

Turn-Taking and Power Relations in an EFL Mini-Vlog Task: A Fairclough-Based Critical Discourse Analysis of a Ninth-Grade Classroom

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*Nenden Nur Humairah, Lucky Rahayu Nurjamin, Yustika Nur Fajriah 

¹²³Institut Pendidikan Indonesia (IPI) Garut, Indonesia

Corresponding Author: nendenhumairah@gmail.com

ABSTRACT

Classroom discourse research rarely examined turn-taking dominance within task-based digital assignments, despite its relevance for understanding power distribution between teachers and students. This study addressed that gap by investigating turn-taking patterns during a mini-vlog simulation task in a ninth-grade EFL classroom, aiming to identify speaking duration, dominance, and negotiation mechanisms between the teacher and students. The researcher applied a qualitative case study design grounded in Critical Discourse Analysis, employing Fairclough's three-dimensional framework to analyze video recordings and verbatim transcripts collected across three classroom sessions involving eighteen participants. Findings revealed that the teacher dominated speaking turns during instructional explanation, whereas students dominated turns during their group presentations, reversing typical classroom asymmetry. Evaluative feedback and institutional closure, however, preserved the teacher's underlying authority throughout the interaction. This study concluded that task design shaped turn-taking dynamics more strongly than fixed classroom hierarchy, offering practical implications for designing student-centered EFL speaking assignments.

Keywords: *Critical Discourse Analysis, Fairclough's Three Dimensions, Mini-Vlog Task, Turn-Taking*

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INTRODUCTION

Classroom talk is organized turn by turn, and each turn settles who may speak, for how long, and in reply to whom. Turn-taking therefore works as a working record of how participation and authority are negotiated during a lesson. Teachers typically hold the longer turns and steer the question sequences, which narrows the room students have for extended speech (Sun et al., 2024). In one Indonesian senior high school, for example, a conversation-analytic study found that the teacher mostly opened exchanges, while students interrupted or used silence to hold the floor (Syafar et al., 2023).

Digital video assignments have changed spoken interaction in EFL classrooms in recent years (Wang et al., 2024). Mini-vlog tasks are one such assignment. Students plan, rehearse, and perform an extended spoken text for an audience, usually together with classmates. The format gives learners sustained speaking time, a reason to collaborate, and a purpose close to real online communication. Video-recording tasks also offer a lower-pressure setting for practice, and university students in one study reported more motivation and confidence and less anxiety after this kind of work (Cao, 2025). Vlogging has likewise been tried with primary school ESL learners as a route to better speaking performance (Chen & Hashim, 2022).

Mini-vlogs fit the logic of *task-based language teaching*, in which learners work toward a communicative outcome and the teacher shifts from presenter to facilitator. Technology-enhanced task-based instruction has been examined as a framework for speaking instruction (Mulyadi et al., 2021), and researchers have documented changes in learner-teacher interaction when students produce spoken content for video-based tasks (Tai & Chen, 2024). If a task

Turn-Taking and Power Relations in an EFL Mini-Vlog Task: A Fairclough-Based Critical Discourse Analysis of a Ninth-Grade Classroom changes the teacher's role, it should also change who holds the floor. Whether it changes who holds authority is a separate question, and it is the one this study pursues.

Critical Discourse Analysis (CDA) suits that question because it links the detail of talk to the social relations behind it. Fairclough's (1992) three-dimensional framework reads a communicative event at three connected levels. The first is text, the linguistic form of the talk, which here means turn counts, turn length, and utterance forms. The second is *discursive practice*, meaning how talk is produced, distributed, and consumed, which here means who initiates, allocates, and evaluates turns. The third is social practice, the institutional conditions and power relations that the talk reproduces or changes. Fairclough-based analysis has been applied to EFL classrooms to show how teachers' language enacts power (Rachmawati et al., 2022), although Fairclough-inspired work has more often examined institutional written genres than spoken classroom exchanges (Hu et al., 2024).

Research on vlogging in secondary classrooms has mostly reported outcome measures such as speaking scores (Andiappan et al., 2022), and meta-analytic work on teacher talk has seldom isolated task-specific settings such as digital video simulations (Tao & Chen, 2024). Little is therefore known about how turns are distributed and negotiated while a mini-vlog task unfolds, or how power relations appear in that talk. This study addresses the gap with two research questions: (1) What patterns of turn-taking occurred between the teacher and students during the mini-vlog simulation task? (2) How did the teacher and students negotiate speaking turns during the classroom interaction? To answer them, the study counted and timed teacher and student turns across three recorded sessions of one ninth-grade class (instruction, drafting, and presentation), identified which party held more of the talk in each phase, and interpreted the turn-taking mechanisms through the three dimensions of Fairclough's framework. The scope is limited to one classroom and one EFL mini-vlog task.

