Power Dynamics in Language Classrooms: A Bibliometric Review and Its Implications for Education

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Abstract: The relationship of language and power has been studied from various perspectives. Since different forms of power exist in the classroom, especially in the language classroom setting, educators or stake holders are facing even more challenges. To make a relatively systematic description and analysis on this subject, this study adopts a quantitative approach to conduct the review using CiteSpace software 5.8 R3, with the support of which we can visualize the information collected from Social Science Citation Index (SSCI) and Arts and Humanity Citation Index (AHCI). The findings indicate that the high-yield countries studied in this field include the United States, England and Canada which are also countries of significant number of immigrants. Besides, and hot research topics include applying critical discourse analysis and critical literacy in the language classroom, enhancing the research of power in language education, and constructing learners' identity in language classroom.

Keywords: Power Dynamics; Language Classroom Setting; Identity; Citespace

1. Introduction

In the context of globalization, with the rapid changes of teaching approaches and pedagogies, researchers gradually come to pay attention to the different power dynamics in the classroom. As different forms of power exist in language classroom setting, educators or stake holders are facing even more challenges. Making clear the interaction of language and power in the classroom is necessary for making decision on teaching pedagogies.

Power is a key concept in Foucault's works. When power is used to describe human behavior, it has two meanings, that is, the ability to do something or the power to control others or things. In Foucauldian theory, "power" means differently. In the book *Remarks on Marx* (Foucault, 1972), Foucault made a dialogue with Duccio Trombadori, with whom he expressed that "power is that which must be explained" (1972, p.148). He asked the question: "Who is in a position to explain these mechanisms of power, these relations of power that exist within the problems of madness, medicine, the prison, etc.?" Unlike the common belief that power is controlled or sourced from specific people or organization, Foucault believes that power exists everywhere in social practice. In *The Archaelogy of Knowledge*, Foucault (1976) developed the notion of "discourse" to refer to "an entity of sequences, of signs, in that they are enouncements." In this book, according to Foucault, "discourse" is considered not only as the speech or utterance of human beings, rather, it is a way of producing knowledge, which in turn closely related with power. Language discourse is also a part of a wider social practice (Foucault, 1980).

In classroom, especially in language classroom, power is also practiced through language. As a means of communication, language is also a symbol of power (Bourdieu, 1991). Cummins (2000) drew on scholars' attention to the power of teacher/educator-student relationships and tries to guide students in shaping their sense of identity in the process of challenging the power structure. This book called on scholars' great enthusiasm on the power relationship in education. With the similar concern, Pennycook (2001) emphasized on the social status and identity of learners from the vulnerable groups such as female learners, minority groups and immigrants, to avoid inequity in education, and described the six areas power used in critical applied linguistics, namely, critical discourse analysis (CDA) and critical literacy, critical approaches to translation, language teaching, language testing, language planning and language rights, along with language, literacy, and workplace settings (Pennycook, 2001, p.10).

Among those topics, the question of learner's identity and discourse arouse Norton (2004)'s attention, in which he emphasized the crucial role of investment and cultural capital in the process of learning a foreign language.

There have been great achievements on the topic of language and power in the language classroom setting. In order to make a relatively systematic description and analysis on this subject, this study explores the relationship and interplay between language and power within the classroom environment. Adopting a quantitative approach, the research used the Citespace software 5.8. R3, with the support of which we can visualize the information collected from Social Science Citation Index (SSCI) and Arts and Humanity Citation Index (AHCI). This study presents an overview of the literature concerning power dynamics in the language classroom setting. And therefore, the developmental path, key research areas and research frontiers of the studies will be revealed. Therefore, the study focuses on the following research questions:

(1) What kind of power is studied in classroom in the literature of power in the language classroom setting?
(2) What are the theoretical frameworks for the researches?
(3) What is the future trend of the study of power dynamics in the language classroom setting?

In light of this, this paper utilizes a bibliometric method to analyze the development trends of the publications on language and power in the language classroom setting for the period of 2001-2021. Through an in-depth discussion of the number of papers, related organizations, countries, authors and references about language and power in the language classroom, this paper can provide the reference for future researchers in this field.

2. Methodology

2.1 Data Collection

This study focuses on previous relevant studies on power in the language classroom setting, and the primary source for this journal exploration is the WoS database. In WoS database, we set the subject search terms as "power" and "language classroom", that is to say, the subject terms should be constituted of both "power" and "language classroom" at the same time. Then we retrieved all English research articles and review articles on power in the language classroom from 2001 to 2021. Up until December 31st, 2021, totally 367 papers were retrieved.

