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Unveiling the Dynamics of Language in Action: A Critical Examination of Classroom Discourse Practices in Language Education

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Abstract: The book "*Classroom Discourse: A Model of Language Classroom Research*" by Majid Wajdi (2018) offers a comprehensive exploration of discourse analysis within the language classroom. This review aims to critically assess the author's objectives in examining language use in classroom interactions, the effectiveness of classroom discourse models, and the implications for language learning and teaching practices. The review adopts a document study method, focusing on Wajdi's theoretical framework, research methods, and key findings to evaluate the depth and applicability of his work. The analysis centres on Wajdi's conceptualization of discourse as both a medium and product of language education, examining how classroom discourse shapes learners' linguistic competence and classroom dynamics. The review investigates the interactional patterns, teacher-student exchanges, and the role of questioning in promoting active engagement and language acquisition. In conclusion, the book provides valuable insights into the pedagogical role of discourse analysis, although further empirical research could enrich the discussion of practical classroom applications. The review acknowledges the limitations of the study, such as its reliance on qualitative data and the lack of diverse educational settings, and suggests future research to explore cross-cultural classroom discourse in a global context.

Keywords: classroom discourse; language education; interaction patterns; discourse analysis; teacher-student interaction; language learning; linguistic competence

INTRODUCTION

In the dynamic field of language education, the classroom has long been viewed as a pivotal space where language is not only taught but actively constructed and negotiated through interaction. The discourse that transpires within these learning environments holds profound significance in shaping students' linguistic competence, social interactions, and overall learning outcomes. With growing emphasis on communication-based teaching methods, the need to explore and understand classroom discourse has become more pressing than ever. "*Classroom Discourse: A Model of Language Classroom Research*" by Majid Wajdi (2018) is an important contribution to this area of study, providing educators and

researchers with a framework to analyse and understand the patterns of communication within language classrooms.

Wajdi's work is grounded in the recognition that language classrooms are unique sites where discourse serves both as the medium and the subject of instruction. Teachers and students engage in complex interactional patterns that reflect not only the transmission of knowledge but also the development of social relationships, power dynamics, and language acquisition. Understanding these interactions is key to creating more effective language learning environments, yet much of the research on classroom discourse remains fragmented and underexplored. This review seeks to critically assess Wajdi's contribution to this field, analysing the relevance of his theoretical framework, his methodologies, and the implications of his findings.

The urgency of reviewing *"Classroom Discourse: A Model of Language Classroom Research"* lies in its potential to bridge significant gaps in the study of classroom communication. As classroom discourse plays a crucial role in promoting active learning, fostering critical thinking, and facilitating language acquisition, its examination has become essential in modern pedagogy. However, the diverse nature of classroom settings and the wide-ranging methods of discourse analysis can make it challenging to distil clear, applicable insights for teachers. Wajdi's book, with its focus on modelling language classroom research, offers a much-needed structure for educators to better understand the interactive dynamics of their classrooms.

Despite the growing body of literature on discourse analysis in educational contexts, many studies remain highly specialized, focusing on specific aspects such as turn-taking (Sacks et al, 1974) or feedback loops (Sinclair & Coulthard, 1975). While these studies have undoubtedly contributed valuable insights, they often overlook the holistic view of classroom interactions, where language, learning, and teaching strategies are intertwined. Wajdi's work addresses this gap by offering a more integrated model that not only draws upon established theories but also emphasizes the role of discourse in creating an inclusive and productive classroom environment.

Moreover, the timing of this review is crucial as language classrooms today are increasingly diverse. With students from different cultural, linguistic, and educational backgrounds coming together, the interactional patterns in these classrooms are more complex than ever. It is vital to understand how these dynamics shape learning and how teachers can adapt their discourse strategies to meet the needs of all students. This review will explore Wajdi's approach to these challenges and assess whether his model provides practical, actionable insights for language teachers.

