EXPLORING THE ROLE OF TEACHER-STUDENT INTERACTION IN ENGLISH LANGUAGE TEACHING CLASSROOM

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ABSTRACT
This study examines the nature of the teacher-student relationship and its possible effect on student achievement at undergraduate level. The basic purpose of this research paper was to analyze the factors influencing teacher student interaction at undergraduate level and the perception of teachers about effects of positive and negative interaction. For this study, qualitative method was used with close ended questionnaire. The data was analyzed using through excel graphs or statistical packages for social sciences (SPSS). This research was consisted 10 teachers and 20 students of department of English at Bahauddin Zakariya University Multan and these make a sample of population. The focus on teacher-student interaction is important in the teaching process. The results show that teacher-student should know about the art of communication which involves cultural knowledge, needs of student, importance of a conducive environment that helps their learning styles. Teacher should also solve the problems of the students. The objective of this study is to analyze teacher-student interaction with respect to student's achievement.
Keywords: Behavior, Interaction, Learning, Students' achievement.

1. BACKGROUND OF THE STUDY

Education is the backbone for achieving social, political, and economic stability of any nation. The qualitative educational system is essential for the mental development of students and the progress of any country. Teacher student's relationships have importance specially for the educational and social progress of student. Those students who have intimate relationship with mentors get best level of development in their learning and acquirement. The teaching techniques of a teacher influence the learning ability of students. If the mentors more connect and communicates with his or her students both can gain a high level of proficiency and effective learning.

The interaction of teachers-students is particularly important. We are aware that mentors are central figure in pupil's life and they can serve best hold up for their students in education. Teacher interaction enhanced the student's ability and their community-based progress. The teacher's task is not only imparting the knowledge, but he must inculcate attitudes, loyalties, and reinforces should morally codes in the students.

When students perceive the positive relations with teachers, they are more inclined towards achieving favorable outcome in their studies. On the contrary, when students do not have the optimistic and cooperative relationship with their teachers, they do not take interest in studies and not encouraged towards good result. Teacher's expectation and student's achievement create friendly environment during the class and it is more effective in learning. Teacher's personality has a great impact on student's achievement. It creates an important role in classroom activities.

Anwar (1998) asserts that If the teachers are highly qualified, good trained in their profession and have great behavior, the students are automatically motivated. Hayom (1989) opines that "the

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teachers who possess professional and interpersonal student behavior and skills are effective in their classroom. Every person has a different frame of mind, which may be positive or negative."
"The achievement of a comprehensive and effective educational system is necessary for the survival of nation" (Saeed, 2001).

Teacher-student good interaction creates a learning atmosphere in class instead of creating a fear in students to ask question relative to study. There are different students from different age and different cultures in the classroom. It is only the responsibility of a teacher that he or she maintain the different techniques in the classroom to understand the lesson. A few students can learn quickly but on the other hand there are also some students who takes some time to understand the lesson.

Teacher must continuously ask their students about their difficulties being faced by them studies to guide them and to create a good interaction. If mentor know about the troubles of the students, he or she will help the student to feel them secure and more confident in learning. A positive conversation and interaction between the mentors and the students create a best environment in classroom for the learning of students. Mentors serve as a central figure at educational place whose attitudes are affected by the students intentionally or unintentionally. According to Tyler and Boelter (2008), Responsible mentors are always concerned about their student's feedback and their educational gaining, while the irresponsible teachers' beliefs bring a decrease in educational progress.

1.1 Statement of the problem
The object of this research paper is to analyze the effect of student –teacher interaction on students' achievement and how positive interactions affect the students' learning outcomes. Also, it investigates the effects of less interaction between students and teachers.

1.2 Objectives of the Study
The objective of this research paper is to determine the effect of teacher-student interaction on students' achievement at undergraduate level.
Following are the motives of this paper:
- to explore the factors influencing teacher-student interaction at undergraduate level
- to investigate the perception of teachers about effects of positive and negative interaction
- to examine the impact of student teacher interaction regarding student achievement

1.3 Research Questions
- How do certain factors influence teacher-student interaction at undergraduate level?
- What are the perceptions of teachers about the effects of positive and negative interaction?
- How does student-teacher interaction affect students' achievement?

1.4 Significance of the study
This research carries much importance relating to ELT field. The given research may be helpful for the teachers to make their classroom environment better. This study may also be helpful for students to make them active participants of class. The present study may also be beneficial for the researcher as they may conduct further study in the light of present day. We observe that some students are not so well in their abilities to perform because of their unsound relationship with their mentor. It is a fact that those students having optimistic relation with teachers have better performance than others. This study is a great significance because we are directly concerned with the classroom performance and achievement of the students.

