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Examining the Role of Classroom Interaction in the Construction of

Power and Identity

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DEDICATION

In the Name of ALLah, Most Gracious, Most Merciful

This research work is dedicated to:

My mother, the light of my eyes, and my father, the dearest person to my heart. Thank you for your sacrifices, your encouragement, and you love.

To all my lovely sisters

To my brothers: FOUED and ZOUHIR

To all my teachers especially: TEACHER MOHAMMED BOUKAZZOULA, SALMA BOUHALI and to the best teacher ever RADOUANE NAILI.

To all my closest friends RACHA, RIMA, DJAHIDA, ZOULIKHA , SOUMIA, NOURA and all my friends without them whom I shared the university life with its lights and shadows.

To all my nephews and nieces especially: LINA, DJINAN, DIA EDINNE and DJOURI.

Thank you all

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DEDICATION

In the Name of ALLah, Most Gracious, Most Merciful

Firstly, the greatest thank would be to Allah who gave me power and

patience to complete this work.

I dedicate this modest work:

To the dearest people to my heart; my parents with love for their support,

prayers and their patience.

To my precious sister: SAMAR

To my darling brothers: KADIROU and MALIKOU.

TO the best friend ever IMANE.

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Abstract

Critical pedagogy is a social constructionist approach to teaching that aims at fostering learners' identities through transferring power from teachers to students inside the classroom. Based on the argument that power transfer occurs through everyday discursive practice rather than through mere attitude, the present study provides a way of analyzing how power and identity are negotiated during teacher-student interactions in an oral classroom by Algerian university students of English. More specifically, it examined the way foreign language teacher and learner's power and identity could be shaped through interaction in the classroom and studied the extent to which the classroom interaction contributed to transferring power from the teacher to the student at the micro level. In order to achieve this aim, a checklist for analyzing classroom interaction was designed using Bucholtz and Hall's framework. This checklist operationalized identity construction and power transfer at the micro level in terms of four principles: emergence, indexicality, relationality, and positionality. This checklist was used in the observation and analysis of teacher-students interaction of forty second year students' oral expression classroom at the department of English language at Mohammed Saddik ben Yahia University for a period of five weeks. The findings of the research revealed that the major hindrance to identity construction through power transfer from teacher to student at the micro level is the teacher's directive identity.

List of Abbreviations

CI: Classroom Interaction

DA: Discourse Analysis

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

FL: Foreign Language

FLA: Foreign Language Acquisition

ICT: Information Communication Technology

IRF: Initiation Response Feedback

LMD: License, Master, Doctorate

NNS: Non Native Speaker

NS: Native Speaker

SL/ L2: Second Language

SLA: Second Language Acquisition

TEFL: Teaching English as Foreign Language

List of Figures

Table of Content

General Introduction

Chapter One: The Notion of Classroom Interaction

Chapter Two: Power and Identity

Section one: Power and Critical Pedagogy

Section Two: Identity and Second Language Acquisition

Chapter Three: Description and Analysis of the Result

Appendices

Appendix A

Appendix B

Résumé

ملخص

Appendix A

Appendix B

General Introduction

General Introduction

1. Statement of the Problem

Critical pedagogy is a teaching approach based on the idea that effective learning cannot take place unless students' identities are fostered and empowered not only inside the classroom, but also at the societal level outside the classroom. Freire (1970), the most influential authority as far this approach is concerned , criticized traditional education for being based on a 'banking concept' where learners are treated as 'depositories' of the knowledge imparted to them by the teacher (cited in Mayes, 2010). This type of education is geared towards maintaining the power relations status quo within society through reproducing the same social inequalities between the powerful and the powerless and marginalized strata of society. As a solution to this ideological dilemma and in order to liberate future generations from this oppressive and unequal system, he proposed this new approach in " an attempt empower students both in and outside of the classroom though emphasis on their ideas and actions " (Shor, 1992) (cited in Mayes, 2010, p. 191).

Mayes (2010) argues that identity construction and power transfer inside the classroom does not result from the adoption of a critical attitude by the different agents of the educational process, but rather from the practice of this power transfer at the discourse level during everyday interactions between the teacher and his/her students. In this regard, Mayes (2010) claims that Bucholtz and Hall's framework (2005) presents a synthesis of the theoretical principles that are necessary for the analysis of identity construction and power transfer at the level of teacher-students interaction.

In the light of the above, the present study attempts to answer the following major question: -To what extent does teacher-students' interaction fosters the construction of students' identities through transferring power from the perspective of Bucholtz and Hall's framework?

2. Aim of the Study

The present study aims at evaluating the extent to which the classroom interaction contributed to transferring power from the teacher to the student at the micro level.

3. Methodology and Means of Research

In order to achieve this aim, a checklist for analyzing classroom interaction was designed using Bucholtz and Hall's framework. This checklist was used in the observation and analysis of teacher-students interaction of second year students' oral expression classroom at the department of English language at Mohammed Saddik ben Yahia University.

4. Structure of the Dissertation

The present research consists of three chapters: two theoretical chapters and a practical one. Chapter one takes a broader look at the notion of classroom interaction and introduces the main aspects of classroom interaction, interaction hypothesis and interaction teaching techniques. Chapter two is divided into two main sections. The first section deals with power relations in classroom including English as a lingua franca, English LMD curriculum in Algeria and power definitions. It also presents critical pedagogy and its criticism. Moreover, the second section of this chapter is devoted to the presentation of the notion of identity, identity approaches to second language acquisition, imagined communities imagined identities, and Bucholtz and Hall's framework. Chapter three presents the description and analysis of the data using the theoretical framework adopted in the present study.

Chapter One

The Notion of Classroom Interaction

Introduction

So far, teaching English has seen a lot of movements starting from teaching grammar and vocabularies (form) to teach English in a communicative way (function). After several decades of research on teaching and learning languages, great attention has been given to the idea of classroom interaction. It has been discovered that the best way to learn a language successfully is through interaction. This chapter reviews the notion of interaction with specific reference to the different roles of teachers and learners as well as various classroom interaction teaching techniques.

1.1. Conceptual Definition of Classroom Interaction

The term 'interaction' can be defined from different perspectives. As a literary definition, interaction is a concept which consists of two morphemes: the prefix 'inter' that indicates togetherness and the noun 'action' which refers to the process of doing something in order to make something happens or to deal with a certain situation (Ellis & Fotos, 1999). In the same direction, the New Oxford dictionary of English defines the verb 'interact' as to communicate with somebody, especially while you work, play or spend time with them. Furthermore, the Cambridge International Dictionary (1995) defines the same verb as "to communicate with or react to each other ".

The majority of people use the words 'communication' and 'interaction' interchangeably. In the fact that, both of them refer to the process of expressing and exchanging ideas and feelings as well as giving people information. Brown (1994) (cited in Choudhury, 2005) makes a connection between interaction and communication, saying "…interaction is, in fact, the heart of communication; it is what to communicate is all about" (p.77). In other word, communicative process involves interaction between at least two people for achieving successful outcomes of a particular task. According to Lynch (1996) " interaction usually refers to spoken communication where there are literally 'actions between' people, either face to face or perhaps on the telephone " (p. 139). From another point of view, classroom interaction plays an essential role in the process of learning, this idea clearly introduces by Rivers (1987) (cited in Choudhury 2005) " through

interaction; students can increase their language store as they listen or read authentic materials, or even the output of their fellow students in discussion, joint problem solving tasks, or dialogue journals " (p.77). From this quote, it can be understood that interaction is very important for learners because it enables them to develop their repertoire through their everyday reading and listening tasks. Allright (1984) argues that "interaction is 'the fundamental fact of pedagogy' and that 'successful pedagogy' involves the successful management of classroom interaction" (cited in Ellis, 1997, p.173).

Based on these different definitions which are taken from various point of views, we may come up with an extensive definition of classroom interaction saying that, Classroom interaction is considered as a kind of practice which is restricted to the classroom context. To be more precise, interaction is an instructional communication developed from interactional dealings between teachers and their students as well as between student-student interactions. It seeks to develop and enhance the student's communicative skills (speaking and listening). It also aims at meaningful communication among the students in their target language.

1.2. Types of Classroom Interaction

In communicative approach of language teaching, classroom interaction has become an important feature of second language learning. It has various types depends on the communicative situation, it can be teacher-learner interaction, learner-learner interaction, whole class interaction and group work interaction.

1.2.1. Teacher – Learner Interaction.

It is a type of classroom interaction which refers to the conversation between the teacher and one student or with the whole class in which the learner's participation becomes active and vital. The presence of the teacher is very significant, that is to say the teacher should take part in this process. Lynch (1996) supports this idea assuming that FL teacher takes the lion's share of talk in classroom; he is still considered as the key player in the classroom. Similarly, Kundu (1993) (cited in Lynch, 1996, p. 109) states:

Most of the time we talk in class hardly ever giving our

students a chance to talk, except when we occasionally ask

them in full sentences and penalize them for their mistakes

they are always on the defensive.

Most of the time, teachers are relying on pattern of classroom interaction initiation-response-feedback (IRF). Lynch (1996, p. 107) says:

In the classroom learners are involved in negotiating meaning with the teacher and with each other. They also take the initiative in asking questions. For him, the teacher-learner talk is a necessary part of classroom interaction as he is shown in the example bellow:

Teacher: Is the word ʿeasy ʿcorrect?   Initiation

Chorus: Yes   Response

Teacher: Yes, the word ʿeasyʾ is correct.   Feedback

Teacher's initiation is one of the most important key to create an interactive language classroom. In classroom, teachers always depend on the technique of asking questions when they want to start a conversation; he may direct the question to a particular learner or to the whole class. As soon as the teacher receives the answer from the student, he will follow the learner's answer with a certain type of feedback that should encourage interactive learning and constrain more opportunities for further interaction.

Figure1.1. Interaction between teacher and students (Scrivener, 2011, p. 60)

During teacher-learner interaction, learners try to promote their knowledge and their communicative skills as well by giving them a chance to air their opinion, exchanging ideas, feeling, and experiences and also negotiate meaning in different contexts. According to Harmer (cited in Ellis, 2003) teachers should take into account three main things when they talk to their students. First, they must pay attention to the kind of language the students are able to understand by providing the appropriate comprehensible input i.e. teacher should take into consideration the student's level and provide suitable information that go hand in hand with their capacity of understanding. Teachers are required to simplify input by providing real life examples, using the most frequent words and also using non-linguistics language. Secondly, teacher must think about what they will respond to their student's questions. Meaning, teachers had to prepare themselves to learner's questions. Finally, Harmer has to identify the way in which they will speak. In other word, Harmer shades the light on the manner of teacher talk for instance tone, intonation, stress…

1.2.2. Learner – Learner Interaction

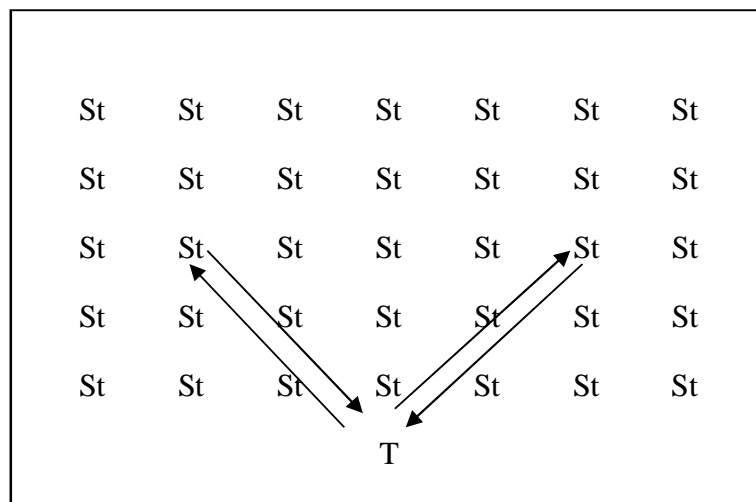**Figure 1. 2.** Interaction between students (Scrivener, 2011, p. 61)

It is another form of classroom interaction which takes place among students. Rivers (1993) claims that " real interaction in a classroom requires the teacher to step out of the limelight, to cede a full rote to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate" (cited in Choudhury, 2005, p. 78). In the sense, an instructor who adopts a "student-centered methodology " should design a course that encourages active learning and interactions among learners. The instructional activities give the students opportunities to involve themselves with the course in multiple ways. In this type of interaction, the learner should be in the center. Undoubtedly, the teacher has to take the least directive role. Lynch (1996) argues that" learner-learner interaction is negotiation of meaning between learners, through speaking tasks involving pairs or small groups " (p.110). This type of classroom interaction paves the way to the students to express their different point of views, exchange ideas as well as correct their partner's errors.

1.2.3. Whole Class Interaction

Another type of classroom interaction is ' whole class interaction', which demands a high level of participation from the students. This intellection stands explicitly by Harmer (2001, p. 114) saying that " teaching a class as a whole , getting students to work on their own, or having them perform tasks in pairs or groups …". In the whole class interaction, the accession of the teacher is needed, as it claims by Harmer (2007) "there are many occasions when the best type of classroom organization is a teacher working with the class as a whole group " (p. 43). Furthermore, the teacher starts his lesson by warm up; it can be questions, presenting a picture, a video… On the other hand, students are supposed to bond together and create in a kind of debate or discussion.

