Research Article

Peculiarities of English language educational and pedagogical discourse in the context of online learning

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Abstract: This article explores the peculiarities of English language educational and pedagogical discourse in the context of online learning, focusing on how language use affects student-teacher interactions and the overall learning experience. With the rapid expansion of online education, effective communication has become a critical component in maintaining engagement, clarity, and understanding in digital classrooms. The study identifies the general requirements for effective discourse, including the need for clarity, accessibility, and inclusivity, ensuring that both teachers and students can interact meaningfully despite physical distance. The article distinguishes the lexical, grammatical, and stylistic peculiarities of English language educational discourse in an online setting. Lexically, it emphasizes the importance of using clear and precise terminology that resonates with students, while grammatical choices should prioritize simplicity and directness to enhance comprehension. Stylistically, the tone of discourse should balance academic rigor with an approachable, supportive voice to foster an engaging environment. The study also draws a model of student-teacher interaction, illustrating how effective discourse shapes the learning process. In this model, the teacher serves as a facilitator of learning, guiding discussions and providing feedback, while students take on an active role, engaging with the content and contributing to the discourse. The findings underline the importance of effective pedagogical discourse in online learning, highlighting how it influences not only the exchange of information but also the creation of a supportive, interactive, and productive learning environment. The study concludes by emphasizing the role of discourse in enhancing educational outcomes and fostering student engagement in digital education contexts.

Keywords: lexical peculiarities, grammatical peculiarities, stylistic peculiarities, student-teacher interaction

1. Introduction

One of the most prominent characteristics of contemporary society is discursive culture, encompassing a wide range of discourses that shape communication across various fields and platforms (Jungherr et al., 2019). It refers to the ways language is used to construct meaning, convey ideas, and influence interactions within specific contexts, such as academia, politics, media, and everyday conversation (Makaruk, 2014). Each discourse – be it educational, political, scientific, or social – operates with distinct linguistic, stylistic, and rhetorical norms, reflecting its values and objectives (Makarets, 2021). For example, educational discourse emphasizes clarity, precision, and engagement to foster learning, while political discourse often aims to persuade and mobilize. The proliferation of digital communication has further diversified discursive culture, with online forums, social media, and virtual classrooms creating new spaces for discourse that blend traditional and modern language practices (Izotova et al., 2021). Understanding these various discourses and their dynamics is essential for navigating and contributing meaningfully to the complex communicative landscape of today.

Importantly, the modern process of learning in higher education is inherently communicative, emphasizing interaction and dialogue as essential components of knowledge acquisition and skill development (Bhinder, 2023). Education is no longer viewed as a one-way transmission of information; instead, it involves active participation, where students and

educators engage in continuous discourse to co-create knowledge (Grassini, 2023). Through lectures, discussions, group work, and digital platforms, communication facilitates critical thinking, problem-solving, and collaborative learning. Effective educational and pedagogical discourse allows for the exchange of diverse perspectives, fostering a deeper understanding of complex concepts and encouraging intellectual growth (Bhinder, 2023). In online and hybrid learning environments, the communicative process extends to virtual interactions, where clear language, thoughtful feedback, and dynamic exchanges are crucial for maintaining engagement and ensuring that learning objectives are met (Park et al., 2024). Thus, higher education flourishes on the communicative process, making effective educational and pedagogical discourse central to its success.

It is essential to mention that effective educational and pedagogical discourse is fundamental to the learning process in higher education, as it fosters meaningful communication between educators and students (Bhinder, 2019; Knysh, 2016). Through well-structured discourse, instructors convey complex concepts clearly, stimulate critical thinking, and facilitate active participation. It creates an environment where students can engage deeply with the material, ask questions, and share insights. Lexical precision, coherent grammatical structures, and appropriate stylistic choices ensure that the discourse is accessible and engaging, which is particularly crucial in fields like philology, where language itself is the subject of study (Kelly, 2007). Effective educational and pedagogical discourse helps bridge the gap between theoretical knowledge and practical application, preparing students for professional and academic challenges (Fantinelli et al., 2024; Lysak, 2024).

In the context of online learning, the importance of effective educational and pedagogical discourse becomes even more obvious. Digital platforms lack some of the non-verbal elements present in face-to-face communication, making clear and precise language essential (Mospan, 2023). Educators adapt their discourse to maintain engagement and foster a sense of connection (Johnson, 2016). Thoughtful lexical and stylistic choices can help create a positive virtual learning environment, while well-structured grammatical forms ensure clarity across synchronous and asynchronous interactions (Meulenbroeks et al., 2022). Learning the peculiarities of educational and pedagogical discourse, institutions can enhance the quality of learning experiences, promote equity, and better support students' academic success in a rapidly evolving educational landscape (Bhinder, 2023).

At the same time, English language teachers in higher education, particularly within pedagogical institutions, must possess advanced skills in both educational and pedagogical discourse to effectively facilitate learning and professional development (Zand-Moghadam & Golkhandan, 2016). Mastery of educational and pedagogical discourse ensures that teachers can convey complex linguistic concepts clearly, tailor their communication to diverse student needs, and foster an environment conducive to critical thinking and intellectual growth (Li, 2023). This requires a good understanding of vocabulary, grammar, and stylistic variations to adapt their language for different academic contexts. Moreover, strong discourse skills enable teachers to engage students in meaningful dialogue, encourage active participation, and promote deeper comprehension of the English language (Hui, 2021; Wakasa, 2024). Effective educational and pedagogical discourse goes beyond instruction; it involves guiding students through the learning process by asking thought-provoking questions, providing constructive feedback, and facilitating discussions that enhance language proficiency and analytical skills (Tong et al., 2024).

In institutions of higher pedagogical education, where the primary aim is to train future educators, the importance of educational and pedagogical discourse becomes even more pronounced. English language teachers must model best practices in communication, demonstrating how to structure lessons, manage classroom interactions, and address complex topics with clarity and precision (Cahyani et al., 2023; Yeremenko et al., 2022). Their discourse shapes students' understanding of effective teaching methodologies, influencing how future educators will communicate with their own learners. By integrating pedagogical strategies into their discourse, such differentiated instruction or formative assessment, teachers provide a framework for students to develop their instructional competencies (Tong et al., 2024). Therefore, possessing high-level educational and pedagogical discourse skills allows English language teachers to not only transfer knowledge but also to implement the communicative and reflective practices necessary for the next generation of educators.

Taking this into consideration, it is possible to present the purpose of the research and research objectives that capture what the researcher intends to achieve and gives a clear direction for the investigation. The *purpose of the research* is to analyze the peculiarities of English

language educational and pedagogical discourse in the context of online learning at the institutions of higher education.

The *research objectives* are the following:

1) to characterize the general requirements to effective English language educational and pedagogical discourse;

2) to distinguish lexical, grammatical, and stylistic peculiarities of English language educational and pedagogical discourse in the context of online learning;

3) to draw a model of student-teacher interaction in online learning and outline the roles of effective English language educational and pedagogical discourse there.

2. Materials and Methods

The research involved a mixed-methods approach, integrating both qualitative and quantitative methodologies to provide a comprehensive analysis. The study began with content and discourse analysis of textual and audio data from online lectures, discussion forums, and chat interactions to identify key lexical, grammatical, and stylistic features. To specify, content analysis quantified occurrences of specific features (e.g., instructional phrases, questions, or feedback styles), enabling objective comparisons. Also, this method helped us uncover trends in educational and pedagogical discourse that might not be immediately obvious, contributing to a deeper understanding of communication practices within the learning process at the institution of higher education. At the same time, discourse analysis involved analyzing online educational discourse to explore how instructors and students negotiate meaning, structure conversations, and use the English language to fulfill pedagogical goals. The special attention was given to pragmatic elements such as tone, cohesion, interaction strategies, and implicit messages.

Further a comparative analysis was conducted to highlight differences between online and traditional classroom discourse and to identify distinct lexical, grammatical, and stylistic features unique to virtual environments. When the elements such as language structure, interaction patterns, and communication strategies in both contexts were examined, comparative analysis revealed how online platforms shape pedagogical discourse differently. This method also facilitated the exploration of factors like student engagement, teacher feedback, and the use of digital tools in language instruction. The strength of comparative analysis lies in its ability to contextualize findings, offering insights into how the shift to online learning impacts educational communication and informing strategies to enhance discourse effectiveness in digital classrooms.

Additionally, to gain information into educators' and students' perspectives, surveys and semi-structured interviews were employed, focusing on challenges, strategies, and perceptions of online communication. Survey allowed us to gather information from a large group of participants, such as educators (14 individuals) and students (47 individuals), efficiently. We collected responses on various aspects of online discourse, such as communication clarity, engagement, and perceived challenges. Questions focused on participants' experiences with online lectures, their perceptions of teacher-student interaction, and their views on the effectiveness of digital tools in enhancing discourse.

Semi-structured interview delved deeper into participants' unique experiences, offering a flexible, in-depth exploration of specific topics. The interview procedure involved creating a set of core questions while allowing for follow-up questions based on participants' responses. For instance, participants were asked about how their communication strategies have changed in online settings or to describe challenges they faced when engaging students in virtual classrooms. Follow-up questions explored these themes further. This method fostered a more conversational atmosphere, encouraging participants to share detailed, reflective responses that reveal the peculiarities of educational and pedagogical discourse in online contexts.

In the research surveys and interviews were employed as additional data collection instruments to complement the primary methods, such as content and discourse analysis. While the primary analysis focuses on examining linguistic features and interaction patterns within online educational discourse, surveys and Interviews enrich the study by providing information based on the perceptions and experiences of those directly involved – educators and students. These instruments offer valuable context to the quantitative and qualitative data derived from discourse analysis, helping to interpret how participants perceive communication challenges, strategies, and the effectiveness of online learning environments.

3. Results

3.1. Requirements to effective English language educational and pedagogical discourse

Educational and pedagogical discourse refers to the specialized language, communication strategies, and interaction patterns used within educational contexts to convey knowledge, facilitate learning, and manage classroom dynamics (la Velle, 2021). It encompasses both verbal and non-verbal communication between educators and learners, shaping the educational experience and influencing cognitive and social development (Munir et al., 2024).

From a linguistic perspective, educational and pedagogical discourse involves the use of specific lexical, grammatical, and stylistic elements tailored to instructional goals (Bhinder, 2019). It includes the structured delivery of content, the framing of questions, and the use of feedback to guide understanding. This discourse is characterized by clarity, repetition, and adaptation to learners' levels, ensuring effective knowledge transfer and engagement (Rodrigues & Thompson, 2001).

Educational and pedagogical discourse is viewed as a social practice that reflects and reinforces cultural norms, values, and power relations within an educational setting (Nicholson, 2023). It involves more than just the transmission of information; it shapes identities, fosters critical thinking, and promotes socialization. Effective educational and pedagogical discourse creates an inclusive environment where diverse voices are acknowledged, and learners are encouraged to participate actively (Akbar et al., 2023).

