



Interactions between Classroom Discourse and Cultural Identities

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Abstract

This article investigates the relationship between classroom discourse, student identities, and teacher ones, and how a reciprocal influence takes place, affecting the three constructs. Throughout the literature, many studies confirmed the fact that classroom discourse is heavily impacted by social norms and professional constraints, as well as the identities that manifest through continuous interactions. Teacher identity is also found to be influenced by professional dictations like work ethics, personal beliefs, and values, as well as interactions with their own students. Along with that, many studies asserted that student identity is a flexible and sensitive construct easily influenced by school and teachers' expectations, the interactions that take place between peers, and the diverse cultural backgrounds that thrive at school. This review also highlights the reciprocal influence between some teachers' identities, that manifest in certain discursive practices, and student identities that either validate teachers' input or resist it. Some case studies were reviewed offering more confirmation of the imperative of adopting more considerate and inclusive approaches while scaffolding the process of discursive identity construction; eventually optimizing relatedness, well-being, and academic performance.

1. INTRODUCTION

Education plays a crucial role in the forging and development of individual identities, as it provides a setting where students interact with their peers, teachers, and curriculum to negotiate and construct their own sense of self (McCowan, 2019). This process of identity construction in the classroom is not only shaped by individual experiences and characteristics but also heavily influenced by discursive practices that occur within educational contexts (Freire et al., 2009). More recently, scholars have recognized identity as an educational diet, emphasizing the idea that identities are constructed through discourse. As a matter of fact, Sfard and Prusak's paper on telling identities sheds light on the widely-held belief among discourse researchers that identities are discursively constructed (Sfard & Prusak, 2005). Identity has increasingly become an important tool for analyzing theories and practices in education, as it allows for the integration of micro-discursive features and macro-social practices or events (Yang, 2019).

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In line with that, the concept of cultural identity through the scientific literature is defined in various conceptualizations. It is often seen as an ongoing process of formation that entails, on one hand, the interpretation and reinterpretation of personal experiences, and on the other hand, the reinforcement or resistance towards societal impositions. This view aligns with the idea that identity development is a continuous lifelong process. In some studies, cultural identity is related to self-concept, influencing teaching/learning styles, development, and attitudes toward educational changes. Other perspectives focus on the roles that teachers and students assume, and how these are interrelated with other concepts such as reflection or self-evaluation that contribute to the formation of identity. From another angle, cultural identity can be seen as a narrative or "story to live by" which educators and students use to make sense of themselves. This narrative recognizes that cultural identity can change in response to shifting educational landscapes, often resulting in tensions and dilemmas for the individuals involved as it is not only about individual internalization but it also involves interaction with societal expectations about roles and personal values. These perspectives indicate that cultural identity is not a static attribute but a relational phenomenon that develops in social contexts and through various influences including self-perception, roles, narratives, and ongoing growth (Beijaard et al., 2004). By using identity as a lens, researchers and educators can examine the ways in which discourse is both shaped by and shapes individuals' sense of self within the classroom as shown in Figure 1 (Lee, 2013).

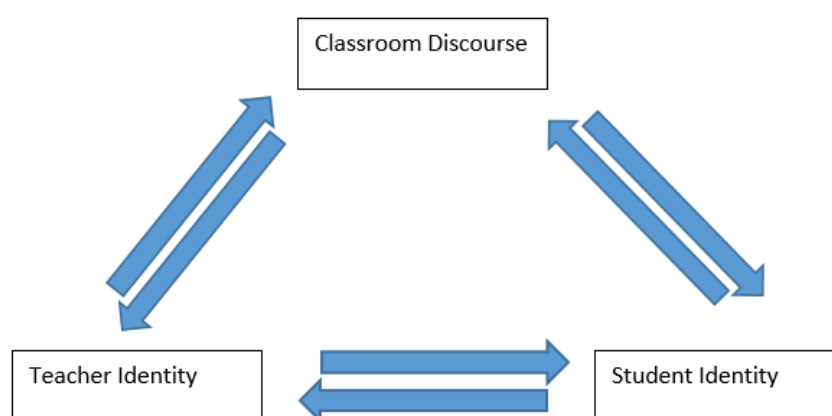


Figure 1. Conceptual model of the interactions between classroom discourse and teacher/student identities (Created by the author).

2. METHODOLOGY

The authors adopted a systematic approach in order to guarantee optimal rigor and relevance of the selected studies to the objective of the research at hand. This selection process considered the following criteria. The probed studies highlighted the triad classroom discourse, teacher identities, and student ones. They showcased the reciprocal and constructive influence the three constructs have on each other.

Articles from peer-reviewed Journals, book chapters, and conference proceedings published between 2000 and 2024 were considered for more academic depth, relevance, foundational knowledge, and recent development check. Priority was given to qualitative, quantitative, and mixed methods approaches with a focus on educational settings like schools, universities, and teacher training centers.

The search for resources targeted multiple academic databases, including Scopus, Web of Science, and Google Scholar. Also, the keywords "Classroom Discourse," "Teacher Identity," "Student Identity," "Culturally Responsive Teaching," and "Cultural Identity" were used to ensure a comprehensive and systematic search approach as well as a maximum level of relatedness.

Probing in the aforementioned databases provided the authors with a large number of studies, and a two-fold screening process followed. First, the titles and abstracts were analyzed to categorize them according to the constructs envisaged by the researchers. After that, the full texts were carefully scrutinized to generate codes using MAXQDA version 2020, and to guarantee a satisfying level of coherence. After the coding process, a total of 58 studies were retained for the review at hand. The remaining studies helped the authors synthesize a review of the mutual role of classroom discourse in shaping teachers' professional identity and helping with the process of student identity construction; with all the implications on teaching approaches and curriculum design that it entails.

