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An Analysis Of Interactions Between Teachers And English Language Learners In English As A Foreign Language: Implications Of Undergraduate Classroom

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Abstract

Equal peer interactions can enable students to create zones of proximal development for each other, with their interactions giving rise to ideas, which are then shared with peers and then further advanced and developed through collaboration. Classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching. Classroom interaction involves teacher and students as interactants in using foreign language. In the classroom, communication is mostly initiated and maintained by the teachers. They, as a key holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production. Their perspectives related to language classroom practices need to be discovered to comprehend what actually happens in the classroom. The aim of current study was to develop a deep understanding of interaction in language classroom in foreign language context. Interviews, as major instrument, to twenty experienced English language teachers from eight undergraduate institutes were conducted in [1]Pakistan, completed by focus group discussions and class observation or recordings. The gathered data was analyzed according to systematic design of grounded theory analysis method through 3-phase coding. A model of classroom interaction was formulated defining several dimensions in interaction. Classroom interaction can be more comprehended under the background of interrelated factors: interaction practices, teacher and student factors, learning objectives, materials, classroom contexts and outer contexts surrounding the interaction practices. The developed model of interaction for language classroom is notably to give deep descriptions on how interaction substantially occurs and what factors affect it in foreign language classrooms at undergraduate level from teachers' perspectives. The researchers' conclusion with suggestions and recommendations was also summed up at the end of the study.

Keywords: *Interaction, Language Classroom, Foreign Language, Stimulate, Practices.*

INTRODUCTION

Classroom contact has been a significant focus for English teaching and learning during the time of communicative language instruction. Some works and publications on intelligible input, output, and interaction in second language acquisition have considerably enhanced

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language teaching and learning (Ellis, 1991; Krashen, 1989; Larsen-Freeman & Long, 1991; Mackey, Abbuhl & Gass, 2012; Swain, 2000). Additionally, research on classroom discourse, also known as teacher talk, student responses, and feedback, has been widely published and debated by language educators, scholars, and specialists (Liskinasih, 2016; Maolida, 2013; Roostini, 2011; Walsh, 2011). However, based on teachers' perceptions, there appears to be in the study of second language learning, interactional dialogue involves the negotiation of meaning through altered input. Language acquisition incorporates comprehensible input from informal negotiation and linguistic adaptation (Mayo & Soler, 2013). (Ellis, 1991) claims that learning a second language happens in three stages. The initial intake is the first step, which involves observing linguistic characteristics (input) connected to short-term memory and perception. The second stage of learning a second language involves comparing traditional and contemporary linguistic elements. As a final intake, the language learner creates new hypotheses based on comparing the previous and new inputs. Van Lier noted that interaction connects input and intake with meaningful activities, making it essential to assist acquisition (Hermanto, 2015). In addition to input, Swain claimed that if a language learner does not have many opportunities to utilize the language, comprehensible input is insufficient (Mackey et al., 2012). Language learners should be able to recognize linguistic errors and rebuild language creation as part of their output. To keep these points in mind, the language instructor in the classroom plays a crucial role in providing comprehensible input and many opportunities for students to speak and write the language by establishing different modes of engagement.

Sociocultural perspectives on language acquisition identify language and social interaction between individuals as being inextricably linked, considering the situations in which language learners acquire the language. According to Thoms (2012), the primary facets of language are connected to and created by how individuals engage with one another in different communicative settings. He also said that language learners could increase their social competence in interactions and relationships by engaging in communication with more seasoned, informed, and skilled individuals, like teachers or peers (Thoms, 2012). In a foreign language classroom, the duties of the teachers and/or peers are to direct and help students in performing linguistic tasks and language creation through interaction.

