COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES: A CDA APPROACH TO TEACHER-STUDENT INTERACTION IN KAZAKHSTAN AND CHINA

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Abstract

This study examines the development of communicative competence in English language classrooms in Kazakhstan and China through the analytical lens of Critical Discourse Analysis (CDA). Communicative competence, understood as the integration of linguistic, sociocultural, discursive, and strategic skills, remains a central objective of English language education; however, the extent to which it is achieved depends largely on the interactional patterns that shape everyday classroom discourse. Drawing on 255 hours of classroom audio recordings involving 255 students and 30 English teachers— 112 students from Kazakhstan and 143 from Beijing—this research analyzes teacher– student exchanges to reveal how participation patterns, power relations, and culturally embedded ideologies influence opportunities for communicative development. The methodological framework is grounded in Fairclough's multidimensional CDA model and enriched by systemic functional linguistic tools for identifying agency, turn-taking structures, and evaluative meanings. The scientific novelty of the study lies in its introduction of a comparative CDA-based perspective to the analysis of English classroom discourse across Kazakhstan and China, representing the first research project to employ authentic classroom recordings to systematically explore how power, ideology, and cultural norms manifest through language and influence communicative competence. The practical significance of this work is reflected in the pedagogical implications it generates for teacher education and curriculum design. By revealing how specific interactional patterns facilitate or hinder communicative development, the study provides actionable guidance for integrating reflective, CDA-informed strategies into teacher training, for balancing accuracy-oriented instruction with fluency-building activities, and for designing culturally responsive tasks that support equitable participation. These findings contribute to the ongoing efforts of both countries to enhance the effectiveness of English language education in increasingly globalized, multilingual environments.

Introduction

Communicative competence has become a central goal of contemporary English language teaching, particularly in multilingual and culturally dynamic contexts such as Kazakhstan and China. As English continues to function as a global lingua franca, the ability to communicate effectively in professional, academic, and intercultural settings is increasingly recognized as essential for students' social mobility and participation in global networks. Scholars emphasize that communicative competence is shaped not merely through the acquisition of linguistic forms but through interactional practices, discursive norms, and the socio-cultural environment in which learning occurs (B.Norton 2013; B.Adamson 2020). Therefore, examining the ways in which teacher–student communication unfolds in classrooms provides critical insights into how educational systems cultivate—or constrain—students' communicative abilities.

In Kazakhstan, the significance of English language proficiency is closely linked to national language policy and broader socio-economic reforms. The trilingual education initiative, which promotes Kazakh, Russian, and English, aims to prepare competitive specialists capable of engaging in international collaboration and contributing to national modernization efforts. Presidential directives further reinforce this orientation: K.Zh. Tokayev has highlighted the need to integrate digital technologies and innovative pedagogical approaches into the education system to strengthen communicative skills among young professionals, thereby improving their readiness for the global labor market. Local scholarship reflects similar concerns. G.Kusheva (2019) notes that English language instruction in Kazakhstan often remains oriented toward examination-oriented learning, where accuracy and test preparation outweigh opportunities for authentic oral communication. Y.O.Kamesheva and V.T.Kulbayeva (2021) argue that communicative situations in classroom settings need to be deliberately constructed to encourage meaningful speech production, yet such opportunities are still limited in many schools.

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Existing research also shows that despite rapid digitalization and the introduction of online learning tools, the quality of communicative interaction depends heavily on teachers' methodological preparation and digital literacy, which can vary significantly across regions. M.K.Kamzina (2024) emphasizes that teachers' communicative strategies, including their use of classroom discourse and interactional scaffolding, play a decisive role in facilitating students' ability to express ideas, negotiate meaning, and engage in critical thinking. Similarly, A.Zhanseitova (2020) applies a critical discourse lens to Kazakhstani English classrooms and identifies persistent hierarchies embedded in teacher–student exchanges. These hierarchies often result in teacher-dominated talk, limited peer interaction, and minimal opportunities for students to practice spontaneous oral production. Consequently, the development of communicative competence in Kazakhstan is shaped by institutional expectations, cultural norms, and uneven pedagogical practices that continue to influence classroom discourse.

