

Discourse Analysis Study: Establishing Good Rapport Through Teacher Talk in Indonesian Higher Education Classrooms

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ABSTRACT

The purpose of this qualitative study was to examine the role of teacher discourse in developing rapport in English language classrooms at a higher education institution in Indonesia. The study, involving 90 students from three secondary schools in Banjarmasin, Indonesia, and an English language instructor, examined the impact of teacher discourse on student engagement and relationships through thematic analysis of in-depth interviews and classroom observations. This investigation highlighted the impact of instructors' use of humor, empathy, and encouragement on developing a supportive learning environment. Teachers' language, tone, and interaction techniques were observed to foster strong rapport with students, thereby increasing their academic confidence, self-awareness, and emotional intelligence. Teachers who engaged in empathetic and supportive discourse fostered a positive classroom environment, reduced anxiety, and increased student engagement, according to significant findings. Teachers produced better learning outcomes and increased engagement by offering structured interactions and personalized feedback, which effectively fostered students' self-expression and creativity. To improve student-teacher relationships and create an inclusive and motivating educational environment, this study highlights the importance of strategic teacher discourse.

Keywords: Indonesian Higher Education classroom, Discourse Analysis, Teacher Talk, Good Rapport

1. Background

Teachers are responsible for more than just imparting linguistic knowledge in the context of English language education (Condamines, 2022). Not only do exceptional educators possess a thorough understanding of the subject matter, but they also possess a remarkable capacity to create an environment that encourages active student engagement and facilitates profound, meaningful learning experiences (Harmer, 2022). These educators recognize that effective education encompasses more than just the deliverance of content; it necessitates the meticulous coordination of a classroom environment that is both stimulating and supportive. By fostering critical thinking, fostering curiosity, and encouraging active participation, these educators establish a dynamic learning environment that inspires students to question, investigate, and develop. They realize that the genuine essence of teaching is the capacity to establish a connection with students (Horn & Giacobbe, 2023), thereby enabling them to not only comprehend the language but also to employ it as a means of intellectual growth and self-expression.

These educators stand out as professionals who inspire and motivate their students through their unique

and innovative teaching styles. They distinguish themselves from their peers not only through their mastery of English language teaching but also through their commitment to fostering a learning environment where students feel valued, respected, and empowered to succeed. Their exceptional ability to adapt their teaching to meet the diverse needs of their students further sets them apart, making them role models in the field of language education (Barkhuizen, 2019). By focusing on the holistic development of their students, these teachers go beyond traditional pedagogical approaches, integrating strategies that promote both academic achievement and personal growth. Their distinctive teaching style often combines creativity, empathy, and adaptability, ensuring that each student receives the guidance and support they need to thrive on their language learning journey. Through their dedication to excellence, these educators contribute significantly to the advancement of English language education, leaving a lasting impact on their students and the wider educational community.

They have a deep understanding of pedagogy and an innate talent for connecting with their students, unlike many conventional English teachers. In doing so, they foster an atmosphere where all students feel safe, valued, and motivated to contribute (Amerstorfer, 2021). Just as important as teacher discourse as a tool for instruction, their methods allow students to connect with each other (Harmer, 2022). They not only use language to explain concepts, but they also use it to spark meaningful debates with students, making them feel like they are part of the learning process and not just observers. Their knack for adapting their use of language to meet the needs of their students is well-known. Whatever their approach, humor, empathy, or encouragement, they make sure it contributes to a positive learning environment (Heilman, 2014). This teaching method does more than just impart knowledge, it fosters an environment where students feel safe enough to experiment, express themselves, and advance their language development. These unconventional teacher strategies prove that classroom dynamics are greatly influenced by the teacher's communication style (Qi & Wang, 2022). Their approach to teaching centers on creating relationships with students rather than giving boring lectures. This results in an engaging and productive learning environment, which in turn improves student performance.

