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Exploring the Role of Teacher-Student Interaction in Promoting

EFL Students' Classroom Engagement

The Case of Third-year Students of English at Biskra University

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Declaration

I, **Soundous SLIMANI**, hereby declare that the research entitled "An Investigation into the Role of Teacher-Student Interaction in Enhancing Student Engagement in the EFL Classroom is entirely my own work and has not been submitted previously to any university or academic institution for the award of a degree.

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Dedication

To the pillars of my life

To my beloved parents, Slimani Ali and Houaoua Zohra,

whose endless love, prayers, and unwavering support have been my greatest

source of strength and inspiration.

To my wonderful siblings: Fairouz, Rayane, Wadjdane, Tasneem, and my dear brother

Hocine, thank you for filling my life with warmth, laughter, and motivation.

To my cherished friends: Mouna, Rihem, Nariman, Aya, Ikrem

your constant encouragement and belief in me have meant more than words can express.

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Abstract

Student engagement is viewed as an essential element in the language learning process. Likewise, teacher-student interaction is an integral part of the teaching process. This combination of the two critical factors contributes to promoting students 'motivation, confidence, participation and the overall classroom setting. Therefore, the aim of this research is to investigate the role of teacher-student interaction in enhancing student engagement in the EFL classroom. The research adopts qualitative approach and two data collection methods. First, an interview was administrated to 7 teachers to gather their insights about teacher-student interaction in promoting student engagement. Second, a classroom observation was conducted with 46 third year students of English language LMD at Biskra University. The findings revealed that teacher-student interaction plays a major role in enhancing student engagement. Also, it encourages to create an effective teacher-student relationship which builds a supportive learning classroom atmosphere. Teachers highlighted the significance of using interactive and collaborative learning strategies, emotional support, build a strong and positive teacher-student relationship which all contribute to enhance student engagement in the EFL classroom. These practical strategies promote not only student engagement but also their active participation, motivation and confidence. Ultimately, effective patterns of teacher-student interaction create a more supportive and inclusive classroom environment, thereby facilitating the teaching and learning process.

key words: EFL Classroom, Student Engagement, Teacher-Student Interaction

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technology

IRF: Initiation-Response-Feedback

LMS: Learning Management System

PBL: Project-Based Learning

Q: Question

TBL: Task-Based Learning

TSI: Teacher-Student Interaction

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General Introduction

1. Background of the Study

Language learning is considered as a multifaceted process where learners have a good atmosphere and the ability to acquire and develop their language learning skills. Interaction plays a crucial role in effectively learning and shaping how language is used which helps in building engagement in the classroom through conversations, discussions, participation and workshops with teachers and peers. Particularly, in the EFL class learners are needed to have an effective relationship between them and the teacher which encompasses meaningful interaction, this latter is proposed to lead to the promotion of their engagement in the classroom.

Depending on previous relevant research studies that have demonstrated the teacher-student relationship and interaction to the quality of teaching and learning in improving student's classroom engagement. Studies show the concept of the effective role of teacher-student interaction as a teaching learning strategy in enhancing the EFL classroom engagement and student's active participation. For this reason, teacher-student interaction is proposed in the educational field as it plays a major role in increasing student's engagement, participation and motivation in the learning process. To achieve this goal, by fostering meaningful teacher-student interaction, learners will improve a greater interest in their learning and more specifically in actively engaging and participating with classroom activities and discussions. Hence, this will not only promote the students' academic growth but also allows them to be fully aware of the significance of being engaged.

2. Statement of the Problem

Classroom engagement is a critical factor for successful language learning, which plays an important role in shaping EFL students' language proficiency, it is clear that fostering active

participation remains a significant challenge in EFL classrooms. Third year students at the University of Biskra might face particular difficulties in maintaining engagement during lessons, primarily due to several factors that include a lack of dynamic interaction with instructors and peers. In multiple cases, students rely heavily on teacher input without engaging in more interactive or collaborative forms of learning, which can result in participation. Therefore, exploring ways to enhance teacher-student interaction is crucial for addressing this issue and boosting classroom participation (Prince, 2004).

The rise of interactive teaching techniques, such as personalized feedback, active questioning, and student-centered activities, has shown potential in improving student engagement. In this context, the purpose of this study is to examine how different forms of teacher-student interaction can enhance EFL student engagement in the classroom. The present research study aims to highlight effective interaction strategies that can encourage greater student involvement, and, ultimately, improve language learning outcomes. The researcher suggests that by employing more interactive and engaging teaching methods, students will become more active participants in their learning process, leading to improved overall engagement and academic performance.

3. Aims of the Study

General Aim:

The overall objective of this study is to explore the role of teacher-student interaction in promoting EFL students' classroom engagement.

In this study, the primary aim is to identify the key factors contributing to the lack of classroom engagement within the EFL context. Furthermore, the effectiveness of teacher-student interaction in promoting student participation and active involvement in the classroom is analyzed, with a particular focus on communication, the provision of feedback, and instructional strategies that may influence student engagement. The study also seeks to explore teachers' perceptions of learner interaction as a means to enhance classroom engagement, examining the extent to which teacher attitudes can foster and encourage student involvement in EFL settings.

4. Research Questions

This research seeks to answer the following research questions:

RQ1: What are the main factors that contribute to the lack of classroom engagement in the EFL context?

RQ2: How does effective teacher-student interactions improve EFL students' classroom engagement?

RQ3: what are teachers' insights on creating an interactive classroom environment to promote student engagement?

5. Research Methodology

Research Approach

This research study deals with a fundamental aspect which is remarkable in EFL classes. In order to answer questions and confirm hypotheses. The researcher follows a qualitative approach which focuses on collecting descriptive data. This approach is adopted to gain a deeper understanding of the study which explores the role of teacher-student interaction in enhancing the EFL students' classroom engagement.

Research Design / strategy(ies)

The present study opts for a case study focusing on a small-scale investigation within a specific EFL classroom. Moreover, this study instigates in depth data on teacher-student interactions and how they influence student engagement. Hence, the researcher attempts to analyze how different strategies of teacher-student interaction can influence student active participation and how their relationship shapes classroom engagement.

Data Collection Methods / Tools

Classroom Observation

In this study, the researcher plays the role of the non-participant observer. This data collection method takes a form of notes taken by the researcher to comprehend the case being analyzed. In addition, this tool gives a clear image of what occurs inside the classroom. Moreover, it allows remarking different attitudes, impressions, behaviors and performance. The observation is semi-structured, as it enables the researcher to gather rich, detailed, and qualitative data without being limited by pre-established categories, which is essential for exploring the natural flow of teacher-student interaction and engagement in real classroom settings.

Interview

The researcher conducts semi-structured interview with teachers to explore their perceptions of the role of teacher-student interaction in enhancing classroom engagement. The interview can give an opportunity for teachers to share their attitude, perceptions, experience and strategies regarding interaction and participation. This would be done through asking open-ended questions in order to gain deeper understanding of how teachers view and the interactive

technique implemented in the EFL classroom can help in fostering engagement, participation and encourage active learning.