One of the most remarkable advantage of the whole class interaction is the contribution in encouraging fluency and meaningful exchange of ideas among the participants. This claim highlights by Harmer (2007) speaking in front of a whole class is more required than speaking in small groups or in pairs. Moreover, it is considered as a source of motivation, Harmer (2007) poses that "whole-class teaching can be dynamic and motivating and, by treating everyone as a part of the

same group…" (p. 43). So, we can say that whole class interaction ensure the students involvement. Nevertheless, the whole class interaction has some pitfalls, according to Harmer (2007) during the whole classroom interaction, the student has fewer opportunities to participate, speak and reflect.

1.2.4. Group Work Interaction

This one can increase the student's involvement in the class activities. Harmer (2007) suggests that the group work interaction increases numerous opportunities for individual student to discuss and contribute in tasks. It allows students to learn and understand how to work with partners, develop and improve the skills in team work. For Brown (1994) " group work …is generic term covering multiplicity of techniques in which two or more students are assigned a task that classes involve collaboration and self- initiated language " (cited in Choudhury, 2005, p. 80). From this view we understand that groups talk and communicate more readily with each other, they learn how to correspond and share ideas. From the other side, group work has a great significance in promoting student's self-confidence as it introduces in Potter's quote (1986) "the usual reasons given for using interaction are simultaneous group work maximizes each learner's to speak and that practicing in small group reduces the psychological burden of public performance. In this sense, learners rarely pick up each other's errors, even in the short term" (cited in Lynch, 1996, p. 111). It means, group work interaction has a great intervention in solving classroom problems because it may open opportunities especially for introvert students to express themselves, outfight their shyness and increase their self-confidence. Additionally, it gives a total freedom to the student in order to exchange their information and points of view. Generally, it animates autonomous learning; Ur (1991) says " group work fosters learner responsibility and independence " (p. 230).

1.3. Pedagogical Aspects of Classroom Interaction

Generally, the term 'Role 'refers to the function or the position that someone owns. It has to do with what it is expected from both teacher and learner to perform in side classroom. Banton (1965) states:

This word is a familiar one and frequent use has worn a way it foreign circumflex. It can be defined as a part people play in the performance of social life. Roles, weather achieved or ascribed, are kinds of conventional script, or pre-script, which constrain the individual person to assume a persona in conformity to normal and expected patterns of behavior. A role, to put it in more precise sociological terms, isʻ asset of norms and expectations applied to do incumbents of particular position (cited in Widdowson, 1990, p. 181).

1.3.1. The Role of the Teacher

In the days of Grammar-translation and the structural / Audio-lingual methods, the teacher had the most essential role in class; He is considered as the only source of knowledge. He is the authority and the core of the class in which he has to control and manage everything that happens inside the classroom. In this role the teacher stands the whole responsibility; if the students do not learn, it is either because the teacher did not teach things correctly or because they are too lazy or not smart enough (Kern, 2000). Due to the emergence of communicative language teaching approach, the role of the teacher shifts from ʻthe sage on the stage' to ʻthe guide on the side' ʻʻNo longer does the teacher act as the locus of all instruction, controlling every aspect of the learning process'' (Cohen, 1998, p. 66).Teacher during his lessons in classroom plays different roles. These roles may change from one task to another. Harmer (2001) claims:

Teachers use many metaphors to describe what they do. Sometimes they say

they are like actors because 'we are always on the stage'. Others think they

are like orchestral conductors because 'I direct conversation and set the pace

and tone'. Yet others feel like gardeners because we plant the seeds then

watch them grow (p. 56).

Participant

Teacher does not just give instructions or feedback to learner of an activity but he interferes in that activity as a participant. According to Littlewood (1981) " teachers might be a communicators engaging in the communicative activity along with students " (cited in Larsen, 2000, p. 129). The teacher takes the role of an active participant who involves in interactive tasks with his students.

Organizer

It is one of the most important roles that teacher should perform in classroom in which he organizes his learners to do various activities and tasks. This often includes giving students information about the activity. Moreover, telling the instructions of that activity; what they do first and next. Then, explaining if the way to do the activity individually, in pairs or in groups. Finally, specifying time to do task or duration (Harmer 2001).

Assessor

Acting as an assessor is evaluating students on their work or performance. This assessment can be positive or negative, explicit or implicit. Teacher can offer feedback, giving marks and grades, commenting on student's work if it is good or bad, informing student whether he can pass to the next level or not. Finally, teacher can write a report on their student's performance; what they have done in the recent past (Harmer 2001).

Observer

Here, teacher will observe what happen around him in the classroom. This includes students, materials and activities. When observing students, teacher should be careful to be far from them and does not interfere in everything, he just observes their performance, providing them with feedback and directing them while doing interactive tasks. He also watches to judge the success of different materials and activities that they take into lessons (Harmer 2001).

Facilitator

Facilitating knowledge is a key element through which the teacher should facilitate communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication during the activities and modify complex knowledge to be more comprehensible (Larsen, 2000).

Controller

From its name, it is shown that the teachers keep the class under control. So they direct the activities and students during the interaction. When teachers act as controllers, they have the authority to determine how students should behave, when they should speak and when they should keep silent and which kind of topics they should discuss. Harmer (2007) suggests that " controllers take the register, tell students things, organize drills and read aloud ". He says also those teachers who consider themselves as knowledge transmitters are usually very comfortable with their image as controllers.

1.3.2. The Role of Learner

In the traditional classes, the teacher was the fundamental element in the class on the other hand learners were passive recipient. The role of the learners shifts from being information receivers to many other roles.

Participant

Since student is one of the main components of the classroom, he is an active participant there. He contributes to improve the process of learning and teaching. In classroom, he asks and answers questions, participates in different activities, writes, speaks in the class, corrects his peer's mistakes and interferes in discussion and debates. According to Dam (1995) " learner's active participation in and responsibility for their own learning process are essential in the field of foreign language learning (cited in Bajrami, 2005, pp. 425-426) the involvement of learners in class leads to increase opportunities of learning. The teachers should be responsible to create suitable

environment for learning: the teachers should take into account all the activities that ensure the learner's interference and motivating them to take risks, increasing learner's prediction and developing relationship among learners. These all affect how much their students engage and learn (cited in Goss & Sonnemann, 2017).

Assessor

Student can play the role of an assessor by making comments on their peers work, giving feedback to each other or even providing dreads and marks. Harmer (2007) advocates this idea stating that "the more we encourage them to be involved in giving feedback to each other or to evaluate their own work successfully, the better they will be developed as successful writers " (p.151).

Autonomous

To be autonomous means the ability to rely on yourself without referring to the teacher explanation." The learners themselves now, more than ever, are sharing responsibility for successful language acquisition and, in doing so, are becoming less dependent needs. By giving the students more responsibility for their own language development, language programs are inviting the learners to become more autonomous, to diagnose some of their own learning strengths and weaknesses and to self-direct the process of language development (Cohen 1998, p. 66). "Learner needs to be willing to act independently and in cooperation with others as a socially responsible person" (Dam 2005) (cited in Bajrami, 2005, p. 426). In other words, the learner should be motivated to learn alone without neglecting his participation in society as an effective part.

Monitor

Acting as a monitor means that student can supervise his own performance, vocabulary and grammar during the interaction process."Students can be extremely effective at monitoring and judging their own language production" (Harmer 2001).

1.4. Interaction Hypothesis

Interaction hypothesis was introduced by Michel Long who stresses the importance of comprehensible input to language acquisition arguing that " SLA / FLA is to occur when learners can assess to comprehensible input " (Chioukh, 2011, p.72). This is similar to krashen input hypothesis assuming that "Input Hypothesis" focuses on the idea that learners can acquire foreign language unless they get comprehensible input as much as possible. In other words, the only way of acquiring language is to obtain comprehensible input. Comprehensible input can be formulated as ՙ I' +1.ՙ I' shows the learner's actual knowledge while "1" refers to the next stage of knowledge which is a little more than learners' present level (cited in Wang, 2014). Furthermore, Krashen (1985) states that "second language (L2) input must both be comprehended and be at one stage above the learner's current level (i + 1) in order to be acquired" (Cited in Loschky, 1994, p. 304). In this respect, Krashen (1985) claims that if the comprehensible input are provided, this will strengthen the learner's ability to acquire more grammatical features (cited in Ellis 1997).

Later on, Long reconsidered the previous notion of interaction hypothesis which emphasizes on the significance of comprehensible input ՙ i+1'. He believes that pre-modification of input is not effective in the process of language acquisition, he suggested that teacher can give the floor for his students to negotiate meanings and pushing them to produce output. Research has shown that input alone is not as effective as interactional modified input in helping language teaching and learning (Ellis &Fotos, 1999; Gass &Varonis, 1994; Wang & Castro, 2010) (cited in Saeed, Khaksari, Eng & Ghani, 2016). His work was running out on the same direction of Tearisa Pica who proposes that opportunities to negotiate meaning aid language learners in three main ways. To start with the notion of Long and others who underscore the importance of meaning negotiation that allows learners to obtain comprehensible input. In other words, negotiation is a mean used in order to facilitate comprehension. This enable learner to understand more easily by segment the conversational modification that arises from negotiation. After that, through meaning negotiations learners can receive feedback on their own use of theL2 when more competent

participants respond to less competent speakers. Finally, she suggests that negotiation prompts learners to adjust, manipulate and modify their own output to be more comprehensible (cited in Ellis, 2003).

1.5. Classroom Interaction Teaching Techniques

Interaction has stimulated a lot of research in the field of second language acquisition. It is recognized as one of the most important component of learning in which the lack of interaction will negatively impact the learner's communication. Classroom is considered as real social context that is designed carefully to involve students and encourage them to participate and interact effectively. So, the teacher's assignment is to provide various teaching techniques that can promote student's interaction and ensure their engagement such as discussions and debates, asking questions, games, role-plays, and finally oral presentations.

1.5.1. Discussions and debates

Every day, teachers are seeking to create opportunities for communication and also techniques to facilitate the process of interaction. For that, the vast majority of teachers depend on discussions and debates as powerful strategies through which they can offer many occasions for students to interchange information, feelings, ideas and different point of views.

According to Harmer (2007, p.128) " …when students are speaking, we can help and encourage them by suggesting things they can say in order to push the discussion along". Basically, these two words are used interchangeably, but in the reality there is a core difference between them and each has its own value. Discussion is a brief description of a topic or problem provided by a teacher who invites students to comment on it (Seifert and Sutton, 2011). Furthermore, discussion aspires to promote the student's speaking skills as it is cited in Harmer (2007) discussion plays an important role and has a great advantage of provoking a fluent language use. It has a hand in consolidating their understanding and reaches a certain decision. Harmer (2001) indicates this idea assuming that, " one of the best ways of encouraging discussion is to provide activities which force students to reach a discussion or consensus " (p. 273).

There are two types of classroom discussion: First, spontaneous discussion, which considered as the most successful strategy of interaction. Harmer (2007) stated that " when student suddenly want to talk about something in a lesson and discussion occurs spontaneously, the results are often highly gratifying ". Likewise, the majority of teachers agree at the point that the best discussions in class are those that arise spontaneously. It occurs as a result of reporting one's own experience or because a topic in a textbook triggers some debates (Thornbury, 2005).This kind of discussion is informal one and it is unprepared by the teacher. However, in pre-prepared discussion, the teacher here is going to prepare in advance what the discussion is about. Unlike spontaneous discussion which often has prosperous outcomes, pre-prepared discussion is unsuccessful strategy because it has dissatisfactory outcomes. According to Harmer (2007, p.128) " most of teachers would like to organize discussion sessions on more formal basis. Many of them find, however, that planned discussion sessions are less successful than they had hoped ".

On the other side, debate is another type of discussion. According to the Oxford dictionary of English " in a debate two or more people express opposing views and then there is often a vote on the issue ". It has another definition which is provided by Freeley and Steimberg (2005) " Debate refers to the process of considering multiple viewpoints and arriving at judgment, and its application ranges from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them " (cited in Doody & Condon, 2012). It means debate can be seen as a kind of competition where students introduce their contradictory ideas. Most of time, students are divided into two directions, they might be " for " or " against ". In debate, each part searches for the weaknesses of the other; students seek to be victorious by giving strong arguments to convince the other side and persuade them to change their minds. A debate is where students prepare arguments in favor or against various propositions (Harmer, 2001).

1.5.2. Games

A positive learning environment is a key element for successful acquisition of language. The use of games inside the classroom can be a good teaching method. It is an entertaining technique because it breaks the routine of oral expression. According to Palmer and Rodgers (1983) " Gaming engages and challenges participants. Sometimes a game is a fun, sometimes it is motivating, sometimes it is merely attention-focusing " (p. 34). It means, since game has a funny tone, it encourages students to participate without hesitation and also motivates students who may have been introvert before. In addition to that, games help students to improve their speaking skills and enable them to master language successfully. Brown (2004, p.175) advocates this notion arguing that "… variety of games that directly involve language production ". Harmer (2001) proposes two major categories of games which provoke communication between students which are information gap and television and radio game. All these aim to push student to talk freely without restrictions.