2. Literature Review

a. The importance of teacher talk in language acquisition

Especially in English as a Second Language (ESL) and English as a Foreign Language (EFL) environments, teacher discourse is a key element of language acquisition (Girbau & Gubern, 2013). Students' ability to internalize and acquire the target language can be greatly influenced by the way the Teacher uses language in the classroom. According to Stephen Krashen's Input Hypothesis in (Luo, 2024), teacher discourse is often the primary source of comprehensible input (Liu, 2015), which is essential for language acquisition (Andriani, 2023). Students are challenged without feeling overwhelmed when the teacher uses language that is slightly above their current proficiency level ($i+1$) (Heidlmayr et al., 2021), thus facilitating gradual improvement. The teacher acts as a language model, illustrating the appropriate use of grammar, vocabulary, pronunciation, and discourse in a variety of situations (Krashen, 1982). As a result of repeated exposure to this input, students internalize language patterns, which contributes to the development of their linguistic competence.

The need for interaction and feedback is related to the fact that teacher talk provides opportunities for interaction, which is essential for improving language acquisition (Gordon, 2018). In an effort to facilitate the development and improvement of students' language skills, educators ask questions, solicit responses, and offer constructive criticism (Klimova, 2020). According to the interaction hypothesis, these exchanges

facilitate language acquisition by motivating students to produce output and receive feedback in return. To facilitate students' language comprehension and production, educators use scaffolding strategies, including simplifying language, using visual aids, and providing context. This progressive release of responsibility helps students develop confidence and proficiency in using language independently.

b. Classroom Management

In addition to facilitating language acquisition, teacher discourse is critical to the management of the classroom environment (Hatch, 1992). Classroom behavior and learning expectations are established by teacher speech (Egeberg et al., 2021). To foster a well-organized learning environment, it is important to establish teacher authority and clarify rules, routines, and procedures through clear and consistent communication. Achievement of desired behavior and participation can be facilitated by educators through constructive feedback, praise, and positive reinforcement. Teacher discourse that recognizes students' achievements and efforts fosters an optimistic environment, which encourages students to actively participate in the lesson.

Addressing and correcting misbehavior requires competent teacher discourse (Wu & Li, 2023). By using assertive, calm language and refraining from using confrontational or punitive language, educators can effectively manage disruptions and redirect students toward desired behaviors without triggering conflict (Rogers, 2006).

Building relationships with students is heavily influenced by teacher discourse (Dingel & Punt, 2023). Teachers foster a supportive classroom climate in which students feel valued and understood by using respectful, encouraging, and empathetic language. This positive relationship fosters students' willingness to engage and take risks when using language (Kao & Huang, 2023). A multifaceted instrument that plays a critical role in classroom administration and language skill acquisition is teacher talk. Teachers facilitate students' language development by providing understandable input, modeling language use, facilitating interactions, and generating learning. Simultaneously, teacher talk creates a supportive and productive classroom environment by utilizing effective behavior management, positive reinforcement, and clear communication.

c. Qualities of an effective teacher's speaking style

Effective teacher communication guarantees that instructions, explanations, and comments are easily comprehensible. This requires the use of fundamental language, precise pronunciation, and well-structured phrases (Klimova, 2020). Communication that is clear and concise improves students' comprehension of novel concepts and reduces confusion. Teachers should adjust their diction to the level of their students' aptitude. This entails the use of visual aides or examples to facilitate comprehension, the provision of definitions for challenging vocabulary, and the simplification of complex language. The adaptation of language guarantees that all students, irrespective of their language proficiency, can comprehend and engage in classroom activities (Darling-Hammond, 2019).