Wajdi's work can be situated within a broader scholarly tradition that examines the relationship between language, interaction, and education. Classic studies, such as *"Discourse Analysis for Language Teachers"* by Michael McCarthy (1991), laid the groundwork for understanding how discourse structures shape the learning environment. McCarthy's emphasis on the functional aspects of language in teaching provides an important backdrop for Wajdi's work, which similarly focuses on how discourse facilitates communication in the classroom. However, while McCarthy primarily addresses the needs of teachers as language users, Wajdi's model shifts the focus to teachers as researchers of their own classroom practices, encouraging a more reflective and analytical approach.

Another key work in this field is *"Classroom Discourse: The Language of Teaching and Learning"* by Courtney Cazden (2001), which investigates the patterns of teacher-student interaction and their impact on learning outcomes. Cazden's work highlights the importance of teacher talk, especially in scaffolding students' understanding and guiding their participation. Wajdi builds on these ideas but extends the discussion to include a wider variety of classroom interactions, such as student-to-student dialogue and collaborative

group work. This broader perspective reflects the evolving nature of language education, where peer interaction and learner autonomy play increasingly central roles.

In recent years, the importance of multimodal approaches to classroom discourse has also gained attention, as explored in *Classroom Talk* by Neil Mercer and Rupert Wegerif (2019). Mercer and Wegerif argue that classroom communication is not limited to spoken language but involves a range of semiotic resources, including gestures, facial expressions, and digital tools. While Wajdi's work remains primarily focused on verbal interaction, his model implicitly acknowledges the importance of these additional modes of communication by emphasizing the need for contextualized analysis of classroom discourse.

In their 2024 study, Keisanen et al focus on how "making" and design-based projects can be integrated into school settings. They explore the hands-on nature of design projects, offering insights into how students engage in creative problem-solving and collaborative work. The authors emphasize the pedagogical value of "making" as a dynamic process where learners can take ownership of their learning, fostering both technical and critical thinking skills. Their findings support the idea that "making" can enhance student agency and engagement, but they also highlight challenges, such as the need for teachers to adapt to new roles as facilitators in this environment.

Hennessy (2024) introduces a new coding framework designed to analyse educational dialogue in technology-mediated learning environments. The study delves into how shared artefacts, such as digital resources or tools, facilitate or constrain interactions in the classroom. Hennessy's work is particularly valuable for understanding the nuances of communication in blended or online learning contexts, where face-to-face interaction is limited or altered. The findings suggest that technology can both enhance and inhibit dialogue, depending on how it is integrated into the lesson. Hennessy's coding framework serves as a practical tool for educators and researchers to assess the effectiveness of communication in such contexts.

Van Balen et al (2022) investigate learner initiatives in classroom discussions, with an emphasis on moments where students take the lead in learning. Their study highlights the importance of allowing room for subjectification—the process by which students express personal agency and subjectivity in learning. The authors find that when teachers create spaces for student-driven discourse, learners are more likely to engage deeply with the material and contribute original insights. However, they also caution that not all classroom environments are equally conducive to this kind of learner autonomy, and that teacher guidance remains crucial in facilitating balanced discussions.

In their 2023 study, Havadar and Balaman analyse L2 interactional competence in paired role-play tasks. They focus on the preliminary phases of these tasks, where learners establish the foundations for interaction and assessment. Their findings reveal that the quality of interaction in these early stages significantly affects overall task performance, particularly in language learning contexts. The study underscores the importance of structured interaction and effective feedback in fostering language competence. By identifying key interactional patterns in role-play tasks, the authors provide practical insights for designing more effective L2 learning activities.

Oittinen (2023) explores video-mediated learning sessions, analysing how participants employ highlighting as a tool for reference and collaboration. The study explores how learners and educators engage in multiparty interactions in digital classrooms, particularly in environments where visual and verbal cues are crucial for maintaining communication. Oittinen's research reveals that highlighting—both verbally and through digital tools—plays a critical role in guiding group attention and facilitating collaborative learning. However, the study also notes challenges in maintaining engagement and ensuring all participants contribute equally, especially in larger, more complex virtual environments.