3. THE ROLE OF CLASSROOM DISCOURSE IN SHAPING IDENTITY

Classroom discourse and its impact on teacher identity

Research in the existing literature has revealed that classroom discourse significantly affects teacher identity, which is seen as an ongoing process of identifying with the teaching profession. Johan Christensson (2021) suggested that there are three types of discourse that prevail in the classroom: everyday discourse, academic discourse, and professional discourse. They are crucial in the process of shaping teachers' professional identity. The paper concludes that academic discourse is a relevant perspective for teacher education, as it influences how student-teachers see themselves within a social group and their competence in that context. The three main domains of discourse: everyday, academic, and professional are characterized by different language uses and text types and play roles in shaping teacher identity. Navigating between these domains is considered productive and relevant for student-teachers because it helps them guide pupils from everyday discourse to more disciplinary discourse, which is one of a teacher's key roles (Christensson, 2021).

Jasmine Luk Ching Man's paper (2015) illustrated the impact of classroom discourse on teacher identity by detailing how the language used within the classroom setting reflects cultural and social practices and mediates learning as a demanding mental activity. It argued that teacher and student identities are dynamic and negotiable and are influenced by classroom interactions. This suggests that the way teachers communicate and interact with their students, as well as how they experience power dynamics and ideological conflicts within the classroom, can impact their sense of professional identity. Additionally, Luk Ching Man delved into the contestation of discourse frames within the classroom. This plurality of discourses can be seen in Bernstein's concept of "vertical discourse" and "horizontal discourse". The former refers to the authoritative discourse of teachers, while the latter represents the everyday experiences and strategies used by students. These multiple discourses and identities in the classroom can have implications for teacher identity, as teachers must navigate between the authoritative discourse of their role and the alternative perspectives and voices of their students (Luk, 2015).

Li Li (2020) asserted through conversational analysis that classroom discourse plays a significant role in shaping teacher identity. As a matter of fact, the language that teachers use

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in instruction and how they interact with students can offer insights into their professional identities. She concluded that preservice teachers develop practical pedagogical knowledge and establish authority through agency. They can also manifest multiple situated identities in professional contexts by engaging in discursive practices such as dialogue, storytelling, and negotiation within the classroom; this way, teachers can assert authority, build rapport, or facilitate inclusion. These discursive practices are a means for them to express, develop, and sometimes challenge their professional roles within the educational community (Li, 2020).

Keith Richards (2006) elaborated on the notion that teacher identity is impacted by ongoing dynamics in his study, where he explored the construction of teacher identity. Through conversation analysis, he examined how teachers and students use discourse to establish and negotiate their roles. Richards adopted in this research "Conversation Analysis" along with "Membership Categorization Analysis". The aim is to understand how "teacher" and "student" are not just given categories but are the products of interactional work within classroom conversation. Discourse impacts teacher identity by providing the framework within which identities are performed and structured. As teachers interact, they project their discourse identity, such as questioner or challenger, in accordance with the situation or situated identity, and may also bring in elements of their transportable identity, such as cultural background or personal experience. The study reveals how teachers' identities are dynamically constructed and reconstructed through conversational dynamics, suggesting that teaching and being a teacher are ongoing negotiations that involve adapting to the flow of classroom discourse (Richards, 2006).

As a matter of fact, Beauchamp and Thomas (2009) contended that teacher identity is a complex construct shaped by an array of diverse factors. Internal elements such as emotions and the capacity for reflection play a central role. They influence how teachers perceive themselves, process their experiences, and consider their role and purpose within the educational landscape. At the same time, external influences like workplace dynamics, the structure and culture of the school, student demographics, and broad societal expectations also exert a considerable impact on teacher identity. These societal and professional contexts act collectively to shape teachers' understanding of who they are within the profession. Moreover, societal narratives about teaching, policy regulations, and interactions with colleagues and administrators can either reinforce or challenge an educator's sense of self. Intrinsic personal values and experiences continuously interact with these external pressures and supports, causing shifts and developments in a teacher's professional identity (Beauchamp & Thomas, 2009).

A teacher's identity, according to Lojdoová et al. (2021), is constructed through various factors which include their language background, proficiency, and experiences with transnationalism, as well as the subject and content of instruction, teaching methods and approaches, and the specific contexts in which they teach. Students also play a critical role in this process, as teachers may construct their identity in interactions within the classroom and beyond, often adjusting their identity to maintain respect and legitimacy. The narratives of teachers highlight how identity is also influenced by whether one is a native or non-native speaker, with factors such as accent, race, socioeconomic class, and country of origin, adding complexity to the construction of a teacher's professional identity. Additionally, the broader educational context, including educational reforms, can shape teachers' professional identity,

forcing them to reconcile conflicting aspects of their professional selves (Lojdoová, Vlčková, & Nehyba, 2021).

In his research, Ian Thompson (2022) corroborated the necessity to consider discourse in work settings. He adopted a qualitative approach through a mix of observation and interviews to focus on how novice English teachers develop their professional identities as they navigate the educational environments of their respective schools. This study examines how beginning teachers adapt to the cultures and discourses of the schools where they work, their experiences with mentorship and feedback, as well as the setting of developmental targets by mentors. Eventually, these environments influence teachers' identity growth and understanding of their role as educators, emphasizing the importance of teacher education programs that address these cultural influences and supporting teachers in developing critical engagement with teaching theories and practices (Thompson, 2022).