Asking questions is a critical aspect of Teacher speaking, as it fosters student engagement and ensures comprehension. These are all examples of effective questioning tactics, open-ended enquiries, follow-up enquiries, and suggestions that encourage students to think critically and express themselves. The outcome is a more dynamic and student-centered learning experience, as it encourages interaction and participation. These qualities contribute to the establishment of a successful and cheerful learning environment by fostering students' active engagement and increased knowledge. Impact of Teacher Talk on Student Engagement. The classroom environment is significantly influenced by dialogue between teachers, which in turn significantly influences student engagement and participation (Wang, 2024) . Teacher discourse

that is effective is characterized by a supportive tone, appropriate cadence, and clarity, all of which can motivate students to engage in class (K. Littleton, 2013). Teachers foster a more inclusive environment and reduce anxiety by employing language that is both plain and appropriate for the abilities of their students. Students are motivated to engage in the debate and a sense of community is fostered. Professors' engagement with students is directly influenced by the manner in which they pose queries (L. , & B. P. Smith, 2024). More in-depth discussions and the opportunity to further investigate students' ideas can be facilitated by open-ended questions that allow for the consideration of multiple perspectives. Additionally, students' self-assurance is enhanced by the provision of constructive feedback and positive reinforcement by their professors, which in turn increases their inclination to engage in subsequent interaction.

Numerous investigations have investigated the correlation between speaking by Teachers and student motivation (Johnson, 2021). Classroom activities are more likely to be engaged by students when Teachers employ positive and encouraging language, according to research. An elevated level of student motivation and engagement is significantly associated with supportive interactions between Teachers and students. To establish trust and respect in the classroom, Teachers must employ language, as this investigation underscores. Teachers facilitate meaningful discourse among students, which influences their motivation (Miller, 2021). Students who are frequently engaged in dialogue in their classrooms are more inclined to engage and develop a more profound understanding of the material, according to the results. It is underscored in this investigation that teacher discourse is crucial for engaging students and encouraging them to participate actively in their learning. The language that educators employ can be carefully chosen in order to cultivate a more dynamic and participatory classroom environment.

d. Establishing Good Rapport in the English Classroom

A positive, trusting relationship exists between the Teacher and the student. Learning is promoted through respect, comprehension, and connection. For both parties to experience a sense of comfort and appreciation, the relationship necessitates open communication, empathy, and shared objectives (J. , & T. R. Smith, 2020). Establishing an atmosphere in which students perceive themselves as respected, valued, and heard can enhance their engagement and contributions (Carver, 2021). Students are effectively motivated and engaged by positive teacher-student relationships. Their objective is to motivate students to persist, partake, and take risks (Daif-Allah & Alsamani, 2013).

Safety is guaranteed for student expression and participation in classrooms that prioritize relationships (Mercer, 2020). Due to the fact that students establish meaningful connections with the language, language acquisition is enhanced through increased participation (Carver, 2021). Language confidence may be enhanced by Teachers who are supportive and compassionate. More students are inclined to assume responsibility for their education and possess confidence in their language abilities when they perceive that their educators recognize and value them. Communication between Teachers and students is facilitated by the establishment of relationships (Brinkworth, 2018). Educators are able to customize their lessons to meet the requirements of their students by expressing their preferences, wants, and concerns. Positive relationships have the potential to alleviate anxiety and improve learning. Language acquisition apprehension and tension are diminished by a sense of excitement and comfort, which enhances the classroom's productivity and enjoyment. Strong relationships foster trust and respect, which enhances the quality of the class. Feedback and guidance are more readily accepted by students when they have confidence in their Teachers, which enhances their learning. The development of rapport in the English classroom is beneficial for students, as it enhances communication and reduces anxiety, while also fostering a sense of motivation, engagement, and confidence (J. , & B. L. Smith, 2021).

3. Research Method

This study employed a qualitative research design to investigate the impact of teacher discourse on rapport in English classrooms. In-depth examination of the dynamics between teacher discourse and student engagement, this study concentrates on real-world classroom interactions. English teachers and 90 of their students from three secondary schools in Banjarmasin, Indonesia, participated in the investigation. Teachers were recognized for their extraordinary capacity to establish rapport with a diverse array of students from a variety of backgrounds and proficiency levels.

Classroom observations were conducted to gather data on teacher talk and its impact on student engagement and rapport. Observations were structured to focus on specific aspects of teacher talk, such as language use, tone, and interaction techniques.

Data from observations and interviews analyzed using thematic analysis to identify common themes and patterns related to teacher talk and rapport building. The data was coded into categories reflecting different aspects of teacher talk (e.g., empathy, humor) and their impact on rapport. The themes were developed to illustrate how different elements of teacher talk contribute to creating a positive classroom environment. The study aims to provide valuable insights into how teacher talk can be strategically used to build rapport and enhance the learning environment in English classrooms. By examining both teacher and student perspectives, the research contributed to a deeper understanding of effective communication practices in education.

Classroom observation looks at interactions between teachers and students, focused on characteristics of the Teacher's speech, including: Language Use, Examining the teacher's vocabulary, sentence complexity, and ability to adjust to the student's level. Assessing the influence of the teacher's authoritative, neutral, or friendly tone on students. This is important for understanding how teacher speech affects student learning outcomes and the learning environment.

The interviewer conducts interviews and asks questions to subjects to obtain data. Interviews are classified as structured, semi-structured, or unstructured based on the flexibility of the questions. This strategy produces qualitative data that can shed light on complex situations by thoroughly examining people's experiences, perspectives, and opinions. Classroom observation looks at interactions between teachers and students. Observations focus on characteristics of the Teacher's speech, including:

Language Use, Examining the teacher's vocabulary, sentence complexity, and ability to adjust to the student's level. Assessing the influence of the teacher's authoritative, neutral, or friendly tone on students. This is important for understanding how teacher speech affects student learning outcomes and the learning environment. The data script for the teaching and learning process in class is provided below. with the theme "Developing Good Rapport in the English Classroom Through Teacher Talk."

4. Research Results and Discussion

Data collected from observations and interviews were analyzed using thematic analysis. This method involves coding the data into categories that reflect different aspects of teacher talk, such as the use of empathy, humor, and encouragement. Through teacher creativity, themes emerged that illustrated how these elements contributed to creating a positive and engaging classroom environment. For example, empathy in teacher talk often emerged as an important factor in making students feel understood and supported, while humor was found to reduce anxiety and foster a more relaxed and open learning atmosphere.

Extract 1

Table 1: Student Emotions and Responses

Student	Emotion Expressed	Response	Teacher's Feedback
Ririn	Anxious	"Madam, I am feeling somewhat anxious."	Acknowledged Ririn's feelings, reassured her of a safe environment.
Hendra	Curious	"I experience a sense of inquisitiveness."	Encouraged curiosity as essential for learning.
Firda	-	"I find the film to be quite captivating."	Praised Firda for introducing her viewpoint effectively.
Prabu	Reflective	"I may express my opinion that the film is not satisfactory."	Commended Prabu for expressing his opinion clearly and respectfully.
Merry	Open-minded	"I was informed of an aspect of the film that I had not previously considered."	Praised Merry for learning from the exchange of perspectives.

Table 2: Teacher's Interaction and Teaching Techniques

Action	Teacher's Dialogue/Instruction	Teaching Technique Used	Objective
Greeting and Check-in	"Greetings, all! How are you doing today?"	Warm-up, Establishing Rapport	To create a welcoming environment.
Encouraging Expression	"Let us initially articulate our emotions. I am exceedingly pleased."	Emotional Check-in, Modeling	To encourage self-awareness and emotional expression.
Guided Example	"Assume that you are discussing a film with a group of peers. How would you characterize your attitude?"	Contextual Learning, Role-Playing	To practice expressing opinions in English.
Feedback and Encouragement	"Firda, you did an excellent job!"	Positive Reinforcement, Feedback	To reinforce correct language usage and confidence.