Data Collection Procedures

To realize study aims, the researcher opts for the following phases: initially she does a classroom observation where notes are taken through observing in EFL classes session as non-participant observer. Also, the researcher submits a semi-structured interview to EFL teachers to collect more informative and supportive data.

-Data Analysis and Procedures

After collecting the research data, the researcher analyses this latter through conducting an interview with EFL teachers at Biskra University to gather their insights and by carrying out descriptive analysis with the observation to explore students' behaviors assist regarding the role of teacher-student interaction and its impacts on enhancing EFL students' engagement in the classroom.

6. Population & Sample

The present study focused on the third-year population (N=358) at Biskra university. This present population is selected for several reasons; at this level students are more exposed to teacher-student interaction and also are actively engaged in participations and discussions. Moreover, teacher-student interaction plays a vital role in promoting student classroom engagement, active participation and improving their learning outcomes. Hence, for the interview, the researcher will work with (n=7) teachers to get more opinions and impressions of this issue in the EFL context, in addition, as for the observation, she will choose to work with one of third year EFL classes (n=46).

7. Sampling Techniques

In this study, the researcher chooses the random sampling technique as it is seen as a fair and unbiased approach. In addition, this method allows the selection from the larger population which gives an equal chance for individuals to be included. Practically, it ensures that this sample is representative of the broader population and enhances the applicability of the study findings.

8. Significance of the Study

The research study targets to investigate how teacher-student interaction can promote student engagement in the classroom.by conducting the study, the researcher opts to raise students 'awareness of how the effective teacher-student interactions is essential for creating a suitable atmosphere and interactive learning environment where student can actively participate, ask questions, engage with the activities and the teacher in the classroom. Therefore, this engagement allows students to be curious and more active students which create and develop their critical thinking and language learning academic skills. Thus, this study emphasizes the significance of teacher-student interaction and how it can influence on EFL students' engagement and their academic performance.

9. Structure of the Dissertation

The dissertation is divided into three main chapters along with an introduction and a general conclusion. The introduction presents the background of the study, outlines the research problem, states the research questions and objectives, and explains the significance of the study. It also provides an overview of the entire structure of the dissertation. The first chapter focuses

on teacher-student interaction. It defines the concept, explores related aspects, building a positive relationship between teachers and students and covers the different patterns of communication occurs through meaningful interaction. This chapter also presents factors that influence teacher-student interaction effectiveness, implemented strategies, as it discusses its importance in language learning process and its role in enhancing student engagement. The second chapter addresses student engagement by providing its definitions, types, and key dimensions, such as behavioral, emotional, and cognitive engagement. It examines the factors that influence student engagement and strategies that can be used to enhance it, with a particular emphasis on the link between teacher-student interaction and student engagement. The third chapter is the practical part which initiated by providing an exclusive theoretical background about the adopted research methodology, research methodology, research design, population and sample. It deals with two data collection tools, namely teachers' interviews and classroom observation. It presents the analysis and interpretation of the findings obtained from both methods.

Chapter One

Teacher-Student Interaction

Table of Content

1.1 Introduction

Teacher-student interaction is considered as a fundamental aspect of the educational process, particularly within the context of language learning. It is a dynamic process that holds a significant role in shaping students' overall learning experience in their academic success. In the classroom, the quality of interaction between teachers and students can determine how effectively students absorb knowledge, engage with the content, enhance their language skills, gain confidence and build motivation. Hence, in the EFL context teacher-student interaction becomes even more crucial, as it influences positively on both teachers and students for overcoming obstacles, fosters effective communication and strengthens teacher-student relationship which highly increases classroom interaction. Indeed, this chapter explores the key concepts related to teacher-student interaction in the EFL classroom, highlighting its importance, factors influenced by improvement strategies, the challenges faced by both teachers and students in establishing effective communication and lastly its role in enhancing students' engagement.

1.2 Scholars' Perception of Teacher-Student Interaction

Teacher-student interaction is regarded as the most important key to quality classrooms. It is hard managing the teaching and learning process without any sort of interactions. Firstly, Englehart (2009) defines teacher-student interaction as the communication link that connects between teachers and student in the classroom. Accordingly, Gunawardena et al (1997) agree with the previous idea that teacher-student interaction involves the exchange between students and teachers, which strengthens their presence and influence, creating a personal bond within

the learning environment. This means that interaction plays a vital role in fostering effective communication between teachers and their students in the EFL classroom.

Additionally, teacher-student interaction refers to the dynamic interaction where teachers and students share ideas, provide feedback, and engage in dialogues and discussions. This interaction is central to the learning process, allowing for the assessment of understanding and the development of communication skills (Swain, 2000). Therefore, teacher-student interaction is seen as a vital factor for promoting an interactive learning environment which has a positive impact on the students' outcomes. Following this view, Brown and Lee (2015) state that teacher-student interaction is a multifaceted exchange that allows teachers and students to be engaged in verbal and non-verbal communication. This interaction helps to build a collaborative learning environment, where students can gain feedback, deepen their understanding, and improve their problem-solving abilities.

1.3 General Key Features of Teacher-student Interaction

Teacher-student interaction involves the process of communication between teachers and students which facilitates and supports learning. It is supposed to be the source of creating a productive and positive learning atmosphere. The following section presents the general key features of teacher-student interaction that contribute to effective learning. These include communication exchange, active participation and engagement, feedback and assessment, relationship building, and both cognitive and emotional support.

1.3.1 Communication Exchange

The concept of communication is one of the basic tools of teacher-student interaction. Accordingly, González (2017) states that interaction between teachers and students is based on the exchange of communication between both parties inside the classroom by sharing their ideas, perspectives, feedback and questions. This interaction helps in enhancing the students' motivation, engagement, their academic achievement and creates a supporting learning environment. Thus, effective communication between teachers and students leads to the increase of the interaction level which facilitates learning for students and teaching for teachers.

1.3.2 Active Participation and Engagement

Students' active participation and engagement play a major role in managing the interaction in the EFL classroom. Hence, this interaction between both parties is responsible for giving students the opportunity to engage in discussions, conversation, dialogues with teachers and participate to ask questions or share answers which lead to the improvement of the students' outcomes (Chou, 2003).

1.3.3 Feedback and Assessment

Teacher-student interaction involves providing feedback and using assessment techniques in order to assist students to monitor their progress and growth. Thus, feedback is considered as the key that guides students during their learning process which allows them to identify their strengths and weaknesses (Hattie & Timperley, 2007).

1.3.4 Relationship Building

The relationship between teachers and students is built through instructional exchange that occurs while learning. Adding to that, the interaction between teachers and their students can create a positive atmosphere for students to feel safe, motivated and confident which is significant in the learning process (Pianta et al., 2008). Furthermore, teacher-student effective relationship tends to promote the student's academic performance, well-being and overall behavior (Kunter et al., 2013).

