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Classroom Interaction

It is very useful tool in an educational environment system to enhance students' learning process. Walsh (2011) mentions that choosing interaction in the second language classroom as well as first language is fundamental to language acquisition. According to Taous (2013) this interaction plays a significant role in the process of learning through which learners are given opportunity to receive the input provided by the teacher and in turn learners must understand this input in order to get them actively participating in the classroom.

Walsh (2011) defines classroom interaction as “teachers and learners’ ability to use interaction as a tool for mediating and assisting learning”. Also van Lier (1996) mentions that interaction is the most important element in the curriculum development and the success of a class depends on to a greater extent of the interaction between teacher and students (Ginting, 2017). From other hand Goronga (2013) observes that through classroom interaction that students are encouraged to get involved in the teaching and learning process. Besides they become comfortable to talk, rather than just reacting to the teacher’s instructions or prompts (Lomotey and Gyima-Aboagye,2021).

Ginting (2017) states in this operation includes "two-way process between the participants in the learning process". But this process may not contain just the teacher and the students, but also between or among learners (Lomotey and Gyima-Aboagye). These two-way includes listening and speaking because it involves dialogue or discussion (Schmitt and Rodgers,2020). Brown (2000) identify in this environment includes multi works will happen, through the collaborative exchange as a base contains of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other.

Hardman (2016) observes that high quality talk between the teacher and student(s) provides a fertile ground for an active, highly collaborative and cognitively stimulating learning process that leads to improved learning outcomes cited in (Lomotey and Gyima-Aboagye,2021).

EFL teachers should always look for different ways to raise students' motivation because motivation has a significant role in the L2 learning process (Gardner, 1985:10).

Criticism of Classroom Teacher Role

Many of scholars believe that classroom include negative side one of it's negativity is teacher dominations. As van Compernelle (2015) notes that this structure fails to provide learners with the opportunity for interactive environment resulting from collaborative participation with their teachers, and he add that the result of different studies point to a limitation in the pattern. Simona (2002)) argues that "learners are not allowed enough time to speak and express themselves beyond a certain point as the teacher mediates, paying little attention to most of what they have to say. Another element that can affect learning opportunities in classroom interaction is wait times. According to Thoms (2012) wait times in the classroom either refers to "the pause between a teacher's question and the teacher speaking again' or 'the gap between a student giving a response and the teacher speaking again". Thorsten (2011) develops categorizes of wait times into four types:

- 1) pauses after a teacher finishes speaking and a student starts speaking.
- 2) pauses after a teacher finishes speaking and then takes the next turn.

3) pauses after a student finishes speaking and the teacher takes the next turn

4) pauses after a student finishes speaking and then continues their turn.

Thorsten (2011) ensures that extended wait times are used frequently in the IRF move. However, the function of the wait time varies according to specific classroom contexts and participants' interpretation of wait times. But, Dailey(2010) concludes that " the model does not fully cover what was happening in this language classroom. The difficulties I had applying the transcription to their model seem that there are larger aspects of discourse going on, specifically in the language classroom". Tobin (1987) give another different view and he clarifies that extended wait times can develop students' cognitive thinking and encourage them to explore knowledge by themselves rather than waiting for the teacher to give the answer.