

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHER-STUDENT INTERACTION IN THE ENGLISH LANGUAGE
CLASS: THE CASE OF WESLEY HIGH SCHOOL BEKWAI-ASHANTI**

FRANK NABI

(200029884)

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DECLARATION

CANDIDATE'S DECLARATION

I, **Frank Nabi**, declare that this thesis, with the exception of quotations and references contained in these published works which have all been identified and duly acknowledged is entirely my own original work and it has not been submitted either in part or whole for another degree elsewhere.

Signature.....

Date

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: **DR. KWAKU OFORI**

Signature.....

Date

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DEDICATION

This piece of work is dedicated to my parents, my late Dad, Mr. Samuel Santos and Madam Comfort Mansah and the rest of my family members, who spent their time and energy on my education to make me what I am now. May God bless them all.

TABLE OF CONTENTS

Content	Page
DECLARATION	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Definition of Terms	9
1.4 Purpose of the Study	10
1.5 Research Objectives	10
1.6 Research Questions	10
1.7 Significance of the Study	11
1.8 Delimitation of The Study	11
1.9 Limitation	12
1.10 Organization of the Study	12
CHAPTER TWO : LITERATURE REVIEW	14
2.0 Introduction	14
2.1 The Classroom Environment	14
2.1.1 Classroom Organization	16
2.2 Interaction	17
2.3 Classroom Interaction	19

2.3.1	Roles of Classroom Interaction	20
2.3.2	Classroom Interaction Practices	21
2.3.3	Forms of Classroom Interaction	25
2.3.4	Competences for Teacher Students Interaction	29
2.3.6	Measures to Enhance Classroom Interactions	35
2.4	Student Motivation	36
2.5	Teacher Student Relationship	38
2.6	Theoretical Framework	39
2.7	Empirical Studies	43
2.8	Conclusion	49
CHAPTER THREE : METHODOLOGY		50
3.0	Introduction	50
3.2	Research Approach	50
3.3	Research Design	51
3.4	Population of the Study	53
3.5	Sampling Procedures	53
3.6	Research Instrumentation	55
3.6.1	Questionnaire	55
3.6.2	Interview	56
3.6.3	Observation	58
3.7	Data Collection Procedures	59
3.8	Validity and Reliability of Research Instrument	60
3.9	Ethical Consideration	62
3.10	Pre-testing of Instrument	64

LIST OF TABLES

Table	Page
1: Students' Bio-data	67
2: Teachers Bio-data	68
3: Descriptive statistics of teachers' perceived nature of teacher-student interaction	71
4: Descriptive statistics of students' perceived nature of teacher student interaction	77
5: Independent T test on nature of students' perceived nature of teacher student interaction	79
6: Descriptive statistics on the classroom teacher-student interaction practices	82
7: Predominant practices of teachers in teacher-student interaction	83

ABSTRACT

The aim of this research was to find the kind of interaction which exists between the English Language teachers and students of Wesley High School, Bekwai-Ashanti, using an Explanatory Sequential Design. The theoretical framework used for the study is Michael Long's Interaction Hypothesis. In teaching and learning English as a second language there is the need to have a good interaction between the teacher and the students. In the absence of a good interaction during English Language lessons, there will be no effective teaching and learning. Therefore, to find out the kind of interaction which goes on in the English language classroom in Wesley High School, some questionnaires were distributed to the teachers and students. Again, interviews as well as observations were done with both the teachers and the students to solicit information from them. The gathered data were analysed under the various themes according to the research questions with corresponding tables. The study established that the only interaction found in Wesley High School English Language classrooms was student to student interaction but not the communicative teaching method proposed by Noam Chomsky for a second language acquisition. It was also established that the teachers employed Teacher-Centred interaction method which does not allow interaction between the English Language teachers and their students in class. The study suggested that there should be in-service training and seminars organised by Ghana Education Service for the English teachers. Again, inspectors of Ghana Education Service should constantly monitor classroom activities to ensure that there is an effective teacher-student interaction practices. Lastly, Wesley High School teachers should have better and positive attitudes towards their students. The study further recommends that, studies in English Teachers' inability to interact with their students and bad attitudes of teachers toward their students be conducted.

CHAPTER ONE

1.0 Introduction

This study examines the interaction between teachers and students in both in and outside the English language classroom as the English Language teachers teach grammar, comprehension and summary. This chapter presents the background to the study, statement of the problem, definition of terms, research questions, purpose of the study, significance of the study, organization of the study, limitation of the study and delimitations. It is aimed at improving the quality of teacher student interaction in the English language class in Wesley High School and also promotes students' learning and their whole development.

1.1 Background to the Study

At the Senior High School level, the English Language teaching is divided into different aspects namely grammar, comprehension, summary, and literature. Each of them needs a different approach during the lesson delivery. To ensure effective teaching and learning in all the aspects there is the need to have effective interaction in a peaceful and comfortable classroom atmosphere for both the English Language teachers and the students during classroom discussions. During the teaching of English Language, the teachers need to be more creative and innovative in carrying out teaching and learning methods or strategies so that students could acquire knowledge effectively. This calls for supportive teachers in the English Language class. According to Akçay and Doymuş (2014), the selection of appropriate teaching methods and techniques is vital to ensure students' understanding of issues and concept at the highest level. In the classroom, there are various factors that determine the success of students' learning. Teachers, students and environments are among the determining factors that contribute to the success of the learning process in the

classroom. Thus, it is argued that evaluation of all aspects in the learning environment is crucially important because by doing so it will not only provide information for measuring the learners' performance, but also information on teachers' competencies in planning positive learning outcomes (Ahmad, 2010). Good interaction between teachers and students during English Language lessons will create positive relationships in the classroom and contribute to effective learning. Interaction between the teacher and students, and students and students is needed in the classroom activities taking communicative teaching approach as an example. It will maintain communication in the classroom. It will help the teaching and learning process to run smoothly. Also, when there is interaction (i.e. teacher-students' and students and students' interaction) during the English Language lessons the teacher's instruction will reach its target. This will remove the gap between the teacher and students in the classroom (Atta and Mensah 2015). As a result of this, the teaching and learning process will be balanced between the teacher and the students. This will not make only the teacher to be active in class but the students will also participate in the teaching and learning process. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Brown (2015) stated that interaction is the basis of second language (L2) learning, through which learners are engaged both in enhancing their own communicative abilities and social life.

In fact, effective teachers can assess changes in students' behaviour and understand the needs of students in the classroom. A good interaction between a teacher and his students depends on the classroom environment. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn. Conducive

classroom environment emphasizes cooperation and openness between teachers and students. In teaching and learning of the English language, students should be allowed to interact with teachers, classmates and surroundings. Interaction with the environment during learning process will stimulate all students' senses and encourage students to learn in a creative and innovative way (Sheffler 2009). This will trigger students' thinking and stop them from simply memorizing fact and knowledge. Furthermore, it will give students experiences that will make them to have interest in aspect like grammar. Hence, the students will be excited and encouraged to be part of all the learning activities. Active involvement in drama will provide more positive impact on the students. According to Ergin, Kanli, and Ünsal (2008), effective teaching by teachers enables students to establish a relation between previous drama lessons and their daily life and appreciate themselves. Thus, the teacher is a key factor in determining whether students' learning will be a success or a failure, this includes his attitudes and behavior. According to Telli et al. (2007), there is a general argument that teacher student interpersonal behaviour is a crucial element in the teaching and learning process. Several other studies also showed that teachers' behaviour such as compliments and punishment have a strong impact on students' learning (Walberg, 1984).

Again, the noise level in any learning environment influences the teaching and learning of the English language. For instance, grammar cannot be learnt in a noisy environment. According to Ahmad (2013), the physical aspects of the classroom such as noise levels, and psychosocial aspects like interaction between students, teachers and students and environment of classroom will contribute to teaching and learning satisfaction and have a significant impact on students' learning. Furthermore, the learning environment and classroom management can enhance comfort and

productive learning among teachers and students. A comfortable learning situation is more important and could affect students' motivation to learn. Therefore, classroom learning environment should meet the needs of teachers, students, learning activities and able to stimulate learning. It should also encourage active participation being monitored by the teacher. In other words, there should be Positive Classroom Environment. Bartlett (2003) noted that the effectiveness of learning will be increased if the learning environment is comfortable. Hence, a conducive learning environment, a good student teacher relationship and high learning motivation will increase the learning comfort and improve student achievement over time. This is a very important aspect which needs to be emphasized in the secondary school system in Ghana.

The English language is now global and globalization is also reflected in the worldwide use of the English language. As a result, English plays a vital role in many areas: education, science, technology, politics, and trade. Ghana is a multilingual country with about seventy-nine (79) local languages (Lewis, 2009). As a result of this, the English language has been chosen as the medium of instruction in all Ghanaian schools and at the same time it is the lingua franca of the nation. English is the formal language in all schools, with the indigenous language considered inappropriate for school use, (Owu-Ewie, 2006). This means that the English Language is learnt as a second language. It is very important for students to master the English language because an excellent command and performance in the English language is a prerequisite to getting a job and admission into the Senior Secondary Schools and other tertiary institutions.

The English language is the official language of the nation and as such, all departments and the offices use it as the medium of communication, to transact business and other activities. So in short, one can say that the success of an individual

depends on his or her proficiency in the English language. Without it, it will be difficult for him or her to further his or her education, to get employment and to get better opportunities in the country.

Educational institutions now demand for more communication and interaction among the students rather than just listening to the teacher. As a result, classroom interaction is very essential in today's educational bodies or institutions. Hence, interaction amid learners with their teacher is really fundamental, both in spoken and or written form. Consequently, the emphasis is on students' engagement in real communication and integrating the aspects learnt through interaction, (Long and Robinson, 1998). This means that the teaching and learning in the classroom should be students-centred. The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher (Jacob, 2011). The teacher has certain roles to play in the classroom. Aside this he needs to be competent in the delivering of his or her duties as a teacher. Gupta (1999) defines teacher's competence as knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job.

Teaching is an interactive act. In the classroom, communication between the teacher and students goes on constantly as responsive acts. This communication is called interaction (Jacob, 2011).

In Ghana, the classroom is the basic environment for teaching, learning and acquiring the English language as a second language from the basic to the university level. The classroom environment is defined as "an important tool for the teacher" Dean (2000, p. 84) and that the focus on making the classroom well organized and a more attractive environment will motivate the students to get the effective learning. According to Creemers and Rezigt (1996), the classroom environment is the place

where the students learn and take courses. This environment includes the classroom's physical environment, the social system, the atmosphere, norms and values (p. 2). In addition, Brophy and Good (1986) have also said that the classroom climate is one of the most important predictors of students' achievement. They mean that the provision of effective environment in the classroom will of course reflect positively on the students' achievements and engagement in the classroom.

This means that there should be effective interactions between the English language teacher and the students. It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Apart from the interaction there should be a good relationship between the teachers and their students. Marzano (2003) studied the practices of effective teachers and concluded "an effective teacher-student relationship may be the keystone that allows the other aspects to work well in class" (p. 91). According to Downey (2008), the quality of the relationship between a teacher and the student will result in a greater degree of learning in the classroom. Many linguists believe that, a good L2 classroom depends on interaction, the teachers' relationship with his students, and a good environment (Fraser 2012).

From what has been discussed above one can say that before there can be effective teaching and learning of the English language, there should be a trained teacher, a student who is willing to learn, a good relationship between English teachers and student and finally, effective communication.

1.2 Statement of the Problem

According to Schmoker cited in Gyamfi (2017), there is only one factor that influences classroom interaction and that is the teacher. It is teacher student interaction practices that correspond to teachers' talk, teachers' questions, and teachers' feedback as the contributors to teacher student interaction (Nunan, 1991). According to Schmoker cited in Gyamfi (2017), there are two main contributing factors to teacher-student interaction, and they are psychological and sociological factors. Psychological factors refer to the internal elements of the individual including emotional and cognitive domains, whereas sociological factors refer to external factors such as environment and friendship. However, both factors are inter-related and dependable. These factors are supposed to be applied to enhance teacher student's interaction in Wesley High School. The teacher has a role in both factors. It takes a competent teacher in ensuring effective teacher students interaction in the English Language classroom. Taking grammar teaching as an example, the teacher must not do all the teaching but rather involves the students. The problem is that many Senior High School English teachers still favour the traditional way of teaching English (where the rules are given before explanations) to the discussion teaching method. Specifically speaking, they use the deductive teaching methods. According to Rivers (2000, p. 13) teaching grammar is the process of interaction in which students can be stimulated to learn grammar actively without feeling bored and tired.

Again, it has been observed for some time that during the English Language lessons students do not contribute to the class. As confirmed by personal experience, the English Language teacher is the only person seen talking, making the teaching method to be teacher-fronted and teacher-centred instead of using the communicative

language teaching method, which allows the students to use the English language in a more realistic way through exposure to the English language.

The initiation of interaction by the teacher is the most important factor to create an interactive classroom. Usually teachers initiate interaction by asking questions, so improving the quality of questioning is crucial. Brown (2001) suggests that teachers should develop a repertoire of questioning strategies. Appropriate questioning can fulfill many different functions. Teachers' questions give students opportunities to develop and better English Language. They can serve to initiate a chain of reaction of students' interaction among themselves. They give teachers feedback about students' comprehension. They also provide students with opportunities to find out what they think by hearing what they say (Brown, 2001a, p. 165). Brown also suggests many effective ways of questioning: Knowledge questions, application questions, inference questions, analysis questions, and synthesis questions. Now in studying teacher students' interaction in Wesley High School one needs to know the type of the teaching methods and questions used by the English language teachers.

This then leaves many questions to be answered like;

- I. How do both teachers and students of Wesley High School perceive teacher students interaction to be?
- II. What type of interaction and teaching method do the English teachers of Wesley High School use?

Similar studies have been carried out by some researchers concerning teacher students' interaction like Patricia Brady Gablinske at the University of Rhode Island in 2014 but could not come out with specific information as to what form of classroom interaction should be used. In Ralston's (2004) study, the researcher

explored interactions that occur and are facilitated in mainstream classrooms where a majority of the students are English language learners, specifically in Southern Nevada. This research served to find out how students in local classrooms interact and how these interactions are elicited by teachers, within instructional contexts.

Gorham (1988) identified a set of negative teachers' attitudes which affect interactions in the classroom. Negative teacher attitudes like insults, shouting at students and others demoralize students to interact in class.

The study by Shaw (2001) investigated the impact of gender dynamics and culture on interaction in the adult English for Speakers of Other Languages (ESOL) from the teachers', students', and observer's points of view. The authors suggested that teachers and students from other cultures also need to be made aware of the increasing demand for the implementation of gender-fairness in teaching and administrative practices in education. Nugent (2009) in his study determined the value and impact of student-teacher interactions in relation to student motivation and achievement.

