



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE

FACULTAD DE LENGUAS

**EXPLORING POWER INTERACTIONS IN THE NEW VIRTUAL CLASSROOM
CULTURE IN AN ELT MASTER'S PROGRAM**

THESIS SUBMITTED FOR THE DEGREE OF:
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

BY:
ALEJANDRA GUADALUPE LÓPEZ PEÑA

THESIS DIRECTOR:
DRA. TERESA AURORA CASTINEIRA BENÍTEZ

January, PUEBLA, PUE.



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Abstract

The present research project aims to explore the power relations (Blaine, 2019; Fairclough, 1989; van Dijk, 1993) enacted in the virtual classroom in an English language teaching (ELT) master's program at a university in central Mexico. Interactions between teachers and students are examined through a critical discourse analysis (CDA) perspective in order to determine how these relations influence learning opportunities.

The study addresses the following research questions:

1. How do online interactions between members of the group build the new culture of the virtual classroom?
2. How are power/knowledge relations enacted in the virtual classroom?

This investigation follows a qualitative case study (Cresswell, 1998; Richards, 2003) approach. The participants in this project are two teachers and 18 students that are part of this ELT master's program. Data is being collected through video recordings of classes. The data analysis consists of transcribing the data and categorizing emerging topics under relevant themes in order to draw conclusions. This data analysis utilizes certain principles of conversation analysis (Nofsinger, 1991; Sacks, Schegloff, & Jefferson, 1974) and pragmatics (Birner, 2013; Lo Castro, 2003) as complementary analytical tools. Power interactions were categorized three main expressions of power according to French and Raven (1959) Data analyzed shows that the main categories that show power relations are: turn-taking, adjacency pairs, floor holding, politeness. This investigation aims to make a contribution to classroom critical discourse analysis, conversation analysis and pragmatics. At the same time, the 'new' post-covid virtual reality is explored.

Exploring Power Interactions in the New Virtual Classroom Culture in an ELT Master's Program.

Chapter One: Introduction.

1.0 Introduction

In January 2020, the World Health Organization (WHO) announced the discovery of a new epidemic coronavirus which later named COVID-19, this virus became one of a major outbreak of the world. Since the virus can be spread through the air, the social distancing is essential, therefore, many schools and universities around the world switched to teach with online video conferencing systems. Working or learning from home by using information and communication technologies became a new normal (Triyason, Tassanaviboon, & Kanthamanon, 2020). Distance education can be defined as an educational context in which the teacher and the student are separated by space and/or time. Distance learning is a type of education that allows on-line teaching where students and teachers communicate via technology despite being in different locations (Gökbulut, 2020).

Kumaravadivelu (1999), reflects:

Classroom is the crucible where the prime elements of education –ideas and ideologies, policies and plans, materials and methods, teachers and taught- all mix together produce exclusive and at times explosive environments that might help or hinder the creation and utilization of learning opportunities (Kumaravadivelu, 1999, p. 454).

For that reason, the study of what happens in the classrooms becomes an important task for all the professionals dedicated to language teaching, (Kumaravadivelu, 1999). Therefore, the present qualitative (Richards, 2003) case study (Cresswell, Qualitative Inquiry and research design, 1998) aims to explore the events happening inside an ELT master's program. Especially how power interactions are enacted in the new virtual reality where are taking place. To examine to what extent these types of interactions influence learning opportunities and determined what is learned, following the parameters of the Critical Discourse Analysis (CDA) (Fairclough 1995, 2012; van Dijk, 1993).

To accomplish the above, the term 'classroom' is framed in the conception of classroom as a social interaction setting, with its own rules and adhere to a backdrop of constraints and particular characteristics where issues of equality and inequality including control and power interactions and, issues of negotiation related to interactional symmetry are enacted (van Lier, 2001). Classroom as a culture where the experience of the teacher and the learner is two-dimensional including individual-subjectivity and collective-intersubjective experience (Breen, 2001). Finally, classroom as an arena of human interactions where different complex personalities mix involving dominance, rivalry, rebellion submission, or withdrawal, such situations have a large influence on anything that occurs in the classroom (Prabhu, *The Dynamics of the Language Lesson*, 1992).

1.1 Methodology

This research project was conducted in the master's program in English language teaching (in Spanish Maestría en la Enseñanza del Inglés, MEI) in a University in central Mexico. The

MEI is a two-year, face to face master's program, currently formed by the professors and the eighteen students of the 2019-2021 generation. In March 2020 on account of the pandemic situation the MEI program changed the modality of the classes to a virtual environment, classes were imparted through the Google Classroom application, which is an online platform where students and professors interact in synchronous and/or asynchronous manner. Professors and students have videoconference interaction weekly from Monday to Friday mornings using the Zoom application or Microsoft Meet, depending on the professor's choice.

Data was collected through video recordings, its transcripts. By analyzing how MEI members engage in power relations, the research aims to contribute with more insights into the critical discourse analysis field. To better express the problem investigated in this research, the current chapter presents, first, a general introduction to the problem. Second, the purpose of the study, followed in third place by the rationale where the starting point of the study is established. Fourth, the research questions to be answered, and finally a brief conclusion of the chapter.

1.2 Purpose of the study

The present exploratory study aims to deal with the discourse dimensions of power and the possible injustices and inequalities that results from it (Auerbach, 1995, p. 252) in the new MEI virtual classroom. This, observing the parameters of the qualitative approach (Richards, 2003), for qualitative research is design to explore the complexities of the social world and get closer to what actually goes in a classroom. Qualitative inquiry is a person-centered

approach, that seeks to understand the patterns and purpose of human behavior, and finally qualitative inquiry has a transformative potential for the researcher (Richards, 2003). The present qualitative research is situated in the case study tradition which focuses on detailed descriptions of individual cases such as institutions, programs, events, etc. (Richards, 2003). A case study according to Cresswell (1998) “is a bounded system or case over time through detailed, indepth data collection involving multiple sources of information rich in context” (p. 61).

The present investigation explores the enactment of the power/knowledge interactions and its influence on the possible asymmetric interactions occurring inside the new virtual classroom following the principles of critical discourse analysis (CDA). CDA was chosen because is a type of discourse analysis that focuses on studying how social power, dominance and inequality are performed in the social and political contexts (van Dijk, 2001). Social power is considered as privileged access to socially valued resources such as wealth, income, position, status, force, group membership, education or knowledge (van Dijk, 1993, p. 254). Accordingly, Fairclough (1989) established that power is exercised through coercion and consent. Coercion by forcing others to go along with them and consent to convince them that it is in their best interest to do so, not necessarily as the result of conscious choice rather an unconscious acceptance of institutional practices. Such mentioned power interactions might not be visible in the classroom interactions but they permeate the structure of the classroom life (Auerbach, 1995).

Furthermore, the current study considers the following principles of the critical classroom discourse analysis (CCDA) approach, adapted from the ones configured by

Kumaravidelu (1999, p. 472): classroom discourse is socially constructed, politically motivated, and historically determined. Classroom is not a mini-society rather a constituent of the larger society in which many forms of domination and inequality are produced and reproduced for the benefit of vested interests. Classroom manifests at the surface and deep levels, many forms of resistance, articulated or unarticulated. Finally, the negotiation of discourse's meaning and its analysis should not be confined to the acquisitional aspects of input interaction.

In agreement with the qualitative inquiry (Richards, 2003), the case study tradition (Cresswell, Qualitative Inquiry and research design, 1998) and the CDA (Fairclough, 1989; van Dijk, 2001), the instruments considered in this research for the data collection were video footage its transcripts and as complementary method, interviews and its transcripts. The outcomes show how the culture of the virtual classroom is being built by the members of the group and how the power relations are enacted within the virtual classroom and how these influence the learning opportunities.

1.3 Rationale.

Different studies have been conducted in classroom interaction (Sadeghi, Ketabi, Tavakoli, & Sadeghi, 2012; Tian & Dumlao, 2020; Witten, Castineira, & Flores, 2019; Witten, 2012), in virtual communities and classrooms (Blaine, 2019; Gökbulut, 2020; Ledin & Machin, 2018; Nguyen, Torlina, Peszynski, & Corbitt, 2006; Prabhakaran, 2012; Triyason, Tassanaviboon, & Kanthamanon, 2020), from different perspectives and utilizing distinct methods and approaches. These studies analyze various phenomena occurring inside the classroom

showing the importance of exploring the technological, social, political, cultural, and historical factors affecting interactions to understand and enhance learning environments (Kumaravadivelu, 1999). However, studies in virtual classrooms are still in their early stages, hence, the present research aims to contribute with insights that allowed a better understanding of the new normal education.

1.4 Research Questions

To explore the above-mentioned issues, the study addresses the following research questions:

1. How do online learning interactions between members of the group build the new culture of the virtual classroom?
2. How are power/knowledge relations enacted in the virtual classroom?

1.5 Chapter Conclusion

In summary, this chapter has presented the principal aim of the study and the starting framework of this investigation. It attempted to provide a brief introduction of the study and the purpose of the same presenting the frame of the classroom discourse as a social setting where different personalities and events emerge to build the culture of the classroom. The methodological approaches in which the study is placed, and key concepts such as power/knowledge relations and online education. Moreover, the context of the MEI where the research is conducted was presented as well as the methodology used to collect data. In the following chapter, the literature relevant for this investigation is discussed.

Chapter Two:

Literature Review

2.0 Chapter Overview

This chapter aims to discuss several notions related to the classroom culture, power interactions, and distance learning, to illustrate the standpoint of this research. This section also covers the theoretical foundations of the methods utilized to analyze data.

2.1 Classroom Framework

Power interactions in the classroom, specifically in the virtual classroom is the focus of this study. Therefore, it is important to explore the framework of classroom consider in the present investigation. First, the classroom is framed on the conception of the classroom as an arena of human interactions (Prabhu, 1992). Then, the classroom as a setting of human interactions (van Lier, 2001). Finally, the classroom as a culture (Breen, 2001).

In the first place, Prabhu (1992) suggests that the classroom is the place where the lessons as social events take place. Learners and teachers with different “personalities, motives, self-images, fears and aspirations, levels of tolerance, and degrees of maturity” (p. 229) converge to form the lesson. Thus, the classroom lesson becomes an arena of human interactions (Prabhu, 1992) where:

There are likes and dislikes, loyalties and rivalries, ambitions and desires to dominate, injured pride and harbored grudge, fellow feeling, and jealousy, all

creating a continual threat to security and self-image, and calling for protective or corrective action (p. 229).

In the classroom as a setting of social interactions, two main types of interactions are identified: teacher-learner and learner-learner. These interactions adhere to a backdrop of constraints (van Lier, 2001). Such constraints are rules that govern the interaction, these rules in social settings sometimes are ambiguous, and its interpretation may have to be negotiated. Therefore, the classroom becomes the space where a unique and particular way of communication occurs: the learning talk. The classroom is the entity that demonstrates the proper behavior in a particular learning talk.

The institutional setting offers different constraints to control the learning talk within a classroom. Such constraints are authority and power. “The authority to set the agenda, the power to judge (grade), the authority to speak, the power to control and evaluate the speech of others” (van Lier, 2001, p. 93). It is this type of interaction charged with authority, where the teacher-learner interaction is typically grounded. However, many schools and Universities are trying to avoid such a model of authority in the teacher-learner relation. Nevertheless, when studying classroom interactions, it is important to consider the aforementioned authoritarian relation.

The type of interaction that illustrates this type of authority, where the teacher is clearly in charge is the so-called initiation-response-feedback (IRF) (Sinclair & Coulthard, 1975) model. The IRF model is considered the most common teacher-learner interaction framework. The IRF comprises three parts: a teacher initiation, a student response, and teacher feedback. In this pattern Sinclair and Coulthard (1975) identified that usually

teachers ask questions, students answer and pupils listen to the teacher giving information. In this model, there is an overall plan by the teacher and focuses on different outcomes namely: to construct knowledge, to check what the students have learned, and to explain something. (van Lier, 2001). In IRF, the teacher is the one who does all the initiation and closing, which at times, discourages students to participate spontaneously leading to a closed discourse format, where students find it difficult to solve doubts, to ask questions, or to self-correct. However, IRF is a format where students have a certain extent of freedom to talk and have the initiative (van Lier, 2001).

Even though IRF displays an extension of freedom for students, it is important to consider learner-learner interaction as an alternative to improve learning and avoid authoritarian models (van Lier, 2001). Nevertheless, in the learner-learner format it is also important to consider issues of equality and inequality including control and power since inequality interactions are not only restricted to teacher talk but also in situations such as the power of native over non-native speakers. Additionally, inequality can be present in issues of negotiation and the joint construction of talk which refers to interactional symmetry (van Lier, 2001).

van Lier (2001) mentions that symmetric communication is expressed in a relation of contingency. Contingency refers to the link of utterances to continue the conversation and the rising of expectations and the crafting of deliberate ambiguities so the utterances can continue. To create contingency devices such as empathy markers, repetitions of parts of each other's utterances, intonation patterns and gestures, among other, can be used (van Lier, 2001).

The classroom as a culture is introduced by Breen (2001). He suggests eight features of the culture of the classroom. To begin with, the culture of the classroom is interactive, this comes from the assumption that people can learn together in a group. Interaction can be verbal or non-verbal and happens in a ritualized form. Interaction is about language and through language in a continuum process. Secondly, the culture of the classroom is differentiated, this means that the classroom is an amalgam of different realities, and these different realities can create conflict. Thirdly, the culture of the classroom is also collective in the sense that the emerge of all the individualities in the classroom creates a psychological reality.

Furthermore, the fourth feature indicates that the culture of the classroom is highly normative, this is, teachers and students are in continual judgment of each other. In the fifth, the culture of the classroom is asymmetrical, due to the teacher and student roles, teachers are expected to know everything that students do not. The sixth signals that the culture of the classroom is inherently conservative, in the sense that every classroom will look for a social and emotional equilibrium. The seventh feature indicates that the culture of the classroom is jointly constructed, the participants of the classroom constructed together with the lesson, the lesson evolves through negotiation. Finally, the culture of the classroom is immediately significant, which is how the individual priorities can be given social space here and now (Breen, 2001).

2.2 Online Distance Learning

As mentioned before in chapter one, the classroom setting of the master's program due to the pandemic situation is virtual. This section focuses on the discussion of online learning, which is the current model of the MEI program. Distance learning is now one of the fastest-growing fields of education (Gökbulut, 2020). According to UNESCO (2000), distance education has become an indispensable element for the expansion of learning and teacher education in developed and developing countries.

Distance learning has suffered different definitions through time, such definitions are based on the technology used in distance education, or on the function to create classes for remote locations or also, as a form of education that normally separates between teachers and students by location, which is the most common definition in turn (Triyason et al., 2020). This type of education uses channels such as video conferencing, asynchronous learning, web, internet-based live class, live voice, application sharing, among others. Nowadays, with the development of computer and network technologies (Internet, web, internet-based live classroom applications) interactive teaching via a teaching platform has become available (Gökbulut, 2020). In recent years the most popular applications utilized for distance online teaching and learning are Zoom, Cisco WebEx, or Microsoft Teams (Triyason et al., 2020).

Distance learning and the teaching system can be divided into synchronous and asynchronous distance education. On the one hand, synchronous education aims for students to attend classes while the instructor teaches. The technologies used include instant messaging and/or internet video communication (videoconference). On the other hand, asynchronous distance education does not require the presence of the students

while the teacher is giving a lesson. It is more flexible and interaction is mainly to provide feedback; therefore, it is most common (Triyason et al., 2020). Interaction in online education is clearly different from face-to-face education; however, it is not less important. Woods (2002) suggests that students often need levels of interaction in online courses, especially with novice students. Research shows that the lack of interaction in distance learning has been the main source of dissatisfaction within online courses (Blaine, 2019).

Blaine (2019), introduces the concept of communities of inquiry to speak about the need of a community to achieve learning. Dewey (1993) transferred that term into the classroom as “a group of individuals collectively searching for meaning and learning in a classroom setting” (Blaine, 2019, p. 33). In this community, there are three presences: cognitive, social, and teaching. These presences work together to accomplish collaborative learning. Cognitive presence is the way learners construct meaning and critical thinking. Social presence is the ability of the participants to project themselves as real people and no robots in online courses. Teaching presence refers not only to the specific presence of a person that exercises the role of teacher but also to the idea that any participant in the community can act as the teacher to drive the inquiry (Blaine, 2019).

2.3 Power in the Virtual Classroom Research

To conclude this section, some considerations regarding power in the virtual classroom are discussed. This is still a novel field for research and there are not many theories related to power enacted in virtual environments specifically in videoconferences, as the new format for classes; however, some ideas are worth mentioning.

Nguyen et al. (2006) state that:

Power and social relations in the virtual communities can be described in terms of the role of each participant, the influential role of recognized leaders, the influence of the larger social, political, and economic contexts, and the history acted out over time within specific arenas (p. 25).

Therefore, power relations can be formed in the same process of building a virtual community. There is a widely accepted point of view according to Nguyen et al. (2006) that states that virtual spaces are not hierarchical, that they are politically unbiased and democratic; however, one potential dimension of power relation in virtual spaces is the access to virtual resources (Nguyen et al. 2006). This privileged virtual access to resources can be manifested in the decision-making process and setting agenda activities. Thus, the person who has more access or controls the virtual resources has more power.

Perveen (2015) demonstrate in research that power in a Learning Management System (LMS) in a University in Pakistan, is enacted by the dominance of discourse by those who have more English language command. He uses critical discourse analysis (CDA) to analyze the discourse of teachers and students and he suggests that CDA helps to critically look at technological determinism, i.e., “shaping of culture and ideologies through dominant technologies in general and in pedagogic practices in particular” (Perveen, 2015, p. 245).

2.4 Critical Discourse Analysis

As mentioned in chapter one the present research is a Critical Discourse Analysis (CDA),

CDA is defined by Fairclough (1995) as:

Analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony (Fairclough N. , 1995, p. 132)

Following the tradition of Fairclough (1989, 1995), Van Dijk (2001) states that Critical Discourse Analysis (CDA) is:

Aa type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context (van Dijk, 2001, p. 352).

CDA deals with the discourse dimensions of power abuse and the injustice and inequality that result from it (van Dijk, 1993). The aims of CDA have certain implications. First, CDA is primarily interested and motivated by pressing social issues, which will be better understood through analysis. Then, CDA is multidisciplinary, because social issues are complex. CDA centers its analysis on the relationship between dominance and discourse. Social and political stances that are based on power abuse or injustice hope to change from critical understanding. Furthermore, critical scholars should be social and political critics and activists and should worry for those who suffer (van Dijk, 1993).

Fairclough (2012), considers that CDA brings the critical tradition to language studies and contributes to critical social analysis. CDA leads the focus to relations between discourse and social elements such as power relations, ideologies, institutions, social and identities in critical language studies, where CDA takes place, the critique should be normative and explanatory. This normative and explanatory format must deal with not only the problem in the phenomenon to be studied but also with the reason for how has come to be this way because one of the important aspects of critical studies is the possibility to promote a change in the world (Fairclough, 2012).

Discourse in CDA is typically used in the sense of meaning-making as an element of social processes. Discourse has been known as the language associated with a particular social field of practice. Discourse is also a way of constructing aspects of the world associated with a particular perspective (Fairclough, 2012). Fairclough (2012) calls semiosis to the first-mentioned sense (meaning-making) in which discourse is utilized. It is this approach of CDA that focuses on semiotic elements of social life that will be used in the present study.

Semiosis is an element of social process and it is dialectally related to other social processes, i.e. social process such as the political, business or educational fields have different elements (activities, social relations, objects and instruments, time and place, and others) but they are not fully separated they are internalized each other without being reducible to them (Fairclough N. , Critical Discourse Analysis, 2012)... Social relations, power, institutions, beliefs, and cultural values are semiotic, they have diverse

properties therefore other disciplines can be used, this is the transdisciplinary characteristic of CDA (Fairclough, 2012).

Three semiotic categories are corresponding to how semiosis relates to other elements of social practices: genre, discourse, and style. Genre is related to the semiosis in the social activities, genres are semiotic ways of acting and interacting in a specific context. For example, in the MEI classroom there is a specific kind of genre that all students know, expressions or words related to the teaching field like classroom management or assessment. Regarding discourses Fairclough (2010) states “Semiosis in the representation of social practice constitutes discourses” (p. 455), they are semiotic ways of representing the world. Finally, styles are identities, “ways of being” (p.456). These semiotic networks of social practices are called orders of discourse (Fairclough, 2012). Orders of discourse are the underlying conventions of discourse that determine actual discourse and embody ideologies (Fairclough, 1989, p. 28). The way in which these orders of discourse are structured is determined by relations of power in particular social institutions and the society as a whole (Fairclough, 1989).

