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## Evidence of Power Practice between Teachers and Students: Insights from Classroom Discourse

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**Abstract:** This study employs a conversation analysis, an approach rooted in ethnomethodology, to investigate how power dynamics are manifested in the speech patterns and interactional actions between teachers and students during English-language classroom discussions. The research, naturally qualitative, specifically examines two crucial conversational mechanisms: pauses, interruptions, and corrections to uncover the underlying social actions and power practices embedded within the turn-taking structure of these pedagogical interactions. By adopting an emic CA perspective, the study investigates two classroom conversations where two teachers were teaching speaking classes where fluency and accuracy are the pinnacle of the instructional goals. This study aims to gain insights into how the participants navigate and exercise power through the collaborative construction of meaning, which is central to the instructional objectives of the classroom discourse. The investigation of gaps and overlaps uncovered how both teachers and students exercise and navigate power dynamics through their verbal exchanges. The findings indicate that classroom discourse represents a multifaceted, collaborative process involving the dynamic interplay of power relations displaying non-conventional mode where students are empowered to express their participative roles. The observed gaps and overlaps in their turn-taking illustrate their cooperative efforts to construct meaning, reflecting their collective pursuit of instructional objectives.

**Key words:** power, classroom discourse, conversation analysis, gaps, overlaps

**Abstrak:** Penelitian ini menggunakan analisis percakapan, sebuah pendekatan yang berakar pada etnometodologi, untuk menyelidiki bagaimana dinamika kekuasaan termanifestasi dalam pola tutur dan tindakan interaksional antara guru dan siswa selama diskusi kelas bahasa Inggris. Penelitian yang secara alamiah bersifat kualitatif ini secara khusus mengkaji dua mekanisme percakapan yang krusial—jeda, interupsi, dan koreksi—untuk mengungkap tindakan sosial dan praktik kekuasaan yang mendasari dan tertanam dalam struktur pengambilan giliran pada interaksi pedagogis tersebut. Dengan mengadopsi perspektif analisis percakapan (CA) emik, penelitian ini menelaah dua percakapan kelas di mana dua guru mengajar kelas berbicara dengan kefasihan dan ketepatan sebagai puncak tujuan pembelajaran. Penelitian ini bertujuan memperoleh pemahaman tentang bagaimana para partisipan menavigasi dan menjalankan kekuasaan melalui konstruksi makna secara kolaboratif, yang merupakan inti dari tujuan instruksional dalam wacana kelas. Kajian terhadap jeda dan tumpang tindih mengungkap bagaimana baik guru maupun siswa menjalankan serta menavigasi dinamika kekuasaan melalui pertukaran verbal mereka. Temuan menunjukkan bahwa wacana kelas merepresentasikan proses kolaboratif yang multifaset, yang melibatkan interaksi dinamis relasi kekuasaan dengan mode nonkonvensional, di mana siswa diberdayakan untuk mengekspresikan peran partisipatif mereka. Jeda dan tumpang tindih yang teramati dalam pengambilan giliran

*menggambarkan upaya kooperatif mereka dalam membangun makna, yang mencerminkan pencapaian tujuan instruksional secara kolektif.*

**Kata kunci:** *kekuasaan, wacana kelas, analisis percakapan, jeda, tumpang tindih*

## INTRODUCTION

Conversation Analysis (CA) is a discourse-based approach rooted in ethnomethodology, aimed at studying both informal and institutional conversations. It delves into the investigation of how social actions are brought about through the structured organization of talk (Antaki, 2015). Additionally, CA seeks to understand how participants in conversations utilize various linguistic features to accomplish social actions (Raclaw, 2015, p.3).

In the context of a critical research paradigm, language is viewed as a means of communication inherently tied to interests, rendering language and its non-neutral meanings. Words convey expressions, identity, knowledge, values, and beliefs, reflecting the speaker's interests (Fiske, 1994). Communication always carries an implicit or explicit agenda, which can be discerned from the context of its usage—the who, where, and purpose of language use. Consequently, language can also be employed as a tool for control, dominance, and influence over individuals or groups (Fairclough, 2013: 56). This close connection between language and power is often explored in Critical Discourse Analysis (CDA), which perceives language as a discursive act encompassing power practices (Van Dijk, 2006: 730-732).