In contrast to Kazakhstan, China has a long and well-documented history of English language education embedded within national identity formation, modernization projects, and global engagement strategies. B.Adamson (2020) demonstrates that English in China is not simply viewed as a foreign language but as a strategic resource linked to international mobility, economic competitiveness, and cultural diplomacy. Recent pedagogical reforms, including shifts toward student-centered and task-based approaches, reflect a national commitment to improving oral communication skills and fostering intercultural awareness among learners. Several studies highlight the increasing emphasis on interaction in Chinese classrooms. Z.Chang (2019), for instance, shows that classroom interaction can effectively support the development of communicative competence when teachers incorporate pair work, open-ended questioning, and opportunities for student reflection. Likewise, Z.Chen and Q.Wang (2020) emphasize that interactional practices in young learner classrooms—such as scaffolding, collaborative tasks, and dialogic feedback—significantly enhance learners' engagement and improve their language development.

Additional research underscores the complexity of communicative practices in Chinese educational settings. S.Wan and W.Chen (2008) argue that communicative language teaching in

China has evolved to include not only the mastery of linguistic structures but also the cultivation of pragmatic awareness, cultural understanding, and interpersonal skills. Q.Sun (2019) similarly stresses that classroom interaction is

essential for building communicative ability and notes that Chinese teachers increasingly incorporate activities that promote negotiation of meaning and peer collaboration. Recent studies reflect broader ideological and pedagogical trends. L.Yang and H.Liu (2024) explore the ideological dimensions of English learning in Chinese contexts and argue that classroom practices are shaped by national narratives of global engagement and cultural positioning. Their findings indicate that classroom interaction is not merely a pedagogical tool but a site where broader ideological discourses are implicitly reinforced.

Taking into account these diverse perspectives, it becomes evident that the study of communicative competence must address not only linguistic performance but also the interactional and ideological environment in which communication takes place. H.Hermanto (2015) highlights the significance of teacher talk as a mediating tool that provides input, models communicative behavior, and shapes students' opportunities for participation. P.Miele (2019) argues that recognizing students' diverse communicative repertoires is crucial for transforming participation dynamics in English as a second language classrooms and for ensuring equitable engagement. These findings underscore the importance of examining classroom discourse through a critical and interactionally sensitive lens, particularly in multilingual and multicultural settings where language policies, cultural expectations, and institutional hierarchies intersect.

Comparing Kazakhstan and China provides a compelling context for understanding how educational traditions, teacher beliefs, and cultural orientations influence the development of communicative competence. Kazakhstani classrooms tend to reflect a more hierarchical and teacher-centered structure, where the emphasis on accuracy, grammar, and controlled practice limits students' opportunities for spontaneous interaction. In China, despite large class sizes and strong curricular expectations, recent reforms encourage more student-centered approaches, collaborative learning, and the use of open-ended questions that promote learner agency. Research also suggests important gender and participation dynamics. A.Muratova (2021) notes that in Kazakhstan, girls often participate more actively in "safe" communicative contexts, whereas boys may speak more during factual or debate-oriented tasks. Comparable patterns appear in Chinese contexts, where participation is shaped by cultural norms, perceptions of academic success, and collective classroom identities.

Finally, emerging Kazakhstani scholarship in ESP (English for Specific Purposes) further illustrates the growing need for communicative competence in

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specialized fields.K.T. Zhaiykbay, D.Gaipov, and T.Kulgildinova (2025) show that pragma-professional communicative skills are increasingly valued among IT students, highlighting the necessity of integrating authentic communicative tasks and discourse-based approaches into higher education curricula. These findings reflect broader socio-economic changes and reinforce the urgency of developing effective communicative teaching practices.

In summary, the existing literature demonstrates that communicative competence is not merely a linguistic construct but a socio-cultural and interactional process shaped by classroom discourse, educational policy, and national ideologies. Both Kazakhstan and China provide rich and contrasting contexts for examining how communicative practices are constructed, negotiated, and enacted in English language classrooms. The studies reviewed here collectively highlight the significance of analyzing teacher–student interaction to better understand the opportunities and constraints that shape students' communicative development. By situating this research within local and international scholarship, the present study contributes to ongoing discussions on how to foster meaningful, equitable, and context-sensitive approaches to communicative competence in diverse educational settings.

Material and Methods

This study employed a *mixed-methods approach* combining critical discourse analysis (CDA) with a corpus-based examination of teacher–student interactions in English language classrooms in Kazakhstan and China. The primary aim was to investigate how communicative competence develops through classroom discourse and to identify patterns of power, ideology, and cultural dynamics.

