UNDERSTANDING: THE OUTPUT OF GOOD CLASSROOM DISCOURSE

by:
Hilda D. Avila

As mentioned by Pennings (2018), conversation is an interactive communication between two or more people. In the second language classroom, face-to-face or interpersonal interaction between the teacher and students is the main key to learn the target language. As the teacher asks a question, the learners are mentally processing their answers. Turn-taking is the process of deciding who would speak next. It involves signals that prompts the listeners to talk and indicates that the speaker is finished talking. The classroom discourse is comprehensive if there is good turn-taking. The teacher and students should know when to speak, and when to give each other their turn. Whenever the teacher expresses questions, it gives the students a signal that it is their turn to speak by answering the question. In the same way, as the teacher elicits responses, it gives a need to give feedback by utilizing utterances to express a confirmation.

There will be interactive tone inside the classroom if the teacher is engaging the students to learn while observing a good turn-taking. Thought provoking or divergent questions should use in order for the students to analyze or interpret the meaning of the expressions. Moreover, inductive teaching should be applied as the learning is not dependent on the teacher and the students should discover their own learning. The student talking time in the classroom discourse should be highlighted as the instruction is student-centered.

In order to maximize learning in the teaching-learning process, the cooperative principle should be evident in the conversation. It involves four maxims to follow. The teacher and students should follow the maxim of quantity when they are exchanging
utterances with a proper amount of informative. Hayder (2013) said that maxim of quantity is pertaining to the delivery of information in the conversation that is not too little, nor too much. Moreover, the maxim of quality should also be manifested by sustaining a participative class. Yu and Ren (2013) mentioned that the maxim of quality was observed if there was a truthfulness in the expression, or if the speaker could provide some evidences.

Furthermore, the maxim of relation and maxim of manner should be followed during discussion. The teacher and students should speak in a clear and orderly manner which were relevant to the topic. Liu (2017) stated that maxim of manner is evident as the speaker was expressing in the brief and clear manner, while the maxim of relation is noticed as the speaker is guaranteeing that the expressions are connected to the discussion. If the four maxims are evident in the classroom instructions, there will be a good conversation in the classroom discourse as confusion will not be existed.

References:

