**Sadaf Rauf**

**University of Minnesota, USA**

**University of the Punjab, Pakistan**

**Introduction: (At the first slide)**

Language is an integral component of the discourse of any school community. It is through language that social actors of academic discourse identify, re-identify, position and respect each other. According to Paulston & Heidemann (2007), education and academia is the primary site where inequality is reproduced and challenged. This power struggle during production, reproduction and negotiation of respect and identities is one of the key features of multilingual classroom.

In this presentation, I try to present a window to the struggles for negotiation of respect and identity within a class room of students with limited formal schooling. Though because of the smaller data size, results cannot be generalized; I take help of a previous study and try to reach a conclusion by drawing contrast between the findings of two studies. We’ll see this contrast in discussion section.

This presentation tries to give an insight of how my participant teacher used students’ L1 and English as a L2 to complement each other. In addition, Socialization of respect in the classroom produced an incentive for L1 maintenance, as well as healthy atmosphere for learning English as an L2 through mutual collaboration.

**Conclusion: (At the last slide…)**

**(before the first bullet appears)**

Talmy (2009) analyzed that the participants of her study were exposed to the assimilationist aim of ESL, the deficit oriented stigmatized ideologies of language, and the power of L2-expert teacher. Whereas in her study with the Korean heritage language school Lo (2009) observed that respect of a teacher’s feeling was supposed to be prior than the respect for students’ feelings. However, interestingly in this case of this alternative school that I observed, my participant teacher demonstrated utmost respect for students’ L1, their culture as well as their knowledge, the struggles and investments that they made during the process of language learning. It was by the virtue of being respectful that she tried to re-identify her students as intelligent, resourceful and capable learners.

**(First bullet)**

Blackledge & Pavlenko (2001) believe that it is as a result of satisfactory identity negotiation that conversational interaction occurs which is accompanied with the feelings of being understood, valued, supported, and respected. This occurs despite all the existing intercultural differences.

**(Second bullet…how does she do that?)**

Though my participant teacher is ‘white’ and does not share students’ L1 or their native culture she successfully negotiated identities and identifies students’ first language as a powerful resource for them. She positions herself as someone who wants students to be identified as ‘intelligent’, capable and resourceful as well as she wanted them to maintain their L1. Moreover, she demonstrated her personal involvement and interest in students’ progress and success. Resultantly, she earned respect and a feeling of mutual understanding and trust of the students which is evident from the English translation of the students’ compliment in Somali language (line 32).

**(Last bullet…with Lo’s refrence)**

It is by the virtue of socializing of respect through successful communication of her supporting ideology and positive perception about her students that she created a discourse of mutual trust and respect. Otherwise these students might not demonstrate the same level of respect and love for some other teacher in some other scenario of respect and socialization as according to **Lo (2009) language** ideologies, are context specific, and are subjected to the discourses that circulate within a certain institution or community.