Power relations are always relations of struggle in any of its representations, either among social groupings and institutions or between men and women, ethnic groups, young and old.(Fairclough, 1989). Fairclough (1989) considers two major aspects of power relations: power in discourse and power behind discourse. Power in discourse “has to do with powerful participants controlling and constraining the contributions of non-powerful participants” (Fairclough, 1989, p. 46). These constraints can be regarding content (of what is said), relations (that people enter into in discourse), and the subjects (positions

people occupy). Such constraints derive from the conventions of the discourse type that happens. In face-to-face interactions hidden power occurs in the form of requests, mainly when the request is grammatically expressed in the form of a question. The power behind discourse is that “the whole social order of discourse is put together and held together as a hidden effect of power” (Fairclough, 1989, p. 55

van Dijk (1993) states that power involves control of one group over those of the other group. Such control can influence action and cognition. The control tends to be enacted by persuasion, dissimulation, or manipulation among other ways to change the mind of others in one’s own interests. Managing the mind of others is essentially a function of text and talk (van Dijk, 1993). Also, discourse contributes to the reproduction of dominance, this may be enacted by a delicate routine, everyday forms of text, and talk that appear natural and quite acceptable. Dominance is used to refer to legitimate and acceptable forms of power, and when the minds of the dominated are influenced in a way that accepts dominance, then is called hegemony (van Dijk, 1993).

Power and dominance are usually institutionalized and organized; social dominance can be enacted by other group members. These groups are called elite groups and are the ones that have the privilege to have more access to discourse, which is one of the social resources on which power and dominance are based. Elite groups have a special role in planning, decision making, and control over the relations and processes of the enactment of power, this is called hierarchy power (van Dijk, 1993).

The exercise of power usually presupposes mind management, involving the influence of knowledge, beliefs, understanding, plans, attitudes, ideologies, norms, and

values (van Dijk, 1993). Central to CDA is the detailed description, explanation, and critique of the ways dominant discourses (indirectly) influence the shared social knowledge, ideologies, and attitudes, which are called social cognitions (van Dijk, 1993). CDA focuses then, on the relationship between discourse structures and social cognition. In this discourse for dominance, production and reception are the two dimensions to bear in mind. Production is the enactment of dominance in the structures of text and talk, and reception is related to the functions, consequences, or results of the production structures on the social minds (van Dijk, 1993).

CDA also pays attention to those forms of context control that are legally or morally illegitimate or otherwise unacceptable, such as discrimination. For example, in cases where white people restrict access to black people. CDA moves from these contextual structures, interactional, organizational, and global forms of discourse control, to the more detailed structures, micro-level, and expression forms of text and talk. These micro-levels can be syntax, intonation, rhetorical figures, which can be less important to consider and therefore can be easily manipulated to transmit power and dominance (van Dijk, 1993).

Furthermore, domination as power abuse can be enacted through knowledge, when the people who have the power manage knowledge (manipulate) in communication or interaction. Knowledge framed in CDA has the following characteristics (van Dijk, 2012): Knowledge consists of beliefs, the knowledge criteria or standards may vary among communities, knowledge criteria may be controlled by an institution, social knowledge consists of shared beliefs. Knowledge is relative, because one community may have

different beliefs from another. Social knowledge is presupposed in the social practices and hence in the public discourse. There are many types of knowledge: general and specific; real and fictitious events; concrete and abstract; among others. The general knowledge is stored in the memory of a community, this storage of general knowledge is activated to understand situations, events, or specific historic moments. This discourse comprehension involves the formation of subjective mental models, which represent personal models. Social knowledge is usually produced by public discourse among the members of a community (van Dijk, 2012)

From the above characteristics, it can be said that the role of knowledge in discourse is both cognitive and social. Cognitive because it happens in the human's mind, it is stored shared and distributed as a mental representation. Social because knowledge is shared and distributed among the members of a community, it is acquired and changed in human interaction, used and applied in social practices, and institutionally normalized (van Dijk, 2012).

CDA considers additionally coercion and consent as the two modes by which authorities can exercise ideological power, which is "the power to project one's practices as universal and common sense" (Fairclough, 1989, p. 33). This control is exercised by discourse practices, the people who have the power maintain authority by the various ways language is used and the different purposes for which it is used. These types of power situations are usually taken for granted and are part of all the institutions which may not be overtly political but within all society (Auerbach, 1995). Accordingly, inside the classroom power and dominance permeate the dynamics of interaction, in the

pedagogical choices about curriculum development, content, materials, classroom processes, and language use (Auerbach, 1995).

2.5 Critical Classroom Discourse Analysis

In order to narrow down the study of CDA to classroom power interactions, critical classroom discourse analysis (CCDA), will briefly be discussed. CCDA (Kumaravadivelu, 1999) is an approach adhered to CDA that analyzes the power/knowledge and dominance/resistance interactions and their influence on the possible asymmetric interactions occurring inside the classroom and how these interactions influence learning opportunities. CCDA emerges as a critique to previous classroom interaction analysis and as a response to those critiques. Kumaravildeu (1999) follows a poststructuralist (Foucault, 1972) and postcolonial (Said's, 1978) discourse perspective.

Poststructuralist states that all utterances are controlled by power/knowledge discursive fields, power/knowledge discourse is expressed in terms of regimes of truth, which in broad terms means that power is present in every moment of someone's life, establishing what is true or real. Dominance/resistance is related to the idea that a powerful institution can exercise coercion upon individuals; however, individuals do not always follow the dominance dictations and they operate according to their demands. Postcolonialism based its ideas on the term Orientalism, which refers to the found Western representation of the Others, specifically the colonized people, which "were dehumanized, stereotyped and treated as an indistinguishable mass to whom one could amass knowledge" (Kumaravadivelu, 1999, p. 463).

CCDA has a transformative function that seeks to promote reflection among teachers in the sociopolitical and sociocultural structures that directly or indirectly shape the character of the classroom discourse, to understand learning environments, and to close the gap between what is achieved and what can be achieved. The present study takes into account the premises of CCDA described in the introduction and in the previous section.

2.6 Categories of Power

In the present study, the interactions in the classroom were cataloged into three main categories of power purposed by French and Raven (1959). They identify five types of power to account for the different effects found in studies of social influence. French and Raven (1959) consider that in the relation between two agents different variables of power take place. They called these variables bases of power: reward power, coercive power, legitimate power, referent power, and expert power (French & Raven, 1959).

Reward power refers to the ability to reward. In the classroom, the teacher is who has the power to reward students. This power depends on the ability of the teacher to administrative the positive responses towards what the teacher wants to be received by the students as good, important, and valuable. The strength of reward power depends on the magnitude of the reward which is mediated only by the teacher in the classroom. However, is the student who decides the value of the reward (French & Raven, 1959).

Coercive power is the power to punish the students in the classroom and its strength depends on the magnitude of the punishment (French & Raven, 1959) and on the

student's perception of how probable it is that the teacher will punish him/her for non-conformance (Assadi, 2016). The teacher is the only agent with the right to execute any penalization. The problem with this power is the high probability that the attraction of students to the teacher gained by the reward power will decrease by it (French & Raven, 1959).

Although reward and coercive powers are very common representations of power in schools, due to the nature of the MEI classroom, they are not contemplated in the analysis. For this research only legitimate, referent and expert power will be considering and will be described below.

The legitimate power of O/P is here defined as that power that stems from internalized values in P which dictate that O has a legitimate right to influence P and that P has an obligation to accept this influence (French & Raven, 1959, p. 153).

In the classroom, P refers to the students and, O refers to the teacher. Legitimate power is referred as assigned power (McCroskey & Richmond, 1983). Legitimate power states that within the students there are values that indicate them that they must accept the influence of the teacher. The internalized values are cultural that establish that the teacher has characteristics that give him/her the right to prescribe behavior for students (French & Raven, 1959). Another basis of legitimate power is the acceptance of the social structure, in which students accept the right of the legitimate authority of the teacher granted to him/her by a specific office or a superior (French & Raven, 1959). This type of

power is related to things like “controlling the classroom time, determined what should be studied, regulating interaction and the like” (McCroskey & Richmond, 1983, p. 177)

Referent power is based on the identification of the students with the teacher. Raven (2008) relates this power with an expression “I really admire my superior and wish to be like him/her. Doing things, the way she/he believes they should be done gives me some special satisfaction” (Raven, 2008, p. 3). In the classroom is the student that experience this identification that will behave according what the teacher says or does. Identification on the feeling of unity, closeness and in the case of the teacher is the feeling of being part of the group as long as both parts present similar behaviors, believes, and perceptions. On account of this identification, teachers have the power to influence the students and usually, students are unaware of this manifestation of power. Therefore, the greater the identification, the stronger the referent power (French & Raven, 1959).

The third category of power consider in the present research is called expert power. Expert power “exists when the student perceives that the teacher is competent and knowledgeable” (Assadi, 2016, pág. 78). Expert power influences the cognitive structure of a person, its strength lies in the knowledge or perception by students of the knowledge that the teacher has in a given area (Assadi, 2016). Influences in the cognitive structure of students can derive from changes in their behavior or the direction of forces. However, this is not its primary effect, expert power can be exercised through another type of power which is called informational power, where its primary influence is based on the acceptance of information as valid by the students. Therefore, the enactment of expert

power needs two conditions in the students: first, that students think that the teacher knows and that students trust that the teacher is telling the truth (French & Raven, 1959).

2.7 Conversation Analysis

Conversation Analysis (CA) (Nofsinger, 1991; Sacks et al., 1974) was chosen as a complementary methodology to analyze the data; therefore, some considerations are needed. CA has its roots in ethnomethodology which:

Aims to explain how the social world operates through people's actions by focusing on how social interaction is achieved, minute by minute, through every day talk and non-verbal communication, and how people account for their social experiences (Mercer, 2010, p. 8).

Conversation is said to be a process in which the participants direct communicative or social actions toward one another (Nofsinger, 1991). Thus, "conversation analysis is an approach to the study of human interaction in society" (Clayman & Gill, 2012, p. 120). CA encompasses interactions of all sorts, from face-to-face to synchronous technology-mediated interactions, such as telephone conversations and videoconferences. CA works with natural interactions captured in audio and video recordings, then transcribed and finally analyzed (Clayman & Gill, 2012).

In conversation, some actions occur continuously such as speech acts, utterances, illocutionary acts, and effects (Nofsinger, 1991). Speech acts refer to the actions of conversation and these may be commissives, directives, assertives (representatives), expressives, and declarations (p. 26). Utterances are the linguistically meaningful message

that a person speaks during the conversation. (p 14). The illocutionary acts are the doing of a social or communicative action. That is, a person speaks something (an utterance) to produce a communicative action (illocutionary act) (p.15). It is an actional interpretation of an utterance. Finally, effects refer to what happens, effects of the illocutionary act also called perlocutionary act (Nofsinger, 1991).

The aforementioned conversational actions have in turn some action sequences. One important aspect in CA is adjacency pairs. These are a sequence of two communicative actions (Good morning! and its preferred answer, good morning!) (Nofsinger, 1991). Such actions often occur adjacent to each other, they are produced by different speakers, one action is a first pair part and the other is a second pair part, that is, they are sequentially ordered and they are categorized or type connected so that any given first pair part must be matched with one of a relatively few types of second pair parts (p. 51).

Central to CA is turn organization. The turn-taking system (Sacks et al., 1974) is a “basic form of organization for conversation” (p. 700). Turn-taking has two components and a set of rules. The first component is the turn construction, there are four types of unit-types: sentential, clausal, phrasal, and lexical constructions (Sacks et al., 1974, p.702). The second component is turn-allocation, this is to determine who gets the next turn and can be either the current speaker selects the next speaker or when a person self-selects him/herself to speak. Nofsinger (1991), considers a third turn allocation: the continuation of the speaker, and happens when none of the before mentioned allocations is present therefore, the current speaker can continue. These allocations happen at the transition

relevance place (TRP), which is the space where the transition from one speaker to another occurs (Nofsinger, 1991).

Conversations have several characteristics (Sacks et al., 1974). For purposes of this study only overlaps, interruptions, and repair are discussed. Overlaps occur when simultaneous talk arises, this can happen when a speaker self-selects before the current speaker finishes his/her talk and usually occurs at the TRP. Overlaps are also present when more than one listener wants to talk at the same time. Interruptions happen when simultaneous talk does not arise at or near the TRP. Repairs exist for dealing with turn-taking errors and violations. There are repair devices designed for turn-taking problems like in interruption situations such as 'excuse me' (Sacks et al., 1974). Repairs occur at the same time as the trouble occurs (TS), at the TRP, and in the third turn, all these forms of repair are called sequential positioning. Sometimes repair occurs when the speaker realizes that a problem may occur after a while and revise the situation and preempts the impending disagreement (Nofsinger, 1991).

Nofsinger (1991), considers repairs as part of what he calls align actions, which are the processes that keep conversations on track. In addition to repairs, there are responses. Responses can be to assess, these are evaluative utterances, also, responses can be in the form of newsmarks and 'oh' receipts (really? 'oh'). Continuers such as 'mm-hmm', 'uh-huh' and 'yeah'. Finally, responses can be collaborative completions, which take place when a person finishes what a person is saying (Nofsinger, 1991).

2.8 Politeness Theory

In addition to the speech acts mentioned in the previous section in the present study, an important pragmatic concept is considered: politeness. When we engage in social interaction, we are sensitive to the way others see us. In this case, sociolinguistics introduces facework, the face is defined as “the positive value a person claims for himself by the line others assume he has taken during a personal contact” (Goffman, 1999, p.306), and in interaction, the protection of such face, the own face, and the other’s face is the responsibility of all participants, (Bloor & Bloor, 2007).

Politeness theory (Brown & Levinson, 1978), states that “politeness involves the recognition and linguistic acknowledgment of much subtler threats to the self-image that a person presents publicly” (Birner, 2013, p. 201). Each person has a positive and negative face. A positive face is a desire for interaction and solidarity, negative face is the desire to be autonomous, to be respected, to be left alone (Birner, 2013). In this process of saving and losing face occur threats to the protection of positive or negative face occur and these are called face-threatening-acts (FTA).

FTAs are those that might be seen as a threat to the hearer’s, self-image (Birner, 2013). FTA is any utterance that can upset the delicate balance of face maintenance (Bloor & Bloor, 2007). Many kinds of FTA occur frequently in conversation and these can include: Starting an unsolicited conversation, challenging an opinion or assertion made by the addressee, interrupting another person’s turn, raising a topic known to be unwelcome to the addressee, changing the topic, adversely commenting on or directing the addressee’s speech (e.g. Please speak up! Could you please get to the point?), raising

taboo topics or uttering taboo words, and ending the interaction abruptly. (Bloor & Bloor, 2007, p. 102).

FTA “are often verbal and they are usually mitigated by verbal or sometimes paralinguistic and kinesics means (voice pitch, volume, hesitation, posture, gesture, touching, etc.)” (Bloor & Bloor, 2007, p. 102).

2.9 Chapter Conclusion

This section of the study introduced literature concerning classroom culture, distance education, critical discourse analysis, conversation analysis, and pragmatic items. The following chapter will discuss the methodology used in this investigation.

Chapter Three

Methodology

3.0 Chapter Overview

This chapter includes the methodology used to develop this investigation. In this section, the research process is described in order to understand how power interactions are enacted in the new virtual classroom. This chapter also contains the description of research design, instrument the context, ethical implications participants, the data collection process, and analysis. As a final point, a conclusion of the chapter is presented.

3.1 Methodology

As previously mentioned, this study fits into the paradigm of exploratory qualitative research (Richards, 2003) due to the fact that “Qualitative inquiry (QI) aims to understand better some aspects of the lived world” (Richards, 2003, p. 10). This scholar further states that:

QI will study human actors in the context of the ordinary everyday world; seek to understand the meanings and significance of these actions from the perspective of those involved; usually focus on a small number of (possibly just one) individuals; groups or settings; employ a range of methods in order to establish different perspectives on the relevant issues; base its analysis on a wide range of features; only use quantification where this is appropriate for specific purposes and as part of a broader approach (p. 10).

The approach considered for this research is a case study. Case studies according to Cresswell (1998), is “an exploration of the bounded system, which is bounded by time and place, and it is the case of being studied –an event, a program, and activity or individuals” (p. 61). Accordingly, Richards (2003) suggests that the focus of the research should be on a particular unit or set of units and the aim should be to provide a detailed description of the unit(s) (p. 20).

In order to explore and answer the research questions of this case study, several analytical methods were considered. Namely, Critical Discourse Analysis (Fairclough, 1989) (van Dijk, 2001), along with Conversation Analysis (Nofsinger, 1991) (Sacks et al., 1974) and Pragmatic analysis (Birner, 2013) (Lo Castro, 2003).

3.2 Context

This study was carried out in a public University in central Mexico. This institution offers a Master’s program in English language teaching every two years in face-to-face classes. However, due to the pandemic situation in 2020, the program moved to the virtual dimension; therefore, the present study is developed in such virtual dimension (Nguyen et al., 2006). Classes are taught through using platforms such as Google Classroom, and videoconferences take place through the Zoom Application. There are twenty videoconferences (classes) considered in this study. These are two different classes that were scheduled once a week for about two hours each, on Monday and Wednesday. The classes were in a morning schedule taught by one female professor who was a new teacher to this particular generation, and one male professor who has been a regular teacher on the program.

Students connected every Monday and Wednesday from their houses using their own resources such as internet, laptops or cellphones. Professors posted the link for the classes on Google Classroom before each class. The context of students and teachers were different and at times made the teaching process a hard endeavor. Issues related to their equipment, connectivity, or home environment were experienced by all the participants.

3.3 Instruments

To gather the inquiry data, the virtual classes were recorded using Wonder share Filmora a program that allows to record everything that happens in the screen of a laptop or computer. Classes were recorded in a lapse of four months, from August to December, 2020, which constituted a period of studies within the program. The recordings were transcribed in a Word file in order to analyze the linguistic components to find the forms in which power is manifested. The linguistic components were gathered in another file to summarize the data.

3.4 Ethical Implications

Written consent was requested from all participants. The coordinator of the program allowed for the research to be developed in the program. Emails were sent to the professors in charge of the classes to ask for permission to record their classes.

Additionally, emails were sent to the eighteen students asking for their permission to be recorded and for their written consent. Participants' anonymity was kept by identifying them with numbers.

3.5 Participants

Due to the nature of this inquiry, the participants considered in this research were the eighteen students of the master's program from the 2019-2021 cohort and two of the professors who taught classes over the period corresponding to the Fall of 2020. The eighteen students began their master's studies in the summer of 2019, in face-to-face classes, and started the spring semester of 2020 the same way. However, due to the COVID-19 pandemic situation in March of the same year, the classes moved to the virtual dimension and finished the program the same way. The participants are in most cases English language teachers or have a BA degree related to ELT. They come from different places in the same country with the exception of one international student. There are four male students and 14 females. Their ages range from 25 to 40.

3.6 Data Collection Process

The process of gathering the data has been developed with the use of video recordings and transcripts. The virtual classes were recorded in a period of four months, twice a week. The video recordings last between an hour and a half and two hours where spoken interaction took place. Only six of the twenty class/videoconferences were transcribed to be analyzed. However, there are parts where the sound is impossible to hear or there are ambient noises that compromise the audio; therefore, those video footages were not taken into consideration for analysis.,

3.7 Data Analysis

Data were analyzed based on the parameters of CDA, which is divided into three moments: “description of the text, interpretation of the relationship between text and interaction and explanation of the relationship between interaction and social context” (Fariclough, 1989, p. 109). As previously mentioned to categorize data of the study, some aspects of CA were used such as adjacency pairs, turn-taking, and action sequences such as repairs and responses. Additionally, pragmatic structures such as speech acts and politeness theory were considered in this study. The utterances were classified into different categories that represented power. Furthermore, results were presented and divided into three categories of power; legitimate, referent and expert power (French & Raven, 1959) as mentioned and described in chapter two. The analysis of the data can be seen in the Appendixes X, Y and Z.

