

## RESEARCH ARTICLE

## A CRITICAL DISCOURSE ANALYSIS OF AN OUTSIDE CLASSROOM CONVERSATION

Noor Hamed Ahmed Abdulla<sup>1,\*</sup>, and Ibtisam Mohsen Abdullah Alsallami<sup>2</sup><sup>1</sup> Dept. of English, Aden Community College, Aden, Yemen<sup>2</sup> Dept. of English, Aden Community College, Aden, Yemen; E-mail: Ib201500@gmail.com

\* Corresponding author: Noor Hamed Ahmed Abdulla; E-mail: noor.glow1@gmail.com

Received: 25 April 2026 / Accepted 12 May 2026 / Published online: 30 June 2026

## Abstract

This paper tries to explore whether there are power relations and social inequality through analyzing a conversation between a teacher and student outside the classroom. This study adopts qualitative research, utilizing the descriptive analytical method in which data are collected through recording and transcribing a conversation outside the classroom between a teacher at the first level and a student at the second level at Aden Community College (ACC). Fairclough's Model of Critical Discourse Analysis (CDA) is used to analyze the discourse at three stages: text analysis, discursive analysis and social practice analysis. According to Fairclough, this model examines and explores how language, power and ideology play an effective role in producing and shaping the discourse. In this research, data analysis shows that the teacher's power dominates and controls the conversation although the student has some freedom to talk and express her own opinions.

**Keywords:** CDA; Power relations; Outside classrooms' conversations; Fairclough's model.

## Introduction

In classrooms' conversations teachers and students have unequal power relations. A teacher initiates the conversation, directs it and ends it. In other words, a teacher dominates and controls students' talk. This may be because a teacher asks a question to see whether students comprehend what he/she has taught them previously. Consequently, a student gives an answer which is followed by the teacher's feedback to clarify a point or explain it more. According to studies of Cazden (1986); Mehan (1979); and Wells (1993), Candela (1999) states "Traditional work on classroom discourse establishes the teacher-directed interaction, the Initiation-Response-Evaluation (IRE) as one of the more familiar feature of classroom talk". In addition, Candela suggests that "...the IRE structure allows teachers to control classroom discourse, because they are the ones who ask the questions, orient the students' responses, and evaluate their answers" (pp.139-140).

However, in outside classrooms' conversations, teachers do not need to ask questions to test comprehension nor do they give feedback. Similarly, students do not need to respond to teachers' questions. Thus, this paper aims to analyze an outside classroom conversation between a teacher and a student that she has not taught. The researchers want to see whether the teacher still dominates the conversation and uses her power even outside the classroom and with a student who is not one of hers. To achieve such aim, the researchers use Fairclough's model to explore power relation's effect on an outside classroom conversation.

## Statement of the Problem

Reviewing the literature, the researchers have not found studies dealt with using critical discourse analysis for analyzing outside classroom conversations. Thus, it is mainly important to refer to the fact that CDA is poor with studies about critical analysis of outside classroom conversations. McCarthy's study (1991) is the

only study that analyzes an outside classroom conversation between a lecturer and his students and its findings showed inequality of power relationship among them.

Based on the general background of CDA, teacher may have power and control on students text and context in which the power and domination affect outside classroom conversations (Fajar & Nadhillah, 2023). The power relationship between a teacher and students can be shaped and influenced by their social relationship through which the teacher is the holder and dominant of communication. Fajar & Nadhillah (2023) add that "this power relation, [...] must be an unequal portion or distribution of power that occurs in almost all community institutions, including the power relationship between lecturers and students in learning" (p.65). In short, there is a significant research gap regarding teacher-student conversations outside the classroom. This study addresses this scarcity by examining the extent of teacher control and dominance in informal conversations with students outside the classroom.

### **Aim of the Study**

To address the research problem, this paper aims to investigate the power relations reflected in a conversation outside the classroom between a teacher and a student by applying CDA theories, particularly Fairclough's model.