The analysis of classroom interaction also needs to consider how participation may shift across different stages of the mini-vlog activity. The distribution of speaking turns may not remain constant from the initial instruction to the drafting and presentation stages. During instruction, the teacher may retain greater control because students need explanations about the task, while the drafting stage may create more opportunities for students to exchange ideas, ask questions, and make decisions. During presentations, students may occupy longer turns because they are responsible for delivering the prepared content. Examining these stages separately can therefore reveal whether the mini-vlog task creates a gradual redistribution of classroom participation.

Another important aspect is the way participants respond to one another when a turn is taken. Turn-taking is not limited to counting who speaks more often; it also involves examining interruptions, pauses, responses, questions, confirmations, and attempts to maintain or yield the floor. A student who speaks fewer times may nevertheless exercise considerable control if their turns are lengthy or if they successfully initiate a new topic. Conversely, frequent student responses may still reflect limited authority when those responses occur only after teacher questions. For this reason, the analysis considers both quantitative features of participation and the interactional functions performed by individual turns.

The mini-vlog simulation can therefore be viewed as a classroom space in which conventional teacher-student roles may be temporarily reorganized. Students are not only recipients of instructions but also speakers who plan, construct, and deliver spoken content, while the teacher may provide guidance rather than continuously control the interaction. The study consequently examines whether this activity produces observable changes in the distribution of classroom talk and whether those changes indicate a broader negotiation of participation and authority. By connecting turn-taking patterns with the organization of classroom discourse, the analysis aims to provide a clearer account of how a technology-supported speaking task can reshape interaction within an EFL classroom.

METHOD

Research Design

This study used a qualitative single-case design framed by Critical Discourse Analysis. The case was one ninth-grade EFL class at SMP Negeri 2 Tarogong Kidul during a mini-vlog simulation task, treated as a single bounded case (Haynes-Brown, 2025). A single class was chosen for three reasons. The task formed a complete, clearly delimited unit that ran from instruction through drafting to presentation. The same teacher and students could be followed across all three phases, so turn distribution could be compared within one group rather than between different classes. Close analysis of recorded talk also calls for depth more than breadth. Qualitative case designs have been used in the same way to study collaborative video projects in EFL classrooms (Jung, 2021). The design let the researcher record naturally occurring talk without changing the classroom arrangement.

Component	Description
Approach	Qualitative, critical discourse analysis
Design type	Single bounded case study
Setting	Ninth-grade EFL classroom, mini-vlog simulation task
Framework	Fairclough's Text, Discursive Practice, Social Practice
Data source	Video recording, verbatim transcript, field notes
Unit of analysis	Teacher-student turn-taking sequences
Sessions	Three classroom meetings (instruction, drafting, presentation)
Data type	Naturalistic spoken classroom discourse
Theoretical grounding	Conversation Analysis + Critical Discourse Analysis Practice (Fairclough)

Description of the Research Design

Figure 1. Description of the Research Design

Participants

The participant pool consisted of one English teacher and seventeen ninth-grade students from one class. Students in Grade IX of Indonesian junior high schools are typically 14 to 15 years old. The class was selected through *purposive sampling*, because it had just completed a digital storytelling unit that led into the mini-vlog simulation, which matched the focus of the study (Ahmed, 2025). The seventeen students formed four presentation groups of four or five members each. The teacher set the group sizes as part of her normal classroom management, without researcher intervention.