1.3.5 Cognitive and Emotional Support

The teacher-student interaction can provide students with both emotional and cognitive support which are considered as critical components that encourage more interaction inside the classroom (Pianta et al., 2012). Vygotsky (1978) describes cognitive support (thinking support) as teachers 'instructional strategies that he/she adapts in order to promote students 'thinking skills such as: scaffolding technique, questioning and problem-solving tasks. Supporting this, studies have shown that teachers who utilize these strategies with their students, especially questioning techniques that require explanation, can improve their critical thinking skills and enhance their learning outcomes (Webb et al., 2014). Therefore, students are able to learn more and perform better when teachers provide them challenges in order to discover what they can do independently (Vygotsky, 1978). This latter highlights that cognitive support is essential for facilitating the acquisition of higher-order thinking skills and promoting the development of students 'academic performance.

Emotional support (feeling) in learning is defined as teachers' empathy, care, understanding and encouragement provided to students which helps them feel understood,

valued and emotionally secure. It involves building an effective and strong teacher-student relationship, creating safe, respectful and supportive learning environment which encourage students to be actively engaged and more interactive (Pianta et al., 2012). Besides, teachers are responsible to offer motivation, and emotional reinforcement that can increase self-confidence and reduce student's anxiety which makes learning easier and more enjoyable (Brophy, 2006). In the EFL classroom, students are in need to feel active, self-motivated and well supported to learn, deepen understanding and fully engage and participate with the classroom activities.

1.4 Teacher-Student Relationship in The EFL Classroom

The relationship between teacher and student is essential for establishing and shaping the classroom environment. Moreover, Pianta (1999) emphasizes that strong and effective relationship between teachers and students creates a supportive atmosphere for a better learning, this leads to a positive teacher-student interaction which promotes trust, respect, engagement and effective communication.

More Practically, Englehart (2009) claims that teachers are dominant in the classroom where they can build a flexible relationship with their students. Li and Rawal (2018) present a set of key elements that shape the teacher-student relationship, and these components are illustrated in the figure below:
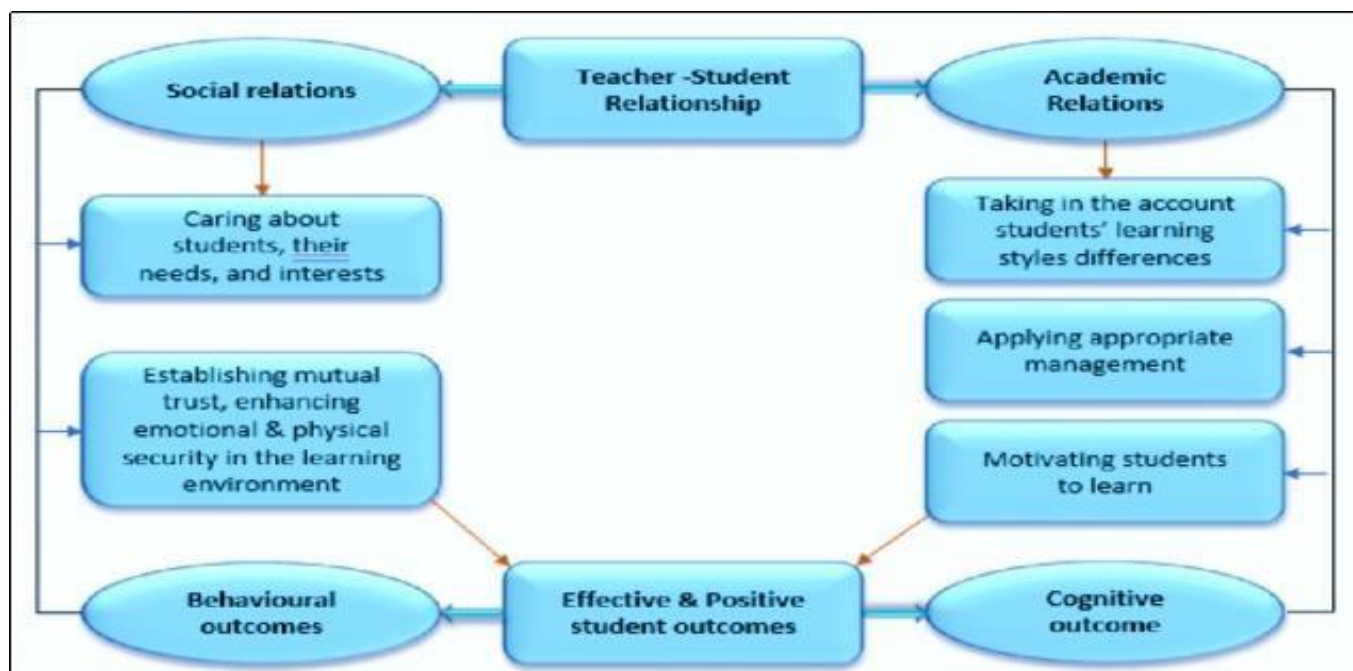
Figure 1. 1: A Teacher-Students Relationship Framework (Li & Rawal, 2018)

This figure is about teacher-student relationship which is divided into two main sections; section one is about social relations which focuses on meeting students' personal and emotional needs within the learning environment. It emphasizes the importance of addressing students' interests, trust, ensuring both physical and emotional security. These components lead to the improvement of students' behavioral outcomes such as increased participation and involvement, positive attitudes, and respectful classroom conduct. Additionally, the second section is about academic relations which is related to students' learning styles, motivation and the teachers' ability to effectively manage the classroom. These factors contribute to enhancing students' cognitive outcomes, such as critical thinking, problem-solving, and academic performance. Hence, the development of students' behavioral and cognitive outcomes leads to improved students' overall learning outcomes which all promote in building an effective relationship between teachers and students.

1.4.1. Some Criteria for an Effective Teacher-Student Relationship

In order to strength a positive relationship between teachers and students, there are some key features must be used in classroom as the following:

1.4.1.1 Trust and Respect

Trust and respect are two key important elements of any successful teacher-student relationship. Developing a mutual trust is when teachers care about their students, ask about their interests and concerns. On the other hand, respect is shown when teachers value the students' ideas, opinions, prescriptive and their cultural differences (Pianta, 1999). According to Caskurlu et al (2020), building a positive teacher-student relationship is deepening on creating a mutual trust and respect which affects positively on the students' learning process. Indeed, these two factors are essential to create a positive environment where students can feel safe, valued which led them to develop their attitudes and actively participate in the EFL classroom.

1.4.1.2 Effective Communication

Effective communication is the foundation of strong and positive teacher-student relationships. According to Hattie and Timperley (2007), The interaction itself is based on communication where students can present themselves and share their opinions and ideas, and the teacher can provide them with suitable feedback and content. Progressively more, communication opens the door for teachers to know more about their student's attitudes, behaviors, types and styles which facilitates for them to easily manage the classroom and effectively guide their students.

1.4.1.3 Personalization and Individual Attention

Addressing and understanding each student's learning styles, levels, and needs play a crucial role in strengthening teacher-student relationship. Hence, teachers who adapt their instructions, techniques and strategies to meet their student's needs and objectives, enhances connection, facilitates learning, improves interaction, and students can feel appreciated and more valued as individuals (Tomlinson, 2014; Hattie & Timperley, 2007). Practically, personalized instruction allows students to develop their academic growth and create a supportive learning environment where they can feel engaged and more motivated to learn (Darling-Hammond, 2000). Also, Marzano (2007) argues that personalized attention supports teachers to adapt suitable strategies which fosters classroom interaction that facilitates teaching and learning process.

