

## Enhancing teacher – student interaction in the classroom: strategies and approaches for effective engagement

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**Abstract:** Effective teacher-student interaction plays a crucial role in facilitating student learning, promoting active participation, and fostering a positive classroom environment. This article explores various techniques and approaches that can enhance teacher-student interaction in the classroom. The paper examines the importance of effective communication, rapport-building, and student-centered instructional strategies in facilitating meaningful interactions. It also delves into the utilization of technology, such as educational apps and online platforms, to augment teacher-student engagement. Additionally, the paper discusses the significance of cultural responsiveness and inclusive practices in promoting inclusive teacher-student interactions. By incorporating these techniques, educators can create a classroom environment that nurtures student growth, maximizes learning outcomes, and cultivates positive relationships between teachers and students.

**Keywords:** Student centered approach, blended learning, ESP.

**Introduction:** Foreign language is objectively a social value. Its inclusion in the each school curriculum is a kind of social order of the society, because at present our society needs more than ever to have people speak foreign languages. Interest in foreign languages and methods of teaching them has not waned for many years old. First of all, this is due to the desire to master one or more foreign languages. Currently, knowledge of foreign languages gives the younger generation indisputable advantages: the possibility of better integration in a society with a market economy, better employment, more complete understanding of the world as a whole. The practical purpose of mastering a language is to use it to deepen their knowledge in various fields of science, technology, public life, personality development, capable and willing to participate in the dialogue in the studied language at the level of free communication, which should be carried out competently. In teaching English as a second language focuses on many type of methods.

### METHODOLOGY

If you have had previous experience as a teacher of English as a Foreign Language (EFL), your first question on receiving your current assignment to teach ESP may be: "How is ESP different from EFL?" The major difference between ESP and EFL lies in the learners and

their purposes for learning English. ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management. The ESP focus means that English is not taught as a subject divorced from the students' real world; instead, it is integrated into a subject matter area important to the learners. EFL and ESP differ not only in the nature of the learner, but also scope of the goals of instruction. Whereas in EFL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP a needs assessment determines which language skills are most needed by the students, and the program is focused accordingly. An ESP program, might, for example, stress the development of reading skills in students who are preparing for graduate work in engineering; or it might stress the development of conversational skills in students who are studying

English in order to become tour guides.

## RESULTS

First of all, it is necessary to be clear what the term 'authentic' really means. It's usually about the sense of "taken from the target situation and, therefore, not originally constructed for language teaching purposes". Authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context. A text alone has no value. A text is a message from a writer to the reader. A text can only be truly authentic, in other words, in the context for which it was originally written. Since in ESP any text is automatically removed from its original context, there can be no such thing as an authentic text in ESP. In this sense, it can easily be seen that different types of text will be required at different stages of a course, depending on what we want the text for, for example:

- a) You want the learners to realize how much information they can get from a text by the application of certain strategies. In this case you can use a target situation text to make the exercise more realistic.
- b) You want to do a jigsaw reading task, such as in lesson 2 in chapter. If you insisted on using target situation texts here, you could be searching forever to find the appropriate ones. In this case, it is the activity that is of greatest importance and so the texts can be constructed to generate the best activity.
- c) You want to illustrate a particular sentence pattern or discourse pattern. If you can find a target situation text that fits, use it. If not, it is no great problem. Your purpose is to make apparent an underlying structure. A target situation text might be rather confusing, because there are all sorts of other things in the text too according to Allen and Widdowson, (1974).

Results. The importance of a text is not intrinsic to the text, but devices from the rule the text has to play in the teaching/ learning process.

As the example of the use or non-use of authentic texts illustrates, ESP teacher will often have to orientate themselves to difficult problems with little or no guidance. There are no easy solutions to this situation, but some methods that might be useful are:

- a. Surveys of the history and present state of ESP in

your own or neighbor countries:

- b. Formations of groups of ESP teacher, perhaps allied to any existing national organization for the promotion of ELT, to further the support and development of ESP:

- c. Establishment of newsletters and other form of publication, for exchanging information and views about ESP in your country:

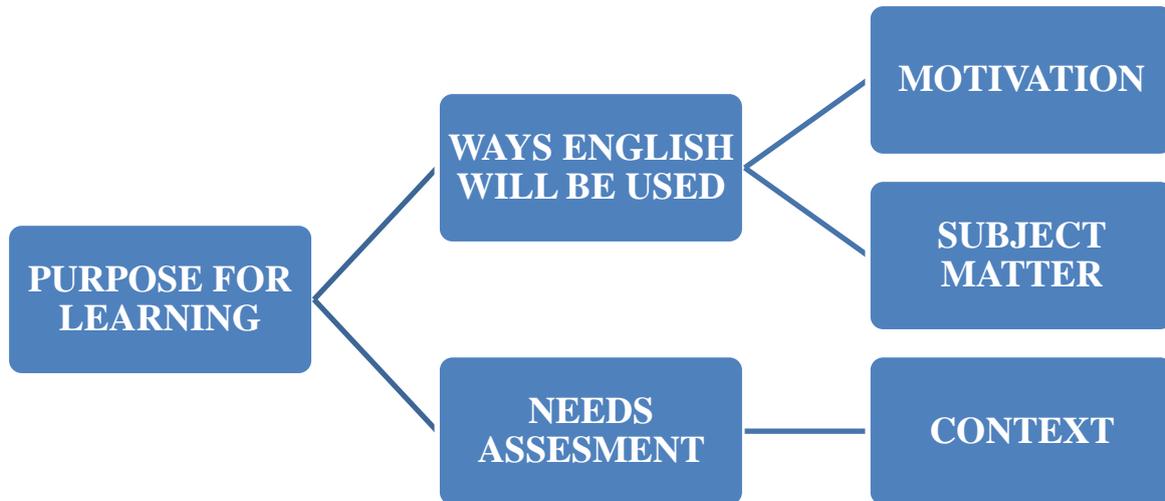
- d. Provision of pre-and in-service teacher training focusing on ESP issues. Such provision can take a variety of form: workshops, seminars, short courses etc
- ESP integrates subject matter and English language instruction. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their major field of study, whether it be computer science, accounting, business management, economics, or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation.

The students' abilities in their subject-matter fields, in turn, enhance their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. The ESP class takes subject-matter content and shows students how the same information expressed in English. The teacher can exploit the students' knowledge of the subject matter in helping them learn English faster.

Figure 1 summarizes what is meant by English for Specific Purposes. The "specific" in ESP refers to the specific purpose for learning. Students approach the learning of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

Figure 1. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

## English for Specific Purposes



### DISCUSSIONS

First of all, it is necessary to be clear what the term 'authentic' really means. It's usually about the sense of "taken from the target situation and, therefore, not originally constructed for language teaching purposes". Authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context. A text alone has no value. A text is a message from a writer to the reader. A text can only be truly authentic, in other words, in the context for which it was originally written. Since in ESP any text is automatically removed from its original context, there can be no such thing as an authentic text in ESP. In this sense, it can easily be seen that different types of text will be required at different stages of a course, depending on what we want the text for, for example) You want the learners to realize how much information they can get from a text by the application of certain strategies. In this case you can use a target situation text to make the exercise more realistic.

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The importance of a text is not intrinsic to the text, but devices from the rule the text has to play in the teaching/ learning process.

As the example of the use or non-use of authentic texts illustrates, ESP teacher will often have to orientate themselves to difficult problems with little or no guidance. There are no easy solutions to this situation, but some methods that might be useful are:

- a. Surveys of the history and present state of ESP in your own or neighbor countries:
  - b. Formations of groups of ESP teacher, perhaps allied to any existing national organization for the promotion of ELT, to further the support and development of ESP:
  - c. Establishment of newsletters and other form of publication, for exchanging information and views about ESP in your country:
  - d. Provision of pre-and in-service teacher training focusing on ESP issues. Such provision can take a variety of form: workshops, seminars, short courses etc
- ESP teachers should equip language learners with appropriate linguistic and strategic competencies, which enable them to improve their academic competence independently. It is evident that in such a purpose-oriented approach, the role of ESP teachers is of essential importance. ESP teachers have to take multidimensional and unpredicted responsibilities because of the on-going changing patterns of learners' needs. They should formulate certain goals and objectives, select and develop effective materials, plan appropriate courses, and evaluate the learners' patterns of development. This means traditional

language delivering roles. Instead, they have to act as teachers, course designers, collaborators, researchers, and evaluators simultaneously. Moreover, ESP teachers have the most essential role to enhance the learners' instrumental and integrated motivation.

### **CONCLUSION**

ESP teachers cannot turn to linguistics and psychology in the hope of finding ready-made, straight forward answers to the problems that they will meet. Rather, they need to distil and synthesize, from the range of options available. All ESP teachers are in effect "pioneers" who are helping to shape the world of ESP. In other words, the ESP teacher should not become a teacher of the subject matter, but rather an interested student of the subject matter. Many ESP teachers are surprised at how much knowledge of the subject matter they "pick up" by teaching the materials or talking to students. The important thing is the ESP teacher must know something about the subject matter of the ESP material. The ESP teacher must fill many roles. You may be responsible for organizing courses, for setting learning objectives, for establishing a positive learning environment in the classroom, and for evaluating student progress.

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