When classroom interactions matter: Student identity (re)construction

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This paper aims at reporting how teachers (re)construct student identity in their English as foreign language (EFL) classroom interactions. Even though it is empirically proven that in classroom interactions teachers represent their identity and, to a certain extent, subconsciously intend to shape student identity, empirical data are required for justifying how the (re)constructions of student identity occur. Based on the observations and in-depth interviews with two content course English teachers of a state Islamic higher education institution in Indonesia, this study revealed that teachers were shown to make efforts and endorsements to build student identity from the earlier stages of their teaching. Despite the fact that (re)constructions of student identity by the teachers were sporadically and spontaneously done in classroom interactions, it was found that the teachers' commitment to build students' character was the point of departure of the student identity (re)constructions. It is interesting to note that teachers utilized some cultural factors as effective triggers to construct student identity. Some recommendations are also proposed for further investigations of the processes of character building as well as student identity representation within dynamic sociolinguistic nature of classroom interactions.

Keywords: Classroom Interactions; Code Switching; Identity construction; Student Identity; Teacher Identity

1. Introduction

Character building has been paid more attention in the last few years in Indonesia. The government recognizes the necessity of integrating character building into classroom activities of any subjects at high school level. This policy has been launched, among other, as a response to the prevailing problems faced by any country in the world: identity crisis. In this demagoguery era, values and beliefs tend to be globalized and borderless distributed into any school in any country. Within a certain degree of intensity and a certain period of time, the world will become a melting pot where different values, beliefs, cultures, and traditions heavily influence each other (Susilowati, 2013). Identity matters within teaching learning contexts.

Identity has been mushrooming issues in the last few decades, especially within English language teaching and learning contexts. Identity which is now conceptualized within post-structuralism is defined as the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future (Norton, 2013). This definition underlies the dimension of identity which is fluid, dynamic and multiple and emerges within interactions. Identity has been intensively investigated because it plays significant roles in determining the success of teaching and learning processes. As evidenced by the long list of research on identity, research has been done in several aspects which include methodological dimensions (De Costa & Norton, 2017; Norton & De Costa, 2018; Norton & Early, 2011), second language acquisition (Atkinson, 2011; Duff, 2012; Estrada, 2010), relation between identity and motivation (Garold, Gao, & Lamb, 2011; Norton & De Costa, 2018; Reinders & Lazaro, 2011; Zaragoza, 2011) as well as identity and investment (Darvin & Norton, 2015; Garold, Gao, & Lamb, 2011; Norton, 2013, 2016).

Teacher identity has also been given greater attention. Teacher identity is pertinent in orchestrating teaching and learning processes (Anspal, Leijen, & Löfström, 2018; Varghese, Morgan, Johnston, & Johnson, 2005). More importantly, teacher identity is also positioned as pedagogy (Morgan, 2004) which is more important in determining not only what materials are selected, what method is used, and how classroom interactions are performed but also the outcome of language teaching and learning processes. In fact, it is teacher identity which stimulates the students' motivation and, through classroom interactions, then transforms it into investment which contributes to the success of students' learning (Norton, 2013). As such, classroom interactions have been commonly perceived as social practices which represent wider landscape of institutions in which teacher identity initially emerge. Classroom interactions also reflect the complexity and heterogeneity of the real world and, therefore, are effective in preserving values and identity (Darvin & Norton, 2015). The post structuralism view on identity also locates classroom interactions as the important locus of identity. Classroom interactions, therefore, are fruitful to inoculate and revitalize identity because the activities can create complex heterogeneous but systematic contexts for every member of the class to (re)construct and negotiate different values and beliefs.

Classroom interactions can also be fertile backdrop of student identity construction. Empirically it has proven that, in executing their teaching, the teachers acknowledge their commitment to make use of their classroom interactions for (re)constructing student identity (Salmani Nodoushan & Pashapour, 2016). They blatantly said that it is important for the teachers to utilize every tiny opportunity of their classroom interactions to shape and

construct student identity which, at later stage, treated as the point of departure of their students' character building (Susilowati, 2013). Despite the fact that teachers have perceived the need for locating their classroom interactions for student identity construction and character building, executing it explicitly on their teaching technically is considered problematic (Susilowati, 2010). Teachers may be questioned when they put student identity construction explicitly into their teaching plans. Is it relevant for English teaching? Isn't too much to do? Student identity construction in classroom interactions remains noteworthy investigating.

