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Teacher Authority in Assessment-Oriented English Classroom Discourse: A Critical Discourse Analysis of In-Service Teachers in Indonesia

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ABSTRACT

This study examines how teacher authority is discursively constructed in English classroom interaction within assessment-oriented teacher education contexts in underdeveloped regions. While prior research has explored classroom discourse and teacher authority, limited attention has been given to how authority is constructed in assessment-based instructional videos within in-service teacher education programs, particularly in marginalized contexts. Addressing this gap, the study employs a qualitative critical discourse analytic design to analyze seven instructional videos produced by participants of the In-Service Teacher Education Program (PPG Guru Tertentu) in Indonesia. Drawing on Fairclough's three-dimensional model, the analysis involved transcription, iterative coding of linguistic and interactional features, and interpretation across textual, discursive, and social practice dimensions. The findings show that teacher authority is constructed through directive language, structured questioning, evaluative feedback, and regulated participation, positioning students primarily as responsive participants. These patterns reflect the influence of assessment-driven teaching contexts that prioritize visible control as an indicator of competence. The study extends Critical Discourse Analysis by highlighting the performative and assessment-mediated nature of teacher authority and underscores the need for more dialogic and participatory practices in teacher education.

Keywords: Critical Discourse Analysis; Teacher Authority; Classroom Discourse; In-Service Teacher Education; English Language Teaching.

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1. INTRODUCTION

Language in classroom interaction functions not merely as a vehicle for transmitting instructional content but as a social practice through which power relations, pedagogical ideologies, and institutional norms are enacted and reproduced. From a critical perspective, classroom discourse is inherently ideological and never neutral; it reflects broader assumptions about authority, knowledge, and legitimate participation in learning (Fairclough, 2013; Razfar, 2005; Sert, 2019). Through routine interactional patterns, teachers and students continually negotiate roles, expectations, and access to participation, often without explicit awareness of the power relations embedded in these exchanges. In this sense, classroom discourse becomes a key

site for examining how educational authority is produced and normalized in everyday pedagogical practice.

In English language teaching (ELT), interactional routines such as questioning, feedback, explanation, and turn-taking play a decisive role in shaping how teachers and students are positioned within the classroom (Ellis, 2005; Watanabe, 2016; Sert & Walsh, 2021). Teachers are typically constructed as legitimate knowledge holders and discourse controllers, while students are expected to respond within interactional boundaries defined by instructional goals and classroom norms. These asymmetrical roles are particularly visible in teacher-fronted instruction, where the organization of talk prioritizes clarity, efficiency, and curricular coverage. As a result, the distribution of speaking rights and the evaluation of knowledge often remain firmly under teacher control, reinforcing hierarchical classroom relations.

Teacher authority has long been regarded as an essential pedagogical resource, especially in primary education contexts where structured guidance and classroom management are emphasized. However, authority is not simply derived from institutional roles or curriculum mandates; it is actively constructed, performed, and legitimized through everyday discourse practices (Goffman, 2023; Kim & Wilkinson, 2019). Interactional structures such as directive language, explicit correction, evaluative feedback, and topic control serve to position teachers as dominant social actors and students as compliant or responsive participants (Mehan, 1979). While these practices may facilitate lesson flow and maintain order, they may also restrict opportunities for students to initiate interaction, negotiate meaning, or express alternative perspectives.

Recent studies continue to highlight the tension between instructional control and dialogic pedagogy in contemporary classrooms. Empirical research in ELT settings shows that teacher-centered interaction patterns remain prevalent, even in contexts where learner-centered approaches are promoted at the policy level (Watanabe, 2016; Sert, 2019; Sert & Walsh, 2021). This persistence suggests that classroom authority is not merely an individual teaching preference but is deeply embedded in institutional expectations, professional norms, and assessment cultures. Consequently, efforts to promote dialogic interaction often collide with structural constraints that prioritize visible control and measurable outcomes.

The construction of teacher authority becomes particularly salient within professional teacher education programs, where teaching practice is explicitly subjected to evaluation (Grossman et al., 2009; Korthagen, 2010; Darling-Hammond et al., 2020). In Indonesia, the In-Service Teacher Education Program requires in-service teachers to demonstrate pedagogical competence through recorded instructional videos submitted as part of formal teaching performance assessments. These videos are intended to showcase effective teaching practices aligned with national standards, curricular objectives, and assessment rubrics. At the same time, they function as representations of professional identity, where teachers consciously present themselves as competent, authoritative, and pedagogically sound practitioners.