### **Research Question**

Based on the aim of the study, the research question is:

How are the power relations between a teacher and a student reflected in an outside classroom conversation?

### **Literature Review**

#### **Critical Discourse Analysis (CDA) and Power Concept**

CDA is both a theory and a method used to describe, interpret, and explain the relationships between language and society. It differs from other methods of discourse analysis because it not only describes and interprets a discourse in context, but also explains why and how discourses work (Rogers, 2004). Wodak (2001) defines CDA "as fundamentally concerned with analyzing opaque as well as transparent structural relationship of dominance, discrimination, power and control as manifested in language" (as cited in Maftoon & Shakouri, 2012, p.1209). Regarding the concept of power, Rogers (2004) suggests that CDA is often associated with studying power relations. Moreover, Van Dijk (2001, Chapter 18) argues that "CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context" (p.352). According to Van Dijk (2001, Chapter 18), one of the requirements that CDA needs to satisfy in order to realize its aims is "the ways in which discourse structures enact, confirm, legitimate, reproduce, or challenge relations of power and dominance in society". (p.353)

As it is cited in Maftoon and Shakouri (2012) "Foucault (1972) sometimes refers to power as power/knowledge, because in discourse, power and knowledge are worked together in relation to resistance. It may be implied that what gives a teacher power in class is his knowledge" (p.1208). The power of knowledge and authority that teachers have makes students accept it and find it natural especially in our Yemeni situations. However, this cannot be considered as a fixed standard in the society because we can find some odd situations in which some students do not accept the power of teachers or even parents; they don't show respect or obey their parents or teachers. Such kind of behavior is considered in the Yemeni society as impoliteness. Moreover, in some cases students may not accept the power of teachers outside classroom situations. Van Dijk (2001) clarifies:

the more or less persuasive power of parents, professors, or journalists may be based on knowledge, information, or authority.... Power is seldom absolute. Groups may more or less control other groups, or only control them in specific situations or social domains. Moreover, dominant groups may more or less resist, accept, condone, comply with, or legitimate such power, and even find it natural. (Chapter 18, p.355)

On the other hand, the behaviours of students can be influenced by the discourse of teachers especially those who are loved and respected by students. Therefore, from the researcher's point of view, knowledge by itself is not enough to control people's minds and actions. Rather, the ability how to use the knowledge that a teacher has to persuade students to accept his or her opinions or beliefs and act accordingly. As Van Dijk (2001, Chapter 18) suggests "...action is controlled by our minds. So, if we are able to influence people's minds, e.g. their knowledge or opinions, we indirectly may control (some of) their actions, as we know from persuasion and manipulation". (p.355)

### Outside classroom conversations

Before discussing outside classroom conversations, it is essential first to know what a conversation in general is. Stenstrom (1994) defines a conversation as "a social activity involving two or more participants who talk about something. Who they are, how well they know each other, their shared knowledge, and what they are talking about, all is reflected in the language they use" (p.189). Conversations are recorded and analyzed which is called as conversation analysis. Hutchby (2019) suggests:

Conversation analysis (CA) is an approach to social research that investigates the sequential organisation of talk as a way of accessing participants' understandings of, and collaborative means of organising, natural forms of social interaction. A distinctive methodological feature is that CA gathers its data of naturally-occurring interactions as they unfold in real time using video- or audio-recording technology. Recordings are transcribed in close detail to allow for fine-grained analysis of the design, exchange and coordination of actions within social interaction. (p.1)

The degree of formality of a conversation is determined by its social context in terms of the setting (place and time), the relationship between the participants and the topic they are talking about. Most inside classroom conversations, if not all, are formal, tightly structured, and dominated and controlled by teachers. According to Birmingham model proposed by Sinclair and Coulthard (1975) (Initiation, response and follow up-IRF), a teacher asks a question that he or she knows its answer, a student gives a response that is evaluated by the teacher follow up or feedback. MacCarthy (1991)

However, though in outside classroom conversations students have some freedom to talk with teachers, it can be said that the teacher still to some extent dominates and controls the conversations with students as suggested by MacCarthy (1991): "Conversation outside classroom settings vary in their degree of structuredness, but even so, conversations that seem at first sight to be free and unstructured can often be shown to have a structure" (p.19).