Karim Sadeghi and Akbar Bahari (2022) provided an extensive analysis of research on second-language teacher identity over the last decade, revealing the intricacy and dynamic nature of the interaction between classroom discourse and identity construction in the field of language education. Through systematic examination of sixty-one journal articles, the authors uncovered key dimensions and influencing factors of professional identity, including individual narrative inquiry as a methodology to explore teacher identity, emphasizing the importance of teachers' stories and experiences in understanding how they perceive and construct their professional self. In addition, they underscored the fact that language-teacher identity is intertwined with working contexts, which can range from the geographic location of teaching to the institutional environment and student demographics. The review highlights the shift from traditional normative paradigms, which prescribe a set of standardized skills and knowledge for teachers to align with, to interpretative paradigms that focus on understanding teacher identity as a complex construct shaped by teachers' beliefs, values, emotional experiences, and the interplay between individual agency and social context. The interpretative approach is more aligned with the concept of identity as a fluid and socially constructed experience that evolves over time (Sadeghi & Bahari, 2022).

Edelsky's paper posited that teacher identity is intricately connected to and affected by the teacher's discourse and pedagogical practices within the classroom. The identity of the teacher, which is embodied in Karen Smith's case, is not seen as static but as intertwined with the values and beliefs that inform their instructional methods and curriculum choices. In Karen Smith's case, her identity as a teacher was closely linked to her efforts to align the talk and activities in her literature study sessions with both the culture of the school and the culture of the literati. Her teaching identity was not merely a reflection of institutional norms but a complex interplay of her instructional decisions, pedagogical beliefs, and her ambition to immerse her students into a broader cultural and intellectual discourse (Edelsky, Smith, & Wolfe, 2002).

As a matter of fact, Clarke's paper (2006) also highlighted the premise that preservice teachers go through a roller coaster of a process to align their identity with that of the institution they work for. She found that the discourse adopted by teacher-trainers to prepare young Emirati national women for English-language-teaching positions went against the tendencies of future teachers who acknowledge the existence of divergent views and conflicts and seek to manage them in a constructive manner. Teacher-trainees believed in fostering an agonistic approach instead of an antagonistic one that could acknowledge the legitimacy of different perspectives and potentially lead to healthier professional relationships between student-

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teachers and government school teachers. This approach recognizes exclusions and boundaries and focuses on engagement, thus opening up possibilities for cooperation and collaboration. In a nutshell, student-teachers constructed their identity around the opposition between "traditional" and "new" or "progressive" teaching (Clarke, 2006).

Many researchers have showcased the effect of classroom discourse on teacher identity. Engagement with the classroom environment, student interactions, and reflection on teaching practices allow teachers to develop their professional identities. For instance, it is clear that teachers adapt and evolve their identities through interactive classroom practices such as promoting social justice, reflecting on their teaching methods, and aligning their practices with their evolving teaching philosophies. Some practitioners use discourse analysis to reflect on and understand their interactions in the classroom. They demonstrate that by examining classroom discourse, self-evaluation, and reflection, they can see how their language and interactions align or conflict with their desired identities. This process helps teachers identify moments when their actual practices differ from their preferred teaching methods, thereby impacting their professional identity. By becoming more aware of this through video analysis and discourse examination, teachers can actively work to reconcile these differences and develop an identity that resonates with their educational values and beliefs (Vetter & Schieble, 2015) (Golzar, 2020).

Classroom discourse and its impact on student identity

Identity construction as defined by Norton (1997) is a new discipline and the reason for all the attention and focus given to it because of the interactional process between a language learner and the surrounding social environment. Identity, according to Norton, is the meaning people assign to their positions in the world, the process by which that meaning is constructed and modified over time and space, and the perception of future possibilities. Learning language is an activity in which every incoming communication represents a process of elaborating and regenerating the notion of self and others in relationship with the world. This theory emphasizes the role of communication and how hierarchy and social relations affect how identity is constructed (Norton, 1997).

In research circles, experts and scholars have acknowledged how personal experiences and connections in a school environment can influence the formation of identities. In the classroom environment communication methods are pivotal in shaping the identities of students. These methods place individuals such as students and teachers within the context of classroom interactions molding their identities through positioning and involvement structures (Li, 2020).

In a study conducted by Sherry et al. (2019) focusing on the connection between anthropology in education and discourse analysis, the concept of student identity is explored within classroom dynamics and how these interactions can influence students' roles and self-perceptions either positively or negatively. The research delved into instances of classroom conversations where students' contributions sparked discussions. Some were collaborative with students shaping knowledge and identity together while others were authoritative, with the teacher leading the conversation. The way students perceive themselves and how others perceive them in relation to reading and intelligence is influenced by these exchanges. The article highlights that particular classroom conversations can shape the development of "learning identities " potentially casting some students in roles which may be worsened by biased language beliefs and teacher perspectives (Sherry et al., 2019).

Moreover, the way teachers and students communicate plays a role in shaping identities within the classroom (Acharya et al., 2021). Through conversations and interactions, individuals shape their sense of self by embracing and making conversations in which they engage. The development of identity is impacted by the norms and attitudes that prevail in the classroom. Henceforth, comprehending how identity is shaped through classroom interactions involves exploring the customs and values that influence class discussions (Lojdová et al., 2021).