Such important empirical proofs have not been richly elaborated, especially at university level, to lead to more conclusive points how classroom interactions are treated as the locus of student identity constructions. To my knowledge, previous studies done by Ningsih and Fata (2015) have explored teachers' belief in relation to their selection of their teaching method, how such beliefs endorse the teacher to construct their student identity remains vacant. Masrizal (2014) has investigated meaning negotiation executed by the teachers in the classroom interactions. However, no further information was found on how such negotiations stimulated the student identity construction. In a similar vein, taking into account Iranian context, Merhpour and Moghadam (2018) have already focused on finding out how novice and experienced teachers represented their beliefs but they did not find out how teacher and student identity was constructed. Therefore, I hypothesize that teachers have done some significant attempts to inoculate and shape student identity through classroom interactions. This present study problematizes how teachers (re)construct student identity in their EFL classroom interactions in Indonesian context,

2. Background

2.1. Identity construction in classroom interactions

Research has acknowledged that identity occupies significant roles in endorsing the success of teaching and learning English. For few decades, identity has been an emerging topic of interest within the field of second language acquisition and historically identity has confined studies of identity to language teaching and learning (Salmani Nodoushan, 2013, 2017, 2020). The appearance of this significant strand was culminated from "two relatively independent lines of thinking about language teaching" (Varghese, Morgan, Johnston, & Johnson, 2005). The first is the view which positions teachers to play a huge role in classroom practices. This, as a pivotal influence of classroom-based research, causes teachers as the focus of research due to teachers' unique attributes which should not be atomistically seen as teachers' whole identity at play in the classrooms. The second is the obvious

impacts of sociocultural and socio-political dimensions of teaching. These two dimensions put aspects of teacher identity as the critical component in language classroom. This is rooted on the beliefs that teachers are not value-free in executing their teaching but situated within broader contexts of both inside and outside of school. It is concluded that understanding teacher identity is apparently the key to understanding language teaching and learning.

The above view on the pertinent roles of teacher identity in language teaching learning entails some substantive points. There are at least five reasons which underlie the above view (Varghese, Morgan, Johnston, & Johnson, 2005). Firstly, many teachers eventually encounter professional and social marginalization inside and outside school. This may heavily determine the attributes they bring to their teaching. Secondly, non-native speaker teachers dominate language teaching in a worldwide scope, resulting in critical analysis of the hegemonic relations between non-native and native speaker teachers. Thirdly, the status of language teachers, to a particular extent, is generally questioned due to significant instability and changeability of teachers' life and work in many contexts. Lastly, there has been an increasing interest in teacher identity in relation to the teacher-student relation, especially its intrinsic hierarchical nature.

Furthermore, it has been well noted that fundamental premises of language teacher identity is as "identity-in-practice" and "identity-in-discourse" (Varghese, Morgan, Johnston, & Johnson, 2005). The first term refers to positing teacher agency as action-oriented and focusing on concrete practices and tasks in relation to a group and mentor(s). The second term indicates teacher agency which is discursively constituted by focusing primarily on critical reflexivity. Language teacher identity is profoundly individual, psychological and social matter. It is personally self-image and psychologically depending on other-image of particular teachers while socially, teacher identity is shaped, negotiated, and inoculated in educational institution settings. When the two premises are demonstrated in second/foreign language contexts, the premises are carried along the teaching process without necessarily executing the premises in two different domains. Therefore, within this particular context, the two premises are then specifically termed "identity-in-activity" to indicate the inseparable practical implications of the premises.