3.8 Chapter Conclusion

This chapter presented the methodology used to develop the research. It explained the method, the context, instruments, ethical issues, participants, the data collection process, and analysis of the data. The following chapter will deal with the data analysis and interpretation of the information.

Chapter Four

Findings

4.0 Introduction

This chapter presents the findings of the data analysis. As has been stated in previous chapters, the purpose of the present investigation is to explore the enactment of power interactions in the new virtual classroom in a Master's program. Findings were obtained from the analysis of the transcriptions of the video recordings of the classes. The analysis was conducted through Critical Discourse Analysis (Fairclough, 1989; van Dijk, 1993) and the complementary methods of Conversation Analysis (Nofsinger, 1992; Sacks et al. 1974), and the Politeness Theory (Brown & Levinson, 1978) as is mentioned in chapters two and three.

Power interactions in the classroom were categorized into three strategies of power according to French and Raven (1959) presented in chapter two: Legitimate power, Referent power, and Expert power. These strategies are related to the devices of manipulation and control by Fairclough (1989): Instructions, Evaluating others, Questions, Interruptions, Controlling topics, Reformulation, and Repetition. Findings are presented in text, and tables to facilitate the comprehension of the information. Finally, a conclusion of the chapter will be presented.

4.1 Legitimate Power

Legitimate power refers to the authority attributed to a teacher for his/her position as a teacher. (French & Raven, 1959). In this investigation legitimate power will also be attributed to students,

referring to the power students have for their position as students. Data analysis showed that legitimate power is enacted mainly through instructions to control the topic of the class, commands, requests and orders. However, legitimate power is also performed in interruptions to correct or to guide students' comments, to evaluate, or even to express criticism. Finally, in a lesser quantity legitimate power is expressed in form of accusations, complaints, approving or disapproving comments, pieces of advice, reformulating and repeating. Legitimate power is linguistically manifested by politeness strategies such as negative and positive Face-Threatening Acts (FTA).) (Brown & Levinson, 1978). This study reveals utterances generated by the professors and the students that indicate threats to participant's positive face and restricting the hearer's personal freedom. Furthermore, legitimate power was evidenced by CA characteristics, such as turn-taking, adjacency pairs, repairs, align actions, interruptions, overlapping, and floor holding (Nofsinger, 1992: Sacks et al. 1974).

In the first place, positive and negative FTA were analyzed in interactions showing that they are enacted by the professors to provide feedback. The evaluation made by professors is typically direct, stating if the participation of the student was correct or incorrect. Positive FTAs in lesson 1 (Appendix X) are manifested expressing criticism and disapproval as in the example in table 1 below on the left sentences in bold in the case of P1. L is exposed in front of his classmates by questioning his/her performance on the assignment threatening L's self-image. In the case of P2, complaints and accusations affecting the self-image of the whole class (see table 1 on the right):

Table 1.

Feedback

P1 Positive FTA	P2 Positive FTA
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<p>P1: "Yes, any other question, L you have been very quiet, L your homework was very brief, did you read very well?"</p> <p>L: "Yes, teacher I was trying to be very concrete"</p> <p>P1: "Yes, that is why everyone has different opinions"</p>	<p>P2: "I don't want P1 to be telling me that you are not participating in class I don' want P1 to tell me that are big silences when P1 asks questions I don't want P1 to be telling me that people don't turning their home work so work hard for P1 please "</p>
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Positive FTAs are also enacted when the professor interrupts the participation of the students to provide feedback, to control the direction of the comment or to control the class in general, and state a point of view (table2). Table 2 exemplifies both professors interrupting the participation of the students. In the case of P1 cannot express what he/she wanted to say because A2, did not let her/him, however, there are two moments when P1 is trying to make A2 stop talking. On the other hand, P2 interrupts participation of A5 for two separate reasons, in the first case to organize participations, and the second to comment on something P2 disagrees with.

Table 2.

Interruptions

P1 Positive FTA	P2 Positive FTA
<p>A2: "Yes, totally true because when I was reading about how to write curriculums they said that they never catch a picture..."</p> <p>P1: "Wait, wait, yes, there is a difference..."</p> <p>A2: "So they don't you use pictures but also that kind of information, for example, they include the extracurricular activities for</p>	<p>P2: "A5, you rose your hand is that mean that you wanna talk?"</p> <p>A5: "Eh, yes"</p> <p>P2: "Also I see lx is rising her hand. You wanna talk"</p> <p>A5: "I wrote...(*)"</p> <p>P2: "A5, lx, then anybody else? We are doing, A5, and lx and that's all I can see...and then E. A5, lx, E, 3, 4. A5"</p> <p>A5: "Yes, mine is, by the end of the lesson"</p> <p>P2: "You wrote all of that by hand?"</p>

<p>them is important for us you just include your professional, about your qualifications no?”</p> <p>P1: “Well...”</p> <p>A2: “and they include more information about their interests, no?”</p>	<p>A5: “Yeah</p> <p>P2: “You see I would never done that, but luckily I’m...so say it again”</p> <p>A5: “By the end of the lesson...”</p> <p>P2: “Wait”</p> <p>A5: “Ss will have the opportunity to revise the use of the linking devices...”</p> <p>P2: “Cool”</p>
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Students' enactment of positive FTAs is expressed with interruptions and disagreements with other classmates or with professors, these are not very common and direct. The data showed that the general environment of the classroom is very polite, participants try to avoid FTAs that could affect the face of other participants, especially among students. Additionally, positive FTA is enacted when apologizing for interrupting participation or when a student takes credit for other classmate's ideas as in the following examples:

Table 3.

Interruptions and disagreements

Students Positive FTAs (P1 class)	Students Positive FTAs (P2 class)
<p>P1: What resources? Re-read again, what are the patterns</p> <p>Pa: Can we talk about comparison? Because he says something in the first stance and then in the He says the opposite</p> <p>A1: Maybe the use of will?</p> <p>A2: The use of future, simple future will</p> <p>P: Yes, that is on the last one. Someone says about the future</p> <p>A2: Yes, what about using the expression of will</p> <p>P: Exactly</p>	<p>A2: I think the writing style</p> <p>P2: Let's call that register</p> <p>I2: Yes</p> <p>A2: Mmm</p> <p>P2: Because you are...when you are speaking to formality and you are right, that's what I was asking to M to clarify a little bit...</p>

In both examples, positive FTAs are enacted by A2. This is a common behavior of this particular student as is reflected in the data. In the first example, A2 interrupts participation of A1 and takes the credit for what A1 said first, by raising the voice and answering faster than A1 to the professor the second time that P1 asks for the answer. The second example states that A2 disagrees with what P2 said by utilizing the expression 'mmm'. Regarding negative FTAs data manifested that occur mainly with orders and commands in form of questions or directive statements as indicated in bold in the following table (4):

Table 4.

Orders and Commands

P1 Negative FTA	P2 Negative FTA
<p>P1: “Anything that really caught your attention from the readings guys? What caught your attention?”</p> <p>Or</p> <p>P1: “Somebody else? Somebody else would like to add? To what W. said? sorry I.</p>	<p>P2: “I really want you to answer me when I ask you those questions because sometimes it doesn’t work and so I want to know that it is working...”</p>

Or, when controlling the topic of the lesson as in the following example from Appendix Y:

Table 4

Controlling the class

Negative FTA	Comments
<p>P1: "How are you?" W: "Reading and Writing"</p> <p>P1: Yeah, but this is the time to read, sometimes we say is too much to read but if you don't read know, later you won't.</p> <p>Talking about readings, did you read about pilots? Did you read the article, the chapter? About the pilots and about conversational analysis</p>	<p>Indicates the beginning of the class</p> <p>P1 shows a bit of empathy with students</p> <p>Controls the direction of the class</p>

In this example, P1 after showing empathy with the students controls the direction of the lesson by asking if students read an article that was left for homework in the previous class. In the appendixes it can be seen that asking how the students are is a typical form to start a class and is the professor the only one with the power to start the class by using these questions, also the professor is the one who indicates the path that the class will follow in very session.

Legitimate power is also when the professors give instructions in:

Table 5.

Instructions

P1 Negative FTA	P2 Negative FTA
<p>P1: "Your homework is going to be...This week we are going to have a forum, then next week a genre analysis. Do you have questions?"</p> <p>Or</p>	<p>P2: "I really want you to pay attention right now, so students will use linking devices... let's pretend that's what really A5 wanted to say, because is easier for me."</p> <p>Or</p> <p>P2: "Ok, so Let's give it a shot, lets write typical learning objectives for writing, we</p>

<p>P1: “You have 5 min and identify the moves, you can go and have your coffee”.</p>	<p>are planning a writing unit and we are teaching a course that is B1 but we want to move to B2...We can assume knowledge What do you think that they should know coming to our class?</p>
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Additionally, negative FTA is also enacted in feedback. In the following examples it can be observed how both professors give compliments to the students who answer correctly. These types of comments help students to feel comfortable and secure. Both professors are eager to compliment students and this is the preferred mode for the professors to give feedback, they tend to avoid positive FTA in feedback:

Table 6.

Feedback

P1 Negative FTAs	P2 Negative FTAs
<p>P1: So, what are the moves? B: “Represent a stretch of text serving a particular communicative (that is, semantic) function” P1: “Semantics... yes, good! You were reading!!! Who said that to give the credit? B!!!”</p>	<p>P2: “From what A5 have said what do you think is the purpose for that self-assessment? Not A5, A5 has already done a great job of helping us right now but the rest of you I mean you just...”</p>

In the case of the students' exercise legitimate power, it happens mainly when talking to the professor using the address form 'Dr.', the Professor is never called by first or last name by any of the students. Negative FTAs happen when students ask something to the professor. In the following example E is asking to P1 to open in his/her screen the text they were analyzing and

even when there is a bit resistance from P1, the text was opened. These FTAs acts are enacted not by all the students in the class. We can see few students who participate the most that utilized these strategies

P1: "What is the second move?"

E: "**Can we see the ah, the poem?**"

P1: "Yes, but probably you open it..."

Concerning conversation analysis, evidence showed that legitimate power is enacted almost exclusively by self-selection in turn-taking. Most of the participants in the class are self-selected, and in a few particular cases the Professor selects the next speaker. However, it is important to highlight the normal sequence of the conversation Professor-Student-Professor or Professor-Student-Student-Professor. The professor is in all the conversations reflecting the authority of the professor. Overlaps occur at the transition relevance place (TRP) after a few seconds of silence, they also occur when more than one student or even the professor wants to speak at the same time. Students apologize for the intrusion, this type of behavior is common in class, however, in the two first lessons it can be observed how student W, is constantly using it. In some cases, W keeps speaking or in others, the professor grants her/him the right to speak. In another situation it can be observed that participant A2 is constantly raising the voice to win the turn to speak.

Due to the nature of the online classes, internet issues provoke also interruptions among the participants. In some cases, participants received the message after a few seconds giving rise to the overlapping of voices. Interruptions also occur at the end of the speaker's turn before the TRP. In some cases, students are eager to participate when the professor is speaking or another classmate. (See table 7)

Table 7.

<p>Do you have any questions? Can you read that I1?</p> <p>I1: Yes, Genre analysis is...</p> <p>P1: Yes, genre is ...Questions? Because I'm going to let you some work...</p> <p>H: I just wanted to comment about the genre...</p> <p>P1: Your homework is going to be...This week we are going to have a forum, then next week a genre analysis. Do you have questions?</p> <p>H: I'm going to speak again (he laughs)</p>	<p>Second interruption</p> <p>Third interruption</p>
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In bold are highlighted the three times that H tried to hold the floor in that specific moment of the class. This brief dialogue takes place almost at the end of the class. P is trying to conclude the class and give the last indications. However, H wants to share some ideas and insights. In this example, legitimate power by students is manifested when trying to maintain the control of the class.

4.2 Referent Power (RP)

RP refers to the interpersonal relationship between teachers and students (French & Raven, 1959). The closeness/distance? The relationship between the participants is the principal focus of this type of power manifestation. Referent power, in this study, is manifested through negative FTAs because it is important to care for the other's positive face. In conversation, analysis it can be seen that the adjacency pairs of greetings (How are you? -I'm fine) reflect the desire of the teacher to be close to the students. As in the following example from Appendix Y (also mentioned in table X)

Table 9.

Greetings

P 1 Negative FTA	P2 Negative FTA
<p>P: How are you?</p> <p>W: Reading and writing</p> <p>P: Yeah, but this is the time to read, sometimes we say is too much to read but if you don't read know, later you won't Talking about readings, did you read about pilots?</p> <p>Did you read the article, the chapter? About the pilots and about conversational analysis</p>	<p>P2: Today we are gonna do the reading skill, we haven't done the reading right? just the speaking.</p> <p>A3, how are you doing?</p> <p>A3: Good!</p> <p>P2: S. how are you doing? S., S., S.,</p> <p>S: Sorry my mic was off, I doing fine thank you</p> <p>P2: All your mics are off, I hope, I'm happy you are doing fine S. B. how are you doing?</p> <p>B: Fine, thank you</p> <p>P2: B. your room is very pink</p> <p>B: yes, it is (laughs)</p> <p>P2: Do you have behind you is a book case? The statue of the Eiffel tower?</p> <p>B: yes</p> <p>P2: Never mind, I'm hello kitty person, and I. is a unicorn person...L are you out there?</p> <p>L: yes, I'm here</p> <p>P: M are you there?</p> <p>M: yes, I'm here</p> <p>P2: Good. We are gonna take a look now at the focus on reading assessment...</p>

Referent power has the power to manipulate and control the environment of the class and even to the students in the above example, P1 shows empathy with the students and that empathy and solidarity gives him/her the power to control the class, now students are willing to work and participate. In case of P2 example, professor took more time of the class to greet every student and make personal comments, and made a more positive teaching-learning environment. By creating this type of rapport with students, P2 has more power to control the direction of the class and obtaining what P2 wants from students.

The RP data can also be seen in the form of asking for help or to see if there is any doubt about the topic. Negative FTA is enacted by the Professor when expressing thanks and positive FTA when apologizing (table 10).

Table 10

Thanks, and Apologies

P1 Negative FTA	P2 Negative FTA
<p>P1: “Ok, mmm, thank you thank you for the homework, there were some texts missing, I’m so sorry for my mistake it was mine. I’m going to write it in the chat, it was Ann Jones, not Ann Burns because there is another writer, another linguist who writes, but yes it was like, yeah why they are saying, of course, the other one if you want to check is Ann Burns and she writes about teaching formation bit of course what we are looking at is Ann Jones, yes? so sorry for that mistake but please check that, correct that mistake.”</p>	<p>P2: “All right then, let’s do the business today, I appreciate all of you doing your homework (he/she laughs) and I will turn all that stuff back to you pretty soon and I want you to know that I did not give you an extra readings and stuff during that week off because we missed the day, we missed the week and... but I do want you that I’m being pretty easy on you I think we have plenty of time to get this all done and I think the course can be meaningful about 16 classes or so, I think that easily we can get up to 16 to 17 classes which is more than enough...”</p>

In table 9 examples, both professors thank for the homework and the work done by the students. P1 is apologizing for a mistake done and how to correct it. P2 is trying to calm the students about a losing class, and how they do not need to worry about it. In both cases expressing thanks are enacting negative FTAs to themselves and by apologizing are using positive FTAs. In these two cases, the interaction was at the beginning of the class and was part of a larger

introduction to the class. Professors are always self-selected to start the class and in this introduction are holding the floor for several minutes. However, by using these types of comments they express interest and closeness to the students. P2 utilizes sarcasm and amusing comments along the class to relate with students. For example, talking about a hard and sensitive subject for students which is the thesis-making process: "I hate the thesis, the thesis sucks!" I can't believe nobody reacted to that!" or "I'm going to change the color, I bet you guys hate me!" These comments make the students laugh, and they help to relax the mood of the class. Therefore, P2 and P1 have control of student's attention and of the class.

The referent power of students is less common because it must be directed by the professor due to the hierarchy differences. Students are always aware of the social distance between them and the professor. Therefore, students address the professors with a title. Nevertheless, it is observed that some adjacency pairs such as greetings are usually extended to the professor as in the following example:

P1: Ok guys, how are you? How was your weekend?

W: Good Dr. Thank you, how about you?

P1: Fine, it was fine, just calm, aha but, this, well calm because there is not much to do outside, but I think that I've been busy, busy. Are you all working?

W: No, not this semester

In the example can be seen how W asks to the professor for her/his weekend and maintains for one more turn a colloquial conversation, expressing interest and closeness with the professor. Wheatear referent power is manifested by the professor or the student's data show that this type of power, has the power to control and manipulate not only the course and direction of the class, but also has the power to control opinions and beliefs, specially of the students

4.3 Expert Power

A common enactment of power is expert power, which is based on the idea that the teacher is the most competent and knowledgeable person in the class (French & Raven, 1959). However, this type of power can be seen also in students. Due to the nature of a master's program, some of the students have experience teaching, and have a level of knowledge that can be equal to the professor, without putting aside that in most cases even when the student has a valid point the professor has the last and truthful word. This can be seen in the following example (table 11)

Table 11.

Orders and Commands

P1 Negative FTA	P2 Negative FTA
<p>P1: "How many moves can you identify in the poem?"</p> <p>I1: "Three?"</p> <p>P1: "Yes, good everyone agrees? Ok, what is the first move?"</p> <p>S: "Is it the title?"</p> <p>P1: "No, the title is the title but is not a move...What is the first one?"</p> <p>Pa: "I would say is the first paragraph</p> <p>P1: "I think there are 4 because the first one 'I too sing America? Yes, is the title but it is also a move, yes, probably is yes I too"</p>	<p>P: "What about you M? what else can we assume about it?"</p> <p>M: "I was thinking about eh cultural knowledge that has to do with being proper."</p> <p>P2: "Al right...cultural, so when you say cultural knowledge, I mean there is different ways to talk about it, you talk about being proper but like inside the writing you mean? Or about the topic? Or you know...I'm not exactly sure about what you mean by cultural knowledge..."</p> <p>M: "I mean about the topic that they are expressing probably they ask for a certain topic they will know..."</p> <p>P: "Ok. So the cultural knowledge means that must be there to be familiar with the genre"</p>

In the above examples it can be seen how P1 uses negative FTAs through questions to control the topic of the class. She/he uses positive FTAs when giving feedback to the student's comments. At the beginning of the interaction P1 does not accept the comment of S, however, P1 after the second comment of Pa, accepts the comment of S. In this interaction even when S had a valid point of view, P1 dismissed it instantly and S does not defend her/his point of view. In the second example, P2 is trying to understand the meaning behind what M said. P2 at the end of the interaction makes his/her own interpretation without checking with M if he/she agrees. P2 uses negative FTAs the same way P1 does to control the topic of the class. However, in this case, feedback is not yes or no answers, P2 utilizes a series of questions to find the meaning of M's comment and adjust it to the content of the class.

Manifestation of the expert power of the professors can be reflected in form of positive FTAs as in the following example (Table 12):

Table 12.

Disagreement.

P1 Positive FTAs	Comments
<p>P1: Why are repairs very important in CA? Pa: To avoid misunderstandings? P1: Misunderstandings? (laughs). Ok. W.! A1: Maybe to mitigate the message? W.: Yes, I was going to say that, we use them to correct or soften what we just said. P1: Mhm, do you think those are misunderstandings? A2: No, I don't think is a misunderstanding no, you are trying to repair an action that wasn't correct but is not a misunderstanding, you... so you have to repair no?</p>	<p>Controlling the class Negative FTA</p> <p>Disapproval by questioning answer and laughing</p> <p>Disagreement by questioning and expression of doubt (Mhm)</p>

<p>P1: Exactly you are trying to mitigate sometimes the damage sometimes yes perfect, yes use repairs to follow social conventions in order to yeah mitigate the message and the harm done sometimes.</p>	<p>Agrees with answer</p>
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In the example (Table 12), Three students have the same point of view, however, P1 strongly rejected them by laughing and questioning the answer. P1 validates as correct the answer that best agrees with his/her personal view. P1 is the only one with the power to say what is true and what is not true. In the example P1 threatened the positive face of the students by openly rejecting the answers and even mocking of what they say.

Students enact expert power in participations based on their own cultural background. In the following example can be seen how students try to express their point of view. However, teacher interrupts student and at times it causes problems. Sometimes, participation of several students at once causes interruptions and overlapping, threatening the positive face of the students and of the teacher. In case of P2 class students W. and E. try to participate at the same time, however, E lets W to participate first, after that E. will not participate again on that specific topic.

