The Positivity of Utilizing the Classroom Interaction Strategy

in English Language Learning

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Keywords:	Abstract
Interaction *interpret* *lecturing* *giving directions* **Article Info** **Article history:** **Received:15-7-2020** **Accepted: 1-8-2020** **Available online**	Interaction is becoming more important in English learning. It is in relation with the need of the ability of the students to communicate in English. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of interaction that takes place during lessons. Language learning is the result of opportunities for meaningful interaction with others in the target language. Learning to interact in English means learning to communicate in English. Interaction is an important aspect in language learning because it is what people do in daily lives. This research aimed to describe and interpret the meanings of classroom interaction. The instructor interacted with individual students by accepting feeling, praising or encouraging, accepting or using ideas of the student, asking questions, lecturing, giving directions, reminding noisy students, and helping the student's work. In relation to the English lesson, the students interacted with their friends by talking about the activity asked by the teacher, discussing the teacher's questions, and asking about difficult words or expressions.

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الإيجابية في استخدام استراتيجية التفاعل بين صفوف الطلبة الدراسية لتعلم اللغة الإنكليزية

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الخلاصة:	الكلمات الدالة: ـ
أصبح التفاعل أكثر أهمية في تعلم اللغة الإنجليزية. يتعلق الأمر بضـرورة قدرة الطلاب على التواصـل باللغة الإنجليزية. عادةً ما يكون للنجاح أو الفشـل في تعلم لغة الفصـل الدراسـي شـيئًا، إن لم يكن كل شـــيء على الإطلاق، يتعلق بطبيعـة التفاعـل الـذي يحـدث أثنـاء الدروس. تعلم اللغة هو نتيجة الفرص للتفاعل الهادف مع الآخرين في اللغة الهدف. تعلم التفاعل باللغة الإنجليزية يعني تعلم التواصـل باللغة الإنجليزية. يعد التفاعل جانبًا مهمًا في تعلم اللغة لأنه ما يفعله الناس في الحياة اليومية..	التفاعل التفسير لغة الهدف إعطاء التوجيهات
يهدف هذا البحث إلى وصـف وتفسـير معاني التفاعل داخل الفصـــل. تفاعل المعلم مع الطلاب الأفراد من خلال قبول الشـــعور بالثناء أو الثناء أو التشـجيع أو القبول أو اسـتخدام أفكار الطالب وطرح الأســـئلة وإلقاء المحاضـــرات وإعطـاء التوجيهـات وتذكير الطلاب الصاخبين ومساعدة عمل الطالب. فيما يتعلق بدرس اللغة الإنجليزية، تفاعل الطلاب مع أصدقائهم من خلال التحدث عن النشاط الذي طرحه المعلم، ومناقشــة أســئلة المعلم، والسـؤال عن الكلمات أو التعبيرات الصعبة..	**معلومات البحث** **تاريخ البحث:** *الاستلام: ٢٠٢٠/٧/١٥* *القبول:٢٠٢٠/٨/١* *التوفر على النت*

1.1 The study aims: To discover and interpret the meaning of classroom interaction in English learning and to reveal what interaction strategy means to the students and instructors in teaching at university.

1.2 The problem

A communication process in the classroom is similar with the one in other setting. The function and pattern of the classroom communication is unique. Its primary goal is information sharing among instructor and students.

Interaction is a necessary component in communication. The communication is in the form of intrapersonal, interpersonal, group, and cultural. The participations and/or roles of the elements in each form have effect on the success of the communication. The quantity and the quality of instructor-student interaction are affected by the communication climate in the classroom (Barker, 1982:14).

1.3. **Definition of Basic Terms**

1- Classroom Interaction: Brown and Chmark (1993:188) states that interaction implies a relationship between two people involving interchanges over an extended period. Brown and yule (1983:22) state that interaction refers to what we normally mean by conversation and describe interaction that serves a primary social function. Classroom interaction refers to the interaction, activities that happen between the teacher and the learners, and among the learners themselves inside the class. Classroom interaction in an EFL context is defined as all communication, which refers not only to those exchanges involved authentic communication but also to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling (Ellis, 1990:12).

