The Role of Teacher- Student Classroom Interaction in Teaching English Language

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1. Abstract.

Teacher-student interaction in classroom where the English language is taught and, of course, learned plays an essential role in determining the success of teaching process and then learning process for both teachers and students respectively. Teacher-student interaction is very helpful in evaluating student's level and one of the efforts to gain trust and respect from each other, and to encourage students to become better learners. This study aims to explain and examine the role of the teacher-student classroom interaction that occurs in Department of English, Faculty of Arts, Alasmarya Islamic University in teaching English. In addition, this study aims to provide realistic suggestions for overcoming any challenges, weak points and problems in this kind of interaction.

For the sake of having full information results about teachers' opinions concerning the role of teacher-student classroom interaction in teaching English, a close-ended teacher questionnaire based on Likert scale was conducted on twelve teachers in the above-mentioned department. Most of these teachers think that teacher-student interaction is a must in teaching process especially when the effective interactional characteristics are available. Teachers' positive feedback increases self-confident and motivated students' interaction provided that teachers prevent students from using their first language L1 in the classroom to maximize interaction in L2 and expose students as much as possible to the English language. Teacher- student interaction makes teaching process easier, quicker, and better. In addition, girls positively and effectively interact more than boys do.

Key Words: Classroom, Interaction, English, Language, Student, Teacher.

1.1 Introduction.

Interaction in the classroom can be classified into three kinds, namely, student-student interaction, students -content interaction, teacher-student interaction. It is obvious that teacher-student interaction is the most important one because it is more reliable, more beneficial, more practical, and more preferable by both teachers and students. To reach the target, teacher-student interaction is needed in classroom when the teacher centrally depends on the communicative approach as his applied method of teaching. Teacher-student interaction is a mutual or reciprocal action or influence occurring in the classroom every lecture, that directly leads to good results and fruitful feedbacks whether positive or negative. In teaching the English language, interaction is used to indicate the language (or action) used to maintain conversation and to teach or interact with participants involved in teaching and learning in the classroom. An effective interaction between teachers and their students in the classroom is essential for promoting long-term college success across all the semesters of the university study. Such interaction greatly helps teachers and students achieve their aims in teaching English and learning English respectively. The outcomes of teachers and students can be made much better if the teacher-student interaction is first activated, then increased and deepened.

Classroom interactions in general and teacher-student classroom interaction in particular have a great role of pushing students into indulging themselves into classroom activities. Mwalim (2011) said that classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and helps the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to share their opinion in the class.

1.2 Statement of the Problem.

There is no real and fruitful teacher-student classroom interaction in the Department of English, Faculty of Arts, Alasmarya Islamic University. This leads these students and their teachers to encounter difficulties and problems in learning and teaching the four skills of the English language respectively

1.3 Aims of the Study.

This study aims at shedding light on teacher-student classroom interaction in the Department of English, Faculty of Arts, Alasmarya Islamic University. It also aims at investigating the role of such interaction in the department mentioned above in teaching the English language. Moreover, this study aims at giving practical and plausible suggestions for overcoming any difficulties, weak points and problems in this kind of interaction.

1.4 Questions of the Study.

1- What is the influence of teacher-student interaction in Department of English, Faculty of Arts, Alasmarya Islamic University on the teaching process?

2- How can such interaction be realized effectively for the sake of making the teaching process better, easier, and faster than before?

3- What are the obstacles that prevent both teachers and students from rendering their interaction valid and reliable?

1.5 Hypothesis.

If there are real and efficient interaction between teachers and students in the Department of English, Faculty of Arts, Alasmarya Islamic University, there will be an excellent educational process and that will make the teaching process very effective and greatly fruitful. The existing of such interaction will facilitate the teaching process of the English language and give the students a golden opportunity for both learning and acquiring English.

1.6 Limits of the Study.

This study is limited to the students learning the English language in the Department of English, Faculty of Arts, Alasmarya Islamic University. All the data and results that will be obtained can be applied only on the above mentioned department.