The classroom, as one of the social environments for language acquisition, is a miniature society made up of the instructor and the students with a particular cultural system in which their roles, functions, and goals differ. Language classrooms, according to Seedhouse & Jenks (2015), are places where language-related skills are taught and learned, where methods, curricula, and materials are used, where theories and practices are met, where social identity and affective factors are impacted, and where interaction and education come together. In other words, it appears that interactions in the classroom are impacted by circumstances outside of it. Additionally, an institutional discussion that is jointly localized within conversational exchange systems might be described as classroom interaction (Markee & Kasper, in Kharaghani, 2013). Controls in the classroom are in the Teacher's hands because she is the expert; she simplifies and modifies her language to make it easier for students to understand; she frequently corrects students when they make mistakes; and finally, the typical interaction pattern is Teacher initiates communication, students respond, and the Teacher provides feedback (Murray & Christison, 2011; Ur, 2009; Walsh, 2011). The use of language is thus necessary for everything in the classroom. According to Walsh (2011), language use during interactions helps learners access new information, pick up and develop new abilities, recognize issues, and identify and sustain relationships. The contact between students is seen as being particularly important in language classrooms for both teaching and learning. Language is employed as both a study topic and a teaching tool (Long, 1983 in Walsh, 2011). As a means of instruction, the instructor and pupils employ verbal interaction in the classroom. Moreover, some scholars and language professionals have researched and evaluated interaction in language classrooms using a variety of methodologies. The brief summary of recent studies

in classroom interaction is as follows Table 1:

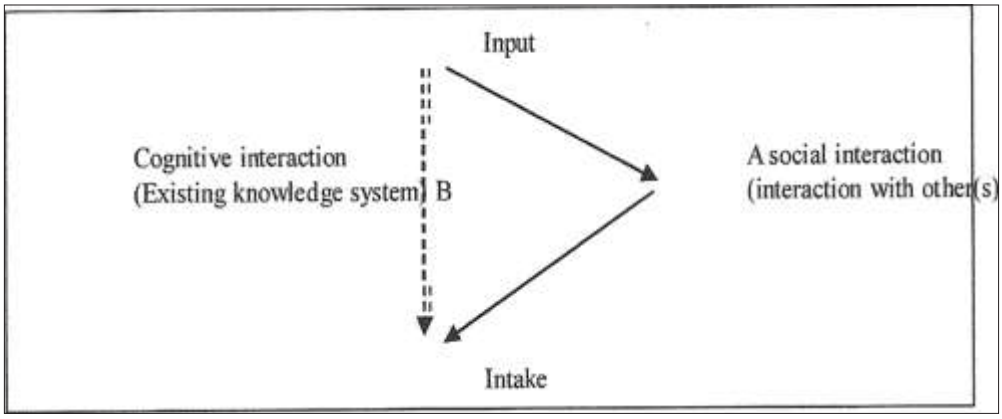

Figure 1 The Role of Interaction (Van Lier, 1988)

Consolo (2006) offered analyses of instructor talk and student speech, as well as students' perspectives on communication practices in foreign language courses at a public university in Brazil, in addition to the research mentioned above. He next visualized a scenario of classroom interaction in foreign language classes that included a variety of facts and circumstances. In the classroom, there is an unbalanced relationship between the Teacher and the pupils. The pupils' speech competence is constrained when they participate in the whole-class engagement. In order to promote student engagement and aid in the spoken language development of the students, teachers are expected to manage the classroom effectively. The study also discovered that sociolinguistic contexts—including student needs, cultural factors, linguistic factors, and psychological factors—may have an impact on language development. The other component, which includes content, motivation, understanding, production, and negotiation, may also help to create the right conditions for the growth of a second language. Teachers and students use the target language during classroom interactions. The teachers often start and sustain dialogue in the classroom. As the main discussion facilitators in the classroom, they carry out significant duties such as overseeing student involvement and promoting student language development. It's important to grasp their perspectives on language classroom activities in order to comprehend what actually happens in the room. Although the majority of their study has been done in Western cultural contexts, researchers have extensively discussed input, output, and interaction in second-class rooms (Hall, 2011). There is a dearth of and need for classroom conversation in this specific area to completely grasp how sociocultural factors and societal beliefs influence classroom interaction inside foreign language environments (Thoms, 2012). Only a few studies have looked at classroom communication in middle schools and teacher involvement in foreign languages, whereas the bulk of studies in classroom discourse have only included adult language learners as participants (Thoms, 2012). As a result, the following research topics are the focus of the current study:

1) How do undergraduate students communicate in classes teaching English as a foreign language, according to the professors' perspectives?