MacCarthy (1991) conducted a discourse analysis on an outside classroom conversation between a university lecturer and three students at a student bar. He found out that the conversation is less tightly structured and the students have some freedom to speak with the lecturer and raise new topics. This can be obviously noticed when one of them asked the lecturer about the staff club and when the three students felt they have equal rights to comment on the lecturer's remark about the price of the drink. However, the conversation was almost the time dominated by the lecturer. The unequal power relations between the lecturer and the students are appeared clearly in the conversation especially in the hesitant way of asking the question about the staff club by one of the students. In addition, the lecturer felt free to overlap with his answer before the student had finished speaking. Moreover, the lecturer neglected the student's question about the toilets. MacCarthy concludes that in this conversation the lecturer was the "dominant speaker".

The power of knowledge that teachers have acquired gives them this authority to control and dominate students even outside classroom.

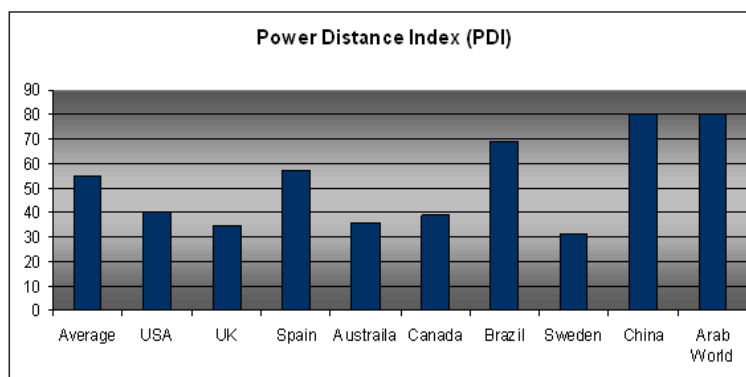
### Students' Discourse and Culture

One of the important factors that affects Arab learners' talk with teachers is culture. Yemeni learners like all Arabs bring up in a society where they have learnt that they should show respect to elders. Parker (1986) explains:

Growing up in a paternalistic society is another factor which helps determine the behavioral characteristics of Middle Eastern students. Within the family, parents' word is final, and great respect for elders is expected and given. ... This is reflected in the region's educational system, which emphasizes rather than a creative approach to learning. (Chapter 11, pp.95-96)

The relationship between Yemeni teachers and learners is determined by Arabic culture in which the younger and the subordinate should expect and accept the power of the elder and superior. According to Hofstede (2001), power distance is "defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (as cited in Ly, 2013 p.53). Moreover, Fajar and Nadhelliah (2023) state that "a group who feel have power over other groups so that they feel they have the right to make proposals or desire to change the situation according to their wishes" (p. 64). Furthermore, Hofstede (1980) argues that in a (higher power distance) HPD culture, strict obedience is expected from members of lower power, and a directive style of management even produces greater satisfaction among subordinates. (as cited in Hadley, 2001)

The power index (PDI) proposed by Hofstede shows that the Arab world scores an 80 the highest rankings PDI as shown below:



(Cited in Aeling, Bacon, Berry, Bloodgood, Bondi, & Buddhavarapu, 2013:slide5)

In Arab countries students do not initiate the speech with teachers. They do not ask teachers about their opinions. They receive information passed from teachers for guaranty. In other words, they do not doubt the teachers' information, opinions or judgments. In the same line, the higher level of PD is affected by members higher status that controls over other members, in addition to authoritative parent's role may hierarchically transfer to teacher's role. Therefore, Earley (1999) demonstrates that:

in HPD cultures, higher status members' personal judgments have much more influence than those of lower members".... In HPD cultures, according to Hofstede (1997: 34), the authoritative parent role is transferred to the teacher. The image of the ideal teacher is that of a good parent. There is considerable dependence of students on the teacher, yet the emotional distance between the two parties is large. The wisdom of the teacher is passed down to the students in a highly personalized manner. (as cited in Hadely, 2001, p.46)

Therefore, it can be said that the relationship between teachers and students in Yemen is very hierarchical; both teachers and students have been influenced by this culture that represents a teacher as an authoritative person who has the rights to control his or her students' talk.