Action	Teacher's Dialogue/Instruction	Teaching Technique Used	Objective
Promoting Discussion	"Turn to your partner and share your thoughts on the book or movie you have just viewed."	Pair Work, Interactive Learning	To foster peer interaction and practice listening.
Reflection and Evaluation	"What emotions are you experiencing? Did anyone hear an opinion that caused them to reevaluate their stance?"	Critical Thinking, Reflection	To encourage reflection and deeper understanding.

Table 3: Learning Outcomes and Observations

Observation	Student Behavior	Learning Outcome
Students sharing emotions	Students openly shared their emotions (e.g., anxiety, curiosity).	Enhanced emotional intelligence, self-awareness.
Expressing opinions	Students practiced articulating their opinions on films/books.	Improved language skills, specifically in expressing viewpoints and participating in discussions.
Listening to peers	Students listened to their partners' perspectives attentively.	Developed active listening skills, respect for diverse opinions, and the ability to reconsider their own views.
Group Discussion	Teacher observed and encouraged students during discussions.	Fostered collaborative learning and critical engagement with peers' ideas.
Reflection and Feedback	Students reflected on their learning and shared changes in their opinions.	Promoted metacognitive skills, encouraging students to think about their own thinking and learning processes.

These tables summarize interactions between teachers and students, focusing on the educational techniques used and the corresponding learning outcomes. The teacher's use of a friendly and supportive attitude, along with supportive language, fosters an environment where students feel safe to express their emotions and ideas. By fostering student engagement, these practices not only encourage active involvement but also foster strong teacher-student relationships based on trust and respect.

Extract 2

It organizes the interactions into categories such as "Student Response," "Teacher's Role/Response," and "Key Themes/Outcomes."

Table 1: Student Participation and Expression of Aspirations

Student	Aspirations/Concerns	Teacher's Response	Outcome/Impact
Liam	Aspires to be an engineer; doubts his ability	Encouraging, emphasizes growth and learning	Boosted confidence, reassurance in his potential
Emily	Aspires to be a writer; doubts her English skills	Warm, highlights the value of practice and mistakes	Increased motivation, reinforced belief in potential
Carlos	Curious about the teacher's career choice	Provides personal insight, shares inspiration	Connection with the teacher, increased interest in teaching
Sophia	Concerned about changing dreams	Thoughtful, encourages openness to change and exploration	Validated flexibility in life choices, reduced anxiety
Jaden	Fear of failure	Reassuring, reframes failure as a learning opportunity	Reduced fear, encouragement to persevere

Table 2: Teacher's Role and Influence

Teacher's Approach	Description	Effect on Students
Warm and welcoming start	Greeted students with a smile and enthusiasm	Created a positive and engaging classroom atmosphere
Encouraging individual participation	Asked for volunteers to share their dreams	Increased student involvement and willingness to share
Addressing individual concerns	Responded personally to each student's concerns with empathy	Built trust, fostered a supportive environment
Providing personal examples	Shared her own career path and motivation to teach	Strengthened student-teacher rapport, inspired students
Emphasizing the value of perseverance	Reassured students about failure and the learning process	Promoted resilience and persistence among students

Table 3: Key Themes and Outcomes

Key Theme	Details	Classroom Outcome
Encouragement and Support	Teacher consistently encouraged students, validated their feelings	Students felt more confident and supported in pursuing their dreams
Embracing Growth	Teacher emphasized learning and growth over innate ability	Students became more open to challenges and learning from mistakes

Key Theme	Details	Classroom Outcome
Flexibility in Dreams	Teacher validated the possibility of changing aspirations	Reduced student anxiety about future uncertainty
Building Rapport	Teacher shared personal stories, used warm and encouraging language	Strengthened student-teacher relationships, enhanced classroom rapport

These tables summarize the key interactions and outcomes in classroom conversations, highlighting the impact of the teacher’s supportive and encouraging approach on students. The teacher’s method of responding directly to students’ hopes and anxieties, using positive reinforcement and reassurance, had a significant impact on motivating students and fostering a sense of self-worth. This quote highlights the impact of the teacher’s communication in empowering students to pursue their goals with confidence.