In Weerd's study (2023), fieldwork and participant observation revealed that identities are shaped and sometimes questioned during classroom interactions. This has an impact on student identities by reflecting various models where both teachers and students engage in labeling students with terms like exemplary, disruptive, fast, or slow. These tags are based on stories and categories that have been created over time by entities such as the government, religious institutions, or schools. In school settings, these labels are given or hinted at and can strengthen beliefs about students either being naturally capable or less capable based on the path they follow. Weerd (2023) proposes that these exchanges in the classroom setting play a role in shaping social identification processes, especially when students are often linked to traits like being labeled as unintelligent or insubordinate because it can impact their self-perception and skills assessment directly. Consequently, the conversation about how they're categorized not only mirrors but also sustains their place in the school hierarchy structurally. These circumstances can then leave a lasting imprint on their self-image and learning encounters (Van De Weerd, 2023).

Alternatively, Yawen Han and Jie Dong (2023) showed in their paper how some of these languages as instructional means and discursive practices would not promote increased inclusion, and indeed deviate from students' identities. Classroom discussion and student identity played out in this study in a way that has important consequences for the learning of international students in "English as a Medium of Instruction" courses in China. Student mobility, including internationalization, also depends on how the institution structures courses and class arrangements. It was discovered that when the curriculum is so heavily biased towards the Chinese language and less towards major-based classes, international students may feel like their academic identity is subsumed. Such overemphasis means that the curricular experience is not supportive of their chosen academic career. Furthermore, when foreign students are placed in classes apart from the Chinese, they might experience a sense of isolation and compound the feeling of inequality, which in turn affects their intellectual identity and sense of belonging in the university community. This type of marginalization affects students studying in the US, making them less inspired and motivated to study the curriculum. These institutional practices, then, impact the ways in which foreign students view themselves and their importance within schools, dismantling the culture of inclusivity that the programs were designed to promote (Han & Dong, 2023).

The aforementioned studies assert that identity is no longer viewed as an essentialist concept, but rather as something that is constructed through discourse and influenced by cultural practices. This perspective challenges the notion that identity is inherent and fixed, instead emphasizing its dynamic nature and the role of social interactions in its construction. Indeed, Chang and Sperling (2014) found in their study through semistructured interviews, classroom observation notes, and electronic records of online forums that discourse in the face-to-face community college ESL classroom tended to prioritize shaping students' academic

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knowledge and identity, often sidelining peer-based or life-world knowledge and identities. In contrast, the online forums provided a space where students could display their peer-based, life-world, and academic knowledge and identities while responding to assignments. The research suggests that online forums can serve as legitimate venues for students to express their nonacademic discourses in a way that supports their academic work. This highlights the potential value of including online communication as a part of ESL instruction to foster a more comprehensive learning environment (Chang & Sperling, 2014)

In fact, advancements in technology have greatly impacted the process of identity construction, especially in EFL educational contexts. ICT offered learners of EFL venues to construct, negotiate, position, and reposition their identities in the virtual world. These processes have become possible thanks to the advent of digital literacy that is defined as the ability to leverage digital tools for communication, generating knowledge, and social action (Martin, 2006). As a matter of fact, digital literacy plays a crucial role in giving students' linguistic and social identities dimensions and depth. Using digitized platforms empowers students to pursue their "imagined selves" beyond the boundaries of conventional classes, while gaining inter- and cross-cultural insights and autonomous learning skills (Kubota, 2011). Nevertheless, it is worth mentioning that adopting a more digitized and individualistic approach to learning comes with a discriminatory consequence. Some socio-economically marginalized learners don't have access to these technologies which reinforces certain hegemonic power dynamics (Luke, 2004; Warschauer, 2010). All in all, the diaspora of researchers recommends that educators leverage digital literacy to reinforce the process of identity construction and give students more agency while striving along with education stake-holders to promote a more egalitarian approach to it.

Student identities are continuously morphed through classroom discussions and discourse. Teachers' and admin staff's expectations and interactions have a major influence on the process of student identity formation. Hence, the classroom discourse can either be a source of support or hindrance to this process. To illustrate this proposition, research has found that stereotypes can reinforce the positioning of certain students belonging to marginalized groups or minorities. Putney's research advocates for a banning of assumptions regarding students' participation that manifests in the form of cultural input, as it positions them and assigns identities that might not be reflective of who they really are (Putney, 2007).

All in all, the discursive practices that we adopt in class and the interactions that teachers have with their students have proven to be conducive to the construction of the latter ones' identities (Vergara Wilson & Ibarra, 2015). Teachers can create an inclusive environment where students can be who they really are and their cultural backgrounds can be recognized and celebrated equally through a process of valuing their discursive intricacies. Teachers should also be mindful of their own discursive practices as they contribute to the construction of their students' identities and steer the overall discourse at will. Also, teachers' discourse can persuade students to contribute in class or quite the opposite, dissuade them from doing it, thus reinforcing or challenging their self-image and how others perceive them (Hussein, Rashid, Azizan, & Alali, 2023).

4. THE ROLE OF IDENTITY IN SHAPING CLASSROOM DISCOURSE

Teacher Identity and Its Impact on Classroom Discourse

The teacher's identity is an important construct in classroom communication. The identities of teachers are multifaceted, fluid, and changing, formed in relation to students in the classroom and interaction with school partners (Lojdová et al., 2021). These identities are not fixed but shift and flex depending on the classroom context in question. Teachers often construct their identity through the narratives they share with their students, shaping their self-image and considering the students' engagement in the learning process. However, teacher identity can morph as it is constructed and reconstructed through experiences, engagements, assumptions, and professional growth, which determine the depth of in-class discursive practices and engagements (Beauchamp & Thomas, 2009).