In a 2023 review, Schwab examines Klattenberg's (2021) exploration of second language (L2) teachers' use of interrogative reproaches, analysed through the framework of conversation analysis and its implications for classroom management. Klattenberg's work examines how teachers use questions as a disciplinary tool to manage classroom behaviour, particularly in language learning settings. The review highlights the dual role of interrogative reproaches in both maintaining classroom order and subtly guiding students' language development. Schwab praises the comprehensive nature of Klattenberg's analysis but notes that the book's highly specialized focus may limit its accessibility to a broader audience.

In their 2023 study, Strijbos and Engels investigate the impact of argumentative techniques on student-teacher collaborations, with a particular emphasis on the dynamics of deliberative communication. Their findings indicate that student-teacher interactions can foster critical thinking and collaborative problem-solving when both parties engage in structured dialogue. The study shows that when teachers create spaces for deliberation, students are more likely to participate actively, offering thoughtful contributions that challenge and expand the conversation. However, the research also highlights the difficulty of maintaining this dynamic in less flexible or more traditional classroom settings.

Tsui (2008) presents an overarching view of classroom discourse by examining various approaches and perspectives. Through the lens of different theoretical frameworks, Tsui explores how language functions within educational contexts, shedding light on both teacher-centred and student-centred approaches to communication. The author emphasizes the importance of understanding the underlying power dynamics in classroom interactions, suggesting that discourse can either reinforce or challenge traditional hierarchies depending on the methods employed by educators.

Candela (1998) investigates how students exert power in classroom discourse, revealing that students can play a more significant role in shaping classroom interactions than traditionally assumed. The study shows that student agency often manifests in subtle ways, such as through questioning, negotiating, or even resisting teacher authority. Candela's research underscores the potential for classroom discourse to be a site of negotiation between teachers and students, where both parties influence the direction and content of the lesson.

Wang et al (2024) provide a systematic review of the use of artificial intelligence (AI) in classroom discourse over the past decade. Their findings highlight the growing role of AI in enhancing classroom interactions by facilitating personalized learning, automating feedback, and promoting real-time engagement. The authors suggest that while AI can augment traditional teaching methods, it also poses challenges related to data privacy and the risk of reducing human interaction in the learning process. This review offers a comprehensive overview of the benefits and limitations of AI integration in educational settings.

Byun and Herbel-Eisenmann (2024) analyse the discourse surrounding high-stakes exams in an AP Calculus classroom. They focus on how teachers and students navigate the pressures of standardized testing, revealing that exam-focused discourse often limits opportunities for creative or critical thinking. The study suggests that while high-stakes exams encourage a narrow focus on specific skills, they may also stifle deeper exploration of mathematical concepts. The authors call for a more balanced approach to exam preparation that includes both mastery of content and critical engagement with the material.

Caprario (2023) examines the multifunctionality of epistemic stance markers across different academic disciplines and speaker roles in classroom discourse. The study finds that stance markers, such as modal verbs or hedges, play a crucial role in signalling a speaker's level of certainty, authority, or openness to alternative perspectives. Caprario's analysis reveals significant variation in the use of these markers depending on the subject being

taught and the speaker's role (e.g., teacher vs. student). This research provides valuable insights into the subtle ways that language shapes power dynamics and the construction of knowledge in academic settings.

Qiu (2024) models the interactivity of teacher discourse in EFL (English as a Foreign Language) classrooms from a systemic-functional perspective. Qiu's research emphasizes the importance of interactive dialogue between teachers and students for fostering language acquisition. By analysing teacher talk, Qiu shows that certain discourse patterns, such as open-ended questioning and feedback loops, are more effective at encouraging student participation and language development. The study provides a detailed framework for understanding how different forms of teacher talk impact learning outcomes in EFL contexts.

Mok et al (2022) explore the effects of professional development programs on mathematical discourse and its influence on students' achievement. Their research focuses on how teachers' ability to facilitate discussions around comparing solution methods can enhance students' mathematical understanding. The study shows that when teachers are trained to encourage students to justify their problem-solving approaches, student achievement improves, particularly in terms of deeper conceptual understanding. This work highlights the importance of continuous teacher development for fostering effective classroom discourse in mathematics education.

These studies collectively underscore the complexity of classroom discourse, highlighting how factors such as power dynamics, argumentation, AI integration, and professional development shape interactions between students and teachers. Each contribution offers a unique lens through which to understand the nuanced role of language in the educational process.

Despite the contributions of these influential works, there remains a need for a more unified model of classroom discourse analysis that is both theoretically sound and practically useful for teachers. Wajdi's model attempts to fill this gap by offering a clear framework that integrates various strands of discourse research while remaining adaptable to different classroom contexts. This review will examine how successfully his model achieves this balance and whether it offers new insights into the study of language classroom interaction.

One of the main challenges in reviewing *Classroom Discourse* is assessing the applicability of Wajdi's model across diverse educational contexts. Language classrooms vary widely in terms of their linguistic, cultural, and pedagogical makeup, and a one-size-fits-all approach to discourse analysis may not be feasible. This review will explore whether Wajdi's model is sufficiently flexible to account for these differences, or whether it risks becoming too abstract to be of practical use.

Another issue is the level of theoretical complexity in Wajdi's work. While his model draws on a range of discourse analysis theories, it may not always be accessible to educators who lack a background in linguistics. The review will consider whether the book provides adequate support for teachers who wish to apply discourse analysis in their own classrooms, and whether it offers clear guidance on how to use the model in practice.

The objectives of this review are threefold:
(1) To critically evaluate the strengths and limitations of Wajdi's model of classroom discourse.
(2) To assess the relevance and applicability of his findings to modern language classrooms, especially in diverse and multicultural settings.
(3) To contribute to the broader conversation about how discourse analysis can inform and improve language teaching practices, with a focus on enhancing student engagement and learning outcomes.

Through this review, the aim is to determine whether *Classroom Discourse* offers a useful and practical tool for educators seeking to understand and optimize the interactional patterns in their classrooms. By situating Wajdi's work within the broader context of classroom discourse research, this review will highlight both the contributions and potential limitations of his approach, offering suggestions for further research and exploration (Brown et al., 2018).

METHOD

The method employed for this book review is a document study, which involves the systematic examination and interpretation of the text *"Classroom Discourse: A Model of Language Classroom Research"* by Majid Wajdi (2018). The document study method is appropriate for evaluating written works, allowing the reviewer to critically assess the content, structure, and significance of the text in relation to existing literature. This method provides a structured approach for identifying the strengths, limitations, and overall contributions of the book to the field of language education and discourse analysis.

Analytical Framework

The analysis follows a **thematic analysis** approach, which is well-suited for reviewing academic texts. This technique involves identifying and analysing key themes within the book, such as classroom interaction, teacher-student communication, and the role of discourse in language learning. Thematic analysis allows the reviewer to categorize the main ideas presented by Wajdi and evaluate their coherence, depth, and practical relevance. By comparing these themes with existing theories and studies in discourse analysis, the review aims to highlight the unique aspects of Wajdi's work and its potential applications in diverse educational contexts.

Methodological Process

(1) Textual Analysis: The first step involves a close reading of the book to understand Wajdi's objectives, theoretical framework, and research methodology. This phase includes identifying the key arguments and central themes of the text. The reviewer examines how Wajdi structures his analysis of classroom discourse, paying attention to the theoretical models he employs and the empirical examples he presents. This stage also involves contextualizing Wajdi's work within the broader body of research on classroom discourse. By comparing his approach with foundational texts in the field, such as those by Cazden (2001) and McCarthy (1991), the review assesses whether Wajdi introduces new perspectives or builds upon established theories in meaningful ways.

(2) Critical Evaluation: After identifying the core themes and arguments, the next step involves critically evaluating Wajdi's work. The reviewer assesses the strengths of the book, such as its comprehensive analysis of discourse patterns, its use of illustrative examples, and the practical implications for teachers and researchers. Additionally, the review explores any **limitations** or gaps in the text, including whether Wajdi adequately addresses the diversity of classroom environments and the accessibility of his model to practitioners without a strong background in discourse analysis.