The existence of teacher identity can be determinant in constructing the student identity within classroom interactions. In fact, teachers believe that constructing student identity is a pertinent portion of teacher identity representation (Susilowati, 2013). Further it is found out that the teachers perceived that what they have done in their classroom interactions is

ultimately for constructing student identity. Beside the school climates which have identity promoting features, teacher identity which is perceived as a role model by the students also becomes potent variables to contribute student identity development (Rich & Schachter, 2012). Within English classroom interactions, as far as identity construction concerns, the teachers are required to own more than mastering English and successfully teaching it in classroom interactions; exposing their identity and construct their student identity are also other features which should be complementary. This view endorses the creation of classroom interactions which are enriched with more values and beliefs as the important features of identity construction.

2.2. Code switching for identity (re)construction

Code switch is not merely switching from a particular code to another, but it may play a symbolic role. Bhatt (2008) has showed that code-mixing and switching serves as a linguistic diacritic to signal 'difference' among various sectors of the middle class, especially between the English-knowing bilinguals and 'other' bilinguals'. It is further stated that there is a socio-linguistically significant generalization that 'members of speech communities in vastly different societies use their linguistic resources sometimes to present a social identity, to set boundaries linguistically, to overcome the strong forces of conquest. In an Indonesia context, for example, the use of Indonesian is regarded as more neutral and democratic than Javanese when younger Javanese wants to address older interlocutors. The existing three different Javanese speech levels require the young people employ '*krama inggil*' or at least '*krama madya*' to converse. The speech levels embed the socially stratified utterances with different symbolic role.

Code switching also reflects the speakers' way of indexing their identity to a certain community speaking the language they are switching to. Bhatt (2008) states that there is a sociolinguistically significant generalization that 'members of speech communities in vastly diverse societies use their linguistic resources sometimes to present a social identity, to set boundaries linguistically, to overcome the strong forces of conquest". It is also showed that code-choice "serves as a linguistic diacritic to signal difference among various sectors of the middle class, especially between the English-knowing bilinguals and 'other' bilinguals" (Bhatt, 2008, p. 1). Furthermore, Omoniyi (2006) conveys that code switching "may serve as a tool in producing 'appropriate' alignments and stances or positioning for example as a conscious survival strategy when one traverses as a supposed zone of danger such as urban ghettos socially constructed as 'troubled'". It is also empirically evident that code switching penetrates its linguistic functions. The code switching demonstrates the producer's identity (Susilowati, 2011). Code switching apparently shows that the producer intentionally affiliates to a

particular community. Attaching to a certain community benefits the producer because the producer can effectively deliver information without necessarily creating negative impacts which may arise if code switching does not exist.

3. Method

3.1. Participants

This study aimed at investigating how teachers under investigation (re)construct student identity within classroom interactions. The study uncovered the teachers' social, cultural and historical aspects as well as values and beliefs which were considerably attached to the teachers' sociolinguistic dimensions as their wealth. The subjects of the present study were of two English teachers of a state Islamic higher educational institution in East Java Indonesia. The selection was purposively done by considering their maximum variety such as the course(s) they were teaching, teaching experience, educational background, and a number of languages which were actively used in their classroom interactions.

To obtain sufficient amount of the teacher talk as genuine data from natural interactions of classroom contexts, only those who were teaching content subjects were selected as the subjects in this study. From my preliminary study, it shows that the teachers tended to produce more utterances than those teaching language skills. The teachers of content courses seemed more lenient to provide spaces for other languages to take place. This might provide greater possibilities for teachers to produce more utterances for student identity (re)construction. Both teachers taught content courses which could give the subjects flexibility to focus on the content of the course instead of language skills. Within such plasticity of classroom context, the teachers might expose their best efforts to (re)construct their student identity while delivering teaching materials.

In addition, the subjects' linguistic background was also taken into account. The subjects' multilingualism is significant because identity (re)construction and representation were linguistically bound; identity emerges on interactions which necessitate a language. The subjects' multilingualism could aid the appearance of different dimensions of identity which is closely related to language use. Furthermore, the teacher subjects' multilingualism also might endorse the emergence of code switching which could lead to student identity formation. Last but not the least, the two subjects acknowledged the necessity of shaping the student identity in classroom interactions. This was of great importance to take it into account because the awareness could indicate more definite ways of inoculating the student identity as the main aim of the present study.

