

Interaction as a Mechanism to Enhance English Language Proficiency in the Classroom

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Abstract—Research has concentrated on the subject of acquiring the English language as a second language. Numerous things influence learning the English language. This current study focuses on the role that interaction strategies have in advancing the acquisition of English as a foreign language. The emphasis is on interaction methods, covering conceptions that have emerged in the investigation of interaction as a technique for second language acquisition, and providing an assessment of the practical implications of the views. The study used a straightforward qualitative methodology, and secondary sources were used to compile the results. The conversation was conducted in a detailed manner. The analysis produced several insights. The observation that interactions have continued to be an essential component of acquiring English as a foreign language is the basis for the analysis's key argument. It was determined that interaction will continue to be a fundamental strategy regularly used to improve learning in English language teaching (ELT) classrooms. The study also found that contact, particularly in the classroom, helps identify the actual difficulties that students face when learning a second language. It has been demonstrated that consistent engagement that directly involves classmates throughout classroom activities prompts teachers to respond quickly to use effective strategies to ingrain cognitive modifications in pupils.

Index Terms—Interaction, communicating in class, learning English as a foreign language, learning in the classroom, and competency-based language teaching (CBLT)

I. INTRODUCTION

In many nations, English is learned as a foreign language. It serves as the formal language of the nations ruled by the British colonial administration. It is possible to learn English as a foreign tongue concurrently or in stages. While learning their first or native language, many people all around the world are also subjected to English as an additional language. English is being learned in classrooms continuously as a second language. When determining what influences or inspires students to acquire English as a foreign language in the classroom, many different aspects are taken into account.

Interaction has continued to be an effective method for improving English language acquisition. In the classroom, interaction is still a fundamental strategy that is frequently used to improve learning in ELT. Numerous studies have shown a strong correlation between students' performance in learning English as a second language and classroom engagement strategies (Wang & Castro, 2010). According to the claims of the interaction theory model, interaction and conversation in the classroom can quickly boost the formation of intercultural interaction (Long, 1984). Interaction encourages open communication exposure, which speeds up students' acquisition of second language abilities in a short amount of time. Additionally, it aids in identifying the pupils' actual language acquisition difficulties. It pushes educators to quickly use effective strategies to instil behavioural modifications in their students. English language acquisition in the classroom benefits from the interaction. The majority of ELT courses in the twenty-first century are becoming increasingly dominated by peer-group interactions. In addition to teaching students a foreign language, modern curricula incorporate interpersonal, collective, commitment, and interpersonal interaction skills (Barnes & Todd, 1995).

Poor comprehension develops in linguistic classes because of the absence of interaction. Long (1984), who is often credited as the creator of interactionism in English communicative education, claims that a lack of interaction is to blame for the ELT class's poor progress toward conversational proficiency in the language. Instructors' goals, learners' behaviours, teachers' attitudes, and learners' motives are frequently what determine how well interaction works. To

improve communicative proficiency in language classes, several strategies are used. The methods used to improve interactions include student engagement, leadership, surveys, simulations, matching, evaluations, and communicative language teaching (CLT). The Communicative Strategy is currently being widely adopted by ELT to support English language instruction, particularly in developing nations where English has been studied as a foreign language.

II. LITERATURE REVIEW

An individual must put in a lot of effort, be dedicated, and consciously absorb the grammatical rules of the foreign language to learn it. In addition to other important factors, learning a foreign language in a classroom context calls for intense dedication, purposeful efforts, a suitable learning environment, and qualified teachers. For effective acquisition, foreign language tutoring and acquisition must be a two-way process involving both learners and teachers. Maleke (2014) concluded that, when a foreign language is mostly learned in a school setting, it is inappropriate to say that an FL (Foreign Language Learner) might hope to reach native-like proficiency in the language.

For focus, the term "interaction in the classroom" pertains to the dialogue that takes place between instructors and students in addition to between all students, during which the classmates' active involvement and understanding become crucial. The socio-cultural activities that assist learners in acquiring knowledge collectively include dialogues. Educational talk, also known as "exploratory talk" and "presentational talk," has been used to describe interactions that take place in the classroom between and even among different parties (Mercer & Dawes, 2008; Barnes, 2008). Presentational discourse or the one-way lessons given by instructors in classrooms does nothing to entice and include learners in a linguistic discussion. Experiential learning is a type of intentional communication that is frequently planned out by instructors. It allows learners to have "hesitant, broken, and full of dead ends" conversations that allow them to "experiment with truly innovative thoughts, to acknowledge why participants seem like, to observe what others consider of them, "to assemble ideas and concepts into subtle variations" (Barnes, 2008, p. 5). These hesitant, fractured, and dead-end interactions might be turned into intuitive communicative abilities given the restricted vocabulary learning strategies ESL learners have during their time at school. Learners who connect create a "symmetric dialogic framework" (Mercer & Dawes, 2008, p. 66) wherein anybody may participate, be acknowledged, and collaborate in decision-making. As a result, involvement in exchanges by learners may assist them in enhancing their linguistic knowledge and interaction capabilities (McDonough, 2007).