Classroom is a distinct social context where the dynamics of power relations between teachers and students are prominently manifested (Rouse, 1983). Existing research has explored how power is exercised through language, particularly in the context of classroom discourse (Orellana, 1996; Ha, 2009; Rocha-Schmid, 2010). This study aims to contribute to the growing body of literature by investigating how power practices are evidenced in the turn-taking patterns and interactional mechanisms of teacher-student discussions in the classroom discourse using a conversation analysis approach.

Power dynamics can emerge in various settings, including the classroom (Taylor, Vlach, & Mosley Wetzel, 2018: 24). As Foucault (1978) suggests, control within the classroom is often associated with the transfer of knowledge and the direction of students towards instructional goals, and in some cases, merely molding individuals to be obedient and disciplined. Therefore, a teacher's control over student interactions and the students' active involvement in the classroom can be seen as power practices having pedagogical significance. In the context of classroom discourse, power relations are observed between two parties—the teacher and the students—where teachers, in most educational settings, wield greater power than their students.

Power practice is manifested through social interactions, and its display can be observed and traced through the teacher's speech acts. These acts describe, display, and represent power, which may include acts of domination, influence, or even coercion to ensure students' compliance with instructional objectives. It is essential to recognize that teachers often employ their power to achieve instructional and pedagogical goals. For instance, language repair in classroom interaction may serve different functions that necessitate contextualizing specific repair practices relevant to the pedagogical focus in which they occur (Seedhouse, 1999). Concurrently, students' involvement in pursuing shared goals also offers them a space to exert their power.

One approach to examining such features is through the lens of Conversation Analysis. Ingram and Elliott (2014) posit that CA can serve as a diagnostic tool for examining talk and identifying problems that can hinder students from achieving targeted communicative teaching and learning goals. This study adopts a CA perspective to investigate the power practices between teachers and students during English-speaking class conversations. The study delves into the examination of power practices exclusively through two conversation machineries: gaps and overlaps. These aspects are crucial in uncovering the underlying actions associated with turn-taking activities, which are relevant to the pedagogical and instructional objectives of the conversation.

## REVIEW OF LITERATURE

The role of classroom discourse in shaping power relations has been extensively explored in the literature. In her study of social relationships and interactions in primary schools in South Africa, Mayeza (2017) describes the classroom as a particular space of adult power and children's subordination, which serves to produce the adult-child power differential through forms of regulation and control embedded in the very identity of the adult formal authority figure of a teacher.

Foucault's conception of the complexity of power suggests that power is always characterized by resistance by subordinated groups. The literature on gender and power relations in school settings influenced by Foucauldian conception of the complexity of power suggests that young research participants are not passive objects who are simply subservient to the researcher's claims and exercises of power during the research processes. Such literature argues that children are active agents in the research process and this means that children actively negotiate and sometimes challenge and resist rather than simply conform to and acquiesce to the adult's authority (Mayeza, 2017).

Additionally, Rymes (1996) examines non-instructional conversation in the classroom and illustrates how the giving of advice is contingently arranged in student-teacher conversations. The purpose of classroom discourse analysis is to unravel and shed light on the underlying social inequalities that inform and influence the moment-to-moment interactions occurring within the classroom setting (Li, 2011). Fairclough (2013), emphasizes that critical discourse analysis aims to explore the connections between language use and unequal power relations, particularly in the context of broader social institutions and practices. In contrast, this study examines how the conversational features of pauses, interruptions, and corrections serve as tangible evidence of the power dynamics at play between teachers and students in the classroom discourse.

Drawing on Foucault's concepts of power, knowledge, and power/knowledge, the literature suggests that social and cultural systems, including academic institutions, can be examined through the ways in which they produce, disseminate, and legitimize knowledge (Bowman, 2023). Bowman further contends that Foucault's concept of discourse should be viewed as a practical activity, where discourse bridges the divide between theory and practice by conceptualizing knowledge as a socially embedded practice, rather than merely abstract ideas.