3.2. Instruments

Non participant observations were done to the subjects' classroom interactions within one semester period to capture how teachers did efforts to construct their student identity. For the ease of retrieving the data, observations were accompanied by video recordings. The first five recordings were not used for the analysis for obtaining more natural data. Over sixteen meetings, eight recordings were collected because two meetings were used for examinations while some others were for class discussions in which the teachers only produced insufficient numbers of utterances; the utterances did not significantly project their ways of (re)constructing the student identity.

The unstructured interviews were executed to provide maximum flexibility for the teacher subjects to expose the relevant and deeper information which were not yet projected into their utterances produced in the classroom interactions. Therefore, the interviews were only done after the observations had been completed. The interview protocols were determined on the basis of data collected from the observations.

3.3. Data collection and analysis

The data obtained from the observations were firstly transcribed using Jefferson style which could project in details what and how the utterances were produced. This way could meticulously record even a very tiny but significant data such as rising or falling intonations which indicated certain emotional tensions. These transcriptions were then confirmed to the video recordings to make sure the transcriptions precisely projected the recorded data.

The transcriptions were then given appropriate contexts by carefully picturing what was happening in the classroom interactions. This included psychological atmospheres, sociocultural features, as well as physical arrangements of the class. The rich attachments of sociocultural aspects to identity constructions guarantee this present sociolinguistic study work at its high currency for the present study. In addition, examination of practices and resources of particular sociolinguistic settings facilitates a significant access to find out how identity is reflected, negotiated and (re)constructed. Only after the contexts were suitably constructed, the data could be fruitfully analysed.

The teacher subjects' utterances were justified their sociolinguistic features and determined whether the utterances brought particular messages which indicated the teacher subjects' efforts for (re)constructing student identity. It is pertinent to detect implicit messages delivered by the subjects as the construction of student identity could be executed within implicatures. In

addition, the sociocultural magnitudes of classroom interactions may uncover much richer information of the subjects' lived experiences which were of importance for (re)constructing student identity (Creswell & Poth, 2018; Taylor, Bogdan, & DeVault, 2016).

4. Results and discussion

From the observed classroom interactions, the potential speech events were selected to be further analysed on the basis of how the teacher subject (re)construct student identity in classroom interactions. As the teacher subjects occasionally, code switched into Indonesian and Javanese, the utterances needed to be translated into English. For space consideration, the utterances were not translated in the separated excerpts but the translation is only given when the utterances appeared for the first time in the analysis processes. To avoid confusion, the translation was given right after the utterances and was written in brackets. The details of findings are as follows.

4.1. Student identity (re)construction: Teachers' perspective

Before uncovering how the subject teachers did efforts to (re)construct student identity, it is worth investigating the teacher subjects' perspective toward the necessity of shaping student identity. The teachers' commitment to inoculate student identity has been empirically a pertinent stimulant for them to makes use of any opportunity in the classroom interactions for student identity (re)constructions (Susilowati, 2013).

The findings revealed that teachers intentionally designed their classroom interactions as the arena for student identity (re)construction in different degree of intensity. To particular extent, the teachers started from influencing their students' way of thinking and then shaped their identity. The teachers' awareness of their identity representation in classroom interactions exhilarated them to come to an agreement that identity representation in classroom interaction was obligatory. From the very beginning, the teacher subjects acclaimed that teachers should represent their identities in the classroom because it potentially brought its weight for both teachers and students. A more careful look on how they perceived the importance of their identity was definitely worth noting.

The teachers' perception toward the importance of student identity (re)construction was rootled from the teachers' belief that teaching was always value-loaded. For these teachers, student identity (re)construction was fundamentally attached to their teaching; it had been 'one package' with their teaching because their teaching was always driven by the values and beliefs which were essentially parts of the teacher subjects' identity. They admitted that their teaching and student identity (re)construction had been

such dissolved that they sometimes could only subconsciously realize their identity representation and the student identity (re)construction in their teaching. This is reflected in the following teacher's utterances.