1.5.3. Asking Questions

Teacher's talk plays a crucial role in language learning because it activates the student's participation in classroom. One manifestation of teacher talk is teacher's questions which serve several functions such as providing input and opportunities for output, focusing attention, and the most important of all is, ensuring student's involvement. Ur (1991) points out the role of asking questions saying that questioning is one of the most common methods used to activate and facilitate student's participation in classroom. In the same direction, Adedoyin (2010) states that teachers' questions are of significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom (cited in Hamiloglu & Temiz, 2012). 'Referential questions are considered as the most common type of questions that should be asked in everyday teaching lesson. According to Thornbury (1996) " Referential questions are genuine questions: those for which the teacher does not know the answer " (p. 55). In this type of questions, the answer is not already known by the teacher such as asking for student's opinions, their daily life and so on and so forth. However, 'display questions' are those questions

that the teacher already knows their answer (Thornbury, 1996).   The main purpose for asking display questions is to check the students understanding and also to allow the students to display their knowledge of language.   Beside teacher's question, student's questions are very influential; they are asked in the sake of getting more input that aid students to enlarge their knowledge and also expressing themselves. "A high proportion of student-initiated questions would suggest a healthy distribution of the 'ownership' of classroom discourse " (Thornbury, 1996).

1.5.4. Role-plays

Role playing is whereby the students take on given role and act out on scene with other. This allows students to demonstrate creativity and knowledge. Ladousse (1987) suggests a definition to the term role-play in which he divides the word itself into two morphemes. Participants assume a 'role' refers to the part that they play in specific situation or context. Moreover, the word 'play' means that the role should be performed in secure environment where participants can express their views in creative ways (cited in Alkin & Christie, 2002). Brown (2004) defines role-play as " a popular pedagogical activity in communicative language- teaching classes " (p.174).   Role-play has a great contribution in classroom interaction; it creates many opportunities to communicate. Livingstone (1983) claims that " Role-play promotes interaction in the classroom and peer learning, which increases motivation " (cited in Alkin & Christie, 2002, p. 66). Role-play technique can be used to motivate learners and encourage their fluency, well as to train students to act in real life situations (Harmer, 2001). For a successful role-play, students should be aware about what they are going to perform. Scrivener (2011) states that " in role-play, learner are usually given some information about the role " (p. 220). To conclude, role-play is a kind of activities where students play   imaginative characters and perform them as if they are real.

1.5.5. Projects and Oral Presentations

Lessons are sometimes not interrelated because outcomes of an activity may not study in context and sometimes we cannot see a concrete progress or achievement. For this purpose, projects

are one of the main ways that link the classroom work and offer the tangible outcome. They also give the chance and the opportunity of mixed levels to express and work on the own ability (cited in Scrivener, 2011). Projects are classroom work undertaken by small groups of three and four learners. Working in pairs or in groups is one way of reducing the stress and anxiety of the individual performance (Thornbury, 2005). Merely, projects focus on the practical part rather than theoretical one meaning that learner needs doing something rather than saying it. The main purpose of presentations and projects is to help learners to promote their pronunciation, raising their self-esteem and develop their critical thinking such as making comments on their fellow's performance and providing feedback.

Conclusion

In the second language learning, interaction plays a central role in enhancing learners' communicative competence. This chapter has been devoted to shedding light on the conceptual definitions of interaction from different perspectives and its various aspects. Hence, the main concern in this chapter is to insist on communicative classes in facilitating learning process.

Chapter Two: Identity and Power

Section one: Power and Critical Pedagogy

Section Two: Identity and Second Language Acquisition

Chapter Two: Identity and Power

Section One: Power and Critical Pedagogy

 Introduction

The main aim of education is to empower learners so as to enable them to assume their social responsibilities and to play a positive and active role in bringing about the social change necessary for the development and welfare of their societies. The present chapter reviews the notion of English as a lingua franca, the history of the Algerian English LMD curriculum, historical overview of SLA and provides a critical account of concept of ʻcritical pedagogyʼ with a specific focus on Bucholtz and Hall Framework.

2.1.1. English as a Lingua Franca

The term lingua franca generally refers to a shared language communication used among people whose main language is different and is commonly understood to mean a second (or subsequent) language of its speakers (Jenkins, 2007). In its original sense, Knapp and Meierkord (2002) argue:

> The term 'lingua franca' referred to variety that was spoken along the South-Eastern coast of the Mediterranean between appr. The 15th and the 19th century, he argues too that the first lingua franca was a 'pidgin', probably based on some Italian dialects in its earliest history, and included elements from Spanish, French, Portuguese, Arabic, Turkish, Greek and Persian (cited in Jenkins, 2007, p.1).

Lingua franca took different names depends on the domain in which it is used; It labeled as 'contact language', 'auxiliary language', 'trade language' and 'trade jargon' (Samarin 1987) (cited in Jenkins, 2007). Harmer (2001) another researcher defines lingua franca as "a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language". Turning specifically to English that has established its position as the global lingua franca, Jenkins (2008) defines ELF

"as a way of referring to communication in English between speakers who have different first languages". Another point of view is provided by Firth (1996) who describes it "as a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (quoted in Jenkins, 2007, p. 1).

2.1.2. English LMD Curriculum in Algeria

LMD system represents License, Master and Doctorate. It is a term used by the Countries of the European Union to consort 'their training courses for higher education' and to allow diplomas to be compared and become equivalent at European level (Chelli, 2009).

After the Arabization policy (1971) in Algeria, the use of English as a means of communication becomes more important. This is what led English to gains step towards Algerian educational system. By the mid of the year 2000, Algeria has commenced series of changes to improve the structure of the educational system. However, the previous events have left the administration confused. So, many schools needed organization and more teachers. Due to the presentation of the English language into schools, it turns to be a necessary part in the educational curriculum. This led to the establishment of TEFL (Teaching English as a Foreign Language) schools throughout the country (Abdellatif Mami, 2013).

In the year 2004-2005, Algeria has integrated both rules and principles of the Bologna Process by adopting the LMD principles (License, Master, and Doctorate). This system gives more opportunities to the students by encouraging them to be active agents in the classroom. It allows also students to form a personalized education plan gradually (Chelli, 2013). LMD system gives a great significance to the involvement of ICTs in teaching and learning processes; the successful learning process can be realized through using Information and Communication Technology. On the other hand, globalization has led to a considerable shift in the aims and objectives of teaching. 'In the fact that recent methods in language teaching and linguistics assists in shaping the new curricula as far as English teaching and learning are concerned'(Abdellatif Mami, 2013).

2.1.3. Power definition

During last several years, the issue of power turns to be more questionable. Power in classroom is a very complicated concept which is considered as one of the most implicit element that occurs there. For that, the views of power are expressed by different writers (eg. Cartwright & Zander, 1968;Goldner, 1970; McClelland, 1975;Zaleznik&Kets de Vries, 1975). All of these argue at the point that Power refers to the individual's potential that affects another person's or group of persons' behaviors (as cited in McCroskey & Richmond, 1983).

Norton (2000) shades the light on the role of society in constructing power saying that 'power' refers to "the socially constructed relation among groups, institutions and communities through which symbolic and material resources in a society are generated, distributed and validated. Interaction can be seen as an operative mean through which power can be constructed"(p.7).

Foucault is one of the most common figures who interests in analyzing discourse and introduces the idea of 'power' that circulates in society through language. Foucault (1980) & Simon (1992) took the position that "power is not simply something that can be physically possessed, but a relation which always implies social exchange on particular set of terms" (cited in Norton, 2000, p.73). Foucault (1982) argues that power practice does not restricted in making relationships among people, but it is the modification of others. He states also that the only existence of power is when it is put into practice. Foucault (1980) states "I take the position that power does not operate only at the macro level of powerful institutions such as the legal system, but also at the micro level of everyday social encounters between people with differential access to symbolic and material resources" (Norton 2000, p. 7). In the sense that power does not occur only in how broader social processes work through language, but it has to do with the inner detail of linguistic interaction. As Cummins (1996) notes, "the power relationship is additive rather than subtractive. Power is created

with others rather than being imposed on or exercised over others" (p.21) (cited in Norton, 2000, p.9).

According to Heritage (1997) "power may be understood in terms of asymmetries that arise through interaction in institutional setting" (quoted in Mayes, 2010, p. 194). Taking a social constructionist stance, Billig (1991) argues that the paradox of ideology should be taken into account to comprehend how power constructions are kept and modified. He suggests that oppositions are a part of everyday thinking because ordinary people are always debating the opposing ideas (cited in Mayes, 2010). Power and communication are closely interrelated. It means, the use of power requires communication.

2.1.4. Critical Pedagogy Definition

The traditional education considers learners as passive agents ' recipients' who consider the teacher as the only source of knowledge. Freire came up with the idea of critical pedagogy as a reaction to traditional education which is known as 'banking concept'. He argues that the core aspect of critical pedagogy is to get rid of all the discouraging life situations that face the in their educational environment, this can be realized through raising awareness of the power relations embedded in society (cited in Babaei, Khoshnood & Mahmoudi, 2014). It means that critical pedagogy attempts to empower learners and emphasis on their engagement both in and outside the classroom (Riasati & Mollaei, 2012). In contemporary research, the concept of critical pedagogy gains the attention of many scholars as a topic to be under investigation. For Mayes (2010) "Critical pedagogy can be considered as an application of critical theory in a discipline where the ultimate goal as a transformative effect on power relations in classroom and perhaps in society in general" (p.190). Critical pedagogy is an approach to language teaching and learning which, according to Kincheloe (2005), is concerned with transforming relations of power which are oppressive and which lead to the oppression of people (quoted in Aliabakri & Faraji 2011, p.77). Implementing a critical pedagogy involved developed student's skills and their capacities to read, write, and use oral

language strategies, encouraging students to consider how they perceive themselves in the world, considering choices as they established their life objectives, and it raises student's self-confidence as decision makers who challenge different social problems (Ball, 2000).

2.1.5. Critiques of Critical Pedagogy

Critics have noticed that the idea that power can be shifted from teachers to students is incorrect. They justify this critique through two main points. First, if students do not act as agents, they will never be empowered. Second, because power relations are formed at moment-by-moment interaction, any critical approach to teaching should find means to modify the power relations at this level (Mayes, 2010). In addition to that, Lee and others encourage developing a classroom community in which both participants are responsible for 'critical analysis' and 'reflexivity'. As an example, Lee (2000) examined her teaching practices. She focuses on the idea that the teacher is not the responsible for empowering students, the only thing that he can do is supply chances help students to show their own capacity (cited in Mayes, 2010). Lee's study also suggests that "critical pedagogy may effectively empower students if it is enacted in a 'grassroots' kind of way in which the students are agents who enact their own goals" (p. 193). It means if students perform as active agents in the classroom, they will be more powerful (as quoted in Mayes, 2010).

2.1.6. Power Forms

French and Raven (1968) introduced five types of power: coercive, reward, legitimate, referent, and expert. Each form has its own features.

2.1.6.1. Coercive Power

This form of power involves presenting something bad or taking something good if the student fails to follow his teacher rules. Here, the teacher has the ability to penalize students about their mistakes, wrong behaviors or about their negative results. The degree of the punishment may change according to the degree of student's negative performance. If the environment power is stronger enough than teacher existence, the teacher may lose his coercive power. For Mckroskey &

Richmond (1983) "environments where very strong peer-group pressure against the teacher exists, the teacher may have no coercive power at all, even though the teacher may be in a position to exert a high degree of punishment" (p. 176).

2.1.6.2. Reward Power

Reward power includes giving something good or removing something bad. It bases on the student compliance of his teacher instructions or not. The teacher provides rewards to those who follow him. Such rewards involve providing positive reinforcement or striping negative reinforcement. Alike coercive power, the authority of a teacher's rewards power may change by receiving other rewards from other sources; there are more powerful people in society than the teacher (Mckroskey & Richmond, 1983).

2.1.6.3. Legitimate Power

The main concern of this kind of power is on the student's perception that the teacher has the right to make certain demands and requests because of his role as teacher. This type of power is related to monitoring classroom time, decide what is the appropriate unit should be studied, organizing interaction, and the like. This term cannot be limited only at schools because this term has a broad meaning. As an example, the coach is the only responsible who can put the training instructions and rules. So, the players should follow these rules because they are seen as "legitimate" requests from this person because of his role as coach (Mckroskey & Richmond, 1983).

2.1.6.4. Referent Power

This type of power focuses on the relationship between two people. More precisely, it emphasizes on the want of the less powerful person (the student) to identify by the help of the stronger person (teacher).The student's power is identified by the teacher. In another word, the student's power refers to the teacher (Mckroskey & Richmond, 1983).

2.1.6.5. Expert Power

Expert power is another form of power. It is the student's perception to the teacher as competent and knowledgeable person in certain domains. An expert power introduces most

information taught in a classroom. The ideas are introduced according to the student needs (Mckroskey & Richmond, 1983). Any change in student's behavior is because of the influence of expert power. French &Raven (1968) stress "that the main impact of expert power is change in an individual's cognitions" (cited in Mckroskey & Richmond, 1983, p. 177).

Section Two: Identity and Second Language Acquisition

2.2.1. Identity

Identity is a complicated and unclear concept, but it plays a central role in ongoing debates. In the sense that this notion is often used but it is rarely defined. During the last few decades, a great interest was directed to the issue of identity in classroom, spotting the light on the process through which the identity of both native and non-native speakers can be constructed. Park (2007) states that ¨Drawing on studies of social interaction that view identity as intrinsically a social, dialogic, negotiable entity, I propose that NS/NNS identities are social categories that are made procedurally relevant to the ongoing interaction and that consequently invoke an asymmetrical alignment of the participants¨ (p. 339). From this quote it is understood that social interaction can be regarded as a key element by which NS/NNS identities are constructed.