2) According to teachers, what variables significantly influence students' interaction in English as a Foreign Language classes?

Table 1. Recent Studies of Classroom Interaction (Walsh, 2011)

Writers	Contexts	Concepts

Van Lier (1988)	L2 Classroom interaction	Four types of L2 classroom interaction Less topic-orientation, less activity-orientation More topic-orientation, less activity-orientation More topic-orientation, more activity-orientation Less topic-orientation, more activity-orientation
Jarvis & Robinson (1997)	Undergraduate-level EFL Lessons	Pedagogic functions of classroom interactionShow acceptance of pupils' utterances Model language Give clues Elaborate and build up the discourse. Clarify understandings Disconfirm or reject
Kumaravadivelu (1999)	A framework of Critical Classroom Discourse Analysis (CCDA)	The framework reflects the external and internal factorsof classroom discourse
Seedhouse (2004)	Conversation Analysis on turn-takingand sequence	Four classroom contexts Form and accuracy contexts Meaning and fluency contextsTask-oriented contexts Procedural contexts
Steve Walsh (2011)	L2 classroom context using conversation analysis	L2 classroom modesManagerial Materials Skills and systemsClassroom context

RESEARCH METHOD

The method used for this study is known as grounded theory. According to Creswell, grounded theory methodology is "a methodical, qualitative procedure used to build a theory that explains, at a broad conceptual level, a process, an action, or an interaction relating to the substantive topic" (Creswell, 2012). It is used to offer a full and clear explanation of a very complex phenomenon for a specific demographic when existing theories may not effectively handle the issue. Twenty experienced English language instructors from eight undergraduate schools in Pakistan participated in this study. This group consisted of three male instructors and seventeen female teachers who had been teaching English to pupils of all ages for three to 36 years. Given their broad experiences, it is reasonable to assume that the participants have the expertise, capability and willingness to provide information, personal knowledge and opinions about classroom engagement.

Over the course of six months of data collection and analysis, the main instrument used to gather the data consisted of 12 recorded semi-interviews which were supplemented by discussions in 2 focused groups and 13 recordings of classroom activities. A pilot interview was conducted to see if the questions needed to be modified. Can you tell me how you connect with the pupils in the class? This was one of the researchers' initial general questions. The researchers did classroom observation and recording in the first phase as a preliminary study to concentrate the research because they were new to grounded-theory analysis. Then, interviews and focused group discussions were conducted after the classroom observations, using the FLINT protocol study of classroom interaction (Moskowitz, in Brown, 2007: 216-218). Due to the participants' limited time for conducting one-on-one interviews, the latter was held. Verbatim transcripts of the interviews were made and they were then examined. At the same time, thorough notes were made in memos and diaries at every stage of the data collection up until the model was formed.

The systematic design by Strauss and Corbin was chosen out of the three types of grounded theory designs because it's organized three-phase coding technique is better suitable for beginning researchers (Creswell, 2012: 430). The data were recognized, classified and titled line-by-line, phrase-by-phrase, sentence-by-sentence or expression into codes to reflect the participants' opinions, attitudes, actions, thinking, feeling, beliefs and patterns in the first step of the process, known as open coding. After then, categories and subcategories were created using the codes. Six linked paradigms (causal, context, core category, intervening, strategies, and consequences) were used to restructure the categories at axial coding (Creswell, 2012: 426). The third stage, selective coding, involved conceiving the connected categories into an abstract explanation of classroom interaction and putting the categories together into a model. The process of gathering and evaluating data was not linear but zigzagged, going back and forth to continually reevaluate the old and new data, categories and established models.