1.7 Data Collection Instrument.

The data will be collected by a teacher questionnaire based on Likert scale which gives a quantitative value to qualitative data. This teacher questionnaire, intended for the teachers of English in the Department of English, Faculty of Arts, Alasmarya Islamic University, aims at investigating the teachers' opinions about applying classroom interaction as a pedagogical strategy to enhance the process of teaching and learning English in the above mentioned department.

2. Literature Review.

2.1 Introduction.

The topic of the interaction between the students learning the English language and their teachers and its influences on teaching English has been one of the most important topics in applied linguistics since it has a vital role in teaching the English language. Such interaction and its influences on teaching English have been discussed, investigated, and dealt with by many researchers and experts of English to figure out how they can be very useful to the educational process in general and teaching in particular. Regardless the pattern of teacher-student interaction or the form of teacher-student interaction, they all entail the suitable roles that ought to be efficiently performed by teachers and students for the sake of achieving the maximum benefit of such interaction.

There are a lot of definitions of interaction that have been put forward in the studies of interactions. Thurmond (2003) defined interaction as the learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology result in a reciprocal exchange of information. The exchange of information is intended to enhance knowledge development in the learning environment.

As Moore (1989) noted, interaction "carries so many meanings as to be almost useless" .Vrasidas and McIsaac (1999) pointed out that interaction is the process consisting of the reciprocal actions of two or more factors within a given context. Wagner (1994) provided a

definition of interaction within the context of learner performance: "An instructional interaction is an event that takes place between a learner and the learner's environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward an educational goal."

It is clear that any kind of interaction inside and outside the classroom has its own benefits and positive influences on both teachers and students. Once these interactions are got used of together, students and teachers get the maximum benefits and the educational process becomes easier and quicker. Ellis (1999) declared that the prominent role played by classroom interaction lies in the provision of more possible opportunities to encounter input or to practice L2.

It is universally acknowledged that the Initiation-Response-Feedback /Evaluation (IRF/E) sequence is the typical classroom teacher-student interaction pattern. Teachers initiate the interaction by asking students some questions or demanding something from them. Second, students respond by answering teachers' questions or doing what has been demanded from them. Third, teachers give their feedback to their students. In such a sequence of interaction that must be tightly controlled by teachers, effective, fruitful, and efficient interaction is ensured.

Spiro (2011) demonstrated how interaction was facilitated in an online instructional media course and the value that instructors and students placed on interaction in an online course. Alison (2007) asserted that through processes of repetition, segmentation and rewording, interaction could serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning.

In his study, Nugent (2009) showed a positive correlation between teacher-student interaction and motivation. Highly motivated students excel unmotivated students in their interaction with their teachers since they have a real will, genuine desire, and a positive attitude towards the English language, willingness to learn English, the feeling of having the capability appropriate for overcoming any obstacle they confront when they interact with their teachers.

2.2 Factors Affecting Teacher-Student Interaction.

Teacher-student interaction can be influenced by some important factors that determine the validity, reliability, and success of such interaction. In other words, these factors are what are required for enhancing teacher-student interaction and then improving the teaching process of English in the classroom.

I. Teacher-Learner Rapport.

One of the main, important, and essential roles of teachers inside and outside classrooms is to build a strong and fruitful relationship or rapport with his/her students. Teachers Zhang and Gao (2022) stated that "Rapport" is a somewhat slippery but important concept increasing positive climate in the classroom.

II. Teachers' Beliefs.

Teacher's belief is what inside a teacher that leads him/her to how to control the lecture with respect to the lesson and students. Shavelson (1983) indicates that teacher's theoretical beliefs, guiding teachers' expectations and decisions are thought to act as filters through which teachers make instructional judgments and decisions.

III. Learners' Different English Levels.

One of the challenges that teachers face in teaching is that there are students of widely different levels in the classrooms because directly teachers should decide at which level they ought to teach or to choose a level that is appropriate for all. Zhang and Gao (2022) declared that teachers of English generally make three basic level distinctions: beginner, intermediate and advanced (though exactly what these terms mean often depends on where you work and what textbook you are using).