The scientific literature outlines a clear set of linguistic, cognitive, and social competencies to foster an engaging and productive learning environment through effective English language educational and pedagogical discourse (Tong et al., 2024). Firstly, educators must demonstrate a strong command of English, utilizing accurate grammar, appropriate vocabulary, and varied sentence structures to convey complex ideas clearly (Bashkir et al., 2021). They should adapt their language to suit learners' proficiency levels, ensuring that content is accessible while challenging students to expand their linguistic capabilities. Additionally, educators need to employ cohesive devices and rhetorical strategies to structure their discourse logically, helping learners follow arguments and concepts (Cañete et al., 2015). Pronunciation, intonation, and pacing also play crucial roles in maintaining clarity and attention, especially in online learning environments where audio quality may impact comprehension (Nguyen et al., 2021).
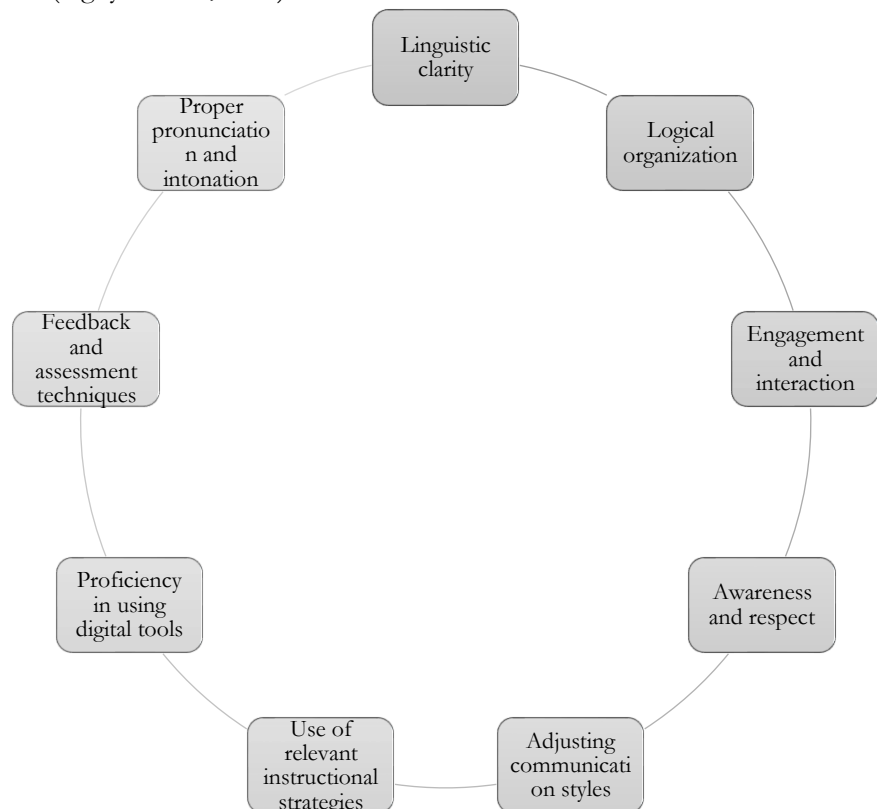

Figure 1. Requirements to effective English language educational and pedagogical discourse.

Secondly, effective English language educational and pedagogical discourse extends beyond linguistic accuracy to include strategies that promote critical thinking, engagement, and interaction (Tiu et al., 2023). Educators should use questioning techniques that stimulate discussion, encourage reflection, and assess understanding. Providing clear instructions, constructive feedback, and encouragement helps build a supportive learning atmosphere (Neander Christensson, 2024). Moreover, culturally responsive communication, which acknowledges and respects diverse backgrounds, is essential to create an inclusive environment (Akbar et al., 2023). In online settings, educators must also be adept at using digital tools and adapting their discourse to virtual platforms, ensuring that communication remains interactive and dynamic despite physical distance (Mospan, 2023). Effective discourse, therefore, integrates linguistic precision with pedagogical strategies that foster meaningful learning experiences. Figure 1 shows the requirements to effective English language educational and pedagogical discourse.

In the context of online learning, the requirements for effective English language educational and pedagogical discourse become even more critical, as digital environments introduce unique challenges. Certainly, educators must ensure clarity of communication, utilizing clear and simple language that is accessible to students with varying levels of proficiency (Meulenbroeks et al., 2022). They must adapt their discourse to compensate for the lack of face-to-face interaction, using visual aids, slides, and other resources to support their verbal explanations. Engagement is another key requirement – teachers must find innovative ways to maintain students' attention in an online environment by incorporating interactive elements such as polls, chat discussions, and group activities (Kelly, 2007). Moreover, effective use of technology is essential, as educators must be comfortable with digital tools and platforms that enable smooth communication, such as video conferencing software, discussion forums, and virtual classrooms (Mospan, 2023). In online learning, it is important to employ feedback mechanisms that are timely and constructive, helping students feel supported and engaged even in a virtual setting (Flores et al., 2024). And fostering an inclusive atmosphere where diverse backgrounds are respected and students feel comfortable to participate is vital for effective discourse, as it enhances collaboration and promotes a positive learning experience in the digital classroom (Alsayer, 2023).

These requirements combine linguistic proficiency with effective teaching strategies, fostering an educational discourse that is clear, engaging, inclusive, and adaptable to different learning contexts.

3.2. Lexical, grammatical, and stylistic peculiarities of English language educational and pedagogical discourse in the context of online learning

Studying lexical, grammatical, and stylistic peculiarities of English language educational and pedagogical discourse in the context of online learning is very important in higher education because it directly impacts the effectiveness of communication in virtual classrooms. In online learning environments, where face-to-face interactions are limited, language plays a central role in conveying complex ideas clearly and engaging students (Alawamleh et al., 2022). Lexical analysis helps identify how educators choose words to simplify or elaborate on academic concepts, making the content more accessible to students with diverse language backgrounds (Narvacan & Metila, 2022). Examining grammatical structures reveals how sentence complexity, tense usage, and syntactical choices influence clarity and comprehension, especially for non-native English speakers (Laura et al., 2021). Moreover, the stylistic features of discourse – such as tone, formality, and register – play a critical role in fostering a conducive learning atmosphere, ensuring that communication remains respectful, engaging, and appropriate for the academic setting (Alawamleh et al., 2022; Yang, 2023). The analysis of these peculiarities can refine their online teaching strategies to enhance interaction, ensure clarity, and promote a more effective learning experience, ultimately improving academic outcomes in higher education.

In online learning environment, where physical cues and immediate feedback are absent, educators must carefully select words that are both precise and easy to understand (Narvacan & Metila, 2022). The use of academic terminology and subject-specific lexicon must strike a balance between being challenging enough to encourage student learning and simple enough for all learners to grasp (Yang, 2023). Additionally, the increasing diversity of student backgrounds in higher education, particularly in online learning, demands that educators be mindful of their lexical choices to avoid confusion or alienation (Ghoneim et al., 2024).

Besides, the lexis must also be adapted to the medium's specific characteristics (Bhinder, 2019). For example, conciseness becomes crucial because online students often engage with

content asynchronously and may not have the same amount of time to process long-winded explanations. Words and phrases must be carefully chosen to convey meaning quickly and efficiently. The lexical register – the formality or informality of language – also plays a significant role in online teaching (Narvacan & Metila, 2022). Depending on the context, an educator might adopt a formal, academic tone for lectures or a more conversational register during interactive discussions. The stylistic choices in lexical items help establish rapport, create a professional yet approachable tone, and encourage student participation (Akram & Li, 2024). Therefore, understanding the lexical peculiarities of discourse helps educators adapt their communication to the virtual environment, ensuring that students remain engaged and that the learning objectives are clearly met.

Moreover, the evolving nature of online learning platforms and tools has led to the development of a new lexical landscape in educational discourse (Yeung et al., 2022). The frequent use of digital terminology such as "upload," "download," "discussion board," "cloud storage", and "asynchronous learning" has introduced a specific vocabulary that both teachers and students need to navigate in order to participate effectively in the online classroom. Educators must ensure that these terms are well-defined and appropriately integrated into their instructional materials. Furthermore, the use of inclusive language in the lexical choices is vital to foster an environment where all students, regardless of their background or identity, feel welcome and valued (Ghoneim et al., 2024; Paulsrud & Nilholm, 2020). Table 1 analyzes lexical peculiarities of English language educational and pedagogical discourse that are typical for online learning.

Table 1. Lexical peculiarities of English language educational and pedagogical discourse (online learning).

Peculiarities	Examples
Subject-specific terminology	Learning Management System (LMS), asynchronous learning, synchronous learning, blended learning, microlearning, e-assessment (pedagogy); phoneme, morpheme, syntax, semantics, pragmatics, morphology, phonology, lexicon, sociolinguistics, linguistic competence (theory of linguistics); allegory, bildungsroman, epistolary novel, motif, magical realism, stream of consciousness, tragic hero, intertextuality (foreign literature).
Simplification and clarity	Log in. Submit your work. Watch the video. Start the quiz. Go to the next page. Ask for help. breakout room, grade, feedback, due date.
Digital and technological vocabulary	Webinar, virtual classroom, cloud storage, interactive whiteboard, screencast, single sign-on, e-portfolio, asynchronous discussion forum
Interactive terminology	discussion forum, live chat, poll or survey, interactive quiz, Q&A session, peer review, collaborative document, whiteboard activity, group project space
Instructional vocabulary	Follow the instructions. Complete the assignment. Watch the tutorial. Submit your response. Review the material. Download the resources. Participate in the discussion. Access the module. Answer the questions. Check your understanding.
Abbreviations and acronyms	LMS – Learning Management System, MOOC – Massive Open Online Course, SCORM – Sharable Content Object Reference Model, VLE – Virtual Learning Environment, OER – Open Educational Resources, ICT – Information and Communication Technology, CMS – Course Management System, PBL – Project-Based Learning, SLA – Second Language Acquisition, BYOD – Bring Your Own Device
Encouraging and motivational language	Keep up the great work! You're making excellent progress. Don't give up! You've got this! Well done! Stay focused and keep going. Your effort is paying off. Believe in yourself. I'm proud of your dedication. You're on the right track.
Feedback terminology	constructive feedback, areas for improvement, needs more detail, Consider revising. Good effort! strengths and weaknesses, actionable suggestions, Reflect on this!

English language educational and pedagogical discourse in online learning has distinctive grammatical features designed to foster clarity, engagement, and inclusivity (Laura et al., 2021). One key characteristic is the frequent use of imperative sentences (Abd. Rahman, 2022). Instructors often give clear, direct instructions such as "Submit your assignment," "Watch the video," or "Participate in the discussion." This concise language minimizes ambiguity, helping learners follow directions easily in a digital environment where face-to-face clarification may be limited. Imperatives are also softened with polite forms, like "Please review the material," to maintain a supportive tone.

Another notable feature is the extensive use of modal verbs to convey possibility, necessity, and encouragement. Phrases like "You should complete this module," "You might want to review this section," and "You can ask questions anytime" create a tone of flexibility and support. Modals help balance authoritative instruction with a sense of autonomy, crucial for online learners who often navigate materials independently. Additionally, modals like "must" or "need to" emphasize important tasks, reinforcing deadlines or essential activities (Nartey et al., 2024).

Present simple and present continuous tenses are prevalent, reflecting both timeless instructions and ongoing actions (Shaukat et al., 2021). Statements such as "This module covers basic concepts" or "You are learning important skills" connect learners to the content's relevance and immediacy. The use of the passive voice also appears in feedback or assessments, such as "Your work has been reviewed," to maintain objectivity and depersonalize potentially critical comments. Together, these grammatical features ensure that communication in online learning remains clear, engaging, and learner-centered. Table 2 presents grammatical peculiarities of English language educational and pedagogical discourse in the context of online learning.

Table 2. Grammatical peculiarities of English language educational and pedagogical discourse (online learning).

Peculiarities	Examples
Imperative sentences	Submit your assignment by Friday. Click on the link to access the course. Complete the quiz before moving on. Read the chapter carefully. Participate in the discussion forum. Watch the tutorial video.
Modal verbs	You should review this material. You must submit your work on time. You can ask questions in the forum. You need to complete the practice quiz.
Present Simple Tense (to express general truths, instructions, and course content)	This module covers basic concepts in physics. The system sends you a notification. The quiz tests your understanding. The platform provides various resources. This course introduces new techniques.
Present Continuous Tense (to describe ongoing actions and learning processes)	You are working on your assignment. Students are participating in the live chat. We are learning about digital tools today. You are improving your skills. The instructor is explaining the concept. Groups are collaborating on the project.
Passive Voice	Your assignment has been reviewed. The quiz results will be posted soon. The document was uploaded successfully. Feedback will be provided by the instructor. The module has been updated.
Conditional sentences	If you complete this quiz, you will unlock the next module. You will understand this concept better if you watch the video. If you need help, contact your instructor. If you miss a deadline, your grade may be affected.

Stylistic peculiarities of English language educational and pedagogical discourse in online learning emphasize clarity and accessibility (Fogal, 2015). This style ensures that learners from diverse linguistic and cultural backgrounds can easily understand the content. Sentences are often concise, avoiding overly complex or jargon-heavy structures, while instructions are direct and action-oriented, such as "Click here to begin" or "Submit your work by Friday." This focus on simplicity allows learners to engage with content independently, even in asynchronous settings, where immediate clarification from an instructor may not be possible.

A conversational tone is another hallmark of this discourse, blending formality with warmth to foster engagement and motivation (Muhammedzade, 2015). Encouraging phrases like "You're doing great!" or "Keep going, you're almost there!" are used to maintain learner interest and build confidence. While maintaining professionalism, this tone also helps humanize the learning experience, countering the potential isolation of online environments. Such stylistic choices reflect an effort to make learners feel supported and connected, even in the absence of face-to-face interaction.

Interactivity and inclusivity are also stylistic features, often achieved through the use of dynamic language and prompts for reflection or discussion (Ghoneim et al., 2024). Questions like "What are your thoughts on this topic?" or phrases like "Share your perspective in the forum" invite participation, making the discourse more engaging. Additionally, the use of inclusive language, such as gender-neutral terms and second-person pronouns like "you" and "your," directly involves the learner and fosters a sense of belonging. These stylistic strategies ensure that the discourse is not only instructional but also interactive, adaptive, and learner-focused. Stylistic peculiarities of English language educational and pedagogical discourse in the context of online learning are given in table 3. These stylistic elements collectively enhance the effectiveness of online learning by fostering clear communication, encouraging active participation, and creating a supportive and inclusive virtual learning environment.

Table 3. Stylistic peculiarities of English language educational and pedagogical discourse (online learning).

Peculiarities	Examples
Clarity and simplicity	Click the 'Submit' button to send your assignment. Please log in before starting the quiz. Watch the video and answer the questions. Complete all sections before moving forward. Ensure you save your progress. Follow these three steps to complete the task.
Conversational tone	How are you finding this topic so far? Let's dive into this together! You've got this! Feel free to ask any questions. Let's explore this concept step by step.
Directive language	Submit your assignment by Friday at noon. Watch the tutorial before starting the task. Answer all questions in the quiz. Review your work before submitting it. Join the live session at 10 a.m.
Encouraging and motivational language	You're doing a great job! Keep up the excellent work! Don't give up – you're almost there! Your effort really shows! I believe in your potential. Every step forward is progress.
Interactive and engaging phrases	What are your thoughts on this topic? Post your response in the forum. Collaborate with your peers on this task. Let's discuss this during the live session. Participate in the poll.
Inclusive language	Everyone's opinion matters here. Let's work together as a team. Your perspective is important to us. All contributions are valuable. We appreciate diverse viewpoints.

Further, it is important to analyze the model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse to understand its impact on learning outcomes and engagement. Such an analysis can reveal how language use shapes communication dynamics, influences student motivation, and fosters a sense of connection in virtual classrooms. By examining the effectiveness of instructional strategies, feedback mechanisms, and interactive elements, educators can refine their approaches to better address the needs of diverse learners. Additionally, insights gained from this analysis can guide the development of best practices and innovative methods, ensuring that online education remains adaptive, inclusive, and conducive to deep learning. This ongoing evaluation is essential for enhancing the quality and effectiveness of digital learning environments.