FINDINGS

In this part, the definition of the central category—classroom interaction practices—that emerged from the data is initially provided. The interactions that take place in the classroom include verbal, non-verbal, personal and educational activities. Following that, elements that may affect instructor preferences during interactions with students were examined. These include Teacher and student factors, learning objectives and subject materials, classroom setting and external context.

DESCRIPTION

I enter the classroom this morning and say, "Good morning, class," just like I have on prior occasions. They say, "Good morning, mam!" loudly and promptly sit down in their chairs. Asking them who is missing today and whether they have completed their homework is another introductory action. On occasion, I prepare and set up my stuff on the laptop. Another time, I gave them language practice exercises from the textbooks. If not, I bring a worksheet that I prepared the day before with the Teacher. Numerous factors need to be taken into account, such as the number, size of the class, time allotted, subjects/materials and level of difficulty. The majority of student interactions in reading classrooms are with books and tasks. In the meanwhile, I help them communicate with one another through pair and group projects, especially in the speaking segment. However, towards the conclusion of the year, I lecture to prepare the students for exams and higher-level study. I mostly offer them instructions and guidance to complete several things during the lesson. I also ask a lot of questions to engage them in the lesson and encourage them to talk. Despite my expectations for more variety of replies, they are able to respond to the queries. I make sure to compliment them no matter what they say in class. Giving them a compliment, in my opinion, will encourage them to study more. In addition, a strong language model is crucial. As a result, I typically choose a model student who is among the class's top performers. Even though I think I'm not funny, I nonetheless include humor to break the ice and foster a sense of camaraderie. While interacting with students in the language classroom, several considerations should be made both within and outside of the classroom. The majority of oral communication in the classroom is started by the Teacher. The Teacher offers instructions, presents resources, poses questions, delivers grammatical elements, and corrects student errors while combining first and target languages. It is referred to as "practice verbal engagement." Non-verbal aspects of interaction, in addition to verbal, include eye contact, facial expression and gesture. Teachers occasionally caution and encourage the students as pedagogical methods in classroom engagement to manage unforeseen situations and disruptive conduct. Giving compliments and using comedy in class are indications of human contact techniques used to establish rapport. The majority of teachers think that pupils still need time to develop their language skills,

particularly in output, as beginning language learners. They believe that teaching English and getting pupils ready for exams are their key educational objectives. Despite not being able to speak the language well, the professors are certain that the students understand what they are being taught. The Teacher's preferences for classroom engagement techniques may be influenced by the set of beliefs they have.

INTERACTION PRACTICES

Verbal practices, non-verbal practices, pedagogical practices and personal practices are the four categories used to classify classroom interactions. Most educators claimed to mix the first and target languages. Some educators like using mostly their native or intended language. Undergraduate students typically employ Pakistani as the medium of instruction due to its simplicity and speed. Even when I try to speak to them in English, they cannot comprehend me. Then, I believe I would rather utilize Chinese than maintain consistency in English. (TW-07). Instructor discourse, teacher questions, error correction, student responses and student queries are other aspects of verbal activities. Over-communication in the classroom, Teacher speaking predominates. The tempo of the instructor's discourse is slow, loud and clear with straightforward emotion. Teachers typically ask students questions that are shown. When it comes to error correction, some teachers prefer to fix mistakes made by their students while others opt to disregard them. Various teachers gave different accounts of the student's responses. The majority of them claimed that student response, especially vocal language in English is still constrained to brief expressions.

The pupils are indeed required to do written work in English. It doesn't matter to me that they utilize Indonesian when producing the goods, though. The pupil is at that level. They can speak English if their English proficiency levels are all high. (TW-02)

Additionally, the Teacher acknowledged that certain pupils occasionally raise questions. The pupils turn to the teachers for assistance since they are unsure of what to do and encounter language issues. The professors said that they don't only discuss topics or subjects with the kids. Furthermore, engagement techniques include delivering counsel, recommendations, cautions and compliments. It is quite significant. The student assumes that by complimenting me, my instructor values me. She will learn more and more in the coming days. That is really significant. We either say, "Excellent work" or "you can do it" (TW-FGD-02). Students (teenagers) enjoy receiving compliments. (TW-02) The instructors think that the pupils' minimal language production at this time reflects their status as novices. By then, they have advanced their linguistic skills progressively.

TEACHER AND STUDENT FACTORS

Some elements affect how the instructor runs the class, interacts with the students and gets a response from them. According to the instructors, a teacher's language skills might affect how she interacts with children and how they respond.

It seems to me to be a never-ending loop. The instructor first assumes that the students are not very adept, so she chooses to utilize Pakistanis. The students also see that the instructor rarely uses English which makes them wonder why I should try to do the same. It turns into a never-ending circle. (TW-03)

The teachers also demonstrated that pedagogical expertise, experience and personality might affect interaction practices in addition to language competency.

I lectured a lot during my first year of teaching since I wasn't sure what to do during the courses. But now, I always come up with strategies to deal with them. The teaching process will be ineffective if the teachers lack the necessary resources, experience and expertise (TW-FGD-01). (TW-05)

Teachers have also come to the realization that having experience teaching a variety of subjects would improve their ability to manage the classroom and foster dialogue and

connection with the students. Additionally, they understood that even with the same Teacher, each class and individuals are distinct from one another.

Various interactions will be developed by the same Teacher in different classrooms. (CW-04)

The professors said that a student's interactional reaction is impacted by a number of variables including their degree of competence, personality, intellect, confidence and motivation. Even when the Teacher thinks the pupils are doing well with understanding, low-proficiency children will only give restricted responses. At the very least, they respond (in English). It suggests that they are aware of the significance. (CW-01)

According to several professors, the students in their classrooms have extremely limited language skills. It creates a barrier to engagement and communication. On the other hand, other educators claimed that a student's answer was influenced by their self-assurance and intellect.

They are self-assured because they are knowledgeable and smart (the materials). They will remain silent and worried if not. Students who are struggling tend to remain quiet as is evident. The majority of the times, intelligent students who shout out loud in response to a teacher's inquiry are good students despite their chaotic and disorganized speech. Still, I'm grateful for it. (TW-12)

Teachers have reported that their high-motivated pupils make communication and engagement during the teaching and learning process simpler. Meanwhile, some educators claim that their pupils lack the motivation to study English and fail to respond as expected. Communication and engagement are hampered by this condition.

LEARNING OBJECTIVES AND CONTENT MATERIALS

The teachers disclosed that, in accordance with the required curriculum and syllabus, each grade had specified language skill targets. The teachers' expectations for classroom interaction and communication will be based on the targeted outcomes and a student's level of proficiency.

In undergraduate, the emphasis will be on the national test. Therefore the reading component will be a crucial activity. Speaking and listening are not prioritized. (TW-03) It's not for communication, after all. My intention is, I believe, to improve reading comprehension. It supports their decision to pursue further education. (TW-12)

The professors claim that the topics discussed at each gathering and their level of difficulty may have an effect on how the pupils behave in the classroom, depending on the individual parts. It will either be solo or group work. (TW-FGD-02)

For an undergraduate student, this (pointing to the course book) is a piece of cake. (TW-12)

The majority of educators also think that student-teacher contact will be most effective in developing speaking abilities when oral communication is most necessary.

CLASSROOM CONTEXTS

The term "classroom setting" that emerged from the data pertains to all aspects of the classroom. The situations in which teachers connect with pupils have been defined in many ways. They are the following: grades, class size, makeup, length, classroom atmosphere and learning environment. Many teachers said that they had distinct approaches for every class and grade. The kind of questions, compliments, treatment and in-class activities vary by department.

It is distinctive. They had previously completed their education by the time they entered undergraduate level, so they could comprehend brief, straightforward sentences. As students advance in class, the linguistic phrases get more sophisticated. In undergraduate class, their language will become more complicated and challenging (TW-05). The majority of the teachers also mentioned how student engagement had been impacted by class size. Large classrooms force them to choose whole-class engagement since they lack time to engage with

each student individually. What happens to the other students when we test a group of students verbally? It will be a very noisy class. Even though I had given them a task to complete, there was still a lot of noise. They were impossible to manage. (TW-12)

Although not all teachers agree, it appears that class composition has an impact on how students interact in the classroom. Some teachers claimed that gender composition and interaction are reasonably determined in mixed-heterogeneous classes, such as those with high and low-achieving pupils.