IV. Anxiety.

Both of teachers' anxiety and students' anxiety can be a real obstacle in performing an efficient teacher-student classroom interaction since they delay and weaken such an interaction. MacIntyre and Gardner (1991) looked in more details at anxiety which seems to relate to negative experiences in speaking activities. This would confirm the experience of many teachers, but the suggestion that arises from such studies, that anxiety is a response learned through early experiences and that it can increases until the whole process of learning is badly affected, emphasizes the need for 'humanistic' approaches in the widest sense of the word.

V. Teachers' Questions.

The most effective instrument regarding teacher-student classroom interaction is questioning. Zhang and Gao (2022) stated that questioning plays a significant role in classroom teaching. Questions stated in language that is too complex or too wordy for aural comprehension must be avoided.

2.3 Strategies of Promoting Classroom Interaction.
1- Implementing Cooperative Learning.

Working cooperatively helps much in improving students' social skills and this is an effective way for students to suitably relate themselves to others who have different social background. Cooperative learning means that the teacher helps all the students in being included in the discussions occurring during the lecture.

2- Attending to Students' Linguistic Levels.

Interacting with students of different levels of English in different stages is not an easy task for teachers though it is something normal in most cases. Teachers ought to vary their pattern and amount of interaction according to the linguistic level of students and the lesson being instructed.

3- Reducing Classroom Anxiety.

Some unmotivated students are hesitant in speaking out and interacting with their teachers in classroom activities because of their shyness, low level of English or even their negative attitude towards the English language, to name just a few. It is obviously the

responsibility of teachers to help students overcome such obstacle and decrease students' anxiety to the minimum extent.

4- Improving Questioning Strategies.

Asking students for answering questions and commenting on the information of the lesson is the most important way for realizing teacher-student interaction. To activate such interaction, teachers have to ensure that all students participate in the classroom activities, protect students' self-esteem, and develop students' self-confidence.

5- Building Positive Teacher-student Rapport.

Making teacher-student classroom interaction effective and efficient necessitates that teachers should not overestimate their relationship with their students. Teachers have to know their students well with respect to their capabilities and potentials in order to perfectly plan the teaching process with all its details.

3. Study Methodology.

3.1 Introduction.

This chapter includes the study methodology. In more details, in this part, the researcher outlines the participants of the study, data collection instrument, the procedures that were followed by the researcher to get the data required

3.2 Participants.

The participants of this study consist of twelve teachers in Department of English, Faculty of arts, Alasmarya Islamic University. Their ages ranging from 34 to 64 and they were six males and six females. The researcher chose those twelve teachers randomly in order to get realistic information. These teachers were of different ages, genders, and experiences.

3.3 Data Collection Instrument.

In this study, one data collection instrument, a questionnaire, was got use of. A questionnaire based on Likert scale was administrated on twelve teachers in Department of English, Faculty of Arts, Alasmarya Islamic University. An appropriate statistical analysis was chosen by the researcher to obtain accurate results from data extracted from the teachers' responses to the questionnaire.

3.4 Procedures.

In order to conduct the questionnaire on the teachers, the researcher discussed the way of administering the questionnaire with the head of Department of English, Faculty of Arts, Alasmarya Islamic University. After getting the permission of the head of department for conducting the questionnaire, the researcher handed the questionnaire papers to the head of department who sent these papers to the participant teachers and explained the reasons behind this questionnaire to the participants and requested from them to react to the fourteen statements and one question of the questionnaire carefully in order to help the

researcher have real information and then obtain realistic and beneficial results. All the twelve teachers completed answering the questionnaire within two days. The questionnaire papers were collected by the head of department and the teachers were thanked for their participation in this questionnaire. The head of department handed the questionnaire papers to the researcher who warmly thanked the head of department for his help. At last, the teachers' responses to the questionnaire were analyzed very carefully by the researcher.