2.2 Data Analysis Tool

We read the articles retrieved from the Wos Database, trying to make clear of the major researching scope and development trend of power in the language classroom. Besides, we also adopt the software of Citespace 5.8 R3 developed by Prof. Chen Chaomei, which can provide the term cooccurred cluster analysis by analyzing such information as the author, organization, title, abstract and key words (Li & Chen, 2017). The analysis of CiteSpace is based on data from 367 articles published between 2001 and 2021. Figure 1 displays a timeline visualization of the highly-cited clusters, focusing on labels that are automatically created. With these cluster labels, we can understand the research scope or trend of power in the language classroom setting. In addition, these terms are of great value for conducting research related to power in the language classroom setting. From the figure, we can see that the automatically selected cluster labels for the eight largest clusters, along with their size, identification number and silhouette value in parentheses, are displayed. The largest cluster of power in the language classroom setting is computer-mediated communication (#0) (consisting of cooccurred key words such as computer-mediated communication; English language teaching; actor-network theory; teacher beliefs, and translanguaging) which was prominent from 2002 to 2021. The second biggest cluster was critical literacy (#1) (consisting of cooccurred key words such as critical literacy; critical language awareness; critical pedagogy; classroom interaction; and explanation) which was prominent during 2001 and 2021. The third biggest cluster was student (#2) (consisting of cooccurred key words such as student; media literacies; discourse; instructional strategies, and context), which was prominent from 2004 to 2019. The fourth biggest cluster was acquisition (#3) (consisting of cooccurred key words such as acquisition; proficiency in English; chimpanzee; classroom assessment; and beginning reading), which was active from 2004 to 2020. The last five largest clusters were community of practice (#4), dialect bias (#5), linguistic ideologies (#6), communication (#7), and bilingual education (#8).
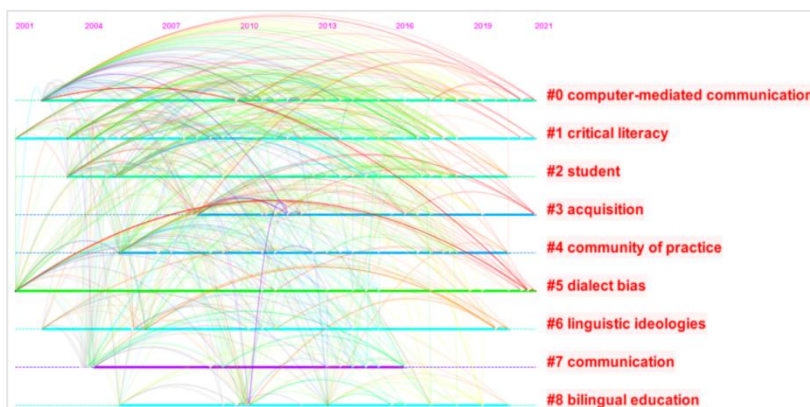
Figure 1. Cluster Labels and Terms Produced from 2001 to 2021

3. Results and Analysis

3.1 Current Research State and Publishing Trend on Power in The Language Classroom Setting

As shown in Fig. 2, the literature on power in the language classroom setting in the WoS core database is calculated by yearly distribution. From the number of published papers shown in the figure, we can see three different trends of the international research in this field. To begin with, the amount of literature concerning the topic of power dynamics in the language classroom setting remained quite low from 2001 to 2007, with fewer than five papers annually. The low quantity of publication is partly because the concept of power is adopted in the field of discourse in the exploratory stage. Scholars' researching concern on power is mainly in the field of sociology (Bourdieu, 1991), and CDA (Fairclough, 1995; Van Dijk, 2001), Although Pennycook (2001) considered critical methodologies in language teaching to be one of the six researching fields of critical applied l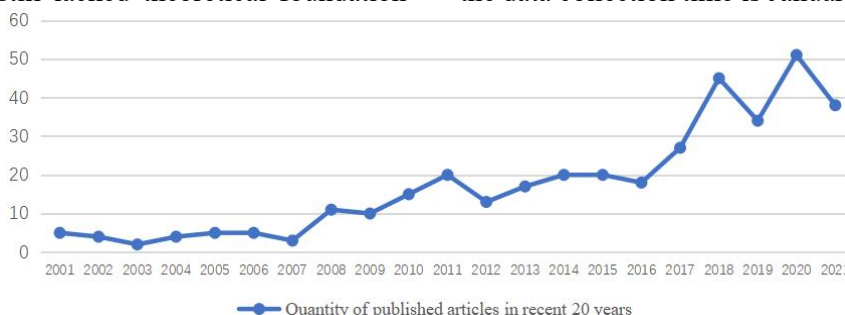inguistics, it still lacked theoretical foundation for empirical researches and put forward no suggestions on power relations for teaching practice. In 2008, totally 11 articles were published, marking the turning point since 2001's low publication. Since then, the number increases steadily until the year 2011 in which the number of papers of power in the language classroom setting reaches to 20. With a sharp falling in 2012, the number of papers grows slowly until 2016. Since then, there has been a significant increase in the number of papers, with a peak of 45 in 2018. The research on power dynamics in the language classroom setting has entered a boom phase, showing a strong trend of growth. However, fewer studies in this field were published in 2019 than in 2018. The possible cause for that decline may be COVID-19. Some empirical studies and teaching practice in the classroom setting may be challenged since it's difficult for researchers to have an appropriate teaching setting. In 2021, the number is once again in a decline. Apart from the challenges posed by COVID-19, it's presumed that probably it's because of the limited updating speed of WoS database, since the data collection time is January, 2022.