Extract 3

To incorporate the provided research results into a table, we need to break down the classroom conversation into key elements such as the types of interactions, teaching methods, student engagement, and learning outcomes. Here's how you could structure this in a table format:

Scene/Observation	Interaction Type	Teaching Method	Student Engagement	Learning Outcomes
Ms. Harper greets the students.	Teacher-Student Interaction	Warm, engaging opening	Students respond, setting a positive tone	Students feel welcomed and comfortable, reducing anxiety.
Ms. Harper asks about readiness.	Teacher-Student Interaction	Use of informal scale (1 to 10)	Students self-assess readiness, some with humor	Encourages self-awareness and participation, fostering a supportive environment.
Introduction of vocabulary task.	Teacher Instruction	Real-life application of vocabulary	Students show curiosity about the task	Promotes active learning by connecting vocabulary to real-life scenarios.
Students pair up for dialogue.	Peer Interaction	Collaborative learning, role-play activity	Students work together, share ideas	Enhances communication skills, encourages teamwork, and creative thinking.
Student 3 asks about humor.	Student-Teacher Query	Encouragement of creativity	Student seeks permission to personalize learning	Promotes creativity and personal connection to the learning material.
Student 4 expresses concern.	Student-Teacher Query	Reassurance and support	Student expresses anxiety about	Reinforces a growth mindset, reducing fear

Scene/Observation	Interaction Type	Teaching Method	Student Engagement	Learning Outcomes
			potential difficulties	of mistakes, and promoting perseverance.
Ms. Harper gives feedback.	Teacher-Student Interaction	Immediate feedback, vocabulary enhancement	Students apply feedback in real-time	Immediate application of new vocabulary, deeper understanding of word nuances.
Students perform dialogues.	Peer Interaction, Teacher Feedback	Public speaking, peer learning	Students volunteer, showcasing their work	Builds confidence, reinforces learning through peer examples.
Ms. Harper concludes the lesson.	Teacher-Student Interaction, Reflection	Recap and reflection on the learning process	Students leave with positive feelings about the activity	Reinforces the connection between language and interpersonal communication.

This table organizes the data into categories that reflect the dynamics of teaching and learning in the observed classroom, highlighting the methods, interactions, and outcomes involved.

Extract 4:

Table 1: Summary of Classroom Conversation

Speaker	Dialogue	Purpose	Student Engagement
Mrs. Taylor	Salutations to all of you! How do we feel right now?	Greeting and checking mood	Engages students in conversation
Students	I hope you're enjoying your morning, Mrs. Taylor. We're doing incredibly well!	Response to teacher's greeting	Positive feedback, participation
Mrs. Taylor	We're going to talk about the fascinating subject of descriptive writing today. Could someone please explain what "descriptive writing" means?	Introduction to topic, clarification	Introduction of the lesson topic
Emily	Descriptive writing means giving a thorough description of a thing, someone, or place.	Definition of descriptive writing	Provides a clear explanation
Mrs. Taylor	A great way to start. Using language to produce a visual image is the main goal of descriptive writing. Could someone now think of a situation when descriptive writing might be appropriate?	Reinforcement and application of concept	Encourages students to connect concepts
Liam	Possibly while crafting a narrative?	Example of descriptive writing	Application of concept