### **A. Conversation analysis**

Conversation analysis is a well-established and highly effective method for investigating interactions, as it allows for the examination of naturally occurring conversations in everyday life situations (Mayeza, 2017). The ethnomethodological foundation of CA enables the generation of data from voice recordings, videos, or corpus data analysis, ensuring an emic perspective rather than an etic one. The data emerge from the conversations themselves, not from the researchers who conduct the analysis (Li, 2011; Bowman, 2023) but rather purely from what emerges from the transcribed conversation.

By analyzing conversation mechanics such as gaps and overlaps, the study aims to uncover the underlying actions associated with turn-taking activities within the classroom discourse. These aspects of conversation analysis can provide valuable insights into the power dynamics and pedagogical objectives that shape the interactions between teachers and students (Delpit, 1988), (Supratiknya, et al., 2023). Through a closer examination of these conversational mechanics, the researchers can shed light on how power is enacted and negotiated in the classroom setting, ultimately informing more effective instructional practices and fostering more equitable learning environments.

As a research methodology, CA is considered a naturalistic method of inquiry that has gained recognition as an established approach. It is widely used to analyze conversational interactions and discover the social actions accomplished within conversations. Sacks, the founder of CA, was interested not only in the structure of language but also in what language accomplishes (Sacks, 1984, p. 24). To uncover the mechanisms at work in conversations, researchers create transcripts and analyze them to identify patterns and important issues related to sequence and structure. By closely observing the actions within conversation exchanges, social actions can be revealed and studied.

### **B. The Machinery of Conversation Analysis**

The introduction to the epistemological aspects of Conversation Analysis (CA) outlines its role as an analytical tool to study human interactions through conversation. It delves into how CA can be applied in foreign language classes of any language. As a research methodology, CA emerged from sociological investigations in the late 1960s, pioneered by notable figures such as Harvey Sacks, Emanuel Schegloff, and Gail Jefferson (Sacks, Schegloff & Jefferson, 1974; Schegloff, 2007). At its core, CA aims to elucidate the systematic properties underlying natural speech, including those occurring within classroom settings. It seeks to understand how speakers and listeners mutually comprehend each other's actions within the context of turn-taking during conversations. Speakers continuously monitor each other's turns, interpreting meanings and producing their own contributions, resulting in a systematic unity of conversation wherein social action emerges.

An essential aspect of ethnomethodology, which underpins CA, is its emic orientation, suggesting that meaning is derived solely from what is displayed within the conversation itself, rather than relying on external interpretations from observers or outside resources. In the case of institutional talks like classroom conversations, where language serves professional functions to achieve instructional goals, beliefs and conceptions about classroom dynamics and how power is expressed in delivering teaching content can only be understood within the framework of achieving instructional objectives.

When analyzing classroom discourse, Schegloff (1992) emphasizes that the central focus of CA should be derived from internal data recorded during live conversational events in the classroom. Meanings and actions are derived from the interactional behavior evident in turn-taking, pulled out from within the conversation in a bottom-up approach that connects interactional endeavors to pedagogical objectives and orientation within that particular institutional environment. In this manner, meaning generated from within the unfolding conversation can reveal the intended social action.

### C. Gaps and Overlaps

The concept of TRPs in conversation is related to the transitional space—a segment of the conversation where speech transfers or transitions may occur. The transitional space stretches from before a TRP begins to after it ends (Liddicoat, 2007, p. 79). If the transitional space is extended, it may result in silence, also known as a gap or gaps in the conversation. Conversely, if the transitional space is shorter than it should be, it can lead to an overlap or overlaps.

Overlapping occurs when one speech partner starts talking before the previous speaker's speech has fully concluded. This results in two sets of utterances from two speakers intersecting and running simultaneously from a certain point. This can take on a cooperative or interruptive nature. Cooperative overlap is when two individuals in a face-to-face interaction speak simultaneously, showing interest and active engagement in the conversation. On the other hand, interruptive overlap involves a competitive strategy, where one speaker seeks to assert dominance in the conversation. It's important to note that humans typically find it challenging to process information from multiple sources simultaneously. As a result, much of the overlapping talk remains unheard or misunderstood.

Overlapping is slightly different from interruptions. Interruptions happen when the current speaker's speech has not reached the TRP area and disturbs or even prevents the previous speaker from finishing their speech. Interruptions are often considered a violation of speech transfer rules (Zimmerman & West in Coates, 2013) because they occur before the TRP area.

