

DISCURSIVE CHARACTERISTICS OF ENGLISH LANGUAGE TEACHING WEBINARS

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Abstract This study investigates the discursive characteristics of English language teaching webinars. It explores the types, frequency, and functions of discourse markers used by speakers, analyzing how these linguistic devices contribute to coherence, interaction, and pedagogical clarity. The research employs discourse and contextual analysis methods applied to webinar transcripts from internationally recognized ELT platforms. Findings reveal that discourse markers play crucial roles in guiding the audience, structuring speech, and expressing the speaker's stance.

Keywords: webinar discourse, English language teaching, discourse markers, linguistic analysis, communication, online education, pragmatics, interaction, cohesion, ELT webinars.

Annotatsiya Ushbu maqolada ingliz tili o'qitish vebinarlarining diskursiv xususiyatlari tahlil qilinadi. Tadqiqotda diskurs markerlarining turlari, ularning chastotasi va funksiyalari aniqlanib, ularning webinar muloqotidagi o'rni yoritilgan. Natijalar shuni ko'rsatadiki, diskurs markerlari axborotni tuzishda, muloqotni boshqarishda va nutq izchilligini ta'minlashda muhim rol o'ynaydi.

Kalit so'zlar: vebinar diskursi, ingliz tili o'qitish, diskurs markerlari, lingvistik tahlil, muloqot, onlayn ta'lim, pragmatika, o'zaro ta'sir, izchillik, ingliz tili o'qitish vebinarlari

Introduction

In recent years, the rapid advancement of digital technologies has transformed education and teacher training. Webinars, a blend of "web" and "seminar," have emerged as an integral format for professional development, particularly in English language teaching (ELT). These online seminars allow teachers to access global expertise and engage in collaborative learning environments. From a linguistic perspective, webinars represent a hybrid discourse genre that combines oral and written elements. This makes them a unique and relevant subject for discourse analysis.

Literature review

The concept of discourse markers has been explored extensively in linguistic studies. Schifffrin (1987) defines discourse markers as lexical items that connect discourse segments, while Fraser (1999) emphasizes their pragmatic role in signaling speaker

intentions and managing information flow. Halliday and Hasan (1976) introduced the idea of cohesion as a key factor in discourse coherence. In the context of educational discourse, Hyland (2005) and Flowerdew & Miller (2005) noted that interactional and metadiscursive elements play vital roles in enhancing comprehension and engagement. However, limited attention has been given to discourse markers in ELT webinars, a setting that merges pedagogical, interactive, and technological dimensions.

Methods

The study is based on qualitative and quantitative analyses of transcribed English language teaching webinars. The dataset was drawn from educational platforms such as the British Council, Cambridge University Press ELT, BBC Learning English, and American TESOL Institute. Analytical methods included descriptive analysis, contextual analysis, and component analysis to classify markers according to their communicative and pragmatic functions. Statistical analysis determined their frequency and distribution. The classification followed Fraser's (1999) framework.

Limitations include the exclusion of chat-based interactions and multimodal elements such as gestures and visuals, which may also influence meaning construction.

Results

The analysis identified several dominant categories of discourse markers: connectors (e.g., therefore, however), signaling expressions (e.g., firstly, moving on), and modal markers (e.g., perhaps, I think). The most frequently used markers were so, but, and therefore. These markers primarily functioned to structure information, indicate transitions, and manage interaction.

The study revealed that webinar discourse integrates elements typical of both lectures and conversational speech. The hybrid format results in flexible marker usage depending on speaker experience, audience familiarity, and content complexity.

Discussion

The findings support the view that webinars exhibit a semi-spontaneous communicative style, balancing pre-planned content with real-time delivery. This hybrid mode reinforces the need for linguistic adaptability. Discourse markers enable presenters to manage audience attention and signal shifts in topics, contributing to coherence and engagement. For educators, awareness of these markers enhances delivery fluency and pedagogical clarity. Furthermore, the study highlights the need to integrate discourse analysis insights into teacher training programs.

Conclusion

The study concludes that discourse markers are central to the effectiveness of English language teaching webinars. They function not only as cohesive devices but also as tools for interaction, engagement, and persuasion. By recognizing and strategically

employing these linguistic features, educators can improve the communicative and instructional quality of their online teaching practices.

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