Figure 2. Annual Distribution of the Published Articles on Power in the Classroom

3.2 Frameworks and Theoretical Foundations of Researches on Power in the Language Classroom Setting

To know about the frameworks and theoretical foundations of these researches, we read literature and at the same time apply CiteSpace software to elicit the most-frequently-cited author, as shown in Figure 3. It's shown that Pierre Bourdieu is the most-frequently-cited

author, with the frequency reaching 80, and the second authors are Norton (40) and Cummings (40), with Foucault (30) being the fourth one in the table. Combining the consequence of frequent co-cited authors and reading of the literature, we found that Bourdieu (1977, 1991)'s theory of language and power, Norton (1995)'s framework of learner identity and cultural capital, and Foucault (1980, 1976) 's theory of discourse and power are the most popular frameworks adopted in the literature. We will describe these theoretical foundations in the following respectively.
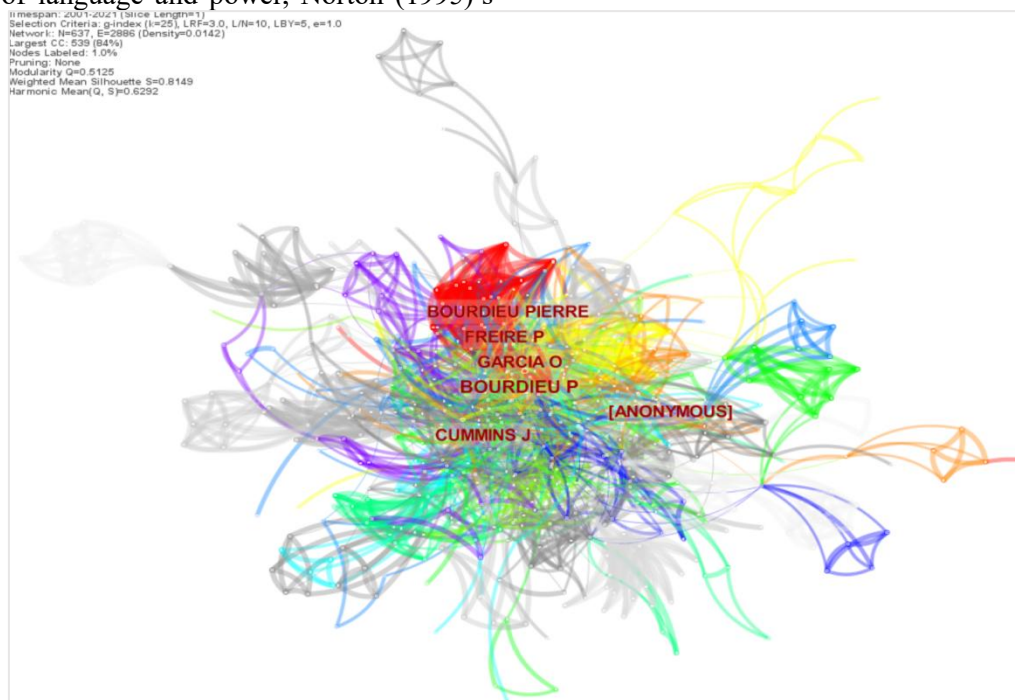

Figure 3. The Co-Cited Author Network Atlas of Power in the Language Classroom Setting (2001-2021)

Unlike the common belief that power is controlled or sourced from specific people or organization, Foucault believes that power exists everywhere in social practice. Foucault (1976) develops the notion of "discourse" to refer to "an entity of sequences, of signs, in that they are enouncements." According to Foucault, "discourse" is considered not only as the speech or utterance of human beings, rather, it is a way of producing knowledge, which in turn closely related with power. Language discourse is also a part of a wider social practice (Foucault, 1980). As he puts it, "Power relations are rooted in the whole network of the social" (Foucault, 1994, p. 345). On the other hand, power is not originally just there, it's constructed through the process of social practice. Therefore, we can summarize Foucauldian principles as (a) power is prevalent and circulates, (b) power is not a commodity possessed by a certain group of people, rather, power is exercised, and only when the exercise takes place, power exists, and (c) without resistance, there can be no such thing like power. Bourdieu (1977, 1991) examines how the linguistic competence, together with other forms of socio-cultural competence work as capital within social interactions. By comparing social context to a market in which everything is judged by its worth and value, Bourdieu proposes that individuals' particular way of speaking and being are also a kind of 'cultural capital'. Cultural capital includes the way of speaking of an individual acquiring or learning throughout his/her life. Therefore, certain kinds of language forms (for example, standard language varieties or lingua franca) will be considered as 'linguistic capital' and enjoy great favor in the society. Bourdieu goes on to develop the concept of 'Symbolic power', which is the power that influences other peoples' conceptualization of the world, and people with linguistic capital usually enjoy the symbolic power in the society.

Based on Bourdieu's concept of linguistic capital, Norton proposed that an "awareness of the right to speak" (Bourdieu, 1995, p.10) is essential for the development of language competence, which emphasized the importance of individual agency

within dynamics of symbolic power. Norton put forward the theory of learner identity and the problem of context, emphasizing the role of investment and cultural capital in foreign language acquisition. Besides, she also questions the unequal relationship between the subjects and participants of the reading test in the standardized language test. It can be said that Norton unveils the real importance of language and identity to the teaching process in ESL classrooms. Norton considered the construction of social identity to be the construction of the relations between the individual and a broader social environment. In individual's social practice, the relationship is in turn mediated through some mediation, for example, the family, school, workplace, social organizations, etc. This process is also related with identity shaping in EFL settings.

The above frameworks or theoretical foundations are frequently used to offer support or principles to explain the power dynamics in language classroom setting. The following part will be devoted to explain the major research scopes on this topic in the recent 20 years.

3.3 Research Highlights and Scopes On Power in The Language Classroom Setting

The application of Citepsace software can help us to explore the terms co-word network map in the field of power dynamics in language classroom setting, as shown in Figure 4. From this figure, it can be shown that "language" is the most significant center of the network. As shown in the figure, terms such as "classroom", "power", "education", "student", "identity", "English", "literacy", and "pedagogy" also have relatively stronger influence, reflecting the hot subjects in the field of power in the language classroom setting.

Figure 4. Co-Word Network Atlas of Power in the Language Classroom Setting (2001-2021)

Table 1 presents the top 15 most frequent terms as summarized from the software analysis results. These terms embody the main research scope in the present research of power dynamics in language classroom settings. Among these keywords, language, classroom, power, student, identity, English, and literacy are some of the most frequently discussed topics in this field of research. Besides, the combination of some terms is also frequently explored, such as, classroom discourse, critical pedagogy, and critical literacy.

Table 1. A List of the Top 15 Most Frequent Keywords in the Research on Power Dynamics in Language Classroom Setting (2001-2021)

Rank	Key words	Frequency
1	language	63
2	classroom	45
3	power	37
4	education	35
5	student	29
6	identity	28
7	english	26
8	literacy	23
9	pedagogy	19
10	school	16
11	classroom discourse	14
12	discourse	13
13	children	11
14	Critical pedagogy	10
15	Critical literacy	10

In order to make clear of the clusters of co-occurred subjects in the field of power dynamics in classroom settings over the past 20 years, we use CiteSpace software to conduct term co-occurrence cluster analysis on the 367 papers. Terms are nominal terms extracted from the title, abstract, author keywords and supplementary keywords of the paper. We set the time span in the period between 2001 and 2021, and set the single time partition as one year. The co-occurrence network pruning algorithm are "pathfinder" and "prunting the merged network". We get the co-word cluster network atlas of power in the language classroom setting (2001-2021), as shown in Figure 5. Totally 15 clusters are got and the average values of Modularity (Q) is 0.8027 and the average Silhouette (S) is 0.9374, which means that the clustering effect is rather effective.
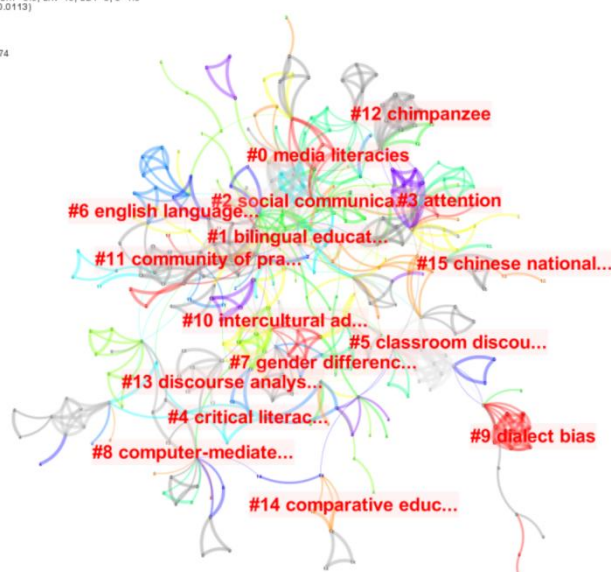
Figure 5. Co-Word Cluster Network Atlas of Power in the Language Classroom Setting (2001-2021)