1.4.1.4 Consistency and Fairness

Consistency and fairness are essential elements for building a positive learning atmosphere. Therefore, teachers are required to be consistent and fair in their treatment, so that students can feel safe, secure and respected. Adding to that, Brookfield and Preskill (2016) claims that teachers are responsible for giving instructions and managing the classroom consistently to foster the sense of trustworthiness. This is in line with Marzano (2007) who emphasizes that teaching students with fairness and consistency creates a supportive environment which leads to the improvement of students' social and emotional progress and academic success.

1.4.1.5 Cultural Influence

The diversity of cultures has a vital role in establishing teacher-student relationship. Moreover, teachers need to be aware of the student's cultural background in order to understand their cultural context which fosters communication and teaching strategies. Similarly, Chiu and Khoo (2005) argue that acknowledging students' cultural differences assists in building an effective and strong teacher-student relationship and creates an inclusive learning environment.

1.5 Communication Patterns of Teacher-Student Interaction

Communication is regarded as the process of the interaction development between teachers and students, which is divided into patterns that illustrate different ways in which interaction can take place in the EFL classroom. These communication patterns are crucial for the success of the teaching-learning process in English class.

1.5.1 Teacher-Centered Communication

In this approach, the teacher is supposed to be the dominant in the classroom who is considered as the source of providing information and the main speaker during the instructional time. Therefore, the teacher has the authority and responsibility for managing the classroom, guiding students, directing communication and giving instructions (Brown, 2001; Richards & Rodgers, 2014). Moreover, students are required to respond to the teachers' questions and receive knowledge which reduces the ability for them to participate and engage in their learning process. Supporting this, Lortie (1975) highlights that the teacher plays the role of the communication center inside the classroom who has a control on the student learning.

1.5.2 Student- Centered Communication

Teacher-student interaction tends to create a supportive environment where students can actively participate in the EFL classroom. As Brown and Lee (2015) point out, "In student-centered classrooms, learners take responsibility for their own learning, which enhances their engagement and fosters deeper understanding" (p. 110). Here the students are acting as responsible and independent of their learning by solving problems, asking questions, engaging with the classroom activities, and involved in conversations and discussions. As a result, students can effectively learn better rather than passively receiving information from the teacher and instead of that being self-autonomous (Bransford, Brown & Cocking, 2000). In this approach, the teacher plays the role of facilitator who only listens to the students' thoughts, opinions and exploring different ideas.

1.5.3 Dialogic Communication

Dialogic communication refers to collaborative learning where there is a reciprocal exchange between teachers and students. According to Alexander (2008), dialogic communication is dependent on sharing knowledge between both teacher and student to create a sense of understanding. Indeed, this pattern allows for building an interactive positive learning climate that motivates students to be more engaged in classroom activities. This approach highlights the significance of dialogues, so that students can have the opportunity to join the discussion, posing questions and giving responses, this can push them to be engaged with the content. This model of communication promotes teacher-student interaction by the collaboration of two parties which enhances critical thinking and deeper understanding.

1.5.4 Linguistic Communication

Indeed, this pattern is a dynamic process that involves interaction between teachers and students in which they communicate using language, including the combination of verbal and non-verbal cues to exchange conversations and convey messages (Brown & Lee, 2015). Additionally, it is a central communication pattern that shapes teacher-student interactions in the EFL classroom, which facilitates comprehension and clearly conveys information (Liu & Zhang, 2021). According to Brown and Lee (2015), verbal communication includes the use of written or spoken forms of language in which teachers need to use a simple, direct and clear language for students to understand and engage with the lessons.

On the other hand, non-verbal communication such as; body language, gestures, eye contact and facial expression influences how teachers communicate and interact with students). As Sophia, Rustandi, and Sugiarto (2024) note, "Teacher's verbal and nonverbal communication can play a significant role in increasing students' motivation and engagement in language learning" (p. 147). This may indicate that teachers' verbal and nonverbal communication plays a key role in motivating students and increasing their involvement in language learning. Besides, teachers tend to use non-verbal cues to explain a complex meaning and clarify concepts that might be difficult to express through words (Kusumaningrum & Sari, 2023). Following this, Sari and Sari (2023) observe that by combining verbal and non-verbal communication, teachers can create inclusive, positive and effective learning environment which foster students' understanding and strengthen the overall learning experience.

1.5.6 Initiation-Response-Feedback (IRF)

This model is described by Sinclair and Coulthard (1975) which is used to analyze the classroom interactions. Hence, according to Mackey (2012) as cited in Saswati (2018), this pattern is used when the teacher initiates a talk or question, the students respond and then the teacher provides corrective feedback depending on the students' answers. Thus, teachers may take control of the classroom discussions and conversations by imitating and providing feedback. Mackey (2012) states that initiation-response-feedback encourages interaction in the classroom, so that students can negotiate meaning that facilitates learning successfully and allows teachers for comprehension checks, reinforcing key points, and clarification requests. The IRF model creates an interactive classroom, enhancing both teaching and learning by promoting engagement and ensuring comprehension.

1.5.7 Questioning

It is a crucial communication pattern in teacher-student interaction, as it stimulates thinking, clarifies understanding, and encourages active participation. Questioning is a common communication pattern that is adapted in most teaching methods (Gall, 1970). Indeed, it shapes the dynamic of classroom communication. In accordance with this, "Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching" (Rahman, & Mahmud, 2016, p.107). More specifically, it is a powerful tool that enhances the students' critical thinking, teachers can have the ability to guide learning, manage the classroom successfully which contribute to support both teaching and learning, and improve the effectiveness of teacher-student interaction in the EFL classroom.

1.6 Factors Influencing Teacher-Student Interaction in the EFL Class

There are several factors that influence teacher-student interaction in the EFL classroom. These factors are the key impact of how communication is shaped between teachers and students, the quality of teaching and learning process and classroom atmosphere management.

1.6.1 Teacher's Communication Style

The way how teachers communicate with their students affects the quality of the interaction process inside the class which affects students' learning outcomes (Brophy, 2006). As Hattie and Timperley (2007) argue, "Feedback is one of the most powerful influences on learning and achievement, but this influence can be either positive or negative depending on how it is delivered" (p. 81). Thus, each teacher has a specific communication style which can influence positively or negatively on the students' learning progress depending on the clarity, approach, and engagement strategies used by the teacher. Furthermore, Students can engage with lectures and classroom activities depending on the effective way of how the teacher significantly connects with them which builds a meaningful interaction in the classroom (Richards & Rodgers,2014). Progressively more, teacher's communication style basically includes the clarity of language teaching comprehension, so that students can engage actively with verbal and non-verbal cues (Marzano, 2007). Lastly, effective communication permits the teacher to adapt various learning styles for maintaining a positive classroom interaction.