2.   REVIEW OF LITERATURE
The research is designed to recognize and examine the influence pertaining to teacher student interaction on student's acquirement at BS level. The mentor interaction is viewed as a constructive teacher. Teaching is an instrument in which a student endeavors to controls his or her educational difficulties from where he gets schooling. For smooth social development, the relationship between the teacher and student is extremely essential. If the teacher is cheerful temperament, cooperative and sympathy every student will gain knowledge. Education is not only a one-sided affair. Learning is a passion with an ideal student. The impact of teacher in classroom is verbal exchanges, asking questions, responding, and reacting. It is true that student motivation and success are based on their attitudes and behavior.

Shah (2009) explores that teacher attitudes play a vital role in student learning outcome. Student assessment is important in academic performance. Qualitative training of teachers proves helpful not

only for teachers but students' progress too. Positive attitude also plays an important role in student achievement.

Positive relationship creates a good learning environment and Support the student in good achievement. Teacher-student interaction in classroom has a deep effect on student's learning skills. A teacher acts as a significant figure in students modeling, in creating critical thinking approach in them to promote students' academic achievement and associated self-efficacy beliefs.

The features of classroom, teachers feature the qualities of teachers and the interaction of pupils with mentors, and environment of classroom have an impact on educational progress of students Classroom social environment serves as a dominant feature for the development of students. The quality of the academic achievement is a positive interaction with their teachers that may leads the academic success. Teachers have different roles with different aspects and spend a lot of time with students. When mentors have good understanding and optimistic affiliation with their pupils, then students will take more interest in their studies and will be motivated towards achieving success.

Mohanty and Pani (1979) analyzed that a good and optimistic teacher-student interaction proves prosperous in the student development, educational conduct of students. Teachers who are not offered handsome salaries they do not take interest to remain intact with this profession. There exists a variation between schools and colleges teacher's remuneration. The burden of job in this field is laborious than most of the other professions. Besides teaching in classroom, they must maintain other tasks such as examining student assignments and spending a lot of time for the fulfillment of their work pertaining to job. Teacher observing all the time to the students and walk in the classroom.

There is huge level of variances in the capacity of individuals for performing lengthen task. The prevailing educational system completely stalls to consider this element at the time of placement coaching and promotion of mentors. Teacher must concentrate whole class and gave them feedback with an enthusiastically about his or her subject. If teacher praise individually the students will gain good knowledge and learning.

A dutiful teacher considers a large class hectic for him. It becomes difficult to maintain the decorum of class and manage a large class. And with increase of class strength the work burden of assignment checking, and other curriculum activities also increases that becomes laborious for a teacher. In large classes it is very difficult for the teacher to concentrate everyone and gave them feedback individually. If class small teacher will listen problems of the students individually. Teachers also face a difficulty with respect to the lack of proper infrastructure and other basic facilities such as libraries, laboratories, lab apparatus etc. There is a lack of instruments, laboratories and new technologies in our institutions. To overcome this difficulty, there should be sufficient equipment in the institution. It is the duty of institutions that they should provide every instrument that can help in student academic achievement.

The present policy for the promotion of teachers is proportional to the date of appointment and duration of job. Newly appointed teachers have lack of passion due to minor opportunism to get promote. The approach of this policy creates sluggishness and lack of zeal in senior teachers regarding their job and fail to produce such teachers in this profession that are sincere with their job as they just do it for basic purpose of salary not for the betterment of students.

Qualitative teachers act as an engine for the development of students. And for improving the teaching skills of the teachers there must be training of teachers that are insufficient. Teachers need to be progressive and updated in the better and modern teaching techniques, skills, and ideas. And the existing facilities are not enough to provide training to all teachers. Through training teachers gain new knowledge and learn about the new things. The role of student-teacher interaction is relevance. We are aware that mentors play a role of central figure in student's life and they can give encouragement to children from an informal to formal educational atmosphere. (Pianta & Stuhlman, 2004). Although the interaction between the student and teacher depend on the contribution of student in class activities and attitude towards learning. These affiliations may vary subject to gender difference of children. (Murray & Murray, 2004).

Student-teacher interaction becomes good by intimacy, while the negative student-teacher interaction leads to disagreement. Students having optimistic relation with teachers show better progress than those having negative relationship. (Downer et al., 2008; Jerome et al., 2009; Pianta & Stuhlman, 2004) Teaching is actually a name of connection between teacher and student interaction. Mostly, we converse with each other and talk about information to provide some knowledge, or skill to others and

convince someone to specific belief. This is an informal sense of teaching when a person believes that he has some good knowledge or skills which must be communicated to others for their good.