Table 13.

Interruptions

Positive FTA P1 class	Positive FTA P2 class
<p>P1: What is an implicature? You can check or review, what is an implicature, because usually people confuse them with</p>	<p>P2: The last thing I wanted to talk about is about culture appropriacy, what do you think about this passage in terms of how interested students might be in it about whether there is something offensive</p>

<p>inferences, we are going to see the difference in a min</p> <p>A4: Well, what I remember from pragmatics is when someone maybe ask you a question and you say something like you won't do something or will do it and answering the questions that they are asking...</p> <p>P1: Well, what I remember from pragmatics is when someone maybe ask you a question and you say something like you won't do something or will do it and answering the questions that they are asking...</p> <p>A5: but you don't say it</p> <p>A4: ...maybe you don't want to be...</p> <p>P1: but you don't say it. Exactly, who said that?</p> <p>A4: you don't say it directly</p> <p>A5: A5!</p> <p>P1: A5, can you repeat that?</p> <p>A5: aha is what you don't say but the other person understands...</p> <p>P1: but the speakers know</p> <p>A5: Exactly</p>	<p>inside of it or ahm aliening. What do you think about this text content? And the cultural.</p> <p>W and E: (inaudible overlapping voices)</p> <p>W: Sorry! (laughing)</p> <p>E: No! you go first!</p> <p>P: Ok, go!</p> <p>W: I believe that perhaps the theme could be interesting specially here in Mexico but I don't know if ... (aaaa) I found in the last paragraph...</p> <p>P2: Right here? (signal on a word document)</p> <p>W: Yes, for example: "in one poor country"</p> <p>P2: Aha, right there! So, I mean I pretty much agree with it, this text can use some...</p> <p>A2: And also because they also contrast poor and rich</p> <p>P2: Good!</p>
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Expert power is manifested in floor holding as can be seen in the following examples, it takes several turn-taking moments to display this type of power. The expert power of the students tends to be less present and less powerful; nevertheless, there are moments where students try to defend their point of view as in the example below. P2 does not believe that H writes the assignment the way H reads it, using positive FTAs, P2 accuses H of not writing the objective the way H is saying: "Tell me exactly like you wrote it" and to confirm P2 insists: "You wrote that on your objective, or no?" However, H fights back and defends his/her position and expresses his/her feelings in a very emphatic expression: Like that! In the end, P2 expresses disagreement about the

tense H uses to write the objectives, and H using the power of experience answers that that particular form is something learned in a previous job.

Table 14.

Floor Holding

P2 Positive FTAs	Comments
<p>P2: "Ok, H., like I said: you don't talk you get to call on, I'm calling you out"</p> <p>H: "Hello! how are you?"</p> <p>P2: "What did you write as one of your objectives?"</p> <p>H: "Well, I tried to write them like in order, first I write ..."</p> <p>P2: "Tell me exactly like you wrote it"</p> <p>H: "Like that!"</p> <p>P2: "You wrote that on your objective or no?"</p> <p>H: "Yes, that as the first objective. Because the second one, I write students distinguish linking devices so it was like part by part..."</p> <p>P2: "Ok...So you just write it in the simple present tense?"</p> <p>H: "Aha"</p> <p>P2: "Interesting! I'm not saying it is right or wrong I'm just saying it is interesting, is that a new trend"</p> <p>H: I believe so, because it is how I learned it in my last job...so I get used to it"</p> <p>P2: "Cool!"</p>	<p>P2 Criticism</p> <p>H Complain</p> <p>P2 Dislike</p> <p>H defending point of view</p>

Expert power in the class is attributed to the professors most of the times. However, sometimes, students can defend their point of view in order to have some validity in front of the professor. It does not happen a lot, but it happens. Professors tend to accept different points of

view and are usually likely to accept that they do not know it all and that gives to students the freedom to resist and get the power. In the following example P2 agrees with what students say about an exercise they are doing.

Table 15.

Agreement

Positive FTA	Comments
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<p>P2: So, do you think that the difficulty is B2?</p> <p>A2: No, I think is B1</p> <p>P2: Because, I been kind of shutting you guys towards A2, maybe solidly B1, is hard to know exactly...</p> <p>W.? I see your hands actually moving.</p> <p>P2: You are actually...You are a child! ok never mind. You're never gonna see...I'll say that is ok if it only a reading text A2 are you talking to me, or with someone else?</p> <p>A2: (laughs) sorry, no, I apologize it's my daughter</p> <p>P2: I have no problem; I see somebody talking and I thought: 'I can't hear you' So, if we are talking of this text</p> <p>Cool? questions? Comments?</p> <p>Ix. you haven't say anything today?</p> <p>Ix: Yes, because (child screaming) I'm busy...</p> <p>P2: Ok, turn that mic off, I don't want to listen that baby crying</p> <p>If we are thinking about difficulty. Who is agree with M that is B2ish or do you think that's an easier text?</p> <p>A4: Well, it may be also depended on the type of questions asked after reading the text.</p> <p>P2: Good, so there is a difference between text grading and the evaluation itself, and so, when I say...</p> <p>A2: I think is ok, for B1, because I have seen this type of text for my students and its B1.</p> <p>P2: Whose talking? Is that A5?</p> <p>A2: A2</p> <p>P2: A2, ok, so you'll put it here, like a solidly B1?</p> <p>A2: Yes</p> <p>P2: Right on the middle of B1 range</p> <p>A2: Yes, I'll say a solid B1</p> <p>P2: Ok (mmm) you know I don't really know; inside the next reading you are going to read...</p> <p>And listen carefully because when I'm talking about texting but we also talking about testing, make sure to listen that 'x' ... I chose it because I thought it was in between A2 and B1 and if A2 is saying that is solidly B1, I'm fine with that.</p>	<p>(Showing bubble wrap)</p> <p>(Silence while writing on the google document)</p> <p>P2 agrees with students' opinions.</p>
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In this example (table 15), P2 takes as valid all the opinions and ideas of the students on the exercises they are doing. All participations and opinions of the students come from their personal and professional experiences. At the end of the table in the last sentence P2 says: "I'm fine with that". In addition to that P2 uses referent power to involve more students, they feel

comfortable with P2 and they give their opinions very secure of themselves. Legitimate power is also exercised in this dialogue, because is P2 who determines that he/she is fine with what students say.

4.4 Chapter Conclusion

The present chapter presented a thorough explanation of the findings obtained after the analysis of the transcripts and the video footage of the videoconferences through the use of critical discourse analysis and the complementary methods of conversation analysis and the politeness theory. These findings demonstrated how power interactions are performed in the virtual classroom of the MEI, using five types of power to presented. That is to say, the outcomes obtained gave a response to the first two research questions that framed this study (RQ1 and RQ2). Having this provided the foundation to summarize the results and ultimately give a response to the missing research question (RQ1). Thus, the next chapter describes the information mentioned above as well as the limitations and contributions of the present work.

Chapter 5: Conclusions

5.0 Introduction

The present chapter provides a summary of the findings described in the previous chapter by highlighting their significance in the extent to which they contribute to the gap stated in the first chapters. It also mentions the limitations and the suggestions for further research. Finally, a personal reflection on the experience of doing this research is presented to conclude.

5.1 Findings.

As stated in chapter one, the purpose of the present research was to explore how the power interactions are enacted in the new virtual classroom. To examine to what extent these types of interactions influence learning opportunities, following the parameters of Critical Discourse Analysis (CDA) (Fairclough 1995, 2012; van Dijk, 1993). The analysis of data was also determined by the complementary method of Conversation Analysis (CA) (Nofsinger, 1991) and the parameters of politeness theory (Brown & Levinson, 1978). Furthermore, findings were classified into three of the five categories of power by French and Raven (1959): Legitimate, expert, and referent power.

To answer the first research question: How do online interactions between members of the group build the new culture of the virtual classroom? These findings demonstrated that the culture of the new virtual classroom is determined in agreement

with three of the principles of critical classroom discourse analysis (CCDA)

(Kumaravadivelu, 1999), mentioned in chapter one:

Classroom discourse is socially constructed, politically motivated, and historically determined.

The classroom is not a mini-society rather a constituent of the larger society in which many forms of domination and inequality are produced and reproduced for the benefit of vested interests. Classroom manifests at the surface and deep levels, many forms of resistance, articulated or unarticulated (p. 472).

In the virtual classroom of the MEI, students and teachers bring several aspects related to their social situation, their political stance, and historical aspects that directly affect them, thus, affects the culture of the classroom. The culture of the MEI virtual classroom was principally conditioned by the global situation of the epidemic caused by the virus COVID-19. This global situation affected and determined the course of direction of the program. The classes moved from a face-to-face scenario to a virtual situation. This movement affected the interactions existing in the MEI classroom culture, students and teachers interacted only through the screen until the end of the program.

The culture of the classroom, then, was conditioned by the previous behaviors students and teachers had in face-to-face classes, which could not be imitated in the new virtual reality. The culture of the classroom was determined, additionally by the use of the technology: computers, cell-phones, internet connection, and Zoom. Interaction in the virtual classroom occurred through the use of these technological gadgets that

determined, controlled and manipulated the interactions of the students and the teachers.

Following the tradition of the classroom framework stated in chapter two, the classroom is a culture (Breen, 2001), is a social interaction setting (van Lier, 2001) with its own rules, where issues of equality and inequality, control and power interactions occur. The MEI virtual classroom is also an arena of human interaction (Prabhu, 1992) involving dominance, rivalry, rebellion, and submission. In the case of the MEI virtual classroom, dominance occurs from teacher to students. Also, submission is from students to teacher because as can be seen in the transcripts, students tend to accept everything that the teacher says and considers as truth or valid. There is some rebellion from students, for example in table 11, the student responds in a upsetting form when the professor does not believe him/her that wrote the example exactly as he/she read it. However, as mentioned before in chapter 4, the general environment of the MEI virtual classroom is very polite. It gives the impression that students make their best effort to avoid conflict or affect other students face. Furthermore, after analyzing data it can be said that the MEI classroom is technologically determined, with its constraints such as manipulation and control of the applications, internet connections, and access to functional gadgets. For example, in table 3, A2 interrupts to A1 participation and takes the credit of his/her participation. This phenomenon can be due to the fact the internet connection can be a bit slow during classes. It is possible that due to the different speeds of the internet P1 did not listen the A1's participation, P1 has to ask who said that? Therefore, even A2 could be confused or not listened to A1 participation. Having classes through technological gadgets

can be a bit hard when considering all students participation. Additionally, in table 6 P1 has to ask 'who said that', this is a repetitive behavior, professors do not identify the students' voices. Probably one of the clearest examples of power through technology is the fact that the teacher is the only person who starts the zoom class and the one that directs conversation. Even, when students are connected and the teacher is not around, students do not talk among them. In the transcripts in the 6 of them can be seen that is the teacher always the first speaker. Also is the one who decides when the class starts and when the class is finished.

Moreover, the culture of the virtual classroom is based on the teacher-student relation. Along the transcripts, it can be seen that interactions students-students are practically non-existent. Therefore, disagreements or discussions in class are limited, which creates an extremely polite environment that feels almost too fake. There are not points of inflexion in any of the classes, students accept in most of cases the professors' point of view. These behaviors from students and teachers set to the professor as the most important person of the virtual classroom, leaving to them the absolute power in he class.

To answer the second research question: how are power/knowledge relations enacted in the virtual classroom? Findings demonstrated that power is enacted mainly through three of the five types of power identified by French and Raven (1959): Legitimate, expert, and referent power. After analyzing the data, this categorization proved that teachers are the most powerful individuals in the virtual classroom. Teachers exercised legitimate power by controlling the topic of the class, the web applications, and

the pace of the class. Conversation analysis showed that teachers enact power through floor holding, having more turns to talk, by commands, requests, and interruptions. Politeness analysis showed that teachers enact power through face-threatening acts (FTA) (Brown & Levinson, 1978), by which teachers threaten student's positive and negative faces.

Expert power is enacted mainly through feedback. Feedback is given to students along with the class after participation. Teachers threaten the positive face of the students while giving feedback. Feedback as can be seen in chapter 4 tends to be immediately and very clear. Feedback from teachers most of the time is expressed in terms of 'no' or 'yes' answers. Sometimes opinions from students are not valid if such opinions do not match the teacher's stance. Even in table 22 can be seen how the teacher laughed at student's opinions disregarding their points of view.

However, contrasting the other two types of power in which the teacher demonstrates to be the most powerful person in the classroom. In this type of power, students proved to be more powerful than teachers and have a valid point of view. In tables 25 and 26 above, it can be observed how the experience of students is more powerful than the teacher stance. In table 25, student H even fights a little to prove his/her point of view. Here you go, you are providing evidence

Referent power, which is the power exercised through the relationship between the students and the teacher (French & Raven, 1959). In the MEI virtual classroom, this power was enacted through negative FTA and through adjacency pairs which stated the starting routine of the MEI virtual classroom. Teachers by expressing empathy for

student's situations gave them, the power to control and manipulate the direction of the class (see table 17).

In addition, referent power was expressed through thanks and apologies. Teachers showed humility by expressing apologies when they made mistakes and thanks when students helped them or made the things teachers asked them to do (see table 18). Also, students demonstrated referent power to the teachers by asking questions about professors' wellbeing. This makes teachers part of the class and creates a relaxed atmosphere during the teaching process. Referent power is not enacted among students the interaction is almost inexistent. Power interactions in the MEI virtual classroom are mainly teacher-student and student-teacher.

To conclude, research questions: How do online interactions between members of the group build the new culture of the virtual classroom? and how are power/knowledge relations enacted in the virtual classroom? were answered. This, by providing some examples from tables in chapter 4 and the literature reviewed in chapter 2 for a better and clear understanding. In the following sections some limitations and suggestions for further research are presented.

5.2 Limitations.

This research project presented some limitations such as the time constraints and the pandemic situation. The pandemic caused time constraints to do this research because there was an adjustment period for the teachers and for the students to move from one format (face to face) to another (online). Teachers had to move all the program to online

platforms and students had to arrange their regular life to have classes from home with all its implications.

Furthermore, at first, the study was intended to study power interactions in face-to-face classes, which could demonstrate a different type of power, however, as mentioned before, the MEI program had to migrate to an online format. Therefore, some changes in the structure of the research had to change. In addition, the present research focused on one level of education which is a master's program and only in the classes of two professors, which were the classes available at the moment the research started.

Another significant limitation was the instruments used to collect data. At the planning stage of the research the intention was to collect data using other methods, such as interviews or/ and questionnaires, to obtain more insights from students and teachers' points of view. However, due to time constraints only transcripts from the classes were used.

One important limitation was that literature related to power interactions in virtual classrooms was still scarce by the time the research took place. Therefore, it took more time to find a starting point for the present study. Finally, the culture of the online MEI classroom and its politeness strategies did not allow for much student-student interaction, which made could not be analyzed in depth in the present study.

5.3 Suggestions for further research.

In order to obtain more insightful results, it would be useful to use other methods to gather data such as interviews and/or observations. They will be helpful to understand the

reasons behind some behaviors from participants when using FTAs. These instruments would also allow to objectively study how the social, political and historical stances of the participants permeate interactions in the virtual classroom. In addition, these instruments would provide useful information on how the use of technological gadgets affects learning, or how these power interactions in online scenarios affect the learning and teaching process.

Furthermore, it would be enriching to study power interactions in other educational levels, such as bachelors, or basic education such as primary or secondary school in order to contrast the different expressions of power at different levels. Due to the pandemic situation, many schools around the world moved to the online environment; therefore, to study the power interactions in such classes would shed some light on how power interactions can enhance learning or affect negatively the teaching-learning process in all levels of education. Moreover, since at present, most schools have implemented a hybrid, face-to-face and online models of education in all levels of education, comparisons can be made with totally online teaching/learning. All these new changes in education are fields of study where power is an active agent and it is necessary to explore how power impacts learning environments.

Another suggestion would be to do longitudinal research. Power interactions can be clearer and more definitive over time. Studying different groups in different settings like hybrid, face-to-face or online interactions over a long period of time will be extremely useful in the field of Critical Discourse Analysis. Implementing other methods such as Multimodal Critical Discourse Analysis can provide useful insights on how power is

enacted in the classrooms and how it affects learning. Multilingual classes can also be helpful to study how language affects power interactions. Power interactions in online settings are still a very new and promising field to explore. The health situation that we all lived in these past years has opened a new and bigger range of possibilities to perform research.

To conclude, this research has been a very interesting and difficult process. To do research related to a sensitive topic such as power interactions can be a bit hard; however, the participation and support of classmates and teachers were priceless. The pandemic situation that we all lived and that we are still living, faced us with a sort of different realities that have made us change. The education reality has changed and will change more and professionals in the area must dedicate time to explore how power can affect the teaching and learning process.

During this research, I have experienced the discomfort of talking about power. Perhaps nobody wants to be called the most powerful person in the classroom; however, we may not be ready to leave the power to others and to be good administrators of power. I believe that as professionals of the teaching and learning process, we all need to bear in mind that “with great power comes great responsibility” (Lee, 1962).

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Appendix

Transcript A

Subject: Análisis del Discurso

Date: August 31, 2020

Professor: P1

Participant	Text	Comment
P	Ok guys, how are you? How was your weekend?	
W	Good Dr. Thank you, how about you?	(5 seconds silence)
P	Fine, it was fine, just calm, aha but, this, well calm because there is not much to do outside, but I think that I've been busy, busy. Are you all working?	
S	No	
W	No, not this semester	
P	<p>Oh no this semester, oh that's good because, planning for an online class is very difficult, it takes you a lot of work of your own time, because when you are in face to face classes, well we can talk, we can take some minutes to do something else, but when you are on an online class you are in the spotlight and you need to be prepared, so yes, it's a little bit more difficult to teach online and when I finish well my base yeah I'm really, really tired but I also like it, I like these curses online, I think, because I really think this is the future of education I don't know how many online courses have you taken but I think this is going to be the future so you have to consider that these are the contexts in which you will probably will teaching I think many things are going to change in relation to education Dr. Celso was telling us because I'm in the 'consejo' about two weeks ago that probably in the future half of the program in LEI, he didn't say anything about the MEI will be online, so students will online go to school a couple of times. Let's see how it goes.</p> <p>Ok, mmm, thank you thank you for the homework, there were some texts missing, I'm so sorry for my mistake it was mine.</p> <p>I'm going to write it in the chat, it was Ann Jones, not Ann Burns because there is another writer, another linguist who writes, but yes it was like, yeah why they are saying, of course, the other one if you want to check is Ann Burns and she writes about teaching formation bit of course what we are looking at is Ann Jones, yes?</p>	Professional position

	<p>so sorry for that mistake but please check that, correct that mistake because you send me your text was wrong and the name was wrong, because of me of course Ok, so thank you thank you for that</p> <p>so I think you have a more a broader perspective anything that really caught your attention from the readings guys? You can write or you can tell me, what caught your attention in general we are going to have a review in a minute but</p> <p>what caught your attention?</p>	
I	Ah! Me teacher, me	
P	Yes, I.	
I	<p>Well, in my case I liked a lot the difference between genre awareness and genre acquisition because, mmm it is true that most of the time we are trained to follow a sample and we are trained to, ok, this is a, let's say a reference letter and this is what you should write bit actually we are just following a model and I liked that well in genre awareness learners learn to coop with different situations not a particular text so in my case I find a little bit hard to write and I would like to be part with a class with genre awareness approach, so I liked that part and I found it really interesting.</p>	
P	<p>Yes, exactly that's why I wanted you to write on the chart because, it is know when you can explore, when you are in 'licenciatura' teachers tell you "go to the library" but you don't know why to go to the library why...</p> <p>H. says: what caught my attention how genre analysis can help... yes that's why we needed to see this because now with your knowledge you have more elements to understand like I. was just telling probably in the past we follow a model and as we are going to see in a moment is everything.</p> <p>H. you want to...deep into a little of that?</p>	Reads from the chat
H	<p>Eh, yes, teacher.</p> <p>I believe, well it was surprising for me because at the beginning of the course, I said well this is linguistic and it is only focus on analyzing text and yes it can provide me some insights to EFL teachers but not, well as the reading said they were giving you the strategies to develop a better class a better understanding also they mention no, that you have to understand better how students learn, so based on genre awareness and what was the other one?... and genre acquisition they are going to perform better no? in the writing it was the purpose of this one so yes it was very suppressing for me.</p>	