1.6.2 Teaching Methodology

The effective teaching methods and techniques that are adapted by teachers influence how students interact and engage in the classroom (Richards & Rodgers, 2014). The teaching and learning process in the EFL classroom is typically based on the methods that are used by

the teacher which is required to meet student's needs and objectives. To add more, the use of interactive teaching methodology motivates students actively to involve themselves in classroom tasks, conversation, and discussion which lead to deepen comprehension, absorb information easily and foster critical thinking (Brown, 2007). These methods foster a stronger connection to the material, encouraging students to think critically, ask questions, and challenge their own perspectives. Ultimately, this leads to more meaningful learning experiences and better overall student outcomes.

1.6.3 Student's Personality

Students have resulted in factors that highly affected teacher-student interaction in the EFL classroom. Thus, a student's personality has a significant factor which can hinder or increase classroom interaction. For instance; confidence, motivation, stress level, introversion and extroversion are major aspects of personality that shape a positive engagement and reciprocal interaction (González, 2017). Firstly, students with high-confidence are more likely to present themselves and their ideas, ask questions and actively participate in discussions. In the same line, MacIntyre et al. (1998) agree that "Students' self-confidence in their language abilities is crucial in encouraging them to take risks and actively participate in teacher-student interactions." (p. 546). In contrast, students with low-self-confidence have a fear of making mistakes which prevents them from participation. Moreover, stress and anxiety play a vital role in affecting interaction, students who suffer from stress may not have the ability to speak up or share their thoughts due to the peers or teacher's judgment (Li & Rawal, 2018).

Furthermore, motivation is another personality trait which has a great impact on teacher-student interaction. In the same vein, Deci and Ryan (1985) point out that "Motivated students

tend to initiate communication, ask questions, and exhibit behaviors that promote an interactive learning environment" (p. 59). Motivated students are typically more engaged to participate in classroom activities, unlike demotivated students who have no passion or ability to participate. Lastly, both extroversion and introversion affect how students communicate and interact with their teachers, as each personality type engages differently in the classroom setting. Supporting this, Oxford (1990) states that "Students with extroverted personalities tend to initiate conversations and interact more with the teacher, while introverted students may shy away from speaking" (p. 146). Moreover, Dörnyei (2005) suggests that extrovert students engage and communicate in the classroom which improves the quality of classroom interaction. Understanding a student's personality allows the teacher to adapt suitable and effective strategies that encourage teacher-student interaction in the EFL class.

1.6.4 Classroom Environment

The classroom atmosphere impacts on the interaction of teaching and learning progress. A positive classroom climate with a supportive environment both create the sense of interaction which leads to an effective engagement and motivation, so that students can feel safe, motivated and comfortable while learning (Nunan, 1999). This paves the way for teachers to manage the classroom and for students to actively learn more and better.

1.6.5 Classroom Size

The classroom size is considered as an influential factor specially on teacher-student interaction. Indeed, the number of students in class affects the quality and quantity of teaching and learning process. In small classes, teachers can easily provide feedback with a deep discussion which increases a greater interaction (Dooly Masats, 2008), so that students can fully

understand the lessons and paves the way for a meaningful interaction and communication exchange.

On the other hand, in large classes, teachers can face difficulties in assessing each student individually which can be challenging to figure out their students' types, needs, levels, and learning styles (Harmer, 2007). As a result, teachers may find it challenging to tailor their instructions effectively, potentially limiting the effectiveness of their teaching and the students' ability to fully engage in the learning process.

1.7 Teaching Strategies for Classroom Interaction

Effective teacher-student interaction is crucial for creating an engaging and dynamic learning environment, particularly in EFL classrooms. Teachers play a key role in fostering this interaction through various teaching strategies that encourage student participation, facilitate communication, and promote active learning.

1.7.1 Active Listening

It is a critical communication strategy that is used in teaching which fosters effective teacher-student interaction in the EFL classroom. The role of the teacher is paying attention to student's talk to address misunderstandings immediately. This type of listening goes beyond simply hearing words; it requires the teacher to engage with the student's message, both content-wise and emotionally to facilitate an interactive learning environment (Brown & Lee, 2015). Additionally, active listening helps to build a strong connection between teacher and student which allows teacher to identify the students' needs and guide them toward better learning outcomes. As Brown (2001) notes that active listening helps in building effective

communication in the classroom where students can be more engaged, especially in dialogues. Through the use of this strategy, teachers encourage students to speak up more, which leads to increased classroom interaction, creating a supportive atmosphere that is conducive to language development.

1.7.2 Debate and Discussion

Debate and discussion are powerful strategies that enhance interaction between teachers and students. As noted by Englehart (2009), "debates provide opportunities for students to engage in structured dialogue, enhancing their ability to think critically and articulate their positions clearly" (p. 192). Followed this prescriptive. In a debate, students are asked to take opposing sides on a topic, requiring them to think critically, form arguments, and communicate effectively. This not only deepens their understanding of the subject but also allows them to practice public speaking and defend their viewpoints.,

On the other side, discussion offers a more informal way for students to share their ideas, ask questions, and engage with both the teacher and peers. It encourages open communication, where a student's perspective is valued, and helps them clarify their thinking through conversations. As Gunawardena et al. (1997) state, "discussion fosters an environment where students can voice their thoughts and challenge one another, enhancing learning through active participation" (p. 40). In the same line, Brookfield and Preskill (2016) note that discussion is regarded as a helpful process of student's engagement and improving cognitive and social development. This means that by using debate and discussion, teachers can create a dynamic learning environment that encourages deeper understanding and personal engagement from

students. Thus, these strategies promote active participation in the learning process, fostering a classroom environment where ideas flow freely between students and teachers.

1.7.3 Role Play

Role play is an effective teaching strategy that involves students taking on specific roles to act out scenarios related to the lesson. This strategy encourages active interaction between students and the teacher, as it requires students to communicate, collaborate, and engage with each other while exploring different perspectives. Moreover, in a role play activity, the teacher facilitates by setting the context, guiding the students, and providing feedback. As students act out their roles, they are prompted to think critically and apply their knowledge in a dynamic, real-world context. As a result, this fosters a deeper understanding of the content and enhances student participation, as students are more likely to be engaged when they are directly involved in the learning process. A role play not only promotes interaction between students and teachers but also strengthens key skills such as problem-solving, communication, and empathy (Doyle, 2008).

1.7.4 Task-Based Learning (TBL)

It is a teaching strategy where students are given tasks to complete using the language they are learning. These tasks are practical and meaningful, such as: making a presentation, solving a problem, or conducting a survey. Basically, the goal is for students to use the language in real-life situations, which helps them interact more with each other and the teacher. This approach encourages collaboration among students as they work together to complete the tasks, and the teacher acts as a facilitator, guiding them as needed. According to Willis (1996), task-based learning offers students opportunities to communicate and use language for real purposes,

making learning more relevant and engaging. Thus, this strategy enhances interaction that focuses on communication and teamwork, rather than only memorizing grammar or vocabulary. It also motivates students by showing them how the language can be used in everyday situations (Willis, 1996).

