves” (p. 49). With this in mind, we decided to focus all of our attention on the interaction processes between student-student and what they revealed about the power relations inside the EFL classroom. Even though we understand that other interactions occur in the classroom like students-teacher, we decided to focus on student-student interactions because few studies address this type of interaction. Furthermore, the cause of issues in the classroom might be blamed on the teacher. However, little is still known about student-student interactions and what they can reveal about power relationships that also affect the language teaching and learning process.

Based on the concept of interaction, we developed our study to account for elements of interaction that include verbal and non-verbal language and actions, which are capable of influencing power relationships inside an EFL classroom. It is necessary to mention that interaction will always be present within the classroom, which is why students can influence others’ behaviors and actions.

Power Relationships

The second concept that will be discussed is power relationships. Power relationships in the EFL classroom have been studied, although there is much left to explore in this area. It is necessary to study power relationships because they can influence learners' behaviors and actions. Foucault (1998) divided power relationships in two branches: repressive and normalized power. On the one hand, repressive power is when you want to do one thing, but someone else uses their power to force you to do the opposite. Repressive power forces us to do something we do not want to do. On the other hand, normalizing power is when we do what we have to do, as well as think that power is natural. The power relationships between students-teacher in the EFL classroom are based on normalizing power. The type of power relationships between students-teacher is based on mastering the language, which shapes the interaction. Normalized power can be found everywhere, even within the family.

According to Castel (2009), power relationships are defined as “the relational capacity that allows a social actor to influence asymmetrically the decisions of other social actors, so as to favor the will, interests and values of the actor who has the power” (p. 220). Thus, power relations are defined as the way a person can interfere in the decisions made by another. Taking into account Castel and Foucault, power relationships can be understood as the influence the participants (student-teachers) have on each other. This power can be normalized by them, as well as establish hierarchies that allow the group to control individual decisions. Therefore, the relationship between the student-teachers are asymmetrical or symmetrical depending on the influence that each one has on the other.

With all the previous discussion, it is possible to say that we have perceived two different ways to apply power, coercion and influence. Coercion is the ability to force someone to do what you want. Influence is the ability to stimulate another to do what is proposed. Both options exercise power over others in different ways. For example, trusting students, treating them with respect and kindness, and not yelling at them or embarrassing them increases our influence over them. Obliging, imposing, threatening, and giving orders increases our coercion over others. From both examples, power over the other increases. However, the main difference lies in the pedagogical relationship. We know that influencing others is much better than coercing them. People like to act according to our will and our criteria. Exercising power in class correctly is not about “making things happen”, it is about “getting students to do what needs to be done”. In other words, is necessary to increase authority on the basis of a good relationship.

As a conclusion, Cummins (2000) stated that teachers and students could exert power to influence or coerce their peers. Thus, it is worth mentioning that power is not good or bad; it depends on how individuals use it. In the case of teachers, it is best to use power to influence their students in order to inspire them to do better.

Taking into account the previously mentioned concept of interaction, we defined power relationships as a product of influence and established hierarchies among students. As mentioned before, there are no good or bad power relationships. Rather, power relationships will fluctuate depending on the agents in the interaction.

Student-Teachers

Another important theoretical construct relevant for the development of this project is the concept of student-teachers. In the words of Torres & Ramos (2019), “student-teachers are enrolled not only in a process of acquiring the language per se, but also learning how to teach it. Student-teachers also experience a large number of fluctuating issues as learners and as beginner-teachers” (p. 8). In other words, student-teachers are students who are studying not just to acquire a certain type of knowledge, but also teach what s/he learned in terms of the English language and values. One important characteristic that defines a student-teacher is that they are in the process of learning how to teach, but they have not started their pedagogical practice in an educational institution.

At times, the term student-teacher is confused with pre-service teachers. A pre-service teacher is an individual in a teacher preparation program prior to obtaining his/her initial teaching license. A pre-service teacher is living through a process in which s/he is studying to learn as well as teach someone. The social circle constructed by the pre-service teachers through their interactions are not the same as the ones constructed by other students (Clemmons, Nolen, & Hayn, 2014). In this case, and in contrast with the student-teachers, pre-service teachers are in their teaching practice at an educational institution, where they are taking a subject known as Final practicum in their undergraduate program.

For this reason, we decided to label the participants as student-teachers because they are in a process of teacher formation and language acquisition, but they still have not started their pedagogical practice. Thus, we defined student-teachers as those individuals enrolled in a teaching educational process without having a long-term contact with a pedagogical and practical environment. In this specific case, they were in the seventh semester of the career, however, at that point they had not been immerse in a practical

environment. For this project, the students are learning a language and in the process of teacher formation in an undergraduate program. The following figure shows the concepts we have explained until now and how they relate to each other.

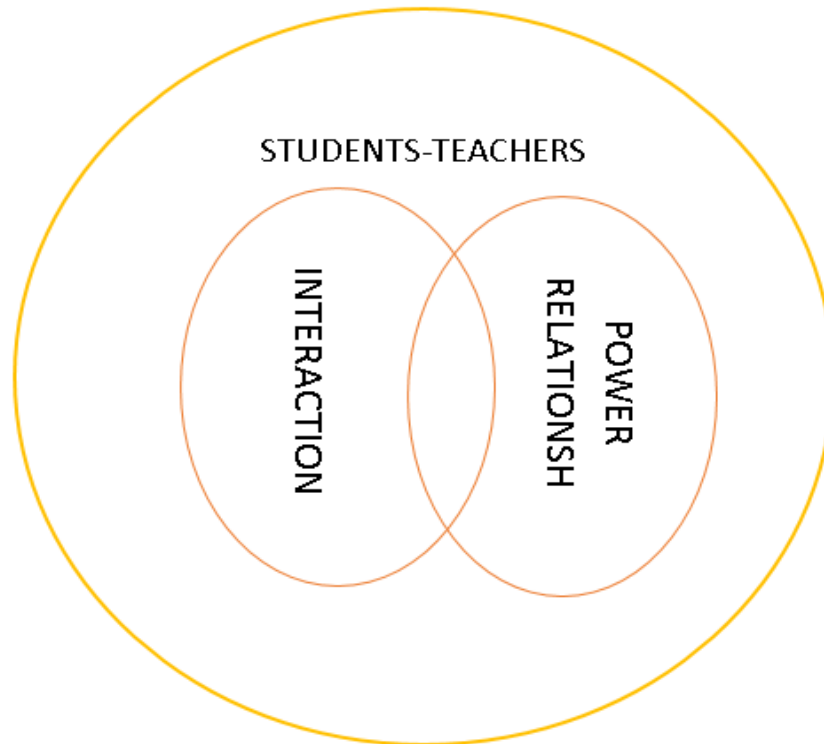


Figure 2. Student-teachers interaction and power relationships.

As we can observe in the previous graphic, the concepts that took part in the development of this study are illustrated according to the organization, role, and position that they had for us. The population for our study, which are student-teachers, embrace the other two elements, which are interaction and power relationships. Inside the largest figure, we added two elements, which are power relationships and interactions. The two are interconnected in the sense that interactions can reveal power relationships among a group of student-teachers.

CHAPTER E

RESEARCH DESIGN

This study sought to investigate a real-life phenomenon in individuals or a group through a qualitative approach. Because of this, we decided to follow the principles of a case study inquiry. Throughout this chapter, the reader will find the approach, type of study, target population, setting, and data gathering instruments.

Research Approach

Taking into account that this research is a qualitative study, it is necessary to define what qualitative means. According to Dörnyei (2007) qualitative research has a main objective of describing social phenomena as they occur naturally; qualitative research takes place in the natural setting, without any attempts to manipulate the situation under study (p. 38). The previous definition justifies the intention of this study, which is to understand a real problematic situation in the natural setting where a group of student-teachers interact. Spradley (1979) stated the essence of a qualitative researcher from a first-person perspective,

I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. (p. 34)

Hence, our main purpose was to describe what we observed in the way things happened naturally and the form in which some of those elements affected and interacted with the population of this study.

Type of Study

The type of study that this research project carried out was a case study method. Case study research scientifically investigates a real-life phenomenon in-depth within its context. Such a case can be an individual, a group, an organization, an event, a problem, or an anomaly (Burawoy, 2009). Differently in some experiments, the contextual conditions are not delineated and/or controlled, but they are part of the investigation (Stake, 2005). Something common in case study research is non-random sampling; there is no sample that represents a larger population. This is contrary to quantitative logic, in which the sample is chosen.

This study was developed taking into account the bases of the case of study method since it focused on a contemporary phenomenon present in society. In this case, the phenomenon was the interactions in the EFL classroom and what they revealed about power relationships. Also, this method allows the researcher to describe a phenomenon in an easy to understand and approachable manner in order for the community to access the information in terms of the real issues that affect the interaction process.

Setting

The mission of the Modern Languages program at the UPTC is to lay down the foundations of integral formation of teacher-researchers in the area of Spanish and English. Modern Languages students are expected to work in basic, medium, and complementary programs with the Colombian educative system with academic excellence. Additionally, students must develop ethic responsibility, social ownership, and a professional identity.

The program also follows the progressive and permanent formation of teachers in the previously mentioned areas (Modern Languages, 2018).

During their undergraduate studies, students have access to tutoring, practicum, and writing spaces, as well as an English club. In the English club and tutoring and writing spaces, students can practice their level of English without the pressure of getting a grade. The purpose of these spaces is for students to practice and voice their thoughts. In the pedagogical component, students can observe and teach at a school during the established schedule throughout the semester. All of the spaces above also help students practice their language abilities in English in order to teach the language to others. Modern Languages students must take seven English courses as part of their core curriculum. The population of our study was attending the last English course, which has special characteristics (see Annex 1). The seventh English course is guided by the following criteria established by the Modern Languages program:

The English component of the Modern Languages curriculum is constructed under the principles of the Communicative Approach, in which the language is viewed as the expression of one's view of the world in order to interact and communicate with "the other" and the world. The criteria for sequencing and organizing language within this approach responds to the tenants of a functional syllabus, therefore, linguistic and thematic issues are presented in relation to their communicative function. (Modern Languages, 2018)

All these elements are part of the context that surrounded the participants from this research project, influencing their academic and professional formation as well as the interaction spaces that students had access to and that in some way influenced the

interaction between the students, teachers and the academic content supposed to be worked for them.

Population

The participants of this study were 12 seventh semester student-teachers, who were selected out of a total of 19 students in the class. Their ages ranged from 19 to 24. Five of the participants were male, while seven were female. Two of the female participants, who were the oldest, had belonged to a previous cohort. One relevant characteristics of the participants was that they came from different cities and municipalities inside and outside of the department of Boyacá, Colombia. Their variety was evidenced in their different customs within the classroom during interaction.

We observed the participants during the English class with their and the teacher's permission. The English classes were based on the communicative approach, which meant that the teachers and students established an environment for conversation while practicing grammatical components of the language. The course syllabus is presented in Annex 1.

Apart from the English class, the students had also taken four pedagogical and research projects together. The focus of these courses is to shape students to become teachers. Students have to become teachers who are able to manage the language and implement innovative methodologies in their classes. Since most of the students were part of the same course, they knew each other when they started their major.

Data Gathering Instruments

As part of this project, we decided to implement three instruments for gathering data, those instruments were field notes , audio recordings and interviews. The way in which they were used is explain in the following lines.

Field notes. Field notes refer to qualitative data recorded by researchers in the context where the phenomenon takes place during or after observation. The notes are evidence that gives meaning and aids in understanding the phenomenon. Field notes allow the researcher to access the subject and record what they observe in an unobtrusive manner. One major disadvantage of taking field notes is that they are recorded by an observer and are thus subject to memory and possibly the conscious or unconscious bias of the observer (Canfield, 2011).

We implemented the use of field notes in order to recognize elements that contributed in the development or relapse of the English classes during student-teacher interaction. Also, we wrote down aspects related to our study that caught our attention during the class sessions. Furthermore, field notes helped us remember, recognize, and identify aspects and patterns in student-teachers' interactions.

Despite the variety of new methods to collect data, field notes are still popular among qualitative researchers because they are easy to design and implement. Researchers can identify and register data using the paper and pencil technique. They can add data codification to the notes when the needed information has been collected (Kieren & Munro, 1985). Hence, we conclude that field notes fit with the purpose of this study and allowed us the flexibility to collect and codify the data.

We observed a total of six classes with a length of approximately two hours per session. In order to take field notes, we designed a format where we could describe the situation and environment as close as possible to reality. In another section, we could

describe our perception about the situation (see Annex 4). After collecting the data, we analyzed and codified the field notes.

Audio recording. An audio recording is a general term that refers to the recording of any sound within or outside of a space. Field recording is the practice of recording the audio in the context of study. In that sense, we recorded the participants outside the classroom through a series of questions. Spontaneous conversations, nature sounds, city sounds, or anything else can be the focus of interest of the recording. Therefore, the purpose of this tool was mainly to corroborate the gathered information in the field notes instrument, to have an audio record of the observed sessions and to find new elements. It was also used to have a clear evidence of the oral interactions that took place in the classroom.

Audio recording transcription. Dexter (2011) stated that transcription involves listening to a recording and typing up the contents in a document. Typically, this will be an interview between a interviewer and a interviewee or a researcher and participant.

We implemented audio recordings in most of the sessions of the English classes. This instrument allowed us to find significant elements during the interactions. Such elements as word use and tone were recorded and transcribed.

Transcription is the activity in which researchers write a spoken conversation into written words. In qualitative research, transcription is conducted by an individual or group of interviews. The discourse on the recording is written verbatim, along with its non-linguistic features (The International Rescue Committee, 2018). For this study, we wrote

the conversations verbatim as they appeared in the recording to capture all of the verbal exchanges between the student-teachers throughout the class.

It is also relevant to mention that transcripts are a form of analysis rather than data per se. The transcription process goes beyond simply selecting and applying a series of conventions and symbols; it also reflects a theoretical position (Davidson, 2009; Green et al., 1997; Lapadat & Lindsay, 1999; Ochs, 1979).