> Teaching is also something personal. Something which is related to our personality and our psychological conditions. It is something related to identity representation and construction, whatever it is, it cannot be separated from our teaching. (Interview with SM)

Furthermore, the teacher proposed her arguments that teaching was obviously more than just the business of delivering the information to the students but was accompanied by educating them. This was profoundly confirmed by the teachers who stated that identity had to be reflected and reconstructed in teaching; teaching English is not a matter of constructing sentences, but constructing way of thinking which was derived from all aspects of the language. From this point of view, teaching English unquestionably concerned with inoculating values and beliefs.

Despite the fact that they taught university students who mostly were considered as mature and independent, in classroom settings this does not seem significant. The teachers believed that they have a pertinent role in shaping student identity which should be done continuously as identity (re)construction was treated as lifelong processes. Within this frame, the teachers coalesced the concepts of identity which put student identity construction as 'becoming', a never ending process (Hall, 1997; Le Ha, 2008). The subject teachers believed that their students could go through the stages of identity constructions on their own path of lives but positioning themselves as the model in different indexicalities in the classroom interactions was still worth doing. For doing so, the teachers played different 'faces' which indicated different roles for escalating the student identity (re)construction. In this case, teachers' self-agency matters (Zhang, 2017).

The subject teacher further stated that she positioned herself as a role model of an English learner as well as a parent for their students. She claimed that in teaching English the teacher should show their best linguistic competence which guaranteed their students' acceptance to perform identity agency. Similarly, the teacher perceived the importance of complementing their teaching with both personal and psychological maturity which signed the readiness to play their role as a parent.

From my observations, from the very early stage, the teachers set up a particular proportion of their teaching time for (re)constructing student identity. In very specific circumstances, the proportion could be higher because the teachers considered it critical to focus on student identity

construction. They further confessed that the ultimate goal is student identity (re)construction which, therefore, deserved time allotment of their classroom activities. The proportion could be much higher which could dominate their classroom and that was perceived as significant and worth investing. In fact, the subject teacher believed that good quality of English teaching was indicated by the time investment for student identity construction which involved values and belief.

In shaping student identity, the teachers put forward the importance of crafting different values and beliefs derived from local wisdom and religious teachings in which both the teachers and the students were emotionally connected. In more conclusive words, student identity construction was not carried out on value-free landscape (Daud, 2014).

Furthermore, the teachers acknowledged that these values and beliefs, at the later stages, were also internalized as the student identity. The teachers also believed that the process of student identity (re)construction could be enhanced when the teachers could create such fertilizing bases in the classroom interactions by fruitfully exposing their own beliefs and values. The present study uncovered more noteworthy positions of teacher's beliefs, beyond the significant relations of teacher's beliefs and their knowledge which covers content knowledge, pedagogical content knowledge, and pedagogical knowledge (Merhpour & Moghadam, 2018). The teacher subjects further argued that the teacher was required to integrate their beliefs and values into their teaching knowledge. Such liquefying integration of teaching knowledge and teacher's beliefs and values would gradually be interwoven into their classroom interactions for stimulating student identity (re)construction. Eventually, the teacher subjects confessed, the teacher's investments for student identity (re)construction could penetrate the four wall classroom interactions. Student identity (re)construction should go far beyond classroom interactions due to its 'becoming' nature (Hall, 1997). Thus, it is pertinent for the teacher to execute student identity (re)construction inside and outside teacher-student classroom interactions.

From the above discussion, it can be concluded that the teacher subjects acknowledged that student identity (re)construction were of great importance to take place within classroom interactions. In the following parts, I discussed how student identity (re)construction was carried out in classroom interactions.