1.7.5 Scaffolding

Is a teaching strategy involving support and guidance that teachers provide to help students accomplish tasks they cannot complete independently, helping them to gradually take on more responsibility for their learning. This approach is designed by Vygotsky based on Zone of Proximal Development (ZPD) developed in the 1920s, where he emphasizes that learning is most effective when it takes place within this zone, where the teacher or a more knowledgeable peer provides support to help the student accomplish tasks just beyond their current abilities (Vygotsky, 1978). In this strategy, the teacher initially provides more direct support (e.g., demonstrating tasks, providing resources, or giving step-by-step guidance). Consequently, scaffolding in the classroom creates opportunities for active interaction between the teacher and the students which fosters collaborative learning and encourages students to take ownership of their learning as they become more confident and independent.

1.8 The Significance of Teacher-Student Interaction in Language Learning

Teacher-student interaction is a fundamental aspect of effective language learning which has an impact on student's development skills and acquiring language and learning success. It paves the way for learners to receive cognitive, instructional and emotional support which are the bases of building the students confidence, motivation and engagement (González, 2017).

The interaction between teacher and student fosters an effective communication which facilitates the ability to use language easily and in various social contexts.

First of all, teacher-student interaction promotes active learning and engagement. It helps to create a positive environment where students can be more engaged while using language effectively in different contexts (Richards & Rodgers, 2014). In addition to that, interaction encourages students to use the target language unconsciously in practical situations and involve themselves in classroom activities and discussions. According to Larsen-Freeman (2000) *"Active communication between teachers and students increases learners' opportunities for language practice, helping them develop practical language skills that are necessary for effective communication"* (p. 76). This means that through practical communication tasks, teacher-student interaction promotes language learning skills.

Second of all, interaction between teacher and student allows for providing an immediate Feedback that Promotes Correct Language use. This opens the opportunity for students to identify errors of their language use and correct them which enhances the learning process. Supporting this idea, Swain's (1985) Output Hypothesis, receiving feedback during the interaction process assists students to realize and correct their mistakes of language structure. Additionally, Ellis (2008) opens "Corrective feedback, which is delivered through interaction, is essential for learners to identify errors, understand them, and make necessary adjustments. This feedback is an integral part of the language learning process" (p. 100), she emphasizes the significance of corrective feedback of language acquisition on helping students to clearly understand their language rules and structures.

Third of all, teacher-student interaction permits an emotional support by the teacher that increases student confidence and motivation. The use of language is needed for the availability of both student's self-confidence and self-motivation that encourages them for better learning achievement. Accordingly, Arnold (2000) points out that emotional support provided by teachers to their students through interaction can foster a climate conducive to language learning. Indeed, teacher has a vital role in providing student with emotional support through a positive reinforcement such as; complement, praise, encouragements, so that students can take risks, make errors and face fear, which are the source of building their self-confidence and self-motivation, which enhances their learning outcomes and lead to the development of teacher-student interaction in the EFL class.

Furthermore, teacher-student interaction facilitates language comprehension. The latter refers not only to understanding written or spoken form of language but also means the student's ability to conduct language input in meaningful contexts. In the same line, "Teacher-student interaction provides learners with opportunities to process language input in a meaningful context, enhancing their overall comprehension and reinforcing their learning" (Gass & Selinker, 2008, p. 120). Through interactions, students can engage with language in meaningful ways and process language in real-life situations which helps them for a better understanding of the language. Also, this process strengthens and builds the students overall learning by making the language more relevant and easier to grasp. For instance, effective teacher-student interaction helps to process language learning, so that students can deepen their understanding and improve language comprehension.

Lastly, interaction between both parties, teacher and student is essential for fostering critical thinking skills in language learning. Through reciprocal exchange, teachers challenge their students to evaluate their comprehension of language content which gives students the encouragement to think deeply about the language itself and what they are learning (Englehart, 2009). According to Brown (2007), "Through interactive communication with teachers, learners are prompted to engage in critical thinking, which enhances both their cognitive development and language proficiency" (p. 115). This means that when students communicate with their teacher and use interactive activities in the classroom such as: problem-solving tasks and analyzing, they are encouraged to think deeply and critically about the material. This process helps students to improve their language abilities and practice the language use in complex and different ways.

To sum up, teacher-student interaction plays a crucial role in language learning in enhancing active learning and engagement, providing corrective feedback, emotional support, improving language comprehension and creating students' critical thinking. These elements create an effective and supportive learning environment that enhances overall language learning procedure.

1.9 The Role of Teacher-Student Interaction in Enhancing Student Engagement

Teacher-student interaction plays a major role in fostering students' engagement which shapes how students can communicate, interact and actively participate in the learning process.

Firstly, interaction between teacher and student enhances cognitive development (Vygotsky, 1978), so that engaged students are more likely to actively participate, retain information, and develop critical thinking skills. Practically, active interaction provides an emotional engagement which creates a supportive and positive environment where students feel confident, motivated and engaged to connect with the teacher and the material in the classroom (Pianta ,1999). Through building an effective relationship, teachers can create a positive climate where students feel engaged to involve and participate in the classroom tasks. Additionally, engaging interaction encourages students to ask questions, involve in discussions and explore topics in depth which simulates student curiosity.

Furthermore, teachers' interaction influences the student behavioral engagement which refers to how students actively participate in the classroom. When teachers give quick feedback, recognize students' efforts, and encourage them to get involved, students feel more accountable for their learning. As Fredricks et al. (2004) point out that teacher interaction serves emotional and cognitive investment which helps in building student engagement. Meaning that when teachers are providing support, students keep focused and attempt to work hard on the tasks which allow them to be more involved and engaged inside the classroom.

Teacher-student interaction is a necessary element for enhancing student engagement across emotional, cognitive and behavioral aspects. Through effective communication, providing feedback with a supportive learning environment, students can be more involved and motivated in their learning and they can take responsibility for their own academic success.

1.10 Conclusion

To conclude, this chapter has presented a comprehensive exploration of teacher-student interaction and its critical role in the language learning process. It began at first by providing an overview about teacher-student interaction showing its key features associated with effective interaction and highlighting its importance in language learning. Additionally, it addressed key criteria for fostering a positive relationship between teachers and students in the classroom. Also, the chapter further examined how communication patterns contribute to building this relationship, facilitating clear and effective exchanges in the classroom. Moreover, it shed light on the fundamental factors that influence teacher-student interaction, emphasizing the various challenges that may arise in this dynamic. Furthermore, it explored diverse teaching strategies which assist to increase teacher-student interaction and shape it in the EFL class. Lastly, the chapter discussed the significant role of teacher-student interactions in fostering an engaging and collaborative classroom environment. This exploration highlights that teacher-student interaction is vital in unlocking the full potential of students, ensuring both academic success and a deeper understanding of the language learning process.

Chapter Two

Students Engagement

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2.1 Introduction

Students' engagement is regarded as a crucial aspect of personal development and educational success, which refers to the level of interest, participation, motivation and involvement in classroom activities that lead to specific achievements and outcomes. It has become a central goal for EFL educators who are able to enhance teaching methods and incorporate new technological paradigms to boost students' educational learning process. Thus, this chapter explores students' engagement definitions, types and significance. As it highlights the key factors that affect students' engagement, teaching strategies, students' role for boosting more engagement within EFL classroom and classroom management of student engagement in relation to teacher-student interaction.

2.2 Definitions of Students' Engagement

To ensure an effective learning and deeper understanding of the lesson content and active involvement in classroom activities, teachers emphasize engagement as a key factor that helps students to enhance their comprehension and encourage their participation. To effectively reach this, several definitions have been introduced. Austin (1984) as cited in Zhou (2010) suggests that "student engagement refers to the amount of physical and Psychological energy the student devotes to the academic experience" (p. 19). In other words, student engagement is not only about physical presence in the class, but it is also about the mental efforts and emotional involvement and connection that is put in the learning process. Moreover, Boekaerts (2016) describes engagement as, "a student's active involvement and participation in school-based activities, more concretely it entails students' reactions to and interactions with the learning material as it is embedded in the physical, instructional and social environment" (p. 81). This

means that, when students actively participate, fully engaged with the classroom activities and interact with the material, creates a dynamic and engaging learning environment. Furthermore, the Glossary of Education Reform defined student engagement as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" (Great Schools Partnership, 2016, p. 1). This quote highlights how motivated students are when they actively engage and participate inside the classroom and how this motivation can drive their progress and learning advancements. Therefore, student engagement is based on the concept that learning enhances when they are actively involved while it declines when they are disengaged (Great Schools Partnership, 2016). It emphasizes the importance of engagement in improving students' academic performance and their learning outcomes. Additionally, Barnett (2003) explains several ways of how defining student engagement; he claims that,

"Engagement is a coming together, a merging, a fusing.

Engagement points to mutual listening, to reciprocity,

and dialogue but conducted in a willingness to change. It

 is the antithesis of separateness, of distance, of incomprehension.

Engagement implies not just a coming together but an interaction" (p. 23)

That is to say, engagement is characterized as an interactive process including various aspects where individuals are able to actively listen, engage in dialogue and are more open to change.in contrast with being distant or disconnected but the focus is on the active involvement and transformative exchange through interaction. On the other hand, student engagement is

when students can participate in activities which are relevant and essential in their learning (Coates, 2006). Practically, Trowler (2010) highlights that engagement involves other important aspects not only academic involvement but also social, personal and extracurricular activities which can contribute to students' overall growth and success. Hence, from all those definitions on the tap, it is clear that student engagement is a multifaceted process that includes active participation, emotional, social, academic involvement and willingness to make a meaningful interaction which fosters a deeper connection within the educational and learning experience.

2.3 Dimensions of Students' Engagement

Engagement in education plays a vital role as it is recognized as a key factor in promoting students' learning experience and outcomes. In addition, Fredricks, Blumenfeld and Paris (2004) point out that engagement is based on three main aspects that help in building students' engagement which are divided into emotional, behavioral, and cognitive involvement in the learning process, including feelings, Active participation and investment in learning. Therefore, according to Fredricks et al (2004), "The three dimensions of student engagement are not isolated, but rather, they are dynamic and interrelated with each other" (p.27). This means that emotional, behavioral, and cognitive involvement are linked and interconnected which lead into creating a positive and effective quality of engagement in the EFL class.

scholars such as: Fredricks, Blumenfeld, and Paris (2004), Appleton et al. (2006), Skinner and Belmont (1993), and Wang and Holcombe (2010) agree that student engagement is composed of four interrelated dimensions: behavioral, emotional, cognitive, and social, which collectively contribute to creating a positive and effective quality of engagement in the classroom. It is shown and summarized the following keys:
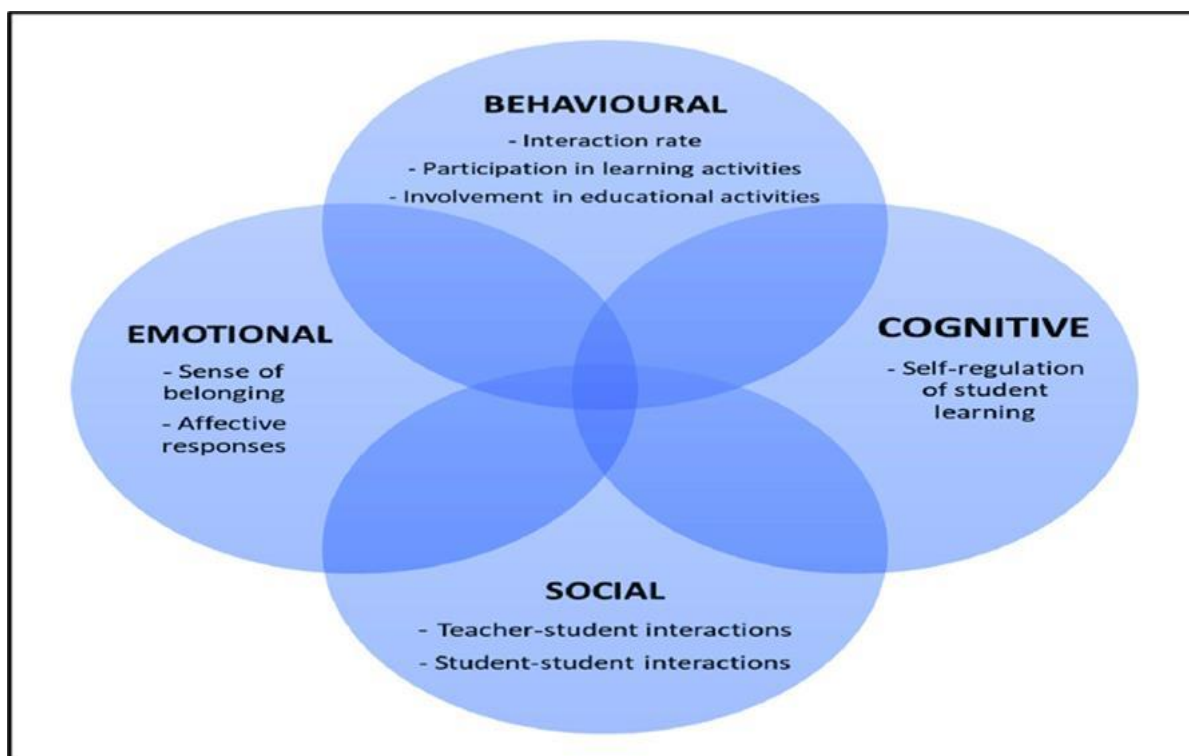
Figure 2. 1:The Four Dimensions of Student Engagement (based on Bowden et al., 2019)

The figure 2.1 above shows the characteristics of each dimension of student engagement in the EFL class. Firstly, as seen, behavioral engagement focused on student participation and involvement in classroom tasks. Secondly, cognitive engagement consists of student self-regulation in their learning. Thirdly, social engagement which involves interaction and connection between teacher and students. Lastly emotional or affective engagement which focused mainly on affective responses and show both parties feeling teacher and students.