It is challenging for the instructor to manage a heterogeneous class when high and low performers or disobedient and obedient pupils are present at the same time. (CW-FGD-02)

Additionally, the majority of instructors mentioned that speaking English in class takes a lot of time. In actuality, each session's time is fairly constrained. For instance, while acting out dialogue, it takes more than one session to achieve accuracy. Their pronunciation and vocabulary need to be updated. There are more than forty pupils in each session, and there are only four hours in a week, so it will take a while. (TW-07) A few teachers also mentioned how beneficial the classroom's learning resources are to the learning process in general and to interactions with students in particular. Videos, movies, images, and music not only aid in language acquisition but also encourage pupils to respond more.

OUTER CONTEXT

The teachers explained that other elements might also intervene and impact the nature of the relationship, communication and interaction between teachers and pupils in addition to the environment of the classroom.

The 2013 curriculum is very different. First, the students should practice. (TW-05) The prior curriculum, which I used when I initially started teaching English, did not call for communication skills. I believe that understanding is demanded of the students. However, they must be able to speak and engage effectively right now because of curriculum 2013, in particular (TW-06). The curriculum, school system, parental involvement and exposure are some of the aspects that have an impact on how instructors foster connection and communication with kids as well as how they respond. Below is a diagram showing how students engage in English language lessons for undergraduate schools.

DISCUSSIONS

According to the research that has come to light, contact in EFL classrooms involves more than just verbal and nonverbal behaviors. Additionally, it is clear that personal and pedagogical practices are another aspect of classroom communication. Teachers commonly employ language to control the classroom and establish relationships with their pupils. This may be congruent with Walsh's second language teaching strategies (2011: 113). One aspect of classroom interaction, known as managerial mode, serves to plan the physical learning environment. Additionally, the method of education is given in a different way. The majority of educators favor blending first and second languages in varying ratios. Petek also states that the first language spoken in foreign language class (2013: 1195). Due to its simplicity and usefulness, several educators choose to employ it first primarily. Beginning language learners can explain materials, discuss learning strategies and announce facts that will be challenging to grasp in the target language using their first language (Harmer, 2007:132). The primary goal of language acquisition for beginners, according to Brown (2007:119), is to grasp and generate language from the constrained vocabulary.

In terms of teacher discourse, it is defined by a slow, loud, clear pace with vast volumes of basic language. This outcome backs up Walsh's (2011) and Rashidi and Rafieerad's (2011) results (2010: 93). The speech of a teacher is usually slower, louder, more deliberate and uses emphasis and pauses more frequently. The Teacher's speech is, therefore, the main form of communication in the classroom as they offer instructions, describe activities and assess

comprehension. In addition to speaking, teachers frequently ask questions that are shown. This result demonstrates that teachers tend to ask displayed, close questions rather than referential ones (Farahian & Rezaee, 2012:; Petek, 2013:; Pujiastuti, 2013:).