P	it is really interesting because it also has to be with the culture of the language in which you want to reproduce you text or whatever it is you want to do, for example, what about CVs, resumes, in Spanish can you describe how CV's, how are made or organized?	(7 seconds silence)
P	When a person in Mexico wants to send his curriculum, what does he include?	
W	All the preparation, she... sorry...	(Overlapping comments)
A1	(inaudible)	
P	Yes, yes W	A1 won't participate again on the class
W	All the courses he or she has taken and ah sometimes the longer a curriculum is, the longer, so...	
P	Exactly! Any other comment?	
A2	Yes, totally true because when I was reading about how to write curriculums they said that they never catch a picture...	
P	Wait, wait, yes, there is a difference...	putting a lot of emphasis) ... (overlapping with student comment, but teacher stops talking and student keep speaking)
A2	So they don't you use pictures but also that kind of information for example they include the extracurricular activities for them is important for us you just include your professional, about your qualifications no?...	
P	Well...	(trying to comment but she stops again)
A2	and they include more information about their interests no?	
P	Yes, I completely agree with you because in Mexico... Aha English proficiency (from the chat) ...sometimes in Peru...In Mexico you have to put your best picture, but in the US no, why no A2? Can you explain a little bit more, why...	While she is explaining she reads some comments on the chat
A2	Well, may be because they don't wanna fall in these issues with racism...	
P	Well... it has to do with what you said because if you are not chosen for that...	Interrupts the student participation

	Good any other comment something interesting? From your readings or anything else that you discovered	
Ix	Hi teacher... well it was interesting for me it was like ah... the skills that we develop thru this analysis that is writing and ... but also something important we need to meet the expectations of the audience ...	
P	What is that called? It is the register; you have to... Very good Ix. What else?	Interrupts participation
Ix	Ah... another one is to notice the features of languages that good writers use we have a guide this is something that we ...	
P	That's what you are doing exactly that is why... Good anything else? Good Blanca thank you... We are going to continue with genre...	Interrupts ss Comment on the chat
P	Who will like to read?	
W	ME!	
P	Yes	
W	Genre should...	Reading text from the slide
P	Yes, exactly recurring ... We are going to see a short video...	Explain the text...
Video		3 and half min.
P	Exactly, we have to look at the norms... Any comments?	
I.	Well, the other day I read on Facebook that people don't like...	
P	Mhm exactly is ok for that context...	
P	anything else? No?	negative gestures
P	What is rhetoric's? everybody has heard about this, "this is a rhetoric question" but what is that mean?	
W	A hypothetical situation?	
P	Mmm not really	
A3	A rhetorical question is when ... sorry for the noise... because is not... you are not really expecting an answer...	
P	So, what are you doing?	
A2	Yes, yes it is embedded in the question	
P	Aha and what is the rhetoric's? check, check...	Gesture to look for it on the internet
A3	Rhetoric's I believe it's like a...	Resistance to check on internet

P	Ah, yeah, that is closer aha, anybody who has found something, exactly A3 I think is more is closer to	Insist on look for it
S	(On the chat writes definition)	
P	Exactly S, S is very fast when looking for things....	Comment on chat
P	Rhetoric's is... That is rhetoric's any other comment? Questions? please!	
A2	So in this part getting the purpose the writers purpose, we are analyzing the goal?	
P	Yes, if you are analyzing this... Any other comment? No guys?	9" silence, Negative gestures
P	We can continue Yes, your task, your assignment, through your readings you saw that there are different perspectives of genre analysis. How are the members of the rhetoric school?	
B	They are native speakers	5 seconds
P	Yes, native speakers Trying to understand what? What do they analyze?	20 seconds
W	I remember that...	
P	Exactly the new usually...to adapt new genres	Reassure students comment
H	They also mention that it is almost impossible if not impossible the text in the EFL classroom because of the context	Different from what teacher was saying
P	Exactly that's what they say, I if you don't know immerse in the culture you won't understand.	Reassure ss comment
P	What do you know about ESP.? A1 you know about ESP...	She returns to topic Silence of 5 seconds
P	We didn't see that on the diploma course because it was not the purpose of the course, but with another perspective, what caught your attention?	
A1	Well... what I realized is that is a movement that develop materials for adults and who's needs genres identify	
P	Mhm mhm... A was my student in an ESP diploma course and it was really interesting because I couldn't add more students...,	

	They don't remember many things right A1? So I tried to give them genre awareness...	
P	In that diploma, the question was, who can teach better?	
A1	Ah yeah	
P	Do you remember?	
A1	Who can teach better an English teacher or a person who knows teacher	
P	And do you remember the answer?	
A1	I think it was the ESP teacher	
P	No, the English teacher	She put s, in evidence
E.	Dr.?	She interrupts the teacher
P	Yes, yes please	
E	I just wanted to ah mmm to expose a comment?, the other day I was thinking, how we learn English through all the time in the school, from primary to collage, in my case when I started college...	
P	We don't have more time in this session but I will answer to you in the following session when we connect again... yes exactly Eddy...	She interrupted the ss
P	Yes, that is ahhh...yeah...I don't know why the connection is not so good today. So...E? are you here now?	
E	Yes, I'm here	
P	Yes, I think she is... (cellphone rings) Let me just answer this...sorry, sorry... (Teacher on the phone) mhm... Sí, sí mhm, es que estoy en clase...	
P	Ok E, this has been a discussion in the university for a long time. This have been very difficult to apply ESP, because ... And what about the Sydney school?	After 4 minutes student receives answer
A1	That is based in SFL	(0.6)
P	Who are the ...?	Interruption for internet issues
P	Exactly, yes What else do you remember?	
P	Questions here? So your task, your discourse analysis is to identify those patterns yes, but as somebody also mention...I think it was W or I, you are always...	She didn't leaves time to answer the question
P	Anybody has an idea of the moves?	
A4	I don't know the definition but is...	

P	Exactly those are the moves...	
Video		
P	So, what are the moves?	(o.10)
SS		SS write the answer on the chat and P, reads them out loud
P	As A4 was saying this is the moves analysis Semantics... yes, good! You were reading!!! Who said that to give the credit?, B!!!	Chat
P	You have 5 min and identify the moves, you can go and have your coffee.	Silence to do activity
A2	(comment on the chat)	
P	Yes A2, that is a good definition	P reads comment on the chat
P	How many moves can you identify in the poem?	
I	Three?	
P	Yes, good everyone agrees? Ok what is the first move?	
S. chat	Is it the title?	P reads on the chat
P	No, the title is the title but is not a move... What is the first one?	
Pa	I would say is the first paragraph	
P	I think there are 4 because the first one 'I too sing America?', yes is the title but it is also a move, yes probably is yes I too	P writes in a chart ss complete along with her.
P	Why he starts with this phrase? What is the purpose	
E	I think is the main essence of the poem	
P	Yes, but what is the purpose	
Pa	To say that he is also part of a big group	
P	I think to establish his identity	
A2	Yeah, he is stating...	Voice in the back
P	Yes, I'm too America, Yes, exactly B, yes	Reads comment in the chat
B	I'm too America	Comment on the chat
P	What is the linguistic resource?	(0.15)

A3	I	In the chat
P	Yes, exactly perfect, when the person says I... What is the second move?	(0.20)
E	Can we see the ah poem?	
P	Yes, but probably you open it	Resistance
A2	Maybe he is trying to explain...	Interrupts p and rise her voice to take the floor
P	Yes... let me know if I can find it. It is the complete paragraph... Exactly from 'I'm the darker brother' What is the purpose?	Answering E request
W	He pointed out the different treatment to him because of his dark skin	
P	Yes, to describe... probably discrimination, the way he is ... What is the linguistic resource? Read the poem again	She listen and writes on the chart, with her words
H	The word darker?...	
P	What is that? What kind of word?	She interrupts ss
H	Is it and adjective?	
P	To describe something...	
H	Adjective	He repeats the word
P	Yes, Adjectives and what else? He says something else	
Pa	He uses adjectives	She repeats the same
P	Yes, exactly Perfect, he establishes.... What is the next move	
Pa	From tomorrow	
P	What is the purpose of this? To...	
Pa	Speaks about the future	
P	Yes, he couldn't know what is going to happened but in that moment what he wanted to express	
A2	I think he was expressing his expectations, hopes of future changes	
P	Yes, to express desires, future, hope...	Writes on the chart

	What resources? Re-read again, what are the patterns	
Pa	Can we talk about comparison? Because he says something in the first stance and then in the He says the opposite	
A1	Maybe the use of will?	P didn't listens to him
A2	The use of future, simple future will	She speaks louder than Andres, and then P listens
P	Yes, that is on the last one	She responds to Paulinas' comment about the opposites
P	Someone says about future	
A2	Yes, what about using the expression of will	She responds quickly and receives the credit.
P	Exactly	
W	It is also using a lot of verbs for example,...	
P	Will and verbs that express, what do they express in the second move?	She asks lots of questions but don't leaves time to answer
P	What about the last move?	(0.15)
A1	From besides	
P	Besides	Overlapping with A
P	And here Pa is to compare behaviors... Besides... what is next?	
I2	Besides they see how...	Isa starts reading
A2	They see how beautiful...	Overlapping with I, but she speaks louder so she finish the reading and Isa stops
P	And what are they using what is the linguistic resource?	
I	I see they also use future but also the objectives ...	
A2	Yeah, they are opposites one is negative	She interrupts aurora comments
P	Contrasts feelings, This is how...	
A4	I was wondering if the last sentence...	
P	Could be... yes...because	She anticipates the question and answers before the ss finished the question
A4	Aha he reinforces	
P	Something very important to know that is very subjective...	The time on zoom finishes
P	That is the moves...	Class explanation
H	Teacher, the APA is a type of genre...	He changed the direction

P	Yes, of course, you can...	After answering she moves back to the class topic by using a video
P	Did you read the intro of the book? No? You can do that later Do you have any questions?	Nobody answer. And she kept explaining
P	Can you read that I?	P changed the slide
I	Yes Genre analysis...	She was distracted
P	Yes, genre is ... Questions? Because I'm going to let you some work...	
H	I just wanted to comment...	
P	Yes, that is why people	
H	Maybe rhetorical	
P	Yes, any other question, Luis you have been very quiet, Luis your homework was very brief, did your read very well?	
L	Yes teacher I was trying to be very concreted	
P	Yes, that is why everyone has different opinions Your homework is going to be...This week we are going to have a forum, then next week a genre analysis Do you have questions?	
H	I'm going to speak again (he laughs)	
P	What else Could you share the poems chart? Any other question? Today you are quiet	She reads on the chat
Pa	So, we are going to read and do the same chart...	
P	Yes Questions?	
A3	I have a question...	She interrupts teacher, but stops
P	Yes, continue	
A3	So, I was thinking	
P	Usually ESP...	
P	I'm sorry I'm going to stop	Cell rings and p answers and finished class

Transcript B

Subject: Formas y Procedimientos de Evaluación

Date: September 2, 2020

Professor: P2

Participant	Text	Comments
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P	When I ask you what are the advantages and virtues of peer assessment, we have less than a minute so when it breaks come back at 9:55...	
P	I'm sorry my internet is running slow...Anyway I'm going to continue even though everything is a lot slower today (P is thinking at loud) now, chrome...any way I was enjoying that discussion... can you see that it says zoom there?	
Paulina	Yes	
Wanda	Yes	
P	I really want you to answer me when I ask you those questions because sometimes it doesn't work and so I want to know that it is working... ah it kind of show that... you don't have to be a teacher you know Astrid just shared a little experience about what her teachers used to do you know, and that can get us in a good direction and any of these reflections I know you are in varying levels or experiences as a teacher but you can always have this questions and reflect on them form your perspective as students or what your teachers did and so that's helpful, then of course Pauli also provided some examples of what she does as a Teacher and... also helpful and then Auroras comments...yeah but is it really evaluation?...also helpful because we really do need to think about almost everything that has a feedback loop as evaluation anything that can provide us information about where we are and where we are going and what we think we are and where we want to go and those things they are different actors inside of the classroom and those notions, those perceptions don't always match and so where I think you are and where you think you are is not always the same place and that's why I kind continual feedback loop is useful not just useful its vital you know?, every time you ever gotten a grade and you what? (with emphasis) you could think of that as a mismatch in perceptions, I have my perception of where you at, the value of you work in a quantitative scale and you have your idea...Self-assessment do we have any experience with that either as teachers or as learners...	
A4	Me	Overlapping another voice
S	(inaudible)	
P	It may not see as assessment immediately but it is...Who said me?	
A4	A4, Good morning	
P	Pardon, who?	
A4	A4	

P	Good, what is the experience you wanna share with us today?	
A4	Sure, well during the summer I took a Cambridge teacher training course and as part of the assess...well as part of the criteria I have to evaluate myself plus my peers...	
p	I can't...I heard as part... would you repeat that?	(Overlapping A4's participation)
A4	Sure, as part of the criteria to have this certificated, I have to assess myself, being asses by peers and also by the teachers...	
P	Good you see rich people do it, it must be a good thing to do.	
A4	Yes	
P	I'm sorry keep going	
A4	It was a very tough experience...	
P	At what moment of this evaluation did you feel that you needed a thick skin, from your teachers or your peers?	
A4	From... the teachers...	
P	Interesting	interrupts
A4	Yes, I can share my feedback with you	
P	Well, the part I'm really interested in, is the self-assessment part, what they ask you to do?	
A4	They say to me, for example, if I reached my objectives in my lessons plans in every teaching practice, I have to they give me different things to focus on for example, if I was too much in the class, so I had to say day, or to talk about my monitoring no? ...	
P	And then do they comment on your self-assessment?	
A4	Yes, they have to answer to what I said ...	
P	from what alma have said what do you think is the purpose for that self-assessment? Not Alma, alma has already done a great job of helping us right now but the rest of you I mean you just... why was that part of the process?	
M	to raise awareness? On the development of the person being assessed and trying to see if that matches...	15 seconds silence

I	Well, I agree with Manuel, because now I just remembered when our coordinator used to ...	
P	who's talking?	
I	I	
P	That was on your 'licenciatura'?	
I	Well no, it happened when I was working	
P	Ah ok, so that was also about teaching (disappointing tone)	Minimize participation
I	Aha	Overlapping three voices
P	Who was gonna talk?	
A3	A3	
P	Astrid, Good!	
A3	I just wanna said that I also agree with Manuel, my experience is not with teaching or anything is also while learning English, teachers for example ...	
P	Well, once an error... I'm glad, Astrid what were just talking was evaluation of language	
A3	Yes, I really I don't have much expertise on teaching	
P	It's good because that was we want to talk about really when we think about almas' example and Isis example, those were... like...they were talking about teaching observation and then in the lit about teacher development you have to promote reflections and Manuel was very 'atinado' he was very precise in pointing out...	He was trying to recognize everyone's comments, but he considers better the comments from Astrid
P	Any other experience with self-evaluation that anyone would like to share?	
I2	I would like to share something	
P	Who's talking?	
I2	I2G from my ah teaching experience in a primary school we were working with textbooks...	Resistance to share from ss perspective
P	Significant, meaningful	Sarcastic comments and laughs
I2	Yeah!...	She continues her participation
P	Excellent!... so I'm not ever going to talk about peer-assessment or self-assessment again in this course but I did... on what Isa has mention or what Astrid said... I see that a dog...	
A5	Sorry!	

P	Anyway!! No reason to apologize I just thought it was funny...	He continues with the class
P	Do you remember this from your reading? One of the things was to take this kind of this questionnaire... I'd like to know, what do you learn about yourself?...	
Px	I wanna say something actually I did the test the first three...	
P	When you out those things together what you're actually saying is like this... what do you want? what you need?...go ahead you were going to say something else	
Px	No, that's it, is...	
P	Excellent! Someone else want to share...?	
A2	I'm... you have to...otherwise I would be progressivism	
P	Do anyone of you out there think that progressivism is stupid?	
W	I actually thought I was going to get eclectivism, but at the end I got progressivism which it makes sense because my obsession with rapport...	She didn't answer the question
P	Aha you thought you was gonna get a cero on what?	
W	I don't know in classical humanism which was disappointing to me	
P	You see all of us have that inside I'm mean I'm shock...	
P	We are least than a min and I'm not going to make you back, but in our next class...it was nice to see you, get in touch with your supervisor, work on your thesis...	The call cut off and that was the end of the class.

Transcript C

Subject: Análisis del Discurso

Date: September 21, 2020

Professor: P

Participant	Text	Notes
P	What is this?	T shows a pic (0.8)
P	What is the genre?	
E	An invitation for an event?	
P	Aha but what is that?	She makes triangle with her hands to make reference to the pic
A4	A ticket? Is it a ticket?	
P	Aha, is a ticket for...	
A4	¿Es un boleto de rifa? A raffle	

P	Exactly, probably in other cultures or countries don't have this tickets, do you have this eh Astrid mmm in Cuba? Boletos de rifa	
A3	(0.4) Maybe	doubt
P	Laughs	
A3	Yeah! I think so	
P	Ok, so this is the genre is boletos de rifa let's talk about the vocabulary... What is a cipres? What comes into you mind? The first thing	
A2	(0.6) It is a tree	
P	It is tree right perfect, Ok Luis please	L rise his hand using the app
L	Yes, it is a kind of tree and I didn't know I suppose is a small tree...	Professor and Luis laughs
P	That's what I thought! Could you please go and google it? In images cipres. Google it! I can wait	
A4	A tree no?	
P	(laughs) Ok go and google it an image	P laughs with sarcasm
A3	It's like a pine, like...	
A4	Yeah! But it is no way to restore a tree and those trees are really huge	She interrupts A3 comment
P	Ok...so is not possible so...	
E	Is a tree that grows like mmm in I have seen those trees in some eh... (Not clear)	She is interrupted by the professor but speaks louder so she can finish her comment
P	Ok... Aha right there some fraccionamientos called cipreses right, can you google cipres en la iglesia?... Yes we have a message here	
Someone	Ah mmm	
P	Mmm! So you start discovering things... oh, oh why this is not opening my chat	
A3	In architecture is something different	After google it
P	Exactly, yes what is a cipres guys?	
A3	Well, is a part inside of the church I don't know, exactly what it is but it looks like a	Describing what she is watching
P	Like an altar, no?	Code switching
A3	Aha like an altar something like that	
P	Is not a tree yes Isis, what is it? (laughs) very good Isis... here she is	
I	Yes, it is like something where they save and image	
P	OK, like the altar?	She makes a gesture of asking and confirming what she had say before
I	Yeah?	
P	Mmm, ok, so... neve never assumes within discourse analysis that you know the word because it can mean something else in a giving context, always, when you analyze a text, you have to pay attention to context	

	and genre, always, always you have to analyze the context and genre. Ok, what else can you infer from this boleto, from this ticket... there are so many things to analyze here...Luis please thank you	
L	I can see that this is ah.... To help the local church (I supposed) and the prices are very attractive because	Rising his hand from the app
P	For them!!!	Related to the prices...
L	Yes, obviously for the community, because I can see 'una ternera' I think that maybe they can use it in a farm or to sell it as food, I think that the message is to help the local church	
P	Yes, that is the message that is the ah ticket for, yeah also, for example when you say, I have no any idea of how much a ternera or a borrega is I suppose that they are more expensive than \$1,500 (not clear) so they are probably \$3,000 What about the writing, look at the coherence ... probably coherence is ok because the message is clear... what about the cohesion of the text? Is something that you... amm	
W	(inaudible)	
P	Yes, L thank you!ah!! mhm	She is going to give the word to luis but then she listened to wanda speaking and she let wanda continue
W	La parroquia de San Andres is bigger so I assume it is an important church, perhaps?	
P	Ok... mhm What else, yes	
Someone	Also... (inaudible)	
P	The meaning...	
W	Am I think also the riffle...	Her voice is not as loud as the professor so it is impossible to hear her
P	Yes, because probably they canot go there right, but you have this? 'Se llevara acabo'... 'se efectura'	
A3	Aha, there is a problem of cohesion there because it says 'e llevara acabo el dia, que se efectua' so there is like...	
P	So probably the people who wrote this have not much formally education, and also something interesting 'boleto no pagado no participa' What does that mean?...probably what?	
Px	That they are giving boletos like, tickets to people that said 'ah te lo pago al rato'	
A3	Aha	
P	But this have happened exactly	
Px	Aha and then they know the people, but they don't have money...	
P	Exactly! There are so many things that you can analyze through every text... it has cohesion, coherence	

I2	I think that in that particular situation, yes, it has	
P	Yes, it has coherence	
A4	It also has a name...a number sorry.	
P	Aha, even a... it meets the requirements of a ticket for a raffle. Situationality?	
P	(0.11) is it according to the context or situation?	T clarify what situationality was
I	I think so! yes	
P	Yes of course	
A4	Yes, agree	
P	Yes, we have that it is only lacking am cohesion...Informativity? (0.5) informativity guys?	
A3	Yes	
P	Yes, definitively we know how much it is, we know the time...Questions about genre analysis?	
Someone	I...	
P	Very nice homework, there was a missing homework and I'm not going to say names, but if you are this person, send it.	
A4	Dr! just regarding the homework, I answers the questions according my previous knowledge...in the second question I wrote...but if you could tell us or share any other feature about the Mexican discourse.	
P	Well... as I answer to some of you, the religious aspect is changing and also...I think that in the Mexican political speeches there are more promises that cannot be possible, yes I think that we American say something usually, usually... what they offer was not impossible to do, because they are more realistic...Some of you, you, make it really nice, with colors or illustrations...there are things we cannot explain exactly Alma, you see, for example, all of you said the religious issue is not appropriate, but is changing... Any more questions so we can finish with genre analysis. You can always read your book...	She gives some vague ideas of the topic and considered better the homework's that had colors and illustrations
E	Dr.?	
P	Yes!	
E	Am I just want to add a comment regarding to this 'rifa boleto' I saw that 'cooperacion', instead of 'precio'...	
P	Nice! So also, can see this in diplomas or in courses they don't say precio, what is the words the use?	
A1	'Inversion'	
P	Yes, exactly! Because... No more questions so we can continue with Conversation Analysis, No more questions? Comments? Was it interesting?	

