

This study intends to elucidate how teachers and students engage with dialogues in lessons from the perspective of the listener. In school lessons, the speaker whom the teacher nominates and the students who listen to the teacher and speaker are class participants. However, the discussion on the participation of these students as listeners is scarce. To address this concern, this study focuses on the participation of class listeners and examines the possibility of making school lessons more interactive.

School lessons are recognized to progress mainly through communication between the teacher and the nominated speaker. Therefore, an existing assumption is that class participants share the same ideas and are involved in lessons. However, students who participate as listeners also participate by responding in various ways to the speaker or teacher. This study employs Bakhtin's theory of dialogue as an analytical framework to discuss such diverse communication in the classroom. However, when the theory is applied to the interpretation of educational practice, the method for capturing this relationship based on the diversity of individual *voices* and the dialogic relationship between teachers and students must be considered.

Based on the abovementioned issues, this study aimed to clarify how a teacher and students engage in dialogue with a focus on the response of listeners. To demonstrate, this study focused on the following points: (1) the method for conducting dialogue in lessons with the participation of listeners and (2) how teachers and students establish a dialogic relationship through *listening*. The study performed theoretical and practical examinations on the basis of these points.

The theoretical study discussed how Bakhtin's theory of dialogue views relationships with others. According to Bakhtin, dialogue is premised on the relationship between a listener and a speaker with different *voices*. In such a relationship, listeners with their own *voices* and who actively respond to the different perspectives of the speaker can acquire a new *understanding*. Moreover, the theory emphasizes that when capturing dialogue in lessons, one must pay close attention to the continuity of responses that stem from the different *voices*. Simultaneously, the teacher also becomes a listener in this continuous communication and responds to the students. Thus, Bakhtin's proposed relationship with others in dialogue is responsive based on the difference in the *voices* of the listener and the speaker.

Consequently, this practical study conducted analysis of a class case study with a focus on elementary school students. It discussed the manner in which class the participants responded to the speaker and teacher and the influence of the responses of these listeners on the development of the class. The results revealed that listeners do not participate in class by passively listening but by responding to the teacher and speaker. Furthermore, the findings of the analysis of the responses of individual listeners indicate that diverse opinions and questions underlie the responses of each listener and that the classroom is a place of polyphonic communication.

Meanwhile, when the teacher listens to the *voices* of the students, the study infers that the responses of the teacher is based on various considerations such as the lesson plan and content of the study. In addition, the present study examined the listening of the teacher in relation to the lesson plan. The results illustrated that the teacher responds to the students while considering the lesson plan and that the students also respond to the teacher.

Specifically, the teacher interacts with the students as a listener who influences the communication of subsequent students, while performing the role of a teacher with a lesson plan and understanding the contents of the lesson.

These results indicate that student–teacher participation as listeners in lessons may lead to responsive and dialogic communication. Focusing on the responses of the teacher and students and recognizing the differences in their individual *voices* may result in the development of new lessons and the creation of learning opportunities in a context that is distinct from that of the lesson plan. Furthermore, establishing a listening–responding relationship between teachers and students can elucidate that dialogue is possible in lessons in which one-way communication has been identified.