In fact, classroom discourse is heavily influenced by teachers' discursive strategies which in turn reflect their identities. To illustrate, teachers that adopt an apprenticeship style and foster solidarity and group work in class tend to favor learning communities over a more individualistic approach. Others, manage to merge their personal and professional identities into one single mesh, resulting in a unique teaching style and offering students a unique learning experience. Eventually, a teacher's identity and discursive strategies impact classroom discussions and students' engagement (Edelsky et al., 2002).

It goes even further when teacher identity determines what sorts of arguments and stories are taken seriously in school. An educator strongly aligned with a sociocultural argument, for instance, might favor collaborative and participatory dialogues that respect students' cultural experiences. An educator who takes a more traditional or individualistic position, however, may focus on a teacher-centered style and conform to norms and standards (Miller Marsh, 2002).

The view that teachers have of themselves and of teaching and learning influences interactions, communication style, and classroom dynamics. Beauchamp and Thomas (2009) concluded in their study that the more authentic teachers feel good about themselves and believe in their ability to teach, the more likely they are to create a happy and inclusive learning culture. They're more inclined to talk candidly and meaningfully with their students, encourage them to be involved and spark thought. Conversely, a negative or weak self-image can make it very hard to make a positive and stimulating classroom. They might take authoritarian or passive teaching stances, discourage student involvement, and be narrowly focused on topics that interest students in the class (Beauchamp & Thomas, 2009).

Fang Gao's study (2012) made a case for the relationship between teachers' knowledge of their own identity and classroom conversations that were more productive and inclusive. Classroom observations and semistructured interviews showed that the Chinese language teachers negotiate identities while teaching Chinese to South Asians in Hong Kong, as linguistic and cultural trailblazers. They tailor their methods of teaching to address the linguistic process but also attempt to offer a learning environment that is inclusive and resists hegemonic discourses that privilege South Asians as non-native language minorities. Moreover, these teachers experience great professional fulfillment as a result of this process, according to the research. These results suggest that teacher identity is not just the basis of pedagogy but also an avenue by which language teachers replicate or question dominant

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educational ideas. Thus, teacher identity helps construct a teaching vision and practice that later guides classroom communication and teaching practice (F. Gao, 2012).

According to Rogers and Mosley (2008), teacher identity is an important source of classroom content because it embodies how teachers know and engage with issues like race and hence teachers' classroom discourse on race and racial literacy. Teachers' personal traits, values, background, and prejudices could be what determine the direction of the dialogue in the classroom, and so influence students' emotions during conversations about race and racism. So if the teachers are ready and confident to engage in race-related conversations, then critical and thorough conversations can be facilitated and will eventually promote students' racial literacy (Rogers and Mosley 2008).

In their study, Vetter et al. (2018) also supported Roger's conclusion that teacher identity markers that may include race, gender, age, cultural background, socioeconomic status, language, religion, and educational philosophy are points of access for conversations that could promote more sophisticated interactions and the way a teacher deals with students and the classroom situation; therefore affecting the discourse promoted in classrooms. Teachers' understanding of their identity and how it relates to their students' identity determines how they will teach, interact with the students, and even engage them in discussions. Understanding these identity markers and their influence on the interactions helps the teachers be able to have better critical discussions and develop a classroom atmosphere that is sensitive to students' needs and viewpoints (Vetter, Schieble, & Meacham, 2018).

Candace J. Chow (2021) discussed how all teachers' identities are intertwined with their pedagogical practices. Chow discusses how Asian-American teachers are often stereotyped by school constituents and partners, necessitating culturally sensitive curricula for non-white teachers. The study reveals that the way teachers enact their pedagogical cultural identities can be through downplaying, role-modeling, and resisting, which are nuanced, fluid, and situationally-dependent. It highlights the importance of teachers using their own identities to combat stereotypes and facilitate discussions on race, racism, and racialization in the classroom (Chow, 2021).

Identity is presented in Hanell's study (2017) as a multidimensional concept closely linked to information processes performed by teacher trainees via Facebook. The study presents three identity orientations: discussion, goal, and customer. Hanell observes how these different identities position the trainees' commitments to other people, ideas, and careers. The trainees' Facebook postings are a form of identity construction; a sense of who they are as learners and future preschool teachers. It also appears that social media training for teachers can be a useful vehicle for developing identity and that the enactment of identity roles is linked to social media information-sharing. The debated discussion-oriented learner identity involves an ideology of co-learning and learning by participation with others, so it could foster conversation and discussion in the classroom. The goal-oriented learner identity consists of grades or task completion, not co-learning philosophy. This could result in more pragmatic discourse in the classroom, where discussion can be enjoyed but only to accomplish tasks. The customer-oriented learner identity regards learning as business, as an economic commodity and could cause trainees to complain or even protest if the education does not live up to their expectations. This may lead to a discursive activity that involves raising questions and claiming the student's rights as customers (Hanell, 2017).

In their study on teacher identity, Raman and Yiitolu (2018) also focused on the language classroom, specifically, how beginning EFL teachers frame or trade identities using code-switching in their classrooms. It explores the formation and evolution of preservice, new, and seasoned teachers' identities, and their influence on classroom behavior. This research investigates how imagined identities turn into practiced identities when preservice teachers begin their profession while making a distinction between imagined identities (the people's imaginative perceptions of their interactions when they don't actually interact) and practiced identities (those identities they build through real interactions). It also probes into how context, rules, language experiences, and trainers affect teachers' identities. The paper further investigates the issue of code-switching in language learning and whether it can serve as a way for teachers and learners to negotiate power and identity, trigger solidarity, have effective classroom management, or reduce misbehavior occurrences (Raman & Yiitolu, 2018).