2- Techniques: A technique is a procedure used by the instructor in the classroom. In other words, it is what the instructor actually does in the classroom to implement a method, which is, in turn consistent with an approach (AL-mutawa, AL-kailani, 1989:12).

1.4. Language learning

To learn any language it is so important to know that in each class you have to focus on two main terms linguistics competence and communication competence. It means students have to study about the language, all the language aspects (phonology, morphology, syntax… etc.). In addition to that, they have to learn how to use the language; it means what and when to say the words or daily expressions. This helps them to sound more natural and close to natives. This idea has depended in Communicative Language Teaching (CLT), it is the most effective method of teaching duo to it meets all the principles that any student need to learn any language. It mainly focuses on interaction and communication between students. Students and the teacher are more likely to be partners in the process of learning. Communication Competence can be achieved only by achieving communication inside the class. In order to do that, teachers have to prepare realistic topics related to daily life and take in consideration students' level. It is important because if students are beginners or in intermediate level and the topic is for advanced level such as (politics), there will

be a gap so the aim is not going to be achieved. In addition, teachers have to give students the opportunity to speak and express their opinions to achieve communication. This helps students to learn any language because they will use the language not only learn about it. Another important point, students need to feel comfortable when they are talking, not afraid of making mistakes. To achieve this environment teachers have to save students security by choosing the appropriate technique of correcting students' mistakes. (Larsen and Anderson, 2011).

2. Literature Review

Interaction is synonymous with the learning process itself (Allwright, 2008). Interaction develops the learner's ability of a language. By interaction, a language learner can get more opportunity to use language successfully. Interaction also measures the learners' progress.

Interaction is the hearth of communication (B., Douglas, 2001:165). It is in the interaction what communication all about is found. It can be in the forms of sending messages, receiving them, interpreting them, or negotiating meanings.

Communication plays a central role in all classroom activities. Classroom communication is similar to other communication forms. But, the classroom communication differs as a function of unique purposes, environment, and participation forms.

The classroom communication involves some components. They are: the originator, encoding process, transmission, message, channels, communication climate, interference, reception, decoding, responder, and feedback (Barker, 1982).

The originator is the sender of the message, that is, teacher or students. Encoding process is the process of transforming the message into appropriate words or movements. Transmission is the process of sending message through specific channels. Message carries meaning from originator to responder via words or movements. Channels are the pathways on which messages travel-usually light or sound waves. Communication climate is the total of social, hereditary, and personal influences, which affect both originator and responder's communication behavior.

Interference is the noise in the communication system, which alters or changes meanings of the message. Reception is the process of receiving the message by eyes, ears, nose and so on. Decoding is the process of transferring the raw aural or oral stimuli into meaningful thought or word symbols.

The responder is the person or persons who are the destination of the originator's message. Feedback completes the communication cycle by sending messages back from respondent to originator indicating that the message was received and/or understood (Barker, 1982:3-8).

The nature of the classroom communication is affected by the components above. The components also make the classroom communication differs from other communication forms. The students' way of communication with their teacher outside the classroom differs with the one inside the classroom. The communication among the students outside the classroom also differs with the one inside the classroom. The classroom communication has a very specific characteristic.

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Students' communicative abilities are enhanced when they interact with each other through oral or written discourse (B., Douglas, 2001:48). Students can read or listen to authentic material.

(Lestari,1999) states that Classroom interaction is the key of learning any language, when you achieve communication you work on listening and speaking skills. Interaction helps students to overcome their speaking problems and enhance their oral proficiency. Communication inside the class helps students to use the language. That leads to be familiar with all language aspects; grammar rules, vocabulary, pronunciation. It is an effective method to memorize vocabulary. When students only memorize lists of vocabulary they may lose many of them, while when they use it every day it becomes a habit. The same for grammar rules, when they just know the rule it does not meant they can use it because it is hard to remember everything and focus when you come to talk in the very beginning.