It is clear that many researchers have done studies concerning teacher students' interactions in various schools and came out with different interaction methods but that of Wesley High School is not yet known. This and other related problems have prompted the researcher to conduct a research in Wesley High School on teacher student interaction and its effect on students of Wesley High School- Bekwai.

1.3 Definition of Terms

The following terms have been defined;

Supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and be motivated to accomplish their own goals (Ostemian, 2000).

Positive Classroom environment is an environment that offers the best conditions and chances to enhance students' learning and interaction, also makes students feel part of the learning process, (Ostemian, 2000).

1.4 Purpose of the Study

The purpose of this study was to research into teacher students' interaction and the nature of interactions which actually exists between the teachers and students of Wesley High School.

1.5 Research Objectives

Based on the research objectives, the following objectives were formulated for the study. The study sought to find the;

1. Nature of the classroom interaction for English lesson in Wesley High School Bekwai-Ashanti as perceived by the teacher.
2. Nature of the classroom interaction for English lesson in Wesley High School Bekwai-Ashanti as perceived by the students.
3. What type of Classroom interaction practices are employed by the teachers in for English lesson in Wesley High School Bekwai-Ashanti?

1.6 Research Questions

The following research questions were formulated to guide the study:

1. What is the nature of the classroom interaction for English lesson in Wesley High School Bekwai-Ashanti as perceived by the teacher?
2. What is the nature of the classroom interaction for English lessons in Wesley High School Bekwai-Ashanti as perceived by the students?

3. What classroom interaction practices are employed by the teachers for English lessons in Wesley High School Bekwai-Ashanti?

1.7 Significance of the Study

It is observed that very limited numbers of research into the classroom interaction in the Senior High School have been carried out in Ghana, (Owu-Ewie, 2006). This research is among the few researches on classroom interaction in the Senior High School which seeks to find the nature of classroom interactions that exist in the schools and the classroom interaction practices employ by teachers. It would be enlightening teachers as well as students on interactive strategies applied in the classroom.

The findings of this research will be useful for the following;

It will help policy makers in the formulation of workable policies to promote effective and efficient teaching and learning which will be evident from the positive classroom interaction.

The study will provide information about the classroom interactions that exists in the Senior High Schools.

Furthermore, the results of the study will help researchers to carry out similar studies to enhance the generalization of the findings of the study. That is the results and research processes of this study will serve as a guide to other researchers conducting a similar study.

1.8 Delimitation of The Study

The study was delimited to SHS Three (3) students of Wesley High School but not the entire students. In terms of students, only a sample of SHS Three (3) classes were used for the study even though there were sixteen (16) SHS Three (3) classes.

The study was limited to classroom environment and student's interaction in class. Even though there were a number of classroom factors that influence teaching and learning, the study was delimited to classroom interaction.

Again, the study was delimited to the teaching and learning of English language. Classroom interaction as a factor has an impact on the entire teaching and learning of every student. However, the study was limited to the teaching of English language, hence English language teachers were used as the sample at the expense of other students and their teachers.

1.9 Limitation

The use of one school and one subject for the study placed a limitation on the generalization of the results. This means the results has a limitation to be generalized to the entire country and all subjects.

The use of the questionnaire as the major tool for data collection was another limitation to the study. The use of questionnaire was susceptible to faking of responses. Therefore, the possibility of faked responses in the results reduced the reliability of the results.

1.10 Organization of the Study

The rest of the chapters were organised as follows:

Chapter two of this study focuses on review of related literature. The discussion of the literature review was on conceptual review, theoretical framework and empirical review. The conceptual review focused on the concept of classroom interaction; definition, importance and factors that influenced classroom interaction. The theory of interactionism was reviewed under the theoretical framework. The

empirical review focused on nature of classroom interaction and classroom interaction practices.

Chapter three of the study describes the methodology used in the study. The discussion under the methodology comprised the population and sampling, the research instrument and design, and the procedures used in the data collection and analyses.

The fourth chapter focuses on the presentation of the results and discussions of results. The discussion also covers the research question and the hypotheses.

The final chapter of the study is devoted for the summary, conclusion and recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature on the topic Teacher-Students Interaction in the English Language Classroom and the effect that it has on teaching and learning in Wesley High School. This chapter is organized in three themes namely conceptual review, theoretical review and empirical review. The review is done in line with the following sub-headings:

- Classroom environment.
- Interaction
- Classroom Interaction
- Motivation
- Teacher-student relationship
- Theoretical Framework
- Empirical Studies

2.1. The Classroom Environment

Several researchers have defined classroom environment in various ways. They are as follows;

Dean (2000) defined the classroom environment as an important tool for the teacher. The writer further stated that the focus on making the classroom well organized and more attractive environment will motivate students to get effective learning.

According to Creemers and Rezigt (1996), the classroom environment is the place where students learn and take courses. They classified the classroom environment to include the classroom's physical environment, the social system, the atmosphere, norms and values (p. 2). In addition, Brophy and Good (1986) have

shown that; classroom climate is one of the most important predictors of students' achievement. They mean that the provision of effective environment in the classroom will of course reflect positively on the students' achievements and engagement in the classroom. This is to say that the nature of the classroom climate tells the nature of teaching and learning that happens in a particular classroom as in the case of Wesley High School English Language lessons. There are several forms of environment that may exist in a school, as in the case of Wesley High School. There is the physical classroom where the English Language teachers interact with their students and the social environment that is the school compound and lastly the psychology of the students.

According to Engelbrecht et al, (cited in Mpya, 2007), the atmosphere of the classroom should be supportive through nurturing the personal, cognitive and social development of all learners in order to encourage learning and maintain the motivating atmosphere of the classroom. A classroom needs to provide a safe and supportive environment in which all learners are willing to participate in class activities without feeling ridiculed (Khumalo, 2000, p. 34). This means that the classroom environment which nurtures the students' personal, cognitive and social development lies in the domain of psychological environment. This goes beyond the physical environment but rather an environment of the heart and soul. The students have to be psychologically prepared.

According to Mpya (2007) the classroom should be wheelchair-friendly, doorways should be widened, and stairs should be removed and be replaced with ramps to allow movement. The importance of the classrooms in terms of teacher students' interactions cannot be over emphasized and therefore should be managed very well for effective teaching and learning. According to Kaliska (2002) the

classroom management refers to the systematic instructional process that teachers use to guide students to be more effective and successful. (p. 4). Good and Brophy (1997) refer to it as the process of creating effective classroom environment.

Duke (cited in Emmer and Stough, 2001) stated that classroom management is about “...the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur...” (p.1). Also, Emmer and Stough (2001) elaborated this concept by stating that classroom management is about the “...establishment and maintenance of order, designing effective instruction, dealing with students as a group responding to the needs of individual student and effectively, handling the discipline and adjustment of individual students” (p. 2). It can therefore be concluded that classroom management is about the process geared towards achieving a good environment for the teaching and learning of English Language in Wesley High School.

The classroom environment is very crucial in the teaching of subject like the English Language which is susceptible to be teacher centred rather than discussions. In such a situation, interaction between the teacher and students tends to be poor.

For English lessons to be effective in Wesley High School, it is expected that the classroom environment in the school should have the same qualities of classroom as mentioned above.

2.1.1 Classroom Organization

The organization of the classroom is very important in the teaching and learning process. Choate (2004) and Mpya (2007) stated that creating an orderly setting is the first step in establishing an environment that is conducive to learning and preventing behavioural problems. The arrangement of the classroom should enable

learners to be free and relax when they move in the class without disruption. Alexander et al., (cited in Dean, 2000) suggested that it is important for teachers to organize their classrooms very well so that they can have the opportunity to interact with their students and to offer explanations which will help their students to develop thinking through sensitive questioning for the students to develop interest in interacting with themselves in class.

According to Hicks (2012), the classroom organization is very important and has essential influence on the teaching and learning process. This is because learning will never be developed and improved if the classroom is not effective and not well prepared for learning. Again, it helps students to meet the desired level of academic success. Poor classroom organization will negatively influence the teachers and students' behaviour (Hicks 2012). Also, it increases the violence and bullying in schools, as well as teacher's stress (p. 32). Both the psychological and physical environment of the classroom should be well organised to the extent that it will make students feel at home to express themselves and ask for clarification.

In ensuring classroom interactions in Wesley High School the classrooms should have all the good qualities mentioned in the definitions above and it should be well managed.

2.2 Interaction

Interaction in classroom teaching is very important because it provides an opportunity for better teaching and learning, this has been proven by several researchers. According to Littlewood (2000), interaction is the core of communication. Littlewood (2000) believes that the classroom is also a real social context, where learners and teachers enter into equally real social relationships with

each other and interact; once students master language structures and communicative functions, they can transfer them to other kinds of situations.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other Brown, (2001, p.159). Brown (2001) further suggested that from the very beginning of language study, the classroom should be interactive. Barns (cited in Johnson 2000, p.7) believes that classroom learning is a negotiation between teachers' meanings and students' understandings, a sort of give-and-take between teachers and students as they construct and shared understandings through face-to-face communication. If teachers understand how the dynamics of classroom communication influence second language, students' perception and participation in classroom activities may change for the better, they may be better (able to) monitor and adjust to the patterns of classroom communication to create an environment that is conducive to both classroom learning and second language acquisition, Johnson (2000, p. 3)

Interaction is so important in language learning situation. In interaction, students can use the language they have learned or casually absorbed in real life exchanges to express their real meaning because they may have experience in creating messages from what they hear always, Rivers (2000, pp. 4-5). Rivers (2000) further stated that interaction is the centre of communication. The central goal of foreign language learning in oral or written is communication. Teachers and learners need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share, (Rivers, 1987). Teresa, Pica, Young, and Doughty (1978) found that modified interaction led to higher levels of comprehension than modified input. This is confirmed by (Lightbown and Spada, 2002, p. 43).

It is in the interaction process that acquisition occurs. Learners acquire language through talking with others, (Johnson 2000, p. 95). Long suggests that when speakers have the opportunity to receive and participate in conversational adjustments, it maximizes their opportunities for second language acquisition (SLA). Johnson (2000) emphasized the importance of comprehensible input but places more emphasis on the interaction that takes place in two-way communication and the adjustments that are made as a result of the negotiation of meaning. The negotiation of meaning is defined by Ellis (cited in Johnson, 2000), as the interactive work that takes place between speakers when some misunderstanding occurs, and this will involve saying things.

From the above definitions it can be concluded that effective teaching and learning can only take place if there is interaction or communication between the teacher and the learner within a particular social context. That is, if English language teachers, students, and the content of teaching in a specific context, interact positively with one another, the effects of learning will be satisfactory, (XU, 2005). The teaching of English language requires much teaching mostly from the teachers. As a result of this the English Language teachers of Wesley High School need to cooperate and interact well with their students for effective teaching and learning.

2.3 Classroom Interaction

Interaction occurs every day during the classroom activities between the teacher and the learners. In fact, interaction between teachers and students in classrooms is one of the primary means by which learning is accomplished in classrooms. In the English Language classrooms, interaction plays a significant role in that it is both the medium through which learning is realized and an object of pedagogical attention (Barnes, 1992), (Cazden, 1988) and (Mehan, 1979).

The Cambridge Advanced Learner's Dictionary (2000) defines classroom interaction as when two or more people or things communicate within a given classroom. In addition, Brown (2001, p 28) described classroom interaction as the heart of communication and it is what communication is all about in L2 learning. Classroom interaction occurs as long as students communicate with one another and giving action and receiving the reaction in one way or the other in the classroom at any time.

Dagarin (2004) argued that classroom interaction is in “two-way process between the participants in the language process, the teacher influences the learners and vice versa.” Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means that the interaction in the teaching and learning process should be students' centred (Sarosdy et al, 2006, p. 121). He also noted that classroom interaction is a continuous process. The teacher acts upon the students to cause a reaction. The reaction includes a response to a question, an item in a drill, a word pronounced and a sentence written. (Sarosdy et al, 2006).

2.3.1 Roles of Classroom Interaction

Interaction between teacher and the students in the classroom plays a significant role in acquiring and learning the target language. These are several roles that classroom interaction plays in the classroom. They are;

a. Increasing Students' Language Store

Rivers (1987, p. 18) says through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or in dialogue. In interaction, students can use all they possess of the English Language, all they have learned or casually absorbed in real life exchanges (Rivers 1987, p. 18).

b. Developing Communication Skill

The interaction during teaching and learning process will help students to develop communicative skills. According to Thapa and Lin (2013), “Interaction in the classroom becomes the central factor which is able to enhance the student’s linguistic resources as well as equipping them with appropriate skills for communication.” Naimat (2011, p. 21) added that the communication skill is acquired through speaking activities, such as debates, discussions about desired topics among students.

c. Building Confidence

Thapa and Lin (2013) explained that in language classroom, interaction is an essential social activity for students through which they not only construct knowledge, but also build confidence and identity as competent language users. Therefore, by encouraging students to interact with teachers and among their fellows will build their knowledge as well as their confidence.

d. Strengthening the Social Relationship

Interaction, for students, will strengthen the relationship, either among themselves or with their teachers since it gives them the chance to learn from each other and to get feedback on their performance, (Naimat, 2011).

It can therefore be said that effective teacher student interaction is needed in Wesley High School because the students are not given the chance to interact freely in class. Again, lack of courage to speak can partly be attributed to poor classroom interactions existing in the school.

2.3.2 Classroom Interaction Practices

In terms of the language learning Flanders and Moskowitz (cited in Brown, 2001) categorized the language activities in the classroom into two (2) categories, namely teacher-talk and student-talk.

a) Teacher Talk

In language teaching what is claimed to be a teacher talk is the language typically used by the teacher in their communication, (Ellis, 1998, p. 96). Teacher talk is crucial and important, not only for the organization and for management of the classroom but also for the process of the language acquisition. In the teaching process, the teacher often simplifies his speech, applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated (Richards, 2002).

According to Moskowitz (1971) and Brown (2001, p. 177), teacher talk has eleven categories which enables it to be analysed in classroom interaction. These categories of teacher talk are divided into two kinds of influence; indirect and direct influences. The indirect influence is an effect which learners are motivated or encouraged to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described by Brown (2001) as follows:

- a) Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- b) Praising and encouraging students: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that their answers are correct.
- c) Jokes: intentional joking, kidding, making puns, attempting to be humorous. Providing jokes should not be at anyone's expense (unintentional humour is not included in this category).

- d) Uses ideas of students: clarifying, using interpretations, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being that of the student's contributions.
- e) Repeats student response verbatim: Repeating the exact words of students after they participate in classroom discussions.
- f) Asks questions: Asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Another influence in the teacher talk is direct influence. The direct influence is done with the aim to encourage students to be involved directly in the teaching and learning activity. The features are described as follows;

- a) Giving information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
- b) Correcting students without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- c) Gives directions: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.
- d) Criticizing student's behaviour: rejecting the behaviour of students, trying to change the non-acceptable behaviour, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
- e) Criticizing student's response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

b) Students Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As a result, their knowledge will be developed. Students talk will let them concentrate on the teaching and learning activities in the classroom. According to Moskowitz (cited in Brown (2001) there are six categories of students talk described as follows;

- a) Students' response to specific questions: Here, the students' response to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills, and others.
- b) Students' initiations in class: With this form of interaction, the students respond to the teacher with their own ideas, opinions, reactions, feelings.
- c) Silence: That is where pauses in the interaction occur. It is the periods of quietness during which there is no verbal interaction.
- d) Silence with Audio-Visual: with this interaction, there is silence in the interaction during which a piece of audio-visual equipment, that is a tape recorder, filmstrip projector, and record player is being used to communicate.
- e) Confusion, work-oriented: This form of interaction has more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
- f) Confusion, non-work-oriented: This form of interaction also has more than one person at a time talking and cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

It is clear that classroom interaction is dualistic in nature. It is a collaborative effort between the teacher and the student. However, the teacher as the manager of the class has leading role of bringing the student on to the interaction platform to interact.

2.3.3 Forms of Classroom Interaction

Malamah-Thomas (as cited in Mingzhi, 2005, p. 132) pointed out seven types of classroom interaction in the classroom aiming at teaching the target language as follow;

a. Teacher Speaking to the Whole Class

This is a common type of interaction in the English Language classroom and it is established when a teacher talks to the whole class at the same time (Dagarin, 2004). Mingzhi (2005) elaborated that this type of classroom interaction is characterized by teacher's initiation, student's response and teacher follow up. The role of teacher in this type of interaction is to be a moderator. This role is commonly applied when taking the roll, telling students about information or materials, organising drill, reading aloud and other activities related to the teacher-fronted classroom (Harmer, 2001). This type of interaction as Coulthard (1977, p.5) mentioned has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. Coulthard (1977, p.5) stated that the teacher can negotiate with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies students' talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why the English Language teacher should always consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009, p.57), English Language teachers should focus on three things during lessons with their students. Firstly, they must pay

attention to the kind of the language the students are able to understand, i.e. English Language teachers of Wesley High School should provide an output that is comprehensible for the level of all the students. Secondly, the English Language teachers must think about what they will say to their students, hence the teacher's speech serves as a resource for learners. Finally, English Language teachers also have to identify and vary the ways in which they speak to their students such as their voices, tones and intonations. Through interaction between English Language teachers and students the students can increase their vocabulary. At the early stages of the secondary education, students learn to exploit a lot in the English language to make the little they know go a long way. Their brains are dynamic, eager to learn and constantly interacting with what they have learned. As they meet each other from different Junior High School (JHS) for the first time, they interact with the English language among themselves and with their English Language teachers. This is a good beginning for the students. In a second language situation, interaction is essential to survive in the new language and culture. Thus, the students have experience in initiating interaction from what they hear and in creating discourse that conveys their interaction.

b. Teacher Speaking to an Individual Student with the Rest of Students of the Class as Hearers

The second type of interaction is the common interaction which is applied in the English Language classroom. According to Dagarin (2004), the teacher speaking to an individual student in a class forms another type of interaction. This is done when the teacher speaks to the whole class but however, the teacher expects only one student to answer. This arrangement can also be used for an informal conversation at

the beginning of the lesson or for leading students into a less guided activity (Dagarin, 2004).

c. Teacher Speaking to a Group of Members

According to Mingzhi (2005), this type of classroom interaction refers to the teacher participating with students in group work. In group work, students are assigned a task which involves collaboration and self-initiated language, (Brown 2001). In this type of classroom interaction, the teacher acts as an organiser for giving students information about what they are going to do or when putting them into pairs or groups, and closing them when the time is over, (Harmer, 2001).

d. Student Speaking to Teacher

This type of interaction is also referred to as students' initiation. Mingzhi (2005, p.62) argued that it is regarded as learner initiative. Learner initiative is common in the learner-centred classrooms, but rare in the teacher-fronted classroom. The students initiate the interaction process to speak to the teacher. This normally happens when the students do not understand information given by the teacher clearly, or to ask for clarification.

e. Student Speaking to a Student

This is related to the pair-work activities. Unlike group-work, the pair-work involves collaboration and self-initiation with only two students. The activity related to this type of classroom interaction is the dialogue where the speaker speaks to teacher. This pair-work activity has several benefits for the students. It offers many opportunities for the students to initiate interaction in the classroom, to speak, negotiation for meaning and to increase their motivation to speak (Brown, 2001).

Many theories of learning maintain that language is skilfully constructed through interactions between learners. Johnson (1995) supports the argument that if learner-learner interaction is well structured and managed, it can be an important factor for cognitive and speech development which will lead to educational achievement of a student. It can also develop the learner's capacities through collaborative works. This helps the learners to establish social relationship and reduces isolations in the classroom. Paula (2002) added that, when students talk with their peers about the content of the course, is a powerful way for them to reinforce what they have learned. The teachers then must encourage such type of interaction between learners because it is the fastest and the best way to learn a second language. It makes learners active rather than passive participants in English Language class.

f. Student Speaking to Group Members

This type of interaction is related to the group work. Mingzhi (2005) stated that this interaction can provide more opportunities for language production. However, this group-work has its own weakness, especially when a teacher does it for the purpose of giving the students more opportunity to speak in the target language. The weakness is that the students will use their native language (Brown, 2001). Therefore, it is important to stress that small group members can help students to build their intuition to English Language.

g. Student Speaking to the Whole Class

The last type of classroom interaction is commonly applied when the speaking activities are students-fronted, for instance in presentation and workshop (Mingzhi, 2005).

2.3.4 Competences for Teacher Students Interaction

For a teacher to be effective and efficiently creative has to exhibit some kind of competent qualities (Gupta, 1999).

The Speaking Skill

Learning English without practicing it is pointless and speaking is the way to practice it. Through speaking, one can express his opinions freely (Mora, 2010). Speaking is a basic skill that should be mastered by English Language students. Speaking is not a simple skill; its mastery requires some experiences and practice (Mora, 2010). Khadidja (2010) argued that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. Therefore, by speaking the English language as often as possible will reduce the difficulty in mastering it.

In teaching English Language speaking, fluency, accuracy (in grammar), vocabulary and pronunciation should be taken into account. So in second language acquisition it is expected that the teacher will be competent in his teaching so that the students will also be competent in their speaking. Khadidja (2013) explained the main characteristics of speaking skill as follows:

a. Fluency

Fluency is the ability to speak fluently and accurately Mora (2010). In addition, fluency means the ability to express oneself in an intelligible, reasonable and accurately without too much hesitation (Khadidja, 2010). Based on those statements, it can be concluded that fluency is related to the ability of a speaker to express his or her ideas accurately and without recitation. Therefore, teachers cannot be good in interaction in Wesley High School English Language classrooms without the teachers being fluent in the language they want to pass on to their students.

b. Accuracy

Accuracy is another main characteristic in speaking skill. There cannot be a good interaction in Wesley High School without accuracy in the teacher's speech. Accuracy has an important role to play in second language acquisition because if the structure of the speech is not accurate, the speakers will not be understood and their listeners will lose interest if they come out with incorrect utterances each time (Khadidja, 2010). There are three focuses in these speaking accuracies. They are; accuracy in grammar, accuracy in vocabulary, and accuracy in pronunciation. Accuracy in grammar refers to the appropriate use of the student's grammatical structure which involves the length and complexity of the utterances. It is needed for students, for example in arranging sentences in conversation (Mora, 2010). Accuracy in vocabulary means the appropriate selection of words during speaking. In addition, Harmer (as cited in Khadidja, 2010) puts it that the knowledge of the word classes also allows the speakers to perform well in their utterances. Accuracy in pronunciation is the way for students to produce language when they speak (Mora, 2010). Students should be aware of the different sounds, be aware of where the words should be stressed since those aspects give them the extra information about how to speak the English Language effectively and help them to achieve the goal of better understanding of spoken English (Khadidja, 2010).

c. The Principle of Democracy, Equality and Interaction

According to Wenwu (2009), "Only when the teachers and students are willing to be democratic and be a subject and regard each other as the subject, the relationship between teachers and students becomes the relationship of inter-subjectivity and the relationship of democracy". That is to say both teachers and

students have accepted the idea of democracy and are willing to respect each other. With this atmosphere inter- subjectivity education can gradually be established.

The equality and democracy between teachers and students, and among students is the basic principle of classroom interaction. In this interaction, the teacher cannot impose his will on his students; he cannot force his students to comply with the specification that they do not approve of.

d. Listening and Understanding

Wenwu (2009) stated that if teachers and students are able to develop the abilities to understand each other in the classroom it will lead to a relationship which will bring interaction in the English Language class.

Mingzhi (2005) stated that the teachers are required to understand their students, and meet their needs in cognition and emotion. Students also should understand their teachers in terms of their needs and emotions that will promote the teaching and learning of the English Language. Mingzhi (2005) argued that a typical evidence of the lack of understanding of each other (teachers ignoring their students' needs and students overlook their teachers' feelings) may not lead to a good cooperation among the teachers and their students. Khadidja (2010) and Wenwu (2009) supported the argument that the habit of listening means mutual understanding and mutual respect for each other. But according to Mora (2010), it is not always easy to do this, because it is difficult for the teacher to listen to their students, which shows teachers' superiority over their students during the teaching and learning of the English language. This kind of relationship will not promote interaction in the English class.

Mingzhi (2005) stated that teachers should communicate with their students and students should communicate among themselves democratically and equally through language. This two-way dialogue is better than teachers explaining everything in the English class without involving the students (Khadidja, 2010). Without dialogue, there is no equal interaction, no democracy, let alone mutual understanding between the English Language teachers and their students. This happens to be one of the key determinants of classroom interaction in the English Language class. This is because the learning of the English language is all about dialoging.

f. Reaching a Consensus as the Goal

According to Khadidja (2010), in the teaching and learning of the English language there should always be a goal and that goal is to ensure that the students have acquired the needed language to interact with their English Language teachers and the rest of the community.

g. Quiz between Teachers and Students or between Students

Mora (2010) posted that teacher's questions initiate interactions between them and their students during the English Language lessons. The post further explains that teachers should modify their questions in such a way that their students can understand them for a good feedback from their students and that will start an interaction between them and their students. The teacher's question allows students to think and actively involve themselves in the class (Khadidja, 2010). This is because a feedback or question from the students mostly depends on the teacher's questions. As Mingzhi (2005) stated that, it is not a simple task to let students ask questions. Again, Wenwu (2009) stated that letting the students to ask questions increases their

unpredictability of the classroom activities and learning content. The teacher cannot answer all the questions raised by students if he discharges his lessons well uses good questions skills (Mora, 2010).

h. Keeping an Eye on Students' Real Needs of Learning

According to Khadidja (2010), in order for the teacher to interact with students equally, to understand students, listen to their requirements and difficulties, he needs to take care of their real learning needs. Different students have different life experiences and different knowledge backgrounds which determine the learning needs of different students Mora (2010). Mingzhi (2005), further stated that with regard to how to design teaching plan, classroom activities, classroom arrangement and homework, the teacher should fully consider the different needs of his students, which requires the teacher to make great efforts. But if the teacher wants to do well enough he should fully and equally negotiate with his students. In a class with large size as Wesley High School, eye contact with students during English language lesson is better for lesson delivery because English

Language lessons mostly have fewer activities for all students at the same time.

i. Taking Care of the Emotional Needs of the Students

It is the duty of the teacher to care for the emotions of his students Mora (2010). Mingzhi (2005) commenting on the emotions of students stated that the English Language teacher cannot see his students only as recipients of knowledge, but his lovely children in the classroom that he teaches. The happiness, sadness, joy or disappointment should be the focus of teachers. Teachers should not only help his students acquire the knowledge and skills, but also help them enjoy life, form a healthy and positive personality Khadidja, (2010). Wenwu (2009) added that, the

teacher should be sensitive to the students' changes in emotion. When the questions raised by the students seem absurd and the other students laugh at him, the teacher can also laugh it off, but immediately make judgments according to the students' personality and mental capacity to make a decision quickly whether to encourage him or her or to lighten the atmosphere, or break the ice humorously, or to talk to him or her after school to ensure that his or her self-esteem does not hurt Mora (2010). All the students in the school precisely the Senior High School (SHS) three (3) of Wesley High School are adolescent ready to leave the pressure of school life, at this stage their predominant adolescent characteristics becomes to bear; shyness and geocentricism. It is therefore imperative for the teachers teaching language which students could make errors to be corrected to be circumspect and pay attention to the emotions of the students.

j. Multiple Rounds of Dialogue Timely

Khadidja (2010) stated that the real interaction is not unidirectional, nor a single round. The traditional way in class is that the teacher asks a question, and his students' answers which are unidirectional. Mingzhi (2005) put forward that true interaction requires the teacher to continue to ask his students more questions according to the answer from the students and go on in the same way to further the communication with students to deepen the mutual understanding of each other, and make both sides enjoy happiness.

k. Touching the Students' Real Life and Future Career Goals

For the English Language teacher to make his students interested and think independently in class, he should care about the real life of his students and real problem, (Mora, 2010). For example, a teacher of English can design to have a lesson in one of his language practice activities concerning the student's real life situations

that will motivate them to contribute to the lessons. Having lessons about what the students want to be after graduation, their ideal occupation and what their ideal life is, which is easier to arouse the interest of students, and allow students to truly express their thoughts and feelings (Khadidja, 2010).

I. Letting the Students Participate in Decision Making

Democracies and equality of education require the teacher and his students to have the same right for education decision-making (Kasim, 2004) and (Khadidja, 2010). Mingzhi, (2005) explained that decision making seems impossible for the teachers who lack professional knowledge and skills, but students know what they want, what they can do. For example, what the teacher will do in the next class such as the choosing the topic, the division of class into groups, selecting the group leader, homework and others should be fully discussed with the students and reach the consensus. This is because democracy requires the teacher not to force students to comply with the specifications and requirements that they have not approved (Mora 2010).

2.3.6 Measures to Enhance Classroom Interactions

Teacher's roles in classroom activities are probably the most demanding and important factors in terms of the effective classroom interaction. Teachers can play many roles in the course of teaching. Teachers should play not only the role which transfers knowledge to their students but also to be skilful with how to transfer this knowledge successfully and effectively.

Many scholars have proposed some techniques to ensure effective classroom interaction. Allwright and Bailey (1991) proposed planning as the first technique. The teacher has to plan what he intends to teach (syllabus, method, and atmosphere).