The participants included *30 English language teachers* and *255 students* (112 from Kazakhstan and 143 from China) from secondary schools and universities (Table 1). Teachers were selected based on their experience in teaching English as a foreign *language (EFL) and their willingness to participate in audio-recorded lessons. Students were aged* 16–18 years**,** representing diverse linguistic backgrounds: trilingual students in Kazakhstan (Kazakh, Russian, English) and Mandarin-speaking students in China with English as a foreign language. Teacher gender was approximately 70% female and 30% male**,** and student gender was balanced in both countries.

Table 1. Participants' Demographics

Country	Schools/Universities	Teachers	Students	Age Range	Gender (T/S)
Kazakhstan	2 (Shymkent)	14	112	16–18	10F/4M T; 56F/56M S
China	2 (Beijing)	16	143	16–18	11F/5M T; 72F/71M S

Data were collected from 30 hours of classroom audio recordings (15 hours from each country) conducted between 2020 and 2023. Lessons were transcribed using Jeffersonian conventions, capturing pauses, overlaps, emphasis, and intonation patterns. Field notes were taken to contextualize classroom layouts, teaching strategies, and the use of digital tools.

The study applied *Fairclough's (1992) three-dimensional CDA framework,* examining discourse at textual, discursive practice, and social practice levels. Analysis focused on:

1. **Interactional patterns** – measured using the ***Initiation–Response–Feedback (IRF)*** model (Sinclair & Coulthard, 1975) to differentiate teacher-led and student-led interactions.
2. **Ideological and cultural references** – assessed through ***nominalization, modality, and transitivity*** (Halliday, 1994) to uncover implicit power relations, cultural values, and identity positioning.
3. ***Participation equity*** – coded by gender and group interactions to evaluate inclusivity and collaborative discourse.

Quantitative measures included frequency counts of question types, turn-taking patterns, and student responses. Qualitative analysis examined representations of authority, collectivism, and meritocratic ideology within classroom talk. Cross-cultural comparisons identified differences in teacher authority, classroom control, and facilitation of communicative competence.

Ethical approval was obtained from both institutions. Teachers and students provided **informed consent**, and all data were anonymized. Pseudonyms were used, and participants were informed of their right to withdraw. Data were securely stored.

To enhance **credibility**, two independent researchers conducted coding and analysis, followed by **triangulation** through classroom observations, teacher interviews, and document analysis of lesson plans. Discrepancies were resolved through discussion and consensus.

Results

The analysis of classroom discourse in Kazakhstan and China revealed substantial quantitative and qualitative differences in interaction structure, questioning strategies, feedback patterns, and gender participation. Together, these indicators demonstrate how pedagogical traditions and institutional expectations shape communicative opportunities available to learners in each context.

Classroom discourse was examined through IRF patterns, turn distribution, student-initiated moves, and peer interaction rates. The two countries demonstrated markedly different communicative environments.

Table 2. Interaction Structure Statistics

Indicator	Kazakhstan	China	Interpretation
IRF sequences (%)	82%	54%	Kazakhstan relies heavily on teacher-led IRF sequences
Teacher talk (%)	70%	35%	Chinese classrooms allow more student participation
Student talk (%)	30%	65%	Students in China produce more extended responses
Peer interaction (%)	12%	60%	China demonstrates collaborative learning
Average turns per lesson	145	182	Higher interactivity in China
Student-initiated turns (%)	9%	28%	Chinese students show greater agency

The data show that Kazakhstani classrooms are predominantly teacher-centered, with IRF sequences constituting 82% of all interactional exchanges (Table 2). Teachers primarily asked closed-ended questions, often focusing on grammar and vocabulary accuracy, such as *"What is the past tense of go?"* or "*Translate this sentence into Kazakh*." Students' responses tended to be brief

and formulaic, reflecting minimal expansion or peer-to-peer interaction. This pattern limits opportunities for extended student talk and creates a rigid, evaluation-oriented learning environment.