From the cluster network, it can be noticed that the largest cluster of power in the language classroom setting (#0) is media literacies, which concerns with key terms such as culture, instructional strategies, communication and ESL student. Therefore, literacies especially critical literacy and instructional strategies will be the core of the study of power in the language classroom setting. The second greatest cluster (#1) in this research field is the cluster of bilingual education, closely related to topics as identity construction, language awareness, internationalization of higher education, business English, etc. we can see that power is frequently discussed in the setting of bilingual education. For the third largest cluster (#2), social communication, it's related to the topics of education, silence, learning materials, and complementary schools. This cluster reveals that power in the language classroom setting is usually realized through communication and learning materials, and sometimes even silence can reveal power relationships. The cluster of attention is the fourth largest one (#3) in the field of power in the language classroom setting, which has close relationship with youth, children, and conception. In our reading and study, we also find that researchers discuss the power relationship between preschool children and their teachers in kindergarten. The fifth largest cluster (#4) is critical literacy, concerning with critical pedagogy, interactional sociolinguistics, science and English language learners. Critical literacy is a hot topic in the field of power

research especially after Pennycook proposed his concept of critical applied linguistics in 2001. The cluster of classroom discourse (#5) which comes sixth in the cluster network cannot be overlooked, including terms such as critical race theory, subjectivity, language variables and interconnected. Apart from the above six greatest clusters, we still have other clusters with rather high importance. The seventh (#6) to the tenth (#9) clusters are English language teaching, gender differences, computer-mediated communication, and dialect bias. These clusters reveal to us the frequently discussed topics in the field of power in the language classroom setting. To address the questions raised at the start of this article, we try to make clear of different kinds of power studies in literature of power dynamics in language classrooms. We classify the above 15 clusters of research topics into four research aspects according to the source of power, including the institution (for example, the school or other institutions), the language (for example, English, or other targeted languages), and the social structures (such as gender, class, race, etc.). Therefore, by reviewing the literature, the researches in the field of power in the language classroom can be classified into three aspects: the power coercion between the teacher and student; power relationship caused by the target language in language classroom setting; power relationship caused by gender, and social class or race in language classroom setting. These three aspects will be discussed in the following respectively.

(1) The first aspect of researches in the field of power is concerning the power coercion between teachers and students. Although not intending to discussed over the construction of power relations, a majority of previous researches to date in the field of power in language classroom settings didn't address the characteristics of an authoritarian, teacher-centered classroom, where teachers are supposed to hold a position of authority and control. Such requirements as one-speaker-at-a-time rule, as opposed to multiple speakers engaging simultaneously (Ellis, 1994; van Lier, 1988), the unwillingness to permit students' overlapping conversations in class (van Lier, 1988), or posing questions all through the whole instructing time (Ellis, 1994), and restriction of learners to a passive role in and after class (Ellis, 1994) were not discussed. However, being given the power by the schools and educational system, teachers are definitely more powerful than students. However, with the increasing interest in the poststructuralism, critical pedagogies, which are mainly related to power and political in understanding the language classroom and the way class is managed became a hot topic over 1990s. (Canagarajah, 1999; Pennycook, 1989, 1994, 1999; Phillipson, 1991, 1992). The essential role played by critical pedagogy in the research of power dynamics in the language classroom settings was highlighted, since it described the classrooms as a space where value and power coercion are stressed, with different teaching and learning methods, ways of thinking, and worldviews competing against one another (Pennycook, 2001). Therefore, it can be seen that power dynamics in language classroom settings is of relation to a broader social concern, shaped by factors both inside and outside language classrooms (Pennycook, 2001).

In the current study, this type of research articles account for a large proportion in the current study (Egitim, 2021; Müjdeci, 2017; Opoku-Amankwa, 2009; Yasemin, 2013). High-frequency key words included among the key research topics are language (63), classroom (45), power (37), education (35), and student (29). In these type of research articles, power is discussed between the interaction of teacher and students, and the power of teacher is given by the school or institution. For instance, Yasemin Oral (2013) explores power dynamics in an English Classroom based on Foucauldian assertion that power is everywhere and not possessed by particular groups of people. Rather, power is exercised. This article tried to discuss over the problem from the perspectives of both the micro-level of classroom communication and the macro-level of professional discourse, and showed that surveillance was used by teachers to monitor the students, overview the lessons and also the organization of classroom space. That is to say, teachers in the classroom automatically opt for the conventional, teacher-centered, and control-focused professional discourses, although most the time teachers claim that they adopt the learning-centered methods in class. However, this kind of control will face students' resistance and the pedagogical outcomes may be out of control, together with the destroy of the rapport between the teacher and the students. Gomez & Carolina (2012) analyzed the same problem in their research. Adopting the framework of Critical Classroom Discourse Analysis, this study aims to identify and analyze the various identities students tend to construct as foreign language learners within an EFL classroom, and make it clear the possible effects of the identity construction on students' language learning process. The findings of this article show that in the classroom, students struggle when they want to construct the social and individual identities as language learners within the broader community. For the students, speaking their first language in the EFL classroom and silence are the tools for them to fight for power over their teachers (Gomez & Carolina, 2012).