4. Data Analysis.

Analyzing the data gained from the teacher questionnaire very carefully, the researcher obtained the following results:

Note: All the numbers of teachers mentioned below are out of twelve teachers and all the percentages mentioned below are the percentage of the number of teachers that chose certain choice to all the teachers.

1- Teacher- student interaction is a must in teaching process.

For this statement, eleven teachers 93% chose "strongly agree", just one teacher 7% chose "uncertain". This means that most of the teachers think that teacher-student interaction is a must in teaching process.

2- Students' negative attitude towards the English language hinders teacher- student interaction whatever the teachers' attempts are.

Regarding this statement, three teachers 25% chose "strongly agree", four teachers 34% chose "agree", four teachers 34% chose "uncertain", and just one teacher 7% chose "disagree" . This indicates that about half of the teachers believe that students' negative attitude towards the English language hinders teacher- student interaction whatever the teachers' attempts are. Some of them are uncertain about this opinion because there are other factors that may enable them to overcome the students' negative attitude towards such interaction.

3- Effective interactional characteristics are hard to meet in your classroom.

Responding to this statement, two teachers 17% chose "strongly agree", three teachers 25% chose "agree", two teachers 17% chose "uncertain", and five teachers 41% chose "disagree". This shows that about half of the teachers think that effective interactional characteristics are hard to meet in your classroom. Some of the teachers reject this idea and think that such characteristics can be met in their classrooms.

4- Positive feedback from you increases students' interaction with you.

With respect to this statement, ten teachers 84% chose "strongly agree", one teacher 8% chose "agree", one teachers 8% chose 'uncertain' .This reveals that most of the teachers think that positive feedback from them increases students' interaction with them.

5- L2 teachers must prevent students from using their first language L1 in the classroom to maximize interaction in L2.

Reacting to this statement, four teachers 33% chose "strongly agree", six teachers 50% chose "agree", two teachers 17% chose "uncertain". This illustrates that most of the teachers think that they must prevent students from using their first language L1 in the classroom to maximize interaction in L2.

6- Teacher-student classroom interaction depends on teaching materials and techniques.

Regarding this statement, two teachers 17% chose "strongly agree", five teachers 41% chose "agree", three teachers 25% chose "uncertain", two teachers 17% chose "disagree". This means that half of the teachers think that teacher-student classroom interaction depends on teaching materials and techniques. Other teachers are either uncertain or against this idea.

7- Correcting students' errors as soon as they are made decreases student's interaction with you in the classroom.

Responding to this statement, two teachers 17% chose 'strongly agree", two teachers 17% chose "agree", five teachers 41% chose 'uncertain' three teachers 25% chose "disagree". This indicates that some teachers think that correcting students' errors as soon as they are made decreases student's interaction with them in the classroom and some think the opposite; however, about half of the teachers are uncertain about this point.

8- Teacher-student interaction prevents teachers from utilizing the whole time of the lecture for giving his lecture completely.

With respect to this statement, one teacher 8% chose "strongly agree", four teachers 33% chose "agree", two teachers 17% chose "uncertain", five teachers 42% chose "disagree". This shows that half of the teachers think that teacher-student interaction prevents teachers from utilizing the whole time of the lecture for giving his lecture completely and about half of them think the opposite.

9- Students' motivation assists in the success of their interaction with you.

Commenting on this statement, eight teachers 67% chose "strongly agree", three teachers 25% chose "agree", one teacher 8% chose "uncertain'. This reveals that most of the teachers think that students' motivation assists in the success of their interaction with them.

10- Self-confident students interact with you more than self-diffident ones.

For this statement, five teachers 42% chose "strongly agree", five teachers 42% chose "agree', one teacher 8% chose "uncertain", one teacher 8% chose "disagree". This illustrates that most of the teachers think that self-confident students interact with them more than self-diffident ones.

11- You force your students to interact with you in the classroom.