In conversation analysis, cooperative overlap refers to face-to-face interactions where one speaker talks at the same time as another speaker to demonstrate interest in the conversation. On the other hand, repair is the process through which a speaker recognizes a speech error and repeats what has been said with a correction. Repair is sometimes called speech repair or conversational repair. Different terms are used to refer to various types of repair, such as self-repair, other-repair, self-initiated repair, other-initiated repair, linguistic repair, reparation, false start correction, error accommodation, and more.

### D. Classroom Discourse

Classroom discourse refers to the language used by teachers and students to communicate in the classroom environment, encompassing face-to-face interactions between them. Domalewska (2015) explains that controlling classroom discourse might restrict meaningful, spontaneous, and natural interaction, leading to limited learning. An egalitarian environment, on the other hand, could foster better learning, allowing students to acquire a foreign language through unfolding interactions and relationships during communication.

Classroom discourse serves as a space where language learning challenges faced by students and teaching issues confronted by the teacher can be identified. Martin (1985) and Ventola (1987) propose three dynamic moves to comprehensively understand the nature of interactions

and assess if learning occurs dynamically, pleasantly, or monotonously, i.e. initiation, response, and feedback. These moves are fundamental in educational settings, particularly in classroom discourse, as they shape the effectiveness of communication and learning experiences.

Since the 1960s, numerous studies have investigated classroom discourse in relation to power. For instance, Jumadi (2005) found that the use of directive, assertive, and expressive acts in classroom discourse represents power with certain dominance. Additionally, control over speech topics, interruptions, and overlapping also reflects power dynamics and affects the legitimacy of using these strategies. In the context of classroom discourse, power is applied preventively, supportively, and correctively to achieve instructional objectives. Another study by Hellman (2019) revealed that teachers exert control over the classroom by defining distinct claims to power between the roles of "teacher" and "student," which are further influenced by the design of the turn-taking system. Teachers organize the discourse within implicit rules and possess greater participation and control over students' participation rights, disciplining students for breaking the rules.

Drawing on existing literature and prior research, the conversational analysis model developed by Sacks, Schegloff, and Jefferson (1974) can provide a theoretical foundation to investigate power dynamics. While this study does not adopt a critical theory approach, it aims to uncover power practices by analyzing classroom interactions, with a focus on the gaps and overlaps that emerge in the classroom discourse.

## METHOD OF DATA COLLECTION AND ANALYSIS

This study employed a qualitative approach, specifically utilizing conversation analysis, to investigate power practices in classroom discourse. Video recordings of classroom interactions between teachers and students in ESL speaking classes provided the data. The analysis focused on examining turn-taking, where instances of gaps and overlaps emerged in the recorded classroom discourse. The aim was to identify patterns and strategies used by teachers and students to negotiate power and control in the classroom environment. Specifically, the study examined how teachers and students utilized gaps and overlaps in their conversational exchanges to establish, maintain, or challenge authority and influence the flow of the classroom discourse. By closely analyzing the sequential and contextual aspects of these interactional features, the researchers sought to uncover the underlying power dynamics at play within the pedagogical setting (Frazier, 2007; Li, 2011; Baxter, 2002); and Orellana, 1996).

This research took place in a college setting, where two teachers instructed students in speaking classes. Classroom conversations between the teachers and students during the learning process were recorded and transcribed following Jefferson's transcription guide. These conversations comprised various speech acts, with the teachers providing instruction and the students learning. This approach centered on the sequential and contextual aspects of conversation, enabling a detailed examination of power practices through turn-taking, gaps, and overlaps as conversational features.

In the specific institutional context of an English language classroom, the observable interactional behaviors illustrate the instructional processes aligned with a particular pedagogical orientation. To understand the underlying pedagogical approach, researchers focused on three essential questions: "Why that?", "Why in that way?", and "Why in that particular context?". The

dynamics of power within the classroom interaction are intertwined with the unfolding progression of instructional processes. Researchers applied these key questions to analyze how power dynamics manifest in the teaching through verbal communication and how learners respond to teachers' actions. The observable actions are interconnected with the reflective nature of the pedagogy-interaction relationship, which characterizes the dynamic context by then the analysis may shed light on the power dynamics that shape the pedagogical processes and learning outcomes.