Classroom interaction is an essential part to achieve the aim of teaching successfully for the following reasons; first, when you compare two classes, one of them is active and the one is not, you as a teacher or student can notice and feel the difference. The active class, which interacts, gives a positive energy, motivates you to learn if you are a student and to come up with new ways of teaching if you are a teacher. Because of that positive environment, the aim of teaching will be achieved. While the class that does not interact will be boring, so that will lead you to miss your goal. Therefore, communication inside the classroom motivates both students and teacher. (Kramsch,1986).

(Mackey,1999) states that interaction between students during the lecture enhance the relationship between them. It makes them closer to each other and be good friends, on the other hand, working as a group team gives them the spirit of cooperation and motivates them to learn faster and do their best because they enjoy it. Teachers can create many activities inside the classroom that depend mainly on students. For example, the teacher can open a discussion and give the students the opportunity to talk and discuss with each other.

Milal's (2011) study also stated that after knowing the importance of classroom interaction, you as a teacher need to know why some students never interact. There are many reasons, first, shyness and perfection complex. This is a serious reason, some students really know how to talk but they are shy or afraid of making mistakes. In this case, teachers need to know how to treat them and let them know that it is okay to make mistakes because it helps to learn. In addition, they need to know that practice makes perfect so they have to keep trying and do not mind mistakes. Second, students do not interact because of the lack of vocabulary, they may understand but do not know how to express their self. This back to the lack of practicing. In either case, teachers have to deal with the main reasons in order to success in helping their students. Teachers have many strategies to check the ability of students. For example, asking questions it is the most used strategy in classes. Another one is discussion. In addition, teacher can ask students to read a passage, although it is so simple but it works.

2.1. Types of Classroom Interaction

2.1.1. Social interaction

Cohen and Manion (1977: 172) state that types of classroom interaction can be divided into social interaction and group dynamic as well as computer interaction.

Social interaction involves student interaction and student-instructor interaction .Students learn by collaborating in small groups. They trend to form groups based on the identity and personality of their own.

2.1.2. Group Dynamic

Since the classroom is a community, there is a need to establish a rapport with the class, with its individuals and individual students from different sorts of relations with the group and with the instructor. Thus, there are a number of forms of interaction between the instructor and the students themselves. Interaction plays an important role in effective classroom management.

Firstly, close interaction between student-student or instructor –student helps in developing positive interpersonal relationships at all times. It helps in promoting conducive classroom learning atmosphere interaction between student who are actively engaged in independent work asks which can help in reading differ behavior among the students (Ibid. 176).

2.2. Techniques of interaction

McDonough and Shwan (2003:196) states that the participants in the classroom interaction can be illustrated as follows:

1. **Instructor-Learners**: It is established when an instructor takes to the whole class at the same time. The instructor talks the role of a leader or controller and decides about the type and the process all the time.
2. **Instructor-Learner a group of learners**: It is conducted when the instructor refers to the whole class. However, expects only one student or a group of students to answer.

3. **Learner-Learner**: The third type of interaction is called pair work. The students get an assignment, which they have to finish in pairs, McDonough and Shwan (2003), State that work and group work are not synonymous that just as they obviously reflect different social patterns , so the way in which they are adapted and applied in the classroom also has distinctive as well as similar functions.

4. **Learners – Learners**: A group work although can have a comparable range of function, it is by its very nature a more complex structure which will probably require greater role differentiation between individuals as well as certain amount of physical reorganization of the classroom (Ur,1996:232) makes the point comprehensively; he states that the success of group-work depends to some extent on the surrounding social climate, and on how habituated the class is to using it and also on the section of an interesting and stimulating task, whose performance is well within the ability of the group but it depends on effective

carful organization. Thus the instructor`s function here is that of a follow- up activity.

2.3. Classroom Management Techniques

Classroom management is term used by instructors to describe the process of ensuring that lessons run smoothly despite disruptive behavior.

This it is necessary to create classroom management techniques and discipline strategies that promote a positive learning environment instructor must have a well-managed classroom to occur.

Learning effective discipline techniques may last year. No one knows how to control a room filled with adolescents (Metzger, 2002:77).