Responding to this statement, one teacher 8% chose "strongly agree", ten teachers 84% chose "agree", one teacher 8% chose "strongly disagree". This means that most of the teachers force their students to interact with them in the classroom.

12- Teacher-student interaction makes teaching process easier, quicker, and better.

With respect to this statement, six teachers 50% chose 'strongly agree", six teachers 50% chose "agree". This indicates that all of the teachers think that teacher- student interaction makes teaching process easier, quicker, and better

13- Second language acquisition-SLA depends greatly on classroom interaction in L2.

For this statement, ten teachers 83% chose "agree", and two teachers 17% chose "uncertain". This shows that most of the teachers think that second language acquisition (SLA) depends greatly on classroom interaction in L2.

14- Your students positively and effectively interact with you in the classroom.

Reacting to this statement, seven teachers 58% chose "agree", two teachers 17% chose "uncertain", and three teachers 25% chose "disagree". This reveals that most of the teachers think that their students positively and effectively interact with them in the classroom. Some of the teachers have an opposite case.

15- Who interact more with you inside the classroom?

a- Boys   b- Girls   c. Both

Answering this question, three teachers 25% chose "boys", and six teachers 50% chose "girls", and three teachers 25% chose "both". This shows that half of the teachers say that girls interact with them more than boys do inside the classroom. Some of teachers say boys interact more and some of them say both boys and teachers interact with them equally.

5. Conclusion and Recommendations.

5.1 Conclusion.

Classroom interaction is the exchange of ideas, opinions, and information between the teacher and his students. Teacher-student classroom interaction has to be of a mutual, continuous, and effective nature. The amount and type of teacher-student classroom interaction play an important role in determining the success level of both teaching process and learning process. In the classroom setting, the amount and types of interaction can be altered through different means: different tasks may give rise to different patterns of interaction. Most of the teachers in the Department of English, Faculty of Arts, Alasmarya Islamic University know the importance of the teacher-student interaction and think that their positive feedback increases self-confident and motivated students' interaction with them provided that they prevent students from using their first language L1 in the classroom to maximize interaction in L2. Teacher- student interaction makes teaching process easier, quicker, and better. Girls positively and effectively interact more than boys do.

5.2 Recommendations.

1- Teachers must encourage their students to interact with them by using suitable classroom activities.

2- It is a good idea that teachers interact with their students not just in the classroom but also online.

3- Teachers ought to force all the students in the classroom to interact with them.

4- Students have to have full awareness that participating with their teachers in the classroom much surely leads to enable them to understand their subjects well.

5- Both teachers and students must do their best and utmost in their performing their roles in teacher-student interaction appropriately to make teaching and then learning of great results.

6- Department of English should evaluate classroom interactions from time to time and stimulate both teachers and students into interacting more and more.

7- Teachers have to suitably choose the quantity and quality of the interactional scaffolding that gives direct and tangible results.

8- As leaders of classrooms, teachers have to ensure all their students the opportunity of reacting in the classroom with them in classroom activities; otherwise, students will not be able to efficiently internalize what he/she has learned because of the lack of the chance of practice.

9- Teachers' pedagogical implications ought to precisely and adequately coincide with the pattern and form of the interaction used in the classroom.

10- Teachers must tightly control the content and structure of the interaction in order to yield fruitful teaching and learning processes.

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APPENDIX

QUESTIONNAIRE

Dear Teachers,

This is a questionnaire for lecturers who teach in the English Department about teacher-student classroom interaction. The researcher asks you for ticking your suitable choices in the fourteen statements and one question below carefully in order to help him have a good idea about the role of classroom interaction between the teachers in the Department of English, Faculty of arts, Alasmarya Islamic university and their students in teaching English. Assertively, there is no need to mention your name in this questionnaire paper. Please, tick your choices in the questionnaire below according to the following table:

strongly agree	Agree	uncertain	disagree	strongly disagree
SA	A	U	D	SD

Gender: Male (6)   Female (6)