### A. Expected Findings

First, the findings will likely show that teachers maintain significant control over the turn-taking system. They frequently initiate and allocate turns, determining the flow of the conversation. This can be observed through the teachers' use of questions, directives, and interruptions to manage the classroom interaction.

Second, the analysis of adjacency pairs is expected to demonstrate the teachers' authority in shaping the interaction, as they often pose questions that require specific responses from students.

Finally, the examination of gaps, overlaps, and repairs is likely to uncover instances where students challenge or resist the teachers' power, through interruptions, overlapping speech, or requests for clarification.

Overall, the findings from this study will provide insights into the complex power dynamics that emerge in classroom discourse, highlighting how teachers and students negotiate and construct their respective roles and authority within the learning environment (Mantero, 2002; Furlong & Edwards, 1977).

### B. Data Analysis and Interpretation

The analysis of the recorded classroom interactions revealed several key findings regarding the negotiation of power between teachers and students:

#### 1. Gaps relative to teacher's questions

Prior studies have established that gaps in conversations can indicate various social actions, such as confusion, hesitation, or disconnection. The following excerpts from the recorded data demonstrate instances where power dynamics are evident as teachers and students engage in a series of questions and answers, with a pause gap (0.5) displayed by the teacher:

The excerpts from the recorded data are displayed hereunder.

#### **Extract 1:** Recording #1

1. T1 : Alright "Preparing a dish". Can you make a potato salad?  
Do you know how to make potato salad?
2. S : [ yes, yes ]
3. T1: like what? (↑)
4. (0.5)
5. S : → potato salad is the salad that mixed potato with vegetable like carrot, peas, corn, lettuce, ham

The gap of 0.50 seconds occurring right after the teacher posed a follow-up question indicates the teacher's exertion of power in steering the students towards providing more thoughtful responses. The intention behind this lead-in question is to guide the students beyond simple 'yes' or 'no,' 'agree' or 'disagree' answers. In a speaking class, the cultivation of reasoning, common sense logic, and the use of evidence holds great importance, particularly during discussions or conversations. Encouraging students to incorporate these elements empowers them to contribute effectively to the success of their speaking skills and ensures that the conversation unfolds in a logical and coherent manner.

A mere response of 'yes, yes' is deemed insufficient in revealing the broader scope of knowledge. Therefore, the gap in this context carries pedagogical significance. The immediate question, though somewhat unexpected, prompts a follow-up response that leads to a more elaborate answer. The student, in order to answer the question adequately, must first contemplate the response to ensure its correctness in the eyes of the teacher. In an English language classroom, especially when English is a foreign language, students often feel compelled to choose their words carefully as evidence of their proficiency. Consequently, these gaps represent critical moments when students must showcase their ideas and prove that they can express them accurately. It becomes a moment of truth, both for the demonstration of ideas and the affirmation of their mastery.

#### **Extract 2: Recording #1**

1. T1: okay, how do you get the instruction? How was the grammar?  
What they use?
2. (0.4)
3. S: → pardon, Ma'am?
4. T1: i::f (↑) you want to make an instruction, how do you construct the sentence?

The second excerpt provided above illustrates another instance of the teacher displaying power by bombarding the students with a barrage of continuous questions. Unlike the previous excerpt where persistent questioning by the teacher led to a momentary pause by the student, followed by an improved sentence utterance, this time the gap results in the opposite outcome. Instead of providing an explanation or relevant response, the student becomes stuck and struggles to articulate her intended question. Consequently, the student's gap is followed by an apology for failing to comprehend the question.

From analyzing these two excerpts, it becomes apparent that gaps in response to teacher's questions reflect the teacher's power or authority exerted within the instructional processes occurring in the speaking class. Despite resulting in different consequences, both gaps were elicited by the teacher's actions. In the first excerpt, the question followed by the gap sparks interest and leads to an improved language production. In contrast, the second gap results in disfluency and a temporary disruption in the interaction.

Hence, questions serve as instrumental tools for the teacher to assert power and guide learners towards achieving instructional goals while keeping them actively engaged in generating ideas during the speaking class. Nevertheless, the lesson learned is that the display of power must be managed proportionately. The data show that questions placed effectively can trigger active student participation, but when misused, they can lead to disfluency and hinder the learning process.