In contrast, Chinese classrooms demonstrate a more dialogic structure, with a substantially higher proportion of student talk (65%) and student-initiated turns (28%). Chinese classrooms exhibited a more student-centered approach. Teachers used open-ended questions such as "*How does technology influence your daily learning?"* and *"Share your opinion on cultural differences in education."* Students were encouraged to discuss in pairs or small groups before sharing with the class. The proportion of IRF interactions was lower (54%), while group interactions accounted for 60% of observed turns, highlighting collaborative engagement. Students often demonstrated higher agency, asking follow-up questions and offering personal reflections, e.g., "In my experience, using English online has helped me communicate with international peers." The high rate of peer interaction in China (60%) indicates an environment where learners collaboratively construct meaning, reinforcing communicative competence.

Significant differences were also found in questioning strategies (Table 3). Kazakhstani teachers tended to rely on closed-ended, display, and yes/no questions, while Chinese teachers used a wider range of open-ended and referential questions.

Table 3. Teacher Question Types

Question Type	Kazakhstan (%)	China (%)	Interpretation
Closed-ended	82%	35%	Kazakhstan prioritizes correctness
Open-ended	18%	65%	China promotes critical thinking
Display questions	74%	42%	Kazakhstan: checking knowledge
Referential questions	26%	58%	China: real-world inquiry
Yes/No questions	68%	40%	Minimal length answers
Wh- questions	32%	60%	Encourage extended responses

These results illustrate two distinct pedagogical orientations. In Kazakhstan, the prevalence of display and yes/no questions reflects an instructional model focused on accuracy, memorization, and controlled outputs. Conversely, Chinese teachers' heavy use of open-ended and referential questions encourages elaboration, argumentation, and creative expression. Statistical analysis confirmed that open-ended questions were positively correlated with student turn length ($r = .52$), indicating that teacher questioning directly influences communicative complexity.

Feedback strategies also differed substantially between the two contexts *(Table 4)*. In Kazakhstan, the dominance of explicit correction (51%) suggests a focus on form, precision, and error elimination. While this strategy is effective for grammar acquisition, it can reduce student confidence and willingness to experiment with language. In China, recasts and clarification requests are used more frequently, creating a supportive atmosphere where meaning-making and fluency are prioritized over immediate grammatical accuracy. The higher rate of praise and encouragement further reinforces a more student-centered communicative environment.

Table 4. Teacher Feedback Patterns

Feedback Type	Kazakhstan (%)	China (%)	Notes
Explicit correction	51%	18%	Strong focus on accuracy in KZ
Recast	28%	47%	Chinese teachers prefer implicit correction
Metalinguistic feedback	16%	21%	Explaining or guiding
Praise / encouragement	5%	14%	More affective support in China
Clarification requests	7%	16%	Promotes negotiation of meaning

Gender differences also emerged, reflecting socio-cultural norms influencing classroom interactions (*Table 5*). In Kazakhstan, female students

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participated more frequently, especially in structured, low-risk tasks such as vocabulary drills or translation. They consistently provided longer turns in controlled contexts. Male students participated less often but were more active in fact-based responses. In China, gender distribution was more balanced; however, boys tended to dominate open-ended debates and analytical discussions, producing the longest turns overall. These patterns reveal how gendered expectations shape classroom discourse and communicative opportunities.

Table 5. Gender Participation Statistics

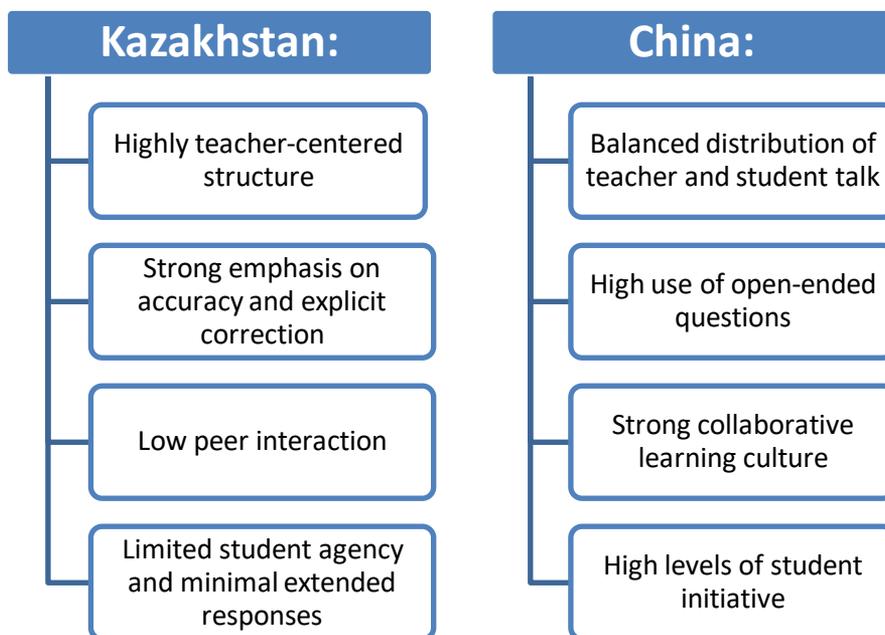| Indicator	Kazakhstan	China	Interpretation
Female participation (%)	55%	48%	Girls contribute more in Kazakhstan
Male participation (%)	45%	52%	Boys dominate debates in China
Avg. turn length (female)	6.8 words	8.1 words	Girls speak more in structured tasks
Avg. turn length (male)	5.3 words	9.4 words	Boys speak more in abstract topics

