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TEACHER–STUDENT INTERACTION AND CLASSROOM DISCOURSE PATTERNS IN ENGLISH LANGUAGE TEACHING

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Abstract: *Classroom discourse plays a central role in shaping the quality of interaction and language learning in English language teaching environments. The ways in which teachers ask questions, provide feedback, allocate speaking turns, and respond to students' contributions can significantly influence learners' participation and communicative competence. This article examines the major patterns of teacher–student interaction and their role in promoting meaningful classroom discourse in English language teaching. The study adopts a qualitative literature review methodology and draws upon established research on classroom interaction, discourse analysis, teacher talk, student participation, and communicative language teaching.*

Keywords: *classroom discourse, teacher–student interaction, English language teaching, teacher talk, student participation, classroom interaction, discourse analysis, communicative competence*

INGLIZ TILINI O‘ QITISHDA O‘ QITUVCHI-O‘ QUVCHI O‘ ZARO HAMKORLIGI VA SINFDAGI MA’RUZA ANDOSLARI

Annotatsiya: *Sinfdagi nutq ingliz tilini o‘ qitish muhitida o‘ zaro ta’sir va tilni o‘ rganish sifatini shakllantirishda markaziy rol o‘ ynaydi. O‘ qituvchilarning savollar berish, fikr-mulohaza bildirish, nutq navbatlarini taqsimlash va talabalarning hissalariga javob berish usullari o‘ quvchilarning ishtiroki va kommunikativ kompetentsiyasiga sezilarli ta’sir ko‘ rsatishi mumkin. Ushbu maqolada o‘ qituvchi-o‘ quvchi o‘ rtasidagi o‘ zaro ta’sirning asosiy naqshlari va ularning ingliz tilini o‘ qitishda mazmunli sinfdagi nutqni rivojlantirishdagi roli ko‘ rib chiqiladi. Tadqiqot sifatli adabiyotlarni ko‘ rib chiqish metodologiyasini qo‘ llaydi va sinfdagi o‘ zaro ta’sir, nutq tahlili, o‘ qituvchi nutqi, talabalar ishtiroki va kommunikativ til o‘ qitish bo‘ yicha o‘ rnatilgan tadqiqotlarga tayanadi.*

Kalit so‘ zlar: *sinfdagi nutq, o‘ qituvchi-o‘ quvchi o‘ rtasidagi o‘ zaro ta’sir, ingliz tilini o‘ qitish, o‘ qituvchi nutqi, talabalar ishtiroki, sinfdagi o‘ zaro ta’sir, nutq tahlili, kommunikativ kompetentsiya*

ВЗАИМОДЕЙСТВИЕ УЧИТЕЛЯ И УЧЕНИКА И МОДЕЛИ ДИСКУРСА В КЛАССЕ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: *Дискурс в классе играет центральную роль в формировании качества взаимодействия и изучения языка в условиях преподавания английского языка. Способы, которыми учителя задают вопросы, предоставляют обратную связь,*

распределяют реплики и реагируют на высказывания учеников, могут существенно влиять на участие учащихся и их коммуникативную компетентность. В данной статье рассматриваются основные модели взаимодействия учителя и ученика и их роль в содействии содержательному дискурсу в классе в преподавании английского языка. В исследовании используется качественная методология обзора литературы и опираются на устоявшиеся исследования по взаимодействию в классе, анализу дискурса, речи учителя, участию учащихся и коммуникативному обучению языку.

Ключевые слова: *дискурс в классе, взаимодействие учителя и ученика, преподавание английского языка, речь учителя, участие учеников, взаимодействие в классе, анализ дискурса, коммуникативная компетентность*

Introduction

Classroom interaction is one of the most important components of successful English language teaching. Language is not acquired only through exposure to linguistic forms; learners also need opportunities to use language, negotiate meaning, receive feedback, and participate in meaningful communication. Consequently, the discourse that occurs between teachers and students can have a substantial influence on the development of learners' linguistic and communicative abilities. Classroom discourse refers to the patterns of communication that occur within educational settings. It includes teacher talk, student talk, questioning, responses, feedback, turn-taking, repair, explanation, and interaction between learners. According to Walsh (2011), classroom interaction is closely connected to learning opportunities because teachers' discourse choices can either facilitate or restrict students' opportunities to use language.

In contrast, communicative and learner-centered approaches emphasize interaction in which students have more opportunities to initiate topics, ask questions, negotiate meaning, collaborate with peers, and express personal opinions. Long (1996) argues that interaction can facilitate second-language acquisition by providing learners with opportunities to negotiate meaning and modify their language input and output. Therefore, analyzing classroom discourse is important not only for understanding how teachers communicate with learners but also for identifying the conditions that promote or restrict language learning. The purpose of this article is to examine teacher–student interaction patterns in English language teaching and to identify discourse practices that can promote active student participation and communicative competence.

Methods

This study employed a qualitative literature review and discourse-oriented analytical approach. The research focused on academic literature concerning classroom discourse, teacher talk, student participation, classroom interaction, corrective feedback, and communicative language teaching.

The literature was selected from influential theoretical and empirical works in applied linguistics and language education. Particular attention was given to the studies of Sinclair and Coulthard (1975), Long (1996), Hall and Walsh (2002), Walsh (2011), Seedhouse (2004), and Richards and Rodgers (2014).