### Methodology:

The study uses a qualitative design to examine the effect of power relations and social inequality in an informal teacher-student conversation outside the classroom via describing and analyzing the conversation according to Fairclough's model. The researchers asked a teacher, who teaches the first level in Aden Community College, to have a short conversation about any topic with a student, who studies in the second level in the college. The researchers were not present at the time of that conversation and they did not determine its topic. Although such kinds of conversations are not usually happened in real situations in Yemen because English is a foreign language that Yemenis may use in some educational and vocational situations only, the researchers are obliged to get it for the purpose of this study.

### Participants

The participants of this study are two:

#### Teacher

The teacher is female, with more than five years of experience of teaching English to the first level students at the college.

#### Student

The student is female, 22 years old, at the second level at ACC. She studied general English course at the first level. Moreover, she studied Technical Writing at the second level. The researchers selected a teacher at the first level and a student at the second level to have a conversation outside the classroom to: a) eliminate the teacher's authority over the student's talk, and b) give the student enough freedom to talk freely beyond IRF pattern.

### Data Collection

The researchers purposefully selected such participants to collect the research data. Moreover, the first year English language teacher and the second level student are heterogeneous sample in that they are different in language proficiency, background knowledge, age, and social practice. To collect the data, the researchers recorded and transcribed the teacher-student conversation.

### Instruments and Procedures

In this study the instrument used to collect data, concerning teacher-student conversation outside the classroom, is a transcript of that recorded conversation. The procedure of the study is analyzing the conversation's transcript basing on Fairclough's three dimensional model – text analysis, discourse practice, and social process analysis.

### Validity and Reliability

The researchers focus on transparency and the consistent application of Fairclough's model to ensure that the findings are credible. Validity in this context means how power relation in the conversation is analyzed and examined basing on Fairclough's model text analysis (description stage) discursive practice (interpretation stage) and social practice (explanation).

Reliability refers to the consistency of findings derived from the analysis process. To ensure reliability:

1. Data transparency: the conversation was conducted in the absence of the researchers, who neither selected the topic nor directed the conversation. Furthermore, both of the participants of this conversation were unaware of the conversation's purpose or that it would subsequently be used for research.
2. Methodological transparency: the researchers documented each step of the analytical process including why specific text is chosen and how the analysis is applied.
3. Inter-rater reliability: to ensure the agreement between the two researcher's analysis results, Holsti's method is used. According to Holsti's method (1969) (as cited in Feng, 2014b), a generally coefficient of .80 or higher is considered acceptable, although .70 may be acceptable for exploratory, qualitative studies. Therefore, in this research, it is found that the coefficient is .82 which refers to a good and higher agreement between the researcher's analysis results.

### Data Analysis

The researchers implement a qualitative method to analyze the collected data. The researchers transcribe the recorded teacher-student conversation into a transcript. To analyze the transcript, the researcher used Fairclough's method. The analysis does not include any software, it just involves highlighting, reading the transcript carefully and focusing how such discourse is used according to Fairclough's method- text analysis, discursive practice analysis, and social practice analysis. Consequently, the qualitative data are summarized to come up with appropriate findings and conclusion.