(3) Comparative Analysis: As part of the evaluation, the review engages in comparative analysis by examining how Wajdi's work aligns with or diverges from other significant contributions to the study of classroom discourse. By comparing Wajdi's model to the interactional analysis frameworks developed by Sinclair & Coulthard (1975) or the dialogic teaching approaches advocated by Mercer & Wegerif (2019), the review situates the book within the evolving landscape of discourse research.

(4) Synthesis and Conclusion: Finally, the reviewer synthesizes the findings from the analysis to offer a balanced assessment of the book. This includes outlining the practical implications of Wajdi's work for language educators, particularly in terms of how his model can be used

to enhance classroom communication and student engagement. The conclusion also suggests areas for future research, particularly in exploring the applicability of Wajdi's model across different cultural and educational contexts.

By following this method and analytical framework, the review provides a comprehensive and balanced evaluation of *Classroom Discourse*, offering insights into both its scholarly contributions and practical relevance for language education.

RESULT AND DISCUSSION

The results and discussion section provides a critical analysis of Majid Wajdi's "*Classroom Discourse: A Model of Language Classroom Research*" in order to answer the review's problems and objectives. The analysis will assess how effectively the book addresses its goals of understanding language classroom discourse, the theoretical framework it offers, and the practicality of its applications. This section evaluates the book's contributions, limitations, and relevance in the broader context of discourse analysis, language pedagogy, and its implications for classroom teaching.

Analysis of Theoretical Framework

Majid Wajdi's book is grounded in the established field of discourse analysis, with a specific focus on the educational context. The author draws on key theoretical concepts to explore the role of classroom interaction in language learning. Wajdi's model builds upon foundational works by scholars such as Sinclair & Coulthard (1975), who developed the Initiation-Response-Feedback (IRF) framework, and Cazden (2001), whose work highlights the importance of teacher-student interaction in facilitating learning.

One of the **strengths** of Wajdi's theoretical approach is his acknowledgment of the complexity of classroom discourse. He moves beyond traditional IRF models to consider how various types of interaction—such as group discussions, peer collaboration, and questioning techniques—can influence learning outcomes. His model incorporates elements of both **sociocultural theory** and **constructivist pedagogy**, recognizing that learning is a social process that occurs through interaction with others.

However, Wajdi's approach is not without its limitations. While his theoretical model is comprehensive, it may be too abstract for educators who lack a deep background in discourse analysis. The book's discussions of linguistic and interactional patterns are highly technical, which could alienate practitioners looking for more practical, hands-on guidance. Although the theoretical discussions are well-supported by academic literature, the complexity of the models could limit their accessibility and applicability for teachers working in diverse or resource-limited educational contexts.

In relation to the review's objective of determining the applicability of Wajdi's model in different educational settings, this complexity raises questions about its **practicality**. While the theoretical model is valuable for academic researchers, Wajdi could have provided more concrete examples or case studies of how this model works in real classrooms. More practical demonstrations would bridge the gap between theory and practice, helping teachers better understand how to apply discourse analysis to their own teaching practices.

Examination of Methodology and Research Model

Wajdi employs a qualitative research model to analyze classroom discourse, which aligns well with his focus on understanding interaction patterns and communication

dynamics. The qualitative approach allows him to delve deeply into the nuances of language use and explore how different discourse strategies impact student learning. One of the key contributions of Wajdi's methodology is his detailed examination of **teacher talk**, including how questions, feedback, and explanations are structured to guide student understanding.

In his analysis of classroom discourse, Wajdi emphasizes the role of the teacher in scaffolding students' linguistic competence. He draws attention to how teachers can strategically use discourse to provide support and gradually reduce it as students gain confidence. This analysis is particularly relevant for language educators who are tasked with fostering both linguistic proficiency and critical thinking skills.

However, a **criticism** of Wajdi's methodology is its limited scope in terms of data collection. The book does not include enough empirical data from diverse classroom environments to support its broader claims. While the theoretical discussions are robust, they could have been strengthened by more comprehensive data collection across different educational contexts, such as multilingual classrooms or classes with varying levels of language proficiency. The absence of such data limits the generalizability of his findings, making it difficult for teachers in different settings to determine whether Wajdi's model will be applicable to their own classrooms.