Finally, it is important to have a more nuanced discussion about the teacher's identity and classroom discursive manifestations. Reconstructing teachers' practice to align with their personal and professional values provides a more realistic and meaningful learning environment. Reflecting on and experiencing these identities, especially through observation and analytical tools like multimodal transcription, helps educators be "interactionally sensitive," thus enhancing practice and acquisition (Vetter & Schieble 2015).

Student Identity and its Impact on Classroom Discourse

The educational value of identity materials is in creating a discourse of inclusion; that is, creating a sense of belonging, equity, and emancipation for students. Using the contents of identity as topics and exercises in class, teachers can trigger the development of discursive strategies that prompt the most optimal WTC or willingness to communicate. Teachers can facilitate the creation of students' academic identity by engaging them in subject-related discourse and providing opportunities for interaction and learning (Soerjoatmodjo, 2020). As such this approach acknowledges and legitimizes the inclusion of students' cultural heritage in their learning, optimizing their expression, sense of belonging, identity reinforcement, and well-being, as well as motivating them for more engagement in the learning process.

In a qualitative analysis, Damlao (2020) reported that EFL students at a Thai university construct and negotiate identities in various ways in oral academic lectures. Their conclusion is that students are identified in a way based on their epistemic perspective as passive and reluctant learners and by their sense of belonging to a group of others in an oral academic presentation. The research suggests that identity in this classroom context is dynamic and shapes various pedagogical aspects, classroom events, and the whole classroom environment (Dumlao, 2020). It also points to the role of student identity in classroom communication, where identities are negotiated and constructed as a consequence of language acquisition, and is also an ambiguous phenomenon that affects students' participation and engagement in the classroom.

As Elizabeth Hirst (2007) notes, student identity can dominate classroom discussions. This manifests through embracing certain identities that might be privileged in the classroom, or rejecting certain identity roles for ideological reasons, and this could have a myriad of effects on student performance. To illustrate, Hirst conducted interviews with school teachers and analyzed video and audio recordings of classroom conversations within a middle school for nine months. Subsequently, one student in particular stood out in the analysis. Nancy tried to

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be a good student and follow the teacher's advice; instead, she othered herself, and eventually that had an adverse effect on her performance in the classroom (Hirst, 2007). Identity in the classroom is also fluid: learners slide into and out of various positions during the lesson. These flows are determined by both local social relations and the larger societal, cultural, and institutional environment. In the case of foreign language students, the influence could emerge from their cultural heritage, their language skill, and their exposure to the language inside and outside the classroom (Hirst, 2007).

Classroom discourse can thereby become a site of inclusion or exclusion, privilege or marginalization, reflecting wider social identities and power dynamics. The micro-politics of the interactions in these learning spaces become crucial in understanding not only language acquisition but also the social reality of becoming and being a language user in a particular cultural and institutional setting.

Derald Wing Sue et. al (2009) made a case for the impact that discussion about race could engender in a classroom setting. Their findings stipulate that student and teacher identities can either ease race-related discussions or hamper them. It also highlighted an interesting finding; the fact that white students tend to morph their contributions in class based on the comfort level of their teacher while bringing up race to the discussion, which is one more argument in favor of the assertion that identities and classroom discourse interconnect in order to facilitate discussion in class (Sue, Lin, Torino, Capodilupo, & Rivera, 2009).

Xiaolong Lu (2024) investigated online classroom observations, oral interviews, artifacts, and the constructs of academic identity formation and language socialization within a virtual learning environment. Using a theoretical framework that integrates principles of language socialization, identity theory, and positioning theory, the study posits that academic identity construction may at times supersede linguistic proficiency as a determinant in the successful navigation and socialization of international students within bilingual and virtual academic discourses. It further examines the dynamic interplay between student and instructor positionalities and the potential for such identities to exhibit resistance to change, albeit still vulnerable to the negative influences of suboptimal course design. The research underscores the relevance of this academic identity negotiation process as mediated through both first and second language socialization in digital and multilingual academic settings (Lu, 2024).

John W White (2011) talked about the ways in which student identity informs classroom discourse for minority students. The study points to the fact that minority students are likely to discard themselves from discussions in class due to cultural tensions and pressures to fit into a corporate academic culture that may have historically been oppressive. Identity also animates student engagement with academic life because minority students can take the language and cultural differences they encounter at school as signs of identity to preserve, not obstacles to overcome. This means that these students attend classes in ways that don't deprive them of their cultural heritage and identity. On the other hand, there are instances in the paper where students who are at first hesitant and start to understand that they should code-switch and use scholarly language to get where they want to go, and therefore have autonomy without abandoning identity, language, or culture (White, 2011).

To illustrate more, as Crystena Parker-Shandal (2023) emphasized in her research, student identities also influence how they engage in class discussions, and thereby their readiness to open up and share diverse views with others. The way in which students' identities intersect with classroom interactions can affect perspective-taking and engagement, which suggests that

when they feel safe and secure expressing themselves, they are more likely to engage in discussions in an empathetic and inclusive way. The teacher can partake in inclusive practices to engage heterogeneous classes in learning and to make them use cultural differences constructively (Parker-Shandal, 2023).

