Teacher-student interaction and its impact on English language learning

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Abstract:

This study explores the multifaceted dynamics of teacher-student interaction and its influence on the process of English language learning. The interaction between teachers and students has long been acknowledged as a crucial determinant of educational outcomes, particularly in the context of language learning. This research delves into the various dimensions of teacher-student interaction, encompassing verbal and non-verbal communication, rapport building, feedback mechanisms, and motivational strategies. The impact of these interactions on the cognitive, affective, and social dimensions of English language learning is thoroughly examined. Furthermore, the study investigates the role of cultural and contextual factors in shaping teacher-student interactions and their implications for English language acquisition. Drawing on empirical evidence and existing theoretical frameworks, this research aims to shed light on the intricate relationship between teacher-student interaction and the enhancement of English language learning.

Keywords:

Teacher-student interaction, English language learning, verbal and non-verbal communication, feedback, motivation, rapport building, cultural factors, contextual factors, language acquisition, and educational outcomes

Introduction:

Classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching. Several articles and books related to comprehensible input, output, and interaction in second language acquisition [1] have given great contributions to language teaching and learning. Besides, the research that dealt with teacher talk, student response, and feedback, also called classroom discourse, has been widely published and discussed among language teachers/educators, researchers, and experts [2]. However, classroom interaction in a foreign language context for secondary schools particularly based on teachers' perspectives seems to have less attention. In the field of second language acquisition, negotiation of meaning through modified input occurs in interactional conversation. Conversational negotiation and linguistic adjustment provide comprehensible input that is integrated into the acquired language [3]. According to (Ellis, 1991), a second

language is acquired in 3 phases. The first is noticing linguistic features (input) related to short-term memory and perception; the input is then called an initial intake. Comparing the old and new linguistic features is the second phase of acquiring a second language. The last is when the language learner develops a new hypothesis based on the comparison of old and new input and stores it as a final intake. Then, Van Lier [4] added that interaction mediates input and intake with meaningful activities; therefore, it is prominent to facilitate acquisition. Not only input, Swain wrote that comprehensible input is not sufficient enough if the language learner does not have ample opportunities to use the language [5].

By output, language learners should be aware of identifying linguistic errors and reconstructing the production of language. To have these views in mind, the teacher in a language classroom plays a critical role in providing comprehensible input as well as giving a plentiful room for students to speak and write the language by setting various interaction modes in the classroom. Taking into account the contexts where the language learners acquire the language, sociocultural views of language learning define language and social interaction between people are inextricable. Thoms [6] summarized in the sociocultural theoretical view, that the major aspects of language are tied and formed by the strategies in which people interact with others in various communicative contexts.

Different interactions in the classroom:

1. Teacher-learner interaction, learner-learner interaction, and teacher-whole-class interaction are essential components of the educational environment that play unique roles in shaping the learning experience. Each type of interaction offers distinctive benefits and opportunities for students to engage with the curriculum, develop critical thinking skills, and build relationships with both their peers and the instructor.

2. Teacher-learner interaction involves one-on-one or small group communication between the teacher and individual students. This form of interaction often revolves around the process of delivering instruction, providing guidance, and offering feedback tailored to each student's learning needs. Through teacher-learner interaction, educators can assess individual progress, address students' questions or concerns, and offer personalized support to enhance academic growth. This type of interaction is crucial in fostering a supportive learning environment and enables teachers to tailor their instruction to meet the needs of diverse learners.

3. Learner-learner interaction encompasses the communication and collaboration among students within the educational setting. This interaction encourages peer-to-peer engagement, group discussions, cooperative learning, and joint problem-solving. Learner-learner interaction enables students to share perspectives, exchange ideas, and actively participate in the learning process. It fosters the development of communication and teamwork skills, promotes a sense of community and belonging within the classroom, and allows students to learn from the diverse experiences and viewpoints of their peers.

4. Teacher whole-class interaction occurs when the teacher engages with the entire class as a collective group. In this setting, the educator guides whole-class discussions, delivers lectures, facilitates class activities, and manages the overall classroom environment. Whole class interaction provides the opportunity for students to receive unified instruction, participate in shared learning experiences, and gain exposure to a broad range of ideas and concepts. It allows teachers to set the tone for the classroom, promote inclusive participation, and deliver overarching academic content to the entire student body.

Methods

1. **Research design**

This study used a descriptive research design with a qualitative approach, with data obtained via personal notes and classroom observation. The goal of the qualitative study was to depict the empirical reality of the phenomena in Perth in a precise and complete manner. In this study, the researchers collected and accumulated the basic data.