Teachers' power over students is reflected not only through control over the class, but also through other teaching methods and classroom behaviors, for example, teachers' practices in the classroom. The teacher serves as the guardian and primary interpreter with exclusive access to the text (Luke, 1988, p.156). Opoku-Amankwa (2009) studied how specific teacher practices, like focusing attention to certain students, offering critiques and feedbacks, using corporal punishment, power struggles among students, and other classroom norms, contribute to inequality in the classroom, and consequently results in a failure communication and underachievement of students in a primary school classroom in Ghana. Based on implications from socio-critical studies and literacy-learning perspectives, this paper emphasized the need to improve teacher quality and make effective use of textbooks and other

resources to ensure equity among students in the language classroom environment.

As for the power in the interaction of teacher and students, some researches begin to notice the collaborative work between students and teachers. For example, Egitim (2021) studied involving learners in leadership-driven classroom practices and strategies. This study proposes that in teachers' pedagogical management and in-class decisions, their leadership identity is of great importance. Therefore, further analysis on teachers' leadership in the classroom is of high necessity to cope with students' struggles with active engagement and language communication skills. The findings of the study show that participants realize the significance of mutual dialogues to sustain the collaborative efforts in classroom settings. The teachers observed that power-sharing practices occur when involving students in leadership-driven classroom settings. It is proposed that by giving students leadership responsibilities, teachers can demonstrate their readiness to distribute authority. As students take a more active part in decision-making related to teaching and classroom management, their motivation and dedication improve.

Some scholars approach power between teachers and students in language classroom from the linguistics perspective. For example, Babaii, Esmat, et al (2017) based their study on the framework of critical classroom discourse analysis. By analyzing two English teachers' classroom talk, the paper suggested that their language proficiency fell short of fulfilling the expectation of an educated background in terms of discourse competence. Therefore, the paper studies the discourse strategies employed by experienced teachers by examining the discursive features of two competent teachers in their classrooms, focusing on the experiential value, relational value, expressive value, connective value, relational value of their talk. The analysis intends to show that by using these discursive strategies, the teacher exercises authority in a teacher-centered manner during class. Besides, this study emphasizes that English teachers should pay more attention to the aspect of critical thinking in all aspects of teaching since language proficiency is not the only requirement for a teacher, and socio-historical and cultural factors is even more important in teaching.

(2) The second aspect of the study concerns with power relationship caused by the target language in language classroom setting. This kind of study usually examines the power of particular language in a classroom of bilingual/multilingual speakers. Language is not just a means of communication. Besides, it's mostly a tool of power. This is of particular truth in language classroom setting where language is considered as a cultural capital which consequently offer power to people (Bourdieu, 1991). Gao (2009) examined how Korean students manage to use Chinese and Korea languages to be empowered in a Korean-Chinese bilingual school in Northeast China. The findings of the research show that Korean students consider Chinese and Korean languages to be of importance with the development of Chinese economy, under the background of which both the languages are emphasized in education with realization of the importance of transnationalism and bilingualism. This can be reflected in students' willingness of involvement in the classroom into the mainstream language practices, through which they are empowered. With development of globalization, languages gradually become a vital power in a multilingual and multicultural setting. Similarly, Valentina & Elena (2019) investigated the topics of negotiation, accessibility and language rights within the dominant discourse in a Year 9 class at a private multilingual school. The investigation reveals that different language codes are employed to reflect different forms of power. The social value of solidarity and membership in the mainstream community can be enhanced through the use of Cypriot Greek while the power in classroom discourse and academic achievement can be enhanced by the use of English. The study shows that students will have specific language choices as to specific activities in class and consequently assign different set of values to different languages. Although English is supposed to be a required code in classroom discourse, for those who lack the linguistic resource, English can be seen as an exclusion code. That is to say, the legitimacy of the instruction language in class was tied to its role as a tool of exclusion. This study makes a link between linguistic practice and community identification, which is of great importance in the study of power in language classroom.

Problems will also be brought about by different language practices and language uses. Caglitutuncigil (2018) questioned the notion that

the instruction of local languages to new arrivals of the region can help them merge into the society and thus avoid social hierarchy. The study thinks that these language courses don't offer much help to social integration. Drawing on the longitudinal ethnographical data, this paper adopted Walsh (2011)'s model of *The Classroom Interactional Competence* to explore the distribution of linguistic capital in language classroom settings. It's revealed in this article that Spanish government, the institution and language teachers are actually reproducing the asymmetrical position of the newcomer learners by firstly not paying attention to the learners' need to enhance their linguistic proficiency and secondly, constructing an inferior identity of the newcomer learners in the classroom. Therefore, this article called for a change on the levels of governments, institutions, and language teachers. Only in this way, can a common ground for efficiency language learning programs for the new comers be established.

In a bilingual/multilingual setting, power dynamics in education research are the foundation of existing inequalities. Language can be used as a way of oppression among students, and those proficient students will mistreat the newcomers, using language to ridicule them, for example, the study of Talamantes (2021) is about the language oppression. This article examines two cases of newly arrived immigrant students, named "Manuel" and "Malena", who attend the fifth-grade class of a dual-language program at an elementary school. From the study, it's shown that other students use their developed linguistic bullying to oppress the two new coming students since they are underachieved in English, their second language. In this process, teachers will exert their authority and power to affect the situation. Therefore, it's implicated from the study that a well-established teacher-training program is needed for teachers to implement the cooperative learning approach successfully, and thus to help the immigrant students cooperate in their groups well. Besides, teachers should develop appropriate practices to influence the classroom practices and thus help recent immigrant students.