In Richard et al.'s case study (2013), Estevan is described as being part of classroom conversations about a scientific phenomenon: the seasons and Earth's tilt in relation to the Sun. It shows that he is an adventurer in the sense that he always seeks to understand this thing even when it is initially disconcerting. Estevan's learning style as well as his identity led him to persevere until he got there. This act sits at the heart of the class discussion, since his teacher and fellow students observed and reacted to how he approached the scientific material, thereby emphasizing the link between his own identity and his experience of the science classroom (J Richards, Conlin, Gupta, & Elby, 2013).

5. INTERACTIONS BETWEEN TEACHER AND STUDENT IDENTITIES

Teacher identity might interact with student identity in the sense that teachers bring their own backgrounds, beliefs, and experiences into the classroom, which influence how they interact with students and how they structure learning environments. Students, in turn, bring their own identities into the classroom, which can affect how they perceive their teachers and engage with the learning process. The mutual relationship between teacher and student identities can have a significant impact on educational experiences and outcomes.

Beth Bernstein-Yamashiro (2004) qualitatively explores the role of teacher-student relationships in constructing high-school learners' identities in her research paper. Identity is discussed as a morphing dimension during adolescence that becomes much more defined by interactions in the schoolyard, and from relationships with parents to relationships with teachers. Identity analysis considers socioemotional dimensions of students' school experience. Through interviews and observations made in the classroom, this research shows that the relationship between students and teachers is interpreted as a key to developing student identity, as students seek approval, attention, and dignity during their academic and social lives. It's teachers who take it upon themselves to mentor and help children with their social-emotional growth, so that students feel like they are valued and honored as young adults. What these studies show is that strong teacher-student relationships are not only desirable, but necessary to academic success and identity. It is often students who feel like they are getting what they want to learn when they feel that their teachers are loving and interested in them. The research shows that the need to bring social-emotional aid into the classroom is important for students' development and teachers' competence (Bernstein-Yamashiro, 2004).

According to Elizabeth W. Saft and Robert C. Pianta (2001), the rapport that bonds teachers and students has a great impact on pupils' academic performance and behavior in early classes. Teachers' manifestation of this rapport also varies according to the demographic, gender, and shared ethnicity. When students and teachers have the same ethnic background, it is more likely for them to enjoy a positive bond and less tension. The paper concludes with an emphasis on leveraging this rapport as it is critical to designing effective intervention strategies to promote equitable learning and minimize classroom issues (Saft & Pianta, 2001).

Egalite et al.'s paper (2015) discussed how teacher and student identities might interact by assessing what academic outcomes can result if the two interactants share the same race or ethnicity. According to the paper, same-race teachers could act as mentors, therapists, advocates or cultural arbitrators for their students. The interaction is argued to positively

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influence student achievement, especially among minority students who could potentially be helped by having minority teachers around who could directly or indirectly support their academic performance. Their study employed a process that included looking at a massive administrative dataset offered by Florida's Department of Education. The approach consisted of examining the learning performance of the students who were taught by teachers from other races/ethnicities. The statistical model allowed the arguments that minority teachers improve minority children's performance at elementary, middle, and high school levels to be rigorously investigated (Egalite, Kisida, & Winters, 2015).

In another way, Winchester's research (2013) emphasized the ways in which teacher identities engage with student identities in the classroom. In fact, based on a rigorous study of student and teacher journals and interviews, he concluded that teachers can manipulate students by negotiating and co-building their identities and legitimizing them. This can influence how well students become linguistically competent and feel that they are actually active members in class discussions. Teachers can use students' intellectual and cultural heritage as tools within the language-teaching space to negotiate competence, identity, and power. Teachers can improve engagement and student learning by exposing them to knowledge-based topics students are familiar with. Additionally, teachers with "portable identities" of their own can provide a more natural way to communicate and engage. But this must be both pedagogically sound and adaptive to the learning situation, not stereotyped in such a way as to discourage pupils or foster a confrontational classroom. They must be able to both help lead and control so that discipline and fairness can occur. It's also important to promote student agency and communicative tools so that students are able to engage in discourse communities within and outside the classroom (Winchester, 2013).

Taylor's qualitative study (2021) which involved a detailed analysis of teacher-student interaction in instructional settings, delved into ways to foster rapport between teachers and students and promote engagement, inclusion, and mutual understanding. In fact, the research highlights the flexible nature of identities in teacher-student interaction, emphasizing that the situated identities of teachers and students frequently shift during conversations. This fluidity expands the institutionally established frameworks and allows for the negotiation of multiple social roles and identities. Taylor concluded that the manifestation of non-situational identities in teacher-student discourse can be influential, highlighting personal identities beyond institutional roles and instructional interactions. She suggests that teachers' orientation to students' non-default situated identities can encourage student engagement and participation in classroom activities; ultimately, enhancing the teaching-learning process. Moreover, by referencing non-situational identities, teachers can help redistribute power and knowledge in instructional settings, creating more equal encounters with students. This shift towards more symmetrical relationships can lead to the establishment of affiliative connections, fostering positive relationships and enhancing student learning experiences. These non-situational identities offer a new perspective on the dynamics of teacher-student relationships and their implications for pedagogy (Taylor, 2021).

Jenelle Reeves's mixed method study (2009) investigated how one teacher, Neal, managed his teacher identity in relation to English language learners (ELLs). The study investigated Neal's investment in ELLs identities as an opportunity to construct his own teacher identity. It is through positioning theory and investment that this study considers how teacher and student identities are mixed. Findings suggested that Neal represented ELLs as any other

student, which was a deliberate investment in their self-image. In portraying ELLs this way, Neal sought to strengthen his own positioning as a natural and exceptionally effective teacher. They emphasized the relational aspect of identity construction: how educators and learners negotiate their identities that shape how they view themselves and each other. These findings raise questions about how investing in learner identity affects teacher practice and student identity formation (Reeves, 2009).