Speaker	Dialogue	Purpose	Student Engagement
Mrs. Taylor	A narrative can be made to come to life through descriptive writing. Imagine describing your ideal place. How would you make it possible for me to see things from your point of view?	Encouragement to visualize	Engages imagination
Sophia	I'll talk about the smells, the colors, and my feelings.	Application of descriptive writing	Provides an example
Mrs. Taylor	Writing that is descriptive arouses the senses. Let's play a game: close your eyes and think about your ideal place. Discuss your observations.	Activity to enhance understanding	Interactive exercise
Noah	The coastline is visible. The sand feels warm underfoot, and I can hear the waves crashing. It's peaceful.	Example of descriptive writing	Provides detailed sensory description
Mrs. Taylor	You make it seem as though we are all in your presence. Add a couple more details.	Encouragement to add details	Promotes depth in description
Noah	The air smells of salt and the sky is a brilliant blue with a few fluffy clouds.	Additional details for enhancement	Enhanced description
Mrs. Taylor	Excellent! Now, let's all write a short paragraph describing your favorite place.	Writing task assignment	Application of learned skills
Mrs. Taylor	Olivia, what topic are you writing about?	Checking progress	Monitoring student progress
Olivia	I'm writing a composition about the garden that my grandmother had. I am attempting to explain the scents and flowers.	Description of writing topic	Share progress
Mrs. Taylor	That seems like a lot of fun, Olivia. Maybe elaborate on the feelings the blossoms brought to you or share a special memory.	Encouragement for deeper reflection	Provides constructive feedback
Olivia	I think this is a great idea, Ms. Taylor! I am going to carry that out.	Positive response to feedback	Willingness to improve
Mrs. Taylor	I am looking forward to reading what you have written. Who wants to read aloud from their paragraphs?	Request for sharing work	Encourages sharing and peer feedback
Sophia	(Reading her piece) My favorite place to go is the park next to my house. The grass is always green, and the sound of the birds chirping in the trees is pleasant. That is the place where I can think and feel at ease.	Reading aloud and sharing work	Demonstrates application of concept

Speaker	Dialogue	Purpose	Student Engagement
Mrs. Taylor	Your description of the peace and quiet of the park was quite engrossing. What did it feel like to write that?	Feedback and reflection	Acknowledges effort and prompts reflection
Sophia	It reminded me of the reasons why I like going there.	Reflective response	Personal connection to writing
Mrs. Taylor	That's the beauty of descriptive writing. Everyone, you all did a fantastic job! Continue writing with excellence.	Positive reinforcement and encouragement	Reinforces learning and motivation

This table organizes the conversation, highlighting the purpose of each part of the dialogue and how it engages students. The teacher’s use of lively language and students’ encouragement to incorporate personal anecdotes into their writing foster a supportive atmosphere that strengthens students’ interest in the subject matter. This section illustrates how teacher communication can inspire students’ creativity and increase their engagement with the topic being taught.

5. Conclusion

Final thoughts according to the findings, classroom engagement and happiness are fostered by teacher discourse. Teachers established strong relationships with students, alleviated anxiety, and encouraged a growth mindset by employing humor, encouragement, empathy, and personalized feedback. These teacher discourse features had a significant impact on a variety of outcomes, as demonstrated by thematic analysis. Emotional intelligence and self-awareness were enhanced by the endorsement of learners' emotions by their teachers. In response to the teacher's supportive atmosphere, students readily articulated their opinions. The self-assurance of students was bolstered by the encouragement and praise of their teachers, which motivated them to achieve success. One example is that students who were uncertain about their future objectives were provided with personalized assistance to increase their self-assurance. Interactive discussions, guided modeling, and role-playing were employed to engage students in the learning process. The strategies implemented herein improved critical thinking, language, and contemplation. Teachers utilized cordial, welcoming language and shared personal anecdotes to foster relationships with their students. In order to establish a classroom environment in which students feel comfortable expressing their opinions and engaging in meaningful discussions, it is essential to establish trust. Improved pupil engagement was achieved through the encouragement of creativity and personal connection to the learning material by the teacher. Students were more engrossed and exhibited greater knowledge and inventiveness by applying their training to personal experiences and real-world scenarios. All of these findings emphasize the influence of instructor discourse on the classroom experience. Communication between teachers and students enhances their academic, emotional, and social development, thereby facilitating a more comprehensive learning experience.

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