

## INTERACTION BETWEEN TEACHER AND STUDENTS IN THE PROCESS OF TEACHING ELT

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**Abstract:** This article focuses on the interaction between teacher and students in the process of teaching ELT.

**Key words:** interaction, teacher-talking time, student-teaching time, responding, discussion, teaching plans.

In English Language Teaching, the interaction between teacher and students obviously exist. The process of transferring knowledge from teacher to students or from one student to others requires interaction both formal and non-formal. The teacher has to take many actions to make the students understand the targeted lesson. Harmer (2000) defines Teacher Talking Time as the amount of time spent by teacher talking in the classroom.

The teacher spends more time in talking in the classroom basically. He also emphasizes that a teacher should try to minimize the Teacher Talking Time and maximize the Student Talking Time because a teacher is just a facilitator, organizer, planner, and educator. The Student Talking Time should be maximized in order to get the student speak more than the teacher. It has been described above the definition of Teacher Talking Time, so it is necessary to give an overview about the Student Talking Time. It is known that students are sometimes very quiet in the classroom particularly in learning language which requires students to be more pro-active in speaking, but unfortunately the students seem to be active listeners. It is a major problem faced in ELT classroom. It can be defined that Student Talking Time is the amount of time (including pauses) used by the student in talking during the lesson time. The students will have more opportunity in practicing, commenting, asking questions, and participating in all activities in the classroom rather than being active listeners. They will be

dominant in all classroom interaction; therefore, it will help the teacher in minimizing the Teacher Talking Time. The best lessons are ones where Student Talking Time is maximized, but where appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story, enter into discussion, etc. good teacher use their common sense and experience to get the balance right.[3]

There is no learning without teaching. So as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays a vital important role in language learning. Quite a few researches have discussed the relationship between teacher talk and language learning. As Nunan (1991) points out: "Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive." The amount and type of teacher talk is even regarded as a decisive factor of success or failure in classroom teaching [4]

There are a number of characteristics of teacher talk which we might identify as being communicative. Some of these are:

1. The use of 'referential' questions, where the teacher asks the class something (e.g. "What did you do at the weekend?") to which he or she does not know the answer, and which therefore has a genuine communicative purpose. This is in contrast to typical 'display' questions (e.g. comprehension questions on a reading text) to which the teacher already has the answer, and only asks so that the class can display their understanding or knowledge. Insights from analyses of discourse inside and outside the classroom have revealed very marked differences between typical classroom talk and non-classroom talk in this respect.

2. Content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says the message-rather than on the form (e.g. the correctness of the grammar or pronunciation).
3. The use of speech modifications, hesitations, and rephrasing in the teacher's own talk, e.g. when explaining, asking questions, giving instructions, etc.
4. Attempts to negotiate meaning with the students, e.g. through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

According to second language acquisition theories, both teachers and students should participate in language classes actively. Teachers have to face two tasks in language classrooms: 1) offer enough high-quality English language input; 2) offer more opportunities for students to use the target language. So the distribution of teacher talk time, as an important factor that affect language learning, has been concerned by many scholars. An important issue is whether the amount of teacher talk influences learners' second language acquisition or foreign language learning. ELT classroom involves interaction between teacher and students, so the teacher as facilitator will have more opportunity in organizing the class. The teacher will interact with the students, and so will the students. The amount of time used by the teacher may vary depending on the teachers themselves. [1]

Teacher Talking Time is basically the amount of talk spent by the teacher in classroom learning activities which is just not including the explanation of the materials, but also the type of speech which requires the teacher to produce words or sentences during the lesson time. Student Talking Time is the speech activity of the students in classroom learning activities such as conversation among other students, asking and responding, complaining, yelling, discussion, etc. Both Teacher Talking Time and Student Talking Time are influencing one another in which the Teacher Talking Time is increasing when the Teacher Talking Time is decreasing; conversely the Student Talking Time is increasing when the Teacher



Talking Time is decreasing. A good classroom interaction and learning activities is giving more opportunity to students to use the Student Talking Time rather than just participating in the classroom inactively.

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