Video-based assessment has attracted increasing scholarly attention due to its capacity to capture classroom interaction while enabling standardized evaluation across diverse contexts. Research suggests that video recordings offer rich data for examining teaching practices, interactional dynamics, and pedagogical decision-making (Hannafin et al., 2010; Gaudin & Chaliès, 2015; Peguera-Carré et al., 2023). However, scholars also caution that recorded lessons are inherently performative, as teachers are aware of the evaluative gaze and may strategically design their instruction to meet perceived assessment criteria. This performativity often foregrounds orderliness, explicit instruction, and teacher control as visible indicators of teaching competence.

Assessment-driven teaching has been shown to shape classroom discourse in significant ways. Studies on accountability and assessment cultures indicate that high-stakes evaluation contexts encourage teachers to adopt structured and predictable interactional patterns that are easily observable and assessable (Black & Wiliam, 2009; Fischer et al., 2024; Gore et al., 2023). These patterns frequently include directive instructions, closed questioning, choral responses, and explicit evaluative feedback. While such practices may help teachers demonstrate instructional clarity and control, they also risk reinforcing monologic teaching styles and limiting students' opportunities for extended, meaningful participation.

These dynamics are further intensified in underdeveloped or resource-limited educational contexts. Teachers working in marginalized regions often face structural challenges such as limited instructional materials, large class sizes, and strong pressure to demonstrate classroom order and curriculum coverage (Anggela et al., 2024). Research in similar contexts suggests that authoritative discourse is frequently normalized as pedagogically appropriate and even necessary, particularly in primary education settings where maintaining control is viewed as foundational to learning (Siegel, 2006; Barrett et al., 2007). Consequently, teacher authority tends to be framed as a form of care, responsibility, and professionalism rather than as a potential site of power imbalance.

Multilingual classroom contexts add another layer of complexity to the construction of teacher authority. In many EFL classrooms, teachers employ translanguaging and code-switching to scaffold understanding, clarify instructions, and manage classroom behavior. While translanguaging has been widely recognized as a valuable pedagogical resource for inclusive and flexible learning (García & Wei, 2015), recent studies suggest that language choice may also function as a mechanism of control. Teachers' ability to regulate access to the target language and determine when and how different linguistic codes are used positions them as linguistic gatekeepers, reinforcing symbolic and epistemic authority (Cahyani et al., 2018; Wei, 2022).

Despite growing interest in classroom discourse, teacher talk, and video-based teacher education, relatively few studies have critically examined how teacher authority is constructed through assessment-based instructional videos, particularly within in-service teacher education programs operating in marginalized regions. Much of the existing research focuses on instructional effectiveness, methodological competence, or learning outcomes, often treating classroom interaction as a neutral medium rather than as a site of ideological production (Sert, 2019; Sert & Walsh, 2021; Pontillas, 2024). As a result, the discursive mechanisms through which authority is legitimized and normalized in assessment-oriented teaching contexts remain underexplored.

Critical Discourse Analysis (CDA) offers a powerful analytical lens for addressing this gap. CDA conceptualizes language as a form of social practice that both reflects and shapes social structures, power relations, and ideologies (Fairclough, 2013). In educational research, CDA has been widely used to uncover how institutional norms and pedagogical ideologies are embedded in classroom interaction, policy texts, and assessment practices (Wodak & Meyer, 2015). Recent applications of CDA to classroom and online learning environments further demonstrate its relevance for analyzing contemporary educational discourse shaped by technological mediation and accountability pressures (Pontillas, 2024).

This study adopts Norman Fairclough's three-dimensional model of CDA as its theoretical framework. The model proposes that discourse analysis should operate at three interrelated levels: the textual level, which examines linguistic features such as vocabulary, grammar, and rhetorical choices; the level of discursive practice, which focuses on how discourse is produced,

circulated, and interpreted within interactional contexts; and the level of social practice, which situates discourse within broader institutional, cultural, and ideological structures (Fairclough, 2013). This framework is particularly suitable for analyzing classroom discourse captured on video, as it allows micro-level interactional features to be systematically connected to macro-level educational ideologies and assessment regimes (Wodak & Meyer, 2015; Sert, 2019), as shown in Figure 1.