Rivers (1987 p.145) stated that the teacher in teaching learning process should not focus too much on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way. Le and Tran's (2013) suggested that the teachers could use team work, group work, pair work to manage large classes and improve classroom interaction.

2.4 Student Motivation

Motivation is a psychological construct that is fundamental to students' academic success (Schunk 1991). Broadly, motivation can be defined as “the processes that energises, directs, and sustains behaviour”, Santrock (2004, p. 414). A highly motivated student may be more likely to engage in behaviours that enhance academic performance DiPerna, Volpe, and Elliott (2005), DiPerna and Elliott (1999), Whang and Hancock (1994) and (Ormrod, 2006). Elliott (2005) listed self-efficacy, self-regulation and task value as the component of motivation.

Highly motivated students are also more likely to view academic tasks as valuable and important (Eccles and Wigfield, 1994), (Linnenbrink and Pintrich, 2002). Pintrich and DeGroot (1990) indicated that there is a positive correlation between self-efficacy and performance.

Motivation has also been connected to students' level of cognitive engagement and use of metacognitive strategies (Pintrich and DeGroot, 1990, p32). Students who are highly motivated for a task are more likely to utilize effective cognitive strategies for encoding new information (Ryan, Arbuthnot, and Samuels, 2007). These students display a tendency to employ critical thinking skills in problem-solving situations and

integrate prior knowledge with new information. Motivation of student is influenced by: expectancy-value, self-efficacy and goal orientation (Smart, 2009).

Expectancy-Value Theory

Expectancy-value theory posits that motivation is a function of an individual's expectancy for success for a given task and the individual's value for the task (Eccles and Wigfield, 1994), (Eccles and Wigfield, 2002). Expectancies for success refer to individuals' perceptions of how they will perform on an upcoming task. Motivation can also be affected by a student's value for the domain or task. Task value is central to the expectancy value motivational theory (Eccles and Wigfield, 1994). Task value is generally discussed in terms of utility value, intrinsic value, attainment value, and cost, (Wigfield and Eccles, 1992, 2002). Utility value refers to the student's perception of how useful a given task or domain is in his or her life. Intrinsic value references the student's enjoyment of the task or domain. Attainment describes the perceived importance of succeeding at a task, while cost refers to the effort needed to complete a task.

Self-Efficacy

Bandura (1977, 1997) noted that self-efficacy can be predictive of an individual's motivation, affect and behaviour. Britner and Pajares (2005) stated that teachers have a role to supporting students' self-efficacy for learning English especially at the SHS level for students who have little exposure. Students with high self-efficacy for a task have confidence in their ability to perform the task effectively. In contrast, low self-efficacy is marked by a lack of confidence in one's abilities to succeed at a given task or domain (Pintrich and Schunk, 2002), (Pintrich, 2000b). DiPerna, Volpe and Elliott (2005), DiPerna and Elliott, (1999) Whang and Hancock

(1994) stated that students who believe that they can perform well in a specific academic domain make healthier attributions for both success and failure.

Goal Orientation

Goal orientation refers to students' achievement goals, or "the reasons that students have for doing their academic work", (Pajares, Britner, and Valiante, 2000). These achievement goals are typically described as either performance goal orientations or mastery goal orientations (Ames, 1992), (Dweck, 1986), (Pintrich and Schunk, 2002). Performance oriented students are more likely to make social comparisons and place value on doing better than other students Pajares, et al., (2000), (Schunk, 1996). (Anderman and Young 1994). Teachers who promote competition and place a high value on test grades may foster the development of performance goal orientations in their students (Midgley, Anderman, and Hicks, 1995). Anderman and Midgley (1998) concluded that the classroom environment plays a large role in facilitating the development of mastery and performance goals in students. Teacher factors are influential in these classroom goal structures. Teacher interpersonal behaviour can communicate the goals that they valued.

There is essence of motivating students in class using different forms of motivations. Therefore, if the students of Wesley High School are demotivated they will not cooperate in class through discussions.

2.5 Teacher Student Relationship

Teacher student relationship is defined as a formalised interpersonal association between an authority figure and a subordinate who interact on nearly a day to day basis Larson, Wilson, Brown, Furstenberg, and Verma (2002), (Bartlett, 2005). According to Davis (2003); McCormick et al., (2013) and White (2013), a

good teacher student relationship is having low levels of conflict and high levels of closeness.

Most students' attitudes are affected by teacher's interpersonal behaviour. Again, Den-Brok, Fisher, and Scott (2005) indicated that a positive association between the students and their teachers lead to effective classroom interaction. The teacher-student interaction is synonymous to the teacher student relationship in the classroom. This is because the kind of interaction between the teacher and his students explains the kind of relationship that exists between them. In the same way there is the need for the teachers and the students of Wesley High School to have a good academic relationship before they can interact. The teacher students' relationship should be the one that will promote communication between the teachers and the students and finally lead to effective teaching and learning.

2.6 Theoretical Framework

This study is based of Michael Long's Interaction Hypothesis. The Interaction Hypothesis (or IH, for short), is a theoretical account of second-language acquisition (SLA), which attempts to explain the role of **interactions** in the language learning process. As opposed to internally-driven acquisition approaches, the Interaction Hypothesis sits in line with a socio-interactionist approach, which emphasizes the influence of the environment in which a learner is engaged. Ghaemi and Salehi (2014, p. 25) say that "nowadays it is believed that language is developed through interaction and negotiation of meaning."

Long's version of the interaction hypothesis builds upon Krashen's idea of comprehensible input. In interactional contexts (that is two-sided conversations involving at least two parties), there is an exchange of information happening. Interactions can occur in varying contexts and formats. Comprehensible input builds

up an individual's ability to understand information across varying channels and expressions, which is a key in achieving true acquisition of a language (rather than being restricted to just textbook knowledge). The exchange of information promotes interactional restructuring. The amount of comprehensible input determines the rate of acquisition.

The hypothesis is based on four constructs and they are **Input**, **Output**, **Interaction**, and **Feedback**. Gass and Mackey (2007) describe these constructs as non-distinct, due to the absence of specific boundaries which divide them clearly one from the other. In fact, each of the four constructs is interlinked in some way, as explained below.

Input refers to any of the linguistic forms received by the learner. Put simply, input can be broadly defined as information received by the learner, from an external source.

Output, on the other hand, refers to the linguistic forms produced by the learner essentially, internally-generated replies to the other conversational party (or parties) in an exchange. Traditionally, these two constructs were, by definition, restricted to verbal, face-to-face conversations, ideally with native speakers of the L2. In more recent developments of the interaction hypothesis, however, this narrow definition has since been expanded to include any form of linguistic data spoken, written, or typed from classroom interactions, to online exchanges via social media, to even AI-generated speech.

In the context of the interaction hypothesis, the interlinked constructs of input and output are viewed as the entities exchanged within an interactional setting, which allows interactions to happen through analysing the input and output of an individual,

it is also possible to gauge their relative fluency and proficiency in the language (the conversational segment of oral examinations).

Interaction is defined as the **function** that input and output fulfill. **Interactions** can generally be described as negotiations for meaning. These exchanges have an interactional structure; in the context of the interaction hypothesis, this refers to the manner in which information is exchanged during an interaction between parties. In this structure, modification techniques such as clarification and repetition are able to come into play to facilitate negotiations for meaning. Through a successful negotiation, learners are able to determine crucial information about their utterances for example, how standard their phrasing of a sentence was, or whether their understanding of vocabulary matches up with actual use, in context. A successful negotiation can be hindered by a variety of factors, such as language barriers, or cultural differences (especially differences in language use, e.g. across dialects).

Feedback is quite similar to input, with the crucial difference being that feedback is received in response to output. Two kinds of feedback can be identified within the context of the interaction hypothesis **explicit feedback** such as corrections, or metalinguistic explanation, and **implicit feedback**, including negotiation strategies such as clarification requests or comprehension or confirmation checks.

A further distinction between **positive** and **negative feedback** was later proposed. Positive feedback involves (possibly partial) agreement with the learner's input (e.g. discussion where you expand on the ideas expressed in the input), whereas negative feedback involves rejection (e.g. a teacher correcting the grammar of a student in the language classroom) of the learner's input. Together, these distinctions allow one to dissect the complicated nature of interactions into observable, explainable parts.

This hypothesis has its limitations despite its vastly comprehensive scope. The interaction hypothesis is admittedly unable to cover all elements of the second language acquisition process, instead choosing to focus primarily on the four constructs of Input, Interaction, Feedback and Output. Yet, it is this focus that might limit the interaction hypothesis. Interactions, though significant, only make up a portion of the second language learner's language experience; conceivably, failing to considering other parts of the second language acquisition process could leave room for confounds in the process of interaction that might affect the language learning process.

Furthermore, there are areas of the interaction hypothesis that might prove more theoretical than practical. An example would be the notion of negative feedback. Proposed to be a significant driver of learning, negative feedback allows a learner to gain awareness of their responses to input. Yet, it is unlikely that negative feedback would be found outside of the language classroom. Examples of negative feedback include correcting ungrammatical usages, but explicitly doing so in regular everyday interaction would not seem socially acceptable in the slightest. A similar instance can be found in the negotiation process in the very beginning stages of learning a new language, a limited vocabulary would likely dictate difficulty even in expressing oneself in complete, grammatical sentences, limiting the meaningfulness of utterances produced. On the other hand, advanced learners might not gain any useful linguistic knowledge when interacting with less advanced learners. Applying Long's interaction hypothesis to second language is the best because it spells out the all the language learning process.

2.7 Empirical Studies

In the study of Ahmad, Shakir and Siddique (2019) which was aimed at investigating the amount and type of teacher-talk and feedback provided by the teacher on learners' performance in a language classroom. It was revealed that the teacher spent about eighty per cent (80.1%) talking without involving his students in class. This type of teaching according to Nunan (1991) makes students dull in class because it does not encourage teacher students' interaction.

Aliicbay (2008) studies aimed at investigating the mechanisms or teaching method that will make students to understand literature in class. From three classrooms in three High Schools in Ankara, the study collected a forty-seven (47) hour video-recording database from sixty-nine (69) different sessions with fifteen (15) teachers. The analysis focused on L2 beginners. The results revealed that students showed their understanding of literature through demonstrable action by their teachers and through the teachers actions the students also participated in class through demonstrations and speaking. Students' participation and speaking in class among themselves and also with their teachers leads to better teacher students' interactions (Den-Brok, Fisher, and Scott 2005).

The study of Ibrahim (2012) sought to investigate the influence of classroom interaction in second language (L2) teaching and learning. The collected data of the mixed-methods approach is based on the twenty-two (22) English language teachers in the Senior High Schools. The questionnaires and the lesson observations schedule were the research instruments combining both the quantitative and qualitative research methods so as to have correspondent and corroborated results. The findings revealed that classroom interaction facilitates Second Language Acquisition (SLA) and proper handling of feedback during interaction positively affects SLA.

Additionally, proper patterns of classroom interaction not only contribute to L2 learning, but also affect positively the students' motivation to be engaged in the learning process and development.

Kasim (2004) study involved the teacher and students who were taking Speaking II Class at the English Department of State University of Malang. The data was collected by conducting a non-participant observation, recording, and interview. The study was qualitative in nature with an observational case study. It collected most of its data by conducting a non-participant observation, recording, and interview. The study used classroom process research design. Data of the study were in the form of field notes consisting of descriptive and reflective data. Based on the analysis, the study revealed that classroom interaction (CI) is the realization of a lesson plan which is organized in patterns of CI. It was also found that most dominant pattern is student-student (S-S) CI.

Camp (2011) the researched focused on an ethno-methodological exploratory descriptive case study. It was to investigate and understand teacher's perceptions on the relationships between teachers and students and how those teachers perceive relationships and how they affect students' academic performance and behaviour in a small town elementary school. Through analysis of teacher interviews, classroom observations, and participant journals, four predominate themes were determined: (a) relationships (b) culture (c) high quality instruction and (d) behaviour management. The data from study showed that these teachers believe that there is value in forming and maintaining positive and supportive relationships with their students in providing for their students' academic achievement and behavioural success. The data also showed that the teachers feel that the classroom and school culture influence academics and behaviour. Again, it is important to understand and respond to

individual student's cultures. These teachers all spoke of and wrote about the importance of planning high quality instruction in providing for academic and behavioural success. High quality teachers' instruction was observed in each teacher's classroom.

In Gablinske (2014), the study explored the affective domain of teacher-student relationships using a single case study design. The qualitative method in this study was derived from a constructivist viewpoint with a focus on deeply understanding teacher-student relationships. The outcome of the study revealed that interpersonal relationship between the English language teacher and his students influences teaching and learning of L2.

The study of Sundari (2014) was aimed at developing a deep understanding of interaction in language classroom in foreign language context. The participants in the study were twenty experienced English language teachers from eight lower secondary schools in Jakarta. The research made use of three male teachers and seventeen female teachers who have been teaching English Language for three (3) to thirty-six (6) years in all grades. Interviews were conducted and the gathered data was analysed according to a systematic design method. It was found that majority of teachers said that they combine first and target language and other teachers prefer to use mostly in first or target language. The results show that those teachers who used the target language were able to get most of their students speaking English language better than the others using interaction method of teaching.

The study of Omodan and Tsoetsi (2018) examined the practices involved in student-teacher relationships vis-à-vis its correlational effect on academic performance of secondary school students in an attempt to suggest solutions to the lingering problems affecting secondary school students' academic performance in

Nigeria. A descriptive survey research design was adopted and the population comprised all public secondary schools in Nigeria. Through homogenous sampling, three hundred (300) respondents were selected from the sampled schools. Two self-designed instruments, the “Student-Teacher Relationship Questionnaire (STRQ)” and the “Students Academic Performance Questionnaire (SAPQ)” were used to collect relevant data from the respondents. Data collected were analysed using descriptive and Inferential Statistics and the three hypotheses were tested at 0.05 level of significance. The study revealed a significant correlation between the student-teacher relationships and academic performance of students in secondary schools. It also indicated that classroom engagement and motivation were significantly related to students’ academic performance.

The study of Marija (2016) was to identify the factors which affect the levels of classroom participation among sophomore business students in Zagreb-Croatia. It was discovered that logistics, student traits, classroom climate, and the professors’ impact affected the level of participation within the classroom. Participation levels were identified to be higher in classroom environments that were smaller in size.

In the study of Fosen (2016) sought to explore whether teachers have a good relationship with their students both in and outside the classroom in the Muslim communities in Pakistan. The study also investigated whether teacher-student relationship has influence on teacher student interaction. The results revealed that the teachers predominantly formed good relationships with students who initiated contact with them. The study also revealed that the teachers had bad attitudes towards their students probably because of their religion and hence the teacher centred type of interactions in most of the Muslim secondary schools in Pakistan.