H	Yes, teacher it was interesting for me to see that we can analyze a speech acts this genre analysis, and now a days, I was seeing videos of shark thank...	
P	Good	
H	And I have more ideas to analyze...that's it	
P	Yes, nice good comment, anything else? mm? Anybody anyone is going to work with genre?	She waited more comments but as nobody say she keeps talking about hector's contribution.
P	Who would like to talk right now? who feels a little communicative today? (0.5) nobody? (she laughs) please say something	
A3	Talk about what?	
P	Anything, yes Astrid thank you, ok how was your weekend Astrid, everybody pay attention!!!	
A3	I don't know I think doing things for the thesis, with a lot of rain and cold	
P	It has been cold, today is sunny but when it was it I think Sunday that was very cold. Did you celebrate September the 15 th ?	
A3	No, maybe if the pandemic would been going on, maybe I would going out, I don't know, but is not like I was explain I don't feel identify, is not my day...	
P	Have you advance with your thesis?	
A3	Yes, I think I have all the information I'm going to need in my theoretical framework...	
P	Send me a message I think I have thesis...So we have here 4 min and we are going to start with...	She is referring to the time left in zoom
	Anything that you notice? So we are going to start with conversation analysis What is communication for you? (0.11) aha Luis please	
L	Well communication is when you have a certain message and you want to give to somebody, it can be through an image....	
P	Yeah of course, but you mention something very important...Krashen...yes Luis you are right communication, Manuel worite in the chat, to share ideas... if we cut, we come back...I'm going to stop this and we meet in two mins please	She knows what is important She just cut the call
P	It is here...	She is checking who is missing to connect to the class
P	What we learn... please somebody who hasn't talk please read	
M	(Inaudible)	
P	Somebody? A1? Yes, please	Some voices hear in the back
A1	He stars reading	

P	Mhm, so... this communication is based in conventions and sorry for the 'creyentes', it doesn't exist such thing like 'como Dios manda' Imagine if we all say the truth; what word it will be?	
A4	(Unclear), my sons' feelings	Teachers is laughing during the comment of the ss
P	Exactly, what else?... when we speak...	Static on the video
Px	Sorry Dr. is not, the audio is cutting off, can you repeat	
A4	The same thing for me	
P	(Inaudible)	Teacher's voice is cutting off and she left the call
A4	Se desconecto la Dra?	
A1	Aham	
A4	Sí, verdad	
A1	Porque W is the host ahora	
W	Welcome to my callss	
A1- A4	Laughs	
A4	Ix!! (inaudible) can I go to the bathroom?	
W	Yes, you can go get a tesito if you need to... I'm setting you free..	
A4	Go and get a tesito hahaha	
V	Can I go for a sandwich?	
W	Go, I'm ruling this class today	
P	Yes, definitely is not working good... So, conversation analysis...	teacher reconnects to the class
P	Let's remember the conversation with astrdi What do you remember? Who made questions?	
Ix	You Dr.	
P	Who made the questions? Why? I was expecting a question? I was expecting a question, Astrid, why you didn't ask me a question?	
A3	Well maybe because since we are in class and I see you as the professor and I'm the student usually the norms are that the professor or the teacher ask the questions and the student answers them	
P	Perfect yes, what kind of language she used? She was very polite, she answered was she was asked...she followed social norms...Do you remember your pragmatic classes?	
Various students	YEs	
P	And do you remember these maxims?	
M-A3	Yes	
P	What are the Grices maxims? Who can tell me?	
A3	(0.6) it's like	
P	If you don't remember...yes please	

A3	It was like in...	
P	It was A3 who was going...	
A3	Am? It's like principles that...	
P	Principles...	
A4	Its like the flow	
P	There is a principle, what is the first principle? (0.11) the first principle is the CP What does it mean?	She was overlapping the participations
A3	(o.10) I think it was about cooperation, I can't remember exactly	The voice of alma starts to overlap but she speaks louder so she can finish the idea
A4	I think is ...	
A3	Aha	Like reassuring what ala said, but I was inaudible what ala said
P	Yes, this cooperative. What are the maxims, do you remember?	
E	I remember that one is when that...	
P	It's true, aha that when someone ask you something...quantity?	
H	It was about giving only the information that you are asked not giving more information than you're required	
P	Exactly, no more, no less aha...relevance?	
A3	Is that being relevant to the situation to the context	
P	That is important, and manner?	
A3	The way in which...	
P	The way...yes ok we are going to see this video...	Class over because of the time and the video had to wait.

Transcript D

Subject: Formas y Procedimientos de Evaluación

Date: September 23, 2020

Professor: P2

Participant	Text	Comment
P	I'm going to record, I push it right there, I just started recording so, all of you behave, now the I've said all the things that I need to say that	He laughs Sarcastic comment

	<p>don't need to be recorder, we are recording ... for some reason I feel playful today you guys see that I had my hair cut (ss nod their head for affirmation)</p> <p>All right then, let's do the business today, I appreciate all of you doing your homework (he laughs) and I will turn all that stuff back to you pretty soon and I want you to know that I did not give you an extra readings and stuff during that week off because we missed the day, we missed the week and... but I do want you that I'm being pretty easy on you I think we have plenty of time to get this all done and I think the course can be meaningful about 16 classes or so, I think that easily we can get up to 16 to 17 classes which is more than enough you never gonna write for me in this class, like an essay...class will have a test...so I don't want you to stress, but I do want you to take advantage of that time to be like dedicated to your thesis work so every time I don't give you 40 pp to read I do expect you to be working, working hard on the thesis that's your more important goal this days and discourse analysis class, which is the other distraction, for some of you is not a distraction is part of your thesis work for others is a bit of distraction, but is a good distraction.</p> <p>I don't want Dr. Salas to be telling me that you are not participating in class I don't want her to tell me that are big silences when she asks questions I don't want her to be telling me that people don't turning their home work so work hard for Dr. Salas please</p> <p>Are you with me?</p> <p>Now, I want to share my screen with you and work hard for me to</p>	<p>SS laugh about the hair cut comment</p> <p>Apprently P told p2 something about this situation.</p>
P	<p>Be happy, smile, no, you're doing it...</p> <p>ok good girl</p> <p>Can you see that we are on classroom right now?</p>	<p>T was talking while he was setting the pp presentation</p>
SS	<p>Yes</p>	<p>Three voices sound</p>
p	<p>This is your warm up for your last reading, I hope you enjoy it...that is the more philosophical.... You are just going to read the second chapter of your...so you are you are going to keep...</p> <p>Are we cool? Am I being clear here?</p> <p>Do we have questions so far? (he laughs) Thank you for nod your head?</p>	<p>T interventions lasted 6 min</p> <p>SS nod their heads</p>
P	<p>Ok, so Let's give it a shot, lets write typical learning objectives for writing, we are planning a writing unit and we are teaching a course that is B1 but we want to move to B2...</p> <p>We can assume knowledge</p> <p>What do you think that they should know coming to our class?</p>	
A4	<p>Some simple linking words?</p>	
P	<p>Some simple what?</p>	
A4	<p>Linking devices</p>	
P	<p>Good</p>	

Px	Correct use of the tenses	
P	Sometimes we called them connectors, no? or transition notes, is that what we mean, working grammar, because I wrote up here (signaling sentences in the beginning of the slide) working lexicon...is that Px? did you say that?	He was writing in the pp the opinion of alma. At the same time verifying Px idea
PX	Yes	
P	Is that what you mean? Their grammar is sufficient? Is kind of a test	
Px	Yes	
P	Ok something else? A5, what do you think?	
A5	They have previous knowledge or how an essay must to look?	
P	Good, they know what an essay is, I think that is a non-reasonable assumption, I mean we are assuming some previous What about you Manuel? what else can we assume about it?	
M	I was thinking about eh cultural knowledge that has to do with being proper	
P	Al right...cultural, so when you say cultural knowledge, I mean there is different ways to thought about it, you talk about being proper but like inside the writing you mean? Or about the topic? Or you know...I'm not exactly sure about what you mean by cultural knowledge...	
M	I mean about the topic that they are expressing probably they ask for a certain topic they will know...	There was some static
A1	May be vocabulary related to the essay	From the chat
P	Ok. So the cultural knowledge means that must be there to be familiar with the genre	To m comment
I2	Dr!	She interrupts p comment
P	Yes,	
I2	I think is connected to what M said, the use of informal and formal vocabulary	
A2	I think the writing style, right?	
P	Let's call that register	
I2	Yes	
A2	Mmm	She made an uncomfoting gesture of moving her head from side to side
P	Because you are...when you are speaking to formality and you are right, that's what I was asking to Manuel to clarify a little bit...	He established that Manuel didn't clarify his participation
Px	Also, about the cultural knowledge, I mean depending on what the topic will be, like a free thing I don't think that they will know about a	

	topic so I think that could be part of also us teaching them some vocabulary	
P	So, I put a question mark next to that means that some of it needs to come down to language skills also, is that what you mean?	
P	I can't hear you, pauli, is your mic on?	Her mic was on mute
Px	Sorry, yes, it is just that probably they don't know everything about the topic they want to write about	
P	Aha, so let's put down here topic...but we assume that they have some knowledge	
A3	I have something that well from my experience I think that am I actually learned connectors and transitions while I learning who to write 5 paragraphs essay I didn't have that knowledge prior to writing a 5 paragraphs essay so in my case...	She interrupts p
P	I actually think that is not a bad point because we may now some things...hat is a really good point... Now as we are starting to look at these points	
A3	I...also.	She interrupts again
P	What else do we know to...	
A3	I also remember when	
Ixta	The development of des...	On the chat, while A3 was speaking, but P doesn't mention it
P	Ok so that fits into what we could say like...	He writes in the pp and everybody is quiet
B	It is important to know the writing competences of the target language	On the chat
P	Follow by support...	He kept writing without paying attention to the chat
W	But it wouldn't be necessary to have analyzing perhaps...	
P	What kind of analysis skills do you mean?	
W	Specially the data that is going to be use for them to create an opinion.	
P	Good, so we can consider that as the typical construction, no? cause that's what I think is pretty that's kind of similar to what A3 was talking about...I think that there is more, but don't we need more than that?	
Astrid	Also, I remember...in the introduction, then the thesis,	Overlapping with I but she speaks louder so she finishes her participation
I	Dr.	She stops
P	Good, because we need to think about it, I create this little diagram.... How much time do we have here I can't see	
A3	I think 5 min	

P	5 min? when we run out of time look at the time give yourself like, let's give ourselves 8 min to go for the coffee to go the bathroom and push that button, ok guys 10 min, exactly 10 min, I'm not giving you more, ok Look at the parts of the paragraph... What do we need to teach them about the introduction? I just told you?	
M	Inaudible	
P	Say that again?	
M	What is the function of the intro	
P	Is that you Manuel?	
M	Yes	
P	Good...so what is the function of the intro and them. What do we teach them about the body paragraphs?	
W	That we use it to develop the ideas	
P	Good and then? This are really boy paragraphs when we present information, when.	The called stops by the app
P	You can say 'so so', but not more or less	When the call re-starts
S	Ok, 'so so'	She laughs nervous
P	All right I think we have everybody inside now, and yet I have the desire to talk individuals	
A3	Isis is waiting	
P	It says there she is in; I have the desire to hear voices for example A1 how you're doing?	
A1	Pretty well than you!	
P	What's been going on?	
A1	Mm, I'm just reading for my thesis and other kind of homework he gave me about the autonomous learning	
P	Good, you keep on rocking that	
A1	Yeah, yeah	
P	Vianney!!! I see you're back with us, what's up?	
V	I went to check my daughter she is having classes and she is having trouble with connection	
P	I'm not asking you to justify standing up and leaving, that's fine with me, I'm just saying, hey!!! What's up?!! How you been doing?	
V	Good!	She laughs
P	Everything cool?	
V	Yes	
P	How are the children?	
V	Good	
P	Dealing with distance learning?	
V	Yes	
P	Yeah? Do they...are liking it or hating it?	
V	Hating it	She laughs

P	Who here, maybe alma, people with kids, are like them distance learning?	
A4	I, sometimes, some topics	
P	They like it or hate it	
A4	They like them but some of the topics	
P	Cool! A4, what about yours?	
A4	To be honest they don't like online classes, because they just some videos and they yeah no, I'm doing their job I'm teaching my kids	
P	Well, that's good it's good that you can, I do that all the time it doesn't matter if we are in distance mode or face to face mode I feel I'm the one who teaches him everything on the curriculum anyway, I mean , math, all of it, even Spanish there is a reason why I tell you guys you know like I'm analyzing substantives, is because I'm doing it for Spanish class like, I'm in the sixth grade of primary and I have gone through kinder, 1,2,3 and primary 1,2,3,4,5 and I know about you know...	
A4	Yeah, I'm also teaching a second grader and a fifth grader my son (she laughs)	She interrupts p
P	You got to do what you got to do. Ixta!, how's the baby?	
Ix	Is growing a lot	
P	Well, that's what babies do, they grow, and they eat and they grow	
Ix	Yeah, right now is with his grandma and my daughter has just finished her classes so, that's what I'm myself now	
P	Good, well is not good that you are by yourself, but good that everything is going well Edith how is kai?	
E	Kai is ok, obviously he is not having virtual classes, well now, he is with my mom, and he is having a good time, and he is ok he is having fun.	
P	Good. Did you guys see that pop up aviso?	
Voices	No	
A3	Maybe on your screen is	
P	Yes or no?	
Voices	No	
P	Good because it was from a web site very that is very illicit and doesn't need to be seen by my students, I'm just kidding around, I just wanted to know if you see things popping up on my screen All right then, let's go back to it I know you think I waste to much time but I never got to see you guys and every now and then I like to have chat So , all right what we've been talking about so far... What was that can hear that? Ok I think it was mine	A phone rings and interrupts his class

Voice	It was a telephone	
P	Ok... What W and A3 were talking about What are language skills that we need to think about?	He continues with the class
A3	Well, maybe... (inaudible)	Echo
P	Al right timing...	
A3	Because sometimes we say, you have 5 min to write a paragraph essay or 45 min.	
P	I hope that don't happen very often	
A3	It happened to me	
P	Imagine that you have to write an essay out of class you know, timing might be an issue	
Voices		Several ss tried to participate at the same time
P	Wow that was a lot of voices that was awesome, I love it am but somebody say something...	
L	Dr.!	L was raising his hand through the zoom app, but p doesn't see it
P	yes	
L	Maybe I was thinking how to use the computer, the format APA	
P	All right, computer skills, referencing And that's kind of language...I see why you might say that...are you Luis? Who's talking?	He was synchronous writing on the pp
L	Yes, Luis	
P	Cool, somebody else	He interrupts luis
L	Also...	
P	Or Luis I don't care you want to say more?	
L	Also...	
A3	Also, important relevant...	She interrupts and spoke louder so Luis stopped
P	Looking for information, maybe we can insert reliable...	
A3	Reliable sources	
L	Dr.!	
P	Reliable.	He was writing and doesn't pay attention to Luis... probably is the overlapping voices and the internet speed
L	Inaudible	Eventually Luis stopped trying to participate
P	When I was in my master's degree, Wikipedia just come...	

	What else?	
A4	Also, maybe is not so usual, but hand writing skills? if we considering if we talk about an Arabic or Chinese student like writing an essay by hand, perhaps it could be...	
P	Yes, believe me, people are still in the sixth-grade people is still writing an essay by hand and I can only ask myself, why?!!, why!!, did they do this and the answer is, because 'tienen que aprender' (he laughs)	
A3	In my classes we were always, all of our essays will be and written not, computer I mean because I come from cuba, you know not everyone has a computer so, even me I didn't have a computer, and you would have to turn them by hand, I mean hand written, not in computer	
A4	My husband	
P	Inaudible	
A4	My husband took a Cambridge teaching certification, and the last assignment has to be...	She speaks louder and p stopped
P	Well, I have going to say is that I haven't use it in 5 years (he laughs) ... it would be too easy...so I accept your contribution...let's write a few objectives and I want you to take a moment and take a piece of paper, yes Y like that, show them, show them your pen, you gotta have your pencil, there you go alma, we are going to write an objective, I hate pp stuff I'm going to give you like 2 or 3 mins until 12:33	He was trying to organize pp slides Silence and then...
H	What do we have to do?	T leaves from the room and H asks
Voices	Laughs	
W	You have to write I don't remember (number) objectives, fro this activity	
E	Five	
Voice	Two	
W	I heard three so..	
H	Ok, ok thanks	
P	I don't think that I heard everyone's voice I haven't heard Hectors voice, so that means that you will have to be the first to read out loud... Hey lx, are you there?	
lx	Yes I'm here	
P	Were you able to get your new computer	
lx	Oh, yes...yeah	Her voice was like she felt uncomfortable with question
P	Awesome, what could you get, just a computer or more	

Ix	I got a Lenovo computer is a desk computer a printer and the antivirus these 3 things,	
P	Awesome! And we are happy that can take advantage of that opportunity	
Ix	Yes, thank you Dr. for asking	
P	I have nothing to do with that, so, you don't need to thank me Ok, Hector, like I said: you don't tell you get to call on, I'm calling you out	
H	Hello! how are you?	
P	What did you write as one of your objectives?	
H	Well, I tried to write them like in order, first I write ...	
P	Tell e exactly like you wrote it	
H	Like that!!... And then	He rises his voices He lowers his voice again
P	You wrote that on your objective, or no?	
H	Yes, that as the first objective Because the second one, I write ss distinguish linking devices so it was like part by part	He rises his voice at YES
P	Ok... So, you just write it in the simple present tense?	He lowers his voices, like in a untrusty way
H	Aha	In a nervous way
P	Interesting! I'm not saying is right or wrong I'm just saying is interesting, is that a new trend	
H	I believe so, because is how I learned it in my last job...so I get used to it	
P	Cool! A4, you rose your hand is that mean that you wanna talk	
A4	Eh, yes	Hesitating
P	Also, I see Ix rising her hand You wanna talk	
A4	I wrote	Her voice and p. are overlapping
P	Alma, Ix, then anybody else? We are doing, alma, and Ix and that's all I can see And then E A4, Ix, E, 3, 4 A4	E is also raising her hand It takes some second before he gets to see her 3 and 4 refers to the exercise num they will answer
A4	Yes, mine is, by the end of the lesson...	
P	You wrote all of that by hand?	
A4	Yeah	Like in a feeling insulting way that he is surprise

P	You see I would never done that, but luckily, I'm...so say it again	
A4	By the end of the lesson...	
P	Wait	He was writing in the pp
A4	Ss will have the opportunity to revise the use of the linking devices...	P writes everything on the pp
P	Cool	
Alma	So, I think is the turn of somebody else	
P	We have two different kinds of philosophies there... Edith! All right what did you write? Ah not wait Ix. What did you write?	He is skipping ix's turn
Ix	Yes, I have 3 and is: by the end of the lesson... Should I repeat it?	She read 3
P	I actually only want the last one I'm not going... All right and that s pretty similar to what alma formulated in her objective What about you Edith?	
E	I wrote... develop the ability to organize...	Her image froze
P	The ability to...	
E	To organize information	
P	Written information?	
E	Yeah, written information	
P	Ten min, yu ju Don't worry I won't make you zoom again Alright and then finally anybody else, I think is the only people I see rising hands, but anyone out there? All right Manuel do it	He makes reference to the time the call has left
M	Like, I have ss will recognize information that agrees	
P	Information that what	
M	Information that agrees their ideas,	
P	All right! this are fine but they are not. I said all this a pretty typical like eh, reasonable of what we might see almost in any program but is not particular useful for guiding assessment in a meaningful way... I see raising your hand Wanda, What's up?	
W	Yeah, I was thinking about, because one of my objectives was construct an introductory paragraph...I wanted to ask if it was necessary or if its like and obvious...?	
P	Good! I'm glad you said that because this I took out of the chapter you are about to read and this comes from there and even is not like...	