According to Mercer and Dawes (2008), oral and/or textual interaction between students and teachers is extremely important. Essentially, the concentration is on learners' participation in genuine dialogue and integration of the principles learned via conversation (Long & Robinson, 1998). According to the communicative paradigm, L2 learning instruction is oriented on the needs of the learners, who practice their linguistic skills by engaging in real-world interactions. Learners receive oral and written discourse that simulates meaningful communication, such as creating a resume or practising for an interview. The instructor has a greater opportunity in a student-centred classroom to respond constructively and practically to the requirements and educational preferences of the students. Concerning changing all linguistic features, the lesson is also influenced by the teacher (Gass & Varonis, 1994).

The importance of interaction in mastering the English language cannot be overstated. This investigation seeks to interpret the interaction as a process for foreign language classroom instruction. In an ELT classroom, there are often three main forms of interaction.

- a) Communication between the pupils and the teacher.
- b) Matching Communication (Interplay with learners' companions who are seated close to them or together with them), and
- c) Collaborative Conversations

These encounters require the learners to participate in partnerships or small - groups and expose participants to a variety of communication techniques, including talks, demonstrations, ideation, group activities, and more. Additionally, it requires learners to engage in comprehensive discussions (Kumpulainen & Mutanen, 1998).

The employment of speaking skills in interpersonal interactions, according to the interaction model, greatly facilitates language learning. Listening comprehension is critical for learning language, according to the Interaction Hypothesis, which is similar to Krashen's Input Hypothesis. Additionally, it asserts that when learners must negotiate to mean, the efficacy of intelligible material is significantly boosted.

Learners frequently get either favourable or unfavourable evidence from interactions. After certain discussions, the communicators might demonstrate the proper or erroneous linguistic features if the beginners say anything that their interactants are unable to grasp. In so doing, students may get comments on their writing as well as the vocabulary they are still working on. Learners may receive more feedback from their interactants as a consequence of engagement than they would otherwise (Kumpulainen & Wary, 2002).

Additionally, whenever pupils pause to ask questions about something they don't grasp, they might be given a greater opportunity to consider the information they are being given. Thorough knowledge and perhaps even the learning of new linguistic structures can result from this. Last but not least, interaction can be used to draw pupils' awareness to a discrepancy in their understanding of the intended language and whatever learners are experiencing in actual situations, as well as to a feature of the targeted language in which learners are still not knowledgeable (Lantolf & Appel, 1994).

The characteristics of interactions in English language teaching will be further examined in a different category because the focus of the current study is on how interaction affects the process of learning.

III. METHODOLOGY

A qualitative study approach was implemented for this investigation. The use of the descriptive design aims to present textual evaluation and conceptual exploration of ways interactions facilitate the acquisition of English as a foreign language. The method makes it easier to compile many contributions and conversations on the desired philosophies of learning and instructing English as a target language. The information was gathered via secondary materials, such as prestigious journal papers on the role of interaction in learning English as a foreign language. Descriptive interpretation is used, with an emphasis on the principles of interaction, its effects, and how classroom interaction has enhanced the acquisition of English as a foreign language.

IV. DISCUSSION

The topic of interaction, which is an important part of learning English as a target language, ultimately concentrates on what other investigations have revealed and develops a perspective to produce some fundamental conclusions. It has been claimed that social interactions in principle and participation in the classroom particularly have a substantial influence on the process of learning a foreign language. In this part, we'll talk about how the interaction might help pupils learn English in a pedagogical context.

Interactions are said to possess a significant impact on linguistic proficiency and linguistic development, according to contemporary ELT models on learning a foreign language for instance the "Interactions Hypothesis" and "Communicative Language Teaching Approach," etc. Language classroom interactions are crucial because they allow learners to participate in social activities that help them improve their interpersonal abilities as well as their self-confidence and sense of self-esteem as proficient linguistic communicators (Luk & Lin, 2007). Luk and Lin (2007) discovered that learners' daily interactions with respective language instructors in the classroom help them to establish numerous personalities. This finding came from an extensive phenomenological study of instructor interactions in Singapore and other countries. Even though the study was conducted in an ESL classroom with native English speakers present, Luk and Lin (2007, p. 188) convey an illuminating account of why schoolchildren engage in dialogue for culture and personality reserves, which are "converted into non-institutionally authorized language practices and identities." Pupils' interpersonal awareness maybe those "non-institutional language practices" that educators are meant to draw on to help learners learn more efficiently.