In the same order of ideas, the transcription process is subjective. Authors on the subject do not always agree on the theoretical positions and transcript content. Hence, there is not one correct version of a transcript (Bucholtz, 2000). It is important to emphasize that there are different varieties of data analysis processes, and the level of detail of the transcription will depend on the type of analysis being done by the researchers (Halcomb & Davidson, 2006; Tashakkori & Teddlie, 1998).

For this study, we recorded and transcribed audios from three different sessions, each with a length of one hour and thirty minutes. The main focus was to capture and analyze the oral interactions between the student-teachers.

Interview. Another instrument that we used in developing this project was interviews. The major forms of qualitative interviews are semi and unstructured interviews. In a typical semi-structured interview, the researcher has a list of questions or series of topics they want to cover in the interview, but there is flexibility in how and when the questions are put and how the interviewee can respond (Edwards and Holland, 2013). We decided to apply a semi-structured interview because of the possibility that it offered us in terms of flexibility and establishing a more conversational format between interviewer and

interviewee. Additionally, the semi-structured interview allowed us to establish topics and questions that were important to cover and discuss with the participants.

Additionally, we decided to apply this instrument in order to corroborate the information obtained from the other instruments (field notes and audio recordings) in which the perceptions of the researchers were considered. The interview was a possibility to confirm these perceptions to avoid any misunderstanding made by the researchers.

CHAPTER F

DATA ANALYSIS

Approach to the Data Analysis

Based on the intention of this study, we opted to follow aspects of the grounded theory approach. Glaser and Strauss (1967) stated that the grounded theory was a way of approaching social reality in a different way, and they mentioned that it was an inductive approach in which immersion in data serves as the starting point for developing theory about a phenomenon (p. 114). Therefore, grounded theory is useful for this study because of the fact that the data is the pillar and foundation for the development of the research and the implications.

Steps for analyzing the data in grounded theory were contemplated by the authors. Strauss and Corbin (1990) in their book, “Grounded Theory Research: Procedures, Canons, and Evaluative Criteria”, the authors wrote the procedures that were considered for this study:

- 1. *Data collection and analysis are interrelated processes:*** Strauss and Glaser (1967) mentioned that “analysis is necessary from the start because it is used to direct the next interview and observations” (p. 6). Because of that, the data we collected from the very beginning were a guide to make sure we were on the right path. As Strauss and Glaser stated, “the carrying out of procedures of data collection and analysis systematically and sequentially enables the research process to capture all potentially relevant aspects of the topic as soon as they are perceived” (p. 6).
- 2. *Concepts are the basic units of analysis:*** In this part, theory is used to contrast the observed data with other theories. Then, the information that is found later on is

resembled with the previous one. In here, what is done is a process in which the data that was found in the previously mentioned stage is attached with the new one. This is labeled as “pacing”.

3. *Categories must be developed and related:* Throughout the process, information was analyzed, and patterns were found. This information must be compared in a cyclical process called “comparative bit”. To explain, Strauss and Glaser (1967) mentioned that “Concepts that pertain to the same phenomenon may be grouped to form categories. Not all concepts become categories. Categories are higher in level and more abstract than the concepts they represent” (p. 7). Because of this, not all of the data collected were used, rather the most relevant data were selected in order to make categories.

4. *Sampling in grounded theory proceeds on theoretical grounds:* Strauss and Glaser (1967) mentioned that “Sampling in grounded theory proceeds not in terms of drawing samples of specific groups of individuals, units of time, and so on, but in terms of concepts, their properties, dimensions, and variations” (p. 8). In this part, we gave prevalence to the incidents and events rather than the individual.

5. *Analysis makes use of constant comparisons:* To develop this study, it was necessary to compare elements that emerged from the data. This allowed us to find similarities and differences among them.

6. *Hypothesis about relationships among categories should be developed and verified as much as possible during the research process:* As the heading mentions, the data were constantly reviewed without assuming a general truth.

To sum up, the procedures and cannons mentioned above were followed in order as they pertained to our study.

CHAPTER G

STEPS TO ANALYZE DATA

In this stage, we followed a process that allowed us to find relationships among the collected data. In order to do this, we used a methodology based on Willig (2013) in her book *Introducing Qualitative Research in Psychology*. The data gathered was analyzed in the following steps: categories, coding, and reviewing data. These steps are shown in the following diagram (see Figure 3). Aspects like non-verbal actions and kinesthetic gestures, glances, and hand and body movements were considered. Based on the process that we followed, we adapted the steps proposed by Willig (2013), which are summarized in the figure below:

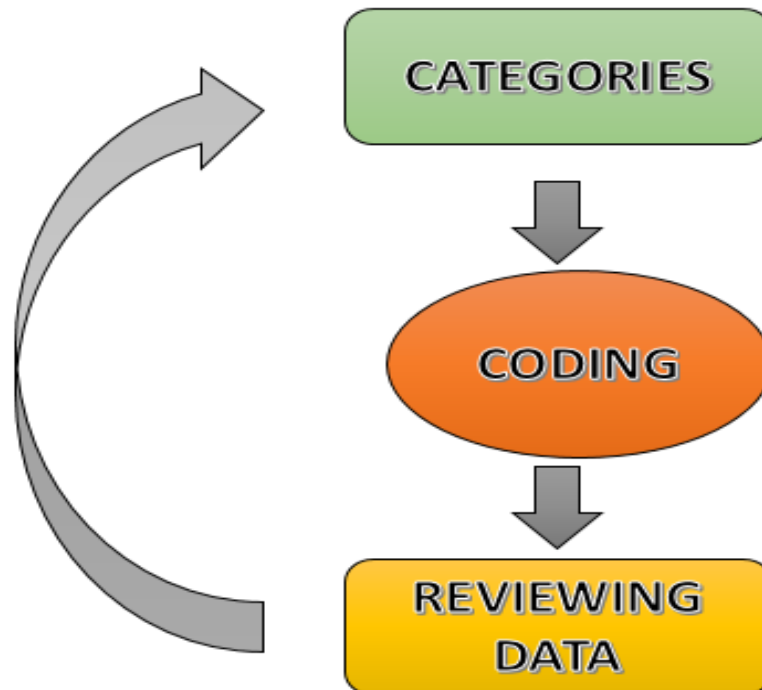


Figure 3. Steps of data analysis adapted from Willig (2013).

At the beginning of the process, it was necessary for us to read and reread the data collected in order to find patterns. The patterns were based on issues and aspects that we found relevant to the research question. As the name implies, patterns are aspects seen multiple times in the data content.

In the coding stage, patterns were categorized according to the content of the information. First, we split the information. If the patterns were similar, they were placed together and given a name. Then, these patterns were labeled as categories. When reviewing the data and a new pattern emerged, a new category was created based on the codified information. The purpose of the categories were to make the distinction between the information that the codes contained. Because of this, the names of the categories reflected the content and nature of the codes. This process was followed with all of the data gathered.

In that sense, we worked together to categorize the data. Throughout the process we assigned each code a name and color whenever we saw repetitive behavior in the interactions. In the first analysis that we did, the categories that emerged were related to age, semester, friendship, and English level.

For example, the category “age and semester” appeared after reviewing the data, and it was underlined in yellow. This pattern showed that age and semester interfered with the student-teachers’ interactions. We observed students who had the same age or were in the same semester got together faster in group activities. Thus, the differences or similarities between the participants influenced interpersonal relationships. The pattern “friendship”, which was underlined in red, showed that the student-teachers joined together in groups according to their interpersonal relationships they had created in previous semesters. The pattern “level of English”, underlined in green, reflected the student-

teacher's English level when establishing roles in the classroom. When the participants corrected their peers, it was perceived as a positive interaction because the corrections were accepted by student-teachers with a lower proficiency level. Additionally, the level of English was a determining factor in selecting a leader in small groups. Therefore, the leader usually had a better level of English, participated more in class, and reported on the group's activities.

Another aspect that we discovered when establishing categories was the knowledge participants had in mastering the language. In the second step of the data analysis, we found that two subcategories emerged, which were: feedback and roles. These subcategories were grouped into two main categories (collaborative and coercive). The main categories were chosen based on the concepts of collaborative and coercive power relationships (Cummis, 2000). Coercive power is the ability to force someone to do what you want, which can lead to oppression and/or abuse. On the contrary, collaborative power relationships promote democratic expression, human rights, and freedom. Collaborative power relationships reflect a sense of 'power' that refers to 'being enabled' or 'empowered' to achieve more.

Within the category of collaborative power relationships, the subcategory "feedback" appeared. Based on Hattie and Yates (2014), feedback is defined as the information that allows a learner to reduce the gap between what is currently evident and what could or should be the case. As we checked the data, we noticed that feedback played a fundamental role in power relationships, and the teacher was not the only one who gave feedback. Learners with a high proficiency level will also transmit their knowledge to each other in helpful ways. This was witnessed when the classroom leaders decided to correct their classmates in a friendly way. "There is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue

or interaction between teacher and learner, not a one-way communication” (Ramsden, 1992, p. 193). In this way, students can take on teacher-like roles to give feedback through interaction. Additionally, those who gave feedback do so with self-confidence, which allowed them to help others in the class.

In the category of coercive power relationship appeared the subcategory of “roles”. This subcategory comes from the data, which revealed that the participants assigned each other roles unconsciously. For example, the student-teachers with a higher language level were given the role of “leader”. We noticed how classroom leaders constantly participated in groups, and the other members came to them for decision making processes and to participate when the teacher asked a question. As Maxwell (2009) stated, teamwork requires discussions and agreements among students. We observed how students behaved within the group, how they presented and defended their positions, and whether they heard, respected, or accepted others’ points of view. Based on what we found, we decided to name this subcategory as “roles” because the roles established within a group remained constant. This was the case with the leaders since they never stopped being leaders.

Triangulation and Validity of the Process

In order to validate the gathered information, we took into account the three data collection instruments: field notes, audio recordings, and interviews. We used these instruments, as explained in the previous sections, to obtain accurate results relevant to our study. We also considered data triangulation, which Denzin (1978) stated is “the combination of methodologies in the study of the same phenomenon”. Hence, triangulation

is an impeller in the process of validation and confrontation of the information to support, confirm, and justify that the information is reliable and trustworthy.

The beginning of the data analysis goes hand in hand with the implementation of the first instrument, which was field notes. We chose to use this instrument since the purpose of the study was to explore power relationships among a group of student-teachers. With this instrument, we were able to write down how the student-teachers interacted, as well as the time and setting of the study.

We confirmed the power relationships we observed in the class sessions with the audio recording transcripts that matched the same time the field notes were taken. From the beginning, we also identified relevant and similar aspects between the first two instruments. We decided to corroborate the data found in the field notes and audio transcriptions with the semi-structured interviews. The last instrument was implemented with eight participants. The questions related to the frequency of their participation in class, the way they felt about their interventions, who they received feedback from, and how they felt when they received that feedback.

The aforementioned process led us to two categories. The first one is called “collaborative power relationships”, which embraced the subcategory “feedback”. The second one, as mentioned above, was “coercive power relationships”. In this case, the subcategory that emerged was “roles”. These categories and subcategories helped us in the process of answering the research question. In that sense, the next chart displays the categories and subcategories that were identified after the data analysis.

Table 1. *Research questions, categories, and subcategories.*

RESEARCH QUESTION	CATEGORIES	SUBCATEGORIES
What does a group students- teachers' interaction reveal about power relationships in an EFL classroom?	Collaborative power relationships	Feedback as the representation of collaboration among students.
	Coercive power relationships	Roles as the basis of students' power relationships.

Based on the information expressed in the chart, we will describe the categories and subcategories found in the three data collection instruments.

CHAPTER H

FINDINGS

From the beginning of the study, we noticed certain aspects that influenced the development of the class and interactions. One of these aspects was the knowledge or proficiency the student-teachers had in the target language, which in this case was English. When taking field notes, we divided them into two sections: observed information and

event analysis. The latter refers to how we interpreted the information seen. The sample presented below was taken from our fifth observation during the first session. The student-teachers had to carry out a presentation about famous murders in history using the past simple tense. In the excerpt that follows, Male Student #1 and Male Student #3 were the first to present.

Observation 5:

Male Student #1 and Male Student #3. First, Male Student #3 starts the presentation, most students are looking at their faces and show pleasure or surprise while they present (some others are on their phones or doing some material for their own presentation). They also laugh as Male Student # 1 executes a series of comments to make the group laugh.

While the male student #1 speaks and ends his interventions, his classmates execute signs of approval after each of them. On the other hand, Male Student # 3 presents some difficulties in pronouncing some words and conjugating some verbs, so his classmates correct what he says in a low voice and avoid looking at them when he is wrong. (Field notes, Observation #5)

Based on previous, we analyzed the following:

Male Student #1 is one of the students that has more mastery of the foreign language among the group, which is why his classmates decide to pay attention to his interventions and congratulate him. Meanwhile, Male Student # 3 is within the group of students who have a good level of English but still makes mistakes, that is why when he intervenes his classmates are not so attentive, but they prefer to perform another action. (Field notes, Observation #5)

From the excerpt above, it is evident that knowledge and language proficiency positioned some students over others. Specifically, Male Student #1, who had a higher level

of English, was supported by his peers. He responded to his peers' attitude by means of verbal and non-verbal language. On the other hand, Male Student #3's performance yielded different results than Male Student #1. In part, this was due to the fact that Male Student #3's interventions were not as relevant as Male Student #1's.

Collaborative Power Relationships

We decided to name this category *Collaborative Power Relationships* based on Cummins (2000) and the data analysis and interpretation. As mentioned before, power relationships are not good or bad. This category helps explain the previous and demonstrates that power is present everywhere. Cummins (2000) stated that collaborative power promotes democratic expression, human rights, and freedom for everyone. The following excerpts come from student-teacher interviews that support this category. The initial R stands for researcher, and St represents student-teacher.

R: Pero, ¿te gusta participar o te da igual si participas o no participas?

St: Pues sí, no es algo como muy relevante si participo o no, **igual yo estoy escuchando a todos y como que de todos aprendo un poco.**

R: Ah, okay. ¿Y de qué agentes recibes realimentación?

St: Más que todo de mis compañeros, como "Uy, dijiste eso mal" "Uy, eso no se dice así" o "Uy, que chévere, así."