Ix	Dr. we are running out of time	P was writing on the pp for over 1 min
P	All right I'm pretty much done Are we in 1 min?	
Ix	Less than that	
P	Ok so, right there we see... What time is it?	The call cut off by the app
P	I know I'm pass my one o'clock...I know is pass one o'clock and one o'clock is my time, but I'm only going to do is write one objective and then I will post... Come on Astrid, tell me what's going on with your life? Anything new?	
A3	No, just the thesis	
P	I hate the thesis, the thesis sucks I can't believe nobody reacted to that! Can you guys see...	
V	(inaudible)	Her mic was on, but she didn't know, so there is a lot of noise
P	Including introduction and... I really want you to pay attention right now... Ss will use linking devices... let's pretend that's what really alma wanted to say, because is easier for me I'm going to change the color, I bet you guys hate me What are some the things that we can asked them to do? You are in class and yu are teaching...	He keeps explaining even with the noise He was writing on the pp
Voices	Inaudible	Two voices overlap
P	Alma, is you, I'll give you the first go...	
A4	Thanks! may be by telling each other why they don't like...something like that?	
P	Eh... yeah but you are going to an exercise...	
A3	Maybe like, providing, I don't know...	She interrupts
P	Yes, that's exactly right, what Astrid just did, what are choices?	
Px	Like constricting ideas...	
P	Good, I mean I wish that heading to specify, maybe instead of ideas, sentences with connector...What else, filling the blanks	
Voices	Inaudible	A3 and W overlap
W	Sorry, perhaps exchanging...	She keeps talking
P	Good	He writes her idea
L	Dr.!	

P	Go,	
L	Could be matching linking words?	
P	Good, matching... and	He writes his ideas
A2	Also, there exercises were students have to rearrange	She interrupts
P	Who is talking	
A2	Aurora	
P	Good aurora, rearranging paragraphs...	He writes her idea
P	So that all I have for you today I'm happy that heard everyone's voice, if you have a question I'll answer, and I'll put some exercises like these...Questions?	
A2	No Dr.	
P	Well, I'll tell you something before, is always nice to see you all, stay safe	
A4	Thank you	
P	Bye, bye	
Voices	Thank you	
P	Can you tell that even I' a lot good at zoom, I'm not still good? he laughs At least 10% better	
Voices	Yes! much better!	
P	Make all this to me	He sent a kiss with his hand and everybody does it

Transcript E

Date: Monday September 23, 2020

Subject: Analisis del Discurso

Professor: P

Participant	Text	Comment
P	How are you?	
W	Reading and writing	
P	Yeah, but this is the time to read, sometimes we say is too much to read but if you don't read know, later you won't Talking about readings, did you read about pilots? Did you read the article, the chapter? About the pilots and about conversational analysis	
P	Conversational analysis What was interesting?	In the chat

I	Dr.!	
P	Yes, I	
I	In my case I found interesting that am when pilots overlap is a synonym of problem that something is not working properly	
P	Yeah, exactly	On the chat
I	(inaudible)...because I didn't know I wasn't aware so well trained that they cannot even, well, they can, but they shouldn't overlap, so that was very interesting for me	Her voice overlaps T
P	Yes, somebody else? Somebody else would like to add? To what W. said? I. (she corrected the name)	
M	Dr.?	
P	yes	
M	I was thinking...(inaudible)	There was a baby's voice, and t.v. sound...
P	I cannot hear very well Manuel	
M	Can you hear me now?	
P	Yes, yes	There was sound still, someone else had audio on
M	I was thinking about overlapping and so on I was thinking how could we apply that to our classes, because had been not really...	
P	Means problem	On the chat when Manuel was talking
P	Yes, how to apply conversational analysis to our classroom? Ok of course and I think this is interesting, who is going to study, relations of power in the classroom?	
I	Dr. Sorry Astrid is trying to enter to call, could you accept her	On the chat
P	Yeah, Astrid is here probably first she wasn't here, but let me know Yes, that was a very good question because we sometimes think that knowledge is abstract but as Isis was saying it means trouble so when students are overlapping in the classroom, that means trouble, but also in your personal life...yeah? People don't have that knowledge... Also did you have time to watch any of the talks?	
A3	Yes professor	
P	A2 was interesting for you because you...(inaudible)	A2 started to speak and the p voice got lost
A2	Yeah, yeah, yeah This Dr. Elizabeth Soko and what caught my attention is that she said that silence speaks volumes and it is totally true because is an	Very enthusiastic, couldn't wait for p to finish

	indicative that the other person is thinking or reformulating or is trying to repair what she says and its totally true we read on...	
P	It is very interesting, I have to say that conversational analysis is kind of difficult because all these little things and also, you have to learn the language of transcription, and when you go to conversation analysis... transcribe...yes everything you mention is interesting and we are going to talk about that, but yes Anybody else? Who wants to comment? I'm looking for Edith did you want to say something?	W was rising her hand but maybe t couldn't see her
E	Yeah, actually eh after eh reading this lecture, it was with a friend and she told me and has to do with what M said earlier she told me so, you are an English teacher, because I'm a yoga teacher and I foreign students I'm not good at English and I don't know how to do it, because, there is many people....	
P	That is an issue you have a conversation analysis problem, that will be an interesting...because of this internet situations students don't respect this turn taking Let's see who raise the hand	Wanda was also raising the hand but p sees the participants square and chos es Alejandra
A5	About what E said I was reading about power relations and how it happened in the internet and they are different...	
P	Exactly and I wrote on the chat that I have heard some of these terms coined these new names, for example, the zoom room or other terms like that... This Saturday they invited me to give a talk in Indonesia but I'm going to talk about the importance of doing research in these days L you wanted to say something sorry!	
L	Well, talking about the example of eddy and I was reading too, the new rules of classrooms, actually something...and other things that I was checking students are learning to interact using internet...	
P	Exactly that is why so many situations with teachers are happening in the internet... imagine everything is different but at the same time look for patterns, you have lots of...anybody else? Ok... Repairs ok, we continue with the characteristics of C A if we have time we start the analysis of narratives, in conversational analysis what are repairs? you are very young but there was a president that speak very funny	Wanda was having her hand up to participate She continues and don't let Wanda participate, even she made some gestures like she is

	What are repairs very important in CA? because sometimes our minds...	pretending that P gives her the word and laughs. Wanda is still raising her hand
Px	To avoid misunderstandings?	
P	Misunderstandings? Ok, W	P laughs sarcastic
A1	Maybe to mitigate the message	On the chat
W	Yes, I was going to say that, we use them to correct or soften what we have just said	
P	Aha, misunderstandings Do you think that those are misunderstandings?	
A2	No, I don't think is a misunderstanding no, you are trying to repair an action that wasn't correct but is not a misunderstanding, you... so you have to repair no?	
P	Exactly you are trying to mitigate sometimes the damage sometimes yes perfect, yes use repairs to follow social conventions in order to yeah mitigate the message and the harm done, sometimes, our minds and... Yes A5	
A5	Is actually a question in the videos Dr. Elizabeth said that when a person does this kind of repair, says that the research show that the second option was the truth of what they wanted to said	
P	Yes, in a way they have to say that so in a way they are trying to be rude. Somebody else? So, what are some indications of repairs,	
A2	Yea, basically we start rewarding...	
P	Rewarding, yes, we are basically trying to repair what has been done, yeah that something else, What is an implicature? You can check or review, what is an implicature Because usually people confuse them with inferences, we are going to see the difference in a min	
A3	Well, what I remember from pragmatics is when someone maybe ask you a question and you say something like you won't do something or will do it and answering the questions that they are asking...	
P	They are not answering the question they are making an implication but what is that? Because you are implying what is behind the...	
A4	But you don't say it	Overlapping A3

A3	Maybe you don't want to be.	Overlapping because she wasn't finish talking
P	But you don't say it	Overlapping astrid....then everyone stops
P	Exactly, who said it?	
A3	You don't say directly	She finishes her opinion but in a tone that can be noted that she is mad
A4	A4	
P	A4, aha can you repeat that?	
A4	Yeah, is what you don't say but.	
P	But you that speakers know	She interrupts alma
A4	Exactly	
H	Eh, sorry, is like the meaning, the additional meaning that can be infer	
P	Is the knowledge that the speakers don't need to repeat but that they both are aware of and for example, yes with the... Is that clear guys? So, people...questions?... nobody? So, your inferences are your responsibility nobody is going to manipulate your...	
A3	Teacher I wanna	
P	Yes, yes	
A2	when you were talking about breaking schemas and in the lecture, well was more like a talk by Dr. Elizabeth in the first the TED, now remember when she was analyzing phone conversations there is a couple...	
P	They are breaking these schemas, if you want to avoid the problem then you have to say, fine thank you! And then after a while in a very nice way you have to say... Good, good! Exactly, those schemas are... have you ever heard about PNL? In Spanish is... who knows about that?	
W	Yes, I	
P	Yes, yes	
W	(inaudible) teachers gave us like a little, some classes about that, what she told us is that with being positive to our self means using positive language, but I don't know if that's connected? because is what she wanted to tell us	In the beginning it wasn't clear enough because p was talking at the same time
P	Yes this ah PNL is exactly the way to connect language and emotions, if you... yes, that's why one of the aims the things you can do with PNL, if you start talking to yourself in a different way you are going to change your mind about this as we are...	Call is cut off by the app
	The second part wasn't recorder	

P	In this moment we are going to see some eh... elements I think that structural because there are... when people are constructing a story that can be conversational analysis yes? but ley's the format of stories. Usually when are stories created? Usually when there is a character that has problems with society the school, the law, what are the sotries of yur family, think you don't have to answer, but if you want to share that will be nice, what are the stories of your family? The uncle who went to another place and started a new business, usually there are stories that define the schemas, establishments of those schemas, there are two ways to call those stories...for example Samson means? ...	
W	(inaudible)	
P	Means?	
W	He is like really strong?	
P	Strength, Penelope and Ulises, what is the figure? the representation of what? No? you don't remember about that? Is the symbol of patience! Because she was living, For example, Cleopatra, is the representation of what?	Some were moving their head indicating that no
W	Beauty and intelligence?	
P	Wisdom! Beauty and intelligence but also yeah, beauty and intelligence... yeah, yeah I think those are the characteristics. Yes, so Holland if you want stories, you go to Holland... Have you heard about BB King? You can look, who was BB King because he died 4 or 5 years ago check please who was BB King	(0.30)
H	He was a musician	
P	Yes, he was a musician what else?	
A3	Singer, songwriter,	
Px	He was the King of blues?	
P	He was the King of blues!!! Yeah!! He was very well recognizing in blues, he had a very famous guitar and the name of the guitar was Lucile and this is what he answers, and you have to identify (in the story) the orientation, the complication, evaluation the resolution and the coda, let me write this in the chat, first you have to identify... This are...is only one min and you have to After video What is the orientation? What do you think is the orientation?	She wrote the same thing on the chat Wanda was rising her hand but P didn't see her
A3	The night clubs?	
P	Yes, he just wanted to say the name...	

Px	He was just telling something about... we just played in this...	Her voice overlaps the video because p didn't listen to her
P	Yes, he established the context... (video for 5 seconds) yes that is the orientation What is the complication?	She is using the video to establish the concept
M	When he says that the fire is out of control?	
P	Exactly, there is fire one night (plays the video) there was a fire and as he says went of control... what is the evaluation?	
Px	I think is when he is outside and he realizes he has forgotten his guitar?	
P	Exactly! When he realizes that he has forgotten, he has left his guitar inside, and he is evaluating should I go, should I no What was the resolution?	
W	That he went to get his guitar?	
P	He went inside and got his guitar, and what is the coda?	
E	Ah, two people, I think two people die because there were like fighting...	
P	He didn't say that they were fighting... the coda are the words that brings us back to this moment of interaction	
V	The he says something like eh and that's the true story or that's the whole story	
P	Exactly, when he says that is a true story that's how it happened, he bring us back, that's the coda... What values are transmitted in the story, what is the moral of the story, usually, stories have a moral even when, what could you learn form that?	
W	Perhaps the sentimental that something has and that something's are worth risking your life for	
P	So, what was the meaning of his guitar, for him, or why did he give this name?	
M	I think like... his guitar was very important that he was even willing to risk his life for it and of course naming the guitar after the name of the place	
P	(Correction it wasn't the places name) The lady that the guys were fighting for	She interrupts participation
M	Oh yeah in certain way the name remembers the...	
P	Exactly that probably is not worth risking your life but he... something else?	
W	But also, that is kind of for me was is not worth fighting for a woman because it cost a lot	

P	(Laughs) ok, yes, is your interpretation What else? L	Sarcasm
L	I think this case BB King he went inside to get his guitar because it was the only way to survive for him, he was a musician and without tools you are not able to work	
P	And what you are saying... yeah perfect... what you are saying is perfect because we wouldn't understand this situation if we don't frame it in this situation, he was a poor, it was a poor night club, because the even didn't have this... What else guys? Ok so... So now you have these... is a very common structural analysis and you can complement with something else Stories by heroes Think about this, the heroes of your life... Isn't it interesting? Let me find one... yes... wait, wait... Ok am, lets, yes, yes	
E	I'm working with narratives in my thesis	In the chat
P	Yes! Perfect! Consider one of these methods to analyzed... Ok let's watch this... I by joseph Campbell, the author of the hero's story... (plays the video)	
Px	We are still watching the Power point presentation...	While the video was playing
P	Excuse me?	
Px	We are still watching...we can't see the video	
P	Ah! Yes Is that?	She moves the screen
Px	Yes,	
P	Sorry!	
Px	Thank you	

P	No, no thank you Aha	
Video	Playing for 5: 48	
P	I'm sorry I have to interrupt, but I will send you the video only to close the class What did he do? What Joseph Campbell do? He found the patterns in stories of and that is Discourse analysis, he found patterns.... I'm sure if you see all the video, I'm sure you will find... What is going to be your homework	
Px	Inaudible	
P	Yes, please	
Px	So, by... it's because he talks about all this stages, steps so can this be	
P	This is...(inaudible)	
Px	So, I'm gonna use this technique to review your...(inaudible)	
P	Both ... you are looking at this in a different way, because this is like the structure but if you can find a hero then you can analyze his life	
Px	That's my questions so this is like a larger period of time no just one story, right?	
P	Yes, no, no, this is like the presentation, I told you this is the presentation of the author of his theory and next we are going to apply it So, what is your homework guys? Your homework is asked people to tell you a story... ¿Qué historias cuentan en tu familia? ¿Qué historias cuentan en tu comunidad? No, the typical ghost story, try to find another one, you don't have to send anything Just read the material and ask for a story	
E	Should we record it?	On the chat
P	No, no you just have... I'm going to ask you to identify the stages coda, if you identify...	The call finished by the app
P	So, that is what are you going to do Questions guys? So... I will upload the material, the videos, and an article about teachers' narratives Ok? So, see you next week See you in October	
Students	See you, bye...	
P	B I will get in touch with you Px is just coming to say good bye Px, you just came, do you have any question? (0.5) And A4 (she laughs)	

	So, guys we are saying good bye so the homework is to ask people and identify people say stories in context...	
A4	(Inaudible scream)	
P	Yes, A4G	
A4	Sorry, I telling by son... sorry, sorry	
P	(Laughs) so if you don't have any question see you next week	
Students	Bye, bye	

Transcript F

Date: Monday October 5, 2020

Subject: Analisis del Discurso

Professor: P1

Participant	Text	Comments
P	Thank you for your participations, I'm really learning with you I see things from different perspective. Ok, I was reading your comments, the idea of this forums is to reflect a little... Did you have the opportunity to watch the material, to read the materials that I send you? These two weeks have been very busy with the conferences etc. and so... We have Alma, Alma I going to wait for your article for TEXLER ok?	P is commenting on the homework left last week.
A4	Yes, Dr.	
P	I want your article	
A4	Ok, we'll talk to you because...(inaudible)	
P	We can agree, no really alma I', glad to see you there because this is a good opportunity to have a publication, I was very, very happy to see you there I have been involved in the organization...these days have been crazy...	
A4	Yes, we will participate as well	
P	First, I'm participating with my last student B, B listen I participated... Blanca my student, my last student, we are going to present...that is what I expect from you, probably more than that	
B	Yes, Dr sure	
P	We will do this So, let me show you the material so...	

	<p>We have so many things to do today ok but, let's start with am, so for the people that is going to work with narratives</p> <p>Did you get ideas? I think Eddy is going to work with that, so you can do other kind of analysis, consider including some narrative analysis, but let's continue with our presentations because there is something I want to show you...aja..</p>	
E	<p>Dr? I have a question, I tried to find am information this heroes journey by Campbell in google scholar and I couldn't find something really good I don't know if you could be able to share something on classroom that could give us... (statics on the audio)</p>	
P	<p>Ok, let's see</p>	
E	<p>Sorry?</p>	
P	<p>Let's see...Google scholar am no I'm saying that is something really recent, let' see have you check on google scholar? Let's see</p>	
E	<p>Yes, I did</p>	
P	<p>Aja</p>	
E	<p>I did but am maybe I didn't search too well but I...but I was confused</p>	
P	<p>Aja, why you were confused?</p>	overlaps
E	<p>Cause I...the...information I found related with the narratives I was confused</p>	
P	<p>Haha, yes, exactly, I wanted to share with you some new ideas, but look for example in the in the medical humanities, patience in the health care, they are, I found they are using as...this is something....</p> <p>No, you can't...this is something...let's see, oh now, buy this article for...</p> <p>Let's see this...</p> <p>I also sent you the, the telling stories...</p> <p>But yes there is not much done because it was in 2010, whatever you do can be a new source of knowledge</p> <p>Ok, let's...yes, this was what we saw, aja, you see that but there is a way to analyze narratives and I also found this and I think I sent it to you...</p> <p>Talking about your homework, what did you find? You are novice researchers but you are learning, you will learn very fast, eh what about your homework, who would like o share something? Who did that?</p>	While she was looking an article to read on google scholar
E	<p>I actually Dr. had a zoom meeting with ah, the people I'm working with the thesis and all of them share a lot of stories so I can share one,</p>	
P	<p>But could you identify...</p>	Overlaps Edith comment
E	<p>Yes, because the stories, even all of them...when I arrive to Haiti, when I arrived to haiti, I didn't know how to speak the language and I</p>	

	was new, and actually with this model is the context, yes, that was the same in everyone am and then...	
P	(inaudible)	She interrupts
E	Sorry? I didn't listen	
P	Yes, that you can do a very nice study of immigration or migration, depending on the perspective, but yes, a very nice topic and If you have stories, if you have the video, you can share it...	
E	Oh, is a zoom video of one and half hour, and I don't have separated	
P	No, no, no now What I wanted to analysis was teachers' discourse	5 min intervention
A2	Did you have native or non-native participants?	On the chat
P	No, I only have non-native speakers, only Mexican teachers, teaching English Teachers' stories... So, this is a good source, you can use this... One of the stories is tis one... Ok, this is a very typical story of teachers right? dos it sound familiar?	
Student voice	yes	
P	We don't know, ok something... What is that according to Labov, what were the stages? Do you remember?	
Voices	(inaudible)	About 3 voices at the same time
P	Sorry, I didn't hear you, it was the?	
A3	The context no?	
P	Yes, you can analyze them with different models, I used labov, what was the problem here?	
M	That the students didn't like English?	
P	Didn't like it, that students found it very difficult and didn't like it, what was the evaluation?	
M	I guess that the teacher studies a little bit about mechanics?	
P	In that moment teacher was evaluating what she can do, and what was the resolution?	
Px	That she did, she prepared the am, like a plan, just for them, like their topics and interests	
P	Exactly, aja, so and the coda...I felt very happy, and this is the end. What values, can you identify? Values Probably responsibility...	