Ortiz (2014) studied whether the teacher's enthusiasm, level of difficulty of lesson, voice or volume, the use of inquiries and the teacher's use of positive feedback related to student academic engagement of inner city pre-school students as well as whether student academic engagement correlated with emergent literacy skills in some selected schools. Data were collected on thirteen (13) teachers and ninety-four (94) ethnic minority children in a North Eastern, inner-city day-care centre. Results indicated that all five (5) teacher behaviours were related to student academic engagement. However, none of these correlations were statistically significant to affect positive interactions in class.

Tognini's (2007) investigated the interaction between teachers and learners in ten primary and secondary school classes in Western Australia, with the aim of providing a detailed picture of its nature and patterns. The study found that teacher-learner interaction featured in various types emphasising that teacher students' interaction ensures effective learning a second language.

Lin (2009) examined students' experiences and perceptions of multiple interaction activities (self-directed, peer, and teacher feedback) implemented in a large multilevel EFL writing class in one private technological university in the southern part of Taiwan. A mixed method design was used. A total of one hundred and forty-five (145) students and four (4) teachers with four different classes were used. Results showed that Low achievers have difficulties in keeping up with the high achievers and therefore proposed that more attention should be given to the low achievers in L2 learning.

Tran's and Le's (2013) research in Vietnamese L2 schools examined the strategies the English teachers used in managing large classes. The study used a qualitative method with ten (10) teachers. The results indicated that the majority of the

teachers reported to adopt team work, group work and pair work as strategies to make students more responsible and active in their study.

The goal of the study Nugent (2009) was to determine the value and impact of student-teacher interactions in relation to student motivation and achievement. Student and teacher perceptions of their interactions were analysed. The results of the study revealed that equipping teachers with the appropriate resources and assistance help them to meet the needs of their students beyond academic instruction. Again, teacher-student relationship is crucial to student success. Pearson Correlation analyses proved positive correlations between teacher-student interaction and motivation, as well as positive teacher-student interaction and achievement.

The study of Wenglinsky (2001) sought to explore the link between classroom practices and students' academic performance using quantitative method. The study found that teachers can contribute as much to student learning as the students themselves.

In the study of Turano (2005) discussed the four major factors of classroom environment: physical environment, time and instructional management, behaviour management, and teacher effectiveness. A goal of the study was to contribute to teacher knowledge about how classroom environments impact students' learning. A resource centre and a first grade classroom were observed and the teachers of both classes were asked to complete a self-evaluation of their classroom's environment. Both teachers were found to have classroom environments that were conducive to learning. The results indicated that effective teacher students' interaction depends on the classroom environment, behaviour management and teacher effectiveness.

2.8 Conclusion

From the review of previous studies above, it is clear that various aspects of classroom interactions have been explored and concluded that there cannot be interaction in the English Language classroom without the following; teacher-student academic relationship, motivation and teachers' positive attitudes towards their students. The teacher is seen as the major factor to initiate interaction in the classroom. Apart from the teacher, there are also factors like the classroom environment and the learners' factor which all contribute to effective teacher students' interaction.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this study was to examine the teacher student interaction in Wesley High School of Bakwai-Ashanti. This chapter discusses the methodology that was adopted in carrying out the study. The methods and approach adopted in this chapter were put under the following; research design, population, sample and sampling procedure, research instruments, data collection procedure and data analyses.

3.2 Research Approach

Selecting an appropriate research approach is paramount in any study Creswell, (2009) and Punch (2009). Research by data collection could be quantitative, qualitative or a mixed method Creswell (2003), Creswell (2009), (Punch, 2009).

The study adopted the Mixed Method Approach of data collection. It focused on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies. The central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. Mixed Methods Research and Case Study Research offer unique methodological advantages for researchers wanting to address the complexity of these research problems and issues (Plano, Foote and Walton, 2018).

Gyamfi (2019) listed the characteristics of mixed method research design as

- a) Collecting and analysing both quantitative and qualitative data,
- b) Mixing two forms of data in different ways,
- c) Giving priority to one or both forms of data and

- d) Can be in a single study or in multiple phases of a study.

The Mixed Method is very advantageous for research because;

- a) One data resource may not be enough to understand the reality of this world,
- b) Initial results need to be further explained and
- c) A second method is needed to enhance a primary method.

3.3 Research Design

Specifically, the Explanatory Sequential Design was used for the study. The purpose of this design was to use qualitative approach to explain quantitative results (significant, non-significant, outliers or surprising results), to guide and also to form groups based on quantitative results, Creswell (2009) and so in the study, quantitative data on the teacher student interaction in Wesley High School of Bakwai-Ashanti was collected. A qualitative data from the same sample and also teacher students' interaction in the Wesley High School of Bakwai-Ashanti was collected to support the quantitative data. Typically, it is a two-phase design where quantitative and qualitative data are collected at different times. Qualitative study depends on quantitative results but usually quantitative data collection is the priority. Priority in the study was placed on the quantitative data. The quantitative data was collected to examine teacher students' interaction in the Wesley High School of Bakwai-Ashanti. The qualitative data was collected to support the findings of the quantitative data on the teacher students' interaction in Wesley High School of Bakwai-Ashanti.

The researcher employed this design because of its merits. The design provides a more accurate and meaningful picture of events on the basis of data collected at a particular point in time (Frankel and Wallen, 2009). This provides the basis for in-depth follow up questions to provide explanations to unclear issues. More so, the design has the potentials to provide a lot of information from quite a large

sample (Frankel and Wallen, 2000). It is considered as the appropriate approach for the study because it is a relatively inexpensive way of getting information. It assures manageability of the data collected. The design for the study is comparatively more economical since many subjects can be studied at the same time with small sample for the follow-ups Mitchell and Jolley (2010), (Frankel and Wallen, 2000). Also, findings from the study can be generalized for the entire population.

Punch (2009) also commenting on the advantages of the explanatory sequential mixed design, he stated that the design provides strengths that offset the weaknesses of both quantitative and qualitative research. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other. Also, the design provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone. Gyamfi (2019), added that explanatory sequential mixed design provides an approach for developing better, more context specific instruments. For instance, by using qualitative research it is possible to gather information about a certain topic or construct in order to develop an instrument with greater construct validity, that measures the construct it intends to measure and that the design helps to explain findings or how causal processes work.

Despite its advantages, its disadvantages are acknowledged. Frankel and Wallen (2000) identified that the difficulties associated with explanatory sequential mixed designs as that the research design can be very complex, it takes much more time and resources to plan and implement this type of research. It may be difficult to plan and implement one method by drawing on the findings of another and may be unclear how to resolve discrepancies that arise in the interpretation of the findings. Notwithstanding these disadvantages, the explanatory sequential mixed design is

found appropriate and applicable for the study. It would help to gather accurate data to describe the teacher student interaction in the Wesley High School of Bekwai-Ashanti.

3.4 Population of the Study

The population for this research was made up of the teaching staff and students of Wesley High School in Bekwai-Ashanti. The researcher chose this school because he teaches in the same school. He also lives with the students in the same town and it will be easy to get access to them for any information which will not be strenuous on the part of the researcher. The teaching staff is made up of one hundred and five (105) teachers. Seventy-two (72) of the staff members are males and the remaining thirty-three (33) are females. The school has a population of two thousand six hundred and sixty-four (2664) students. The total number of male students is one thousand five hundred and sixty-three (1563) and that of the female students is one thousand ninety-nine (1099). Out of the total number of the school, five hundred and forty-one (541) of them are in the final year class. The target class for the study were the final year classes or students. The final year classes are sixteen (16). But for the sake of this research only four of the classes were used. They are form Three Science (3SCI), General Arts (3A1A), Home Economics (3H) and the Business Class (3B).

3.5 Sampling Procedures

The sample procedure for the study was in two phases: one for the quantitative data and the other one for the qualitative data. For the quantitative data, a Convenient Sampling Technique was used to select SHS 3 students for the study. Because the SHS 1 and SHS 2 were in the double track system and as such relying on them would not have been appropriate. At the same time too the researcher happens to teach in the final year class. According to Gyamfi (2019), Convenient Sampling involves

choosing the nearest or available individuals to serve as respondents and continuing the process until the required sample size has been obtained. Gyamfi (2019) stated that the problem with convenience sampling is that available subjects might be a typical (different from normal or usual) of the population with regard to the critical variables being measured.

In the second stage, a Simple Random Technique was used to select four out of the thirteen SHS 3 classes for the study. Purposive Sampling Technique was used to select seven (7) English Language teachers from the one hundred and five (105) teachers. Also, the Simple Random Sampling was used to select six (6) out of the seven (7) SHS 3 English teachers for the questionnaire. According to Adjei and Tagoe (2009), the term random has a very precise meaning. Each individual in the population of interest has an equal likelihood of selection. Each unit in the population is identified, and each unit has an equal chance of being in the sample. The selection of each unit is independent of the selection of every other unit. Selection of one unit does not affect the chances of any other unit. Amedahe (2002) affirmed that in Simple Random Sampling, every individual or element in the population has an equal chance of being selected and the selection of a person does not interfere with the selection chances of any other persons. The process is considered to be free from bias because no factor is present that can affect the selection. The random process leaves subject selection entirely to chance.

In the last stage, the Census Sampling Technique was used to select all the students in the class because they were present for the questionnaire. This is because the views of all the students in each class would be useful in understanding the subject of study and that a large sample is needed for the quantitative data. According to Cooper and Schindler (2009), Census Survey is about the use of all members in any

population of interest. In all, two hundred and twenty-three (223) SHS 3 students were selected to respond to the questionnaire.

For the qualitative data, a Simple Random Sampling was used to select one student each from the four selected classes. Also, the procedure of sample random was used to select four out of the six English teachers who responded to the questionnaire for the interview. A census procedure was used to select all the classes, for the observation.

3.6 Research Instrumentation

The purpose of this research was to gather teachers' and students' perceptions on teacher student interaction in the classroom. In order to get an in depth information to describe the teacher-student interactions of Wesley High School English Language teachers and students, three different research instruments were used (i.e. questionnaire, interview and observation).

3.6.1 Questionnaire

In order for the researcher to be able to identify the nature of teacher student interaction, the researcher made use of questionnaire as the tool for getting information from the teachers and the students. The questionnaires were of two forms: one for the teachers and the other for the students. The questionnaire for teachers and students was used to solicit for information on how both teachers and students perceive interaction to be in Wesley High School classrooms and the teacher student practices employed during the teaching and learning of English.

The questions were all designed by the researcher with the help of other research materials. There were three different questionnaires. Two of them were for the teachers and the other one for the students. In each of the questionnaire there was a section to collect the biodata of the respondent. The same research questions were

design for both the English Language teachers and the student on how both the teachers and students perceived interactions in Wesley High School to be. The same questions were given to both teachers and students to avoid the situation where one group of the respondents will give wrong information (Creswell 2009). It was more concerned with the finding the actual nature of teacher student interaction in the classroom as perceived by the teachers and students. The last part of the questionnaire for the teachers was to investigate the teacher students' interactions practices employ by the teachers during teaching and learning.

Both forms of the questionnaire were of the close-ended form. It was of a five-point Likert type of questionnaire. The scales of the responses were as follows: Not Good (1), Good (2), Fairly Good (3), Very Good (4) and Excellent (5) for positive statements. The scale was revised for negative statements. This was done to ensure that the coding remains positive for easy analysis and interpretation of the results.

3.6.2 Interview

An interview is a unique research tool where information is gathered during verbal conversation with individuals. Sugiyono (2009, p. 17) points out that “interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic”. In addition, Sugiyono (2009, p.318) mentions as follows: “interview provides the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon”. An interview is a unique research tool where information is gathered during verbal conversation with individuals. It has a direct bearing on the research objectives as it provides access to knowledge on exact subject matter being investigated. This helps the interviewer or the researcher to get the first hand information without relying on another person.

Owu-Ewie (2012) stresses that there are three forms of interviews: structured (standardized), semi-structured (semi-standardized) and unstructured. A structured interview is the type of interview in which specific questions are asked and the order of the questions are predicted and written down by the researcher before the interview starts. A semi-structured interview, according to Patton (2002), is the type where the researcher specifies issues and topics to be covered in an outline form and decides the sequence and wording in the course of the interview. An unstructured interview on the other hand, has no predetermined questions before the interview but the questions emerge from the immediate context and are asked as the interview evolves (Patton, 2002).

Sugiyono (2009) also explained that unstructured interview is free interviewing where it does not have the complete and systematically arranged guidance for collecting the data. To support the credibility of the interview, taking of notes alongside is paramount. Thus, the interviewer needs to listen and make notes accurately of what respondents talk about. An interview can also be done in focus group or individually. Focus group interview, unlike individual interview, is where the researcher puts participants (between five and ten) and interviews them due to time or financial challenges.

Considering all the various types of interview, the researcher employed semi-structured interview since that allows for a range of questions written or unwritten that relate to the topic, but may not be in the interview guide to be asked. A general interview guide was used with semi-structured interview questions in an emergent design format developed to gain information from the interviewee. The questions for the interview guide were designed to be interpretive and were drawn from a review of the literature. A Responsive Interviewing protocol was developed with follow up

questions and probes. This allowed the researcher to ask additional questions to explore the particular themes, concepts, and ideas introduced in the initial interview. Probes were also part of the responsive interviewing protocol used as a technique to keep the conversation going in order to complete an idea, fill in a missing piece, or request for clarification (Rubin and Rubin, 2005).

The interview for participants was done individually and the results were recorded, transcribed and analysed for the purpose of the research work. In all seventeen (17) interview questions were selected for the teachers and Six (6) interview questions were also used for the students, which each student was given the chance to express his or her view on each question. All focus-group took part in the interview.

3.6.3 Observation

Observation is the process of watching something or someone closely for a given period of time in order to find out an answer or a solution to a problem. Observation involves the researcher taking the role of an observer and noting down the behaviour and activities of the group or individuals in a research class. Best and Khan (2006) maintain that observation consists of detailed documentation of behaviour, events and context surrounding events and behaviours. The researcher may record his or her observation in an unstructured or structured way no matter which one way he uses. Observation can also take two main forms; participant and non-participant observation (Owu-Ewie, 2012). Participant observation is where the observer forms part of the group under observation. With the non-participant observation, the observer may conduct the observation covertly (secretly without the full knowledge of the participants).

According to Fraenkel and Wallen (2009), Naturalistic observation means observing individuals in their natural settings, as things naturally occur. In this research, the classroom interaction will be observed. Observation has a number of advantages;

1. The researcher can record information as it occurs,
2. The researcher has a first-hand experience with participants,
3. Usual aspect can be noticed during observation, and
4. It is useful in exploring topics that may be uncomfortable for participants to discuss (Creswell, 2009).