Regarding handling mistakes, some teachers make sure their pupils learn from their mistakes while other teachers believe that mistakes can occasionally be overlooked. This result supports Brown's (2007:119) assertion that students require a lot of time to practice language production without worrying about doing it wrong. However, teachers must point out grammatical and phonological mistakes in order for the pupils to occasionally feel incorrect. The teachers talked about how the student reaction is still constrained to brief expressions. Some pupils are hesitant to speak the target language. These are also in line with Nasruloh's (2013: 142) and Savaşç's findings (2014: 2682). The pupils, according to Nasruloh, have a fantastic potential to develop language but their output is still modest and constrained. While this is going on, Savasci discovered that kids seldom engage in dialogue with teachers or other students and have a low propensity to react to queries from teachers. The professors, however, consider that the pupils' restricted language production at this time as novices is normal and natural based on the results of the current research. By then, they have advanced their linguistic skills progressively. Furthermore, the fact that the children remain silent does not mean that they are not picking up new words. It appears that language learners require some time to digest and understand what they hear and read. And they respond when they think they are prepared. Similar to what Yamat, Fisher, & Rich (2013: 1337) claimed, pupils still pick up the language even when they remain silent. The instructor must be sufficiently fluent in the target language to foster engagement with the pupils. One qualification for a language instructor is language proficiency. It affects the Teacher's interactions with the students on the one hand. According to Kang's (2013) research, children mimic and utilize English more when teachers use it in the classroom. Due to their competence, teachers may encourage their pupils to engage in conversational engagement in the classroom (Consolo, 2006: 33). On the other hand, student interaction may be significantly influenced by this element. The degree to which a student is proficient, their moral character, intellect, level of self-assurance, and drive are all factors that might affect how they interact with other students in the classroom. This conclusion is consistent with certain experts' overall opinions on learning foreign languages. According to Harmer (2007: 43), every language student has different preferences. While some students could like speaking and creative writing assignments, others might prefer structural work. Along with preferences, one problem in language acquisition might be low student confidence. Savaşç (2014: 2686) discovered that emotions like lack of confidence and fear of making mistakes are reasons why students are reluctant to participate in class discussions.