Traditionally it was believed that identity is a fixed, a stable and a unitary phenomenon. However, recently, the poststructuralists come up with the idea that identity is considered to be fluid, multiple, diverse, unstable and dynamic that constructed moment by moment through social interaction.

According to (Hall & verplaetse, 2000) ¨there is the possibility of a community of practice (Lave & Wenger, 1991; Walters, 1996) that is not fixed, but that is important in the successful (or unsuccessful) learning of language and pragmatic rules of interaction¨ (p. 204). They argue also that classroom interaction at the micro level creates group identities and these identities have the potential to facilitate language progress. Hall and Verplaetse say that there are several levels through which identity can be constructed: first of all, teachers can be able to create and develop identities for their learners. On the other hand, the teacher's identities can be created and developed by learners. Finally, learners can develop and create identities for each other. Since the emergence of the identity in the field of applied linguistics, the issue of identity has been viewed from different perspectives.

Norton (2000) uses the term identity to express how a person comprehends his relationship to the external world, how that relationship can be shaped across time and space, and how the person understands possibilities for the future. "Etymologically speaking, the term identity means sameness. It entails membership in one or more categories such as nation, ethnicity, race, religion, class, profession or gender" (Kumaravadivelu) (quoted in Alsagoff, Mckay, Hu & Renandya, 2012, p. 9). In other word, Identity is used in order to describe and defined individuals who share the same race, ethnicity, religion, and culture. In order to know what identity means, it necessary to answer the question who are you? Or, my identity is how I define who I am (Fearon, 1999). In the same scope, Ivanic (1998) confirms that "identity is a useful term, since it is the everyday word for people's sense of who they are" (cited in Sunderland and Litosseliti, 2002, p.6). It is well known that there is a link between both identity and SLA. This idea was clearly introduced by Norton ."Three characteristics of identity are particularly relevant to SLA: the multiple, non-unitary nature of identity; identity as a site of struggle; and identity as changing over time" (cited in Atkinson 2011, p.74), meaning that identity is diverse; each individual has his own identity. Then, it is considered as a debatable issue. Finally, it is not something stable; it may change over time.

2.2.2. Historical Overview of Second Language Acquisition

Prior to discuss the history of second language acquisition, it is necessary to understand and define the meaning of the term SLA segment by segment. To begin with the term 'language' that is considered as a set of spoken or written signals used for communication between people in a particular area (Oxford, 1974).The additional language is called a second language and it can be the third, the fourth, or the tenth to be acquired. According to the same dictionary, acquisition is the act of getting something, especially knowledge and skills. SLA is a controversial issue which has surfaced in the recent years. According to Mckay (2002) SLA is the process of acquiring and developing another language skills and knowledge. According to Troike (2006) "SLA refers both to the study of individual and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language" (p. 2). Ellis (2008) is another

researcher who defines second language acquisition saying that the acquisition of second language comes after the acquisition of the mother tongue. Furthermore, Ortega (2009) claiming that SLA is "the scholarly field of inquiry that investigates the human capacity to learn languages rather than the first during late childhood, adolescence or adulthood, and one the first language or languages have been acquired" (pp.1-2)

It is well known that SLA is an interdisciplinary domain which based on various theories and perspectives such as psychology and sociolinguistics. These theories present different claims of how human beings become proficient in SL. The cognitive theory of second language acquisition tries to explain the psychological process of comprehension and the production. Harrington (2015) the cognitive theory focuses on the means by which competence develops in the minds of the learners. Rod Ellis (1997) "SLA has been essentially a psycholinguistic enterprise dominated by the computational metaphor of acquisition" (p. 87) (as it cited in Atkinson, p. 2).Theorists and researchers tend to view SLA as a mental process, that is, to believe that language acquisition action occurs inside the mind (Davis, 1995, pp. 427–428) (cited in Atkinson, 2011).

Sociolinguistics is another theory which supports the field of SLA. It focuses on the idea that language should be learnt in context and how learners should benefits from the surrounding environment to build their knowledge of the second language. Atkinson tries to give a careful consideration to the role of sociolinguistics as a fundamental element through which a second language can be acquired. He states that "Researchers recognize that SLA takes place in a social context, of course, and accept that it can be influenced by that context, both micro and macro". Stephen Krashen has developed the most famous second language acquisition hypothesis which knows as 'input hypothesis'. He stresses the role of comprehensible input in language acquisition; we acquire language by understanding input that contains structures that are just beyond our current level of competence which is expressed in the form of (i+1) Loschky, (1994). In addition to input comprehensible hypothesis, output hypothesis argues that second language acquisition can not only be acquired by input, but also by comprehensible output. To further explanation, when language is

produced by learners, it can be understood by another category of language users. Izumi (1999, p. 545) advocates this notion assuming that " producing language (output) is generally considered to constitute an important part of L2 learning." Moreover, OH said that the best way to learn language is by producing it (cited in Krashen, 1989). Beside input and output hypothesis, there is interaction hypothesis which is introduced by Michel Long. Generally it is based on two main aspects: The Krashen's hypothesis of comprehensible input and then, the idea of negotiating meaning that emphasizes the importance of interaction in the act of acquisition and how precious the modification to discourse structures in learners comprehension. Long argues that "modifications to discourse structure (e.g. negotiated interaction and modified input) facilitate SLA" (cited in Loschky, 1994, p. 304).

2.2.3. The Emergence of Identity Approach to Second Language Acquisition

The issue of identity and second language acquisition has been put into question by many scholars. They seek to recognize the relationship between identity and second language acquisition, focusing on the investigation of psychological factors that contribute in constructing learner's identity and neglect the role of the social context. Firth and Wagner (1997) argue that SLA and identity had been overly concerned with cognitive and "mentalistic" factors relating to language acquisition and not adequately concerned with social factors (cited in Stockton, 2015).

One of the main features that characterized the identity approach to second language acquisition is the necessity of social context in the process of learning. The contemporary theories draw a great attention to the social turn rather than the cognitive factors underlying language learning. Norton confirms that social context has a remarkable impact on the way that learners can construct different identities through language. She advocates that "SLA theorists need a comprehensive theory of identity that integrates the individual language learner and the larger social world" (cited in Atkinson, 2011). In addition to that Norton has referred to identity in SLA as "a sociocultural construct in second language research" (2006, p. 22) (cited in Stockton, 2015). Norton

and McKinney said that identity theorists put the notion that learners can be defined in two-way terms such as motivated or unmotivated, introverted or extroverted, inhibited or uninhibited, without taking into consideration that such affective factors are frequently socially constructed in inequitable relations of power, changing over time and space (cited in Atkinson, 2011).

2.2.4. Imagined Communities Imagined Identities

In this life people contact and communicate with many communities. They can interact with neighbors, friends, teachers, or workers. Nevertheless, these real communities cannot be the only communities that people interact with. Wenger (1998) suggests "that direct involvement in community practices and concrete relationships is not the only way in which we belong to a community; for him imagination is another important source of community" (cited in Atkinson, 2011, p. 78). According to Norton (2013) Imagined Communities are group of people not concrete, with whom we contact through the imagination process (p. 8). In the same vein, Benedict Anderson (1991) argues that "we think of as nations are imagined communities, because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion" (cited in Norton, 2013, p. 8).In other words, we can feel with people we have not met and may never meet them. In SLA, imagined communities help us to discover the influence of belonging the learners to such community on their learning path. Norton states:

> A focus on imagined communities in SLA enables us to explore how learner's affiliation with such communities might affect their learning trajectories such communities include future relationships that exist only in the learner's imagination as well as affiliations that extend beyond local sets of relationships. These imagined communities are no less real than the ones in which learners have daily engagement and might even have a stronger impact on their identities and investments (quoted in Atkinson, 2011, p.76).

2.2.5. Bucholtz and Hall Framework

The social relationship has a remarkable role in the process of identity construction as well as it encourages language learners to become more communicatively competent. As a broader definition to the word identity is to see how people can understand their relationship to the external world which is constructed across time and space, and even to understand their possibilities for the future (Norton, 1997). The process of identity construction has become a central concern among researchers within a wide variety of disciplines including sociolinguistics, linguistic anthropology, discourse analysis, and social psychology.

Bucholtz and Hall are two main figures who are interested in power relations and student's identity construction in the classroom. They supports what Faucoult has said about power as it is something which circulated through discourse practices they provide their own farm work which suggest that the focus should be on classroom interaction because identity is not something fixed, but it is something fluid constructed on the daily bases at the level of interaction.

Bucholtz and Hall take the wide definition of identity and subdivide it into a set of principles. 'Emergence' is the first principle which suggests that " identities emerge as speakers use discourse to do various social action " (Mayes, 2010, p.195). In other word, identity is circulated widely in the classroom through the social actions that the student do inside the classroom in which the students try to solve real problems that have relation with their environment. Generally, the emergence principle comes as a reaction to the older nations that identity is innate that people possess before they engage to a social interaction. This idea is introduced clearly by Bucholtz and Hall (2005) saying that "Identity is best viewed as the emergent product rather than the pre-existing source of linguistic and other semiotic practices and therefore as fundamentally a social and cultural phenomenon" (p. 588).

The second principle, 'indexicality', this principle has to do with the type of linguistics devices that the students use to express their variant identities (cited in Patricia, 2010). It refers to the students allowance to talk openly about any topic or they supposed to respect certain social

values and principles that inhibit them from talking about everything in the classroom; their restriction over freedom of speech.

The third principle which is provided by Bucholtz and Hall is ' relationality'. It contains three sub principles which highlight the idea that identity construction is something intersubjective rather that individually through the examination of different ways that the participant can affiliate or disaffiliate with some certain ideologies. Furthermore, it gives acknowledgement about the significant role of social actions in producing identity (cited in Bucholtz and Hall, 2005).

An order principle is positionality. According to Davies & Harré (1999) positioning is defined as "the discursive process whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines" (cited in Yamakawa, Forman, Ansell, 2005, p. 2). During conversations, participants take some certain roles like being active or passive listener in which the participants cannot keep the same role from the beginning until the end of the session; they change their position from one context to another. According to Norton and Toohey (2011) "Identity theorists highlight the diverse positions from which language learners are able to participate in social life, and demonstrate how learners can, but sometimes cannot, appropriate more desirable identities with respect to the target language community " (p. 414).

Conclusion

The present chapter presented a general overview about SLA, forms of power and the relationship between SLA and identity. Moreover, it introduced some key concepts of the identity approach to SLA so as to allow a better appreciation of the contribution of Bucholtz and Hall's framework.

Chapter Three

Description and Analysis of the Result

Introduction

The present study aims at examining   the way foreign language teacher and learner's power and identity are shaped through interaction in the classroom and studies the extent to which the classroom interaction contributes to transferring power from the teacher to the student at the level of teacher-student interaction. This chapter deals with the description and analysis of the data using a checklist designed on the basis of Bucholtz and Hall's framework.

1. Methodology and Means of Research

In order to achieve the aims of the present study, we attended nine second year sessions in the module of oral expression taught by the same teacher during the academic year 2017/2018. All the sessions were tape-recorded, transcribed, and, then, analyzed using the checklist designed in the light of our review of the literature related to this study.

1.1. Description of the check-list

In order to achieve this aim, a checklist for analyzing classroom interaction was designed using Bucholtz and Hall's framework. This checklist operationalized identity construction and power transfer at the micro level in terms of four principles: emergence, indexicality, relationality, and positionality.

The first principle, emergence, refers to the type of social actions that the students used inside the classroom and the extent to which the foreign language learner is engaged in such activities taking into consideration the student's choice, the student's freedom in expressing different opinions, the student's voice in making decisions as well as the teacher's involvement. The second principle, indexicality, explores the students' use of linguistics devices through which students construct various identities. Relationality is the third principle which refers to the idea that identity is inter-subjective in nature and can only be constructed through the social relations. This third principle is divided into three subprinciples each of which focuses on a particular aspect of

teacher' and the students' real identities. The fourth principle, Positionality, refers to the context-dependent shift in the roles that participants adopt during classroom interaction.

2. Participants

A teacher of oral expression who has a relatively long experience teaching this module and a group of forty second year students at the department of English at Jijel university. This level of students has been selected based on the assumption that they are competent enough to engage in classroom interaction.

3. Data Collection Procedures

A classroom observation was carried out during approximately five weeks, where interactions between a group of students and their teacher were observed and tape-recorded during nine classes. The purpose of the study is to examine the role of classroom interaction in shaping power and identity. Each audiotape is one hour and a half-length. Extracts from these transcripts are presented and analyzed in what follows using the checklist described above.

4. The Notation System Used in the Transcript

Before dealing with the analysis, it is necessary for the reader of this research to be familiar with the notation system used in the transcript:

T: Teacher

S (number): One student in the classroom.

Ss: Students talk together.

(X): Unclear word.

(XX): Two unclear words.

(XXX): Three or more unclear words.

CAPITAL LETTERS: Teacher and Learner extra linguistic behaviors.

……: Pauses in the speech.

(   ): comments by the teacher or student.

Excerpt nº. nº:a part of interaction from the episode transcripts, the first n° stands forthe number of excerpt while the second n° is the episode from which the excerpt is extracted.

4.3. Data Analysis

4.3.1. Emergence Principle

Excerpt 1.1

T: What do you want to do today?

S1: As you want.

T: Like I want!

S2: Something interesting.

T: (laughter) like what?

S1: A debate.

T: A debate, are you sure?