In the class, the researcher observed the nature of teacher students' interactions in the selected classes of Wesley High School and the kind of interaction practices employed by the teachers as well as the competence of teachers in teacher students' interactions. The researcher employed covert participant observation by making his presence not known to the teachers and students to be observed. This was done to get a reflective data for the study.

3.7 Data Collection Procedures

Creswell (2009) noted that “data collection procedures in qualitative research include collecting information through un-structured or semi-structured observation and interviews, documents and visual materials, as well as establishing the protocol for recording information. The data collection procedures were in three phases: administration of the questionnaires, interview sessions and the observation. Before administering the instruments, the researcher sought permission from the headmaster and made his intentions (objectives) known to him. The researcher explained to him the purpose of the study to the head and subsequently sought for the students and teachers consent.

The time allocated for the answering of the questionnaires was made known to the participants as well as all the necessary procedures they would have to follow. Students were briefed and exposed to the dos and don'ts as far as the questionnaire is concerned. The questionnaire administration took approximately thirty-five (35) minutes, five (5) minutes for instructions and thirty (30) minutes for answering and collecting them. The role of the researcher was to ensure that every student understood the instructions and to collect all of the questionnaires once answered.

With regard to the interview, the students were assured of the confidentiality of whatever will transpire between them and the interviewer. The allotted time for the interview was made known to the students in order to psych them to at least spend some time with the researcher to answer some questions.

Lastly, a minimum of about five (5) minutes of a familiarization tour with students took place before the actual observation of lessons. This was done to take off the tension and discomfort students might feel when the researcher met and observed them while teaching and learning were in progress. The focus of the observation was to find how students would want to be corrected in the classroom and areas they would want to be corrected. The researcher spent ten (10) minutes to observe some of the lessons being taught. The researcher did not only observe English lessons, but also observed any lesson that the medium of instruction was in English. In this research, the data were collected through natural observations and interviews as practiced and recommended by Yin (1994, 2009) and (Stake, 1995, 2010).

3.8 Validity and Reliability of Research Instrument

Credibility and authenticity are major components of validity in qualitative research. Qualitative validity is where the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that

the researcher's approach is consistent. With regard to validity with qualitative research, Stake (1995) created a list of things to assist in the validation of naturalistic generalizations' (p. 87).

They are;

1. Accounts of matters the readers are already familiar with so they can gauge the accuracy, completeness, and bias of reports of other matters;
2. Provide adequate raw data prior to interpretation so that the readers can consider their own alternative interpretations.
3. Describe the methods of case research used in ordinary language including how the triangulation was carried out.
4. Make available information about the researcher and other sources of input (p. 87).

In addition to this, it is said that "it is the responsibility of the researcher to assist readers to arrive at high quality understandings of the findings", (Stake 1995). The researcher's analysis and interpretations have to be parallel to that of the readers'. Getting different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes adds validity to the study, Patton (2002), Creswell (2009), Yin, (2009) and Stake (2010). This also serves as support for Stake's 'high quality of understandings' (p. 88) that he asserts a researcher must obtain.

Stangor (2004) opined that content validity is one of the most powerful techniques available to the researcher through which data gathering instrument like questionnaire can be validated. Thus, the content validity measure was adopted. Content validity evidence is related to how adequately the content of an instrument and the responses to the instrument samples the domain about which inferences would

be made, (Nitko, 1996). The Cronbach's Coefficient Alpha as a measure of internal consistency was used to determine the reliability of the tried-out instrument. The reliability coefficient of the questionnaire was 0.79.

3.9 Ethical Consideration

Deyhle et al. (1992 p.190) argued that research in education, whether quantitative or qualitative, is basically applied research. The results of such research mostly have immediate or potential practical applications or implications (p.610). Ethical issues are serious concerns for all qualitative researchers mostly because of the relationships that are developed. Unique ethical considerations are inherent in designing a qualitative study because the success of such research is based on the development of special kinds of relationships between researchers and informants (p. 618). Deyhle cautions researchers to be mindful of ethical issues especially in social research because it is concerned with data about people. Consideration for moral issues and respect for participants is essential in social research (Punch 2009). The researcher is a teacher by profession in the school where the research was carried out and as such has a close personal relationship with the teachers and students and that allowed him to obtain all the important information he needed. Being mindful of Deyhle, et al.'s (1992) caution regarding how information is gained and divulged, the researcher was explicit in describing the purpose of his investigation with this study participant. While many qualitative researchers, Stake (1995), Yin (2009) and Deyhle, et al., (1992) understand that there are no set of ethical rules in place for qualitative researchers to follow. Best practice dictates that mindfulness and reflective strategies should be at the forefront of the study design. To that end, my interaction with this study participant included opportunities for questions, clarification of process, and assurance of confidentiality.

In this research several ethical issues were taken into consideration. This includes informed consent, confidentiality and anonymity. The informed consent was used. According to Seidman (2006), informed consent affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them. It also spells out that they have the right to withdraw even after consent has been given. This is in line with Cohen et al. (2000) and Mertens (2010), who also stated that informed consent, arises from the participant's right to freedom. In this study, the purpose of the study was carefully reviewed with each participant before they were involved in the research.

With confidentiality however, efforts were made to maintain confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondents names were recorded in the study.

Anonymity of study respondents was also highly taken into consideration in the present study. Oliver (2010), pointed out that anonymity is a vital issue in research ethics because it gives the participants the opportunity to have their identity concealed. In this research, fictitious names were used for identification purposes which cannot be traced to the participants. Codes were also adopted where necessary to ensure anonymity of information and harm. In order not to unnecessarily invade the privacy of participants, prior notices were made to selected classes before the data collection commenced. Neither names nor any identifiable information from respondents were taken as a way of ensuring the ethical principle of anonymity in social research. This is to prevent possible victimization of respondents where certain responses may be viewed as unpalatable to other stakeholders.

3.10 Pre-testing of Instrument

In order to check for the appropriateness of the data collection instrument and data procedures, the instrument was pre-tested. The research instrument was pre-tested on fifteen (15) students and five (5) English teachers in another school in the district which was not selected for the study by a simple random selection. The selected school is comparable to characteristics of the target population. The questionnaire was administered to the teachers and students after the purpose of the study has been explained to them. The teachers and students were asked to ask for clarification, decide and report any ambiguous statement on the questionnaire. The purpose of pilot testing was to discover any weaknesses in the instrument, check for clarity of the questions or items and also elicit comments from respondents who would assist in the improvement and modification of the instrument. Furthermore, the instruments were shown to my supervisor for his expert advice in order to establish content validity.

3.11 Data Analysis

According to Creswell (2012), analysing qualitative data requires understanding on how to make sense of text and images so that you can form answers to your research questions (p.236). The instruments used in this study were questionnaires for students and teachers. The data gathered from the instruments have been analysed in a logical, coherent, and statistically way.

Patton (2002) advised that, because each qualitative study is unique, the analytical approach should also be unique in getting the correct data, using the necessary skills and methods. With this knowledge as background idea, data were analysed following the steps outlined by Rubin and Rubin (2005) for Responsive Interviewing analysis techniques:

- 1) *Recognition*: finding the concepts, themes, events, and topical markers in interviews;
- 2) *Clarify and synthesize*: through systematic examination of the different interviews to begin understanding of the overall narrative;
- 3) *Elaboration*: generating new concepts and ideas after clarification and synthesis;
- 4) *Coding*: systematically labelling concepts, themes, events, and topical markers, giving them a brief label to designate each and then marking it in the interview text where they are found;
- 5) *Sort*: sorting the data units and ranking them and building relationships toward a theory (p. 207).

Data on the all research questions, Questions 1-3, were analysed with means and standard deviation. This is because, the research questions sought to examine the nature of teacher students' interaction as well as the teacher students'2 interaction practices employed by teachers. The narrative analysis was used to analyse the qualitative data to support the quantitative data.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This study was aimed at investigating teacher students' interaction in the English Language Classroom and the effect that it has on teaching and learning in Wesley High School. This chapter deals with the analysis and presentation of the data collected from the respondents (teachers and students) that participated in the study. The data were analysed and discussed according to the research questions.

Data were analysed using frequency distributions, percentages, standard deviations and means and Independent Sample T test. The first part of this chapter describes the demographic characteristics of respondents. In the second part, the research findings were presented in four sections according to the research questions posed.

In the third part the qualitative data from the interview and observations were analysed. Qualitative data was collected from respondents by note taking. The recorded data was transcribed verbatim in the English language. The thematic analysis method, in accordance with qualitative analytical framework was used to analyse the data which involved the reading and re-reading of the text. The coded text was filtered and placed in similar contents to form a tree node. The identified content of the texts was entered into memos which eventually was manually organized into codes and themes for further analysis.

4.1 Analysis of Bio-data

This section of the chapter presents the analysis of the background data of the respondents. The result of the distribution of students by gender are presented in Table 1

Table 1: Students' Bio-data

Variable	Levels	N	Percentage
Gender	Male	134	60.09
	Female	89	39.91
	Total	223	100
Age	17 years	72	32.29
	18 years	100	44.84
	19 years	45	20.18
	20 years and Above	6	2.69
	Total	223	100.00

Field Study (2019)

Table 1 shows the gender and age distribution of the students of Wesley High School. In terms of gender, one hundred and thirty-four (134) of the students representing 60.09% were males whilst eighty-nine (89) of the students representing 39.91% were females. This means that the male students in the study outnumber the females. The sample population being dominated by males means the class interaction could be positive because male students are found to be outspoken as compared to females. In terms of age, seventy-two (72) students representing 32.29% were seventeen (17) years. One hundred (100) of sampled population representing 44.84% were eighteen (18) years, forty-five (45) representing 20.18% were nineteen (19) years whilst the remaining six (6) students are twenty (20) or above years. This means that majority of the students fall within the adolescent bracket with few being young

adults. The ages of the students make teaching and learning sensitive to classroom interaction.

The distribution of the teachers used in the study by gender, age, experience and qualification is presented in Table 2 above.

Table 2: Teachers Bio-data

Variable	Levels	N	Percentage
Gender	Male	4	66.67
	Female	2	33.33
	Total	6	100
Age	20 - 29 years	1	16.67
	30 - 39years	4	66.66
	40 - 49years	1	16.67
	Total	6	100.00
Experience	1-5 years	3	50.00
	6-10 years	1	16.67
	10+ years	2	33.33
	Total	6	100.00
Qualification	First degree	5	83.33
	Master	1	16.67
	Total	6	100.00

Field Study (2019)

From Table 2, it can be observed that, out of the six (6) teachers used for the study, four (4) of them (66.67%) were males whilst two (2) (33.33%) were females. This means that the male English teachers exceeded the female English teachers. This is in contrast with the popular notion that teaching of English Language is a job for females.

In terms of age, one (1) representing 16.67% of each of the teachers is within the ages of 20-29 years and forty (4) or more years, four (4) representing 66.66%

indicating that their ages fall within 30-39 years. This means that majority of the teachers used in the study were above thirty (30) years. It implies that the teachers might be experienced with human relation and for that matter teacher students' interaction.

For teaching experience, three (3) of the teachers representing 50.0% of the teachers who participated in the study indicated that they have taught the English Language between 1-5 years, one (1) representing 16.67% have taught for 6-10 years. Moreover, the remaining two (2) representing 33-37%, stated that they have taught for ten (10) or more years. This shows that the teachers who participated in the study have experience in teaching the English language, because they have taught for at least a year, and therefore were in the best position to give credible information with regards to the teacher student interactions in the school.

The teacher's qualifications Table 2 shows that majority of the teachers i.e. five (5) representing 83.33%, hold first degree whilst one (1) representing 16.67% holds masters' certificate. This shows that all the teachers possess the minimum professional requirement (at least) to teach at the Senior High School level, and therefore were in the best position to give credible information with regards to teacher students' interaction in the teaching and learning of English language at the Senior High School level.

4.2 Analysis of research questions

Three different data were collected to answer the research questions; questionnaire, interview and observation. The interview and observation data were collected to support the questionnaire data. Due to the fewer number of teachers which had the potential to affect the findings from the teachers, the interview and the

observation were done to solidify the information from the teachers in answering research questions one, two and three.

Questionnaires were administered to the teachers. The responses were valued as follows: Excellent = 5, Very Good = 4, Good = 3, Fairly Good = 2 and Not Good = 1. The values of negative statements were revised. The data were analysed with means and standard deviations. The total value was 15 (5+4 + 3 + 2 + 1). This gave a mean of three (3) for each of the responses out of the total of five (5). The 3.0 was also the middle point for the Five-Point scale. This gave a constant interval of 0.80. The mean cut-off points for the questionnaire were: 1 – 1.80 = Not Good, 1.81 – 2.60 = Fairly Good, 2.61 – 3.40 = Good, 3.41 – 4.20 = Very Good and 4.21 – 5.00 = Excellent. The mean of the items was estimated by adding up all the responses to each item by each respondent and then divided them by number of people who responded to that particular item.

4.3 Research Question One

What is the nature of classroom interactions as perceived by teachers?

Research question one sought to investigate how the teachers perceive teacher students' interactions to be. The result of the descriptive statistics on the perceived nature of teacher student interaction is presented in Table 3.

Table 3: Descriptive statistics of teachers' perceived nature of teacher-student interaction

Item	N	Mean	Std. Deviation
1. The English language teacher avails himself for interactions	6	3.83	.983
2. The English language teacher cares about his students understanding of the lessons.	6	10.83	16.738
3. The English language teacher shows that he has knowledge of the English Language.	6	4.50	.837
4. The English Language teacher gets angry unexpectedly.	6	4.00	.632
5. If the students don't agree with the teacher, they can talk about it.	6	4.00	.632
6. This teacher gets angry quickly.	6	4.67	.516
7. The English Language teacher does not ask questions in class.	6	4.00	.632
8. This teacher is willing to explain things again.	6	4.00	.894
9. The students are allowed to express themselves during lessons.	6	4.00	.894
10. The English teacher shows a great deal of initiative and creativity in teaching.	6	3.33	1.366
11. The English language teacher is always willing to help his/her students to understand the lessons.	6	3.50	1.049
12. The students are free to ask questions in class.	6	4.00	.894
13. If the students don't agree with their teacher, they	6	4.67	.516

can talk about it.			
14. This teacher knows everything that goes on in the classroom.	6	4.33	.516
15. If the students have something to say, the teacher is always ready to listen.	6	4.50	.837
16. The teacher is patient,	6	4.00	.632
17. The teacher is strict.	6	4.17	.983
18. Are the students afraid of their teacher	6	4.00	.632
19. The classroom environment allows students to interact in class.	6	4.83	.408
20. The teacher prefers the class to be silent all the time.	6	3.50	1.378
Mean of Means	6	4.43	0.701

Field Study (2019)

Table 3 shows the results on how the teachers of Wesley High School perceive the nature of teacher student interaction to be. The results revealed that the teachers generally expressed an excellent nature of teacher students' interaction ($M = 4.43$; $SD = 0.701$). The mean of means (4.43) was found to be greater than the cut-off mean of 3.0 and fell within the cut-off point for excellent nature of teacher student interaction.