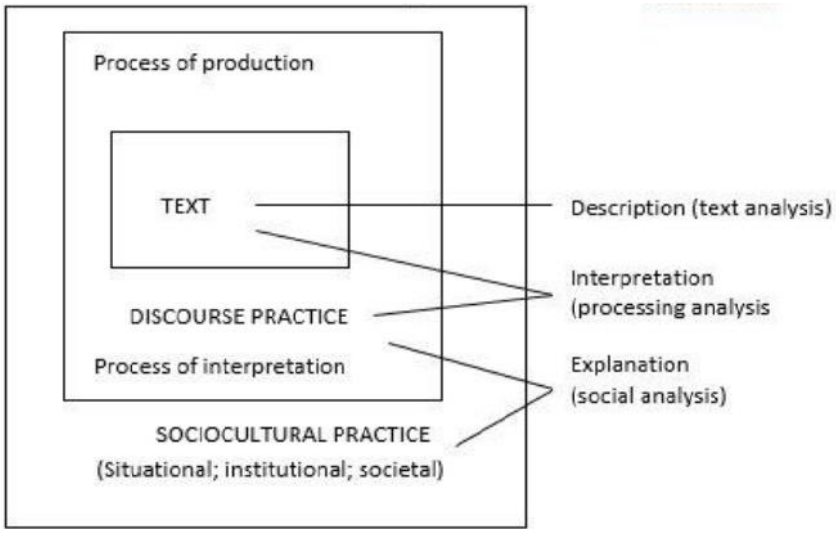


Figure 1. Fairclough's (1995) 3D Model of Discourse

Applying this framework to assessment-based instructional videos enables a nuanced examination of how teacher authority is constructed not only through what teachers say but also through how classroom interaction is organized, justified, and evaluated (Seedhouse, 2004; Sert, 2019; Sert & Walsh, 2021). Directive language, questioning strategies, evaluative feedback, repetition, and code-switching can thus be understood as discursive resources that simultaneously serve pedagogical purposes and reproduce institutional power relations. Through this lens, authority emerges as a dynamic and situated accomplishment rather than a fixed attribute of the teacher's role.

Accordingly, this study aims to examine how teacher authority is discursively constructed in English classroom interaction through a Critical Discourse Analysis of seven instructional videos produced by participants of the In-Service Teacher Education Program n 2025. The videos were recorded as part of formal teaching performance assessments conducted by in-service primary school teachers working in underdeveloped regions of Indonesia. By focusing on assessment-oriented classroom discourse, this study seeks to uncover how linguistic choices and interactional patterns construct, normalize, and legitimize teacher authority within professional teacher education contexts. By situating classroom discourse within the intersecting contexts of assessment, teacher education, and marginalized schooling environments, this study contributes to ongoing discussions on teacher authority, performativity, and critical pedagogy in ELT. It also highlights the importance of fostering critical discourse awareness in teacher education programs to support more dialogic and participatory approaches to teaching, while remaining sensitive to the structural constraints faced by teachers in resource-limited settings.

Despite the growing body of research on classroom discourse and teacher authority, limited studies have critically examined how teacher authority is discursively constructed in assessment-

based instructional videos within in-service teacher education programs, particularly in underdeveloped and resource-limited contexts. Existing studies tend to focus on instructional effectiveness or interactional patterns without sufficiently addressing how institutional assessment practices shape the enactment and normalization of authority in classroom discourse (Fairclough, 2013; Wodak & Meyer, 2015; Sert, 2019). This study addresses this gap by applying Fairclough's three-dimensional Critical Discourse Analysis to assessment-produced teaching videos within the Indonesian In-Service Teacher Education Program *(PPG Guru Tertentu)* context. In doing so, it offers a novel contribution by foregrounding the performative and assessment-mediated nature of teacher authority and by linking micro-level interactional features with macro-level institutional expectations in teacher education.