Teaching has value and worth. Without teaching an individual cannot progress in his or her life. It provides best of all opportunities to make progress in life and make it worth living. As compare to other fields like doctors and engineers teaching is also a highly respectable profession. They considered highly qualified in his profession. Shortly, when you are regarded as a mentor, society intend to treat you with respect because of your worth what you do. You will be considered beneficial for the student because of specific skills, techniques, and specific training. Without trained teachers teaching will not be compactible. If there is positive environment in the class, it helps in students' academic achievement. The scope of teaching behavior lies from a plain expression of smile or path that creates passion in student to overcome his complex and make him efficient learner. If teacher behavior is rigid students become lazier and dull. Teacher behavior should be friendly that every student can talk with him without any hesitation. Behavior of teacher reflects on student's personality. A rigid and aggressive behavior will change the personality of a student and a friendly behavior will attain success and motivation for the student. It is also the responsibility of the student that he should respect his or her teacher listen his talk in a good manner.

Attitudes are justifications about what we believe as well as perceive. Attitudes are the outcome of pertaining thinking as well norms. If a person is of the opinion that his teacher is consultative, and the person admires it, then he will have a positive behavior for his teacher. The student's way of studying and habits of pupils are important variables, that has close association with the development and triumph of pupils in their educational career. Personality effects the attitude of mentor in diver's way such as in the teacher interconnection which student method opted and learning experiences chosen. Teacher's persona assists in generating as well sustaining a classroom or teaching setting in where students undergo comfortable environment and, are inclined towards learning is considered to be an effective and influential teacher's persona. Teacher personality is a very significant role on student's achievement. If teacher personality is good looking and gave positive behavior, the attitude of students will automatically like him.

Academic achievements are based on learning. It is the responsibility of a teacher that he creates conducive environment in the classroom. If students get the positive relationship with their teacher, they will attain high grades and become more motivated. For next semester academic achievements are necessary. Without achievements a student cannot pass his or her exam. A teacher's personality and style of interaction become a person to achieve his goal in college and university. Students become more motivated and confident with the help of teacher interaction.

## 3.	RESEARCH METHODOLOGY

Quantitative data was collected through questionnaires. Two questionnaires were used for this research. One was designed for the teachers and the other was for the students. The purpose of this study was an analysis of teacher student interaction at undergraduate level. The accrual object of this research was an analysis of student teacher interaction at intermediate level. The entire population was the department of English at Bahauddin Zakariya University Multan. This research was consisted of 20 students and 10 teachers. For this research three points Likert scale was used. The quantitative instrument was questionnaires. The entire item had three options as, agree, neutral, disagree.

The questionnaire was developed after the reviewing the research questions. After the selection of sample researcher administrated the questionnaire from teachers and students. Researcher noted that lot of students were hesitant to reply. Researcher introduces the questionnaire before distributing the questionnaire. Questionnaire survey was distributed online using google forms. For the study and analysis of the above-mentioned topics data collection is quite important. Data collection instruments, two questionnaires used in this research. The data acquired by the questionnaire were examined as well interpreted through the SPSS (statistical package for social science).

## 4.	ANALYSIS AND INTERPRETATION OF DATA

The following section provides a thorough and exhaustive interpretation of data for this study which is divided in two parts i.e. students and teachers' perceptions.

Part 1 (Students)
Table 1. Because of time constraint and lengthy syllabus many teachers cannot interact with me properly

	Frequency	Percent
Agree	13	65
Neutral	3	15.0
Disagree	4	20.0
Total	20	100.0

Above chart shows that 65% students were agreed that Because of time constraint and lengthy syllabus my teacher cannot interact with me properly, 20% students were disagreed with and 15% students were neutral. So, we can conclude that mostly student's opinion was agreed.

Table 2. We are unable attain high grades if the teacher does not interact with us apart from syllabus.

	Frequency	Percent
Agree	10	50.0
Neutral	3	15.0
Disagree	7	35.0
Total	20	100.0

Above chart reflect that 50% students were agreed that we are unable to attain high grades if the teacher does not interact with us apart from syllabus,5% students were disagreed and 15% students were Neutral. So, we can conclude that mostly student's opinion was agreed.

Table 3. Sometimes if I get spare time my teacher helps me when I need help

	Frequency	Percent
Agree	15	75.0
Neutral	1	5.0
Disagree	4	20.0
Total	20	100.0

Above table reflect that 75% students were agreed that Sometimes if I get spare time my teacher help me when I need help 20% students were disagreed and 5% students were remained Neutral. So, we can conclude that mostly student's opinion was agreed.