The conversation that has conducted for the purpose of the study has transcribed below:

- (1) T: Hello Amira
- (2) S: Hi teacher
- (3) T: can we speak today about money?
- (4) S: yes sure we can — speak about that
- (5) T: — I know that this matter is very important for many people
- (6) S: yeh
- (7) T: but I want you to tell me what your opinion about money I mean what does money mean for you?
- (8) S: yeh also about me the money is important I can't I can't live without money everyone can't live without money everyone we need money to buy a thing he want
- (9) T: can you mention something ah.. you want ah..to buy it
- (10) S: yeh like ah my education I need a money to complete my education and to complete my ah.. if.. if I have a college like now ah I'm really to need a money to buy ah a book to buy everything for money
- (11) T: ok. what's your opinion ah.. about money ah if someone says.. money gives happiness?
- (12) S: no.. the money it can't give happiness ah.. I see a lot of people when ah a lot a rich people it have a money but ah not it's not happiness but also the poor people you can when you see him or ah you can see that person have a happiness
- (13) T: have happy.. happy .. poor people can be happy
- (14) S: yeh

- (15) T: ok me too I mean ah.. money is not the important ah
- (16) S: └ yes also
- (17) T: └ it doesn't important as you  
said to buy something
- (18) S: but you can't buy a feeling
- (19) T: yeh we can't buy all the thing like feeling like love ah so money is important as a way or as a  
mean to to let us buy things many things
- (20) S: yeh but we can't buy ah our heart
- (21) T: yeh that's good

(An outside classroom conversation between a teacher and a student at ACC, staff room in the break time)

Fairclough's three dimensional model to discourse analysis is followed in this study; text analysis (description), social process analysis (interpretation) and discourse practice analysis (explanation). Text analysis includes the description of a text in terms of identifying the linguistic features in a text (vocabulary, grammar, phonology); discursive practice analysis involves the interpretation of the relationship between the text and the social processes of interaction. Social practice analysis includes the explanation of the linguistic choices made by participants according to power relations (Faircolugh, 2001 in Kettle, 2005), (Faircolugh. 1992 in Dalley-Trim, 2005). As it is cited in Cui, 2010 (p.17), Faircolugh explains the first dimension as "How is the text designed , why it is designed in this way, and how else could it have been designed?" (1995); the second dimension as "is basically the property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth" (1992); and the third dimension as "is basically the property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth" (1992).

## Discussion

### Text analysis (description Stage)

The conversation is between two foreign language speakers. Therefore, it is noticed clearly that they face some difficulties in speaking especially on the part of the student. However, she can use her interlanguage well to convey her own ideas. They use simple and repetitive vocabularies and this could be because they are foreign English language speakers so they use the available vocabularies they have to interact with each other, and the topic itself is simple. They use modal verbs such as *can't*, *need* to express necessity and impossibility. There are some pauses and fillers (ah..) in turn (9, 11, 13, 15) in teacher's speech and turn (10 and 12) in student's speech. These fillers and pauses show the hesitations of the participants due to spontaneous nature of the conversation. The teacher's indirect question in turn (3) is an invitation from the teacher to the student to talk about (money). In turn (7), the teacher elaborates the same question in order to let the student express her opinion about money. The student expresses her own opinion in turn (8).The teacher asks her another question in turn (9). In turn (10), the student provides examples of the necessary things she needs money to buy. The teacher asks the student about her opinion about whether '*money gives happiness*' in turn (11). The student expresses her opinion by making a comparison between some of the rich who are not happy and some of the poor who are happy in the next turn. In turn (13), the teacher provides feedback by trying to correct the student's utterance *poor people can be happy* instead of *have a happiness*. In turn (19 and 20), both the teacher and the student provide concluded comments for the topic.