3.3. Model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse

To start explain a model of student-teacher interaction in online learning, it is necessary to define student-interaction itself. According to H. Sun, T. Sun, Sha, Gu, Hou, Zhu, and Fang (2022), it is a vital component of the educational process, encompassing the communication and engagement between students and teachers to enhance learning outcomes. This interaction can take various forms, including verbal discussions, written feedback, collaborative problem-solving, and the use of digital tools in online learning environments (Alawamleh et al., 2022). Effective student-teacher interaction fosters a supportive atmosphere where students feel encouraged to ask questions, share ideas, and seek guidance (Sun et al., 2022). It also allows teachers to assess student understanding, provide personalized feedback, and adapt their teaching strategies to meet individual needs. In the context of online learning, student-teacher interaction often relies on tools such as video conferencing, discussion forums, and messaging platforms to maintain connection and engagement despite physical distance. This dynamic exchange not only supports academic success but also nurtures students' confidence, critical thinking skills, and sense of belonging in the educational community.
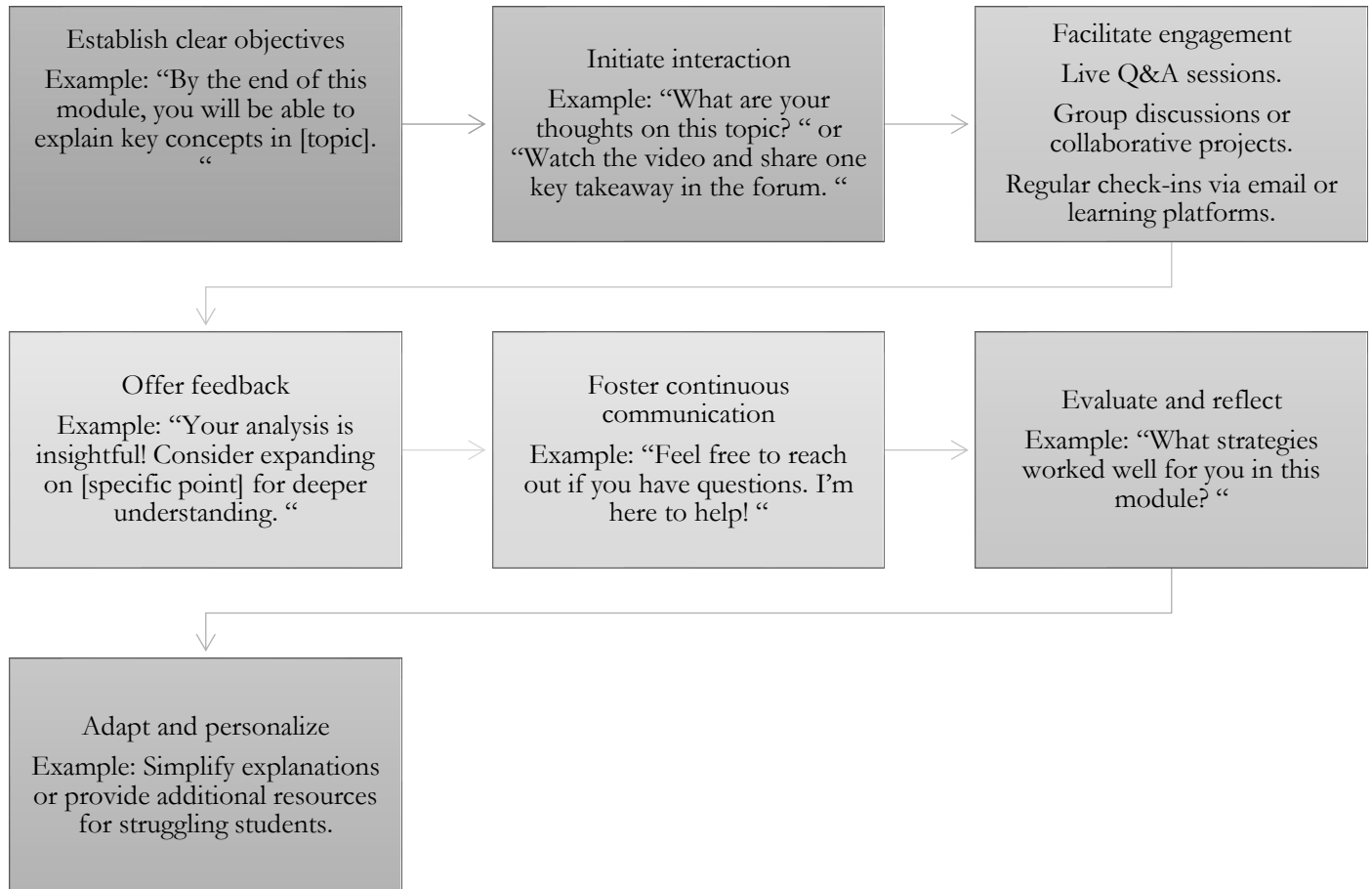
Educational and pedagogical discourse plays a critical role in organizing student-teacher interaction in online learning by providing a structured framework for communication and engagement (Miao & Ma, 2022). Through clear, concise, and directive language, teachers can establish expectations and guide students effectively. For instance, phrases like "Submit your assignment by Friday," or "Participate in the discussion forum," ensure that students understand their responsibilities and the flow of the learning process. Additionally, pedagogical discourse incorporates interactive elements, such as prompts, reflective questions, and collaborative tasks, encouraging students to actively engage with the teacher and their peers (Xie et al., 2023). This structured communication minimizes misunderstandings and creates an environment where students feel comfortable seeking clarification and expressing their thoughts.