2. METHODS

This study employed a qualitative research design grounded in Critical Discourse Analysis (CDA) to investigate how teacher authority is discursively constructed in English classroom interaction. This design is aligned with the research objective of examining how teacher authority is constructed through discourse, as CDA enables systematic analysis of linguistic features, interactional practices, and their relationship to broader institutional and ideological contexts. CDA was selected because it conceptualizes language as a form of social practice and emphasizes the relationship between discourse, power, and ideology. Rather than treating classroom talk as a neutral pedagogical tool, this approach enables a critical examination of how authority is produced, legitimized, and normalized through everyday instructional practices. The study adopts Norman Fairclough's three-dimensional model of CDA as the primary analytical framework, allowing for systematic analysis at the levels of textual features, discursive practices, and social practices. This model is particularly appropriate for analyzing classroom discourse captured in video format, as it facilitates connections between micro-level linguistic choices and macro-level institutional and ideological contexts.

The data for this study were drawn from the In-Service Teacher Education Program *(PPG Guru Tertentu)* conducted in 2025 in Indonesia. This program is designed for in-service teachers and requires participants to demonstrate pedagogical competence through teaching performance assessments. One of the key assessment components involves the submission of instructional videos documenting classroom teaching practices. The instructional videos analyzed in this study were produced by in-service primary school English teachers working in underdeveloped and resource-limited regions. These contexts are characterized by structural challenges such as limited instructional materials, varying levels of student English proficiency, and strong institutional expectations regarding classroom management and curriculum coverage. As assessment-based teaching artifacts, the videos reflect not only classroom interaction but also the performative dimensions of teaching shaped by evaluative criteria and institutional norms.

The data consist of seven English learning videos recorded by seven different in-service teachers as part of their formal teaching performance assessments. Each video represents a complete lesson conducted in a primary school English classroom. The lessons covered form-focused and meaning-focused language instruction, including grammar explanation, vocabulary development, questioning, group activities, and lesson closure. A purposive sampling technique was employed to select the videos. The selection criteria included: (1) clear audio and visual quality to allow accurate transcription; (2) representation of teacher–student interaction rather than monologic instruction only; (3) consistency with primary-level English curriculum objectives; and (4) relevance to assessment-based instructional contexts.

Using multiple videos allowed for cross-case comparison and enhanced the analytical depth of the study, while still maintaining the qualitative and interpretive focus of CDA. The instructional videos were obtained from official teaching performance submissions within the teacher education program. All videos were anonymized prior to analysis to protect the identities of teachers and students. Pseudonyms were used where necessary, and no identifying information regarding schools or participants was included in the analysis.

Each video was transcribed verbatim. The transcription included all teacher and student utterances, as well as instances of code-switching between English and Indonesian, which is a common feature of classroom interaction in Indonesian EFL contexts. Non-verbal features relevant to interactional control such as pauses, repetition, choral responses, and emphasis were noted where they contributed to the construction of authority. The primary unit of analysis was teacher talk, although student responses were included insofar as they revealed interactional patterns and participation structures.

The data analysis followed Fairclough's three-dimensional CDA framework. At the textual level, the analysis focused on linguistic features that signal authority, including imperative clauses, directive expressions, modal verbs, evaluative language, repetition, and explicit correction. Particular attention was paid to how grammatical choices and lexical patterns positioned the teacher in relation to students. At the level of discursive practice, the analysis examined how classroom interaction was organized and managed. This included patterns of turn-taking, questioning sequences, feedback moves, and the predominance of Initiation–Response–Evaluation (IRE) structures. The analysis also considered how assessment-oriented teaching shaped interactional routines and constrained or enabled student participation. At the level of social practice, the findings were interpreted in relation to broader institutional and ideological contexts, including assessment culture, teacher education norms, and pedagogical expectations in underdeveloped regions. This stage of analysis aimed to uncover how authoritative discourse practices were normalized and legitimized as indicators of instructional competence and professionalism.

The analysis proceeded iteratively and systematically across several stages. First, all video data were transcribed verbatim to capture both linguistic and interactional features. Second, initial coding was conducted to identify recurring patterns related to teacher authority, including directive expressions, questioning strategies, evaluative feedback, and turn-taking structures. Third, these codes were grouped into broader discursive categories aligned with Fairclough's three analytical dimensions: textual features, discursive practices, and social practices. Throughout the process, analytic memos were used to document emerging interpretations and ensure consistency across data sources. To support transparency, coding was conducted manually using structured coding matrices, allowing for systematic comparison across cases. To enhance credibility and dependability, peer debriefing was conducted through iterative discussions with colleagues experienced in discourse analysis, and a subset of the data was independently reviewed to ensure consistency in coding, with discrepancies resolved through discussion. An audit trail, including coding schemes, memos, and category development, was maintained to ensure transparency and methodological rigor. Ethical considerations were addressed by anonymizing all data and ensuring that no identifying information of participants or schools was disclosed.