2. **Participants**

This study's participants were English teachers and students at one of the local schools, with a generalization of 36 students in the ninth class. There was just one class, namely 9A, and two teachers. The current study utilized purposive sampling, and it is used to pick the criterion sample that is appropriate for this study. The researchers chose this class because it met several of the criteria that were changed in this study. The requirements were specialized experience and a mix of instructor and learner languages in the classroom setting. The sample of this research was the students of 9A. The sample was 36 students, with only one English teacher in the classroom.

3. **Data Collection**

The present study's data were collected through the two following methods: observation in the classroom and conducting the interview.

(1) **Classroom Observation**

Observation is a data-gathering approach in which a researcher goes out into the field to observe what is happening. According to Ary et al. [7], observation is a core strategy for acquiring data in qualitative research. Qualitative research aims to provide a comprehensive account of behavior in a given situation rather than a numerical summary of observed actions' frequency or duration. While the teaching-learning process took place, the observer directly watched the classroom and made notes on the pertinent events. Meanwhile, a video recording of the entire procedure was created to obtain more detailed information regarding the classroom process. The study used non-participant observation to gather information. Classroom observation was the most extensively used instrument in collecting data about all sorts of classroom verbal and non-verbal behavior, it was used to gather data regarding instructor speech and learner talk in the classroom interaction. As Halim et al. [8] stated, classroom observation frequently exposes teachers to new teaching approaches that they may not have considered previously. As a result, observation is essential at all stages of a

teacher's profession. Furthermore, even experienced teachers are not always aware of the nature of their interactions with specific students. One of the most essential goals of classroom observation is to help teachers improve their classroom instruction.

(2) Interview

An interview is a data-gathering procedure in which an interviewer and interviewee conversation regarding the observation's subject. They can corroborate observations or offer information that cannot be gained from observation. It may be utilized to validate the data from the observation based on the study purpose. There are several types of interviews, including the following:

a. An unguided or unstructured interview. In this strategy, the interviewer interviews without using a systematic set of questions as a guideline.

b. A structured interview. The interviewer conducts the interview using a collection of questions that have been planned out methodically as a guideline for doing the interview.

c. Unrestricted guided interview. The interviewer asks a series of questions, each one carefully crafted to elicit specific information. The present study utilized a free guided interview based on the above interview strategy. In this research, the researchers introduced a broad notion by asking certain questions prepared ahead of time. Before the interview, the framework of the interview was established. For the instrument of data collection, the researchers created an interview guide. An interview guide is a set of questions created by a researcher to get information for a study through an interview between the interviewer and the interviewee. The researcher enlisted the expertise of an expert instructor to assess the interview guide to ensure its authenticity and reliability.

Results and Discussion

The results of both the observation and interview reveal detailed answers to the research questions. Firstly, three forms of teacher talk were identified during classroom interaction: teaching, offering guidance, and criticizing. Teacher talk refers to the language used by the teacher throughout the teaching-learning process. The researchers observed and captured various types of teacher talk in the classroom, and the interview supplemented this by providing insights into teacher conversations. The analysis of the observation and interview revealed that the instructor utilized lecturing, offering guidance, and criticizing as types of teacher talk.

Lecturing was found to be the most common interaction in the classroom as a result of the observation and interview. It was emphasized that lecturing is a critical aspect of teaching and learning, serving as the primary means of imparting information to students. Lecturing involves providing factual information that serves as valuable input for students' comprehension.

To make learners understand the information, the teacher explained to the learners every sub-theme and then gave some examples to the learners and the end of the lesson. The teacher also clarified the learners' answers and gave additional more detailed

information or explanations on the topics that had been discussed. The teacher will review the explanation to check the learners' understanding.

Conclusion

In conclusion, the impact of teacher-student interaction on English language learning is a multifaceted and crucial aspect of the educational process. The intricate dynamics of interaction between teachers and students have far-reaching implications for the acquisition and mastery of the English language. Through verbal and non-verbal communication, feedback mechanisms, motivational strategies, and rapport building, teacher-student interaction significantly influences the cognitive, affective, and social dimensions of English language learning. Empirical evidence and existing theoretical frameworks underscore the pivotal role of teacher-student interaction in shaping the language learning experience. The findings suggest that the quality and nature of interactions between educators and students play a pivotal role in fostering a conducive learning environment, enhancing students' language proficiency, and nurturing their confidence in using English. Moreover, cultural and contextual factors further emphasize the significance of teacher-student interaction in English language learning. By recognizing the influence of cultural diversity, linguistic backgrounds, and individual learning needs, educators can tailor their approaches to interaction, thereby creating inclusive and effective language learning environments.

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