The analysis was organized around four major dimensions of classroom discourse:

teacher initiation and questioning;

student responses and participation;

teacher feedback and repair;

opportunities for meaningful and extended interaction.

The selected literature was analyzed thematically to identify recurring classroom discourse patterns and their implications for English language learning. The study does not present primary classroom observations or statistical data; rather, it synthesizes established theoretical and research perspectives to develop pedagogical implications for English language teachers.

Results

Teacher initiation and classroom questioning:

The literature demonstrates that teachers occupy a central position in classroom discourse, particularly through questioning and topic initiation. Teachers use questions for various purposes, including checking comprehension, eliciting vocabulary, encouraging critical thinking, and initiating discussion.

However, not all questions provide the same learning opportunities. Closed or display questions typically have predictable answers known to the teacher. For example:

Teacher: Is «beautiful» an adjective?
Student: Yes.

Such questions can be useful for checking knowledge but generally generate limited student language.

Open or referential questions, in contrast, require learners to provide information, explanations, or personal opinions that the teacher does not necessarily know in advance.

Teacher: What do you think makes a good teacher?

This type of question can produce longer student responses and create opportunities for authentic communication.

The findings therefore suggest that effective classroom discourse requires a balance between questions designed to check knowledge and questions designed to generate meaningful communication.

Teacher talk and student participation:

Teacher talk is an essential source of linguistic input in English language classrooms. Teachers provide explanations, instructions, models, feedback, and examples of language use. Nevertheless, excessive teacher talk can reduce students' opportunities to speak. A classroom in which the teacher controls most speaking turns may provide limited opportunities for learners to develop spontaneous communicative competence. In contrast, learner-centered classrooms distribute interaction more evenly among teachers and students and create opportunities for pair and group communication.

Feedback and corrective interaction:

Teacher feedback represents another important component of classroom discourse. Feedback can take different forms, including explicit correction, clarification requests, recasts, elicitation, and metalinguistic feedback. Effective feedback should support learning without unnecessarily interrupting communication. In communicative activities, excessive correction may make learners reluctant to speak because they become overly concerned about making mistakes.

At the same time, completely avoiding corrective feedback may prevent learners from noticing persistent linguistic problems. Therefore, teachers need to consider the purpose and context of an activity when deciding how and when to provide correction. Lyster and Ranta (1997) demonstrated that different feedback types can lead to different learner responses and opportunities for language development. Consequently, corrective feedback should be viewed as part of classroom interaction rather than as an isolated teaching technique.

Discussion

The findings suggest that classroom discourse has a direct pedagogical dimension in English language teaching. Teachers do not simply transmit linguistic knowledge through discourse; they also create or restrict opportunities for students to use language. One of the most important implications is the need to move from predominantly teacher-controlled interaction toward more dialogic classroom practices. This does not mean eliminating teacher explanations or controlled practice. Rather, teachers should combine different discourse patterns according to the learning objectives. For

example, controlled IRF sequences may be appropriate when introducing new vocabulary or checking grammatical knowledge. However, communicative tasks require different interactional patterns in which students can initiate topics, negotiate meaning, ask questions, and respond to each other.

Another important issue is the balance between teacher talk and student talk. Teachers should regularly reflect on how much classroom time is occupied by their own speech. Recording and analyzing lessons can help teachers identify patterns such as excessive teacher explanation, repeated questioning, limited wait time, or insufficient opportunities for peer interaction. Classroom discourse analysis can therefore serve as a form of professional development. Teachers can examine transcripts or recordings of their lessons and identify questions such as:

Who speaks most during the lesson?

How many questions are open-ended?

How much wait time is provided?

How often do students initiate interaction?

How frequently does the teacher evaluate student responses?

Do students interact with one another?

Are students given opportunities to produce extended responses?

Answering these questions can help teachers make evidence-based adjustments to their classroom practices.

The findings are also consistent with the principles of communicative language teaching. Richards and Rodgers (2014) note that communicative approaches emphasize meaningful interaction and the development of communicative competence. Classroom discourse should therefore provide learners with opportunities not only to demonstrate knowledge but also to use English for authentic purposes.

Finally, discourse analysis can contribute to a reflective teaching culture. Teachers who systematically examine their interactional practices are better positioned to understand how their language, questions, feedback, and turn-taking practices influence student learning. In this respect, classroom discourse analysis can function not only as a research methodology but also as a practical tool for improving teaching.

Conclusion

Classroom discourse is a fundamental component of English language teaching because it determines how teachers and students interact and how frequently learners have opportunities to use the target language. The analysis presented in this article indicates that teacher questioning, teacher talk, IRF sequences, corrective feedback, wait time, and student participation are key elements of classroom discourse. While teacher-led discourse can be effective for explanation, classroom management, and controlled language practice, excessive teacher control may restrict opportunities for meaningful student communication. More dialogic approaches, including open-ended questioning, follow-up questions, peer interaction, extended student turns, and appropriate wait time, can create richer opportunities for language development.

Teachers should therefore view classroom discourse as an integral part of pedagogy. Regular analysis of classroom interaction can help teachers identify restrictive discourse patterns and develop strategies for increasing student participation. Ultimately, effective classroom discourse should create an environment in which learners are not merely answering teachers' questions but actively using English to communicate, negotiate meaning, express ideas, and construct knowledge.

Foydalanilgan adabiyotlar

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