First, the data showed that teachers maintained a high degree of control over the turn-taking system, frequently initiating and allocating turns, and determining the flow of the conversation. This was evident through the teachers' use of questions, directives, and interruptions to manage the classroom interaction (Furlong & Edwards, 1977). For example, the teacher would often pose a question to the class, and then select a specific student to respond, thereby controlling the progression of the discussion.

## 2. Overlaps relative to clarification

Upon analyzing the recorded data, various types of overlaps emerged, including error correction, repetition, adding information, giving explanations, and giving warnings. These overlapping instances were observed from both the teacher and the students. To illustrate the manner in which power is embedded within these overlaps, only the relevant types will be presented, while the other types will be disregarded.

### **Extract 3:** Recording #3

1. T1: okay, this side is student A and this side is student B. So, we just focus on B (↑) but  
it can form situation one, situation two, depending on the number you
2. S: [so we choose our part- ner?]
3. T1: [ya, if you are going to pick a partner, pick partner from  
this side. This 1,2,3,4,5 (↑) until Viona (↓) ya until Viona]

The excerpt above exemplifies a situation where both the teacher and the student engaged in a discussion and generated overlaps during the conversation. The first overlap occurred when the teacher was explaining the class assignment, and the student interjected with a sudden question before the teacher completed her explanation. Interestingly, in this extract, even before the student finished her question, the teacher also produced an overlap to respond to the student's query, providing a clarification of what she meant.

This sample serves as a perfect illustration of power being shared between the student and the teacher, despite the teacher displaying her superior authority. In the classroom interaction, particularly in a more egalitarian setting, students are rightfully empowered to display their understanding and actively contribute to the success of the interaction. In a speaking class that requires active student involvement, a good teacher must create opportunities for students to express their ideas and opinions, thereby empowering them in the learning process.

### **Extract 4:** Recording #4

1. T2: : not just the ingredients (↑) bu:::ut
2. S1: [oh, first]
3. T2: [iya::aa (↑) she clearly said “step one” alright?  
(↑) “step two” and she did the instruction like “next”, “then”. Didn't she?  
(↑)]
4. S2: yaa:::aa

Extract 4 depicts a situation where the whole class was watching a video from one of the project groups in the class. The teacher asked the class about what vocabulary was used by the speaker in the video and the teacher wanted the students to answer, but the answer

given by one of them did not quite satisfy her. She hooked a bit of clue again and then student 1 (S1) responds her directly. Before S1 finished her answer, the teacher immediately overlaps the S1 by giving the rest of the explanation.

Second, the analysis of adjacency pairs, such as question-answer sequences, demonstrated the teachers' authority in shaping the interaction. The teachers would often pose questions that required specific responses from students, thereby guiding the discourse in a particular direction and maintaining their position of power.

### 3. Overlaps relative to explanation

#### **Extract 5:** Recording #1

1. T1: people usually do not like cilantro but
2. S: [is it possible to make beef bacon?]
3. T1: what?
4. S: can we make bacon by using beef?
5. T1: oh, I don't know (0.3) maybe?

In this scenario, the entire class is engaged in a discussion about a specific food topic. The teacher begins by explaining *cilantro*, when suddenly, a student interrupts with a pressing question, catching the teacher off guard. The student eagerly asks if beef bacon could be a real thing. This moment, referred to as "Extract 5," exemplifies the concept of student overlap, as the student's question emerges amidst the teacher's ongoing speech. The teacher's response to the student's unexpected query demonstrates the power dynamics at play.

The student's interruption demonstrates their ability to actively participate in the conversation, adding vitality and equality to the interaction. By waiting until the teacher finished her initial part of the discussion (TCU), the student seizes an opportunity to contribute and keep the dialogue dynamic and inclusive. The teacher's reaction, in turn, exhibits her willingness to entertain the student's inquiry, despite the interruption. This exchange reflects a balanced power dynamic, where the student feels empowered to interject and the teacher remains receptive to the student's input.