Whitaker (2020) wanted to better appreciate the teacher-student rapport by drawing on Social Identity Theory (SIT). The study investigates the impact of social identities on teachers' views of students and expectations from them, particularly in urban areas. The study explains how the teacher creates learning communities together with the student, and this in return, creates group norms which influence both pedagogy and teacher-student communication. This research also reveals how teachers' social identities shape how they engage with students in the learning communities, and how those encounters may also be interpreted as validation or resistance, particularly against established power structures in the classroom. As it reveals how teacher and student identities can be overlapped, the study suggests that teachers need to observe their own biases and assumptions to make classrooms more inclusive for all students (Whitaker, 2020).

Bai and Wang (2022) examined how student and teacher identities relate to each other via Norton's model of language, identity, and investment. According to the model, identity matters to students as it could promote taking part in class activities with their teacher. They reported that Chinese international students stayed out of the classroom when their Australian teachers were present, perhaps due to language and cultural differences but also because of issues of identity and investment in the dialogue. In an effort to make this more meaningful, they add a cultural component to the model, describing how culture can shape students' participation and their interactions with their teachers. This research shows that the communication preferences of international students and host teachers tend to be mismatched, which points at the need to consider cultural beliefs and preferred modern communications practices as identity factors (Bai & Wang, 2022).

According to Bright's study (2020), the relationship between teacher and student identity is not simply linear but a multidimensional one. Western educators often conceive of their methods and curriculum as higher, more modern, progressive, and creative, creating a hierarchical position where non-Western students are compared to a Western model. In this exchange, teacher and pupil identities are essentially positioned within already existing cultural and racial identities. Teachers can even inadvertently set up roles and expectations based on these labels, to the point that only certain kinds of identities are valued and recognized in school. It might entail teachers looking for students who align with their notions of what a good student should look like, and who are also cultured differently. This may not allow for the acknowledgment and appreciation of the distinct input and knowledge that students from various cultures provide to the classroom (Bright, 2020).

The influence of technological advances on classroom discourse and identity formation

6. IMPLICATIONS OF IDENTITY/ DISCOURSE INTERACTIONS FOR EDUCATION

The process of constructing and negotiating identities in the classroom has important implications for education. First, it highlights the need for teachers to be aware of the power dynamics and implications inherent in classroom discourses. Teachers must recognize that their

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language choices and the discourses they engage in can have a profound impact on students' identities and self-perceptions (Fen Gao, 2018). They should critically analyze and challenge dominant discourses that may perpetuate inequality or marginalize certain identities. Second, the construction of identity in the classroom emphasizes the importance of providing students with opportunities for collaborative and inclusive interactions, which is one argument in favor of adopting culturally responsive teaching strategies.

Creating a welcoming classroom atmosphere that celebrates identities is key for educators to nurture a feeling of inclusion and enhance success for all students. Moreover, the way identities are shaped through classroom conversation underscores the importance of cultural awareness in education. Teachers should make an effort to grasp and include students' cultural backgrounds, life experiences, and viewpoints in their teaching methods. This approach helps validate and support students' sense of self and a sense of belonging in the classroom. Such efforts can significantly impact students' academic achievements and their overall learning journey.

The existing literature emphasizes more than ever the necessity to adopt discourse analysis along with multimodal reflective practices to understand the process of identity construction in the classroom, and how practitioners can reap the benefits of incorporating culturally responsive practices. As a matter of fact, Joseph C. Rumenapp (2016) employs discourse analysis to delve into the perceptions that teachers hold concerning classroom discourse and the dynamic identities of their students. By analyzing classroom interactions, the study targets a population of educators, with a particular focus on their reflective practices and linguistic strategies. This reflective approach includes action research, where teachers critically examine their own instructional methods and decision-making processes. The findings indicate that through a rigorous reflective analysis of classroom dialogue, teachers can develop a more nuanced understanding of student identities, potentially leading to transformative changes in pedagogical strategies and the social organization of the learning environment (Rumenapp, 2016).

On a more tech-savvy note, and as found throughout the literature, it is recommended that teacher training programs incorporate ICT professional development modules to get future and in-service educators acquainted with technological advances and the new emerging digitized educational tools. Leveraging these tools to design interactive and culturally inclusive teaching/learning materials would align teacher practices with student needs and what they aspire to get from their schooling. School partners like PTAs, or parents and tutors associations, should contribute by ensuring an equitable dispatching of digitized educational aids. These combined efforts would not only promote an optimal level of inclusion, engagement, and acquisition but also embed 21st-century skills in lessons, helping in the construction of socially competent, cross-culturally aware, and digitally literate future citizens.

7. CONCLUSION

In conclusion, the relationship between discourse and identity in the classroom is a highly salient and controversial research question with edifying consequences. It's up to teachers to foster inclusive and culturally diverse classrooms, but it's also up to teachers to recognize that discourse has a role to play in the construction of identities for their students. While encouraging mutual cooperation, questioning dominant assumptions, and incorporating students' culture,

experiences, and ideas, teachers can help promote positive self-understanding and improve academic performance for all students (Dafina Lazarus Stewart, 2010). As more research gets done on this issue, educators will have to continue exploring and applying practices to support equitable and inclusive classroom practices. Furthermore, it is advised that education institutions and teacher training centers focus on training and professional development of teachers in cultural responsiveness and identity construction in the classroom. So we can help students be seen, heard, and given a chance to bring their true selves into the classroom.

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