Moreover, Wajdi's focus on **teacher-student interaction** does not fully account for the growing emphasis on **peer interaction** and **collaborative learning** in contemporary language classrooms. While the book acknowledges the importance of group work and student-to-student exchanges, these aspects are not as thoroughly analysed as teacher-led discourse. This oversight leaves a gap in understanding how discourse functions in more student-centred classrooms, where peer interaction plays a critical role in the learning process.

Critical Evaluation of the Content: Teacher and Student Roles

One of the key contributions of *Classroom Discourse* is its focus on the **role of the teacher** in shaping classroom communication. Wajdi argues that teachers are not merely facilitators of knowledge but active participants in creating a classroom environment where discourse is used as a tool for learning. This perspective aligns with **Vygotsky's sociocultural theory**, which views learning as a collaborative process mediated through language. Wajdi effectively highlights how teachers can use discourse to scaffold student understanding, encourage participation, and guide critical thinking.

The book also explores the **role of questioning** in classroom discourse, emphasizing that different types of questions (open-ended, closed, evaluative) can lead to varying levels of student engagement. Wajdi demonstrates that effective questioning is crucial for fostering a communicative classroom environment, where students feel empowered to share their ideas and actively engage with the material. This analysis is highly relevant for teachers seeking to improve their questioning techniques and promote deeper learning.

However, Wajdi's emphasis on the teacher's role raises questions about the extent to which students are given **autonomy** in the learning process. In modern pedagogical frameworks, such as **constructivism** and **communicative language teaching**, there is a shift toward more student-centred learning environments, where students take an active role in constructing knowledge. While Wajdi acknowledges the importance of student

participation, the book still places the teacher at the centre of the discourse, potentially limiting opportunities for students to take ownership of their learning. A more balanced approach, which emphasizes both teacher and student roles in creating effective classroom discourse, would have made the book's analysis more relevant to contemporary educational practices.

Discussion of Discourse Strategies and Classroom Dynamics

Wajdi's examination of discourse strategies offers important insights into the interactional patterns within language classrooms. He outlines several techniques teachers can employ to regulate classroom discourse, including turn-taking, reformulation, and the use of feedback loops. These strategies are essential for maintaining a productive classroom environment, where students are encouraged to participate and engage with the material.

A particularly strong aspect of Wajdi's analysis is his focus on the **formative role of feedback** in language learning. He argues that feedback is not just a tool for correcting errors but a crucial part of the learning process, helping students to reflect on their performance and make improvements. This perspective is supported by research from scholars like Hattie & Timperley (2007), who emphasize the importance of feedback in enhancing student learning outcomes. Wajdi's discussion of feedback loops is highly relevant for language educators seeking to improve their classroom communication strategies.

However, one of the limitations of Wajdi's analysis is his relatively narrow focus on traditional classroom dynamics. The book does not fully address how **digital technologies** and **online learning environments** are transforming classroom discourse. In today's increasingly digital world, language learning often takes place in virtual classrooms, where the dynamics of interaction are fundamentally different. Online learning platforms introduce new challenges, such as managing asynchronous discussions, facilitating student engagement through digital tools, and maintaining a sense of community in virtual spaces. Wajdi's book could have expanded its scope by considering how these technological changes are impacting classroom discourse and how teachers can adapt their strategies to these new environments.

Applicability and Implications for Practice

One of the review's key objectives is to assess the **applicability** of Wajdi's model to real-world language classrooms. While the theoretical insights offered in the book are valuable, their practical implementation may be challenging for teachers who are unfamiliar with discourse analysis techniques. The book provides limited practical guidance on how to apply its models in everyday teaching practice. For example, while Wajdi discusses the importance of questioning techniques and feedback loops, he does not offer specific examples or step-by-step instructions on how teachers can incorporate these strategies into their lesson plans.

This lack of practical guidance is particularly problematic for teachers working in **multilingual** or **culturally diverse** classrooms, where discourse patterns may differ significantly from those described in the book. Wajdi's model, while theoretically sound, may not account for the complexities of teaching in environments where students come from different linguistic and cultural backgrounds. In these settings, teachers must be able to

adapt their discourse strategies to meet the needs of all students, which requires a more flexible and context-sensitive approach than what is outlined in the book.