3. RESULTS AND DISCUSSION

The analysis of the seven instructional videos demonstrates that teacher authority is discursively constructed through interconnected linguistic choices, interactional patterns, and pedagogical routines that operate across textual, discursive, and social dimensions. In line with Fairclough's (2013) view of discourse as social practice, authority in these classrooms is not merely exercised but continuously produced and legitimized through routine instructional interaction. Although the lessons varied in topic and activity, consistent patterns emerged that positioned teachers as central organizers of discourse and students as primarily responsive participants. These patterns reflect broader institutional and ideological expectations surrounding "good teaching" within assessment-based teacher education contexts.

3.1 Directive Language and Managerial Authority in Assessment-Oriented Teaching

At the textual level, teacher authority was prominently constructed through frequent use of imperative clauses and directive expressions. Commands such as *"Prepare your book," "Come forward," "Perhatikan gambarnya,"* and *"Harus siap ya"* functioned to regulate classroom routines, control student behavior, and structure lesson progression. From a CDA perspective, these imperatives exemplify managerial discourse, through which power is exercised by organizing social action and regulating participation (Fairclough, 2013). Rather than merely facilitating classroom management, directive language works ideologically to naturalize the teacher's right to control time, space, and activity. For example, in one classroom episode, the teacher repeatedly used directives such as "Open your book," "Listen carefully," and "Repeat after me," which structured the flow of interaction and minimized opportunities for student initiation. Similar patterns were observed across multiple videos, where directive sequences were used to maintain pacing and control.

Importantly, the prevalence of directive discourse must be understood within the performative context of teaching assessment. Research on accountability and assessment culture indicates that visible classroom control and orderly interaction are frequently interpreted as markers of professional competence (Gore et al., 2023; van Driel et al., 2022). In this sense, directive language is not only pedagogically motivated but also strategically deployed to align with evaluative expectations. The repeated use of Indonesian for directives further strengthens managerial authority by ensuring immediate comprehension and compliance, illustrating how language choice itself becomes a resource for exercising power. This finding resonates with recent studies showing that teachers in assessment-driven environments often prioritize clarity and control over interactional openness (Fischer et al., 2024).

3.2 Questioning Practices, IRE Sequences, and the Regulation of Participation

Teacher authority was further reinforced through questioning strategies that tightly regulated student participation. Across the videos, classroom interaction was dominated by teacher-initiated display questions, such as *"What is this picture?"* and *"Who are they?"*, followed by brief student responses and explicit teacher evaluation. This interactional pattern corresponds to the well-documented Initiation–Response–Evaluation (IRE) sequence (Mehan, 1979), which continues to characterize classroom discourse in many ELT contexts despite calls for dialogic pedagogy. In several cases, teacher questions were followed by brief, one-word student responses and immediate evaluation (e.g., "Yes, correct"), illustrating tightly controlled IRE sequences. However, in a few instances, teachers allowed slightly extended responses, indicating limited variation in participation structure.

Recent interactional research suggests that the persistence of IRE patterns is closely linked to institutional demands for efficiency, curriculum coverage, and assessable outcomes (Gore et al., 2023). In the present data, IRE sequences enabled teachers to maintain epistemic control and lesson pacing, while simultaneously producing visible evidence of "learning" through correct answers. However, this interactional architecture significantly constrained students' opportunities to initiate discourse, elaborate ideas, or display divergent understandings. Choral responses such as *"Paham"* functioned less as indicators of comprehension than as collective confirmations of compliance, reinforcing hierarchical participation structures. This finding aligns with recent studies showing that teacher authority in assessment-oriented classrooms is often maintained through routinized participation formats that appear pedagogically neutral but are ideologically loaded (Gouider, 2023).