#### **Extract 6:** Recording #2

1. S: okay. Today I want to tell you (0.2) how to make rainbow capt-, capt-, caption on your Instagram stories. First
2. T1 : [ how to what? ]
3. S : how to make rainbow caption on Instagram stories maam

The teacher made an overlap this time when a student tried to explain how to create a caption on Instagram stories. The teacher noticed some disfluency in the student's explanation and intervened to ensure that the intended message was better understood by the classmates. This overlap exemplifies the teacher's use of authority to facilitate a clearer explanation, ultimately leading the student to say, "how to make a rainbow caption..." Even though the teacher interrupted the student's explanation, this interaction does not necessarily equate to an unbalanced power dynamic. Instead, the teacher's overlap can be seen as a scaffolding technique, where the teacher provides support to the student in order to enhance their learning and communication.

4. Overlaps relative to repairs

**Extract 6:** Recording #6

1. S1 : because the students whose home are far from the school they want *ummm* (0.4) they will be defeated from those whose whom are close from the school (0.3) so the students have to find another school (0.2) and they will not necessary (.) necessaril-
2. S2 : [neces- sarily, ly]
3. T1 : [Lea, wait...] (↓)
4. S1 : yaaa, necessarily (↓) (0.3) be comfortable with that school they study and (0.3) for the school (0.2) there are some schools that have a few students because they are inferior to the (0.3) to school that more popular. Thank you (↓)
5. T1 : okay, thank you, Bryan (↑) (0.5) Lea, please don't interrupt your friends while they are speaking, okay? You know, I'd like to wait for them to finish it first rather than (0.3) correct them in the middle (↑)

Extract 6, In a somewhat different scenario, one student interrupts another to address her concern regarding her classmate's use of the word 'necessarily.' The interruption was meant to rectify what the first student perceived as a mistake or incomplete mention of the word. This incident highlights the display of power by a student who wishes to contribute their knowledge of words and pronunciation to the classroom interaction. Despite the teacher's objection to the interruption by student S2 (named Lea), this assertive move proves productive and relevant in enhancing the overall discussion. The teacher's response, in turn, expresses an expectation for students to allow their peers to complete their thoughts without disruption, underscoring the teacher's role in maintaining order and managing the flow of discourse.

**Extract 7:** Recording #1

1. S : yes, I will. First you need about six cooked potato, spring onions, a table spoon of fresh parsley, a half table spoon of lemon ri, ri-
2. T1: [lemon rind]
3. S : lemon rind, salt, pepper, and paprika and about a cup and a half of mayonnaise.

In contrast to Extract 6, in Extract 7 the teacher employed an overlap to address a disfluency exhibited by the student. The context was that the student was reading from a source and experienced uncertainty when attempting to pronounce "lemon rind," becoming stuck on the syllable "lemon ri... ri." This indicated a lack of confidence in the precise pronunciation and completion of the word. Recognizing the issue, the teacher intervened with the intent of resolving the problem the student faced in accurately pronouncing "lemon rind."

Additionally, the teacher utilized overlaps in another instance to assert their authority in correcting student errors. Language learning often involves occasional inaccuracies in aspects such as vocabulary, grammar, or pronunciation, and it is within the teacher's purview to provide the necessary corrections. Such overlaps, exemplified in Extract 5, are commonplace in English language classrooms, particularly in second or foreign language learning contexts, where teachers promptly address student errors to facilitate progress towards greater proficiency.

**Extract 8:** Recording #1

1. S: I (0.2) I want to tell you (0.3) how to download Call of Duty - (game)
2. T1: [download (/daʊn'ləʊd/)]
3. S: *oh iya, hehehe* download
4. T1: /daʊn'ləʊd/ el NOT (↑) don-lot (↓)
5. S: *hehehe*

In English language classrooms, particularly in second language learning contexts, it is common for teachers to provide corrections to students' pronunciation, as observed in Extract 8 and Extract 6. As foreign language learners, Indonesian students often struggle with accurately pronouncing certain English words, as they are accustomed to pronouncing them according to the Indonesian language phonological system. This can be a sign of interlanguage development or limited exposure to the target language. In such instances, teachers often intervene to help students become accustomed to the standard pronunciation model.

To achieve the shared instructional objectives, teachers may exert their authority within the classroom interaction. This involves guiding students to learn and adopt the correct pronunciation and other aspects of English language learning, thereby facilitating their progress towards greater fluency and proficiency in the target language. Teachers play a crucial role in helping students adapt to the standard model of the language.