Ss: Yes.

T: So, we have a debate about medicine in general, but we are going to deal with specific things about medicine. Since the majority of you are sick today, I'm going to take the opportunity to ask this question. As all of you know there two types of medicine: alternative medicine and modern medicine. Alternative medicine is a substitution and natural medicine like drinking honey and herbs. However, modern medicine requires the patient to visit the doctor. According to you, which type of medicine is more effective?

At the beginning of episode one, Bucholtz and Hall's emergence principle was clearly met. In this excerpt, the teacher relied on ʽreferential questionʹ which was considered as a significant strategy used to ensure the student's engagement as well as she tried to give them the floor to choose the topic which was going to be tackled during the session.ʽDebate' was the chosen social

action that was suggested by students and 'medicine' was the selected topic that was proposed by the teacher. From here, it is concluded that the main aim behind giving students the chance to pick out the topic that they are about to discuss is raising the student's centeredness.

However, the teacher referred to traditional directive role where she turned to be the central of the classroom. This directedness was clearly presented when the teacher asked her students to identify the types of medicine that they know. Instead of starting directly indicating the types of medicine, she supposed to provide a chance for students to guess what these types were and what they were referring to.

Excerpt 2.1

T: Now, what kind of medicine do you think is more effective to cure your illnesses? Do you really rush to the doctor when you notice some stranger symptoms in your body? Or you just hold on and take some herbs? What do you think?

S1: In my opinion when I feel seek, but not very dangerous like flu or cold I prefer to stay at home. In serious diseases I prefer to see the doctor and use modern medicine.

T: Aha, very nice…Houda, what can you say about that?

S2: I agree with Hadjer. When I have a serious disease, I must see the doctor and it is better to use medication because too much medicine can affect human bodies negatively.

T: What else, do you all agree?

S3: I prefer modern medicine because natural medicine takes a lot of time maybe fifteen days to show its effectiveness. However, modern medicine takes may be three days at more.

S4: According to my opinion, natural medicine is better than modern because modern medicine has a specific potion if you get double potion it may lead to death but natural medicine if aaa…

T: if you drink without respecting the potion, nothing will happen at least you guarantee your safety.

S4: What we can see nowadays is that natural medicine proved its efficiency in curing dangerous diseases like cancer. However, modern medicine failed in that what can you say?

S3: Mmmmm…

T: Yes, how comes?

S3: That's right.

In the era where language teaching has shifted to student's centeredness, the teacher is required to give his learners a total freedom to express their points of view and talk about whatever they want. **Excerpt 2.1** is characterized by a chain of teacher-learner and learner- learner interaction. In this part of the lesson, the teacher started by initiating a referential question asking them about their preferences concerning modern and natural medicine. As far as, the teacher opened a meaningful debate among her students trying to give each one of them the opportunity to share his ideas with his classmates. In this case, the teacher did not aspire to promote student's speaking skills but also developing their own critical thinking.

The teacher relied on debate as an effective strategy to offer occasions for students to expound what goes on their minds. In this excerpt, the students aimed to be victorious by giving arguments to convince the other side and persuade them to change their minds. This really occurred when S3 on one side argued that modern medicine was more effective than natural medicine claiming that unlike modern medicine, natural medicine consuming a long period of time to show its effectiveness. However, student four from the other side gave another opinion which is totally different from student three's point of view, stating that natural medicine is better than modern because doubling modern remedy dose may lead to death. Here, the teacher accepted the student's opinion helping her to complete her idea, advocating that natural remedy is a medicine even if it

doesn't help you, it will not harm you. S4 once again stressed her point saying that what natural medicine can do, modern medicine cannot. These arguments helped Student four to convince S3 to change her mind in which this latter accepted her classmate's idea and confessed that student four was right. In this particular debate, it seems that the directive identity failed because the teacher's utterances were in some way powerless. In term of empowering the student, it is perceived that the student's voice is a means used to make decisions during classroom interaction.

Excerpt 3.2

T: Rima! In which occasion did Emma Watson Interview Malala? What was the occasion of the interview?

S5: Miss!

T: Yes…Yassine

S5: Her film festival.

T: In her film festival, yes… when it was in a cinema.

Ss: Yes

T: Nice what was Malala's dream? After…What was Malala's dream?

S6: Every child get educated.

T: That's all?

Ss: No, no

T: What else? What was the dream of Malala?

-STUSENTS REACT TOGETHER-

S7: Peace.

S8: To come back to Pakistan.

T: To come back to Pakistan… Raise hands please, yeah…Hadjer.

S9: Dreams of Malala…

T: The dream, she has one dream only.

S9: One dream, make people together, work together, participate actively to support…

T: In support not support, supporting education… Also, Imane

S9: She won't have Pakistan poverty, to see her country all together and see every child in the school and getting education.

T: Getting education.

S10: Human rights.

T: Not human right, She specifies children specifically, particularly…Alright.

At the onset of episode two, the teacher engaged learners in a listening activity which was an interview between Emma Watson and Malala. Both material and task were chosen by the teacher. After watching the video, the teacher initiated some questions. Most the questions were display type to test student's comprehension. **Excerpt 3.2** presented a kind of discussion between the teacher and the students in which the teacher asked them about what was going on in the video and students answered depending on their understanding. The teacher spoke in terms of reflecting the question to her students. What we notice in student's answers is that they just want to focus on meaning without paying attention to the form of the sentence. This idea is clearly illustrated in student one's answer when the teacher asked about the occasion of the interview. He directly presented the information without referring to the full structure of the sentence; Instead of saying directly 'her film festival' he says that the occasion of the interview was Malala's film festival'. The student aimed only to provide the right answer without taking into account the structure of sentence. In the

second question which was proposed by the teacher, student two answered in a form of a sentence, neglecting the third singular 's'. Since both the students are in discussion, the only objective was transferring the meaning. Alike student one and student two, all the coming students sought to emphasize on meaning rather than form; neglecting both the word order and the even the tenses. Concerning the teacher, she monopolized the speech in which she directed the students; asking them to raising their hands, giving organized answer and moving the turn from one student to another. Each time, she encouraged students to participate saying 'what else?' And 'That's all? She meant that that was not the definitive answer and there was another answer intending to increase participation in classroom.

Excerpt 4.4

T: Now, we are going to talk a little bit about phonetics.

Ss: Oooo, we hate phonetics.

T: Come on! Phonetics is one of the most important modules. So, what stress?

S2: miss… it is the pronunciation of a syllable which stronger than the other.

T: Yes, very good, it is it the pronunciation of one syllable with an extra force… In order to refresh your memories about stress, let us do this activity together.

-THE TEACHER WRITES AND SPEAKS AT THE SAME TIME-

T: mark the stress in the following words –

-THE TEACHER WRITES SOME WORDS ON THE BOARD WITHOUT PRONUNCIATION-

T: You have two minutes to think about them, hurry up…

S2: Miss, miss

T: Yes Hadjer

S2: Picture, the stress is on P

T: Very good, picture is a noun which contains two syllables. The second one ends with shwa so, the stress automatically is on the first syllable.

S1: Miss, miss

T: Amel, come to the board, what is the nature of this word? Is it a noun, verb or an adjective?

Ss: Noun

T: No, compare and contrast.

S3: Aaa… it is a verb

T: Yes, so

S4: The stress in on the second syllable

T: Yes, a verb that has two syllables, the stress is on the second syllable…

-THE TEACHER STOPS SPEAKING AND STARTS THINKING-

T: ammm… I think here contrast is a verb, ok I will check…

-THE TEACHER BRINGS HER DICTIONARY AND STARTS SEARCHINS FOR THE WORD-

T: Aaa… contrast is a noun here, the stress is on the first syllable because it contains two syllables.

S5: Miss, miss

T: Yes

S5: University, S

T: No, no

S1: V

T: Good

S3: Quantity, k

T: Good

T: Now, we move to talk about something else, but in phonetics… As all of you know that there are eight diphthongs in English, right?

SS: Yes

T: What are they?

Ss: /aɪ/

T: who can give example?

S4: As in *price*

S1:/eɪ/ like *face*

S2:/ɔɪ/

T: like in …

S5: as in *boy*

S1: /ʊə/

T: example, hurry up

Ss: poor

T: /Pʊə/!

S2: yes, /Pʊə/

T: no, no it s /pɔ: /

SS: /Pʊə/

T: wait, I only trust the Oxford dictionary. Ok let me check. I 'm sure that is /Pɔ: /… Aha, it /pɔ: /

In this excerpt, the emergence principle was met several times in which the teacher tried to deviate a little bit from the daily routine of oral expression activities like discussions and debates to talk about one of the most essential branch in teaching sounds which is phonetics. The students were not satisfied with the teacher's choice. It was very obvious here that the teacher compelled the students to deal with a particular activity. It means that the teacher did not give the chance to the learners to choose what they were interested in, but she selected what she thought that was suitable to their needs. In this part of the lesson, students were asked to explain the concept of ʻstress'. The teacher's purpose behind initiating this display question was refreshing the student's memories. The teacher's question was followed directly by a student's response in which the student was focusing more on transforming meaning and giving less attention to the structure of the sentence. The teacher provides an implicit feedback by reformulating the student answer. Additionally, the teacher wrote an activity on the board about marking the stress in a list of words, the students started giving correct answers one by one until they reach to word ʻcontrast' which created a kind of confusion between both the teacher and the students about the nature of the term. This latter led the teacher to refer to the dictionary as an aid to remove the ambiguity. Moreover, she referred one more time to dictionary in order to check the pronunciation of the word ʻpoor' after the students try to convince her that the word 'poor' is pronounced with the diphthong /ʊə/ not with the long vowel /ɔ: /. From here, it is concluded that the teacher behaved like she was not a native speaker and she wasnot the only one who knew the answer. Moreover, the students were not inferior to her.

4.3.2. Indexicality Principle

In this episode, the teacher explained the steps of writing both application letter and CV. The following excerpt presents letter of application writing process:

Excerpt 5.3

T: In the first paragraph…listen to me, listen, listen! I'm going to read this slowly and slowly.

In the very first paragraph, what we are going to do, you are going to write… the paragraph is very short maximum of three to four lines…that is it. You need to mention the reasons and the motives of course.

T: Why do applying this job? But before that, where have you heard about the job? Where? In the magazines, in website, in a newspaper, a friend told you…

Ss: Yeah

T: You have to mention, what is this position? What is this job? Job of a doctor, job of a teacher, job of an engineer…you need to be specific, ok. Why are you applying for a job? Where have you heard about the job? Who told you? When? What is this job first? Alright

S: Yeah

T: That, what you mention in the first paragraph, clear?

Ss: Yes

T: Good …

T: Second paragraph interests why are you applying for the position? Do you have skills, experiences and qualities? What are the qualifications require this position? What are the qualifications academic accomplishments and achievements? Ok, alright

T: Why are you interesting in the position? Why did you choose a company? What is special? Do your qualifications much with for example the conditions of the company? Ok…yes, Sara you can…ok, clear or not? Alright

T: Persuasion, you have the gift of the gap. How are you going to persuade, ok the company members of the employees to choose you and select you to hire a job? By the way, the verb with a job is 'to hire', don't say to 'give' someone a job, to hire = to accept this position…to hire h-i-r-e someone a job…ok, this is a collocation, this is a very formal collocation, clear

Ss: Yes

T: Good…Now, persuasions…How are you going to persuade? Great…so, you are going to report your resume, resume means CV provide more details about the skills and experience.

Now, in your job application letter, you can add some even more details, even more skills in order to persuade, to convince just for the cycle of persuasion, ok.

S:rich background.

T: Rich background; skills and experiences, everything to persuade and prove them to choose and explain why you are suitable for this position.

In **Excerpt 5.3**, as far as Bucholtz and Hall's indexicality principle is concerned, the teacher wanted to act as the center of the class. She indexes a more directive identity. In this part of the episode three, the teacher referred to the traditional way because she explained a certain topic. Furthermore, she introduced a letter of application writing procedures. Instead of relying on her students to guess what they are going to write in this letter, she directly started providing them with the steps. Here, the teacher did not play the role of facilitator, but she acted as a source of knowledge and a provider of comprehensible input. She performed as an active and an authoritarian participant in the classroom. However, the students acted as passive agents who received that knowledge. So, this excerpt gave a clear image about 'teacher-centered' with more directive teacher identity.

Excerpt 6.4

T: The third pair, Soumia

S1: The first 'break' is a (X) of a rest and brake, the second 'brake' is to restrain to slow the car or to stop it.

T: You know what does it mean to brake of the car?

Ss: Yes

S2: فرمة (فرامل)

T: That's it, the brake… Rabah stop it, ok. So, break means a short period of rest between sessions, a second one is to brake the car to stop it using the brakes, the brakes of the car…les freins…alright, good what about the next? What is the difference between fare and fair for example…yeah, 'fare' and 'fair'…Nesrine

S3: Fare is a salary.

T: 'Fare' is a salary, not really the salary; the money you pay to travel…yeah, the money you pay on travel, on the bus, on the plane, on the train. I need to pay a fare; i need to pass and (X) a fare…some of money…what about 'fair' f-a-i-r.

S4: fair is feel…

S5: Something…equal

T: Jus…

S5: Justice

T: Ok, you need to be fair with all students; we need to apply justice, ok we need to apply justice…alright…next one, 'faze' and 'phase'…Rokia

S6: 'Faze' is to annoy or to disturb someone.