Instruments and Data Collection

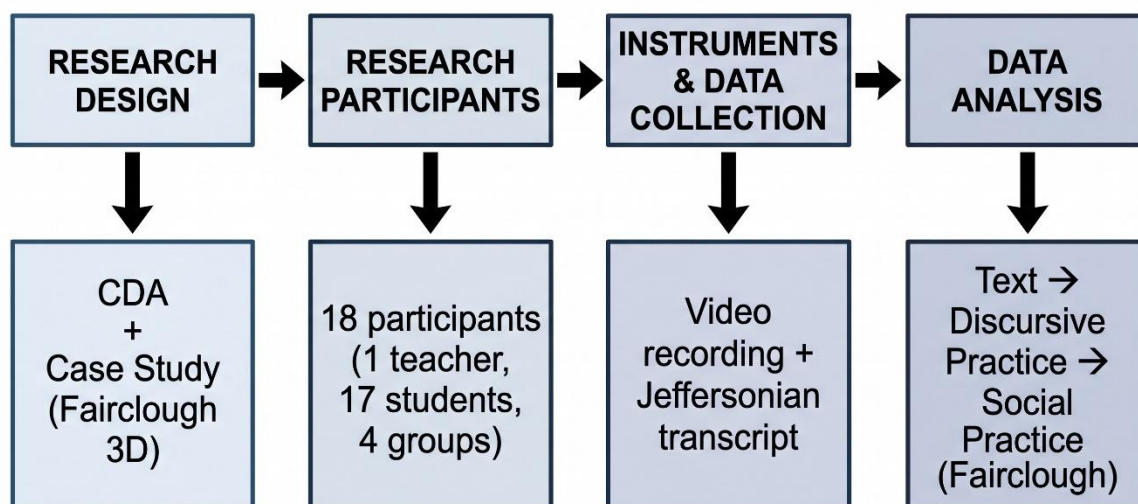
Four sources of data were used: a fixed video camera, a transcription protocol, a structured observation checklist, and field notes. The protocol was adapted from Jeffersonian conversation-analytic conventions. Transcripts therefore showed who spoke, when each turn started and ended, where speakers overlapped, and how long pauses lasted, and they kept the exact wording of each turn, including repetitions and hesitations. Two independent coders compared the transcripts with the original recordings to strengthen reliability, because automated transcription alone often introduces errors in classroom dialogue (Wang & Chen, 2024). Field notes taken in the instruction, group drafting, and group presentation sessions preserved the non-verbal context of each documented turn.

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Institutional permission was obtained before data collection began. The teacher gave access to the classroom, and the students took part voluntarily after giving informed consent. One fixed camera in the classroom recorded the three sessions and captured the instruction, drafting, and presentation phases from start to finish, so no part of the interaction was left unrecorded (Karlsen et al., 2025). All recordings were transcribed verbatim within one week, and two coders then checked the transcripts through repeated playback (Dong et al., 2024). The transcripts were arranged in chronological order for coding, which allowed the same sequence of events to be read through each dimension of the framework.

Data analysis

Analysis proceeded through the three dimensions of Fairclough's framework in order. At the description stage, a *turn* was defined as a stretch of talk by one speaker bounded by a change of speaker, and *speaking duration* was the time from the start to the end of each turn as recorded in the transcript. Turn counts and summed durations were calculated separately for the teacher and for the students in each phase. *Dominance* was then defined as the speaker category with the larger share of turns and speaking time in a given phase, read together with the length of individual turns. This definition covers interactional dominance only and makes no claim about authority. At the interpretation stage, turns were coded for the production, distribution, and consumption of talk, that is, who initiated turns, who allocated them, and who evaluated them. At the explanation stage, these patterns were related to the teacher's institutional position and to power relations in the classroom. Coding was layered rather than single-pass, because classroom talk carries meaning at more than one level (Abdalla et al., 2026), and field notes were used to triangulate the codes.



Contents of the Research Method

Figure 2. Contents of the Research Method

FINDINGS AND DISCUSSION

Findings

The findings are reported in two steps. The first step describes what happened in the interaction (the text dimension). The second step interprets those events as discursive practice and as social practice.

Descriptive findings (text dimension)

Table 2 gives the turn counts for the two phases with reported counts.

Table 2. Turn Counts by Phase

Phase	Teacher turns	Student turns	Larger share of turns
Pre-presentation (instruction)	14	9 (whole class, collectively)	Teacher
Presentation	8	More than 40 (four groups, collectively)	Students

Instruction phase. The teacher produced fourteen turns, and the whole class produced nine. Her turns ran across several clauses as she explained orientation, main story, and closing structures. Students replied with short utterances such as "Yes, I do" and "I'm here, Miss". Teacher turns were thus more numerous and longer than student turns.

Presentation phase. The four groups produced more than forty turns together, and the teacher produced eight. Group members opened with the ritual greeting *Assalamualaikum* and closed with the platform phrase *like, comment, and subscribe*. Student S3 from the third group delivered twelve consecutive turns while guiding classmates through the school-tour segment.

Closing moves. After each presentation the teacher gave brief remarks, "thank you" and "give applause". Near the end of the lesson she asked, "was it easy or difficult?", and the whole class answered with "a little bit". Students did not contest or expand on these evaluations.