In summary, the analyzed classroom discourse reveals that the use of overlaps by both teachers and students is a complex phenomenon, reflecting the dynamic nature of power relations within the classroom. The examination of gaps, overlaps, and repairs uncovered instances where students challenged or resisted the teacher's power. For example, students were observed interrupting the teacher, overlapping their speech, or requesting clarification, all of which can be interpreted as attempts to assert their own agency and negotiate the power dynamic.

### **C. The Significance of Power Display in the Interaction**

As evidenced in the aforementioned data, the occurrence of gaps can arise from either the students or the teacher, revealing that both participants may produce gaps during their interactions. One instance demonstrated that a student produced gaps before responding to the teacher, likely reflecting a moment of pause to formulate their thoughts, while another example showed the teacher producing a gap after being reminded by her students, possibly indicating a moment of acknowledgment or recalibration. These phenomena illustrate how the production of gaps reflects the ongoing dynamics of teaching and learning, ensuring that the instruction follows the right path and allowing participants to actively engage in the co-construction of meaning. It also highlights the participants' understanding of the instructional orientation, as conversations rely on the mutual co-construction of meanings, with each utterance representing a moment of understanding and being understood.

The data further indicates that overlaps can occur in classroom contexts for various reasons and at different moments. Both students and the teacher can potentially interrupt each other, and overlaps serve as a means to trace the instructional purposes. Simultaneously, these overlaps demonstrate power-sharing between all parties engaged in classroom conversations. The students' interruptions display their partial knowledge, contributing to the teacher's questions and actively

shaping the discussion. On the other hand, the teacher's overlaps, while appearing potentially disruptive, are often relevant as they exhibit her authority in clarifying concepts she believes might not be fully understood by the students, thereby guiding the learning process.

Ultimately, the analysis of gaps and overlaps in classroom discourse illuminates the complex power dynamics at play. The participants, both students and teachers, engage in a constant negotiation of power, asserting their agency and influencing the flow of the interaction through their respective communicative strategies. Recognizing the significance of these interactional features can provide valuable insights into the underlying processes of teaching and learning, ultimately contributing to a more nuanced understanding of classroom discourse and the ways in which power is practiced and negotiated therein.

## CONCLUSION AND SUGGESTION

### A. Conclusion

This study illuminates the power dynamics between teachers and students in classroom discourse. The analysis of turn-taking, focusing on gaps and overlaps, revealed the negotiation of power through their interactions. The use of gaps and overlaps reflects the fluctuating power relations between the participants. Pauses in response to teacher questions suggest the teacher's authority in guiding students towards thoughtful responses. However, persistent questioning may lead to disfluency and impede learning. Interruptions can represent moments of power-sharing. While students actively contribute and clarify their understanding, teachers may intervene to correct mistakes and steer learners towards standard language. Teachers exercise their authority to address errors and direct the learning process, but students also demonstrate their agency by interrupting, requesting clarification, or resisting the teacher's directives.

The gaps and overlaps in their turn-taking illustrate cooperative efforts to construct meaning, reflecting their collective pursuit of instructional objectives. Classroom discourse is a complex, collaborative process involving the dynamic interplay of power dynamics, as both gaps and overlaps were examined in relation to questions, explanations, repairs, and clarification requests. To promote more equitable and inclusive environments, teachers should be mindful of their power and how it is enacted through discourse. Strategies such as encouraging student participation, validating diverse perspectives, and creating opportunities for shared decision-making can help mitigate power imbalances. Recognizing and addressing the nuances of power practices in classroom interactions can foster more meaningful and empowering learning experiences.

### B. Suggestion

This study contributes to understanding the complex relationship between teachers and students, and how power is expressed and negotiated through classroom discourse. Future research could explore other aspects of classroom interactions, such as the use of nonverbal cues, the influence of classroom structures and routines, or the perspectives of both teachers and students on power dynamics.

Teachers should be mindful of the power dynamics and strive to create a more balanced and inclusive learning environment. Teachers could adopt strategies that empower students, such as encouraging active participation, acknowledging diverse perspectives, and being responsive to

students' needs and interests. Additionally, teachers could reflect on their own communication patterns and ensure their interactions foster mutual respect and shared understanding.

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