### **Discursive practice analysis (Interpretation Stage)**

As Fairclough (1992, as cited in Dalley-Trim 2005) points out "... the process of production and interpretation are socially constrained in two ways: by the available members' resources and by the specific nature of the social practice of which they are parts" (p.129). Kettle (2005) explains that "the members' resources include language knowledge and proficiency; understandings, assumptions and beliefs about the natural and social worlds; values". (pp.5-6)

In this paper, the interpretation of the conversation is done by the specific nature of the social practice of which it is part. In other words, the socio-cultural context from which this conversation operates determines the interpretation of it and leads to the social practice analysis. Both of the participants are from Arabic culture that gives teachers the rights to control conversations with students. This conversation was conducted outside the classroom situation, so it is less formal and less tightly structured. The teacher gives the students some freedom to express her own opinions by asking her an open questions. However, the student just answers the teacher's questions and does not ask her about her own opinions because being a student, from this culture, she thinks that she does not have the rights to ask the teacher a question like this. Moreover, she does not initiate the conversation or choose its topic. Instead, she depends on the teacher to choose the topic and direct the conversation; she feels that the student's job is only responding to the teacher's questions, comments or instructions.

On the other hand, the teacher feels that she has the right to choose the topic of the conversation, overlap the student's speech as in turn (4), and change the topic as in turn (11). All these things and more refer to the power that the teacher has as we will see in the next analysis.

### **Social practice analysis (Explanation Stage)**

Dalley-Trim (2005) suggests "the third dimension, social practice, is concerned with the relationship of discourse to ideology and power" (p.129). As mentioned previously in the second dimension analysis, the socio-cultural context, in terms of the Yemeni society that is a part of Arabic culture shapes the power relations between the participants of this conversation. The teacher uses her power to control the conversation and the student expects and accepts this power even if this is an outside classroom conversation with a teacher who does not teach her. The teacher initiates the conversation by a greeting in turn (1). Then she chooses the topic of it in turn (3). She feels free to overlap the student's speech in turn (4). The teacher changes the direction of the conversation three times. First, in turn (7), when she asks the student about her opinion about money in general. Then, in turn (9), when she asks her about what things she can buy with money. And finally, when she asks her about her opinion about the saying 'money gives happiness' in turn (11). The teacher neglects the overlap of the student's comment in turn (16) and completes her talk in turn (17). The teacher provides an evaluative feedback at the end of the conversation in turn (21) as if she is inside the classroom. On the other hand, the student does not ask the teacher any question to know her opinion about the topic; she only responds to the teacher's questions and comments. The teacher expresses her own opinion without being asked by the student in turn (19). In turns (18 &20) the student responds to the teacher's comments without being asked to do so.

## Findings

The critical discourse analysis of the conversation used in this study can be summarized in the following table:

**Table (1):** Conversation Analysis basing on Fairclough' Model

Dimension	Analysis level	Examples from the conversation
Description	Text analysis	<p><b>Vocabulary:</b> simple and repetitive (e.g. money, buy, happiness, important, thing)</p> <p><b>Grammar:</b> modal verbs (can't, need) to express necessity and impossibility</p> <p><b>Pauses and fillers:</b> show that the conversation is spontaneous and not planned before</p> <p><b>Turn-taking:</b> the conversation follows IRF pattern</p>
Interpretation	Discursive practice analysis	<p><b>Production:</b> it seems that this is an inside classroom conversation between a teacher and her student. This refers to the following reasons:</p> <p>The teacher chooses the topic, asks questions, directs the conversation, overlaps student's speech; guides, controls and ends the conversation</p> <p>The student's role is restricted to responding to teacher's questions and comments</p> <p><b>Socio-cultural context:</b> being from Arabic culture, the participants have similar beliefs and conceptions that the teacher has the right to ask and give feedback while students do not. This may refer to the power of knowledge the teacher has. Also it may refer to the respect that Yemeni youth show to elders like parents and teachers.</p>
Explanation	Social practice analysis	<p>Power relations and social inequality:</p> <p>The conversation reflects clearly power imbalance; the teacher uses her authority power to ask questions while the students only respond to those questions to satisfy the teacher inquiry. The teacher guides the flow of the conversation by opening it with a question; changing the direction of it three times, and influencing student's talk. While the student thinks money is important for 'education' the teacher tries to influence her to come up with a concluding moral sentence 'money can't buy happiness' which is similar to an evaluative feedback that teacher gives after discussing a topic inside the classroom.</p>