3.3 Epistemic Authority, Explanation, and Knowledge Legitimation

At the epistemic level, teacher authority was constructed through extended explanations and rule-giving practices, particularly during grammar instruction. Statements such as *"Present continuous tense itu adalah..."* and *"Ibu punya rumus ini"* positioned teachers as the sole legitimate source of linguistic knowledge, while students were positioned as recipients of information. In Fairclough's terms, such discourse defines both *what counts as knowledge* and *who has the right to articulate it*, thereby reproducing epistemic asymmetry.

While epistemic asymmetry is an inherent feature of instructional discourse, its prominence in the analyzed videos reflects performative pressures within teacher education assessment. Research on video-based teacher evaluation suggests that teachers often prioritize explicit explanation and rule articulation because these practices are easily observable and assessable by external evaluators (Hannafin et al., 2010; Peguera-Carré et al., 2023). Repetition and drilling, framed as pedagogical reinforcement, further consolidate teacher authority by positioning students as reproducers of knowledge rather than active meaning-makers. This pattern supports recent findings that assessment-driven instruction tends to privilege transmissive pedagogies, even in contexts that rhetorically endorse learner-centered approaches (Gore et al., 2023).

3.4 Evaluative Feedback and the Moral Regulation of Learning

Evaluative feedback constituted another key mechanism through which teacher authority was legitimized. Teachers consistently evaluated student responses using brief positive markers such as *"Good," "Bagus,"* and *"Oke,"* thereby positioning themselves as the ultimate arbiters of correctness. According to Fairclough (2013), evaluation is a powerful discursive resource because it establishes norms of acceptability and defines what counts as success within a given social practice. Beyond linguistic accuracy, evaluative discourse also extended to regulating students' demeanor and presentation style, as illustrated by directives such as *"Kalau presentasi jangan sambil ketawa, harus serius."* This moral regulation of behavior aligns with Goffman's (2023) notion of performance, where social actors manage impressions in front of an audience. In the present context, teachers simultaneously regulate students' performances and construct their own professional image for assessors. Recent studies on performativity in education emphasize that such evaluative practices not only assess learning but also shape teacher identity and authority by aligning classroom behavior with institutional norms (Gore et al., 2023).

3.5 Regulated Dialogism and the Limits of Student-Centered Practices

Although group work and student presentations were incorporated into the lessons, these activities were characterized by what can be described as regulated dialogism. Teachers frequently intervened with leading questions and corrective prompts, ensuring that student contributions aligned with predetermined instructional goals. From an interactional perspective, this pattern reflects Seedhouse's (2004) argument that pedagogical goals fundamentally shape interactional organization, often constraining learner agency even in ostensibly communicative tasks.

Recent classroom discourse research suggests that such regulated participation is particularly common in assessment-driven contexts, where deviations from lesson plans may be perceived as risks rather than opportunities (Gouider, 2023). In the analyzed videos, student-centered activities functioned within narrow interactional boundaries, allowing participation without relinquishing teacher control. Authority was thus softened through interaction while remaining structurally intact, creating an appearance of dialogic pedagogy that ultimately reinforced hierarchical relations.

Although dominant patterns of authoritative discourse were observed across the dataset, some variations were identified. In a few instructional episodes, teachers provided limited opportunities for student elaboration through follow-up questions or group-based activities, suggesting attempts to incorporate more dialogic practices within otherwise structured interactional frameworks. However, these instances remained constrained by teacher control, indicating that variations in practice occurred within relatively narrow pedagogical boundaries shaped by assessment expectations.

3.6 Authority, Performativity, and Social Practice in Teacher Education

At the level of social practice, the discursive patterns identified across the videos reflect a teacher-centered pedagogical ideology that is normalized within assessment-oriented teacher education programs. Authority is framed as supportive guidance rather than coercive power, making it appear natural and pedagogically appropriate, particularly in primary education and resource-limited contexts. This framing resonates with recent research suggesting that strong teacher authority is often justified as necessary in marginalized educational settings (Siegel, 2006).

Drawing on Goffman's (2023) concept of performativity, teacher authority in these videos can be understood as an idealized professional performance staged for an evaluative audience. Assessment not only measures teaching competence but actively shapes how authority is enacted, privileging visible control, explicit instruction, and evaluative clarity. In this sense, the findings support recent critiques that assessment regimes do not merely evaluate pedagogical practice but actively reproduce particular ideological models of "good teaching" (Fischer et al., 2024; Gore et al., 2023).