R: ¿Y cómo te sientes cuando te dicen esos comentarios?

St: Pues si es malo, tratar de corregirlo y si es bueno pues... #se da un golpecito en la barbilla# (señal de triunfo). (Interview #8, Female Student #5)

This sample above was taken from a semi-structured interview with Female Student #5. The interview took place after collect data through field notes and listening to the audio recordings. By doing so, we could gain insights on the environment of the class, the student-teachers' perceptions about giving and receiving feedback, and how they felt about participating in class.

Based on the excerpt above, the first aspect we noticed was that the participant felt she received information in class from her peers. One thing worth mentioning was the way student-teachers provided information to each other. We noticed that the environment for knowledge giving was collaborative. As seen in the example above, the expression they used were friendly within comfortable environment.

Cummins (2000) distinguished two kinds of power relationships: coercive and collaborative. Coercive power allows for oppression, abuse, inequity, and totalitarianism. Coercive power relationships refer to a dominant individual, group, or country exerting power to the detriment of a subordinated individual, group, or country. Collaborative power, on the other hand, allows a community to practice democratic expression, equal human rights, and freedom. Collaborative relations of power reflect a sense of 'power' that refers to 'being enabled' or 'empowered' to achieve more.

Feedback as the representation of collaboration among students. This subcategory emerged when we analyzed collaborative power relationships, and we found that the student-teachers provided each other feedback when they made a mistake. As it was a repetitive action in all three data collection instruments, we decided to name it as a subcategory within *Collaborative Power Relationships*. From the theory, Bruner (1960)

described feedback as an evaluation and named it as one of the three aspects of learning. According to Bruner, “A third aspect of learning is evaluation: checking whether the way we have manipulated information is adequate to the task. Is the generalization fitting, have we extrapolated it appropriately, are we operating properly?” (p. 48). From this point of view, feedback was related to the evaluation and correction that students provided each other. The following sample was taken from an interview with one of the participants after we observed the English class.

R: e:: ¿De qué agentes recibes feedback en la clase de inglés?

St: Emm:: pues de mi profesora más que nada, **pues también de mis compañeros que pues están como en el mismo nivel bueno**, también a uno lo orientan.

R: Y ¿Cómo te sientes cuando eres corregido por la profesora y por tus compañeros?

St: Mmm pues en este caso bien, **normal porque pues son como tienen tacto para eso**. (Interview #3, Male Student #1)

In this interview, we observed that the student-teachers made corrections amongst themselves. They perceived this as a positive interaction because they collaborated with each other. Thus, in the previous example, Male Student #1 said that he trusted the feedback he was given because he recognized their level of English was good. For that reason, the participants felt that feedback was also trustworthy.

The following audio recording transcription is another example of the subcategory feedback. This sample was taken during an English class, where the teacher was explaining the way in which an essay is elaborated in English. After the explanation, the teacher asked students to write an essay on the board about pollution. Then, the students provided ideas and

told her what to write. The teacher helped them with the selection of adequate words in order to create an essay. Thus, the student-teachers participated and collaborated with each other.

In the excerpt below, S stands for student and T for teacher.

- 172 S(woman): unintelligible word..pollution.
- 173 T: Ok. Give me a whole sentence. There are not useful ways to control garbage.
Cars.
- 174 S(woman 172) : produce
- #Student says the sentence and the teacher writes on the board#
- 175 T: produce...a lot of....what? help her! ...Cars produce a lot of...
- 176 S(man): smoke...pero no sé #speaking with one of his partners#
- 177 T: How do we say that word?
- 178 S(man 176): air pollution?...si or smoke!
- 179 T: smoke? It is? Like this? (Audio Recording Transcription # 2)

In this part of the audio, it is apparent that the student-teachers constructed sentences together when they were asked to participate as a class. In this case, they had to help with the construction of a paragraph about pollution. In that sense, feedback is collaborative when students help their partners with ideas in order to achieve the same objective.

The following information was gathered from our field notes in which the student-teachers were involved in a process co-evaluation and correction. The class started at eight in the morning and finished two hours later. In that class, the teacher asked students to work

on written exercises about the past tense. After they finished the exercises, the teacher exchanged the papers and asked them to start correcting the exercises at the same time she and the other students discussed the reasons for the answers.

In most cases, there is always someone in each group that corrects the mistakes from the other members of the same group. They have better pronunciation and use of the languages than the other ones, and they demonstrate it when they participate and when they correct other people. (Field Notes #3)

In the previous excerpt, we could see the way the student-teachers provided feedback to each other. Primarily, one person provided feedback in the group, and s/he was the one who had the highest level of English. In this category and subcategory, we have explored how feedback is not oppressive or harmful for the student-teachers. On the contrary, they agreed on receiving feedback from their partners, and they felt comfortable with it. This was also apparent in the excerpt that follows, which was taken from the field notes.

Female Student #4 reads fluently and when she makes mistakes Male Student #4 corrected her. He is in the same group with the Female Student #4 and he participates the most in the group. It is observed that Male Student #4 has a good level of English when he speaks or reads. (Field Notes # 4)

In the previous sample, participants were developing a workshop in their English class. For this activity, students worked in groups. They received a character that they had to write about. The student-teachers had to simulate that they were the character. In order to socialize what they had written about, the student-teachers had to read out loud.

Here, the students corrected and evaluated their partners' speech because they identified possible mistakes and tried to correct them. Also, it was more common to find that students made corrections amongst themselves when they were in small groups.

As a result, feedback is collaborative when students help each other. It is a form of positive interaction, in which the person with the highest level of English will provide the feedback. In this case, the power relationships revealed were not harmful to the student-teachers. Because of this, the feedback was collaborative, and the participants felt comfortable receiving it. Hence, knowledge is a pillar in the construction of collaborative power relationships.

Coercive Power Relationships

Coercive power uses the threat of force to gain compliance from another. Force may include physical, social, emotional, political, or economic means. Coercion is not always recognized by the influenced. The main idea behind this concept is that someone is forced to do something that s/he does not desire to do or is prevented from doing something that s/he would normally do. Taking into account this category, the subcategory related to roles emerged and is explained and exemplified.

Roles as the Basis of Students' Power Relationships. This subcategory appeared after we noticed that the student-teachers assigned each other roles. Most of the time, role assignment was unconscious, and it was connected to the participant's English level and mastery of the language. The student-teacher with the highest proficiency level most likely made the decisions or encouraged others to participate. These roles were not established in

a verbal or written way; rather, they were recognized by the members of the group. Also, the name of this subcategory was confirmed when we analyzed the data gathered. We identified that the student-teachers with the best level of English were established as the leaders, and these roles never changed. Based on this, the excerpts in this subcategory explain and exemplify role assignment among the student-teachers.

Gutiérrez (2017), who investigated students' power relationships in an EFL classroom in Boyacá, Colombia, stated that:

...the groups who had a leader did not have problems in the attainment of the task.

On the contrary those groups which lacked a leader had difficulties getting the task done. Leader students acquired certain responsibilities and roles within the groups they belonged to and made the groups work. (p. 46)

In the citation above, the importance of roles in EFL classroom is highlighted. Group leaders helped their peers accomplish tasks and meet goals in developing the activities. Meanwhile, groups without an assigned leader could not fulfill some of the proposed tasks. In this sense, we related the study above with our own since the student-teachers with leadership roles had more knowledge in terms of the language than others. Because of this, they guided and supervised the others' progress and helped develop the activities.

The following sample was taken from the third audio transcription during one of the English classes. The student-teachers had to present famous murders in history. In the excerpt below, Male Student #1 and Male Student #3 were presenting their visual material.

39. T: Ready? #She ask to Male Student #1#

40. Male Student #1: Ummm:::

The teacher allows them to delay as long as they want to start the presentation.

#Male Student #1 orders Male Student #3 to start the presentation using a head movement#

41. Male student #3: Good morning

42. T : Morning # Male Student #1 gives indications to Male Student #3 about what he has to say by pointing out a picture#

(10s silent)

43. Male student #3 (he starts the presentation)

Morning, I'm going to talking about the murder of massacre in texas' Eh (0.2) the murderer call eh (0.2) Eduar Jims Emmm (0.2) whose a (unintelligible speech) He was the most brutal killer existed in the Unaiite state, united statets, emmmm (0.2). (Audio Recording Transcription #3)

Male Student #1 had a high level of English and played the role of the leader due to his knowledge. Because of this, he gave a command to Male Student #3 without even making use of verbal language. This is a clear example of a coercive power relationship, in which one dominant student (Male Student #1) gives orders to a subordinate agent (Male Student #3) when the Male Student #3 follows the orders without hesitation. It emerged due to the fact that Male student #1 has a higher English level and the support of the group. He knew that he had the power and he used it to control the behaviors of Male Student #3. In this case, the subordinate agent has lower opportunities to hesitate about the orders, because he is tied and conditioned to the other agent actions. We confirmed the same power relationship in the corresponding field notes below.

The teacher asks students to make groups. Students starts to join together, but a student (Male Student #2) waits in his seat because he wants his partners to ask him to join them. Finally, a student

(Female Student #4) asks him to make a group with her. Male Student # 2 starts to develop the workshop.

Male Student #2 has an active role inside the group, and he starts to develop the workshop. He is the student that participates the most because his partners wait for his participation. When his partner (Female Student #4) reads, he corrects her in a kind way. (Field Notes, Observation #1)

The sample above was also used in the subcategory “Feedback as the representation of collaboration among students”. The students had to make groups and write about a character and what they would do. From the previous excerpt, it is possible to see that Male Student #2 positioned himself as a leader since he waited for his classmates to join him. Likewise, he started to develop the activity in his group. It was evident that his role as the leader was assigned to him by his classmates unconsciously. In this observation, we saw that the student-teachers tended to select a leader. We concluded that some of the students in directed others on what had to be done, while the subordinate student-teachers accepted these rules.

The following excerpt is another example of how the group selected a leader during a class activity. The excerpt was taking from our field notes.

Groups Made by the Students During an Activity:

1. Male Student #1 & Male Student #3: Male Student #1 tends to be the leader because he makes more interventions when doing the activity.
2. Female Student #2, Female Student #5 & Female Student 6: Female Student #5 and Female Student #6 change the role of leader all the time. Female Student #2 has the role of leader

while the other two girls have a “secondary role of leader” because they change all the time throughout the workshop, and they are not aware of that.

3. Male Student #4, Female Student #8 & Female Student #4: Male Student #4 and Female Student #8 work together, but Male Student #4 is the leader. Sometimes, Female Student #4 works alone, and she observes her partners.
4. Female Student #3, Female Student #7 & Female Student #1: Female Student #3 and Female Student #7 are the leaders, but Female Student #1 changes the role of leader with Female Student #7. (Field notes, Observation # 4)

This sample explains the way in which the student-teachers joined together and selected a leader. The participants needed to join together in order to solve a workshop. In that workshop, students had to read and answer questions about the reading. Also, they had to answer open-ended questions. The student-teachers selected a person to write and say the answers.

Based on the previous observations, it was possible to identify that the role of the leader was established by the participants of each group. In most of the cases, it did not change, there was always one person in charge. In order to confirm the information from the field notes, we conducted a semi-structured interview with Male Student #4. R stands for researcher, while St is the student-teacher.

R: Mmm ok, y ¿Cómo de qué compañeros los reciben?

St: Pues digamos que siempre es como de alguien en específico porque e:: un sentimiento un síntoma general de los grupos es que hay personas con cierto nivel, es decir que hay personas con mucho más nivel y que no temen o más bien no les molesta el hecho de corregirlo a uno. Usualmente siempre son las mismas personas.

R: Pero no le molesta o sea ¿cómo se siente cuando lo corrigen?

St: Mmm para nada a mí no me molesta en lo más mínimo porque pues como ya le digo uno desde un principio al estudiar siempre con la misma gente pues es consciente de en qué nivel está y en qué nivel está en contraste con los demás por lo que aprender de alguien que de pronto sabe algo o que está mejor que uno pues no tiene nada de malo. (Interview #1, Male Student #4)

As mentioned before, the interview was applied after taking and analyzing the field notes in order to corroborate the information. Thus, this sample comes from an interview after the English class with a previous contextualization about the content of the interview from the researchers to the participant. As a result of the analysis, it was possible to see that knowledge was the protagonist when it came to an adequate and correct intervention and correct. Thus, the level of English in this subcategory was a main indicator of assigning leadership roles.

Based on the examples, we can justify that this subcategory emerged from unconscious interactions, in which students assumed positions of leadership and subordination. From the samples, it was clear that certain individuals play the role of leaders and give commands. In addition, they develop the workshops and select who will be in their group. All these actions could be executed by them due to their knowledge in English.

CHAPTER I

CONCLUSIONS

The main objective of this research study was to analyze what interactions reveal about a group of students-teachers' power relationships in an EFL classroom. We can argue that students established power relationships when they interacted, but these power

relationships were not always harmful, as it is commonly conceived. Also, there are factors that influence the interaction and, at the same time power relationships, among student-teachers. Glances, gestures, and hand and body movements are non-verbal acts that influence the interaction. Meanwhile, commands, speeches, interventions, corrections were part of verbal acts that also influences the interaction.

By using field notes, audio recording transcriptions, interviews, and a careful analysis of gathered data, we identified the factors that emerged among the group of student-teachers when they made groups and developed different activities. Two of the factors that we recognized throughout the project were feedback and roles.

The first one, feedback, was found when the participants evaluated and corrected their partners' interventions while they were talking. The student-teachers perceived these corrections as positive. They felt that they could learn from those who have mastered the language. Even though feedback was seen as positive, two student-teachers expressed that they felt ashamed after being corrected. The reason was that they made errors that would be considered beginner level mistakes, even though they were in the upper level semesters in their major.

The second factor was roles, which emerged from the position of leadership that the participants assigned each other unconsciously. The leaders were always the same three student-teachers because of their English level. The students were selected by their partners who recognized they had a better mastery of the language. Therefore, they answered the questions, developed workshops, and lead the group in a suitable way.