The study aims to answer the research question which is 'How are the power relations between a teacher and a student reflected in an outside classroom conversation?. Major findings of the study, that are derived from the conversation analysis, are summarized below to answer the research question:

- 1- Despite the absence of classroom context setting, both of the participants still interact as if they are inside the classroom. The conversation flows Initiation-Response-Feedback (IRF) pattern.
- 2- The teacher uses her knowledge and authority power to guide, control and dominate the conversation.
- 3- The student, who is the less powerful member in the conversation, expects, accepts and complies with teacher's power. This is shown clearly through her restricted role to provide responses to teacher's questions and show agreement to teacher's concept.
- 4- The conversation production and the language used are restricted to power relation, social inequality and ideology.

## Conclusion

This study tries to conduct CDA theories to investigate the power relations reflected in an outside classroom conversation between a teacher and a student at a Yemeni college.

Following Fairclough's model for analyzing the conversation, the researchers conduct the analysis on three stages: description stage, interpretation stage, and explanation stage. The description stage shows that the register of the conversation is less formal and most of the speech acts are questions asked by the teacher and expressive responses provided by the student.

The interpretation and explanation stages reveal that the socio-cultural context of this conversation shapes the power relations between the teacher and the student; it gives the teacher the rights to use her power to control the conversation with the student who expects and accepts that power.

## References

- [1] Aeling, M., Bacon, G., Berry, T., Bloodgood, P., Bondi, K. and Buddhavarapu, S. (2013). *Power distance PDI* Slide share. Retrieved from: <https://engineering.purdue.edu>. Accessed on: October 27, 2014.
- [2] Candela, A. (1999). Students power in classroom discourse. *Linguistic and Education* 10 (2), 139-163. Retrieved from: [www.scholar.google](http://www.scholar.google) Accessed on: June 4, 2024.
- [3] Cui, D. (2010). Challenging the biased perceptions of “others”: A critical discourse analysis approach to global citizenship education. *Critical Literacy: Theories and Practices* 4 (1), 16-28. Retrieved from: Accessed on: May 30, 2024.
- [4] Dalley-Trim, L. (2005). All the way with CDA: using critical discourse analysis to investigate the complexities of the classroom site. *Proceedings of the International Conference on Critical Discourse Analysis: Theory into Research*.
- [5] Fajar, M. & Nadhillah, F. (2023). Revealing power relations in online learning: A critical classroom discourse analysis. *Journal of English Teaching and Research*, 8 (1) 63-76. E-ISSN: 2503-4405 | P-ISSN: 2580-3441. Retrieved from: [fajarstipjb@gmail.com](mailto:fajarstipjb@gmail.com). Accessed on October 7<sup>th</sup>, 2025.
- [6] Feng, G. C. (2014b). Intercoder reliability indices: Disuse, misuse, and abuse *Quality and Quantity*, 48 (3), 1803-1815. Accessed on March 11, 2026.
- [7] Hadely, H. (2001). Power distance: implications for English language teaching. *Niigata University Studies in Foreign Language and Cultures*, (7), 45-59. Retrieved from: <http://www.nuis.ac.jp>. Accessed on: February 15, 2014.
- [8] Hutchby, I. (2019). *Conversation analysis*. Retrieved from: at: <https://www.researchgate.net/publication/336458644>. Accessed on: June 5, 2024.
- [9] Kettle, M. (2005). Critical discourse analysis and hybrid texts: analyzing English as a second language (ESL). *Melbourne Studies in Education* 46 (2), 87-105. Retrieved from <http://eprints.qut.edu.au>. Accessed on: September 20, 2014.
- [10] Ly, N. (2013). A critical discussion of Hofstede's concept of power distance. *Synaps*, 28, 51-66. Retrieved from <http://www.researchgate.net>. Accessed on: April 24, 2026.
- [11] MacCarthy, M. (1991). *Discourse analysis for language teachers*. CUP
- [12] Maftoon, P. & Shakouri, N. (2012). The concept of power in teacher talk: a critical discourse analysis. *World Applied Sciences Journal* 19 (8), 1208-1215. Retrieved from: <https://www.idosi.org>. Accessed on March 30, 2025.
- [13] Parker, O. D., (1986). Cultural clues to the Middle Eastern student, in J.M. Valdes (Ed.), *Culture Bound: Bridging the cultural gap in language teaching* 94-101. CUP.
- [14] Rogers, R. (2004). Critical approaches to discourse analysis in educational research. In R. Rebecca (Ed.) *An introduction to critical discourse analysis in education*. Lawrence Erlbaum Associates.

