

# The Role of Teacher-Student and Student-Student Talk in Teaching Target Language

Mamadaliyeva Burayma Sabitaliyevna

Namangan Institute of Engineering and Technology, Teacher of English language

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<p>Received: 22 Jan 2023; Received in revised form: 15 Feb 2023; Accepted: 22 Feb 2023; Available online: 27 Feb 2023 ©2023 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (<a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a>). <b>Keywords— teacher-student talk, student-student talk, target language, communication skill, important, information, benefits, study ,directions, process.</b></p>	<p><i>This article gives information about students' and teachers' communication during classes, and discusses the benefits and drawbacks of teacher and student talk in learning process. There are some ideas for how teachers and students might balance the talk between students and teachers in a language learning class.</i></p>

## I. INTRODUCTION

Nowadays there is no doubt that teaching English plays a vital role in most countries. As the speaking is being regarded such an important tool to communicate worldwide, teachers try to emphasize speaking skills during the lessons.

Jakob Hetzlin states two types of talk that will be investigated in this study:

teacher talk and student talk, and they can be aligned with three basic directions of communication in the classroom: teacher-student, student-teacher and student-student communication. "Supported by many recent and current textbooks, they have been encouraged to foster speaking through techniques such as role play, project work and dialogue practice, and to vary practice and interaction patterns in the classroom by making extensive use of pair work and group work as well as whole class sessions".

Observing some English lessons in Uzbekistan, I have seen teacher talk is more dominant compared to learners. As a result most learners failed to improve speaking fluently in target language. According to Rod Bolitho, "...three minutes of good quality teacher talk can be of far greater lasting value to learners than twenty minutes of learner discussion about their

favorite holiday pursuits." To my point of view, overusing Teacher Talk Time is inappropriate, as it may give less chance to speak for students. Hattie highlighted that "Teachers' effectiveness and teacher talk are inversely linked" As well as, it leads to boredom of learners and do not let improve other language skills ,such as, reading and writing.

Additionally, VanMents identifies four different kinds of verbal communication: phatic, referring to 'light-hearted social discourse' with 'no agenda and no objective'; cathartic, denoting a 'highly personal form of speech whose main purpose is to release emotional tension'; informative, which involves sharing ideas and knowledge and is 'the basis of educational talking'; and persuasive, defined as 'talk as an instrument to change attitudes and produce decisions and actions.' In order to conduct the lesson effectively these four verbal communication should be interfered in English lessons.

Grammar-Translation, Total Physical Response, and the Natural Approach that favor teacher talk over student talk, or, to be more precise, that do not describe any value to learner utterances with regards to language learning. Grammar-Translation method

not only focus on “consciously memorizing the grammatical rules and lexical items of the target language”, but also students are required to translate the sentence word by word. This method does not emphasize improving target language and the role of student talk in the target language is only of secondary importance. Total Physical, in which teacher gives instructions orally and students respond them physically, can “...limit interaction to very concrete and immediate concepts, TPR is mainly used at the beginner level.”

However, in developing verbal classroom interaction, there can be several exchanges that mostly used by the teacher, namely: prompting students’ knowledge, inviting students to talk, praising or encouraging students, and correcting students’ talk. Resnick suggests that “... asking students’ prior knowledge can help students to construct concepts”. Furthermore, Strike and

Posner adds that “... prior knowledge view learning as conceptual change” Cashin pointed out several purposes of asking questions: to actively engage students in the lesson, to create students’ interest in the topic, and also to create students’ critical thinking.

For example: Dayana, what is the color of the sky, blue or green?

Some scholars claim that the student talk is divided into four main exchanges:

asking questions, creating talk exchanges, repeating, and answering teacher’s or peers’ question. While they are asking questions they can learn how to construct the meaning and their understanding of a topic.

In some cases, learners may avoid to talk during the lessons and become silent. There are several reasons which leads to that situations, such as, fear of making mistakes, having no desire to interact or different personal problems of the learners. In that case teachers should encourage and make those learners participate in the lesson.

For instance, using expressions such as “Well done, Good job, Excellent can be effective in this situation. However, Ginott states that praising can create students’ anxiety, invites dependency, and evokes defensiveness since praising comes up with judgment or evaluation Ginott, as cited in Brenna, . On the other hand, silence is the one of the characteristics of classroom communication. This silence lets students think, solve the task or brainstorm the ideas to the questions that are given by teachers.

## CONCLUSION

Classroom communication not only has an impact on improving second language . Among students it can facilitate confidence to speak in both language .Moreover, in order to gain effectiveness teacher should find the right balance, as well as, plan and build in meaningful tasks to encourage productive talk. This can be done by choosing variety of appropriate tasks and activities which interfere questions ranging from knowledge to evaluate questions which involve both teacher and student interaction. The tasks and questions given by teacher should stimulate second language acquisition. As creating an atmosphere for teacher-student or student-student interaction can improve learning process, sometimes it is better to release the control to create a comfort for students to express their own opinion in target language freely. Additionally, teacher should not forget about encouraging passive learners to interact during the lesson. It is important that teachers are able to apply teaching methods which support both teacher-student and student-student talk.

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