Moreover, educational discourse in online learning emphasizes inclusivity and personalization, which are essential for fostering meaningful student-teacher interactions (Syukri et al., 2024). Teachers often use motivational language, feedback, and questions tailored to individual needs, such as "Great progress on your last assignment! How can I support you further?" or "What challenges are you facing with this topic?" This tone helps build trust and rapport, making students more likely to reach out for assistance or actively participate in discussions. Integrating feedback mechanisms, synchronous sessions, and asynchronous messaging within the discourse, online learning environments bridge the gap created by physical distance, ensuring that student-teacher interaction remains dynamic, supportive, and conducive to effective learning (Cao & Yu, 2023).

A model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse focuses on creating a structured, engaging, and inclusive environment that fosters communication and active participation (Sun et al., 2022). This model emphasizes clear, concise language to convey expectations, instructional content, and feedback, ensuring that learners understand their roles and responsibilities. By using directive statements, open-ended questions, and interactive prompts, teachers guide students through the learning process, encouraging them to engage deeply with course material and participate in discussions.

The model also prioritizes a supportive and motivational tone, which is crucial for building a sense of connection and trust in an online setting (Ong & Quek, 2023). Personalized feedback and encouraging language help students feel valued and understood,

fostering an atmosphere where they are more likely to seek assistance and share their thoughts (Cao & Yu, 2023). Additionally, the model incorporates adaptive communication strategies, allowing teachers to tailor their discourse to individual learner needs, thereby enhancing comprehension and retention (Shahzadi et al., 2024). This dynamic approach ensures that student-teacher interactions remain meaningful, collaborative, and conducive to effective learning outcomes in the digital classroom. Figure 2 shows the model of student-teacher interaction in online learning.

Establish clear objectives Example: "By the end of this module, you will be able to explain key concepts in [topic]. "	Initiate interaction Example: "What are your thoughts on this topic? " or "Watch the video and share one key takeaway in the forum. "	Facilitate engagement Live Q&A sessions. Group discussions or collaborative projects. Regular check-ins via email or learning platforms.
Offer feedback Example: "Your analysis is insightful! Consider expanding on [specific point] for deeper understanding. "	Foster continuous communication Example: "Feel free to reach out if you have questions. I'm here to help! "	Evaluate and reflect Example: "What strategies worked well for you in this module? "
Adapt and personalize Example: Simplify explanations or provide additional resources for struggling students.		

Figure 2. Model of student-teacher interaction in online learning.

Therefore, the model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse is essential for fostering a productive and engaging learning environment. By combining clarity, structure, interactivity, and motivational elements, this model addresses the unique challenges of virtual education, ensuring that students remain connected, supported, and actively involved in their learning journey. It promotes effective communication, facilitates the understanding of complex concepts, and encourages collaboration, all while accommodating diverse learner needs. Ultimately, this model is pivotal in bridging the gap created by physical distance, empowering both teachers and students to achieve meaningful educational outcomes in an online setting.

4. Discussion

It is important to suggest pedagogical and methodological measures to introduce the model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse in higher education because such measures directly influence the quality of communication, engagement, and overall learning outcomes. In the context of online education, where face-to-face interactions are limited, establishing clear, interactive, and supportive communication strategies becomes essential for fostering a dynamic and inclusive learning environment (Sun et al., 2022). Implementing targeted pedagogical and methodological measures, educators can enhance student motivation, ensure clarity in instruction, and provide timely feedback, all of which are crucial for maintaining students' interest and improving their academic performance (Akram & Li, 2024; Flores et

al., 2024). Furthermore, these measures help to bridge the physical gap between students and instructors, promoting a sense of connection and active participation, which are essential elements for successful learning in the digital age.

In the model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse in higher education, the teacher plays a important role as both a facilitator and a guide (Ong & Quek, 2023). The teacher is responsible for creating a supportive and engaging learning environment, using clear and accessible language to communicate course content effectively. They must actively foster student engagement by encouraging participation in discussions, providing constructive feedback, and addressing individual learning needs (Yang, 2023). Through their pedagogical discourse, teachers can motivate students, facilitate meaningful interactions, and promote critical thinking. Moreover, in the online setting, the teacher must adapt to diverse learning styles and ensure that communication remains open, frequent, and responsive, allowing students to feel connected despite the physical distance (Syukri et al., 2024). The teacher's ability to use effective language and pedagogical strategies directly impacts the success of the learning experience in an online environment (Khazanchi et al., 2022).

At the same time, the student plays an active and central role in the learning process. Students are expected to engage with the course content, participate in discussions, and interact with both their peers and the instructor to deepen their understanding (Xie et al., 2023). Their role extends beyond passive reception of information; they must take responsibility for their own learning by asking questions, seeking clarification, and applying critical thinking to solve problems. In an online environment, students must also be proactive in managing their time, staying organized, and actively contributing to collaborative tasks. Through their contributions and feedback, students help shape the discourse in the learning environment, making their interaction with the teacher essential for a dynamic, two-way communication process that fosters deeper learning and engagement.