Age: Ranging from   34 to 64

No.	Statements	SA	A	U	D	SD
1	Teacher-student interaction is a must in the teaching process.	11		1		
2	Students' negative attitude towards the English language hinders teacher-student interaction whatever the teachers' attempts are.	3	4	4	1	
3	Effective interactional characteristics are hard to meet in your classroom.	2	3	2	5	
4	Positive feedback from you increases students' interaction with you.	10	1	1		
5	L2 teachers must prevent students from using their first language (L1) in the classroom to maximize interaction in L2.	4	6	2		

6	Classroom interaction depends on teaching materials and techniques.	2	5	3	2	
7	Correcting students' errors as soon as they are made decreases student's interaction with you in the classroom.	2	2	5	3	
8	Teacher-student interaction prevents teachers from utilizing the whole time of the lecture for giving his lecture completely.	1	4	2	5	
9	Students' motivation assists in the success of their interaction with you.	8	3	1		
10	Self-confident students interact with you more than self-diffident ones.	5	5	1	1	
11	You force your students to interact with you.	1	10	1		
12	Teacher- student interaction makes teaching process easier, quicker, and better	6	6			
13	Second language acquisition (SLA) depends greatly on classroom interaction in L2.		10	2		
14	Your students positively and effectively interact with you in the classroom.		7	2	3	
15	Who interacts with you more inside the classroom?	Boys 3		Girls 6		Both 3

Thank you,,

دور التفاعل في القاعة الدراسية بين الأستاذ والطالب في تدريس اللغة الانجليزية

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المستخلص.

يلعب التفاعل بين الأستاذ والطالب عند تدريس اللغة الإنجليزية وتعلمها بالطبع دورًا أساسيًا في تحديد نجاح عملية التدريس ومن ثم عملية التعلم بين كل من الأساتذة والطلاب على التوالي. ويعد التفاعل بينهما مفيدًا جدًا في تقييم مستوى الطالب وأحد الجهود المبذولة لكسب الثقة والاحترام لبعضهم البعض، وتشجيع الطلاب على أن يصبحوا متعلمين أفضل. كما يهدف هذا البحث إلى شرح ودراسة دور التفاعل الصفي بين الأستاذ والطالب والذي يتم في قسم اللغة الإنجليزية، بكلية الآداب، بالجامعة الأسمرية الإسلامية في تدريس اللغة الإنجليزية. كما تهدف هذه الدراسة إلى تقديم اقتراحات واقعية للتغلب على أي تحديات ونقاط ضعف ومشاكل في هذا النوع من التفاعل.

    ومن أجل الحصول على معلومات كاملة عن آراء الأساتذة حول دور التفاعل الصفي بين الأستاذ والطالب في تدريس اللغة الإنجليزية، تم إجراء استبيان مغلق للأساتذة على أساس مقياس ليكرت على اثني عشر أستاذا في القسم المذكور أعلاه. ويرى معظم هؤلاء الأساتذة أن التفاعل بينهم وبين الطلاب أمر لا بد منه في عملية التدريس خاصة عندما تتوفر خصائص التفاعل الفعال. كما تعمل ردود الفعل الإيجابية للأساتذة على زيادة الثقة بالنفس وتحفيز الطلاب على التفاعل بشرط أن يمنع الأساتذة الطلاب من استخدام لغتهم الأولى (اللغة العربية) في القاعة الدراسية لتحقيق أقصى قدر من التفاعل في اللغة الثانية (اللغة الإنجليزية) وتعريض الطلاب قدر الإمكان لاستخدام اللغة الإنجليزية. لذا فإن التفاعل بين الأستاذ والطالب يجعل عملية التدريس أسهل وأسرع وأفضل، إضافة إلى أن الطالبات يتفاعلن بشكل إيجابي وفعال أكثر من الطلاب.

الكلمات المفتاحية: الفصل الدراسي، التفاعل، اللغة الإنجليزية، اللغة، الأستاذ، الطالب .