In reviewing the literature, an interesting phenomenon aroused our attention. in bilingual education, Palmer (2008) studied that being involved in two-way immersion offered language minority students the advantage of enhancing bilingualism, while simultaneously providing an opportunity for the majority of students to acquire another language through the program. This article aimed to make clear whether and in what degree the classroom initiatives can lead to enduring, transformative impacts in the community by tampering with the patterns of power and offering students different discourses within the classroom. The findings showed that the classroom environment has little power in influencing the construction of students' identity, with the inability to prevent students from being exposed to dominant discourses. Thus, despite teachers' efforts to involve students in changing their discourse patterns, the latter still go back frequently to the inequitable patterns they draw from the larger social practices. However, though difficult to express their own identities beyond the classroom, students are able to be exposed to the equitable learning environment the teacher creates in the classroom, which will definitely facilitate students' confidence and learning efficiency.

(3) The third aspect involves power relationship caused by gender, social class or race in the language learning context, which will inevitably be influenced by social practice. With the progress of sociolinguistics, an increasing number of contemporary researches in the field of second language learning address the complexities of constructing the gender or social identity (Pavlenko et al, 2001; Norton, 2000; Norton and Pavlenko, 2004). Based on a one-year ethnographical research, Hruska (2004) studied the construction of gender in a U.S. kindergarten with English as the dominant language, and pointed out that a majority of preschool students tried their best to use English, their target language. Some students then became the central figures due to their fluent use of English, while others were marginalized. Therefore, power relationship is actually constructed through gender construction or conflict negotiation. Read (2008) explored male and female teachers' different language practice addressing critical talk in the primary classroom by analyzing data collected from the classroom observation with teachers. Apart from this purpose, this study also wants to make clear whether there is a feminized educational culture in the school. That is to say, it attempts to examine to what extent the classroom culture is considered feminized. The study shows that the mainstream discourse in learning environment is

strongly related to 'masculine' culture, and challenges the idea that language practices in primary school are feminized.

Different from the above study concerning gender differences among teachers, Peña (2010, 2011) illustrated how gendered discourses are involved with preschoolers' learner identities. By analyzing how preschool girls put in great effort to embody the role of a girl-teacher during a 'Talk-Circle Activity', Peña (2010) proposed that femininities can be constructed in the EFL classroom and simultaneously it can be diminished in the process of competing of different discourses. With the same theoretical foundation of FPDA, Peña (2011) also collected data in a kindergarten, and finds that students' everyday use of language is influenced by gender norms. The findings of the research show that teachers work with children to diminish the "approval" discourses that requiring girls to "be girls" in the English class. Besides, it can also be shown that girl-students are vulnerable to be "marginalized". Therefore, the author suggests special attention to heighten teachers' awareness of the way to construct students' identities and the way to position students. This research is embedded in social practice and make teachers enhance their awareness of how the discursive choices of gender can influence students' construction of their identities.

Some studies approach the topic of gender difference in language classrooms from a pragmatic perspective. Tainio (2011) studied gender-specific address terms in disciplinary sequences during interactions, exploring the gendered terms used in the reproaches that are used to silence and criticize students. The study analyzed the conversation video recorded in the Finish language classroom, and the findings show that the frequency of the address term 'boys' is much higher than the address term 'girls. In language classroom interaction, the former helps with the process of constructing the gender identity of boys, which was resisted in every way by students. In the end, this study suggests that it's not a good practice to categorize students by their genders, which is also a violation to the principles of giving students equal opportunities to help them develop their individual characteristics fully.

García-Mateus (2020) examined how power is exercised when language and race are negotiated from a raciolinguistic perspective. Drawing visual and auditory data from student and teacher interviews, along with classroom observations, this study aimed to explore students' identification of peer students and teachers as language learners, and in this way continues to know the ways in which power relations operate. Findings of this study implicate that race, social status, and language were closely interconnected in the way individuals perceived each other. Suggestions of the study were especially meaningful in multicultural classroom settings. Teachers should mitigate and change their power relations in different cultural, ethnical, and linguistic contexts.

Certainly, there are many other researches are not intending to explain power relations in language classroom, but involve power into learning strategies in second language classroom (Jang, 2001). But generally speaking, the above three aspects of study reflect three different sources of power in language classroom, i.e. institutions, the target language itself, and social structures.

3.4 Research Hotspots of Power in The Language Classroom Setting

The "detect burst" function of CiteSpace software can help us generate key works with a sudden increase in frequency in different time intervals from 2001 to 2021. Burst terms represent the research hotspots of a research topic in a certain time interval (Li & Chen, 2017). Through the burst terms, we can understand the changes of research subjects' changes of power in language classroom setting. In the current study, CiteSpace helps us get the top 5 key words with the strongest citation bursts, language learning, motivation, literacy, education, and identity.

