

# On the Interaction Mode of Students in English Classroom Teaching

Yuhong Liu<sup>a,\*</sup>, Xiaoli Hu<sup>b</sup>

*School of International Education, Jiangsu Maritime Institute, Nanjing 211170, Jiangsu, China*

*<sup>a</sup>liuyuhong999936@sina.com, <sup>b</sup>52447858@qq.com*

*\*Corresponding author*

**Abstract:** *Contemporary college English teaching must get rid of the outdated teaching model of teachers as the main body, vigorously advocate the interaction model of students, in order to maximize the improvement of students' English communicative ability, but also cultivate students' inner quality and quality. This paper focuses on the theoretical origin of the interaction model between students and students, the specific methods of operation, the possible problems of the model and the teaching effect.*

**Keywords:** *College English, Student-student interaction, Constructivism, Mode*

## 1. Introduction

In recent years, one of the basic problems in teaching English is to prepare those students to be able to use the language. The reasonable command of English language would enable them to get information and also give out information accurately. The students' proficiency in English can be improved through the practice of writing and speaking skills. In addition, most of the teaching and learning process is class centered, whereby students only listen to their teachers as instructors who only enhance their commands. Some teachers feel that the best way to teach language is through whole class teaching. There are many benefits for using group work in English classroom but not many teachers use this strategy. They seem to feel that group work is difficult to carry out. Many teachers think that group work consumes more time. Sometimes, the students will start to use their mother tongue to express an idea when they get excited and they won't talk in English. As a teacher, we need to help students take appropriate responsibility for their success and failure and encourage them to set realistic and short term goals.

English classroom teaching involves the participation of various factors. Because of the interaction between these factors, English classroom has a strong vitality. Once these factors are stimulated and mobilized, the English class will become lively, interesting and full of energy. The smooth development of "student interaction" determines whether the teaching content, teaching methods and teaching means can be implemented and even whether the teaching objectives can be achieved. Therefore, it is regarded as the core content of English teaching interaction and one of the fundamental differences between contemporary English classroom teaching and traditional English teaching.

## 2. Theoretical Basis of "Learners Interaction"

The constructivism theory, social interaction theory and humanistic theorys are the theoretical basis of "student-student interaction" teaching mode. All three theories claim that the learner is the main center of learning, and also emphasize the importance of cooperation between learners.

### 2.1. Constructivist Theory

Constructivism theory holds that students cannot acquire knowledge only by teachers' knowledge imparts[1]. Under the guidance of teachers, learners make use of learning resources and acquire knowledge through connotation construction. That is to say, the acquisition of knowledge is always inseparable from a certain context, and knowledge is meaningful only in a certain context. Only by placing learners in real learning situations and acquiring experience and constructing knowledge in practical tasks can learners master and learn to apply knowledge. Therefore, it is very important to create a good learning situation for students. The characteristic of constructivism teaching model is "student-centered", teachers play the role of organizing, helping and promoting in the whole teaching process. In

this process, teachers should fully mobilize students' enthusiasm and initiative, stimulate students' potential of independent inquiry and learning, and help students complete knowledge construction.

### ***2.2. Social Interaction Theory***

According to social interaction theory, from the perspective of social learning, personal factors, behavioral factors and environmental factors interact and influence each other. Social interaction theory guidance for English teaching strategy is: students' interests, hobbies, special skill in class, and personal experience is different, they in the natural language environment to communicate through language with students affect the students, but also accept the influence of the students, this process is to further know the world and the process of constant change their view of the world. In this process, students' language ability is effectively improved, and their understanding of the world is also more extensive and profound.

### ***2.3. Humanistic Theory***

Humanistic theory emphasizes the importance of people's inner world. This theory places human thoughts, feelings and emotions at the forefront of the whole psychological development. Humanism believes that the truly meaningful learning should occur when the learning content is closely related to the individual, and the learning knowledge should be obtained when the learner can actively participate in it. Humanistic theory emphasizes the importance of individual learner's status and personality[2]. The theory points out that teachers should not only impart knowledge and skills to students, but also treat them as living individuals, and the content of learning should reflect their needs in knowledge, intelligence, emotion, personality and other aspects, otherwise students will not be interested. Teachers should let students in a relaxed classroom atmosphere and environment to actively participate in teaching activities, so that it can eliminate or weaken anxiety, tension and other feelings, only in this way can give full play to the students' own personality, the cultivation of students' comprehensive internal quality and master language knowledge organically combined.

### ***2.4. Benefits of Group Work***

Classroom management involves changing the social environment of the classroom from one-way teacher centered situation to that of a co-operative and participating learning situation. Group work is certainly part of classroom management as it involves teachers having to organize and manage groups and in addition to it they have to cater for wide range of abilities and attainments. Most probably there is greater demand on the teacher of mixed ability classes because then it would require the teacher to form groups which can work well together[3].