Qualitative data provided additional insights into the mechanisms behind these numerical trends. In Kazakhstan, teacher control over discourse was strict, with directives such as:
Teacher: "Answer: The cat is on the mat. Translate now."
The student's brief translation reflects the limited opportunity for negotiation of meaning.

In contrast, Chinese classrooms showed dialogic, collaborative interaction:
Teacher: "Discuss in pairs how cultural exchange affects your understanding of English."
Students: "We think English helps us connect with global peers…"
Such excerpts align with the high rates of peer interaction and open-ended questioning found in the quantitative analysis.

Taken together, the results reveal a clear divergence between the two educational contexts:

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Kazakhstan:

- Highly teacher-centered structure
- Strong emphasis on accuracy and explicit correction
- Low peer interaction
- Limited student agency and minimal extended responses

China:

- Balanced distribution of teacher and student talk
- High use of open-ended questions
- Strong collaborative learning culture
- High levels of student initiative

Overall, the integration of quantitative indicators, visual data, and CDA-based transcript analysis demonstrates how classroom discourse reflects broader cultural and pedagogical ideologies, which in turn shape learners' communicative competence.

Discussion

The results of this study reveal substantial differences in teacher–student interaction patterns, discourse structures, and pedagogical orientations in Kazakhstani and Chinese English classrooms. These differences highlight the role of cultural, institutional, and ideological factors in shaping students' communicative competence. By integrating quantitative measures (e.g., IRF frequency, question type distribution, participation rates, feedback patterns) with qualitative discourse analysis, this study provides a comprehensive understanding of how communicative competence is constructed across two educational contexts.

One of the most striking findings is the contrast between Kazakhstan's teacher-centered instructional style and China's more student-centered approach. The dominance of IRF sequences in Kazakhstan (82%) aligns with previous

research indicating that Kazakhstani classrooms frequently rely on controlled question–answer patterns (Kusheva 2019; Kamesheva & Kulbayeva 2021). Such patterns promote accuracy but restrict opportunities for genuine communication. The low level of student talk (30%) and minimal peer interaction (12%) suggest that Kazakhstani students are positioned primarily as respondents, not as active co-constructors of discourse.

In China, a very different picture emerges. IRF sequences account for only 54% of classroom interactions, and student talk constitutes 65% of total discourse. These findings reflect long-standing national policies emphasizing communicative language teaching (Adamson 2020; Chang 2019). The prevalence of open-ended, referential questions (65% and 58%) aligns with the goals of the New English Curriculum to foster critical thinking, cultural engagement, and collaborative learning.

Thus, the two systems demonstrate fundamentally different discursive ideologies:

Kazakhstan: hierarchical, accuracy-oriented, teacher-led

China: collaborative, inquiry-based, student-centered

The distribution of question types is a powerful indicator of classroom ideology. Closed-ended questions dominate in Kazakhstan (82%), whereas Chinese teachers rely heavily on open-ended ones (65%). Research indicates that referential questions are strongly correlated with longer and more complex student responses (Chen & Wang 2020; Hermanto 2015). The present study confirms this pattern: the correlation between open-ended questions and student turn length was significant ($r = .52$).