It is necessary to mention that the factors we identified were connected by the component of knowledge. Thus, the interactions among the student-teachers were defined by the knowledge about the foreign language that each participant had. Because of this, the

interactions, power relationships, and student organization in the EFL classroom were led by hierarchies of knowledge.

Finally, we, as researchers, could confirm that power relationships were everywhere, and they emerged in different ways depending on the context and levels of friendship, which were constructed from the first semester due to personalities, feelings, conceptions, backgrounds, and students' interests. Additionally, it was important for the student-teachers to improve their language level in order to apply it in their future jobs as English teachers. We can conclude that interaction interferes with the way power relationships are developed and its variations inside the EFL classroom.

CHAPTER J

FURTHER RESEARCH

Throughout the development of this research study, we realized that there are some topics and issues that are worth studying. First of all, we realized that studying interactions in the classroom is a great opportunity to use discourse analysis. The elements of the language would allow us to study verbal and kinesthetic aspects. Critical discourse analysis or discourse analysis are relevant processes involved in understanding people's ideologies, points of view, and thoughts. According to Hashemi & Ghanizadeh (2012),

Critical discourse analysis (CDA) – analyzing discourse to find hidden meanings and to uncover the relationship between discourse, ideology, and power – seems to be one of such techniques an EFL teacher may have at his/her disposal to better equip learners with a lifelong ability in CT. (p. 38)

Based on the above, CDA could help teachers and researchers in the EFL environment get a closer view of the issues inside of the classroom. Therefore, they can tackle students' necessities, as well as the group's specific needs.

It is important for students, who are in the process of learning a language, and for us, as researchers, to understand how interactions affect issues in the classroom. From personal experience, we, as learners, try to do our best to understand, learn, and participate in class. However, we can also blame ourselves when we make mistakes and fail, even when other factors are involved in the learning process. This can affect the way learners behave and learn. In this study, we discovered that factors like feedback and roles affect proper learning of a foreign language, as well as create a lack of linguistic knowledge.

Specifically, we would like to highlight that beyond the development and practice of language skills through drilling and memorization, there are other crucial things to study, analyze, and implement inside the EFL classroom. Issues can influence the way classes are developed and students learn, which is why it is important to study interactions in the classroom. To summarize, we wanted to understand how interactions directly affected power relationships in the classroom. However, this area is worth exploring, understanding, and analyzing further.

Consequently, it is also crucial to study in depth the participants' formation as future English teachers. Our study did not account for this aspect, but it helps continue with the discussion about interactions and power relationships among student-teachers in the EFL classroom. Understanding the connection between the student-teachers' formation and interactions could provide more information on their learning processes.

In the same manner, in the educational research field, we also consider that it would be a good chance to study the way in which the gender influence the interaction and the power relationships constructed from it. This came to our mind because of what we saw during the observations in the development of this project, which is that despite of the group was conformed mainly by girls, the boys were the ones who had the leadership, specifically the capacity to influence other individuals actions, in the class.

CHAPTER K

IMPLICATIONS

We consider, as future teachers, that this project can be useful because it is important to be aware about how the issue of students' interaction works in the EFL classroom. There are a lot of aspects that affect the students' learning process, as we observed in our study. Because of this, it is necessary to know about issues in the classroom and the influence of power in our academic communities.

It is also relevant to mention that this study can be valuable for teachers and students in order to know and recognize how interactions construct power relationships within a group. This could allow them to have a clearer perception of how individuals influence others in a collaborative or coercive way. Collaborative power relationships could positively influence and empower students. Peers can academically support others without negatively affecting them.

CHAPTER L

LIMITATIONS

In the development and implementation of this study, we, as researchers and student researchers, faced several limitations in terms of the development and procedures necessary to accomplish the project. In the first place, one of the biggest issues was the students' strike and a series of protests at the university. This made it harder for us to enter the institution and gather the necessary data. The issue lasted more than a month, and the head of the university sent the students on vacation before finishing the semester. As we live in different places and also study at the same institution, we returned to our hometowns without being able to collect all of the data we planned initially.

Second, we did not have the most appropriate tools for gathering data. For example, we lacked an adequate recorder and video camera. Thus, we had to record classes using a cellphone, which had its limitations in capturing everything and in transcribing the data.

Finally, another limitation we faced was the fact that we are student-researchers. Because of this, our time was limited in carrying out a research project and meeting our academic workload at the same time. Therefore, we had to dedicate our time to researching and studying, while leaving all other extracurricular activities aside.

ANNEXES

ANNEX 1

CONTENIDOS TEMÁTICOS MÍNIMOS					
WEEKS	FUNCTION	CLASSROOM WORK	INDEPENDENT WORK	CONTROLLED WORK	CONTROLLED WORK
1	Getting to know students Identifying students' level	Placement test in order to identify students' strengths and weaknesses	Once students have identified their own strengths and weaknesses, they can work on their specific needs.	Guide students to find strategies to foster their language learning.	
	How do objects influence our minds?	Understanding branding vocabulary and how	Finding information about specific brands.	Based on topics taught in class.	

<p style="text-align: center;">2 - 4</p>	<p>Reflecting on mass media influence</p> <p>Talking about brands around the world</p> <p>Stating a position about brands based on a recording.</p> <p>Providing arguments.</p> <p>Creating and</p>	<p>brands affect or contribute to everyday life.</p> <p>Presenting different brands</p> <p>Reading “No Logo” book written by Naomi Klein – Analysis</p> <p>Debating about branding</p> <p>Presenting a new product</p>	<p>Preparing discussions and debates about the topic.</p> <p>Revising new vocabulary and expressions.</p> <p>Creating an advertisement campaign. (leaflet or brochure and TV commercial).</p>	
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	<p>launching a new product</p> <hr/> <p>Grammatical issues: Tenses review – simple tenses. Expressions for correcting information and debating</p>	with its logo, slogan.		
5 - 7	How do other people influence our thoughts?	Reflecting on how the past influences our present time.	Looking for information about famous people and preparing a representation	Based on topics taught in class.

<p>Reflecting on people's legacies</p> <p>I have a dream – speech</p> <p>Martin Luther King – Movie</p> <p>Mahatma Gandhi – Peace and no violence.</p>	<p>Representing a famous character</p> <p>Analyzing quotes from important characters in Colombia and other parts of the world.</p>	<p>of a famous character.</p> <p>Interviewing famous people</p> <p>Writing a report of interviews.</p>	
<p>Grammatica</p> <p>l issues:</p> <p>Tenses</p> <p>review – continuous tenses;</p> <p>reporting</p>			

	and summarizin g what people have said			
8	Mid -term test	Mid term test	Reviewing structures and new vocabulary	Based on topics taught in class.
9 - 12	How does our past influence our present and our beliefs? Telling folk tales Understandi ng other English Speaking	The professor and the wise ferryman – an Indian folk tale – Analysis and discussion Dramatizing part of the book “	Reading and listening folk tales from different parts of the world. Representing myths, legends, tall tales.	Based on topics taught in class.

	countries cultures and history Grammatica I issues: Perfect tenses review Idioms	Arabian nights”	Creating (writing) new folk tales.	
13 - 15	How do I influence myself? Making job or scholarships applications Grammatica I issues: Modal expressions	Talking about obligation, permission and prohibition in the work place. Filling in forms. Writing CVS, letters of application	Job interviews – do’s and don’ts research. Listening to job interviews and analyze the speakers’ reactions.	Based on topics taught in class.

	in the past and future Idioms	and covering letters.		
16	Final test	Final test	Final test	Final test

(Taken from: Upper intermediate English class syllabus, 2018)

ANNEX 2

CONSENT FORM

Tunja, 28 Agosto 2018.

Estimado estudiante, nosotros Cindy Lorena Suárez Díaz, Jessica Giseth Garzón Mendoza y Juan José soler Amortegui, en calidad de estudiantes del programa de Licenciatura en Idiomas Modernos, énfasis Inglés-Español, y dado que vamos a desarrollar nuestro proyecto de grado 'Interacción : una manera de entender las relaciones de poder en un salón de clases de enseñanza del inglés como lengua extranjera (EFL), con el objetivo de analizar que revela la interacción sobre las relaciones de poder en el salón de clases. Pretendemos entender a través del análisis de las interacciones en clase la manera en que las relaciones de poder como fenómeno social intervienen en el proceso de enseñanza-aprendizaje dentro del aula.

Durante varias sesiones se recolectaran datos a través de observación, apuntes de campo y grabaciones de audios, también se aplicaran dos encuestas, una al principio y otra al final del proceso respectivamente. Para el propósito de esta investigación, su participación es de vital importancia y es de carácter voluntario.

Este proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales o finales de ninguna asignatura del plan de estudio del estudiante. Se usarán nombres ficticios para mantener la identidad de los participantes en el anonimato y se brindará la oportunidad de darles a conocer los resultados de la investigación a los estudiantes que lo soliciten. En este proyecto el manejo ético y de confidencialidad de la información se suscribe a las normas colombianas constitucionales legales relacionadas con datos personales y de derecho de autor.

El estudiante participará en este estudio durante 6-8 sesiones y se puede retirar del estudio cuando lo desee. No habrá remuneración económica por participar en este estudio.

Los resultados de la investigación serán utilizados únicamente para elaboración de informes de investigación, presentar los resultados de la investigación en eventos académicos, para la presentación de monografía y elaboración de artículos científicos.

En última instancia, este estudio investigativo no traerá ningún perjuicio para el estudiante, por el contrario se espera que este proyecto lo beneficie, en cualquier caso el estudiante se podrá retirar cuando lo desee.

Apreciaré sinceramente su autorización para poder contar con usted como participante.

Cordialmente,

Cindy Lorena Suárez Díaz, Jessica Giseth Garzón Mendoza y Juan José Soler Amortegui.

Firma: _____ . Fecha: _____ .

ANNEX 3

COLOR CODING

<i>Question</i>	<i>Pattern</i>	<i>Evidencie</i>
What do power relationships reveal about a group of pre-service teachers' interaction in an EFL classroom?		
	Orders	<p>TAKEN FROM:</p> <p>-Field notes #5 :</p> <p>“First, Male student #3 starts the presentation because the Male student #1 asked him to do so.”</p> <p>TAKEN FROM:</p> <p>Audio recording transcription # 3 intervention #39 until #43</p> <p>“39. T: Ready? #She ask to Male student #1#</p> <p>40. Male student #1: Ummm:::</p> <p>The teacher allows them to delay as long as they want to start the presentation.</p>

		<p>#Male student #1 orders Male student #3 to start the presentation using a head movement#</p> <p>41. Male student #3: Good morning</p> <p>42. T : Morning (.)</p> <p># Male student #1 gives indications to Male student #3 about what he have to said by pointed out a picture#</p> <p>(10s silent)</p> <p>43. Male student #3 (he starts the murder’s presentation)”</p>
	<p>Intimidation</p>	<p>TAKEN FROM:</p> <p>Audio recording transcription # 3 intervention #44 until #46:</p> <p>44...A police inter in his house , they fan ((found)) one of the body parts of the missing victims ehh (0.2) hanging with the::: , ah , hanging for the necklace (unintelligible speech) like in this... in this (0.4) #he pointed out one of the images#</p> <p>45. Male student #1: Picture! #He looks at it with annoyance#</p> <p># Male student #3 laughs nervously#</p> <p>46. Male student #3: ehh(0.2) , Also the police found in his house ehhe (0.2) ten heads of woman, he faun necklace or finga((Fingers)) ehhe...</p>
	<p>Friendship</p>	<p>TAKEN FROM:</p> <p>Field notes #5</p>

		<p>Students compliments to Male student #1:</p> <p>“While Male student#1 speaks and ends his interventions, his classmates execute signs of approval after each of them”</p>
	Laughs	<p>TAKEN FROM:</p> <p>Field notes #5</p> <p>“They also laugh as Male student #1 executes a series of comments to make the group laugh”</p>
	Whispers	<p>TAKEN FROM:</p> <p>Audio recording transcription #3</p> <p>Intervention #44</p> <p>“...On September 27 in the year 1956 Eduar Jim ehhh was arrested by the disapirens of two person, Eh hh #a group of girls talk about the specific mistake ‘two person’# A police inter in his house...”</p> <p>TAKEN FROM:</p> <p>Field notes #5:</p> <p>“Besides, some of the students made comments about her, the way she pronounced and their mistakes during the presentation making corrections between them”</p>
	Glances	<p>TAKEN FROM:</p> <p>Field notes #2</p>

		<p>-“Additionally, while she talks, her classmates observe her as asking for something more from her.”</p> <p>TAKEN FROM:</p> <p>Field notes #5</p> <p>“Even so, many of them avoid eye contact and only accent with their heads.”</p>
	<p>Marginalization</p>	<p>TAKEN FROM:</p> <p>Field notes #5</p> <p>“Participant: Female student #1: She was a little bit worried and nervous because she had to do the presentation alone”</p>
	<p>Teacher Feedback</p>	<p>TAKEN FROM:</p> <p>Audio recording #3 intervention #62 until # 68</p> <p>-The teacher provides feedback to Male student #3 and Male student #1 at the end of the presentation.</p> <p>“62. Teacher: Ok, a set couple of things- Male student #3 when you are talking remember that you are using past, because you are using present and then past, present and past, and present and past. Ok? You are in past or in present (.) How do you pronounce ‘dedos’?”</p> <p>63. Male student #3: Finguer</p> <p>64. T: Finger'fɪŋgər no finguer. How do you pronounce ‘murió’?”</p> <p>65. Male student #3: Died</p> <p>66. T: Ok::: I don't know why I write it! Ammmm(.) Male student #1 ‘Most of the characters... was?’ No! Most of the characters were, Ammmmm, ah! You said</p>