Traditionally, when a classroom is well managed the room has a sound of order and structure. This usually indicates that pupils are sitting quiet and staying on task (Garrett, 2002:351). This creates the parameters for the social emotional physical and intellectual environment of the classroom.

2.4. Tips for creating a positive classroom Environment

The following are the main tips that should be used by the instructor in the classroom:

1. The instructor uses humor
2. The instructor greets students at the door way and in the hall.
3. The instructor shows enthusiasm and be animated
4. The instructor provides opportunities for every student to succeed.
5. The instructor models listening skills by paying attention when students speak
6. The instructor creates classroom retinal and traditions, which build a sense of community.
7. The instructor encourages parental and community involvement (internet).
   Jones and Jones (2007:223) state a number of guidelines that help the instructor to build positive relationship in the classroom, which can be summarized as follows:
     i. Use human relationship skills :It means using criteria like friendliness; positive attitude , the ability to listen; and the ability to compliment genuinely
     ii. Enable success: It means that pupils need to be provided with opportunities to achieve true accomplishment and to realize significant improvement.
     iii. Show respect and affection to the pupils: It means that the instructor must like the pupils and respect them as individuals.
     iv. Be fair and consistent: It means that instructor should treat the students fairly, not preferentially.
     v. Great opportunities for personal discussion:
        Instructor often finds it helpful to set time aside to get to know their students include talking with students before and after lesson, arranging for interview, sending letters to them …etc.

3. Research instrument

In order to achieve the aim of the present study, a questionnaire has been constructed by the researcher it is consist of (15) items these items represent the major classroom interaction techniques that are used in teaching by the instructors. The table below clarifies the major techniques

The Classroom Interaction Items

NO	Items	always	Usually	Sometimes	rarely	never
1	Asks the students for prior preparation of the material					
2	Choose interesting topics that motivate classroom					
3	Uses English as a first language to supply a basis for deeper					
4	Uses multiple ways or techniques to attract the attention of the students for the lesson					
5	Asks the students to correct their classmates during interaction					
6	Uses first and additional languages depending on the context, students instructor`s proficiency and assessment					
7	Provide the students with clear feedback through telling them about their mistakes					
8	The instructor gives the student a chance to create a friendly and flexible classroom atmosphere					
9	Engages the students with concepts and process for language and culture learning					
10	Encourages the students to interact with the classmates outside the classroom					
11	Gives the students enough time to answer the question					
12	Gives the students enough time to express, explain their thoughts, ideas and respect their opinions					
13	Uses examples in the lesson to explain difficult or an abstract topics					

14	Meets the students during working hours individually					
15	Gives corrective feedback through interaction					

3.1. **Final and Management of the Questionnaire**

The final form of the questionnaire was distributed to the specialties, and asked them to give their views regarding items. According to the scale the instructors response have been utilized by the researcher.

3.2. Statistical Methods of the Questionnaire
The following standards of the statistical methods are used in the questionnaire:
1. The percentage is used to find out the agreement of the jury members on the face validity of the instrument for each item and to calculate the final form or version.
2. Assessed mean is used to account the highest or lowest assess for each item of the questionnaire.

3.3. Conclusion

Positive interaction is the basic of progressive human relationships among people similarly to everyday life interactions. Students have to be trained to be effective communicators in a foreign language. We can do this through different ways of encouraging classroom interaction techniques.

Firstly, instructors can take on a variety of roles, but also that of a communicator. Classroom organization can also be adapted more often for one-to-one or group work arrangement to encourage classmate interaction.

Secondly, instructors can also observe classroom interaction more consciously (e.g. by investigation) and analyzed the gathered data in an interpretive way, and see how different strategies can improve students interaction.

Thirdly, classrooms interaction can be more effective if a variety of instructor and students talk is applied in the classroom. Instructors may accept feelings praise and accept students' idea instead of only responding to the instructors.

Fourthly, classroom interaction can be improved through a variety of activities for developing accuracy or fluency and controlled by instructor and students.

Finally, classrooms interaction can be developed by applying different strategies; these are some of the ways for encouraging successful classroom interaction. They can help students to become better communicators of a foreign language in and out of the classroom.

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