		As ss didn't answer she continue
H	In...	
P	So, you, aha	
H	Interest	
P	Right, interest of the teacher, etc. and I made my charts, my stages, and my interpretation Look at this...this is something that happens all the time, yes? So this is a very common story for Mexican teachers... What is the value that you can infer from this?	
M	Probably thankfulness from students	
P	From the teacher what was...remember, what do you think that was the intention of Anna in this case? What was the intention?	
W	Perhaps to stay that she is a good teacher? That she is proud about it?	
P	Exactly, I think that was, pride and recognition this is a very an issue around the world, teachers want recognition, it doesn't matter... Did you know that today is world teacher's day! so congratulations it's your day here and everywhere in the world. So, yes the interpretation of Ana... You see coincidences in discourse, what is he expressing?	W is raising her hand
I2	Maybe to be underestimated because of his short experience	
P	Yes, in this case he is denouncing that older teachers, more experience teachers didn't like he result You see this is the way... Sometimes stories are not true, but they represent... Think about the stories told n your family, what are the values? Knowledge wisdom	
H	Or maybe braveness I don't know if you can call it like this, to be brave?	
P	Bravery	
H	Oh, bravery, because in some stories I listen of my family, they told me about the spooky things...	
P	Yes, exactly, so that in your family, that value is important... Stories are stored in our mind	
I2	Dr.?	
P	Yes?	
I2	I really would like to share...	
P	Yes, please	
I2	After our last lesson and you told us to, and I remember... One story he repeats all the time and... It's the story of a man and a woman that met and wanted to be married... Now I now that the coda...	

P	Exactly, now, that can be a very...yes, yes, that was the intention, why the lady did get married Ok, thank you for sharing that... It has to do with power, who has the power, so in these stories	
A4	I asked my grannies to tell a story and they told me about a story of...	On the chat
P	Right, let me read and go back to you What stories are told in your community and yes Alma is sharing in the chat, how it happened?	
A4	She remembers the story as a very horrible, but at the same time how she...	
P	That was a very common experience mainly women from those generations Ok, so we can conclude our story narratives, but we are going We only have one min We are going to start with community of practices If you really want to analyzed a story...I'm going to end this and see you in a min. Ok, let's watch this because is going to be the intro of our next topic... What is sociolinguistics guys? What is sociolinguistics?	
M	I would say that is probably the field of study which aims to...	
P	Aja, is the relation between language and society, yes, ok, internet is slow Let's what this	
Video		Someone had mic on and there was interference.
P	So, what is dialect and what is a language?	
M	Is kind of difficult to describe, right? I remember once long ago, I was learning...	
Px	Guys your mic	On the chat
P	Exactly, yes, yes	
H	Dialect is a variation of the language	On the chat
P	Let's see Yes, Paulina thank you guys your mics turn the down, Yes, that is the official practical definition I have a friend that is Danish and the other... Ok, we are going to watch another one, a more formal video No this is not the one Let me, oh no... Is the same link...	Referring on the chat

	Yes	
M	There is noise from a mic, it is quite difficult to listen	On the chat
A3	Yes	
P	Yes, I have to check probably somebody, mhm, please check that your mics are close, yes, please,	
Video		5 min
P	So from that aja for example, if we want to analyze we are going to use conversation analysis sociolinguistics we can go to many aspects and we can see how linguistics affects society ok, so we have here, today we are going to see communities... ooo, it has some animation, ok, a moment... you that discourse is shaped by the conventions of the society do you remember community or speech? ¿Como pides que te enseñen algo?, a ver díganmelo en México	
A4	Well in my case I ask first to have the attention of the ah Well like, Srita.! And I do the request	
P	¿Aja, and como es the request? ¿Como harías la request?	
A4	The moment I'm analyzing, I'm going to analyze the request of my children so I pay attention to how they do it and I we tent to say the request at the end	
P	¿Y en el Mercado como pedimos algo?	
A4	¿Pues igual no?	
P	Tu ¿crees? ¿Qué es igual? Everybody does you think that we use the same tone...	
A4	No...	
P	M! please	Calling to I to participate
A4	(inaudible) por que las conocemos no?	
P	I don't know Ok Luis, what do you want to say?	
L	Well, in my case all story begins with, que onda carnal!	
P	Yes, exactly like that, another one could be, Another community like this	
Px	I think that when you are students is different when you talk to your friends at school, I remember when I was younger...	
P	Yes, that is a discourse community, so the characteristics of a discourse community, so what is a discourse community... It has some animation	

	<p>What are this characteristic? So, John Swales is...</p> <p>I'm going to eliminate the animation of this and let me see, I don't know how to...</p>	
E	Can be a group of Greek people in Puebla that get together to speak the language...	On the chat
P	<p>Aja can be an example, definitely, people who do something I just want to stop it</p> <p>Yes, exactly, for example what eddy shared in the chat and the members in a discourse community</p> <p>How can I delete the animation?</p>	
Px	You have to go to animation	
P	Yes, I'm here	
Px	<p>No, ahí donde está la animación, donde dice panel, pero tiene que eliminar cada una de ellas,</p> <p>Aja, ahí, y le da quitar</p>	
P	Oh, I didn't know this	
Px	Pero tiene que quitarla de cada una	
P	<p>O each one,</p> <p>How did, I did this,</p> <p>I'm going to start with every one of this</p> <p>So, this are the characteristics</p> <p>In a gym for example...</p>	
H	<p>For example, they use a lot of expression in English, for example you can say</p> <p>Pushups, repetitions, one that I learned that was difficult for me...</p> <p>Also, what do you want?</p> <p>But yes, there are a lot of expression that you only learn if you go there</p>	
P	<p>Yes, exactly and that is a discourse community</p> <p>So we know they have common goals, for example, in the gym, they have genres, like Hector...</p>	
Px	Dr. I also think they have transitions, so that why the change in different moments	She refers to the slides
P	I don't know how I did this... hahaha	
Px	You have to eliminate the transitions	
P	<p>Aja, I would do it later</p> <p>Ok so what is important...</p> <p>Do you still go the gym Hector</p>	
H	Eh, no, because of the pandemic...	
P	Ah yes, sorry right	
H	Haha, yes, but before I was going to the gym	

P	Like for example like what is happening, we all are forming a new discourse community now new vocabulary is formed... So, we are leaving this for next class...	
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Transcript G

Date: October 28, 2020

Subject: Formas y procedimientos de evaluacion

Professor: P2

Participant	Text	Comment
		Indication to participate in the foro wasn't recorder complete
P	<p>Send your advances if they are not much, that's what you did, I don't expect to have a lot of results just get up there and make public and transparent your thesis and so, the same thing you did last time, you would do, this last time.</p> <p>Mm, You know, your supervisors are gonna be there and so am, they could handle any kind of aggressive viewer which I don't expect but sometimes there are aggressive viewers even when your just in your committee they are like excited I guess the right word, I don't know, people, in this type of foros, people decide that the point is to grilled you to put you in the spot and show how smart I am and if I'm gonna show everyone how smart I'm that means that I'm gonna show how not smart you are and show the problems that I found in your thesis proposal and show that I know more that your stupid supervisor, whatever I don't really understand people, I don't ever do that but I see it though and so I will comment right now that the answer to those people is always and nothing else, thank you very much for the feedback I'm going to talk to my supervisor that's all you say, that's the answer that shut peoples up I mean the most aggressive nasty people shuts up when say that you... And then This is the optional reading you don't need to do that, reading 5 though is the...long, sorry you need to read those chapters, we are gonna do 4, sorry 3 more assignments and I wanna get started and you'll have time to correct the assignments based on the readings, Today we are gonna do the reading skill, we havenpt done the reading right?, just the speaking A5 how your are doing?</p>	Referent power
A5	Good!	
P	(laughs), S.!, how are you doing?	

	S., S, S	
S	Sorry, my mic was off, I'm doing fine thank you	
P	All your mic are off, I hope, I'm happy you are doing well Sonia. B how are you doing?	
B	Fine, thank you	
P	B your room is very pink	
B	Yes, it is (laughs)	
P	Do you have behind you is a book case? The statue of the Eiffel tower?	
B	Yes	
P	Never mind, I'm hello kitty person, and Isis is an unicorn person.... M are you out there?	
	Yes, I'm there	
P	Manuel are you out there?	
M	Yes, I'm here	
P	Good We are gonna take a look now at the focus on reading assessment, you can opne this on your computer or you can look at it on the screen, but the first thing I want you to do is to read this text, actually let's reset the zoom now, I'm gonna kick off everyone from the zoom and I want you to read this text and comeback at 10:15 not 10:20 his time I'm really gonna push this button and start the class, take 15 min read it carefully and think about this questions	
P	Y, how are you doing today?	
Y	Great Dr.	
P	Ehh I like that you were right on there Vianney? What up?	
V	Yes	
P	I hear your children back there,	
V	Yeah, they are having classes	
P	Is she talking to the miss?	
V	Eh?... yes, she is	
P	Ok, Right A4? A4, oh no she is not in here, let's pick on her, because her bad was not made Who else, do I have around here? A5 why are ...?	
A5	I don't know	
P	Do you have a white board?	
A5	I'm painting...so that's why that's, there is nothing on the walls	Repair
P	Awesome! The only person who hasn't talk, you know who you are don't you? Who are you? ...	

A1	Is called, deslavado texture,	
P	Bluch in English, I think, I mean can be a bad word, but if you refer to a bad painting...	
A1	Yes, kind of a sponge and I don't what they did, because we get a professional painting...	
P	That's pretty lazy A1 I think you could do it in the pandemic... Y, what was your chliche of the pandemia?	
Y	I tried to exercise myself but I failed,	
P	That's funny, exercise myself, you said, How many here did yoga?	
E	Me	
W	Me	
A3	Me too	
W	But I been yogin for a while before the pandemic	
P	Aha, I believe you	sarcasm
E	I started due to the pandemic, so I'm a cliché, proud of it	
P	I didn't... Aha I'm sure you are, I expected to I didn't know that yoga and ... Yeah, I'm always wasting time, I'm sorry I don't mean to, I just can't help it So, look at this task It's ok related to the length?	
A3	I think is alright, the correct length	
P	Anyone else?	
A2	Yeah, the length is just fine, for intermediate level, yeah	
M	Yeah, me too I think is fine...	
P	So, you think that the difficulty is B2?	
A	No, I think is B1	The Q was directed to M
P	Because, I been kind of shutting you guys towards A2, maybe solidly B1, is hard to know exactly... Wanda? I see your hands actually moving...	
W	(Showing bubble wrap)	
P	You are actually... You are a child! ok never mind Your neve gonna see... I'll say that is ok if it only a reading text A2 are you talking to me, or with someone else?	
A2	(laughs) sorry, no, I apologize it's my daughter	

P	<p>I have no problem; I see somebody talking and I thought: 'I can't hear you'</p> <p>So, if we are talking of this text</p> <p>Cool? questions? Comments?</p> <p>(Silence while writing on the google document)</p> <p>Ix you haven't said anything today?</p>	He is the only one with access to manipulate the text
Ix	Yes, because (child screaming) I'm busy...	
P	<p>Ok, turn that myc off, I don't want to listen that baby crying</p> <p>If we are thinking about difficulty</p> <p>Who is agree with M that is B2ish or do you think that's an easier text?</p>	
A3	Well, it may be also depended on the type of questions asked after reading the text, maybe	
P	Good, so there is a difference between text grading and the evaluation itself, and so, when I say...	
A2	I think is ok, for B1, because I have seen this type of text for my students and its B1	
P	Whose talking? Is that A4?	
A2	A2	
P	A2, ok, so you'll put it here, like a solidly B1?	
A2	Yes	
P	Right on the middle of B1 range	
A2	Yes, I'll say a solid B1	
P	<p>Ok (mmm) you know I don't really know; inside the next reading you are going to read...</p> <p>And listen carefully because when I'm talking about texting but we also talking about testing, make sure to listen that 'x' ...</p> <p>I chose it because I thought it was in between A2 and B1 and if Aurora is saying that is solidly B1, I'm fine with that, because if we are going from...</p> <p>The last thing I wanted to talk about is about culture appropriacy, what do you think about this passage in terms of how interested students might be in it about whether there is something offensive inside of it or ahm aliening</p> <p>What do you think about this text content? And the cultural</p>	It continued for several min
W/ E	(Overlapping voices)	
W	Sorry!	
E	No! you go first	
P	Ok, (inaudible) go!	

W	I believe that perhaps the theme could be interesting specially here in Mexico but I don't know if ... (aaaa) I found in the last paragraph...	She corrects her discourse
P	Right here?	
W	Yes, for example: "in one poor country"	
P	Aha, right there So, I mean I pretty much agree with it, this text can use some	
A2	And also, because they also contrast poor and rich	interrupts
P	Good	Interrupts/overlapping
A2	So, there is nothing in between it is just poor and rich	
P	Good so this text has some problems, no?	
A3	I think many problems	
P	Who said that?	
A3	Astrid	
P	Yes, what are some of the issues, I mean are you just agreeing with the other comments or do you have something else to point out with it?	
A3	Well, no, about cultural appropriacy and such I believe that the text has nothing to do with the title and it speaks about nothing about what the title is saying and like each paragraph is about something very different, I don't know that was something super weird that text	
P	Al right then, so the tile is the need for intermediate technology	
A3	And they just mentioned in the last paragraph of paragraph I think 3	
P	Aha, good So, the text is a bit... We are compering modern and not modern, the condition of the poor Maybe you are right! More observations about the text?	
E	I was also thinking that mmm we don't know how are these students because not everyone is adequate to talk about politics or, so I don't know if is adequate to the students	
P	Excellent! So, I didn't	
A4	In my opinion if this a text that is going to be use in an evaluation, you don't have to agree with the text, and maybe one of the tasks that you...about the opinions of the writer	Interrupts p
P	Good	
A4	Not to agree or disagree	
P	I mean mmm if we are going to do a reading assessment that is full, we will need to do... if you look down this part in green you know Like the purposes of Making references And so if we wanted to think about that text in its ability to provide	

	<p>I think alma makes a good comment there is like... at the same time we don't want to</p> <p>Is there anything super offensive?</p> <p>Maybe this part of you is poor or rich</p> <p>Is the text fixable</p>	Repair
W	Yeah, like developing country that is politically correct	
P	<p>One developing country and tan, tan we done it right</p> <p>In my opinion we might do something pretty stream like that (erase a paragraph), we don't even need that paragraph and so in some cases</p> <p>Could we do something like this? And the answer should be, its fine if we want too alright?</p> <p>So, we can make mayor adjustments</p> <p>Do you think that students can relate to this?</p>	
A3	I think so	
E	Yes!	
A2	Yeah	
A2	I've done texts like this before in my BA so I'm relate to it	
P	How is talking I couldn't hear	
A2	Astrid	
P	Ah! Do you have a sore Astrid?	
A3	Yeah, but I don't have COVID I think	
P	Laughs I don't think that anybody is suggesting that you do alright	
A3	Just in case	
P	<p>And so, I think that</p> <p>Like a poblano inside of puebla, puebla what can be possibly relate to this text?</p>	
E	<p>Well, the fact that there are people in the villages like the indigenous that come to the city to find a job, I think that is very common</p> <p>Am I...Do I don't have my video on?</p>	repair
Students	No!	
P	You people should tell me that	
W	We thought It was on purpose	
A2	Yeah! That you are just shy	
P	<p>Next time tell me, dude we can see you</p> <p>Alright!</p> <p>It was Edith who says moving to the cities?</p>	

E	Yes	
P	Alright! I appreciate that, because many people would say you know lots of people goes to the USA, but Mexico City is mega gigantic for a reason What else?	
Px	Like realizing that is happening, because maybe I mean, I was thinking that this could be a good reading for people of a higher economic level	repair
P	Ok wait a second I never thought of that, but that was an interesting comment, maybe this is just as a good for people The idea of technology, but in this text, they are saying... Did anybody see that in the angle in the...on the text? There was a famous quote for a famous... I noted that we have less than one minute and we are gonna comeback it 10:53, comeback at 10:57, actually just comeback at 11 o clock	Repair repair
P	I say that these 4 kinds of abilities, how do we make students to see these things and so they can identify, recognize... What can we have them do? And again, you don't need to	Floor holding He doesn't see the messages on the chat
M	Sorry! Dr. A2 is waiting in the waiting room.	
P	Really? Alright I'm letting them in And, so let's think about those things What are the things that we can have students do in terms of this text, right here...? What evidence can we ask, what can we make them to do?	
A2	I would say that is an argumentative text	
P	Alright and how can we like see if students can recognize that?	
A3	There is this type of exercise that says like the text or the type of text is like a multiple-choice question	
P	Good! Your daughter is cute aurora Good Astrid!	Overlapping Astrid
Px	But I think that also...like...because if they could say it is this they need actually to write if it is argumentative in which line you can infer that	
P	Good, good pauli, and so this are two ways you can get out it. Now, I want you to know that when have this type of Are you talking to me A2?	lecture

A2	Yeah, yeah, what I have notice is that the with this type of reading (as a you were saying) ask for the main topic first no? then move to the and then move on to another kind of question	
P	(laughing) yes, you were not in the room yet when I was saying we are not going to reinvent the wheel of this and Aurora has ...	
E	I have a question	While Dr writing on the doc
P	Yes?	
E	Mmm because I think that one is not more answer to the next question because I don't know if the first question, is more related with which evidence, I'm not sure	
P	I think you have done me a favor by not saying in order, yeah, yeah, here will be like...	Writing on the doc
E	I also thought about genre but I don't if the students of those level know about genre and I think maybe no, so I'm not sure if It's the word	
P	Well genre is basically that text type, but I'm writing here, text type because genre might be like was academic or was it journalistic, and so... anyway if we want to, that's how... What is another thing people do to... besides stating that this is an argumentative text?	
A3	Also, stating like the purpose at such, like the purpose of this is like this, and this...I'll use multiple choice because is easy that them just...the purpose of the text and then they answer...I think that multiple choice might be easier	
P	Good, I mean multiple-choice is one way but couldn't we say true or false also could accomplish that?	
W	And also, I have seen that in some examination exams they put a number in each line, so you can say in which line you can...	
P	Alright...and so, identifying parts of the text	Writes on the doc what ss was saying
A3	Also, sometimes when are this that you have the purpose of a paragraph or the main idea of each paragraph	
P	Alright!... And so, we can... How we get them to do that? You know can we, how can we be, ask students to show us you know Speak Y I see that you want to	Writes what ss is saying Lecture, floor holding

	You seem to be talking, but I can't hear anything you say	
Y	I'm just thinking about the how is (identify the type), maybe for example	
P	Maybe you read like this (laughs)...	overlapping
Y	(laughs) Yeah, no, I was thinking about how to make the evidence, I don't know if I'm ok, but what about students identify a line and then we can ask them about if this idea giving examples, contrasting can make it directly or something like that?	
P	Yes, I mean a lot of this different kind of things...	
V	Could it be like making a diagram or something like that?	
P	Who said that?	
V	Vianney?	
P	Good! I like that V, so do we only want them to construct the diagram or what else can we do with the diagram?	
Y	Create a classification with examples	
P	Say it again	
Y	Eh, create or construct a classification with examples provided it	Writes on the doc
P	Alright I mean just quickly before we get lost They can construct or fill the diagram...	
E	I think, I was also thinking that first they could underline with different colors the mmm, what is it? The ideas, if is cause or effect they underline the...	
P	Good, I should always put it... Anyone want to add anything to the blue? (a section on the doc) when...	
A4	What about removing sentences from the text and students filling the gaps with those sentences	Interrupts P
P son	Hello	
Students	Hello!!	
P	Laughs Alright filling the blanks what else? H you have say nothing in this class, tell me something	
H	I WAS THINKING in also filling the blanks but also in the matching	
P	Ok, basically we have covered all the aspects... See ya!	Class ended