Top 5 Keywords with the Strongest Citation Bursts

Keywords	Year	Strength	Begin	End	2001 - 2021
language learning	2001	2.58	2015	2018	
motivation	2001	2.58	2015	2018	
literacy	2001	4.27	2016	2018	
education	2001	2.55	2016	2018	
identity	2001	4.12	2017	2021	

Figure 6. Top 5 Keywords with the Strongest Citation Bursts on Power in Language Classroom from 2001 to 2021

From the figure, it is shown that the hotspots in the past five years are concerning with the applying CDA and critical literacy in language learning, enhancing the research of power in language education, and constructing learners' identity in language classroom. The following will be devoted to discuss over the new hotspots

in this field.

(1) CDA and critical literacy in the language classroom setting. From the year 2016, the key words critical literacy burst. But actually, the notion was proposed in the beginning of 21st century by Pennycook (2001) as we have mentioned in section 1. Critical discourse analysis is used to analyzed power in language classroom setting and tries to reveal a different perspective on power. Critical literacy has become a hot topic with the used of critical discourse analysis in language classroom, which emphasizes on students' literacy levels and conceptualization of the world around them. Students' critical cognitive ability can be seen from the application of CDA in teaching. Since the approaches to critical cognitive ability research are committed to improving the literacy and cognitive ability of those students who are excluded from the dominant economic and cultural context and thus are marginalized. Therefore, critical literacy has become a hot topic in the field of power in language classroom settings.

(2) Enhancing the research of power in language education. From previous review, we can notice that language education has become a hot topic, and how to enhance the efficiency and effectiveness of language education with the management of power relations is of vital importance in todays' globalized society where different cultures intertwined with each other, and influenced greatly by social factors as gender, race and class. How to apply appropriate teaching approaches and strategies in education with full use of power relations in language classrooms has become a challenge for educators striving to balance the equity of language resources and social practices.

(3) Constructing learners' identity in language classroom. Social psychologists, Tajfel (1974) considered social identity to be a fundamental aspect of personal identity which works to make the individual part of a community. Norton (2000)'s notion of investment just involved the connection between language learners and the external world, since they use a language as an investment to construct their own social identity. Concerning identity in the educational context, Cummins (2001) emphasized on the influence of social power relations in the classroom setting. He claims that in a society of inequitable division of resources, classroom interactions are never neutral, rather, it's a place of power

coercion of different social structures. The key term 'identity' bursts from the year of 2017 and continues to be hotspots until now, marking scholars' awareness of the importance of constructing learners' identity in language classroom with the power of language as a cultural capital.

4. Conclusion

This study is concerning with the results of the above analysis and from previous research. We conclude as following:

(1) It's shown in the study that The United States, England and Canada rank first to third among the high-yield countries studied. The top nine high-yield research institutions include two universities from Canada, University of British Columbia and University of Western Ontario, six universities from the United States, including the University of Virginia, University of Massachusetts, Arizona State University, Michigan State University, University of Texas Austin, Carnegie Mellon University, and one from the UK, University of London. We can continue to pay attention to the latest research results of these research institutions, and cooperate with them if possible.

(2) The second finding is that three sources of power appear in classroom settings with respect to power dynamics in language classrooms. They include the institution (for example, the school or other institutions), the language (for example, English, or other targeted languages), and the social structures (such as gender, class, race, etc). Based on the three kinds of sources, researches from 2001-2021 can be divided into three aspects, the power coercion between the teacher and student; power relationship caused by the target language in language classroom setting; power relationship caused by gender, and social class or race in language classroom setting.

(3) The third finding of this study is about the hotspots in the near future. After conducting burst detect of the key words in previous researches, it is shown that the hotspots in the past five years are concerning with the applying CDA and critical literacy in language learning settings, enhancing the research of power in language education, and constructing learners' identity in language classroom.

The significance of this study can be seen in two aspects. First, besides of reviewing the literature, this study uses a new bibliometric tool

(CiteSpace software) to make an overall tracking of visualization of previous research in the field of power in language classroom settings. With the help of CiteSpace, the study offers more precise data and multiple analytical viewpoints, serving as a valuable complement to conventional content analysis methods. Besides, the visualization function of CiteSpace method makes it easy to identify the major findings in the areas of power dynamics within language classroom context and outline the emerging trends in studies on this topic.

There are a few limitations to this study. First, to keep the review period neatly defined and provide a more coherent analysis of the first 20 years' development of power dynamics within language classroom settings, we opted to focus on 2001 to 2021, rather than extending it to 2024. But the core trends and patterns identified were already well-established within the selected period. The time gap will not alter the study's conclusions, ensuring that the insights remain applicable and relevant to current discussions in the field. Second, we cannot make sure that individual papers are not retrieved because they are not using key terms as power in language classroom setting, but the impact on the study's results is minimal.

Acknowledgments

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