T: Very good, to disturb, to confuse and cause him to be a free.

S6: the second is like a stage.

T: The second phase which is p-h-a-s-e means a stage in a process.

S7: Or a period and level.

T: Or a period of time; the phase of childhood and the phase of adolescence.

S8: Phase also used for something (X).

T: phase…vapor!

S8: No

T: I didn't find this…evaporate…A vapor…بخار ….a vapor

S8: (XXX)

T: I didn't hear about it…phase means a stage in process and steps…period of time or a specific period of time…good …next, 'grate' and 'great'…Zohra

S9: The first 'grate' is to annoy.

-STUDENTS REACT TOGETHER AS HER CLASSMATES ANSWER IS WRONG-

T: The first thing we do before prepare any meal is grate onion…grater.

Ss: Yes

T Grate it تبشر rapper, grater…yeah, ok.

T: I'm speaking French thank you.

Ss: (laughter)

T: Thank to you because you didn't understand…and 'great'means…

-STUDENTS ANSWER TOGETHER AS SOMETHING GOOD-

T: something good, very good, perfect, very nice, and excellent.

Episode six introduced a lesson about English vocabularies. The teacher chose homophones and homographs as a lesson to be handled in this session. At the beginning of the episode, she explained the meaning of both the terms. Then, she gave the students a list of homophones and asked them to guess the difference between each part using their dictionaries. **Excerpt 6.5** presented a communicative task; the teacher obliged the students to communicate through expecting the meaning of each pair. She tried not to be teacher-centered but student-centered. She played the role of a facilitator because from time to time she wanted to simplify her students answer in order to be more comprehensible from one side and she resorted to mother tongue and French from another side. For instance, when student three gave the meaning of the term 'fair', the teacher wanted to clarify more the meaning by giving several examples. In order to explain more the word 'grate', she

referred to mother tongue one time saying that grate is 'تبشر' and to French another time arguing that grate is 'grater et rapper'. Hence, in communicative tasks, the teacher does not refer to the traditional way and perform as a center of the classroom, but she acts as a facilitator.

Excerpt 7.6

T: Yes philosopher, what can you say to defend yourself? They want to throw you out

S4: راهي ناعسا

(The teacher hits her on her head)

T: You deserve it…Do not speak Arabic. You are killing me with Arabic, don't speak it please that is really annoying… Second year students of English are using Arabic in class! Shame on you.

S4: I'm sorry miss

T: Philosopher

S9: Every problem has a solution

T: This is philosophy

Ss: (laughter)

S9: Problems and solution are working together no solution without problem and no problems without solution

T: (laughter) philosophical style

S3: So, what is the solution of this problem?

S9: The solution is, the solution is, the solution is

Ss: (laughter)

S9: is to throw both the translator and the journalist then the balloon will get lighter

T: Ooo what the solution is this!

S3: Miss, miss … doctor

T: Doctor…why?

S3: We have the nurse, no need for the doctor

S7: Miss of course you need me because a person who has a blood pressure, he will need me

T: talk to them not to me.

S7: I'm a doctor, I can help you.

S3: But you don't have materials.

S5: We have the nurse.

S7: The nurse needs the instruction of the doctor.

S1: I can play the role of doctor, nurse and psychologist.

T: Alright!!!!

S1: And one person is better than three

Ss: Ooooo

T: Wooow, excellent. Doctor, do you have something to say?

S7: (laughter)

T: Good bye Doctor, good bye

At this phase of the lesson the teacher was giving the floor for each student to provide strong arguments in order to express themselves. At the onset of episode seven, it was very apparent that the S4 used code switching to the mother tongue in the fact that this code switching did not occur because of proficiency problems such as the lack of vocabularies, but she referred to it because she wanted to express her identity. Through the teacher's reaction, it was understood that she was not satisfied and had a negative attitude toward this code switching. It is very clear that the teacher treated her students as they like native speakers and linked between both the principle and the action; she does not show her dissatisfaction only at the macro level by saying 'no Arabic' but also at the micro level through her reaction. In this excerpt, the students were always directed their answers to the teacher and they considered her as she was the most powerful element in the class. This was well presented when they said'miss, miss'rather than interact with each other. However, the teacher insisted on raising student's centeredness through creating student-student interaction instead of teacher- student interaction when she said 'talk to them not to me'. The teacher strategy was very effective because it created a chain of student-student interaction which characterized by less dependence on the teacher and reduced her interference.

Excerpt 8.2

S9: Excuse me friends but I want to talk about feminism

T: Haaa…feminism… yes, Hadjer

S9: In the interview Emma and Malala talked about Islam…so, do you think that feminism respect what Quran said?

T: Yeah, good question…do you think that feminism respect religions specially Islam?...Do you think that Islam support feminism?

S7: Support justice not feminism.

T: Justice…right…what's justice give them…the right to get education, to get a good treatment of husband.

S8: To get respect

T: To get respect to choose the man she wants to marry…so many rights…so many rights…you know, in the past, a woman was discussed the congress whether she can be a human being or not?

Ss: Yes

T: and they come and say all right, human right, woman's right…feminist…where have you been? Where have you been when Islam gave all that?

During the interview that took place between Emma Watson and Malala, they spoke about feminism. In this extract, participants in the classroom (teacher and students) discussed the relationship between feminism and Islam in which one of the students interrupted her classmates' interaction trying to enquire if feminism really respected the Islam's principles. At the beginning, the teacher seemed like she disliked the idea of returning back and speaking again about feminism but when she heard the question, she accepted it and liked it also. Then, she directed it again to her students. Later on, both the teacher and the students started discussing and each one of them gave his opinion about the question which was proposed by their classmate. Student nine through posing her question sought to remind her teacher and classmates to not forget and return to their religion (Islam) and relate it to their topic of study. She wanted to link Islam's values with feminism principles and saw if their religion supported feminism. Therefore, the participants in the classroom cannot speak openly about any topic because they respect Islam's values. So, when they select their topics, they refer from time to time to their attitudes and beliefs.

Excerpt 9.2

T: What is your opinion about feminism?... I don't have only one student in my class. Come on! Your participation is counted.

S1: My opinion of aa…

T: about feminism

S1: is that everybody…the all have the same right.

T: Means as girls as boys as men as women.

S1: Equality of everything.

T: Equality in everything

S1: Yeah

T: Do you think that right in reality become equal? Do you think that you should see the equality?

Ss: No

T: what are the things that we should to see as equality? What are the things?

S2: Education .

T: Education for example, what else?

S3: The right to work

T: the right to work

S4: The salary

T: the salary…yes

S5: It's not the same salary, in America as an example not the same salary.

T: Always has supreme salary.

S5: Always woman in America complain about salary.

T: who?

S5: Woman

T: Women…right…

From the extract above (from episode two), it is noted that the students when they are expressing their ideas, they make mistakes and errors because they are focusing on meaning rather than on form. For them, negotiating meaning is more important than forming well-structured sentences. The teacher in this excerpt posed a referential question to know her students points of view. Starting with S1, her mistakes were restricted in grammar. More specifically, the main focus was on using prepositions and sentence structure. The teacher commented on her errors by providing an explicit feedback. She gave directly the correct preposition in 'equality in everything' instead of saying 'equality of everything'. She did not indicate the mistake, but she corrected it directly. She did not even explain the rule, but rectified the error. Concerning the structure, S1 formed incoherent and unstructured sentence, in the same way, the teacher furnished S1 with an effective feedback. She reformulated the structure of the sentence in lieu of giving the rule. S5 made a grammatical mistake in which she failed to shape the plural form of the word 'woman'. The teacher once again provided her student with the right form of the term. Each time, when a student made a mistake, the teacher followed it with a feedback and reformulated the structure instead of giving the rules. In other words, the teacher provided each student with his own feedback. It is noticed also that there was a lack of self-assessment; students always depend on their teacher to correct their mistakes rather than offering feedback to each other.

4.3.3. Analyzing the Relationality Principle

4.3.3.1. Similarity/ Difference

Excerpt 10.6

T: Do you think that we should choose…a job according…to passion or competent, or to salary? Provide me with arguments…so, are you ready to debate?

Ss: Yes

T: Ok, Imane, in my opinion, I see, I believe…loudly and listen, you can attack her if you are against and you can add something if you are with.

S1: In my opinion, I think that we should choose a job according to salary.

T: why?

S2: Because I need the money and aa…

T: Take it easy, take it easy…you need money to do what Imane? Let her finish the idea. You need money to do what?

S2: Because the money we need it to help myself and my family.

T: She said she chooses salary. Do you agree with that? Ok, Rania.

S2: I respect your point but personally, I choose the job according to competent and passion because I want to succeed in the job I'm doing.

T: Ahhaa.

S2: And if I love what I'm doing, I will succeed. I' m interesting in succeeding not in salary.

T: Rokia

S3: In my opinion, I choose the job according to salary.

T: Materialistic people.

S3: The more money you have, the more suitable life you have…and competence may be in…

T: In other domains

S3: Yes

T: You really agree with her.

-STUDENTS STARTS EXPRESSING THEIR OPINIONS BY YES OR NO-

T: So, Soumia

S4: For me, I think I choose a job according to competence and passion.

T: Ahhaaa…miss salary (XX)

S4: Yes, because I hate things that I do them obliged, also, I add some points that my friend did say which there are not suitable jobs with high salary. So, I prefer to stay at home rather than work.

T: Ooh, really, ooh my god.

Excerpt 10.7 was a debate proposed by the teacher at the end of the session ten in which the teacher asked a referential question to discover her student's perspectives about the discussed topic. More specifically, this extract showed if the students were similar or different from each other as far as their points of view. In this debate, the students sought to provide the teacher with their personal thoughts persuading her with different arguments. There was a distinction between the students' those who wanted to work for financial purpose and those who wanted to choose a certain job because they feel that they are competent enough. S1 presented an opinion attacking S2; S1 claimed that she wanted to work to earn money and she selected this stance in order to solve problems, S2

from the other side opposed S1 opinion stating that she liked and enjoyed what to do. However, S1 and S3 affirmed that they had the same judgment. Hence, the Students' perspectives demonstrated that students look like each other in some cases, and different from each other in others.

Comparing with opinions, **Excerpt 8.2** exhibited that students shared the same principles and values which were inverted from their religion 'Islam'. Since they shared the same rules, they considered themselves like each other. Students did not consider themselves similar or different only from their own perspectives because **excerpt 9.2**offered another stance. Making mistakes and errors was another standard; student in the classroom resembled to his classmates in making errors but they contrast in the kind of error they do.

4.3.3.2. Genuineness/ Artifice

Excerpt 11.2

T: Good morning class.

Ss: Good morning miss.

T: How is life treating you?

S1: Fine

T: Ok, today, we are going to talk about some new, but before to start discussing, we are going to watch this video. Then, you going to listen, to take notes, after that I will ask you some question and we will create a debate. Clear?… ready?

Ss: Yes

T: First of all, who is Malala?

S2: She is a girl who wins noble prize of peace

T: Very good, Malala is a girl from Pakistan. She is a kind of girls who has many dreams. She loves something called education. And you know that in Pakistan they always humiliate girls and forbid them from education. Malala raises the voice against all those who prevent her from realizing her dreams. Fortunately she survived. Good, put the headphones please; take your copybooks and take notes.

-THERE ARE SOME LINES WHICH ARE OMITED-

-THE STUDENTS STARTS WACHING THE VIDEO WHICH TAKES FIFTEEN MINUTES-

T: Ok, have you understood what Malala has said?

Ss: Yes.

-THERE ARE SOME LINES WHICH ARE OMITED-

T: What is your opinion about feminism?... I don't have only one student in my class. Come on! Your participation is counted.

S1: My opinion of aa…

T: About feminism

S1: Is that everybody … the all have the same rights

T: Means as girls as boys, as men as women

S1: Equality of everything.

T: Equality in everything.

S1: Yeah.

T: Do you think that rights are correct to be equal? Do you think that they should look for the equality?

Ss: No

T: What are the things that we should see for equality?

S2: Education

T: Education for example what else?

S3: The right to work.

T: The right to work.

S4: The salary.

T: The salary…yes.

S5: It's not the same salary, in America as an example not the same salary.

T: Always has supreme salary.

S5: Always woman in America complain about salary.

T: Who?

S5: Woman.

T: Women…right. What can you say about the misconception of feminism? is feminism a misunderstood by women ? When they both said feminism means equality. Do you think that it's a misunderstanding? Both Malala and Emma said feminism is the equivalent of the equality? So, do you think that feminism has a wrong interpretation?

Ss: No

-THERE ARE SOME LINES WHICH ARE OMITED-

S9: Excuse me friends, but I want to talk about feminism.

T: Haaa…feminism…yes, Hadjar.

S9: In the interview, Emma and Malala talked about Islam…so, do you think that feminism respect what Quran said?

T: Yeah, Good question…do you think that feminism respect religion specially Islam? …do you think Islam support feminism?

S7: Support justice not feminism.

T: Justice …right …what's justice give them?...the right to get educated, to choose their husbands .

S8: To get respect.