This helps us to formulate the pedagogical and methical measures to implement the model of student-teacher interaction in online learning through effective English language educational and pedagogical discourse in higher education (Ong & Quek, 2023; Sun et al., 2022). They are the following:

1) Clear communication of learning objectives

The teacher ensures that course learning objectives and expectations are communicated clearly from the start using accessible language (Yeung et al., 2023). It is important to post these objectives on the course platform and refer to them in lectures and discussions. Also, the teachers are required to use concise, direct statements and frequent reminders about course goals in both synchronous and asynchronous formats, such as announcements, videos, and written instructions.

2) Interactive learning activities

Here, the activities are required that encourage active participation, such as discussion forums, group projects, and case studies. These activities foster student collaboration, critical thinking, and application of concepts in real-world scenarios (Alsayer, 2023). The teachers may incorporate blended learning techniques by combining synchronous sessions (e.g., live discussions, webinars) with asynchronous tasks (e.g., online quizzes, peer review) to keep students engaged and allow for timely interaction with the instructor.

3) Personalized feedback and support

It is necessary to provide regular and personalized feedback on assignments and participation (Cahyani et al., 2023). This helps build rapport and ensures that students understand how to improve. Feedback should be constructive and framed positively to encourage further engagement. The teachers apply automated feedback tools for quick assessments but also implement individualized feedback through video, audio, or written messages.

4) Encouraging dialogue

It is required to use prompts in discussion boards, live sessions, and reflective journals to guide students in thinking critically about course material and their learning process. The teachers encourage peer-to-peer interaction through group assignments or collaborative platforms as well (Khong et al., 2023).

5) Use of clear, accessible language

The teachers use simplified and accessible language to ensure clarity. This is especially important in online learning, where students may not have immediate access to the teacher for clarification (Cañete et al., 2015; Fogal, 2015). They are recommended to avoid overly

complex jargon and ensure that instructions and explanations are short, clear, and easy to follow. To make the language clear, the teachers provide multimedia content, like infographics, short videos, and summaries, to support text-based instructions.

6) Regular check-ins and progress monitoring

This required continuous monitoring of student progress and check in on their learning regularly (Slack & Priestley, 2022). This helps identify students who may be falling behind and provides opportunities for early intervention. Methodically, digital tools like LMS are used to track participation, assignment completion, and quiz results.

7) Promoting active use of technology

The teachers integrate a variety of digital tools and platforms that enhance interactivity and engagement, such as live polls, gamified quizzes, and multimedia content (Khazanchi et al., 2022).

8) Frequent use of motivational language

It is important to use positive and motivational language to inspire students, especially when they face challenges or setbacks (Akram & Li, 2024; Muhammedzade, 2015).

9) Fostering continuous learning beyond the course

The teachers encourage students to continue their learning beyond the course content by suggesting additional resources, research articles, or practical applications of the subject matter (Endres et al., 2021; Uy et al., 2024). To do this, they provide links to external resources such as academic journals, podcasts, and webinars that complement the course. Also, it is necessary to engage students in extracurricular activities like online study groups or professional development workshops related to the course.

When these pedagogical and methodical measures are implemented, higher education institutions can create a more engaging, supportive, and effective learning environment. This will enhance student-teacher interaction in online learning, fostering deeper understanding and greater student success.

5. Conclusions

This research has successfully met its objectives by exploring the essential elements of effective English language educational and pedagogical discourse in the context of online learning. The study begins with a detailed characterization of the general requirements for effective discourse, emphasizing the need for clarity, accessibility, and engagement. Effective communication in an online learning environment is built on the foundation of clear language, which ensures that students are not only able to understand the content but also feel encouraged to actively participate in the learning process. This requires a teacher to employ an inclusive and supportive tone, adapt to the diverse learning styles of students, and foster a communicative atmosphere where students are comfortable expressing their ideas and seeking clarification.

The second objective was addressed by identifying the lexical, grammatical, and stylistic peculiarities of English language educational and pedagogical discourse in online learning. Lexically, the discourse must employ terminology that is specific to the subject area yet accessible to students, avoiding excessive jargon and ensuring that terms are explained and used in context. Grammatical peculiarities include the use of concise, simple sentence structures, direct speech, and the avoidance of overly complex constructions that could hinder understanding. Stylistically, the language should be formal yet approachable, with a balance between academic rigor and conversational tone, creating an environment conducive to both learning and engagement. Additionally, the stylistic choices must consider the limitations of online communication, where visual and verbal cues are less immediate than in face-to-face interactions.

The final objective was to draw a model of student-teacher interaction in online learning, incorporating the roles of effective English language educational and pedagogical discourse. The model highlights the reciprocal nature of the interaction, where both the teacher and the student contribute to the success of the learning experience. Teachers act as facilitators and guides, using effective discourse to foster engagement, clarity, and motivation. Students, on the other hand, are active participants, responsible for engaging with the content, asking questions, and applying critical thinking. The teacher's role in guiding the discourse and providing feedback is essential in keeping the students engaged and ensuring that learning objectives are met. The interaction model emphasizes the importance of timely feedback, active participation, and a continuous exchange of ideas, which can be achieved through thoughtful and strategic use of language.

To summarize, the research highlights the important role of effective English language educational and pedagogical discourse in online learning environments. By understanding and applying the lexical, grammatical, and stylistic peculiarities of online discourse, educators can foster a learning environment where student-teacher interactions are dynamic, effective, and conducive to deeper learning. The model proposed in this research serves as a blueprint for creating more engaging and responsive online learning experiences, ultimately leading to improved academic outcomes and enhanced student satisfaction.

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