### ***2.5. Interesting and Enjoyable Lesson***

The group work activities can make the lessons more interesting and enjoyable as it reduced the tediousness of language lessons. It is believed that group work is superior to exercises such as classroom drills as it provides opportunities for children to talk freely as they find group work activities to be interesting and enjoyable, and this helps to improve their language. In view of this, school teachers should pay careful attention to the value of group work in the English classroom as well as give motivation to their students as the performance improves substantially when they are enjoying their lessons and highly motivated. If group work fails to yield the expected results, teachers must look into the management of the group work rather than attribute the shortcoming to that of group work itself.

### ***2.6. Group Work Activities Promote Interaction among Teammates***

This group work activities manage to promote interaction among teammates. By putting students in groups, teachers will give more language practice to the students. As students are more involved, they will feel secure and help each other to complete the tasks. Additionally, working in mixed-ability teams can benefit both higher and lower achieving students in many subject areas. What this means for the classroom practitioner is that group work is certainly a viable and the valuable tool in the teaching and the learning of English. One of the many complaints against the graduate of the public universities is that they lack communicative skills and may pose a liability to the corporate image of an organization with their sub-standard command of English. Thus, training the students in communicative competency must start while they are still at school.

### ***2.7. Group Work as an Effective Learning Mechanism***

This study also found that group work activities are an effective learning mechanism as perceived by the students. It is evident that the student client is satisfied with group work being an effective tool of learning. The students' opinion on this matter should not be lightly dismissed. As being at the receiving end of the classroom learning process, they are in the best position to decide which pedagogy results in the highest amount of added value.

## **3. The Basic Modes of "student-student interaction" in English Classroom**

"Student interaction" in English classroom teaching refers to the two-way or multi-directional communication activities carried out by students under the guidance of teachers in the process of jointly constructing knowledge and cultivating ability in order to achieve the established teaching objectives. "Student interaction" activities can involve listening, speaking, reading, writing, translation and other language skills. In English classroom teaching, teachers should organize the interaction between students, only in this way can the effect of English teaching be greatly improved. In many years of English teaching, the author has found five efficient and easy to operate "student interaction" teaching mode, namely: "one person speech, two people pair, three people group report, four people group discussion, five people write and play" model[4].

### ***3.1. One Person Speaking***

There are two forms of one-person speech: one is to use the first five minutes of the English class to arrange one speaker at a time. The speaker choose their interested topic, refer to English magazines and newspapers in advance, combined with the own English level, select the article that oneself like, control will be the new words in a certain range, replace with learned vocabulary and structure parts are difficult or easy words and structures, before the speech topic and write new words on the blackboard, can be other students listen and take notes. After the speech, the speaker will ask questions about the content of the speech or answer questions from the audience. This kind of interactive activity can not only mobilize students' learning enthusiasm and participation, but also make in-class and out-of-class interaction form, and promote students' autonomous learning. Another form of speech is to focus on the theme of the text. This activity can be placed before the new lesson or after the end of the text, according to the difficulty and content of the text and flexible mastery. If the class starts before the new class, the teacher should assign the task to the students first. This kind of speech requires students to use the main vocabulary, structure and knowledge points in this class, and make a speech in their own language. In order to make a good speech and show their talent and strength, students usually study carefully before and after class, such as memorizing words, reading texts, reciting classic sentence patterns, reviewing knowledge points and language points. Some students even write speeches before class.

### ***3.2. Theory Two People in Pairs***

Pairing up refers to two students working in pairs to carry out foreign language learning activities, which is often used in the foreign language classroom "student interaction". Pairs can be divided into two forms: fixed and unfixed. The members of the fixed speech are usually two students at the same table. The members of the non-fixed speech are selected according to the teaching needs, sometimes by the students themselves, sometimes by the teacher. The most outstanding advantage of the two-person pair form is that it can not only be used flexibly, but also make every student participate in teaching at the same time, and expand the participation of "student interaction". From the perspective of psychological linguistics and social linguistics, two pairs of communication between two people relatively free and easy, avoiding the class to answer questions in public may produce anxiety and tension, when not clear problem can be clarified through the exchange of views on many times, greatly increased the English information input, help to English learning[5]. At the same time, the frequency of two-way communication in pairs is significantly more than other forms of "student interaction", which is conducive to the cultivation of students' foreign language communication ability.