T: To get respect to choose the man she wants to marry…so many rights…so many rights…

This extract is taken from episode number two which showed that there was a less control from the teacher over the students' points of view. The teacher gave a task that allowed the students to show their own identities by giving their personal opinions freely. The teacher chose to show her students a video that talked about Malala who opposed against all those who tried to stop her dreams. Before the learners started watching this video, the teacher provided some information about Malala in order to ensure the students' engagement in the context and also to elicit the students' already existing knowledge. Just after they finished watching, the teacher initiated a referential question asking about students' opinions concerning feminism which has some certain rules that differ from one society to another. At the beginning of this session, the teacher tried to impose a kind of power when she reminded her students that their participation will affect their marks. This led to the construction of the student artificial identities because they just wanted to participate to guarantee good marks regardless of whether these answers were really reflect their way of thinking or not. The teacher did not provide the suitable environment which encouraged the student natural identities rather than their artificial ones. As soon as the student number one interfered and asked a question about if the feminism respects the values of Islam or not, the

situation completely changed. The student behaved in a natural way by opening a discussion that led her classmates to a change their identities. This change was clearly shown when student number two confirmed that Islam encouraged justice not equality; this answer was totally different from the previous ones. The change did not touch only the students' identities, but also the identity of the teacher when she did not impose any attitudes and created an environment where authentic identity were raised.

4.3.3.3. Authority/ Delegitimacy

Excerpt 11.6

T: After you get familiar with these three idioms, you are going to use them in three examples. It is an individual work; you have ten minutes, hurry up

-THE TEACHER IS WALKING AROUND-

T: Have you finished?

Ss: Yes miss.

T: Ok, let start with you Rania.

S6: My brother has the gift of the gap when it comes to debate…In the past queens and kings address up to the night…I really have eyes are bigger than my stomach.

T: Woooow! What the confession!

 (Laugh loudly)

T: Next, next, next…I want to hear new voices today…ammmm yes Amel, give me your examples.

S10: The girl dressing up…

T: Why dressing up? Use the present simple.

S10: Dresses up…my sister has his…

T: My sister…his or her.

S10: My sister has her bigger

T: Eyes, eyes

S10: Her eyes are bigger than his…

Ss: Her

S10: Her stomach…the journalists has…

T: The journalists plural… have

After attending several sessions, it was noticed that not all the students were motivated to learn English, there were some students who always keep silent from the beginning of the lesson until the end. The lesson was all about idioms in which the teacher introduced three different idioms. In other to make sure that the students are really able to use the idioms in different contexts, she asked them to put these idioms in coherent sentences. After giving them a period of time to think about their examples, she gave the floor to one of the volunteers to talk. Later on, she tried to engage the passive students by directing the question to the student number ten who always keeps silent when debates and discussions are raised in the classroom. In this part of this extract exactly, the idea of imposture was clearly identified. When the teacher initiated the question to the learner, she did not answer properly; she made a lot of mistakes in both form and meaning followed by a chain of teacher and students feedbacks. It concluded that unlike the other students who are legitimate, student ten does not have the adequate level to involve in classroom interaction. She considers herself as an impostor student whose participation is very secure.

4.3.4. Positionality Principle

Excerpt 12.8

T: You have names in front of you, yes?

Ss: Yes

T: You have been studied for a long time, yes?

Ss: Yes

T: You better know each other, yes?

Ss: Yes

T: Very good…everyone tries to praise and criticize the name in front of him.

-STUDENTS DISCUSS IF IT IS ONLY PAISING OR CRITICIZING-

T: Criticizing and praising…both…start…hurry up…hurry up…of course using the maximum of expressions…eight expressions, a mixture of praising and criticizing…start you have the names.

……………..Silence…………….

T: You have the maximum of seven minutes.

…………….Silence……………

T: Three…when i say hands up, hands up…two…one…hands up… Rania who is she?

S1: Hadjer

T: Open your ears Hadjer, open your ears.

S1: I have known Hadjer for many years ago, I wanted to talk to her because she is absurd…

T: aah (laughter) absurd! Ooh my God.

Ss: (laughter)

 T: means to do ridiculous things.

Ss: Yes

S1: She was absolutely among the girls, for myself when I see them: ooh look at her, she is the cat whiskers.

T: Alright

S1: In addition to that, I think about her as she wants a cake and eat it. Yet, in the two last years, I discover different things about her, the important thing that surprising me that she is the gift of the gap and this is why she has a (X) with people. Hadjer plays handball and I think that she is among the best in her team. What I impressed me about her shoulder among her colleagues. So, I completely change my opinion about her aa…from negative to positive.

T: Thank you (clap hands) nice…Hadjer, did you like it?

S2: yes…

T: Was she train everything she said?

S2: I didn't like the beginning…but the end…

Ss: (laughter)

T: Of course criticizing…nobody like criticizing at the end of the day…Yes, soumia.

S3: The name is Yousra…She doesn't have a green fingers but I think that she is good in cooking, sometimes she interprets things in opposite way.

T: Nice…Hadjer

S2: Sana is my friend in the classroom for two years, but I don't know her very well, but I have a short description about her…Sana was a way with her friends and Sana among the best in her behavior, She is polite and respectful and Sana also sometimes become really on the ball.

T: Really, I didn't see for the moment, let's hope.

S2: Sometimes

T: Sometimes, aaa…when this sometimes comes to my session…Alright

Session twelve was about criticizing and praising people. The lesson included idioms and expressions about both praising and criticizing. The teacher demanded from the students small pieces of paper and ordered them to write their names, after that, she collected them. When she came to practice, she distributed the pieces randomly. Then, she asked her students to write a paragraph trying to praise and criticize the name in front of them using the maximum of eight expressions between praising and criticizing. She gave them enough time to think about the practice. After period of time, the teacher gave the floor to students to express whatever they wanted. In this extract, the main focus was on S2 position. Starting with S1, The name in front of her was Hadjer. She commenced with criticizing her, then praising her. During her negative description of S2, She stated that S2 made ridiculous things and this what pushed student one to talk with her. This expression surprised the teacher and made her laugh with other students. Since it was a critic, S2 did not like the idea of being absurd and she adhered to silence. She also felt shame because she was humiliated in front of her classmates. Hence, she rejected criticism, not by misbehaving but by keeping quiet and after that by claiming that she did not accept it. S1 carried on her description and this time, she moved to the positive side. Of course, S1 received the praising with smiling. Moreover, she changed her identity position to more powerful one after she overlooked her shyness. She decided to involve and participate in the activity by reading a

paragraph in which she praised and criticized her classmate. Therefore, the first stance engaged S2 in struggle because she was positioned as a small beer. To resist this position, she reframed her relationship with her teacher and colleagues and she claimed to participate, discuss, and even debate in the classroom.

5. Overall analysis

Through the analysis of classroom observation which includes transcripts from the recording episodes, the following results are realized:

From the emergence principle, it is concluded that most of the time, the students' choice is not operated because the teacher sometimes adopt the non-directive identity by giving the floor to her students to choose the tackled topics to be discussed inside the classroom. Furthermore, the students act as active agents who have the total freedom in expressing variant opinions and promoting their own critical thinking. Additionally, the student voice is considered as a means by which he can make decisions that contribute in changing others identities. Moreover, the teacher enhances the student centeredness by increasing their opportunities of participation during interaction. From the other hand, the teacher turns to the traditional directive identity when she acts as the center of the class by imposing the types of both the topics and the materials. The teacher directness is clearly identified when she acts as a controller by monopolizing the speech and directing her students. The teacher sometimes changes her identity from native speaker to non-native speaker when she uses the dictionary in front of her students and declares that they are not inferior to her. Since the students are focusing on transferring meaning, they do not care about the language structure, they just want to involve in discussion and debates expressing their power.

Concerning indexicality principle, the teacher indexes a more directive identity when she explains some certain issues, however, in communicative tasks, she changes her role and acting as a facilitator. It is very apparent that the students use a code switch to the mother tongue through which they try to express their identities. Overly, it is very often that the students are restricted by

some values and principles when they deal with specific issues in the classroom; this shows that the Students' identities are preserved. In addition to that, the teacher plays the role of a facilitator through providing individual feedback according to the students' levels.

As far as the relationality principle is concerned, it is very clear that students oppose different identities including various point of views and errors as well as sharing certain values and principles. The students act in artificial way whenever they have motives and they turn to behave spontaneously whenever they are put in real situations. Concerning the notions of authority/ delegitemacy, unlike some students who have a compatible level to attend English course at the university level, there are others who have a less adequate level which leads them to foster an impostor identity rather than legitimate.

The positionality principle highlights the students' participations during interaction that takes different positions in which the students cannot keep the same role from the beginning until the end of the session; they change their position from one context to another.

From the results above, it is concluded that although critical pedagogy curriculum was supposed to change the relationship between teachers and students by reducing the teacher's authority and encouraging students to act as active agents controlling their own learning, this study shows that transforming power from teacher to student is difficult to be realized because in some cases there is a struggle between directive and non-directive identities; when the teacher adopts a non-directive identity, this will lead to create more opportunities for empowering students.

6. Recommendations

Basing on the findings that stemmed from this study, the following recommendations can be made:

- Transfer of power should not be just an attitude, it should be reflected at the micro level.
- Identity and power can be understood only at the level of classroom interaction.

- The teacher should allow the students to select the topics or the tasks they work on because one way to empowering students is giving them choice.

- The teacher should play the role of facilitator rather than the center of the class and give the floor to the students to express whatever they want.

- The teacher should focus on meaning transmission rather than form.

- The students should be active agents who engage in classroom interaction.

- The students are advised to have the ability to assess themselves and provide effective feedback to their classmates.

- Since the students are engaging in English class, they should adopt a legitimate identity rather than impostor.

7. Limitations of the Study

At the very beginning, it is important to indicate some difficulties when collecting background knowledge especially looking for books was the main obstacle the research faced. This research is conducted through the use of discourse analysis which is considered as the most beneficial tool of research used for collecting data, but in fact, it is considered as a challenge. We took a long period of time searching for a teacher who accepts to be recorded.

We attended nine sessions, in each session we should record all the classroom interaction that occurred. We faced many problems during the transcription of the recordings; sometimes we cannot understand what they said and sometimes because of the length of the recording we get bored from the transcription. Moreover, this dissertation synchronized with Wissam's work which has negative effects on the accomplishment of this research.

Conclusion

In summary, the content of the third chapter has been devoted to discuss and highlight the main findings generated by discourse analysis as a research instrument. It is started by providing the

methodology used to investigate the topic under discussion. Later on it gave a full description of the checklist which aims to examining the role of classroom interaction in the construction of power and identity. Moreover, this chapter presented the research tool, participants and the procedures of collecting data. A shift was made to the analysis and interpretation of the results which began with the notation system used in the transcript and also analyzed Bucholtz and Hall's Principles including emergence principle, Indexicality Principle, Relationality Principle and finally Positionality principle. Overall analysis is the next step which sheds light on the general analysis and the final results of the study. The chapter provided a set of pedagogical recommendations that were derived from the whole research process. This practical chapter closed up with some limitations that are faced in this study. In the light of the findings of the study, it revealed thatthis study showed that transforming power from teacher to student is difficult to be realized because in some cases there is a struggle between directive and non-directive identities; when the teacher adopts a non-directive identity, this will lead to create more opportunities for empowering students.

General Conclusion

Critical pedagogy is a social constructionist approach to teaching that aims at fostering learners' identities through transferring power from teachers to students inside the classroom. Based on the argument that power transfer occurs through everyday discursive practice rather than through mere attitude, the present study provides a way of analyzing how power and identity are negotiated during teacher-student interactions in an oral classroom by Algerian university students of English.

More specifically, it examined the way foreign language teacher and learner's power and identity could be shaped through interaction in the classroom and studied the extent to which the classroom interaction contributed to transferring power from the teacher to the student at the micro level. Based on the literature review, this study dealt with two theoretical chapters; the first chapter covered the notion of classroom interaction, however, the second chapter highlighted both power and identity concepts. The practical part spotted light on the data collection, interpretation and analysis. In order to achieve this aim, a checklist for analyzing classroom interaction was designed using Bucholtz and Hall's framework. This checklist operationalized identity construction and power transfer at the micro level in terms of four principles: emergence, indexicality, relationality, and positionality. This checklist was used in the observation and analysis of teacher-students interaction of second year students' oral expression classroom at the department of letters and English language at Mohammed Sadik ben Yahia University for a period of five weeks. The findings of the research revealed that the major hindrance to identity construction through power transfer from teacher to student at the micro level is the teacher's directive identity.

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Appendices

Appendix A: The checklist followed in this Study

Principles	Criteria
Emergence	1. What are social actions (debate, discussion, role play, game, or real task) that student make in classroom? 2. Does the teacher allow students to choose their topics or tasks they work on each session? 3. Does the teacher show that he does not have the definitive answer and encourage student to participate? 4. Does the teacher ask his students about their opinions? 5. Is student's voice used to make decisions in the classroom? 6. Do the students choose their materials? 7. Are the students focusing on meaning transmission rather than form? 8. Does the teacher monopolize the speech? 9. Does the teacher speak in terms that reflect the question to his students? 10. Does the teacher use dictionary in classroom? 11. If yes, does he use it in front of his students or not

Indexicality		1. Do the students speak openly about any topic expressing their ideas or they supposed to respect certain values inhibit it from to talk in classroom?
		2. Do the students refer from time to time to mother tongue?
		3. How does the teacher deal with such action?
		4. Does the teacher give individual feedback or to the whole class?
		5. Do the students have the ability to assess themselves?
		6. Can they provide effective feedback to others?
		7. Does the teacher play the role of facilitator or act as the center of the class?
		8. Does the teacher reformulate the structure instead of giving the rule?
Relationality	1. Similarity/ difference	Is the student considering himself similar to his mates as far as culture, color, point of view and value?
	2. Genuineness/ artifice	Are both the student and the teacher acting naturally and spontaneously in the classroom or they adopt an artificial position?
	3. Authority/ delegitimacy	Is the student considering himself to have legitimacy in the presence in classroom or consider himself as an impostor?
Positionality		1. Does the student in classroom claim and accept criticism without questioning?
		2. Does he reject criticism by misbehaving or not getting involved in classroom?