Table 4. My teachers use question answer techniques during lecture for better interaction.

	Frequency	Percent
Agree	18	90.0
Neutral	1	5.0
Disagree	1	5.0
Total	20	100.0

Above chart reflect that 90% students were agreed that my teacher use question answer techniques during teaching for better interaction, 5% students were disagreed, and 5% students were remained Neutral. So, we can conclude that mostly student's opinion was agreed.

Table 5. I understand the concepts better if my teacher deliver lecture in a friendly way.

	Frequency	Percent
Agree	19	95.0
Neutral	1	5.0
Disagree	0	0.0
Total	20	100.0

Above chart reflect that 95% students were agreed that I understand the concepts better if my teacher deliver lecture in a friendly way, 0% students were disagreed and 5% students were remained Neutral. So, we can conclude that mostly student's opinion was agreed.

Table 6. My teacher does not cater irrelevant questions asked by the students because that waste our time.

	Frequency	Percent
Agree	12	60.0
Neutral	5	25.0
Disagree	3	15.0
Total	20	100.0

Above chart reflect that 60% students were agreed that teacher does not cater irrelevant questions asked by the students because that wastes our time, 15% students were disagreed, and 25% students were remained unable to respond. So. we can conclude that mostly student's opinion was agreed.

Table 7. Sometimes my teacher includes interesting topics in curriculum lesson.

	Frequency	Percent
Agree	18	90.0
Neutral	1	5.0
Disagree	1	5.0
Total	20	100.0

Above chart reflect that 90% students were agreed that my teacher includes interesting topics in curriculum lesson, 5% students were disagreed, and 5% students were remained Neutral. So, we can conclude that mostly student's opinion was agreed.

Part 2 (Teachers)

Table 8. Sample division on gender basis

	Frequency	Percent
Male	06	60.0
Female	4	40.0
Total	10	100.0

According to above chart that there were 60% male teachers and 40% female teachers in the sample. So, we can conclude that male majority was high as compared to female.

Sample was taken on qualification basis

Table 9. Education

	Frequency	Percent
M.A	3	45.0
M.Phil.	7	55.0
Total	10	100.0

Above chart describes there were 45% teachers who have done M.A and 55% teachers who have done M.Phil. Majority of the teachers were taken highly qualified.

Table 10. Because of time constraint and lengthy syllabus, I cannot interact with the students properly.

	Frequency	Percent
Agree	8	80.0
Neutral	0	0.0
Disagree	2	20.0
Total	10	100.0

Above chart reflect that 80% teachers were agreed that Because of time constraint and lengthy syllabus they cannot interact with the students properly, 20% teachers were disagreed, and 0% teachers were remained Neutral. So. we can conclude that mostly teacher's opinion was agreed.

Table 11. If I get some spare time I usually listen to the student's problems and interact with them

	Frequency	Percent
Agree	8	90.0
Neutral	1	5.0
Disagree	1	5.0
Total	10	100.0

Above chart reflect that 90% teachers were agreed that If they get some spare time, they usually listen to the student's problems and interact with them, 5% teachers were disagreed and 5% teachers were remained Neutral. So. we can conclude that mostly teacher's opinion was agreed.

Table 12. Sometimes if I get spare time, I help my students when they need help.

	Frequency	Percent
Agree	5	55.0
Neutral	3	30.0
Disagree	2	15.0
Total	10	100.0

Above chart reflect that 55% teachers were agreed that Because of less interaction they cannot maintain student's attention and interest during the lesson, 15% teachers were disagreed and 30% teachers were remained Neutral. So. we can conclude that mostly teacher's opinion was agreed.

Table 13. I use question answer techniques during teaching for better interaction.

	Frequency	Percent
Agree	8	80.0
Neutral	2	20.0
Disagree	0	0.0
Total	10	100.0

Above chart show that 80% teachers were agreed that they use question answer techniques during teaching for better interaction, 0% teachers were disagreed with the statement and 20% teachers were remained Neutral. So. we can conclude that mostly teacher's opinion was agreed.

Table 14. My students understand the concepts better if I deliver lecture in a friendly way.

	Frequency	Percent
Agree	9	95.0
Neutral	1	5.0
Disagree	0	0.0
Total	10	100.0

Above chart reflect that 95% teachers were agreed that students understand the concepts better if they deliver lecture in a friendly way, and 5% teachers were remained neutral. So. we can conclude that mostly teacher's opinion was agreed.

Table 15. I feel that the students get stressed if I am rigid to them.