4.2. Student identity (re)construction in classroom interactions

From the findings, it is shown that the teachers hunted for any possibility on their classroom interactions for student identity (re)construction. First of all, the teachers put forward their teaching materials as the point of departure for

student identity (re)construction. Teaching materials and its cultural dimensions were treated as the most productive sources. From the different values and beliefs attached to such culture-bound materials which were originally cultivated from other countries, in this case English speaking countries, the teachers explored the universal points which could be transferred to enrich their students' own values and beliefs. The teacher subjects also argued that any teacher was in need to route their students to the connections between their original values and beliefs to the newly learned ones as the pathways of their identity (re)construction. They further contended that the red strings of values and beliefs should be highlighted to help their students more open mind and tolerant as a part of their endeavour for mounting them to be good global inhabitants.

Secondly, the teacher subjects always unearthed any stimulating prompt in their classroom interactions which could dynamically encourage student identity construction. Small spontaneous comments, critical objections on particular case, questions and responses were positioned as effective triggers for the teachers to initiate student identity construction. Under certain circumstances, jokes were of good starters for student identity construction because jokes could efficiently fertilize classroom interactions as an industrious ground for student identity construction. Jokes were seen as harmless and effective ways of planting values and beliefs because jokes created more comfortable atmosphere in classroom interactions. The humorous mode productively provided a sort of 'taken it for granted' acceptance and prevented avoidance of the proposed values and beliefs. The excerpt below shows how the teacher subject MH presented teaching material humorously for (re)constructing student identity at the beginning of the session.

> Literary works can (be) actually potentially more beautiful. It can offer more passions. *Karya sastra itu lewat kemampuan seorang penulis (0.2) itu bisa (0.1) menawarkan (0.1)* enjoyment. *Bisa menawarkan keindahan . . . bisa menawarkan dunia yang lebih memabukkan dan yang lebih menyenangkan . . . yang lebih baik . . . kalau tidak mampu hidup di dunia ini hiduplah di dunia sastra karena di dunia sastra hidupmu (0.2)* romantic (laugh).

> (Literary works through the writer's capability can offer enjoyment . . . can offer beauty . . . can offer more enjoyable and intoxicating world which is much better (than your world) . . . if you are not able to survive in your world, live in your literary world because such world gives you romantic life).

Such philosophical statements were smoothly delivered in classroom

interactions even though the utterances implicitly promoted dense values. The teacher wrapped such a hard concept in humorous manners expressed in low and witty voice accompanied by comical facial expressions. When confirmed to the teacher subject, he divulged that entertaining tone lightened the heavy concept for more easily understanding and, later, acceptance which could warrant student identity (re)construction. Thus, appropriate use of potential features emerged in classroom interactions could be effectual for student identity (re)construction.

Furthermore, code switching is considered an effective vehicle for transporting student identity construction into classroom interactions. The teachers asserted that code switch to other languages could provide more spacious field for student identity construction. The teachers confirmed the fact that any language was always attached by culture and values owned by its community. As foreign language teachers, they dominantly spoke the target language in classroom interactions but switching into Bahasa Indonesia or even their mother tongue, in this case Javanese, as frequently perceived as more profitable for student identity construction. The following excerpt confirmed such statement

> Language is connected to the sense . . . I just think that English seems more scientific that I can choose some terms that there are more scientific (words) than when I use Bahasa Indonesia. (Interview with SM)

It is interesting to note that the teachers positioned each language at its exclusive roles. English earned its currency as a scientific language. English seemed to create a more formal situation which indicated the existence of teacher power while Indonesian is more intimate. However, the teacher subject claimed that switching into Indonesian for escorting student identity in a more serious tone. She further explained that that the position of Indonesian and Javanese as her native language endorsed her stronger emotional connection which obviously could not be substituted by any other language. The different sense attached to the different languages enhanced her to do code choice within classroom interactions. In this case, distance was perceived as stronger tool to penetrate the values and beliefs the teachers delivered. Refusal was not allowed and greater acceptance was necessitated.