		<p>'he was a mental ill' No! 'He is suffering from a mental illness'</p> <p>67. Male student #3: Suffering?</p> <p>68. T: But he not was an illness, actually he was, but.... (Laughs) Ok! --- Thank you very much friends! (.)</p> <p>TAKEN FROM:</p> <p>Audio recording #3 intervention #78 and # 79</p> <p>78. Female student #6: ...Ok, so. Eh, good morning , eh today we talk about (unintelligible speech). Eh, he is... Ah! He was already know in (unintelligible speech) but he was a famous historian as an a kind of saientific* scientis ammm.</p> <p>79. T: Science*</p> <p>TAKEN FROM:</p> <p>Audio recording #3 intervention #111 and # 116</p> <p>-Presentation #4</p> <p>The teacher provides feedback to Female student #1 since the beginning, clarifying some numbers.</p> <p>“111. Female student # 1: Ok. Good morning partners and teacher. I'm going to talk about Carlos Castaño. Carlos Castaño was bor* on May 16, nanti, nantin* ¿qué? #She made an effort to pronounce the number correctly# One hundrid* Eh....</p> <p>112. T: Nineteen...</p> <p>113. Female student # 1: Nineteen!</p>
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		114. T: Fifty five 115. Female student # 1Fifty five! 116. T: ¡Ajá!”
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ANNEX 4

FIELD NOTES

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
FACULTAD CIENCIAS DE LA EDUCACIÓN
PROGRAMA DE IDIOMAS

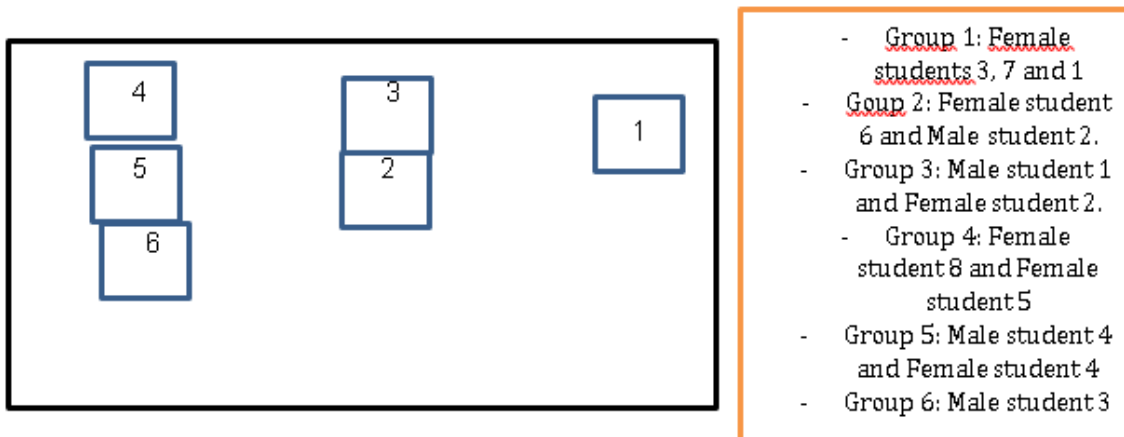
OBSERVATION # 1

Number of students: 12

<i>Male student 1 : M1</i>	<i>Female student 1: F1</i>	<i>Female student 5: F5</i>
<i>Male student 2: M2</i>	<i>Female student 2: F2</i>	<i>Female student 6: F6</i>
<i>Male student 3: M3</i>	<i>Female student 3: F3</i>	<i>Female student 7: F7</i>
<i>Male student 4: M4</i>	<i>Female student 4: F4</i>	<i>Female student 8: F8</i>

Activities carried out: - Workshop

Organization of the classroom:



OBSERVATION	ANALYSIS
<ul style="list-style-type: none"> • There is a couple in the class (Female student 2 and Male student 1). They decide to be in the same group. • Teacher-Students: Relation of confidence and respect. There is no tension in the class. • Students work together taking into account the opinion of the other. • The teacher asks students to make groups. Students starts to join together but a student (Male student 2) waits in his seat because he wants that his partners ask him for joining together. Finally, a student (Female student 4) asks him to make the group with her. Male student 2 starts to develop the workshop. • Male student 2 has an active role inside the group and he starts to develop the workshop. He is the student that 	<ul style="list-style-type: none"> • The relations among the students define the way in which they form groups. • It makes that students act in a natural way. They do not have to change because they are comfortable in the classroom. • Collaborative relations among students. • It is possible to observe that Male student 2 takes a role of superiority because he waits that his partners ask him to join together. Also, that the other student does not disagree with that. • The participant Male student 2 confirmed his position in front of the group because

<p>participates the most because his partners wait for his participation. When his partner (Female student 4) reads, he corrects her in a kind way.</p> <ul style="list-style-type: none"> ● Male student 2 lead the group, his partner listens what he said. Female student 4 takes some decisions. ● The couple read the questions together. They work as a group; Female student 2 writes the answers of the questions. ● Male student 2 has an attitude of security. ● The group number 2 is the one that participates the most. The other groups, despite of they have the answer, they just whispered among them. ● Groups are made taking into account the relations of confidence. In general, the whole group has a good relationship. ● Male student number 2 has the leadership in front of the class. ● The group number 1 is composed by the elder girls and the student from a higher semester, they do not talk aloud in front of the whole class. ● When the teacher leaves the classroom, students talk more among them and they are more warm but they are still working. 	<p>he uses his knowledge when he participates ad develop the activities.</p> <ul style="list-style-type: none"> ● Male student 2 continue using his power when making decisions inside the group. ● The relation as a couple makes that both students work together but when the female student 2 starts writing the answers and the male student 1 says what she has to write, it is establish a hierarchy of power by using the knowledge. ● Group number 2 has the power and the control of the situation in front of the class because of the participation. ● It is evidence the importance of being part of the group since the beginning of the career because groups are established. ● He takes this role of leader and the class accepts it because he is the person who participates the most making that the group of which he is part (group number 2) have the control of the class, and at the same time, he receives the control too. ● It reflects the way in which students isolate them of the class because of their differences in front of the class (age and semester). That make them to join together. ● Despite of the classroom has a pleasant environment students understand that the teacher is a synonym of control and they
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<p>When the teacher arrives the silent takes place again, they just make some comments.</p> <ul style="list-style-type: none"> ● In the group 3, the role change at the end of the activity and the girl takes the leadership. 	<p>change a little bit their behavior but it does not generate tension in the students.</p> <ul style="list-style-type: none"> ● It shows that the activities students have to develop determine the role students take in some cases because most of the time students have established their roles inside the classroom.
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UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
FACULTAD CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS MODERNOS ESPAÑOL-INGLES

OBSERVATION #4

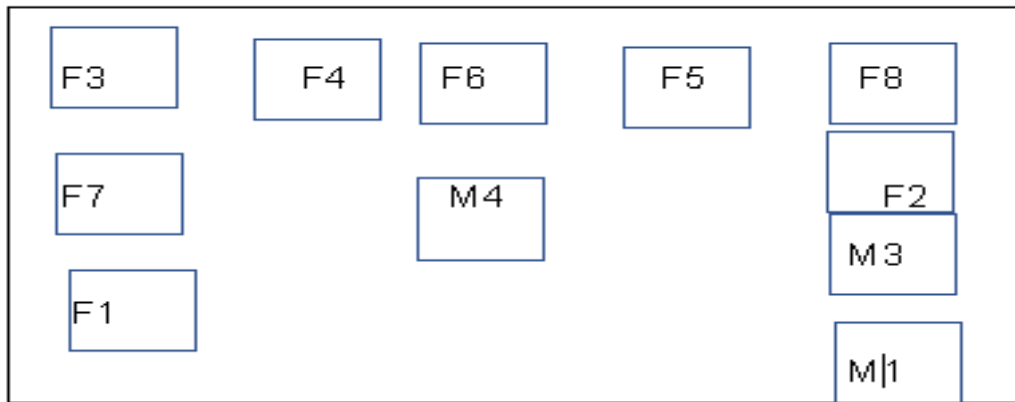
Number of students: 12

<i>Male student 1 : M1</i>	<i>Female student 1: F1</i>	<i>Female student 5: F5</i>
<i>Male student 2: M2</i>	<i>Female student 2: F2</i>	<i>Female student 6: F6</i>
<i>Male student 3: M3</i>	<i>Female student 3: F3</i>	<i>Female student 7: F7</i>
<i>Male student 4: M4</i>	<i>Female student 4: F4</i>	<i>Female student 8: F8</i>

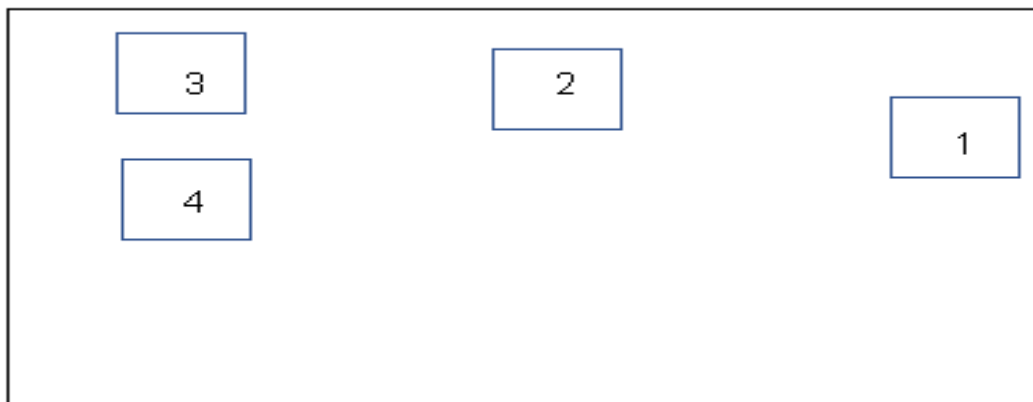
Activities carried out: -Reading activity / socialization.

Organization of the classroom:

WHEN STUDENTS ARE INDIVIDUALLY.



WHEN STUDENTS MAKE GROUPS.



OBSERVATION	ANALYSIS
<ul style="list-style-type: none"> • Group 1: Male student 3 and 1: Male student 1 tends to be the leader because he makes more interventions when doing the activity. • Group 2: Female student 2, Female student 5 & Female student 6: Female student 5 and female student 6 change the role of leader all the time. Female student 2 has the role of leader while the other two girls have a “secondary role of leader” because they change all the time of role 	<ul style="list-style-type: none"> • Students select their roles taking into account the knowledge. • There is established the leadership in just one student because the other two students change their roles, it is because they do not

<p>along the workshop and they are not aware of that.</p> <ul style="list-style-type: none"> ● Group 3: Male student 4, Female student 8 & Female student 4: Male student 4 and female student 8 work together but male student 4 is the leader. Sometimes, Female student 4 works alone and she observes her partners. ● Female student 4 reads fluently and when she makes mistakes student number Male student 4 correct her. He is in the same group with the female students 4 and he participates the most in the group. It is observed that Male students 4 has a good level of English when he speaks or read. ● Group 4: Female student 3, Female student 7 & Female student 1: Female student 3 and female student 7 are the leaders but female student 1 changes the role of leader with female student 7. 	<p>have a defined role, for that, the situation is presented.</p> <ul style="list-style-type: none"> ● There is established the leader and the other girls give him the role. ● The English level defines the role of the Male student 4 in front of the English level of his partner, that makes the correction provided by him can be accepted in a positive way. ● There establish the role of the Female student 3 has always the role of leader because it is established but the other girls change the role because it is not defined.
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SOCIALIZATION.

OBSERVATION	ANALYSIS
<ul style="list-style-type: none"> ● Group 1: Male student 3 reads volunteer. ● Group 2: Female student 2 reads volunteer. ● Group 3: Female student 8 reads volunteer. ● Group 4: Female student 3 starts reading (read once) and Female student 1 reads 2 times. 	<p>Student who decided to read as volunteers shows that they thrust in themselves, they know that they have the enough level to read.</p>

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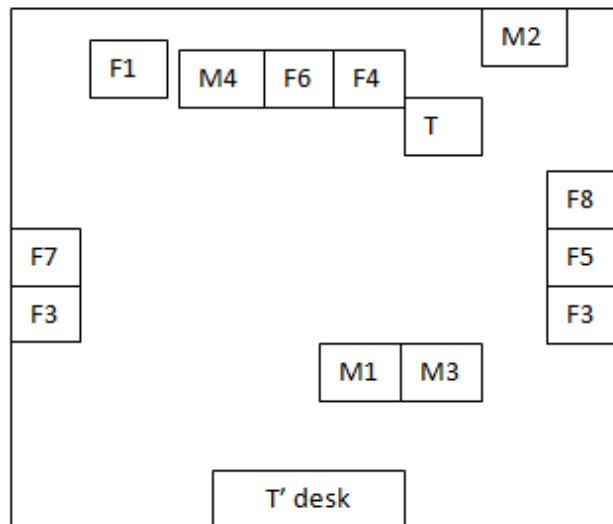
OBSERVATION #5

Number of students: 12

<i>Male student 1 : M1</i>	<i>Female student 1: F1</i>	<i>Female student 5: F5</i>
<i>Male student 2: M2</i>	<i>Female student 2: F2</i>	<i>Female student 6: F6</i>
<i>Male student 3: M3</i>	<i>Female student 3: F3</i>	<i>Female student 7: F7</i>
<i>Male student 4: M4</i>	<i>Female student 4: F4</i>	<i>Female student 8: F8</i>

Activities carried out: -Students' presentations about murders and the most famous killers.

Organization of the classroom:



The teacher is sitting next to the students and not at her desk as is usual in classrooms. She teaches English to a population of young adults, 5th semester students of Modern Languages. Most of them have known each other since the first semesters, however only three of them do not belong to the same generation. In this class students carry out short presentations about the most famous killers in history.

<i>Observation</i>	<i>Analysis</i>
<p>● PRESENTATION #1: Participants: Male student #1 and Male student #3.</p> <p>First, Male student #3 starts the presentation because the Male student #1 asked him to do so. Most students are watching their faces and show pleasure or surprise while they present (some others are at their phones or doing some material for their own presentation). They also laugh as Male student #1 executes a series of comments to make the group laugh.</p> <p>While Male student#1 speaks and ends his interventions, his classmates execute signs of approval after each of them. On the other hand, Male student # 3 presents some difficulties in pronouncing some words and conjugating some verbs, so his classmates correct what he says in a low voice and avoid looking at them when he is wrong.</p> <p>● PRESENTATION #2: Participants: Male student #4, Female student #4 and Female student #6.</p> <p>While they present everybody looked them at their eyes and paid attention carefully. Although they made a mistake in their pronunciation when trying to pronounce the word "Scientific" no class member scoffed,</p>	<p>PRESENTATION #1</p> <ul style="list-style-type: none"> ● The Male student #1 is one of the students that have more mastery of the foreign language among the group, which is why his classmates decide to pay attention to his interventions and congratulate him. While student # 3 is within the group of students who have a good level of English but still make mistakes, this is why when he intervenes his classmates are not so attentive, but prefer to perform another action. <p>PRESENTATION #2:</p> <ul style="list-style-type: none"> ● This group has a good English level; it creates in their classmates a certain capacity not to make fun of the mistakes made during its intervention. ● That they look them in the eye and do not take advantage of the mistakes to make comments or teasing, is a respect manifestation.

the teacher gave the necessary feedback and they continued with their presentation.