According to this viewpoint, since communication combines interpersonal and societal variables, their relative importance is equivalent. Individuals are said to "get command of and remodel particular mental mechanisms during meditation when information is absorbed during social interaction," precisely (Lightbown & Spada, 2006, p. 47). The significance of communication and the thought processes required while speaking to another speaker is highly emphasized in this remark. The core idea of this philosophy posits how the individual consciousness is facilitated, which simply implies that the individual mind uses language, a symbolic construct, to control or mediate how individuals relate to one another and the outside world (Lantolf, 2000; Long, 1996). In that sense, language acts as a bridge between the outside environment and the consciousness, transforming physiological awareness into sociocultural notions and impressions. Language characteristics alter when it becomes social in an attempt to moderate neural processes. The context provided by the topic aids in the learning process, therefore language does not need to be entirely syntactic in its structure.

Each of the above actions is necessary for acquiring English since they develop crucial cognitive skills that will enable L2 motivation accomplishment. In light of the notion that, according to the sociocultural standpoint, learning is both a mental process and a sociocultural operation, it is important to discuss the connection between both reasoning and having a conversation. As Lantolf (2001) notes, speaking is the public realization of personal consciousness, notwithstanding the assertion that the above philosophies are therefore neither unified force nor wholly independent. The process of learning itself, as well as a thorough knowledge of human brain capabilities, depends on these two factors.

To achieve Literacy development, from a socio-cultural perspective, learners must engage with others. Whenever a person communicates with a speaker, learning happens according to this approach. In light of the help provided by the interlocutor, this is an instance when a student can execute at a greater degree of competency. Teachers need to be aware that what they are teaching needs to be in line with the societal or individual responsibilities that language learning serves. Speaking is another way that the learning process may take shape; this is known as talking-assisted learning. In this manner, students might work with a partner to jointly develop knowledge (Lightbown & Spada, 2006). Discussions among participants in a group then clarify how language acquisition occurs through communication.

The tactics and methods that follow are strongly interactionist in nature and have a strong connection to classroom communications and social constructionism. Let's continue by discussing the 'Whole Language Approach', which contends that language ought to be learned as a whole rather than as a collection of discrete grammatical structures like vocabulary and syntax (Richards & Rodgers, 2001; Long et al., 1998). Since this approach is ESL instruction

holistically and more naturally, it is strongly tied to the socio-cultural paradigm. This fundamentally implies that the Whole Language Approach, which is intended to support learners of all ages in acquiring a Second language in the same way that native learners do, stresses the learning of fluency via actual dialogue, following the researchers.

In the issue of interactions as a strategy for enhancing second-language proficiency in English, various techniques are pertinent. Competency-based language teaching is one example (CBLT). This approach was developed to help immigrants in various countries learn English as a foreign language, and it has shown to be useful in the debate of interactions as an important instrument in the acquisition of English as a foreign language. Competency-Based Education (CBE), which put a strong emphasis on the results of learning in language classes, served as the foundation for Competency-Based Language Teaching (CBLT). According to Richards and Rodgers (2001), learners should possess a variety of distinct categories of information and abilities by the completion of a language study. The researchers wrote that proficiency lists were developed through an examination of common activities required in various life roles, including ones demanded by immigrants who must acquire a second language. The CBLT, therefore, represents the implementation of learning with a concentration on efficiency; i. e., it is concentrated on a collection of specific information that students need to acquire to perform successfully, which is attained via interactions. Comparable to this, content-based learning centres teach the skills that students will learn rather than their language background. It proves that learning a language is more effective when the language is used to obtain information instead of serving as the goal overall (Richard & Rodgers, 2001). Finally, "Community Language Learning" (CLL) represents a strategy that incorporates counselling into the process of teaching languages. According to Richards and Rodgers (2001), this denotes that someone offers encouragement and instruction to a student who requests it. In this way, the analogy reinterprets the responsibilities of the instructor and students in the classroom while also highlighting the value of interactions.