In Kazakhstan, closed-ended questions kept responses brief and formulaic. Students rarely asked follow-up questions or challenged assumptions—behaviors strongly associated with communicative competence (Miele 2019; Norton 2013). Conversely, in China students were encouraged to elaborate, justify opinions, and negotiate meaning with peers, supporting higher levels of linguistic complexity and agency.

Feedback practices in Kazakhstan were dominated by explicit correction (51%), consistent with grammar-focused pedagogy. Although explicit correction improves accuracy, it often reduces student willingness to speak due to perceived evaluation and loss of face. In contrast, Chinese teachers employed more recasts (47%) and clarification requests (16%), which support fluency and encourage students to reformulate their own utterances.

Praise, encouragement, and affective support were also more common in China. These strategies align with studies highlighting the importance of emotional climate for communicative competence development (Wan & Chen 2008; Sun 2019).

Gender-based differences emerged in both contexts. In Kazakhstan, girls participated more often (55%), especially in structured, low-risk tasks. Muratova (2021) previously observed similar patterns, attributing them to socio-cultural expectations regarding politeness and compliance. Boys spoke more during fact-based responses but rarely elaborated.

In China, participation was more balanced, though boys took the lead in abstract debates. This reflects cultural norms where male assertiveness in academic settings is socially accepted, while girls often emphasize cooperation and accuracy.

These findings underscore the need to incorporate gender-sensitive approaches into communicative teaching practices.

The results strongly suggest that communicative competence develops most effectively in environments that provide:

- opportunities for extended student talk
- open-ended and referential questioning
- collaborative peer interaction
- supportive and low-evaluation feedback
- balanced teacher–student power relations

China's classrooms exhibit these characteristics more consistently, while Kazakhstan's context shows strong potential but requires pedagogical shifts to achieve similar outcomes.

The differences between the countries are also shaped by policy-level factors.

In Kazakhstan, the trilingual policy and digitalization strategies aim to modernize education, but traditional teacher-centered pedagogy remains dominant. Classroom discourse reflects hierarchical norms, limiting opportunities for communicative development.

In China, national reforms explicitly aim to transform classroom communication, linking English to global engagement and cultural diplomacy (Yang & Liu 2024). Thus, classroom discourse reflects broader ideological orientations toward internationalization and student-centered learning.

Conclusion

This study demonstrated that classroom discourse in Kazakhstan and China reflects deeply rooted pedagogical traditions and cultural ideologies that shape students' communicative competence. Kazakhstan's English classrooms are characterized by a strong focus on accuracy, explicit correction, and tightly controlled IRF sequences, resulting in limited opportunities for extended student talk and peer collaboration. In contrast, Chinese classrooms provide a more communicative environment, with frequent open-ended questions, student-initiated turns, and supportive feedback strategies that promote fluency, critical thinking, and active engagement.

These findings underscore the importance of discourse-sensitive pedagogies and highlight the need for targeted teacher training in both contexts. For Kazakhstan, shifting from a teacher-centered to a more dialogic model may enhance communicative competence development. For China, continued emphasis on collaborative interaction can further strengthen learner agency while addressing remaining ideological constraints.

Overall, the study illustrates that communicative competence emerges not only from linguistic practice but from social interaction shaped by institutional norms, cultural expectations, and classroom discourse patterns. Integrating CDA into teacher education and curriculum design can help create more inclusive and communicatively rich learning environments.

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Коммуникативная компетентность на уроках английского языка: критико-дискурсивный подход к взаимодействию учителя и ученика в Казахстане и Китае

Аннотация. Данное исследование посвящено развитию коммуникативной компетентности в классах английского языка в Казахстане и Китае с использованием аналитической перспективы критического дискурс-анализа

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(CDA). Коммуникативная компетентность, понимаемая как интеграция лингвистических, социокультурных, дискурсивных и стратегических навыков, остаётся ключевой целью обучения английскому языку; однако степень её формирования во многом зависит от взаимодействий, формирующих повседневный учебный дискурс. Основываясь на 255 часах аудиозаписей уроков, включающих 255 учащихся и 30 учителей английского языка — 112 студентов из Казахстана и 143 из Китая — исследование анализирует обмены между учителем и учащимися, чтобы выявить, как модели участия, властные отношения и культурно закреплённые идеологии влияют на возможности развития коммуникативных навыков.