Table 3. Illustrative Utterances and Their Reading

Phase	Speaker	Utterance	Reading across the three dimensions
Instruction	Students	"Yes, I do"; "I'm here, Miss"	Short replies. Students consume the explanation, and the teacher produces and allocates the talk. This fits a conventional teacher-fronted floor.
Presentation (opening)	Group members	<i>Assalamualaikum</i>	A ritual opening that students initiate. Students produce their own segment, which gives them control of the frame of the performance.
Presentation (closing)	Group members	<i>like, comment, and subscribe</i>	A closing formula borrowed from online video. Students end their own vlog with a genre convention.
Closing	Teacher	"thank you"; "give applause"	Brief evaluation and a directive. The teacher decides when a presentation is over and how it is received.
End of lesson	Teacher, class	T: "was it easy or difficult?" Class: "a little bit"	An open question met with a minimal collective answer. The teacher frames the reflection, and the answer leaves that frame unchallenged.

Interpretation (discursive practice and social practice)

Instruction. The teacher produced most of the talk and decided who spoke next. Student turns were short responses to her explanations. Students therefore consumed the explanation more than they shaped it. At the level of social practice, this matches a conventional lesson in which the teacher holds the floor by institutional right.

Presentations. Production of talk passed to the students. They opened and closed their own vlogs, and S3 guided classmates through a whole segment. In this article, "students dominated" refers only to a larger share of turns and speaking time in the phase. It does not mean that students held greater institutional or discursive power, because the same phase ended with teacher evaluation.

Evaluation and closure. The teacher's remarks and her final question were the turns that ended each performance and the lesson. Control over when a student-led activity ends, and over the evaluation that frames it, is what this article calls *institutional closure*. Students accepted the evaluations without contesting them, and the class gave a minimal answer to an open question. This can be read as compliance. It may also reflect the limited room for elaboration that the question allowed, and the available transcript does not separate these readings.

Discussions

Turn-taking patterns during the mini-vlog task

The instruction phase is consistent with Havadar (2024) claim that teachers use individual nomination to control turn allocation, although the present transcripts do not isolate nomination as a separate move. The presentation phase looks different. Li & Ding (2025) reported that vlogging gave learners more discursive autonomy on digital platforms, and Ren & Seedhouse (2026) found that learners selected themselves as next speakers once teachers stopped moderating. The student groups here showed a comparable pattern: they produced their own openings and closings and sustained long stretches of talk, as S3 did. In this class, then, the change in task phase coincided with a change in who held the floor. That coincidence indicates that task design can alter turn distribution. One class cannot show that task design outweighs institutional hierarchy.

Interactional space and institutional authority

A larger share of turns and a larger share of authority are separate things, and the data here separate them. Teachers can enlarge students' interactional space through embodied moves such as stepping back, and this has been associated with more participation and autonomy (Batlle Rodríguez & Evnitskaya, 2024). The present data show that kind of enlargement, since students held most of the turns during the presentations. They do not show a transfer of authority. The teacher still marked the end of each presentation, assessed it, and closed the lesson. During the performance phase, interactional dominance and institutional authority therefore pointed in opposite directions.

Evaluation and institutional closure

Negotiation of turns was most visible at the moments of evaluation. Ishino & Ro (2025) described brief positive assessments as a frequent teacher move, and the teacher's "thank you" and "give applause" belong to that type. Vold (2025) noted that third-turn follow-ups often carry evaluation and that short praise can close a sequence instead of extending it. The same function appears in this class, where the teacher's brief remarks ended each presentation without inviting comment. Because the teacher alone evaluated, evaluation reproduced her authority even while students held more turns. The reflective question at the end of the lesson drew only a minimal collective answer, so the transcripts show little negotiation of the teacher's closing role. Whether students had little to add or little room to add it cannot be decided from these data.

CONCLUSIONS

This study examined turn-taking between one teacher and seventeen ninth-grade students across three sessions of an EFL mini-vlog task using Fairclough's three-dimensional framework. During instruction, the teacher held the floor with fourteen turns compared with nine from the class, while students mainly produced short replies. During presentations, however, four student groups produced more than forty turns compared with eight from the teacher, and one student delivered twelve consecutive turns. Although speaking opportunities shifted toward students during performance, the teacher retained evaluative and closing authority through brief feedback and a final reflective question. These findings distinguish participation from institutional authority: students gained a larger share of classroom talk, but authority remained largely teacher-centered. Since the study involved one class and one task, the findings should not be generalized beyond this context. Teachers seeking greater student participation can use student-led presentations, peer interaction, shared decision-making, peer feedback, and self-assessment. Future research should examine multiple classes, measure speaking time across phases, and explore students' perceptions of teacher authority.

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