There are several prerequisites for instructors, including the need for high levels of proficiency both tangible and intangible in their first and second languages as well as the avoidance of classical techniques and a high degree of sympathy for the function of counsellors. The larger educational strategy known as collaborative learning includes cooperative language learning (CLL), which is similar (to CL). This strategy, following Richards and Rodgers (2001), encourages students to engage in collaborative curricular initiatives in the classroom, such as those that include pairs or small groups of classmates. By encouraging peer engagement in this way, the CLL is seen as a learner-centred methodology. Its key objectives include, among others: providing examples of naturalistic language acquisition and creating productive and purposeful acquisition.

Several investigators have presented divergent but conceptually linked viewpoints in assessments of communication as a socio-psychological element that affects the acquisition of English as a foreign language. These are methods that support the evaluation of the social context in the study of the English language. After Long's investigations, who is considered to be the primary developer of symbolic interactions in English language acquisition, numerous investigators have used comparable perspectives to further illuminate the value of interactions in English language classroom instruction. An instance of these perspectives is the socio-cultural interactionism viewpoint on acquiring the English language, which is typically linked with Vygotsky (1978). The viewpoint places special emphasis on the function of communicating and reasoning mostly in the setting of engagement. This viewpoint contends that solely looking at an individual's psychological functioning within its own administrative, chronological, and contextual factors may be fully comprehended. The model puts considerable importance on the function of conduct in the cultural setting since the sociocultural paradigm views every mental activity as the outcome of a relationship between social actors and environmental characteristics.

Another viewpoint is conceptual, which can be linked to both "Piaget's developmental theory" and cognitive psychology in general. The cognitive view on learning emphasizes the person's mental activity, the growth of thought, cognitive techniques, and their use. The cognitive approach views contact in English language teaching as aiding the creation of the person's cognition since it aids in the activation of the person's background experience. Since the arrangement of thought in speech aids in the reconstruction of information, social contact is considered as aiding a person to comprehend while becoming knowledgeable of mental abilities. According to Doise and Mugny (1984), misunderstandings encountered while interacting may result in mental difficulties, which, once resolved, encourage cognitive adaptation in the person. The cognitive approach places a strong emphasis on cognitively equal contact in which people work together to achieve a shared goal. Mentally and emotionally equivalent interactions between people are thought to facilitate the emergence of knowledge-relevant crisis circumstances (DeVries, 1997).

The debate over the interaction between teachers and students has been heavily influenced by these two different perspectives. Accentuating the idea that "intellectual development can only be comprehended in the scope of social and contextual situations individuals encounter," Vygotsky's viewpoint on interactions in English language teaching is in favour of this claim (Slavin, 2006, p. 42). In contrast to proponents of cognitive theories, who see intelligence and processing as internal, personal phenomena, intercultural scholars view social activity as the analytical unit (Cobb, 1994). How engaging in connection is connected to an individual's growth is fundamental to the contemporary perspective. Notably, the socio-cultural approach does not define cognition as distinct from its social and cultural context, meanwhile, the cognitive model conceptualizes reasoning as an operation in the individual's thoughts.

V. SUMMARY OF FINDINGS

The debate as it was conducted may help people comprehend the interaction's fundamental principles and how they apply to acquiring English as a foreign language. The following conclusions are crucial to the conversation:

1. In recognition of the significance of interaction in L2 acquisition, the influence of communication on the acquisition of English as a foreign language may be further investigated.
2. Conversation among learners and instructors in addition to interaction among learners and many other classmates appears to be essential to the efficient acquisition of English as a foreign language in the classrooms.
3. The debate also made clear that several ideas and approaches have been created to explain how interaction affects students' acquisition of English as a foreign language mostly in classrooms.
4. Recognizing the importance of contact in learning English as a foreign language promotes the operation of both learner's and the instructor's sociocultural and cognitive developing processes. This is considered in light of the classroom's design and purpose.

English language acquisition is greatly influenced by the interactions between teachers and pupils. Uncovering the mental and socio-cultural ramifications of interaction features is a component of the debate, though. There is a propensity for learners speaking English as a foreign language to transmit some sociocultural elements, which might affect how they interact. As a result, classroom contact is frequently seen, especially when it occurs during a teaching session.

VI. CONCLUSIONS

The results of this study used to show that interaction is still a fundamental strategy regularly used to accentuate understanding inside English language teaching (ELT) classrooms. The study also found that contact, particularly in the classroom, helps identify the actual difficulties that students face when learning a second language. It has been demonstrated that consistent engagement that directly involves learners in the classroom activity prompts instructors to respond quickly to use effective strategies to instil behavioural modifications in pupils.

Thus, it can be argued that conversation plays a huge role in the acquisition of English as a foreign language. To promote this debate, conversation, and interactions within the classroom, English language instructors must employ various interrelations and approaches and present impact reports of the methods.

ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.2 / 537/44).

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