- PRESENTATION #3

Participants: Female student #3 and Female student #7

For this presentation everybody paid attention since the very beginning in a respectful manner. Even so, many of them avoid eye contact and only accent with their heads. The teacher does not present feedback during this presentation as the errors were minimal.

- PRESENTATION #4

Participant: Female student #1

She was a little bit worried and nervous because she had to do the presentation alone. She made several mistakes when pronouncing some words and while she was talking. For that reason, the teacher provided feedback to her since the very beginning. Besides, some of the students made comments about her, the way she pronounced and their mistakes during the presentation making corrections between them. Also, the students avoided looking at her, so they preferred to talk to each other or use their cell phones while she

PRESENTATION #3

- In this case, the girls who present are older than the others members of the group, for that reason tend to be separated from the group due to their age and semesters at university. For that reason many of their classmates tend to not create that long-awaited eye contact because there was not the confidence needed to carry out the action. On the other hand the girls tend to move away from the group creating a barrier between them and the rest of their classmates.

PRESENTATION #4

- This student does not belong to the same semester as the others; therefore, she is usually far from the rest. In addition, her classmates tend to give feedback to each other, which can be quite frustrating for her, as her language level is not the same as the other students. Therefore the interaction that she presents with her companions is scarce, in addition to being they who tend to correct it in an indirect way creating a coercive power relationship, because she is bound to pronounce and behave the way her peers propose,

gave her speech, despite of that she had good material to accompany her presentation.

- PRESENTATION #5
Participant : Male student #2

It was a very short presentation, since this student did not have material to accompany his presentation, for that, it seemed that he was not going to present that day. However, he decided to do it spontaneously, using his ability to tell stories. He also had a fairly high level of English, for that reason their classmates tend to pay attention while he is talking.

The teacher does not give feedback during this presentation.

- PRESENTATION #6
Participants: Female student #5, Female student #8 and Female student #3.

For this presentation the group of students designed material that called their classmates' attention. Everybody paid attention during the whole presentation keeping eye contact and being quiet.

because it is supposed to be the right way.

The teacher probably gave her feedback from the beginning to prevent her classmates from making laugh at her and make comments about her during her intervention.

PRESENTATION #5

- This student has an acceptable level of English for that reason he gained certain respect from his partners, none of them avoids listening to him or seeing him while he speaks, he also belongs to the same semester as well as most of the participants and most of the time he plays the role of leader. Therefore, he has a closer relationship with his classmates.

PRESENTATION #6

- This group of students has a good level of English, so their classmates were attentive. They also belong to the same semester and seem to be quite charismatic people. Their classmates helped them to pronounce some words while making their presentation, this in a friendly way and without any fun. This is a sample of a collaborative power relationship in which power is used to help others, in this case

The students also showed a video and asked to their partners to stand up and saw it, everybody did it except the Male student #2

giving feedback in an appropriate and respectful manner.

ANNEX 5

AUDIO RECORDING TRANSCRIPTIONS

PARTICIPANTS.

<i>Male student 1</i>	<i>Female student 1</i>	<i>Female student 5</i>
<i>Male student 2</i>	<i>Female student 2</i>	<i>Female student 6</i>
<i>Male student 3</i>	<i>Female student 3</i>	<i>Female student 7</i>
<i>Male student 4</i>	<i>Female student 4</i>	<i>Female student 8</i>

AUDIO RECORDING TRANSCRIPTION # 2

... Time

Write actions

0.2 gaps Time-pause (::)

:: stretch Emphasis

- 0.1 *Anonymous st 1*: unintelligible speech
- 0.2 T: Ah was that in Bogotá? Why?
- 0.3 *Anonymous st 1*: # smile...a::h, it's another... (unintelligible speech)
- 0.4 #partner smile
- 0.5 T: what did you do?
- 0.6 *Anonymous st 1*: a::h we visited a:: her (0.4) #try to say something...don't say anything.
- 0.7 T: so you have family in there Diego, right?
-
- 0.8 T: In Bogotá.
- 0.9 *Anonymous st 2*: Pues si.
- 10 T: What do you prefer, to live in here or there?
- 11 *Anonymous st 2*: There.
- 12 T: For real! Why? or both sides!
- 13 *Anonymous st 2*: I prefer Bogotá.
- 14 T: Why?
- 15 *Anonymous st 2*: I don't know. Because the traffic jams (unintelligible speech) are those people...
- 16 T: mm traffic jams...
- 17 *Anonymous st 2*: a lot of that, I don't know...I..I don't feel...secure
- 18 T: For real! I like a lot Tunja but I love Bogotá.
- 19 Ok! For today we have many things, no?...Homework assignments, no?
- 20 ss: No
- 21 T: I have something...Ok. At 9 It is a meeting

22 Ss: yes

23 T: but we are not going. Ok!

24 *Anonymous st:* ahh

25 T: We are going to close the door...because we have a teachers meeting, because it is probably we are going on a strike but I am not going to attend.

26 *Anonymous st:* ahh

27 T: ok! We are going to stay in the class, we are gonna close the door, I mean, whatever happens we are going to continue the class, OK?...so we need to take advantage of the time because we have too much....Ah homework assignments no! I still have a homework assignment that you gave in the previous class, I haven't had time to correct it, so hopefully this week! I'm gonna finished and on Friday I'm gonna give you that. Ok?... Ah we also have the second.....

28 Ss: quiz:: (slow)

29 T: Round for the quiz....Remember? you're second possibility, you can also present it because if...your grade is better or worst...Ahhh and then..ah..what we are going to do is we are going to continue there was an activity you were doing the previous class...Remember? The activity about the cartoon is ...(unintelligible speech)

30 Ss: (unintelligible speech)

31 T: I don't remember the others characters, so we are going to try, we are going to take...20 minutes? For us to finish that activity?...as fast as you can!...ok?...So:: don't provide too many details of your story but just a..like the work to the class that we have! ..then we share something about that, we are going to do some other exercises about world formation, then we have the quiz, and then we start with something different. Is it ok?...ok!

so please get into...into the groups that you were working..I think you were working in groups, no?

32 Ss: whispering...

33 T: Ok!

34 Ss: whispering

35 T: While you are in groups I'm the secretary of anybody.

36 Ss: whispering.

37 T: so you make the decision, one group is with Diego and the other is with Soto

38 SS: whispering

39 T: and the other group (name) and the other group we have Daniel.

40 *Anonymous st* : Say something unintelligible.

41 T: you are always welcome.

42 SS: whispering and making groups.

43 T: So finish

44 Ss: Noo

45 T: you are very quiet today, so wake up.

46 *Male student 1*: we are analyzing...

47 T: Ah you are analyzing.

48 *Male student 1*: say something unintelligible

49 Ss: talking between them.

one group ask questions to the teacher and the teacher answers. They talk with the teacher.

#Some students try to speak in English and other speaks in Spanish.

50 T: so listen to them, they are telling very funny stories. You have people in here who don't have characters, so... *Female student 2*, for all of them, so you are in charge.

51 *Female student 2*: ah ok

52 T: just answering the questions based on what your partners are gonna told you.

53 *Male student 1*: speaks

54 T: you are now the secretary.

55 *Female student 2* smiles

56 *Male student 1*: speaks

57 T: so just listen and write. So who is talking?...you?

#Students talk between them.

Anonymous st (woman) tells her partner about her future plans.

Students talks with the teacher.

58 T: finish? Almost?

Students interact between them. Talking.

#Teacher monitors the class.

59 T: what are you doing?...

60 Ss: hesitation of a group of girls.

61 T: no no no, what are you doing (kind)

62 *Anonymous st* : students try to explains.

63 T: oh that's nice!

64 *Anonymous st*: ujum (woman)

Students speak in English between them.

#Teacher intervenes and helps one group.

65 T: how do you make a start?

66 *Anonymous st*: speaks

67 T: ok, let's see what you have!

continue speaking

68 T: you are giving...different characters, right?

one Student continue speaking

69 T: so, just for a second, so what do you have? What was your character?

70 *Anonymous st* (woman): ah, successful footballer

71 T: ah you are a footballer...ok, what was the funniest thing about the story?

72 *Anonymous st* (woman): ammm, that the I, si?, I wanted to play in a biggest tin, a biggest team but when the biggest team pick me, pick me up, I can't play with them.

73 T: why?

74 *Anonymous st* (woman)1: because I..I get married and I was in the..(unintelligible)

75 T: so, thank you! something else?, you are also a footballer, right?

76 *Anonymous st* (man, I think the same who had been talking along the class): yes.

Maybe the fact that when I was (unintelligible word) to that team, ee they gave me a five (unintelligible word) group of the first four weeks, I can change because I was in another country and I don't have that match because so I have to return to my own team

(unintelligible speech)

#some students talk when their partner is finishing#

77 T: So, how does the story end? (Ask to the woman 1)

78 *Anonymous st* (woman 1) : ammm

79 T: it's because you are the same character.

80 *Anonymous st* : ah oh I play in an England team and I, I'm so famous.

81 T: Ok, thank you very much!..ah “*Female student 5*” what about the famous actress?

82 *Female student 5*: ahh

83 T(interrupt her): who have the famous actress in here? (0.1) you, so you are both famous actress in here. Ok, so Carla, start with the story, what is the story about? (smile while talking)

84 *Female student 5*: ↑she is↓a sad story...e:: It start when I finish my ↓ (unintelligible word) school, ↓ (unintelligible word) school and I want to get a job(shame). ↓I want to got a job no to get a job. A::nd everybody told me to Continue...students tell the stories. (students make some mistakes but they correct themselves and continue telling the story, teacher does not stop them, so she helps them with some words)

85 T: *Male student 1*, what do you have?

86 *Male student 1*: starts to tells the story. He shows himself so secure)

87 T: It is real?

88 *Anonymous st* : No.
(students have to tell their partners story)

Students laugh

89 T: I was just wondering wondering wondering. #laugh with students#

90 *Male student 1*: continue speaking...

91 *Anonymous st* : finish the story

92 T: ↑speak ↑↑up!

93 *Anonymous st*: Rise his voice tone and finish the story.

#Teacher corrects student when he said tell me#

94 T: ↑Told ↓you!

95 *Anonymous st* : Told me...continue the story.

96 Ss: Whispering sometimes.

#Teacher corrects student sometimes repeating the word and student corrects immediately#

97 T: How the story end *Male student 1*.

98 *Male student 1*: continue the story.

#teacher correct him when it is necessary#

#Teacher asks students, who has cartoons, to tell their stories#

99 *Female student 1*: (Starts with the story and teacher interrupts her in order to correct the pronunciation, she continues talking. The teacher interrupts her many times)

100 *Female student 7*: (continue after *Female student 1* teacher correct her sometimes)

101 *Female student 1*: (when *Female student 1* starts to talk the teacher emphasizes she must practice her pronunciation and when she pronounces in a correct way, the teacher congratulates her and makes her feel good about her speech. She smiles)

102 T: And that is the end?

103 *Female student 7*: Yes.

104 T: so friends, the quiz. Ready?

105 *Anonymous st* : ↓no

106 T: Ten minutes, no more than ten minutes because we have another thing. Please, make lines!

#Students make lines#

107 T: *Male student 1* don't be bored, the quiz time it's a good time!

#Students laugh#

108 *Anonymous st* (woman): I always make faces but you know that I love you!

109 T: (Goes where Paola is and says to her that she must exaggerate in a kind way)

110 T: Beautiful five, I don't accept anything if don't have a five.

#Students laugh#

111 T: If it is not a five, so (unintelligible speech) ...only fives.

#Students laugh and whisper#

111 T: If you don't have a five, don't give me your paper. Thank you *Female student*
2for your paper, I really appreciate!

#Students whisper and teacher speaks with a students#

112 T: just ten minutes friends, ok? So please don't think that much.

If you want...Don't forget to write your names friends!

#Student delivers the quiz and the teacher makes a comment#

113 T: just on time!

#Silent (7:00 minutes) in some periods of time students ask and the teacher answers#

114 T: Ok, finish!

115 Ss: Nooo

#Teacher talks with students had finished, they talk about the subjects they have after the session, students deliver the quiz#

116 T: Ok, 5, 4, 3, 2 and if I say 1 I don't receive anything else. 2, 0.5, 0.3, 0.2. Ok, how was it?, easier or more difficult?.

117: Ss: Easier!

118 T: Ok, you are gonna have a homework assignment related to more four permission and I'm going to give you that at the end. Now we are gonna chance the topic. Now, we are gonna talk about (Write), most probably, are you taking applied linguistics?

119 *Anonymous st* (woman 2): we::

120 Who do you take applied linguistics with?

121 *Anonymous st* (woman 2): Al::berto.

122 T: Alberto, have you already written papers for him?

123 *Anonymous st* (woman 2): ee:: no.

124 T: No, but for the other class you usually write...essays #Students whisper while the teacher is talking# So, aa::h what is an essay?

#Students talk between them#

125 T: ye..a, no.. I'm not telling you to translate your words, I'm telling to tell me what type genderi it is and how is that we write essays in English.