The findings from the questionnaire of this study are in line with the findings of the study of Turano (2005). According to Turano (2005), teachers were found to have classroom environments that were conducive for learning. This means that the teachers in Wesley High School like other teachers believe that they have good interaction practices during English lessons. The findings of this study and Turano

(2005) are also in line with the findings of Camp (2011) who showed that teachers should have believe that there is value in forming and maintaining positive and supportive relationships with their students. These positive and supportive relationships will help the students of Wesley High School to achieve their academic and behavioural success. This may be due to the fact that the teachers may have developed a system of positive behaviour management plan and classroom management procedures with their students already.

Fosen (2016) also revealed that the teachers predominantly form good relationships with students who initiated contact with them. Meaning that the students (of Wesley High School) on their part have to make a move to form a relationship with their teachers before there can be an interaction. The finding is supported with the findings of the questionnaire of this study as teachers expressed that they have a good relationship with their students.

To better ascertain if the responses are reliable, the data from the interview on the nature of teacher students' interaction was analysed. The teachers expressed that they have a positive nature of interaction with their students.

On how students are called to answer questions, the teachers expressed themselves in the following:

T1 and T4: *"I prefer students to volunteer first"*.

T2: *"I call on individuals for comprehension checks. I sometimes call the best students to give an answer so that it will serve as a guide for the other students"*.

T3: *"I call on the students to make sure that they get a chance to speak. I call on them at random but do not force those who are not ready to talk"*.

On how the teachers handle the students who do not participate in class, the teachers had this to say:

T1: *I do not want to know the reason why those students do not want to talk in class... because it will waste my time sometimes”.*

T2: *“I try to set them up to talk in class by asking them some question.”*

T3: *“I do not want to torture those who don't want to speak”.*

T4: *“I do not waste time calling on those who are not serious”.*

The teachers were asked to tell what they do to their students who contribute and answer questions correctly in class during the interview and they had these to say;

T1 and T3: *“I praise the students and encourage them to do more”.*

T2: *“Though it necessary to re-enforce students in class.....but it's sometimes a waste of time”.*

T4: *“I do not want to waste my time on such things because it normal for a student to give a correct answer in class. The more you do something for them..... the more they become swollen headed.....and start fooling”.*

The responses from the teachers indicate that generally there is excellent teacher students' interaction as they always try to encourage students to express themselves in class.

To further describe the nature of teacher students' interactions in the classes of Wesley High School selected for the study, the observation data was analysed to support the other data sources. During the observation in a comprehension lesson it was observed that some of the male teachers motivated their female students when they get an answer correct. It was also realized that, out of the four classes observed during a composition class, only one teacher had a good interaction with his students. In some classes, no student spoke throughout the lesson and some students were

sleeping whilst teaching and learning was on-going so the classes were silent. Sometimes teacher continue to teach if no student responded to a question they teacher asked.

In the only class with a good interaction, the teacher was lovely and easy to go with, so the students were able to ask the teacher to pause for clarification before lessons continued. Most of the students were contributing and asking questions.

But the interview and the observations showed something contrary to what the teachers responded to the questionnaire. Some of the teachers' attitudes in class discouraged the students to even ask questions. It was observed that some of the teachers were quick tempered so it put the fear into the students not to even ask questions. Shah (2002) explores that teacher attitudes are some of the major factors affecting students learning. This can be confirmed from an excerpt from the students' interview below;

“My English Language teacher is always strict on us and he does not have the patience to listen to us so when he asks us some questions some of us do not want to answer”.

The above statement from a student gives an indication that some of the English teachers of Wesley High School have bad attitudes which discourage the students from interacting with them.

It was also observed that some of the teachers do not create enough opportunities for the students to interact. Sanchez, Martinez and Garcia (2003) at the end of their study in some selected secondary school in Mexico concluded that a creative teacher encourages self-confidence and makes students active as a result of this most of the students lack the self-confidence to contribute to the English

Language lessons and most especially on the grammar aspects, Stankov (2012) puts it that low academic self-confidence can lead to poor academic performance.

The finding of Ahmad, Shakir and Siddique (2019) supports the findings of the observation done in the study that classroom practices did not conform to the principles (50% of the total questions) and the feedback. This seems to confirm that the observation used in this study gave reliable findings than the questionnaire because the teachers gave positive accounts of themselves in the questionnaire but the observations proved something contrary. Students to students' interactions were mostly seen.

Kasim (2004) in his studies found that, the most dominant pattern of interaction is student-student (S-S). It can therefore be inferred that the practices used by the teachers in the study of Kasim (2004) is more of student interaction and nothing of teacher students' interaction. This thus confirms the findings of the interview of this study that the nature of teacher student interaction in Wesley high school is not a good one because it does not involve the teacher who should be in the centre of the second language learning.

It could be concluded that the result of the observation is more liable since it was directly observed by the researcher but not what the researcher was informed.

4.4 Research Question Two

What is nature of teacher student interaction as perceived by students?

The aim of this research question was to find out from the students about their perception of the nature of teacher student interaction. The result of the descriptive statistics on the perceived nature of teacher student interaction by students is presented in Table 4.

Table 4: Descriptive statistics of students' perceived nature of teacher student interaction

Item	N	Mean	Std. Deviation
1. The English language teacher avails himself for interactions	223	4.33	.900
2. The English language teacher cares about his students understanding of the lessons.	223	4.27	.704
3. The English language teacher shows that he has knowledge of the English Language.	223	4.13	.640
4. The English Language teacher gets angry unexpectedly.	223	4.07	.961
5. If the students don't agree with the teacher, they can talk about it.	223	3.87	.640
6. This teacher gets angry quickly.	223	4.27	.704
7. The English Language teacher does not ask questions in class.	223	4.07	.799
8. This teacher is willing to explain things again.	223	3.93	.704
9. The students are allowed to express themselves during lessons.	223	3.60	.828
10. The English teacher shows a great deal of initiative and creativity in teaching.	223	3.73	.884
11. The English language teacher is always willing to help his or her students to understand the lessons.	223	3.93	.884
12. The students are free to ask questions in class.	223	4.20	.676
13. If the students don't agree with their teacher, they can talk about it.	223	3.93	.704
14. This teacher knows everything that goes	223	4.20	.775

on in the classroom.			
15. If the students have something to say, the teacher is always ready to listen.	223	3.73	.884
16. The teacher is patient,	223	3.40	.828
17. The teacher is strict.	223	3.33	.724
18. Are the students afraid of their teacher	223	4.00	.655
19. The classroom environment allows students to interact in class.	223	4.13	.743
20. The teacher prefers the class to be silent all the time.	223	4.13	.834
Means of Means	223	3.96	0.743
Field Study (2019)			

Table 4 shows the results on the perceived nature of teacher student interaction by the students. The results revealed that the students generally expressed a very good nature of teacher student interaction ($M = 3.96$; $SD = 0.743$). The mean of means (3.96) was found to be greater than the cut-off mean of 3.0 and falls within the cut-off point for very good nature of teacher students' interaction.

To determine whether the perception of the students was the same for male and female to know the dominance of either the male or female students, an independent T test was used to compare the perception between male and female students. The independent T test was used because the research question aimed to compare one dependent variable, perception on nature of teacher student interaction between one independent variable with two sub-levels, male and female. The result of the independent T test is presented in Table 5 below.

Table 5: Independent T test on nature of students' perceived nature of teacher student interaction

Gender	N	Mean	Std. Deviation	Mean diff	T	Df	sig
Male	134	80.67	7.382	3.5	1.039	221	0.318
Female	89	77.17	4.355				

Field Study (2019)

Table 5 presents the result of independent T-test analysis of students' perception on nature of teacher student interaction between male and female. The descriptive statistics showed that the male students showed a higher positive perception on nature of teacher student interaction (M = 80.67; SD = 7.382) than their female colleagues (77.17; SD = 4.355) with a mean difference of 3.5 in favour of the male students. Table 5 further revealed that the T- test is not significant at 0.05 level of significance, $T(221) = 1.039, p = 0.318, p > 0.05$. This implies that male and female students have the same perception on the nature of teacher students' interaction.

The finding of this study is in line with the findings of Turano (2005) who found that students have classroom environments that were conducive to learning. This means that the students in his study are not different from the students of Wesley High School, and that they have a very good perception about the nature of the teacher students' interaction that exists in the schools. Aliicbay (2008) also revealed that students showed their understanding of classroom order through their demonstrable action, and through their actions one gets to know how they applied their mechanisms of learning towards classroom activities. This implies that the students in the study exhibited behaviours that showed that they were enjoying a positive teacher student interaction. This is not different from the perception the students of Wesley High School have about their interaction with their teachers.

At the end of the research, it was realised that there was some kind of academic relationship between the students and the teachers when they are well motivated. Den-Brok, Fisher and Scott (2005) indicated that a positive association between the student and the teacher leads to effective classroom interaction. This means that when there is a good relationship between a teacher and his students in the English Language class there will be effective interaction between them.

Persad (2018) also found a significant relationship between students' satisfaction with their teachers when there are significant positive relationships between the students and their teachers. This is an indication that there was a good interaction between teachers and their students as revealed in this study. Similarly, Smart (2009) reported that there cannot be an interaction between the teachers and their student without motivated.

But however observations made about the nature of classroom interactions revealed that though there is a good relationship between the teachers and the students, teachers do not create enough opportunities for the students to interact. Again, the teacher's inability to create a situation for the students to interact made the classroom teaching to be a teacher centred one. A teacher-centred approach is one where activity in the class is centred on the teacher. He leads the activity and provides all the necessary information, usually in an open-class arrangement. This is in line with the work of Garcia, Martinez and Sanchez (2003) that a creative teacher encourages self-confidence and makes students active.

As a result of this, the students were seen not to have enough confidence to contribute to the lesson and this in line with the work of Stankov (2012) low academic self-confidence can lead to poor academic performance. This can be seen in the excerpt below.

“I don't talk in class because when I make mistakes my friends will laugh at me”.

Findings of Lin (2009) revealed that not all students have a very good perception about their interaction with their teachers because there are always low achievers in every class. Low achievers have difficulties in keeping up with competent ones and their teachers. Such low achievers need teachers who have the teaching skills to bring every student on board during the English lessons. The study suggested that low achievers in class should encourage themselves to involve themselves in class even if their teachers are not willing to do so. The same thing was identify with the Wesley High School students during the research.

4.5 Research Question Three

What are the Classroom Interaction Practices Employed by the Teachers?

The aim of these research questions was to find from Wesley High School teachers about the interaction practices they adopt during the English lessons. This includes the activities they adopt as a way of promoting classroom interaction between the teacher- student and student-student interactions. The result of the descriptive statistics on the classroom teacher-student interaction practices employed by the teachers is presented in Table 6.

Table 6: Descriptive statistics on the classroom teacher-student interaction practices

Item	N	Mean	Std. Deviation
1. Deals with feelings in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.	6	3.67	1.033
2. Praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.	6	4.17	.753
3. I intentionally use jokes, kidding, making puns, attempting to be humorous, and providing the jokes is not at anyone's expense.	6	4.33	.816
4. Student's ideas are rephrased by the teacher but still recognized as being student contributions.	6	4.33	.816
5. Repeating the exact words of students after they participate.	6	4.00	.632
6. Asking questions to which the answer is anticipated.	6	4.33	.816
7. Giving information, facts, own opinion, or ideas	6	4.17	.753
8. Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.	6	3.17	.753
9. Criticizes student response	6	3.67	1.506
10. Criticizes student behaviour	6	4.00	1.549
11. Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.	6	4.33	.516
Mean of Means		4.02	0.858

Field Study (2019)

Table 6 shows the results of classroom teacher student interaction practices employ by the teachers. The results revealed that the teachers generally employ very

good practices for their classroom interactions, ($M = 4.02$; $SD = 0.858$). The mean of means (4.02) was found to be greater than the cut-off mean of 3.0 and falls within the cut-off point for very good practices. Furthermore, the teachers agreed that six (6) out of the eleven (11) practices were predominately employed in teacher students' interaction during the teaching and learning of English language at Wesley High School. The means of these practices are greater than the mean of means (4.02). The result of the predominant practices of teachers in Wesley High is presented in Table 7 in order of magnitude.

Table 7: Predominant practices of teachers in teacher-student interaction

Item	N	Mean	Std. Deviation
1. I use intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense	6	4.33	.816
2. Students' ideas are rephrased by the teacher but still recognized as being student contributions.	6	4.33	.816
3. Asking questions to which the answer is anticipated.	6	4.33	.816
4. Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.	6	4.33	.516
5. Praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.	6	4.17	.753
6. Giving information, facts, own opinion, or ideas	6	4.17	.753

Field Study (2019)

According to Moore (1989), there are three types of classroom practices. It is either between Learner and learner, Learner and instructor or between Learner and content. Kasim (2004) in his study in high schools in Jakarta spelt out two types of interaction practices, namely teacher centred and activity based teaching. These practices were used as benchmark to collect data for research question three.

The result the questionnaire shows a predominant practice of teachers of Wesley High School with the use of joking, kidding, making puns, attempting to be humorous. Furthermore, the teachers in their responses claimed that they employ different strategies to give their students information, facts, own opinion, and at the same time praising, complimenting and encouraging students in the classroom.

To better ascertain if the finding on classroom interaction in the classes of Wesley High School (selected for the study) is reliable, the data on the class observation were analysed. This supported the findings from the questionnaire. From the observation, it was realised that out of the four classes observed only one teacher had a good teacher students' interaction practices. In a number of classes, the students kept silent throughout the lesson because the teachers were rigid and lessons were teacher centred. In those classes, the teacher continued teaching even if no student responded to a question posed. Students' efforts were not properly acknowledged and as such there were not many interactions during the lessons. Such type of practices will not lead to effective interaction as it confirmed in the work of (Kasim, 2004).

In one particular class, the teacher was jovial and easy to go with so the students were able ask the teacher to pause for clarification before lesson continued. Most of the students were contributing and asking questions.

Studies of Fosen (2016) revealed that the teachers predominantly formed good relationships with students who initiated contact with them. The study again revealed

that engaging in a simple reflective exercise can help teachers identify those students with whom they need to interact more. The finding is supported with the findings of the questionnaire of this study as teachers expressed that they have a good relationship with their students. This is an indication that the classroom interaction used by Wesley High School teachers is good enough to establish a good relationship and interactions with their students.