The book *"Classroom Discourse: A Model of Language Classroom Research"* by Majid Wajdi offers a valuable theoretical contribution to the study of classroom interaction and discourse analysis. The book's focus on teacher-student interaction, questioning techniques, and feedback loops provides important insights for language educators seeking to improve their classroom communication strategies. However, the book's limitations—particularly its lack of practical guidance and its narrow focus on traditional classroom dynamics—suggest that further research is needed to fully explore the potential of discourse analysis in diverse and evolving educational contexts.

Future research should focus on expanding Wajdi's model to include more empirical data from different classroom settings, including multilingual and digital learning environments. Additionally, more practical tools and resources should be developed to help teachers apply discourse analysis techniques in their own classrooms, particularly those working in resource-limited or culturally diverse environments. By addressing these gaps, discourse analysis can become an even more powerful tool for improving language teaching and learning in the 21st century.

CONCLUSION

The review of Majid Wajdi's *"Classroom Discourse: A Model of Language Classroom Research"* highlights the book's significant contributions to the field of discourse analysis and language education. Wajdi offers a comprehensive theoretical framework that draws from established discourse analysis models, such as Sinclair and Coulthard's IRF structure and sociocultural theories of language learning. His focus on teacher-student interaction, the role of feedback, and questioning techniques provides valuable insights for educators and researchers alike. The book successfully captures the complexity of classroom discourse and presents a nuanced understanding of how language is used as a tool for learning in educational settings.

One of the key strengths of Wajdi's work is its emphasis on the **role of the teacher** as a central figure in shaping classroom discourse. By analysing how teachers guide and scaffold student learning through discourse strategies, the book offers practical implications for improving classroom communication. Additionally, Wajdi's exploration of feedback as a formative tool underscores its importance in facilitating student reflection and learning.

However, this review also uncovers several limitations in Wajdi's approach. While the book is theoretically rich, its practical applications are somewhat limited. The technical language and abstract models may be difficult for classroom practitioners to understand and implement. Teachers, particularly those without a background in discourse analysis, may find it challenging to apply Wajdi's models in real-world settings. A stronger connection between theory and practice, with more concrete examples or case studies, would enhance the book's accessibility and usefulness for educators.

Furthermore, the book's scope is somewhat narrow in terms of the **diversity of classroom settings**. Wajdi primarily focuses on traditional teacher-led discourse, which may not fully capture the dynamics of more student-centred or collaborative learning environments. Modern language teaching often emphasizes peer interaction, group work,

and digital learning platforms, which introduce new dimensions to classroom discourse that Wajdi does not explore in depth. The absence of empirical data from diverse educational contexts, such as multilingual classrooms or online learning environments, limits the generalizability of his findings.

4.2 Limitations of the Review

This review acknowledges its own limitations in evaluating Wajdi's work. One of the primary constraints is the **focus on theoretical analysis**, which may overlook some of the practical nuances of classroom discourse that could emerge from direct observation or teacher experience. While this review critically engages with the theoretical aspects of the book, it does not include empirical research or interviews with educators to validate how Wajdi's models function in actual classroom settings. Future reviews or studies could benefit from incorporating first-hand accounts from teachers who have attempted to implement Wajdi's discourse analysis models in their teaching practices.

Additionally, the review primarily assesses Wajdi's work from a **Western educational perspective**, where discourse analysis and classroom interaction models are widely applied. The applicability of Wajdi's model in non-Western or resource-limited educational contexts is not fully explored in this review. Cultural differences in classroom discourse, varying teaching practices, and educational infrastructures across regions may impact the relevance and effectiveness of Wajdi's model, and these factors are beyond the scope of this review.

In summary, while *"Classroom Discourse: A Model of Language Classroom Research"* provides a valuable theoretical foundation for understanding classroom interaction, the review reveals that its practical applications are limited. Further research and more context-specific exploration are necessary to fully realize the potential of discourse analysis in diverse educational settings.

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