Taken together, the findings of this study demonstrate that teacher authority in assessment-based English classroom interaction is a complex and layered discursive accomplishment rather than a fixed institutional attribute. Across the seven instructional videos, authority was systematically constructed through the interplay of managerial discourse, interactional control, epistemic positioning, evaluative feedback, and regulated participation, all of which operated within the broader ideological context of professional teacher assessment. Viewed through Fairclough's three-dimensional framework, these discursive practices reveal how micro-level linguistic choices and interactional routines are closely aligned with macro-level institutional

expectations that prioritize visibility, control, and assessability of teaching performance. The performative context of the In-Service Teacher Education Program *(PPG Guru Tertentu)* further intensified these patterns, encouraging teachers to enact idealized versions of pedagogical authority that conform to dominant models of "good teaching," particularly in underdeveloped educational settings where control is often equated with effectiveness. Consequently, authority emerged not as overt domination but as normalized, pedagogically justified guidance that appeared natural and uncontested. This synthesis underscores the central argument of the study: that assessment regimes do not merely evaluate classroom practice but actively shape the discursive construction of teacher authority itself, with significant implications for interactional equity, learner agency, and the pedagogical orientations promoted within teacher education.

These findings contribute conceptually by extending existing models of teacher authority in classroom discourse, demonstrating that authority in assessment-oriented contexts is not only interactionally constructed but also performatively shaped by institutional evaluation criteria that prioritize visibility, control, and assessability. Practically, these findings suggest that teacher education programs need to critically reconsider how instructional competence is evaluated, particularly by incorporating criteria that value dialogic interaction, student agency, and flexible participation structures alongside classroom management and clarity.

4. CONCLUSION

This study examined how teacher authority is discursively constructed in English classroom interaction through a Critical Discourse Analysis of seven assessment-based instructional videos produced within Indonesia's In-Service Teacher Education Program (*PPG Guru Tertentu*). Grounded in Fairclough's three-dimensional model, the findings demonstrate that teacher authority is not a fixed institutional attribute but a dynamic and situated accomplishment produced through the interplay of linguistic choices, interactional patterns, and pedagogical routines. Across the data, authority was consistently constructed through directive language, structured questioning, evaluative feedback, repetition, and tightly regulated participation, positioning teachers as central organizers of discourse and students as primarily responsive participants. Importantly, these patterns were shaped by the performative nature of assessment contexts, where teaching is enacted for evaluation. The study shows that assessment-driven instructional settings privilege visible control, orderliness, and explicit evaluation as indicators of pedagogical competence, thereby normalizing teacher-centered discourse practices. From a theoretical perspective, this study extends Critical Discourse Analysis in education by demonstrating how Fairclough's framework can be applied to assessment-based video data to systematically connect micro-level interactional features with macro-level institutional ideologies. This study contributes theoretically by extending Critical Discourse Analysis to assessment-based classroom data, methodologically by demonstrating the use of video-based discourse analysis in teacher education contexts, and practically by highlighting the implications of assessment practices for shaping classroom interaction and teacher authority. It further refines existing understandings of teacher authority by foregrounding its performative and assessment-mediated nature, highlighting how authority is not only enacted in classroom interaction but also shaped by evaluative regimes that define what counts as "good teaching."

These findings carry important pedagogical and institutional implications. While authoritative discourse may serve functional purposes, particularly in primary education and resource-limited contexts, its dominance may constrain opportunities for dialogic interaction and limit student agency. The prevalence of regulated participation observed in this study suggests a need to

critically reconsider how instructional competence is conceptualized and assessed within teacher education programs. Encouraging greater critical discourse awareness may help teachers reflect on how their linguistic and interactional choices shape classroom power relations and student participation. At the institutional level, the study highlights the unintended consequences of assessment-driven teacher education, where alternative pedagogical practices—such as exploratory talk and student-led interaction—may be undervalued due to their lower visibility in evaluative frameworks. While this study is limited by its focus on a small dataset and a specific national context, it provides a foundation for future research to explore broader datasets, incorporate student perspectives, and compare assessed and non-assessed classroom discourse. Overall, this study underscores the importance of viewing classroom discourse as a key site for understanding how authority is constructed, normalized, and legitimized, and calls for more balanced approaches that integrate pedagogical effectiveness with meaningful student participation.

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