Episode Two transcript

Date: February 28th, 2018

Session: 9: 30-11: 00

Group: 06

T: Good morning class.

Ss: Good morning miss.

T: How is life treating you?

S1: Fine

T: Ok, today, we are going to talk about some new, but before to start discussing, we are going to watch this video. Then, you are going to listen, to take notes, after that I will ask you some questions and we will create a debate. Clear?… ready?

Ss: Yes

T: First of all, who is Malala?

S2: She is a girl who wins noble prize of peace.

T: Very good, Malala is a girl from Pakistan. She is a kind of girls who has many dreams. She loves something called education. And you know that in Pakistan they always humiliate girls and forbid them from education. Malala raises the voice against all those who prevent her from realizing her dreams. Fortunately, she survived... Good, put the headphones please; take your copybooks and take notes.

S3: It doesn't work.

T: How did you know it doesn't work? I didn't even start the video…That's what I hate. So, put the headphones, let's get started… Ready?

S4: Yes

T: Ok… Take pencils and start…Did all work.

Ss: Yeah

T: Yes Anfel, hurry up… Just pencils, pen and paper…yes, Nedjwa, it doesn't work…you too…Aaah…Try to get closer to your friend headphone, try to get closer to your friend head phones…Get closer, get closer to her.

……...silence……..

T: Rania, it doesn't work too. I would like to do listening but unfortunately…Imane! get closer, please! right...

-THE STUDENTS STARTS WACHING THE VIDEO WHICH TAKES FIFTEEN MINUTES-

T: Ok, have you understood what Malala has said?

Ss: Yes.

T: Stop, follow me here…Ready to answer questions? So, hhhhh Zohra…So, that was an interview, I know that you were trick, time to time get deviated to go back to Pakistan.

S1: because she was beautiful.

Ss: aaaaa

T: Did you enjoy the beauty for a while?

S1: No, (X X)

T: aaaa… stop these, follow me, follow, follow, stop comments…So, number one, in which occasion did Emma Watson interview Malala? What was the occasion of the interview? In which occasion did Emma interview Malala?

S: Miss!

T: Rima! In which occasion did Emma Watson interview Malala? What was the occasion of the interview?

S5: Miss!

T: Yes yassine.

S5: Her film festival.

T: In her film festival yes, when it was in a cinema.

Ss: Yes, yes

T: Nice, what was Malala's dream? After…what was malala's dream?

S6: Every child gets educated.

T: that's all?

Ss: No, no

T: What else? What was the dream of Malala?

-STUSENTS REACT TOGETHER-

S7: Peace,

S8: To come back to Pakistan.

T: To come back to Pakistan, raise hands, please! Yeah Hadjer

S9: Dreams of Malala

T: The dream, she has one dream only.

S9: One dream make people together, work together, participate actively to support…

T: In support not supports, supporting education… also, Imane

S9: She wants have Pakistan poverty, to see her country all together and see every child in the school and getting education.

T: getting education.

S10: human rights.

T: Not human right, she specifies children specifically, particularly…Alright, aaaaa ok… How does Malala feel see herself on screen? How does Malala, sorry, how did Malala feel see herself on screen influencing millions of people?

S5: She doesn't like…She doesn't like to be on screen because of her voice…..

T: She said that…

S1: She said that she doesn't like to be on screen just to spread the message of education.

T: She doesn't like to be on screen just to spread the message of education across the world to   be as possible. Right, aaa… let's move to the most contravention issue that both Malala and Emma Watson agree the point.

-SOMEONE RAISES HER HAND-

T: I didn't ask my question, ok…So, what is feminism to each or how each of Malala and Ema Watson describe it… They have the same point of view.... How did they both describe feminism?...I don't have just one in the class, come on…Your participation. How did Malala and Emma describe feminism? Yes, Yassine.

S5: They see it like equality.

T: What is your opinion about feminism?... I don't have only one student in my class. Come on! Your participation is counted.

S1: My opinion of aa…

T: About feminism

S1: Is that everybody … the all have the same rights

T: Means as girls as boys, as men as women

S1: Equality of everything.

T: Equality in everything.

S1: Yeah.

T: Do you think that rights are correct to be equal? Do you think that they should look for the equality?

Ss: No

T: What are the things that we should see for equality? What are the things?

S2: Education

T: Education for example what else?

S3: The right to work.

T: The right to work.

S4: The salary.

T: The salary…yes.

S5: It's not the same salary, in America as an example not the same salary.

T: Always has supreme salary.

S5: Always woman in America complain about salary.

T: Who?

S5: Woman.

T: Women…right. What can you say about the misconception of feminism? is feminism a misunderstood by women ? When they both said feminism means equality. Do you think that it's a misunderstanding? Both Malala and Emma said feminism is the equivalent of the equality? So, do you think that feminism has a wrong interpretation?

Ss: No.

T: What do you prefer justice or equivalence and what is the difference between justice and equivalence? Raise your hands, what's the difference between justice and equality of course between genders: man and woman?

S5: justice is given everyone his rights, equivalent is makes the two, the two to size equal and that the difference.

S2: justice is to give what he needs and equivalent means the same things.

S3: The man is something high than woman justice.

T: Man takes more responsibility than woman that was in fact, speaking about the present. I don't think so.

S7: Because women getting out……

T: listen carefully!

S7: but nowadays the man is asking the woman to getting out .

T: Yes, it is. Yes, it is. Yes, that's true. That's true fact. Nowadays, look, look. Let's speak about a simple fact man before getting married the first thing he asks is about job and if it is permanent or temporary job. If it is permanent…..I'm not speaking about Algerian. I'm not specifying. So, Nowadays, the men who call for equality. They shouldn't judge, they shouldn't judge. Right, what else? Speaking about responsibilities, nowadays, who takes the responsibility men or women?

Ss: Women, women

T: What are these responsibilities? Sejia!

S3: Women work's

T: work

S3: Women work outside as inside. Men work only outside.

Ss: (Laughter)

S1: Sometimes you find that woman takes responsibility more than man and sometimes man takes responsibility more than woman.

S2: It's a mixture.

T: So, there are exceptions everyone. There are exceptions.

S2: Man supposed to take responsibility more than woman.

T: obviously, obviously. Why? Because man is physically stronger and mentally more <X X> and has a sharp, a mind than a girl.

S8: (X X)

T: not necessarily... Speaking about the women work, Yeah women's work.

Ss: (XXX)

T: Wait, wait, wait let's start a debate in a good way…Soumia

S3: I think nowadays a man didn't give everything the woman need.

T: doesn't

S3: Yes, doesn't give everything that the woman need.

T: For example

S3: Doesn't give her money for example to buy…I don't know…

T: necessities

S3: The salary is enough for food, she need money to buy something for her to the house …I don't know…

T: (Laughter)

S3: for children, for house…I don't know…

T: give an example

S3: Cloths

T: Decorations

S3: new thing for kitchen may be

T: others

S3: mobile phone

T: Rania, is it a toothache?

-STUDENT MOVES HER HEAD STATING WITH YES-

T: maybe she loves sweets…nice…nowadays, we see that woman became more materialistic because the first thing she asks a house, a car…ok…what do you think?

Ss: yes, yes

T: My question for you, are you materialistic?

Ss: no, no

T: Rania, are you able to speak?...let me address my question…I think the majority of students interesting in…now, let me ask a question, according to you what is the kind of life you wish for yourself ? It may bring you happiness?...raise hand and describe…what's a kind of life do you think it's good for you and bring you happiness?...so any one to answer? ….for me, for my opinion, I see…

-STUDENTS REACT IN ARABIC-

T: no, no arabic

S1: For me, life is a house.

T: a house

-STUDENTS SPEAK TOGETHER-

T: I said Rabah keep silent ahh…good job

S2: with a good salary

T: what's the problem salary, miss salary.

Ss: (laughter)

S1: Materialistic

T: Materialistic

S1: a beautiful wife

T: beauty, right…second Emma Watson

S1: Yes

Ss: (laughter)

S1: responsible, take her responsibility of her actions. I don't care if she works or doesn't have a work, the important event is her beauty.

T: A beauty! Aa…waw!...ok Sejia, I will give you the right.

S3: Speaking about women as a materialistic, what about you…you always look for a beautiful woman.

-STUDENTS REACT TOGETHER-

S1: Miss I want to say something…I said a good job, salary and all what she hears a beauty…she is responsible for her action…that's why women out make up to show beauty.

T: To show beauty aaa

S1: Of course

T: Hadjer, that's why a woman looks for a handsome man and he looks for a beautiful woman. The problem is how each other interpret the word handsome?...some look for the inner beauty and some look for the facial, physical

S1: she is beautiful…you can find them both

S4: I think I'm not materialistic because this what we need in our life, how can a woman…how can realize a happiness without taking a job, house and a car.

T: definitely

S4: Salaries are necessities to realize happiness…so, I'm not materialistic.

T: Yes

S1: I'm not taking about getting married with a jobless one, it's your right to be a working woman or man…there is a foolish, they want to show…

T: to show off

S1: yes to show off and say to her friend ooh…

T: ooh look at me! Got me that and got me this, brought me that, ooh bring me this in valentine day for example…ooh it's so romantic my husband...

Ss: (laughter)

S5: So, she is not a materialistic woman

S1: most of you

S5: who look for a house or a car are not…

T: just a minute Hadjer, she is raising her hand.

S9: Excuse me friends but I want to talk about feminism

T: Haaa…feminism… yes, Hadjer

S9: In the interview Emma and Malala talked about Islam…so, do you think that feminism respect what Quran said?

T: Yeah, good question…do you think that feminism respect religions specially Islam?...Do you think that Islam support feminism?

S7: Support justice not equality.

T: Justice …right …what's justice give them?...the right to get educated, to choose their husbands .

S8: To get respect

T: To get respect to choose the man she wants to marry…so many rights…so many rights…you know, in the past, a woman was discussed the congress whether she can be a human being or not?

Ss: Yes

T: And they come and say all right, human right, woman's right…feminist…where have you been? Where have you been when Islam gave all that?...Good…I think the end of the session, we will carry on the discussion in next week…Good bye.

Résumé

La pédagogie critique est un processus contracté on éducation ayant pour le renforcement des identités des apprenants à travers le transfer de l'énergie de l'enseignant vers l'enseignée dans la classe à la base de l'argument que l'énergie se apparait a travers l'application quotidienne plus que le comportement seule. Cette étude donne la classe cas des étudiants de l'anglais en Algérie. Elle examine comment exactement l'énergie et l'identité peuvent être formée a travers l'interaction dans la classe et a étudié a quel point cette dernière contribue à transférer l'énergie de l'enseignant a l'apprenant sur micro-niveau on fait une liste de control pour observer l'interaction dans la classe basé aux travaux de Bucholtz et Hall. Cette liste a contrôlé la construction de l'identité et le transfer de l'énergie sur le micro-niveau en basant sur quatre principaux: L'apparence, l'indexicalité, la relationalité et la positionalité. Elle utilise l'observation et l'analyse de l'interaction entre l'enseignant et les étudiants du deuxième année LMD Anglais à l'Université de Mohammed Seddik Ben Yehia pendant une période de cinq semaines. Les résultats ont révélé que le majeur obstacle à la construction de l'identité pendant le transfer de l'énergie de l'enseignant à l'apprenant au micro-niveau est l'identité directive de l'enseignant.

ملخص

إن البيداغوجيا النقدية مقاربة بناءة في التعليم تهدف إلى تعزيز هويات المتعلمين من خلال نقل القوة من الاساتذة إلى المتعلمين داخل القسم. استنادا على أن القوة تتكون من خلال التطبيق اليومي أكثر من السلوك المجرد. هده الدراسة تعطي تحليل حول كيف أن القوة والهوية متفاوضتان خلال العلاقة بين الاستاذ و المتعلم في التفاعل الشفوي داخل القسم لطلبة اللغة الانجليزية في الجزائر. بالتحديد عاينت كيف أن القوة و الهوية تتجسدان من خلال التفاعل في القسم ودرست إلى أي مدى ساهم التفاعل في القسم في نقل القوة من الاستاذ إلى المتعلم على المستوى الجزئي. من اجل الوصول إلى هدا الهدف أنجزنا قائمة لمعالجة التفاعل في القسم استنادا على مبادئ بوشلوتز و هال. استعملت هذه القائمة في بناء الهوية ونقل القوة على المستوى التطبيقي بناء على أربعة مبادئ: الظهور، النهاية، الترابطية، والموضوعية . كما استعملت هذه القائمة لتحليل التفاعل بين الأستاذ وطلبة السنة الثانية اللغة الانجليزية في مقياس التعبير الشفوي في كلية اللغات في جامعة محمد الصديق بن يحي لمدة زمنية دامت خمسة أسابيع. وأظهرت النتائج أن أهم عائق في بناء الهوية من خلال نقل القوة من الاستاد إلى المتعلم على المستوى الجزئي هو شخصية الأستاذ التوجيهية.