> I have to say Javanese is my culture. I am a Javanese and Javanese as my native language and my native culture. Sometimes when I teach I sometimes code switch my language from English into Bahasa Indonesia and sometimes into Javanese, I did it purposively because I think some values especially important values when it is presented in

> English, in my opinion, it cannot be absorbed well by the students then I am going to use Javanese . . . the use of the language (Javanese) in this case could strengthen the performance of culture that should be learnt . . . should be known by the students. (Interview with SM)

This belief, as reported by the teacher, was rooted from the opinion that learning English should not make the students leave their native language(s). She recommended the teachers to do any effort to keep the native language(s) with the embedded genuine culture and values. More specifically, when code choices emerged in English classroom interactions, switching to mother tongue generated more personal and closer engagement between teacher and their students. This intimate atmosphere helped the teacher have wider space to flexibly (re)construct student identity.

> To me . . . but Bahasa Indonesia and Javanese are more emotionally connected (than English) (Interview with SM)

The teachers also believed that local language representatively showed more local wisdoms which were later on infiltrated into student identity.

The teachers, however, realized that, to a certain extent, the use of local language might create a socio-cultural gap which could hinder the smoothness of student identity construction done within classroom interactions. It is unavoidable for the students to respond their teachers without considering the speech levels the local language brings. As a result, the students utilized a high speech level to show their respect, which sociolinguistically implicated different socio-cultural positions. As such, code switching was performed beyond its linguistic functions. The above findings strengthened the study by Sebba (2012) which found that such a code choice allowed construction and reconstruction of identity. The messages delivered through code switching are worth on their own in strengthening the teachers' ways of constructing student identity. In this case, code switching works more than their pedagogical functions (Fachriyah, 2017).

The emergence of code switching in such contexts strengthens the relation between language and identity. Postmodern view of identity which locates classroom interactions classroom as the locus of identity emergence has shifted classroom interactions to function far beyond its pedagogical functions. This view posits teacher talks delivered in different languages as the stimulant of student identity constructions. The subject teacher confirmed that the use of each language which consequently brought different ways of constructing the student identity consciously or subconsciously done. The teacher subjects also verified some ways which they could use for constructing student identity through any linguistic feature of the languages

they were using in classroom interactions. They believe that language has an essential role of constructing student identity in their classroom interactions. Furthermore, the teachers perceived that language was reciprocally connected to identity because language affected the way they represented themselves and, concurrently, identity influenced the way they employed language. As far as identity concerns, language is the reflection of negotiation and renegotiation of the user' identity in relation to the larger social world (Norton & De Costa, 2018). In fact, language is the site of identity construction. The teachers perceived the relation of language and identity from several angles which make them aware that the intimate relation between language and identity impinges on their classroom interactions.

It is worth discussing the fact that the issues of World Englishes also permeate classroom interactions. The data show that the teachers position English as an instrumental language. Despite their view on the strong relation between language and identity, the teachers do not recognize the premier position of English, except as a means of teaching and learning the subject matters. The teachers believe that being an English teacher is not necessarily becoming native-like and may not prevent them exposing their original linguistic properties. It is not surprising to find that the teachers are proud of speaking English with local accent.

The teachers also extensively explore the local philosophy, culture and values not only to clarify the western concepts they are teaching but also to expose the richness of the native language. The teachers have proved that they can appropriately perform English without sacrificing their native language and culture. They think that it also offers a pedagogical motivation in the sense of providing multimodal resources to engage the students in representing meanings. With such multimodal activities, the teachers have a wider opportunity to help the students strengthen their literacies, cultures and identities (Norton, 2013). In this case, the teachers successfully posit English as a communicational instrument, not as cultural and identity carriers. To put it simply, the teachers' belief on the intimate relation between language and identity does not prevent them to expose the wealth of their native language and culture in the classroom interactions. The appearance of CS clearly indicates their emotional attachment to their native language and their attempt to preserve its richness within EFL contexts. The instrumental function of English can legitimately rest the local needs, wants and situations on the target language classroom. Some pedagogical implications can be derived when the teachers' appropriation in using the native and target language is prudently done.