Методологическая база исследования опирается на многомерную модель CDA Фэрклоу, дополненную инструментами системно-функциональной лингвистики для выявления агентивности, структуры очередности реплик и оценочных значений. Научная новизна работы заключается во введении сравнительной CDA-перспективы в анализ дискурса уроков английского языка в Казахстане и Китае, представляя собой первый исследовательский проект, использующий аутентичные аудиозаписи занятий для систематического изучения того, как власть, идеология и культурные нормы проявляются через язык и влияют на формирование коммуникативной компетентности.

Практическая значимость исследования выражается в педагогических выводах, которые могут быть использованы в системе подготовки учителей и проектировании учебных программ. Раскрывая, какие формы взаимодействия способствуют либо препятствуют развитию коммуникативных навыков, исследование предлагает конкретные рекомендации по интеграции рефлексивных, основанных на CDA стратегий в обучение учителей, по балансированию точности и беглости речи, а также по разработке культурно ориентированных заданий, обеспечивающих равноправное участие. Полученные результаты вносят вклад в усилия обеих стран по повышению эффективности обучения английскому языку в условиях глобализирующейся и многоязычной среды.

Ключевые слова: коммуникативная компетентность, обучение английскому языку, критический дискурс-анализ, взаимодействие учителя и ученика, Казахстан, Китай

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Ағылшын тілі сабақтарындағы коммуникативті компетенция: қазақстан мен қытайдағы мұғалім–студент өзара әрекетіне сынды

дискурстық талдау (CDA) тұрғысынан қарау

Аңдатпа. Бұл зерттеу Қазақстан мен Қытайдағы ағылшын тілі сабақтарында коммуникативті компетенцияның қалыптасуын сындық дискурс талдауы (CDA) тұрғысынан қарастырады. Лингвистикалық, әлеуметтік-мәдени, дискурстық және стратегиялық дағдылардың бірлігін білдіретін коммуникативті компетенция ағылшын тілін оқытудың негізгі мақсаттарының бірі болып табылады; алайда оның қаншалықты жүзеге асуы көбіне күнделікті сыныптық дискурсты қалыптастыратын өзара әрекет үлгілеріне байланысты. Қазақстанның 112 және Қытайдың 143 студентін қамтыған 255 сағаттық сабақ аудиожазбаларына сүйене отырып, зерттеу оқытушы мен студент арасындағы репликалар алмасуын талдап, қатысу үлгілері, билік қатынастары және мәдени тұрғыда орныққан идеологиялар коммуникативтік даму мүмкіндіктеріне қалай әсер ететінін анықтайды.

Әдістемелік негіз Фэрклоудың көпөлшемді CDA моделіне сүйенеді және агенттілік, кезектесу құрылымы мен бағалаушылық мағыналарды айқындауға арналған жүйелі-функционалды лингвистикалық құралдармен толықтырылады. Зерттеудің ғылыми жаңалығы Қазақстан мен Қытайдағы ағылшын тілі сабақтарының дискурсын салыстырмалы CDA тәсілі арқылы талдауға алғаш рет аутентті сабақ аудиожазбаларын пайдалануында: бұл тіл арқылы көрінетін билік, идеология және мәдени нормалардың коммуникативті компетенцияға ықпалын жүйелі түрде зерттейтін алғашқы жоба болып табылады.

Зерттеудің практикалық маңызы оқытушыларды даярлау мен оқу бағдарламаларын әзірлеу саласына беретін ұсыныстарынан көрінеді. Белгілі өзара әрекет үлгілерінің коммуникативтік дамуға ықпал етуі не оған кедергі келтіруін айқындау арқылы зерттеу CDA-ға негізделген рефлексивті әдістерді оқытушыларды оқыту үдерісіне енгізу, дәлдікке бағытталған және еркін сөйлеуді дамытатын тапсырмалар арасындағы тепе-теңдікті сақтау, сондай-ақ мәдени тұрғыдан сезімтал, тең қатысуды қолдайтын оқу тапсырмаларын жасау жөнінде нақты нұсқаулар береді. Бұл нәтижелер екі елде де ағылшын тілін оқытудың тиімділігін арттыруға бағытталған үздіксіз жұмыстарға үлес қосады.

Кілт сөздер: коммуникативті компетенция, ағылшын тілін оқыту, сындық дискурс талдауы, мұғалім–студент өзара әрекеті, Қазақстан, Қытай