	Frequency	Percent
Agree	10	100.0
Neutral	0	0.0
Disagree	0	0.0
Total	10	100.0

Above chart reflect that 100% teachers were agreed that feel that the students get stressed if they are rigid to them So, we can conclude that mostly teacher's opinion was agreed.

Table 16. Sometimes I include interesting topics in curriculum lesson

	Frequency	Percent
Agree	9	95.0
Neutral	0	0.0
Disagree	1	5.0
Total	10	100.0

Above chart reflect that 95% teachers were agreed that Sometimes they include interesting topics in curriculum lesson, and 5% teachers were disagreed. So. we can conclude that mostly teacher's opinion was agreed.

Table 17. For Students

	Because of time constraint and lengthy syllabus my teacher cannot interact with me properly	We are unable attain high grades if the teacher does not interact with us apart from syllabus.	Sometimes if I get spare time my teacher helps me when I need help	My teacher use question answer techniques during lecture for better interaction.	I understand the concepts better if my teacher deliver lecture in a friendly way.	My teacher does not cater irrelevant questions asked by the students because that waste our time.
N Valid	20	20	20	20	20	20
Missing	3	3	3	3	3	3
Mean	1.6500	1.7000	1.6000	1.1500	1.1500	1.6000
Median	1.0000	2.0000	1.0000	1.0000	1.0000	1.0000
Std. Deviation	.81273	.73270	.82078	.48936	.48936	.82078
Sum	33.00	34.00	32.00	23.00	23.00	32.00

Table 18. For Teachers

	Sample division on gender basis	Sample was taken on qualification basis	Because of time constraint and lengthy syllabus, I cannot interact with the students properly.	If I get some spare time, I usually listen to the student's problems and interact with them	Sometimes if I get spare time, I help my students when they need help	I use question answer techniques during teaching for better interaction	My students understand the concepts better if I deliver lecture in a friendly way.	I feel that the students get stressed if I am rigid to them.
N Valid	10	10	10	10	10	10	0	0
Missing	3	3	3	3	3	3	23	23
Mean	1.2000	1.1500	1.7500	1.4000	1.1000	1.0000		
Std. Deviation	.41039	.48936	.91047	.82078	.44721	.00000		
Sum	24.00	23.00	35.00	28.00	22.00	20.00		

5.   FINDINGS

Following findings were drawn from the research data. In the opinion of students 65% were agreed that Because of time constraint and lengthy syllabus my teacher cannot interact with me properly and 80% teachers were agreed that Because of time constraint and lengthy syllabus they cannot interact with the

students properly. In the opinion of students 90% were agreed that sometimes my teacher includes interesting topics in curriculum lesson and 95% teachers were agreed that sometimes they include interesting topics in curriculum lesson. In the opinion of students 90% were agreed that my teacher use question answer techniques during teaching for better interaction and 80% teachers were agreed that they use question answer techniques during teaching for better interaction.

In the opinion of students 75% were agreed that Sometimes if I get spare time my teacher help me when I need help and 55% teachers were agreed that Sometimes if they get spare time, they help their students when they need help. In the opinion of students 95% were agreed that I can understand the concepts better if my teacher deliver lecture in a friendly way and 95% teachers were agreed that my students understand the concepts better if I deliver lecture in a friendly way. In the opinion of students 75% were agreed that teacher talks enthusiastically about his/her subject.

In the opinion of teachers 100% were agreed that the students get stressed if I am rigid to them. In the opinion of students 60% were agreed that teacher does not cater irrelevant questions asked by the students because that waste our time. In the opinion of students 50% students were agreed that we are unable to attain high grades if the teacher does not interact with us apart from syllabus.

6.   CONCLUSIONS

The conclusion of this research is that without teacher student interaction learning will not be good. If teacher listens student's problem the students will gain knowledge. Most of the teachers are agreed that because of time constraint and lengthy syllabus they cannot interact with the students properly. Few of the students agreeing that teacher does not cater irrelevant questions asked by the students because that waste our time. Through question answers technique students will become attentive in the class. If teacher behavior will be rigid students will become dull and lazy. Without interaction learning will not be conducted. Learning is a process in which a student   can learn from his environment. It is the responsibility of the teacher that he should create the learning environment in the class.

RECOMMENDATIONS

There must have modern teaching techniques, skill, and ideas for the betterment of the students. Teacher behavior should be friendly that every student may talk to him without hesitation. Environment should be conducive that every student can gain opportunities of success. Communication skills be improved through teaching training techniques. Teacher personality attractive that should be become a factor of student's achievement. There should be sufficient laboratory equipment's that can helps in student learning. Teacher student relation should cooperative that every student can gain chance of better learning. Class should be organized in a well-mannered environment that every student can assess the presentation.

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