Tognini (2007) highlighted in his study that the good practices employed by the teachers foster good classroom interaction. The study found that teacher-learner interaction has negative and positive feedback which is reliable for classroom interaction, because it includes repetition, drilling and reinforcement.

The teachers of Wesley High school responses indicate that majority of them involve their students in team work during teaching which is an indication of good interaction practice in the English language class. This is in line with the studies of (Tran's and Le's 2013). The finding of Tran's and Le's (2013) indicated that the majority of the teachers used in the study reported to adopt team work, group work and pair work as strategies to make students more responsible and active in their study. These are indications of good classroom interaction practices. It therefore means that the finding from the questionnaire of this study is not out of order. The practices employed by the teachers of the study of Tran's and Le's (2013) are similar to the practices employed by the teachers of Wesley High School which have the potential to create a positive classroom interaction.

It was also found that teachers of Wesley High School offer support and make use of innovative teaching styles. This study is also supported by the findings of Persad (2018) which found that teachers in the study employ supportive and innovative teaching style in their teaching. This has a positive impact on student peer

self-concept. It was also found that the competition created in class by the teachers negatively affects the students. This implies that unhealthy competitions are not a good classroom interaction practices of which the teachers of Wesley High school do not practice in class.

Sundari (2014) found that majority of teachers combine first and target languages for instruction and other teachers prefer to use mostly the first or target languages. Through the observation it was realised that all most all the teachers used the target language during their lessons deliveries but in some of the classes observed indicated that some of the students could not communicate in the English language and there could not contribute to the class. In some cases those who corrected for making grammatical errors in their statements felt embarrassed. It must be admitted the approach some of the teachers adopted in correcting the students' errors were wrong. Lin (2016) in his study suggested some ways of correcting students' errors; by giving pieces of advice, suggestions, warnings as well as compliment. He added that the teacher's language proficiency may influence the interaction with the students and the student response. so the instructors of the second language should always use the target language.

Kasim (2004) found that for classroom interaction (CI), the most dominant pattern is student-student (S-S) CI. It can therefore be inferred that the practices used by the teachers in the study of Kasim (2004) is more of student-student interaction and nothing of teacher student interaction. This was confirmed by the findings from the interview and observation of this study. That, the classroom interaction practices in Wesley High School are one sided which contradicts the assertion of Khadidja (2010) that classroom interaction should range from teacher student and student to

student interaction. The reason for this may be the big sizes of classes in Wesley High School.

In the study of Marija (2016), it was found out that the participation levels were identified to be higher in classroom environments that were smaller in size. According to Marija (2016), in classroom with small size, students are supported, respected, giving constructive feedback, and theories are related to real-life situations. This means that good classroom interactions are associated with small class size. However, the average class size of Wesley High is fifty-six (56) students which is too large to support effective classroom interaction practices. Therefore, the classroom interaction practices of Wesley High School could be bad as revealed during the observation and not that of the questionnaire.

4.6 Summary

At the end of the analysis it came out that the teachers of Wesley High School gave a good indication in their responses to the questionnaire in research question one that they perceive to have good interactions during English lessons but in practice it is not so as the students' responses in research question two can confirm.

The research question three indicated that the most predominant interaction practice adopted by the English teachers of Wesley High School is the teacher centred type, which is as a result of lack of teaching and learning materials, lack of enough time for interactions and the teachers' bad attitudes towards their students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The purpose of the study was to find out the teacher student interaction in English Language classes of Wesley High school. The study sought to find the nature of teacher student interaction as perceived by the teachers and students and the teacher students' interaction practices employed by the teachers during the English Language lessons. Three research questions were formulated to guide the study.

The Explanatory Sequential Mixed Design was used with all the English language teachers and forms three students as the target population. A Convenience and Simple Random Sampling Techniques were used to select six (6) English language teachers and two hundred and thirty-three (233) students for the study. Questionnaire, interview and observation were used as the research instrument. The data of the questionnaire were analysed with descriptive statistics and independent T test and the narrative analysis was used to analyse data on the interview. The following were the findings of the study: It was found;

1. That, there were excellent nature of teacher student interaction as perceived by the teachers but the interaction was more of student to student, despite the fact that the students generally expressed a very good nature of teacher students' interaction.
2. That the teachers employed Teacher-Centred and some sort of classroom interaction practices.

5.1 Recommendations

The following recommendations were made based on the findings of the research for policy and practice:

1. Ghana Education Service should organize continuous in-service training and seminars for their teachers on how to ensure effective classroom interaction.
2. Inspectors of Ghana Education should constantly inspect and observe classroom activities to ensure that there is effective teacher-students' interaction practices.
3. Teachers should be motivated by providing appropriate infrastructure and reducing overcrowded classes to make it comfortable for teachers to interact well with their students.

5.2 Suggestions for Further Research

Based on the findings of this research, the following were suggested for further research:

1. To be able to generalize the finding, it is recommended that a large number of schools are used in further studies.
2. Teachers of different subjects and other classes other than English Language should be used in a further study to find out if the findings are limited to only the English Language as a subject or not.
3. Research into teachers' inabilities to interact with students in the classroom should be conducted to identify the reasons why they cannot interact with their students.

4. Studies should also be conducted into the students' inabilities interact with their teachers in the classroom.

5.3 Conclusions

Teacher student interaction is an influential factor in teaching and learning process. It is therefore important that teachers being the bedrock of all classroom activities should ensure that they cultivate both personal and professional competences and skills as well as good teacher student interaction practices to manage their interactions with their students.

At the end of the research it was found that some of the effective skills and practices needed for teacher student interaction in class are;

- i. Making time for the students in and outside the classroom,
- ii. Touching the students' real life and future career goals,
- iii. Explaining things clearly to students,
- iv. Applying the principle of democracy,
- v. Equality and interaction and ensuring accuracy in speaking,
- vi. Paying attention or listening to the students as well as understanding and
- vii. Engaging students in dialogue.

This will make both the teacher and the students to have better interactions in class.

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APPENDIX A

QUESTIONNAIRE ON TEACHER STUDENTS INTERACTION

Teacher Self Questionnaire

This questionnaire has 46 sentences about your interactions in the classroom.

For each sentence, tick the appropriate box corresponding to your response.

If you want to change your answer, cross it out and tick a new box.

Thank you for your cooperation.

SECTION I

BIODATA

Please fill out completely.

Name _____ Class _____

Please tick the appropriate response:

1. Years of teaching: 1-5 years ()
 - a. 6-10years ()
 - b. 10+ years ()
2. Gender:
 - a. Male()
 - b. Female ()
3. Age:
 - a. Between 20 and 29years () D. Between 50 and 60years ()
 - b. B. Between 30 and 39years ()
 - c. C. Between 40 and 49years ()
4. Certification:
 - a. first degree () b. Masters
 - c. () any other specify

SECTION II

**NATURE OF TEACHER STUDENT INTERACTION as perceived by
the teacher**

Indicate with a tick [√] your level of agreement on the following statement regarding **nature of teacher-student interaction** under the 5-point Likert Scale with **1= Not Good; 2= Good; 3= Fairly Good; 4 = Very Good; 5 =Excellent**

ITEMS	Not Good	Good	Fairly Good	Very Good	Excell ent
1. The English language teacher avails himself for interactions					
2. The English language teacher cares about his students understanding of the lessons.					
3. The English language teacher shows that he has knowledge of the English Language.					
4. The English Language teacher gets angry unexpectedly.					
5. If the students don't agree with the teacher, they can talk about it.					
6. This teacher gets angry quickly.					
7. The English Language teacher does not ask questions in class.					
8. This teacher is willing to explain things					

again.					
9. The students are allowed to express themselves during lessons.					
10. The English teacher shows a great deal of initiative and creativity in teaching.					
11. The English language teacher is always willing to help his/her students to understand the lessons.					
12. The students are free to ask questions in class.					
13. If the students don't agree with their teacher, they can talk about it.					
14. This teacher knows everything that goes on in the classroom.					
15. If the students have something to say, the teacher is always ready to listen.					
16. The teacher is patient,					
17. The teacher is strict.					
18. Are the students afraid of their teacher					
19. The classroom environment allows students to interact in class.					
20. The teacher prefers the class to be silent all the time.					

APPENDIX B

QUESTIONNAIRE ON TEACHER STUDENTS INTERACTION

Nature of Teacher Student Interaction as Perceived by the Students

This questionnaire asks you to describe your English Language teacher's interaction with you in class during the English Language lessons.

This is NOT a test. Your HONEST opinion is what is needed. The questionnaire is made up of twenty (20) questions about the teacher. Thank you for your cooperation.

SECTION I

BIODATA

Name _____ Class _____ School _____

Please tick the appropriate response:

1. Gender:

Male () Female ()

2. Age: A. 17 years () B. 18 years () C. 19 years () D. Above 20 years

()

SECTION II

NATURE OF TEACHER STUDENT INTERACTION IN THIS

SCHOOL

Indicate with a tick [√] your level of agreement on the following statement regarding **nature of teacher student interaction** under the 5-point Likert Scale with **1= Not Good; 2= Good; 3= Fairly Good; 4 = Very Good; 5 =Excellent**

ITEMS	Not Good	Good	Fairly Good	Very Good	Excellent
1. The English language teacher avails himself for interactions					
2. The English language teacher cares about his students understanding of the lessons.					
3. The English language teacher shows that he has knowledge of the English Language.					
4. The English Language teacher gets angry unexpectedly.					
5. If the students don't agree with the teacher, they can talk about it.					
6. This teacher gets angry quickly.					
7. The English Language teacher does not ask questions in class.					
8. This teacher is willing to explain things again.					

9. The students are allowed to express themselves during lessons.					
10. The English teacher shows a great deal of initiative and creativity in teaching.					
11. The English language teacher is always willing to help his/her students to understand the lessons.					
12. The students are free to ask questions in class.					
13. If the students don't agree with their teacher, they can talk about it.					
14. This teacher knows everything that goes on in the classroom.					
15. If the students have something to say, the teacher is always ready to listen.					
16. The teacher is patient,					
17. The teacher is strict.					
18. Are the students afraid of their teacher					
19. The classroom environment allows students to interact in class.					
20. The teacher prefers the class to be silent all the time.					

APPENDIX C

TEACHER STUDENT INTERACTION PRACTICES

Indicate with a tick [√] your level of agreement on the following statement regarding **teacher-student interaction practices** under the 5-point Likert Scale with **1= Not Good; 2= Good; 3= Fairly Good; 4 = Very Good; 5 =Excellent**

	ITEM	Not Good	Good	Fairly Good	Very Good	Excellent
1	Deals with feelings in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.					
2	praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.					
3	I use intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense					
4	Students ideas are rephrased by the					

	teacher but still recognized as being student contributions.					
5	Repeating the exact words of students after they participate.					
6	Asking questions to which the answer is anticipated.					
7	Giving information, facts, own opinion, or ideas					
8	telling students who have made a mistake the correct response without using words or intonations which communicate criticism.					
9	Criticizes student response					
10	Criticizes student behaviour					
11	Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.					
Predominant practices of teachers in teacher student interaction						
	Item	Not Good	Good	Fairly Good	Very Good	Excellent
1	I use intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not					

	at anyone's expense					
2	Students ideas are rephrased by the teacher but still recognized as being student contributions.					
3	Asking questions to which the answer is anticipated.					
4	Giving directions requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.					
5	Praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.					
6	Giving information, facts, own opinion, or ideas					

APPENDIX D

CLASSROOM OBSERVATION AND INTERVIEW QUESTIONS

SECTION A

Hello! am MPhil student of University of Education -Winneba. I am doing a research project for my master's degree for the purpose of understanding and improving teaching and learning in English classes. I want to observe classes in your class to gather data for this project. Your participation in class will be a part of my study, but your name will never be used in my written report. The results of this research will be available from me at the end of this semester. Please feel free to ask me any questions. Thank you very much!

Sex of the teacher Male () Female ()

SECTION B

Teachers' Interview Questions

1. Do you prefer to call on individual students or have students volunteer answers to your questions?
2. How do you choose which method to use for soliciting student answers?
3. How do you decide which students to call on, and how often do you call on each student during a class period? (at random? in order?)
4. How do you involve your students in your lessons?
5. What do you know about teacher-students' interactions in class?
6. How do you factor that in your lessons?
7. What do you know about communicative language teaching?
8. How do you use it during lessons?

9. How do you apply it in your class?
10. Do you call on male and female students with the same relative frequency?
Why or why not?
11. How do you usually respond when a student gives a correct answer?
12. How do you usually respond when a student gives a partially correct answer?
13. How do you usually respond when a student gives an incorrect answer?
14. Do you usually ask objective (display) questions or open-ended questions in class? Why?
15. How do you feel about using praise and criticism when you respond to student answers?
16. What percentage of your class time would you estimate is spent using a teacher question or student answer format?
-Does it depend on the subject?
-Do you prefer this format?
17. What methods do you use to solicit student participation, and how do you ascertain whether or not students are understanding the lesson?

Thanks you.

CLASSROOM OBSERVATION FORM

Hello! I am MPhil student of University of Education -Winneba. I am doing a research for my master's degree for the purpose of understanding and improving teaching and learning in English classes. I want to observe your class to gather data for this project. Your participation in class will be a part of my study, but your name will never be used in my written report. Please feel free.

Thank you very much

School: _____ **class:** _____ **Subject:** _____ **Period/Time:** _____

Teacher: _____ **Date:** ____/____/____

Items	Very strong	Strong	Not strong
A. The competence level of the English language teacher.			
1. The teacher's confidence level during lessons			
2. The teacher's knowledge about the topic he teaches			
3. The distribution of the questions during lessons			
B. The nature of the classroom interaction.			
1. Teacher's class control			
2. Teacher interactions with the students			
3. Explanation of things to the students			
4. Teacher's language			

5. Engagement of dialogue with the students			
6. Students participation in class			
7. Students responds to the teacher's questions			
8. Student's ability to speak in class			
9. Students' ability to participate in class			
10. The teacher's willingness to help the students to participate in class			
C. Teacher-student relationship			
1. The student's relationship with the students			
2. The teacher's ability to get angry easily			
D. Motivation			
1. Teacher's motivation to students when they get answers correct in class			
2. The teacher's ability in dealing with recalcitrant students in class.			

OTHER COMMENTS

1. How is the classroom environment?

.....
.....

2. What type of teaching method does the use?

.....
.....

3. What kind of the teacher's attitude hinders teacher students' interaction in class?

.....
.....

4. The students' attitudes towards learning

.....
.....

5. The students' comportment in class.

.....
.....