Under serious look on the teachers' view of identity, I can proportionally state that the teachers' professional effort covers both social and pedagogical

functions. The teachers' role as the information transmitter primarily concerns endowing with pedagogical dimension. Doing a good business of teaching undoubtedly creates a resourceful pool of pedagogical implications, which can be derived from the initial stage to the last phase of doing the teaching. Every stage of the teaching should be carefully designed based on particular pedagogical consideration and for certain pedagogical objectives. Therefore, their teaching is supposed to give, implicitly or explicitly, particular pedagogical values to the students.

The teacher's role as an educator impinges stronger social dimensions because delivering their role as an educator predominantly conveys the social aspects of their life which fit the students' need. English teachers are now faced with the challenge of helping the students to be aware of how they are positioned in various historical and institutional contexts and aware of the possibilities and strategies for transgression and transformation. In addition, teaching English unavoidably exposes the students an experience of 'a new world-the sociocultural world of the target language-which shapes the learners' attitude and has "backwash" effect on their view of their own world. This excessively requires understanding the social facets of both the teachers' and the students' lives.

The teachers perceived their strategic and influential positions of their identity representation for shaping their students' identity. They located three vital potentials for the students' identity formation, namely their position as identity agency, the urgent need of facing identity crisis and the positive contribution of their identity representation. The teachers perceived these three points as undeniable significant tasks the teachers should perform in their teaching. The teachers' role as an identity agency is intractably separated from their teaching. Teaching English means teaching appropriate social-situated identity in which the language is used in acceptable and appropriate manners. For achieving this, the teachers relocate a part of their teaching for educating in which they can deliver their role as an identity agency. Positioning themselves as identity agency provides the teachers opportunities for exposing their values and beliefs. Shaping the students' identity involves inoculating values and beliefs. In doing so, the teachers position their students as community members who are engaged in the process of grappling to use the target language in order to participate in different ranges of interactions. Their participation depends on the social and cultural positions which determine the intensity of meaning-making and negotiations. The students, therefore, possess the dynamic and flexible space for constructing their identity and concurrently being constructed by the social practice in classroom interactions. This condition offers a greater prospective opportunity for shaping the students' identity.

5. Conclusion

Despite the fact that classroom interactions were commonly perceived as the ordinary place for teaching learning processes, it seems to be less empirically proven. Putting classroom interactions as the locus of identity constructions provides spacious possibilities to investigate how the teachers construct their student identity. The findings of the present study revealed that the teachers did more than teaching activities, namely making efforts to inoculate student identity in their classroom interactions. They made use of their natural flow of classroom interactions as the initial stage of shaping identity, which was then followed by transferring particular values and beliefs as the pertinent parts of identity construction. Even though the teachers had committed to cultivate their students' identity by providing high proportion of time allotment, they tended to do it in a very flexible way depending on prevailing triggers in the classroom interactions. The values and beliefs which are implicitly attached to the teaching materials could be effective sources for departure of student identity construction. Therefore, the identity construction tended to be done spontaneously and sporadically. Particular language was perceived more effective in delivering certain identity as a consequence of culture, values, and beliefs which were attached to the language.

A conclusion, however, should be carefully made considering some factors. The data of the present study were obtained from classroom observations and the interviews which may not be able to detect some possible significant data which appear outside of classroom interactions. In addition, different personality, cultural backgrounds and characteristics, teaching experience and nature of teaching subjects the teachers have may lead to different findings.

From the results, some recommendations are proposed. First of all, it is significant to follow up this research to provide more detailed empirical data how actually teachers utilize any linguistic features, especially code switching, which may more effectively (re)construct student identity. As the teachers claimed different ideological status of different language, it is also worth further investigating how such code switching represent teacher identity representation. Secondly, it is also pertinent to observe what teachers really plan to do for their teaching and what is done in their classroom interactions. This will derive more rounded picture on how teaching plan is executed in classroom interactions to more systematically (re)construct student identity. It is also significant to investigate how teachers create and make use of linguistic environments to productively stimulate student identity construction. Last but not least, it is also recommended to trace teachers' own narration in constructing their English teacher identity which may play important roles for determining their efforts in (re)constructing their student

identity from much earlier stages of teaching, such as designing the goal of teaching and material selections.

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