126 *Anonymous st* (woman 3): #Student starts to explain what it is an essay for her (confidence)#

127 T: Ok, thank you very much! What else?

128 *Anonymous st* (man 1): #explain his concept#

130 T: Ok, something else?...Ok, so we are going to talk about a little bite of essays, and how to write esses, e:ssays, especially for academic purposes. So I don't want you to operate your imagination, because writing essays in English is very formal, and it's very structural, and it's one plus one two, this is different from what you're gonna do or what you are gonna be doing! Remember the previous writing that you gave me was a narrative, so you were free whatever to write in, some of you even wrote stories, a whole story with

an **ent**, so everything started when blah, blah, blah and at the ↑end...right? Many people wrote the beginning, the middle and the end like a story, some other people wrote any way in a narrative way like telling your thoughts and your experiences, so there is something that you're going to continue working with in your literature classes..next semester with Nancy Carvajal, the professor aguire or with Juliana Borrero, so please, continue with that because you have beautiful ideas I enjoy **a lot** reading your stories, but for the purposes of this class and in order to help you with applied linguistics we are going to take a look at how to write essays and as I told you it's very structural...Ok? So in here, you can not write whatever you want, you write what you need to write...so usually essays are made of paragraphs, right?... How many paragraphs do we have in an essay?...four(4 seconds)...five (3 seconds). Ok, the number of paragraphs in an essay depend on the first paragraph. The first paragraph is the one that tell us how many sentences we write. Why? that is what we are going to address. So let's start writing the first paragraph of an essay and we are going to write an essay about...what do you want to write about? Give me a topic, something that everybody knows, something that you are familiarize with.

131 *Anonymous st* (woman): ↓mmmm pollution?

132 T: pollution? ...is it ok? (4 seconds of silent) ok?, any other possibility? (3 seconds) ok. Let's talk about pollution. So, number one, essays should have a title. This is not the title, this is the topic no?..but this is not the title. The title is what you write at the ent. Ok. Now we are going to write the first sentence of the first paragraph about pollution. ↑ What?. ↓Give me a general statement, about pollution. What will

we talk about pollution? The advantages of pollution, the disadvantages of pollution, what pollution is? What? What do you want to write about?...The generalities about pollution.

133 *Anonymous st* (man): ↓ Maybe the pollution's consequences....

134 T: OK, the consequences of pollution. Give me a general...ok, the specific topic is not only pollution but the consequences, right?...the consequences of pollution. Yes or yes.

135 *Anonymous st* (woman): ↓↓ yes

136 T: ok. Remember that I have a terrible handwriting. So don't follow that and if anyone find a spelling mistake, tell me! because I actually don't right.. So eh:::: ok, the consequences of pollution. What can I we say about the consequences of pollution?

137 *Anonymous st* (woman)↓↓ Disadvantages?

138 T: Excuse me!

139 *Anonymous st* (woman) ↓ Disadvantages?

140 T: Ok. So we can talk about disadvantages. What else? (5 seconds silence) ok, that's the specific topic, ok? The disadvantages of pollution. ↑ Give a ↓ general statement a general, a general statements related to the consequences of pollution. For example, we can say, pollution is one of the biggest problem we have in Colombia. That is a general statement. Think about a general statement related to that one.

141 *Anonymous st* (man (133)): (unintelligible speech)...uncontrollable..

142 T: Ok. Pollution is a?

143 ee:: an uncontrollable? (3 seconds silence)

144 T: What?

145 *Anonymous st* (man (133)): ↓Uncontrollable problem .

146 T: (5 seconds silence) uncontrollable. That's it exist?

147 *Anonymous st* (man (133)): (unintelligible speech)...

148 T: pollution is a..uncontrollable...look in your dictionaries, I don't know if that word exist.

149 *Anonymous st* (man (133)): It's a trouble...

#student looks for the word#

150 T: un-con-tro-lla-ble. Like this?

151 *Anonymous st* (man (133)): double l

152 T: Double l? like this? Ok. is an uncontrollable what?

153 *Anonymous st* (man (133)): problem, issue

154 *Anonymous st* (woman): issue

155 In Colombia (#writing on the board what students say#) or issue. Period, Right? Ok.

This is a: what we call the topic sentence. Right? What is the topic sentence?

#students whisper and the teacher writes on the board#

T: The topics...ash..the topic sentence, the topic sentence is. We have a topic to talk about when we make a decision in terms of an essay, we can not have essays that are very broad. It need to be specific. The specificity of that essay is not to talk about pollution, we are going to talk about the consequences of pollution. Very specific. Not pollu::tion as a whole. Because that is not an essay that is a book. For essays specific, specific topics. The specificity of consequences of pollution. Then, we write a general idea, a very general idea about what we are going to talk about. We are going to talk about pollution as an

uncontrollable problem in...Colombia. Now we are going to talk about the specificities that we are going to find in our essay. In other words we are going to talk about the details.

So...pollution is an uncontrollable problem in Colombia. What else can we say? What is what we are going to address in here? Why is an uncontrollable problem or which are the consequence or what else?

156 *Anonymous st* (man): unintelligible speech

157 T: Ok, speak up. You are gonna be teacher. Please.

158 *Anonymous st* (man 156): There are not some ways to control the garbage

159 T: Ok.

160 *Anonymous st* (man 156): in a country in a...

161 T: Ok, there are not useful ways to control

162 *Anonymous st* (man 156): como se dice desechos? Garbage?

163 T: There are not useful ways to control garbage. So we can say that this is one...subtopic, right? But there is a consequence of pollution?

164 Ss: mmm no

165 T: No, so let say that we are not going to talk about the consequence but we are going to talk about. If this is not a consequence, What is...reasons? Why we have pollution?

166 Ss: ↓mmm no.

167 T: No?

168 *Anonymous st* (man 156): ↓ it's a defense

169 T: The defense? Not because it's not a

170 *Anonymous st* (man 156): It's a...cause

171 T: Ok, the causes of pollution. #writing# the causes of pollution. So we change our topic, is there the causes of pollution. Ok. So, pollution is an uncontrollable problem in Colombia. Generalization, and then we start talking about the causes. There are not useful ways of control garbage. Period. What else? Which other, this is another cause of pollution. People don't control garbage, What else?

172 *Anonymous st* (woman): unintelligible word..pollution.

173 T: Ok. Give me a whole sentence. There are not useful ways to control garbage. Cars.

174 *Anonymous st* (woman 172) : produce

#Student says the sentence and the teacher writes on the board#

175 T: produce...a lot of....what? help her! ...Cars produce a lot of...

176 *Anonymous st* (man): smoke...pero no sé #speaking with one of his partners#

177 T: How do we say that word?

178 *Anonymous st* (man 176): air pollution?...si or smoke!

179 T: smoke? It is? Like this?

180 *Anonymous st* (man 176): ↓↓yes

181 T: Another disadvantage...another cause!

182 *Anonymous st* (woman): people don't be aware about the environment?

183 T: Ok, people are not aware (#S(woman 182) corrects herself#) of the environment?
Otra....or the value?

#Students whisper#

184 *Anonymous st* (man):umm

185 T: No, it's because I don't listen to you

186 *Anonymous st* (woman): unintelligible speech

187 T: Ok, people are not aware of environment? But it's because people are not aware of what? People are not aware of the importance?

#Students speak at the same time#

188 T: The consequences, what?

#Students speak at the same time and give their opinions, speak between them#

189 T: Ok, we have a general idea which is this, right? Which is the topic, and then we have some details that we are going to address in the essay. Tell me details, very specific ideas we have. One, two and three. So it means that every essay is have three paragraphs. Every detail we have is for each paragraph.

#ss whisper#

We ha here more details and more details and more details and more details if I write ten more details, how many paragraphs, does the reader expect? (Silence) Ten more paragraphs. So if you want to complete your life too much you write many ideas in the first paragraph and then you need to write twenty pages of an essay, but if you want to make it easier, so you write three or four ideas and then you develop the ideas in each paragraph. Ok, but let's continue with this and then we come back. So please, then we have a final sentence, like the concluding sentence. What is the concluding sentence about? How is that you bring it?

190 *S Anonymous st* (woman): ↓↓ It's relate with the topic sentence?

191 T: it is related to the topic sentence, so is basically the same but in a different way. So if the topic sentence is pollution is an uncontrollable problem in Colombia, what will be the conclude sentence? ↓ How can the conclude sentence be?

- 192 *Anonymous st* (man): ↓ mmm mayb...
- 193 T: It's the same but paraphrase.
- 194 *Anonymous st* (man192): maybe Colombia doesn't have the tool to regulate pollution?...(silence 4 seconds)
- 195 T: but that will be another topic! It's like the summary it's the same thing that we say in here but with different words. So for example, #writing on the board# does-comma-Colombia, what can we say? Does Colombia..what?
- 196 *Anonymous st* (woman): unintelligible speech
- 197 T: excuse me!
- 198 *Anonymous st* (woman 196): unintelligible speech (silence 3 seconds)
- 199 T: tell me complete, the complete sentence.
- 200 *Anonymous st* (woman 196): no, estaba pensando
- 201 T: Ok. So pollution is an uncontrollable problem in Colombia and we are going to conclude the same but with different words. Does Colombia...what?
#student completes the sentence and the teacher writes on the board#
- 202 T: Is not able to handle pollution or something else, and it would be the concluding sentence. So, some conditions for the first paragraph. First, the first idea is general. Then you have the details that you are going to address in the paragraphs and finally you have a conclusion which needs to be similar to the topic. Because if you write something different that means you are gonna write something different and for the title needs to be related to this as well. Now, what, how many paragraphs now in reality do I expect? Three paragraphs plus a conclusion plus this, it means, five paragraphs. Ok? No more-no less.

What, what it is it that we expect in the next paragraph? The next paragraph needs to be what about?

203 S(woman): ↓the first↓↓

204 T: the first detail. There are not useful ways to control the garbage. So, in the first paragraph what I expect is in Colombia there are not useful ways to control de garbage because this because blah blah blah blah blah blah. In the next what. Cars produce a lot of smoke. The whole paragraph is gonna be dedicated to cars. The next paragraph that people are not aware of the environment and the ↓write in the whole paragraph about that and finally, I'm going to draw a conclusion and the conclusion is very similar to the first paragraph. So whatever you take for a test in English, they are going to evaluate you writing, they don't pay attention to the narrative way which is very important very beautiful. They pay attention to the structure if you don't take this structure they say they don't know how to write because this is how they evaluate or evaluate us. So now I'm going to give you some copies about this. ↓ This is in groups because the teacher is not reach. ↓↓Make groups of two.

#Students make groups#

Female student 1, you are going to work with?

Ok, so it's a...the topic sentence so I'm reading , are you in here?

205 *Anonymous st (man)*: yes

206 T: Ok, it says, the topic sentence may be the first or last sentence in a paragraph in our case, for the purposes of this class, we are gonna write it at the beginning. Ok, ones you

get very skillful writing essays you can decide where you located that. The topic sentence may also be the first or last...ok...a::: stabling the following three paragraphs. So we are gonna read the three paragraphs as the example we already have here. Please can you read the first one?

207 *Anonymous st* (woman): yes. #start reading (59:27-1:00:13) #

208 T: Ok, something first to analyze in here. Number one, how many sentences does it have?

#students try to guess#

209 *Anonymous st* (man): four

210 T: ok, so first conclusion, paragraphs are not made of ten, twenty, thirty sentences. Ok? Whenever you write in English academically you need paragraphs and paragraphs are made of minimum three maximum seven sentences. If you have more then write a lot paragraphs. Ok? but you can not have a paragraph like this. Which is the case of something you have. Ok?

211 *Anonymous st* (man): can we use e:: more than one paragraph in one topic?

212 T: No. That's a very good question. Can you use more than one paragraph for..for your ideas? You do that one you are very skillfully in terms of writing but just to start writing academically just write e:: a paragraph per idea because then you can get...but at jet you can. Ok. Second thin. How many connectors do we have in here?

#Students talk between them#

One! It's because sometimes in academic writing or in writing, if you notice and because you are told many times...Remember use un, but, because and you are looking for synonyms...for the connectors in academic writing we don't use too many connectors because if ideas are coherent, you don't need too many connectors all the time. Ok? Ok,

number three, the next aspect for us to pay attention to. Sentences are divided using what? Periods, commas, semicolons, what?

213 *Anonymous st (woman):* periods.

214 T: Periods so remember that usually in academic writing sentence period, sentence period, sentence no comma comma comma comma comma comma or semicolon and I have notice that we tend to do that because in Spanish we do remember in Spanish we write long sentences only with commas. Periods are very useful. Is easy for people to read, is easy for you to check your grammar. Because if you use commas you tend not to use the subject again but if you use periods, then we notice that we need again to use the subject. So is very useful. Ok? Ok if we notice then here in the first sentence they are talking about hurricanes and basically the generality is hurricanes right? That's the topic and what is that they are going to address? What is that they are going to address? The power, the power of hurricanes. Is not the definition of hurricanes, is not if hurricanes are what is that hurricanes take place. Is not if hurricanes are wonderful, beautiful and...no. is the power. To talk about the power of hurricanes then the first sentence talks about a... the velocity of hurricanes because if they are powerful, if they fast. Velocity. Number two. How they can col...they can destroy towns very fast because we are talking about its power. And finally they make a conclusion which is related to your conclusion but if you notice a:: in here they're not paraphrasing the topic sentence but any way they are concluding without any extra information they continue talking about the same issue. So if you notice an essay is circular. Is not talking of something and something different, is not to many branches is the same issue over and over. Ok, let's go with the second paragraph. Any volunteer to read?

215 *Male student 4:me*

216 T: Ok. The second please. Could you remind me your name. You did not come.

- 217 *Male student 1: Male student 2*
- 218 T: *Male student 2* please. So don't worry *Male student 1* now you have a substitute student. Sorry I'm not going to bother you any more.
- 219 *Male student 1*: Don't worry, don't worry.
- 220 T: So you don't care. Fine
- 221 *Male student 2*: #read the paragraph and teacher corrects him few times.#
- 222 T: ok, so again. Number of sentences.
- 223 *Anonymous st (man)*: eight
- 224 T: Eight, you see. Eight sentences because they are not about, yeah eight!, are you right? Seven, or six or whatever. But more...
- 225 *Anonymous st (man)*: six
- 226 T: Six? Yes or yes? Ok, in the topic sentence in here was at the end but we can also put the sentence at the end, because we can say. Look at the title, the title is medical miracles to come, so we can say there are a: some examples, for example if the topic sentence were at the beginning we could say there are few examples of medical miracles that are expected in the new in the next few decades and then you start. What do you expect, in the first statement? What topic are they going to address in the first part?
- 227 *Anonymous st (man)*: the baquin?
- 228 T: the vaccine. The vaccine the vaccine. Right. The vaccine could be like the first paragraph that it's talking about the vaccine and the no vaccine. The in the second paragraph?
- 229 *Anonymous st (man 227)*: unintelligible word.
- 230 T: excuse me!
- 231 *Anonymous st (man 227)*: to a clone

232 T: exacto. To everything about clonnetion and hou people can be clone, blah blah
blah blah blah in the first paragraph.