- [15] Stenstrom, A. B. (1994) An Introduction to spoken interaction. Longman
- [16] Van Dijk, T. A. (2001) Critical discourse analysis. In D. Tannen, D. Schiffrin & H. Hamilton (Eds.), Handbook of discourse analysis. 352-371. Oxford: Blackwell, 2001 (Longer version on homepage). Retrieved from: <http://www.discourses.org/OldArticles/Critical%20discourse%20analysis.pdf>

## مقالة بحثية

## التحليل النقدي للخطاب لمحادثة خارج الفصل الدراسي

نور حامد احمد عبدالله<sup>1\*</sup>، و ابتسام محسن عبدالله السلامي<sup>2</sup>

<sup>1</sup> قسم اللغة الإنجليزية، كلية المجتمع- عدن، اليمن  
<sup>2</sup> قسم اللغة الإنجليزية، كلية المجتمع- عدن، اليمن؛ البريد الإلكتروني: [Ib201500@gmail.com](mailto:Ib201500@gmail.com)

\* الباحث الممثل: نور حامد احمد عبدالله؛ البريد الإلكتروني: [noon.glow1@gmail.com](mailto:noon.glow1@gmail.com)

استلم في: 25 ابريل 2026 / قبل في: 12 مايو 2026 / نشر في: 30 يونيو 2026

## المُلخَص

تهدف هذه الدراسة إلى استكشاف علاقة القوة وعدم المساواة الاجتماعية من خلال تحليل حوار دار بين معلمة وطالبة خارج الفصل في كلية المجتمع- عدن. تتبنى هذه الدراسة المنهج الوصفي التحليلي النوعي حيث يتم تحليل البيانات المستمدة من تسجيل المحادثة بين معلمة في المستوى الأول وطالبة في المستوى الثاني في كلية المجتمع- عدن. اعتمدت الدراسة على منهج فيركلاف للتحليل النقدي للنص الذي يعتمد على ثلاثة مراحل من التحليل: تحليل النص، تحليل الممارسة الخطابية وتحليل الممارسة الاجتماعية وفقاً للواقع الاجتماعي للنص. وفقاً لفيركلاف يشير هذا المنهج إلى الدور الفعال في تأثير اللغة، علاقة القوة والأيديولوجيا على إنتاج وتشكيل النص. أشارت نتائج التحليل إلى علاقة القوة الخاصة بالمعلمة تهيمن وتتحكم في الحوار بين المعلمة والطالبة خارج الفصل الدراسي على الرغم من إعطاء الحرية للطالبة في التحدث والتعبير عن آرائها.

الكلمات المفتاحية: تحليل الخطاب النقدي؛ علاقات القوة؛ حوار خارج الفصل؛ منهج فيركلاف.

## How to cite this article:

Abdulla, N. H. A., and Alsallami, I. M. A., (2026). A CRITICAL DISCOURSE ANALYSIS OF AN OUTSIDE CLASSROOM CONVERSATION. *Electronic Journal of University of Aden for Humanity and Social Sciences*, 7(2), p244-254. <https://doi.org/10.47372/ejua-hs.2026.2.527>



Copyright © 2026 by the Author(s). Licensee EJUA, Aden, Yemen. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY-NC 4.0) license.