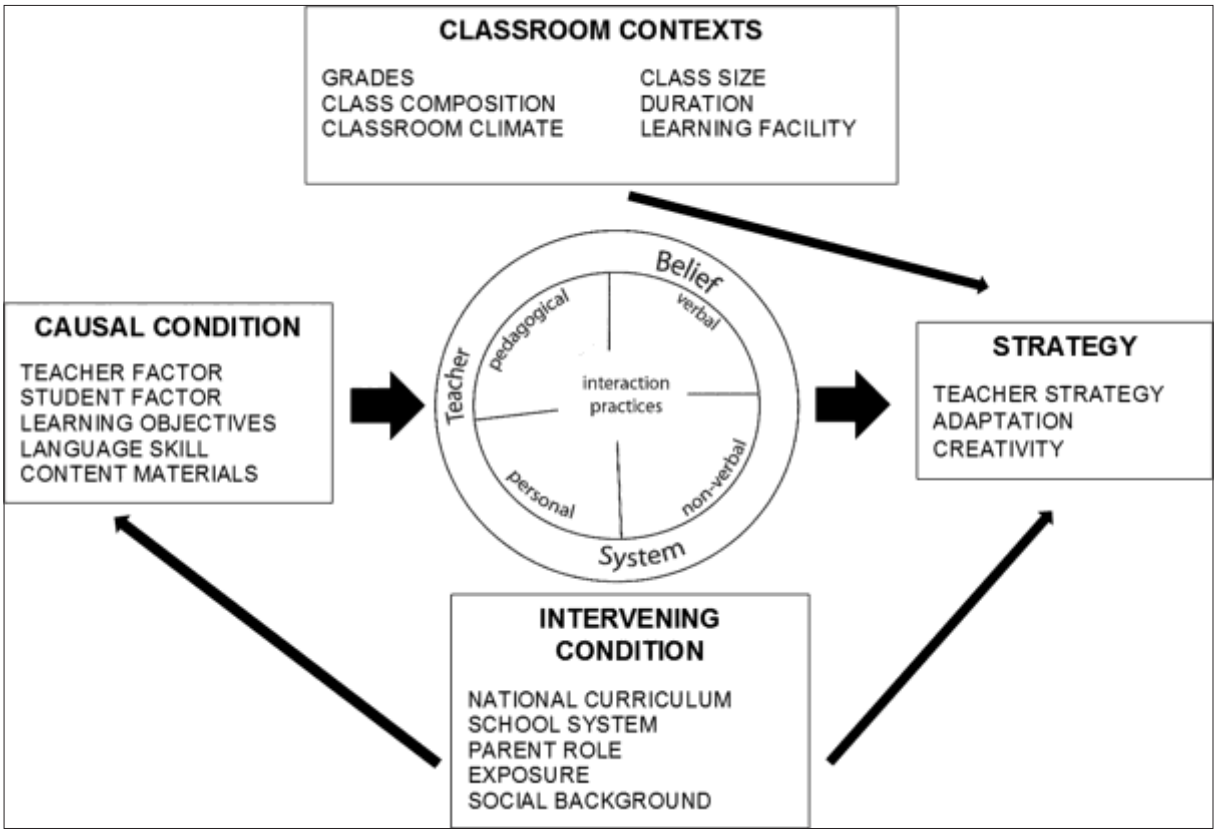

Figure 2 The Model of Classroom Interaction in EFL Classes for Lower Secondary Schools

The primary way that teachers and students interact in language classes is to assess students' comprehension via language usage. However, there are a few factors that support the instructors' preferences in the classroom, mostly because they work as the catalysts for engagement and communication. The learning objectives and materials covered in class may encourage various forms of involvement. Additionally, circumstances in the classroom, school, and neighborhood may have an indirect impact on how instructors foster contact and communication. There are times when teaching in a large, diverse class with unmotivated students and poor resources is different from teaching in a small class with motivated students who have access to the internet and multimedia. Teachers provide various language exercises, activities, levels of material complexity, and learning goals to these classes. Additionally, they employ questioning, criticism, and error correction in distinct ways. Not only are those components carefully chosen by the professors, but otherwise, they will introduce unfavorable and disruptive factors.

Furthermore, it appears that indirect influences on how teachers and pupils engage and communicate with one another include the school structure, curriculum, exposure, parental role and social background. Although this study's conclusion is not particularly focused on interaction in language classrooms, it may support the thorough explanation of contextual elements in language education provided by Stern (1983, in Hall, 2011: 182-183). According to Stern, the classroom's immediate environment is provided by the school, institution or educational system which also shapes broader educational policies and values as well as the language learning curriculum. The regional, national and worldwide settings for English language teaching and learning, Stern said, may have an impact on attitudes and policies, which will, directly and indirectly, affect what takes on at educational institutions and in language classes. The results of this study also agree with Seedhouse & Jenks's (2015) and

Thoms' (2012) theories on the variables impacting classroom discourse. The interactions that happen inside the classroom and a number of external factors may have an impact on the course that is taught there. Then, Seedhouse & Jenks (2015) provided further clarification by explaining how student factors, language or cultural background, as well as policies from the school, area or country may restrict or impact classroom engagement.

CONCLUSION

Based on the instructors' viewpoints, the current study explores classroom interaction and many aspects influencing it in foreign language courses at undergraduate level. Despite being crucial to the learning process while teaching a language, classroom contact is extremely difficult. Through contact with others, including the Teacher and other pupils, the students learn the language. The current study's objective was to examine teacher perceptions of interaction in language classrooms at undergraduate level where English is being taught as a foreign language. Speaking, asking questions and providing feedback by the instructor dominate total classroom communication, according to the dimensions of verbal and nonverbal interaction practices. To manage the classroom and establish rapport between the instructor and pupils, pedagogical and personal components are necessary for addition to verbal and nonverbal ones. The way instructors engage with students, and the approach they take in the classroom may also be influenced by a number of internal and external variables. The first variables affecting classroom interaction are those involving the learners and teachers, the learning objectives, and the targeted language skills. In addition, classroom settings can be described in terms of grades, student makeup, class size, length, and learning environment. In addition to those, a number of outside elements, such as sociocultural background, the national curriculum that has been chosen, the educational system, parental involvement, language exposure and other social and economic aspects, come into play. In other words, in general, the language practices and activities in the classroom may be influenced directly or indirectly by the institutional, national and classroom settings that are relevant to language teaching and learning policies. Finally, they could have implications for the Teacher's preferences when developing interactions with the students and the discourse in the classroom.

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