233 Ss: children and science.

234 T: children and science. Right, next one?

235 SS: generic?

236 T: generic third. And diseases and how we can diagnose and prevent diseases and
finally...cancer

#SS whisper#

and then a conclusion

237 *Anonymous st* (woman): #student asks something to her partner#

238 T: ah it's because we have like the conclusion in here, is this paragraph is the other
one we around because if but if we see (unintelligible speech #reading#) no yes it haven't a
conclusion per se. very good point.

239 *Anonymous st* (woman): ↓↓it is accepted?

240 T: yes. If you are skillful writing you can do whatever you want. Ok, now the last
one. Synonyms. A:: any volunteer? Ok *Female student 5*, go no!

241 *Female student 5*: #read the paragraph and teacher corrects and make definition of a
concept and student continues reading#

242 T: Ok, this is the perfect example for Soto as was telling here, what they are doing
is paraphrasing the topic sentence as a conclusion because if you notice the topic sentence
synonyms words that have the same meaning DO NOT always have the same emotion or
meaning and the conclusion is a paraphrase. Therefore, you should be carefully using
words because many so call synonyms are not really sinonimos at all. Ok? So. Here

questions about the beautiful and wonderful paragraph about...of an essay?...easy! yes or yes?

243 *Anonymous st* (woman): yes.

244 T: It's very easy not very difficult. Ok, now let's move into the page, this one no, this one is for a homework assignment it takes a lot of time. So let's move into page number twenty-five. Are you in there? Twenty-five?

245 *Anonymous st* (men): yes

246 T: Ok, here are some other paragraphs and here we have a:: we have the topic sentence at the beginning. So I would like you to do is to write the topic sentence based. To write the topic sentence is very easy. That is why I was telling you writing essays...writing essays you need to...writing essays in English is very mechanic. So if you are good at mechanical things is gonna be very easy. What you have to do in here is to write the topic sentence based on the details that you have about each paragraph. Questions? No. Ok. So please. Take...ten minutes then we do something else. You see that everything is very quiet today?

#students start but the teacher interrupts them#

247 T: So, ah ok. So these sentences are called the sub-working sentences. The details that we are going to paraphrase in the essay. Ok?

#AT1:11:21 student starts to work again (some of them are reading in English and other talking in Spanish) Teacher asks them is they are ready "ready friends" at 1:14:58 but students continue talking between them, doing the task assigned#

#Teacher monitors the class and answers questions#

#At 1:19:09 Teachers asks again "Ok, ready friends?" but she gets no answer, students continue working and the teacher asking to each group if they have finished#

248 (1:21:02) T: Ok friends, let's see volunteers or victims?

#Students continue doing the task#

Volunteers? Ok, very nice! *Female student 7...* *Female student 3* please go on!

249 *Female student 3*: read all paragraphs?

250 T: yes, except the first read a:: like the:: what we have in here and the you provide your ideas, ok?...Americans...

251 *Female student 3*: Americans... #read and teacher helps her sometimes with pronunciation of some words#

252 T: Ok, what are they talking about? What is the main idea?

253 *Female student 3*: ↓↓foreign words?

254 T: foreign words! Right? Ok. So what is the topic sentence that you wrote?

255 *Female student 3*: mmm lating ways for americans are related with costumes for other countries.

256 T: Ok. Are you sure that is customs?

257 *Female student 3*: no

258 T: words! Ok. Ah *Male student 1* and *Female student 2* what do you have?

259 *Male student 1*: mm the second paragraph?

260 T: No no the first paragraph.

261 *Male student 1*: Americans use a lot foreign words without be aware of that.

262 T: Ok. Americans use a lot of words and they are not aware of that. Ok you have.

263 *Anonymous st (woman)*: ↓↓Americans use words in different countries in they are.

264 T: Ok. Americans use words from different countries day by day? Ok.

265 *Anonymous st* (man): Americans (↓↓↓ Unintelligible speech)

266 T: ok. Unconsciously. What do you have?...go on!

267 *Female student 1*: American people are using foreign words daily even...

268 T and *Anonymous st* (man): even unconsciously.

269 T: Right! e: *Female student 6*. What do you have?

270 *Female student 6*: Americans use foreign words in their own language.

#Her partners help her with the reading (interrupting)#

271 T: Ok. You see. Easy. Yes or yes?

272 Students: yes

273 T: Ok. Let's go in European universities. Any volunteer? Ok Diego, go on! In European universities...

274 *Male student 1*: In European universities #reads the paragraph#

275 T: So finally. Are we close to the American system or to the Europeans?

276 *Anonymous st* (woman): American.

277 T: American. Why because of the quizzes?

278 *Anonymous st* (man): unintelligible speech

279 T: Excuse me!

280 *Anonymous st* (man): #speak very low#

281 T: ok but that is another story. Right? Ok. So. Which a sentence do we have?

282 *Anonymous st* (man): There are several issues between American and European system.

283 T: Ok. There are very issues between European and American system. Any other possibility?

284 *Anonymous st* (man): European and American universities (unintelligible word) differences in their classes.

285 T: Ok. In their classes of the educational system. Something else?

286 *Anonymous st* (women): There are different educational systems in American and European Universities

287 T: Ok. So much more broader. What do you have Lina? NO. Ok, don't worry. Do you have? Go!

288 *Female student 1*: Educational system (unintelligible speech) attendances.

289 T: That is very specific because they not only talk about attending or not attending to classes. So if you talk about e:: educational system requires attend or not to attend it's very specific. Ok. They are not talking about the educational system per se. E:::*Male student 3*.

290 *Anonymous st* (woman): there are different group between European American regarded to the system.

291 T: Ok. Or to education. Let say much more educational not only educational. Thank you very much. The last one. No. Ah ok go on!

292 *Anonymous st* (woman): the e:: attending to their classes American education systems... (silence 3s)

293 T: OK. That work. Camila are you going to read right? for example the eskimos...

294 *Female student 6*: For example the eskimos #reads the paragraph#

295 T: Ok. Which is your topic sentence? #student smiles# Doesn't matter, go on!

296 *Female student 6*: people build their houses e:: based on island.

297 T: yeah. People build their houses based on island and they provide something in this in the island. That's a possibility what do you have?

298 *Anonymous st* (man): (↓↓↓unintelligible speech)

299 T: Ok. Not only the but the material of the houses. Right. a.: Daniela what do you have?

230 *Female student 2*: region affects the material that use houses.

231 T: Ok. Thank you

232 *Female student 1*: Different parts to /build/

233 *Anonymous st* (man): /bild/

Female student 1 smiles#

234 T: Ok go on.

235 *Female student 1*: comes in some regions.

236 T: Ok. Works as well. Ok. And what do you have?

237 *Anonymous st* (woman): (↓↓↓unintelligible speech)

238 T: Ok. And finally. No? you didn't finisht. Ok. So clear? Easy, right?

239 *Anonymous st* (woman): yes

240 T: So homework assignment. The first homework is take even the homework assignment are going be different for you. So you take one of this papers as a homework. Is evol(evola? O dijo mal?) formation. Let's to continue working in this issue for the end of our lifes. Ah::: that's homework number one. Homework assignment number two. The copy that you were given. This one. And homework assignment number three.

241 *Anonymous st* (woman): oooooh

242 *Anonymous st* (man): ↓ shan shan shan

#ss laugh#

243 T: I want to complete twenty grades of classwork for the first fifty percent. And the third homework assignment is in a:: in a piece of paper similar to this one please, write an essay...What about? Any topic. Any any. But we need a big paper so we can take a look at it and we can criticize. Remember!

244 *Anonymous st (man)* : so this paper?

245 T: no it's for another students.

#ss laugh#

246 T: my other students. So. Homework assignment can be in groups or individual, doesn't matter. Number two. Groups or individual, doesn't matter. But this one. It's in groups of two.....or three...or four people. Ok, it's up to you. One two three or four. Better not one because then we have twenty posters and we don't have time to correct all of them. A poster because the idea is to be able to take a look. Remember that you should have...a title. You should have a first paragraph and in the first paragraph you have the ideas the ideas that you are going to take a look. Every idea should be develop in a different paragraph and then you have a conclusion. Clear?

247 *Anonymous st (man)*: clear

248 T: Ok, did you. This paragraph is not graded because is the first version. So is going to be criticize. Just corrected. So at the next one that you do that is on individual bases. E:: is the one that you gonna be graded. This one is just a as an example. Clear? Questions? No. Ok. So see you on Friday. Have a good...week. Thank you very much. So please come to class. Ah:: don't forget to take your homework assignment.

#Students collect papers and make questions and comments that makes them laugh#

#Students say goodbye and teacher too#

ANNEX 6

INTERVIEW TRANSCRIPTIONS

INTERVIEW #1

MALE STUDENT # 4

Ier: Interviewer

Ie: Interviewee

Ier : Bueno, entonces e:: la primera pregunta es: ¿Participa en clase, si/no y por qué?

Ie: e:: sí, la verdad yo participo activamente en clase e: más que todo por gusto por...porque no me genera ningún tipo de incomodidad, al contrario me gusta.

Ier: Y: ¿Qué siente cuando participa?

Ie: Pues n::o sabría definirte con un sentimiento específico pero...en general...es lo que te digo como un gusto...necesario...como que...me motivo a participar como ser mayor miedo a lo que me digan, a lo que me puedan responder.

Ier: Ok, e:: ¿De qué agentes recibe como realimentación, feedback?

Ie: Pues principalmente del maestro en sí pero lo positivo de un grupo pequeño como pueden ser en los casos de los grupos de inglés, es pues que, se genera como un sentimiento un poco de camaradería entre compañeros por lo que uno puede recibir un...no sé, una corrección por parte de los compañeros sin sentirse mal.

Ier: Mmm ok, y ¿Cómo de qué compañeros los reciben?

Ie: Pues digamos que siempre es como de alguien en específico porque e:: un sentimiento un síntoma general de los grupos es que hay personas con cierto nivel, es decir que hay

personas con mucho más nivel y que no temen o más bien no les molesta el hecho de corregirlo a uno. Usualmente siempre son las mismas personas.

Ier: Pero no le molesta o sea ¿cómo se siente cuando lo corrigen?

Ie: Mmm para nada a mí no me molesta en lo más mínimo porque pues como ya le digo uno desde un principio al estudiar siempre con la misma gente pues es consciente de en qué nivel está y en qué nivel está en contraste con los demás por lo que aprender de alguien que de pronto sabe algo o que está mejor que uno pues no tiene nada de malo.

Ier: Mmm ok, vale, muchísimas gracias.

Ie: Dale

Ier: Muchas gracias.

INTERVIEW #3

MALE STUDENT # 1

Ier: Interviewer

Ie: Interviewee

Ier: Bien, la primera pregunta es si participas en clase si/no y la razón por la que lo haces.

Ie: e:: Bueno en mi caso yo si participo en clase pues más que nada para reforzar mi inglés, y pues...para saber si estoy en lo correcto.

Ier: Ajá...e:: ¿En qué medida participas en clase?

Ie: mmm tal vez...una vez por cada clase, más o menos.

Ier: Bien, y ¿Qué sientes cuando participas en la clase de inglés?

Ie: amm pues siento pues nervios...pero a la vez como un poco de superación por el hecho de que también trato como de vencer un miedo al hablar y de también pues eso, reforzar el inglés.

Ier: Ah ok, e: ¿Te gusta participar en clase?

Ie: Mmm en mi caso pues por los profesores que tengo en el semestre que estoy cursando actualmente sí.

Ier: ¿En la clase de inglés, sí?

Ie: Sí

Ier: e:: ¿De qué agentes recibes feedback en la clase de inglés?

Ie: Emm:: pues de mi profesora más que nada, pues también de mis compañeros que pues están como en el mismo nivel bueno, también a uno lo orientan.

Ier: Y ¿Cómo te sientes cuando eres corregido por la profesora y por tus compañeros?

Ie: Mmm pues en este caso bien, normal porque pues son como tienen tacto para eso.

Ier: Ujum, vale. Entonces muchas gracias.

Ie: Hasta luego chicos.

Ier: Bueno vale que estés bien.

INTERVIEW #8

FEMALE STUDENT #5

R: Bueno, entonces, la primera pregunta es ¿participas en clase, si, no y por qué?

St: Pues no es una participación activa, pero pues tampoco diría que no participo.

R: Ah okey. Eh, ¿Y en qué medida participas en las clases?

St: Ammmm, Okey, o sea ¿cómo decirlo? #risas# Cuando siento, o sea, cuando me siento segura de que sé la respuesta y sé que no estoy diciendo algo mal, ahí! En ese momento sí participo.

R: ¿o sea cuando te sientes segura de si es la temática?

St: Asiente con la cabeza*

R: ¿Y que sientes cuando participas?

St: Ah, me siento realizada y bien conmigo misma.

#Risas#

R: Pero, ¿te gusta participar o te da igual si participas o no participas?

St: Pues sí, no es algo como muy relevante si participo o no, igual yo estoy escuchando a todos y como que de todos aprendo un poco.

R: Ah, okey. ¿Y de que agentes recibes realimentación?

St: Más que todo de mis compañeros, como “Uy ,dijiste eso mal” “Uy, eso no se dice así” o “Uy, que chévere, así.

R: ¿Y cómo te sientes cuando te dicen esos comentarios?

St: Pues si es malo, tratar de corregirlo y si es bueno pues... #se da un golpecito en la barbilla# (señal de triunfo).

#Risas#

R: Bien, muy bien. Okey, vale gracias.

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