### ***3.3. The Team of Three Reporters***

In this activity, a group of three students will make a report for about 10 minutes after the English class begins. The reason why three people are selected as a report group is mainly because in this activity,

one person will give the lecture and the other two students will make supplementary speeches, which is more conducive to the report and the completion of the interactive task. Teachers should adopt the interest strategy, let them choose their own interest in the topic, then read the relevant English magazines, newspapers, adjust the length of the selected article and language difficulty. Group members work together to make multimedia courseware, including new words, topic outline and content, related pictures, audio and video, questions, etc. The rest of the class take notes during the group presentation. After the presentation, the group will ask questions from the audience, or answer questions from the audience[6]. Student presentations may include local and foreign customs, transportation, finance and economics, entertainment, psychological tests, English learning methods, etc. This activity can not only promote the communication and cooperation between students, improve students' oral ability and the ability to make multimedia courseware, but also inject a new vitality into the classroom, stimulate students' interest in learning English.

### ***3.4. Discussion in Groups of Four***

In teaching, if the group number is less than four people, the discussion atmosphere is not warm enough, the group number is more than four people is not conducive to communication. Teaching practice also shows that co-position and ex-position students are more convenient to communicate when they cooperate with each other. Group discussions can be held at the beginning of a class or at any time according to the needs of the teaching. Teacher first write the questions to be discussed on the blackboard, then divide the class into several groups, the group members discuss together. Because of the preview as the basis, and this topic is very familiar to the students in their daily life, the discussion is generally very lively. During the discussion, the teacher wants to give full play to the leading role, to inspect and participate in group discussion, to boot from time to time, keep the discussion around the topic, but unfavorable and overmuch, the teacher wants to believe that students, let them establish, answering questions, summary, and then find out the correct answer and the way to solve the problem, to exchange between groups, That is, representatives of each group report the results of their discussions. After a period of intense discussion and communication, students will have a deeper understanding of the topic discussed. Finally, teachers and students summarize together to form a consensus. Groups to discuss this kind of form can not only make every student in the classroom bold, fully exchange views, positive and initiative to acquire knowledge, improve the ability of self-study and analysis, judgment, reasoning and other thinking ability, and unconsciously, has improved the students' language skills, learning potential and creativity to get play, What's more important is to cultivate students' team spirit of unity and cooperation.

### ***3.5. Five People Write and Act***

In English class, the teacher can arrange a group of students to perform for about 10 minutes, so that each student has at least one chance to participate in the performance every semester. Practice has proved that the performance group of five people is more suitable, the performance group more than five people, not only limited by the platform or classroom space, and students in about 10 minutes of short play show too few opportunities to achieve interaction and language training effect. A performance group of less than five people will generally not meet the needs of the story. The requirement for this activity is that it be conducted in English. Students perform in class in a variety of forms, such as adapted ancient and modern Chinese and foreign famous works, self-written plays, drama and so on. If the activity is well prepared, students will be highly motivated and the performance will be very realistic. Having experienced such a performance, students will feel deeply. Through performance, students not only master the knowledge and language points, improve their oral ability and performance ability, but also enhance mutual understanding and deepen friendship. Because of the many interactive activities in front of the class, the performance is generally more relaxed. Activities are generally arranged at the beginning of class, can give students a good mood, active classroom atmosphere, so that they are full of spirit into the classroom activities. It is also sometimes arranged after other activities in order to lighten the atmosphere when students feel tired. Teachers should take into account students' learning attitude, language skills, adaptability, creativity, etc., and make a comprehensive and objective evaluation of students, so that each student can not only experience the joy of success, but also understand their own shortcomings and the direction of efforts[7].

#### 4. Conclusions

“Student-to-student” forms are varied, with every interaction form having its advantages and limitations, the number of students in different interactive forms need to be involved is different, they are in training students to master all kinds of English knowledge and ability, the role of is different also, so in English classroom should not be in the form of a single, and a variety of forms should be used interchangeably, Not only make full use of the advantages of various forms of interaction, but also make the English class with a rhythm of relaxation, so that the English class efficiently.

#### Acknowledgements

Foundation for Outstanding Key Teachers of "Qing Lan Project" in Jiangsu Province (2020)

#### References

- [1] Chen Qi, Liu Rude. *Contemporary educational psychology*. Beijing: Beijing Normal University Press, 2020.
- [2] Zuo Huanqi. *The new development of English classroom teaching*. Shanghai: East China Normal University Press, 2017.
- [3] Gopala Krishnan Sekharan Nair, Rozlan Abdul Rahim. *Group Work in the Secondary ESL Classroom [J]*. *Asian Social Science* August. 2021(10).
- [4] Liu Wei, Bian Rufeng. *Technology of simulating role in task communication style [J]*. *Journal of Xuzhou Institute of Education* 2021(7).
- [5] Wang Xianrong. *Talking about the communication of college English classroom teaching [J]*. *Journal of Anqing Normal University*, 2019(5).
- [6] Ma Jingbo. *Student-centered college English teaching model [J]*. *Journal of Mudanjiang Normal University*, 2020(5).
- [7] Zhang Lin. *Analysis on the role of college English teachers in the mode of autonomous learning [J]*. *Journal of Changchun University of Science and Technology*, 2019(5).