2.3.1 Behavioral Engagement

Behaviors are regarded as the most noticeable indicators of students 'engagement. Several actions are considered as signs of behavioral engagement which are: body language, eye contact, gestures, students' responses and efforts. Thus, behavioral engagement refers to observable actions students demonstrate to show their involvement in their education. It includes multiple actions; such as: attending the lectures, participating and engaging in the

classroom (Dessart, Veloutsou, & Morgan-Thomas, 2015 ; Schaufeli et al., 2002). Fredricks et al. (2004) claim that behavioral engagement involves student active participation both inside the class and in extracurricular activities (outside the class). Furthermore, according to Zyngier (2008), several studies have focused on behavioral engagement which is used as student measurable involvement in school. Additionally, positive behavioral engagement is reflected through students 'actions as positive conduct, active participation, time and efforts spent when they faced challenges or difficulties (Kahu et al., 2015; Klem & Connell, 2004).

2.3.2 Emotional Engagement

This dimension refers to the emotional experience students face during their academic and educational journey and reflect their passion they feel towards their learning process (Schaufeli et al., 2002; Bowden, 2013). According to Christenson et al. (2012), emotional engagement includes students' positive and negative responses which reflect their feelings towards their belonging to school and highly affect their motivation while learning. Furthermore, Connell and Wellborn (1991), and Skinner and Belmont (1993) argue that emotional engagement that students show leads to a strong reaction as: motivation, anxiety, happiness, interest, and belongingness (cited in Fredricks et al., 2004). Also, emotionally engaged students are able to understand the purpose behind their academic tasks and social interactions (Schaufeli et al., 2002).

Progressively more, emotions are considered as an essential aspect which play a significant role in student success, personal growth and overall well-being (Pekrun & Linnenbrink-Garcia, 2012). Emotional engagement assists to build an effective relationship between teacher and students, and both parties become capable of understanding each other's emotions. For instance; students can feel their teacher when they are upset or angry so that

students will avoid any behavior that can provoke them. Similarly for teachers, they can recognize their students when they are demotivated or disengaged in the class (Fredricks et al., 2004).

2.3.3 Cognitive Engagement

Cognitive engagement refers to the students' mental efforts and strategies they invest in their learning. This form of engagement involves deep thinking, critical analysis and applying strategies that aid to effectively engage with both teacher and material. Supporting this, Appleton et al. (2008) state that cognitive engagement focuses on a student's mental investment in learning which includes their efforts, knowledge, and commitment to the activity. Unlike behavioral and emotional engagement which are visible and easy to observe through students' outcomes, cognitive engagement is harder to measure or observe directly. In the same line, Oga-Baldwin (2019) indicates that "we can only approximate and generate assumptions about depth and degree of cognition regarding a topic" (p. 5). This latter means that it is challenging to measure directly and precisely how deeply students think about a topic, instead it can estimate based on assumptions.

Moreover, studies have shown that students who are more likely to recognize and understand the value of their academic work through their perceptions, beliefs and adapt strategies such as; problem-solving and think critically (Ashkzari et al. 2018; Kahu 2013). Also, Studies by Connell and Wellborn (1991), Newmann et al. (1992), and Wehlage et al. (1989) claim that cognitively engaged students are mentally and psychologically invested in their learning so that they can feel motivated to seek challenges and go beyond basic requirements (cited in Fredricks et al., 2004). Additionally, Schlechtyç 2011) suggests that engaged students create, access, analyze, apply, understand and retain information. Hence, since it is difficult to

measure cognitive engagement, it plays a crucial role in promoting a deeper understanding and passes the way for teachers to create a positive engaging classroom.

2.3.4 Social Engagement

This dimension of engagement focused on the interaction and connection that students have with their teacher or peers in the EFL class. Following this, social engagement is based on building relationships between teachers and classmates which helps them feel a part of the school community (Pekrun & Linnenbrink-Garcia, 2012; Wentzel, 2012). Also, it involves participating in collaborative activities, facilitating connection and fostering the sense of belonging (Eldegwy, Elsharnouby, & Kortam, 2018; Goodenow, 1993; Krause & Coates, 2008; Vivek et al., 2014). In the classroom, social engagement is reflected through behaviors such as; cooperation learning, active listening, being punctual and maintaining a positive teacher-student relationship (Coates, 2007; Pekrun & Linnenbrink-Garcia, 2012). Therefore, students who are socially engaged can provide a sense of achievement and belonging. However, students who lack social engagement are disconnected, so that they feel isolated which negatively affects their well-being (McIntyre et al., 2018; Hoffman et al., 2002).

2.4 The Importance of Students' Engagement in Language Learning

Student engagement plays a critical role in the language teaching and learning process as it influences effectively on how students interact, engage, participate, connect and provide efforts. When students are actively engaged in the classroom, they are highly able to retain information, improve their language skills and apply it in the real-world setting. Consequently, engaged students can experience meaningful language learning experiences and seek different challenges. Thus, there are several beneficial results of engagement as the following:

To begin with, student engagement is a key factor of improving students' overall satisfaction with their learning and educational experience. When students actively engaged in the EFL class tend to feel more connected in their learning environment, which creates the positive sense of belonging and fulfillment. According to Martin and Bolliger (2018), engagement aids students to develop their self-satisfaction by creating an effective relationship with their teacher and focusing on their studies, so this leads to the reduction of alienation.

Equally important, one of the key benefits that reflect on student engagement is motivation. Engaged students are characterized by being self-motivated through their involvement in classroom discussions and debate, participation in academic activities and asking questions related to the content. In the same vein, Christenson et al. (2008) highlight that students who are fully engaged are more likely to be highly motivated to participate, involve themselves with the material and share their knowledge, so that they can reach their goals because they find themselves meaningful and rewarding. Thus, the relation between engagement and motivation is practically interrelated in which they complete one another. This opens the door for students to increase more efforts to meet more challenges in their academic learning journey.

To add more, engagement passes the way for students to perform better in their academic studies which facilitates both teaching and learning process. Following this, Martin and Bolliger (2018) note that engaged students can have the ability to demonstrate a superior performance as they put more effort into learning much better. In addition, students 'active involvement and engagement in the classroom assists them to deepen understanding, retain information and think critically which fosters their cognitive development and increases students 'outcomes and academic achievement.

Furthermore, students' engagement plays a major role in improving language retention, as it encourages interaction and focus with both material and topic being learned. Moreover, Schmit (2000) states that when students are actively involved in the class, it facilitates them to retain new vocabulary, correct grammar rules and language learning structures, so that they can apply it in real-world contexts in different situations. As he indicates that students who are emotionally and cognitively engaged are likely to retain more information as it strengthens long term retention and improves language fluency.

Lastly, engagement in language learning is closely tied to social interaction, as it provides a variety of opportunities for students to participate, engage and share their thoughts, experiences and emotions. Practically, according to Svalberg (2009), when a teacher adapts interactive activities in the classroom, for instance; group discussions, collaborative tasks, or pair work, this helps to improve teacher-student interaction which provides a supportive environment. Also, it makes it easier for students to reinforce their understanding, correct mistakes and build confidence, as it facilitates for teachers to provide relevant and corrective feedback.

2.5 Factors Affecting Engagement in The EFL Class

Students' engagement is essential for effective learning which impacts how students interact, connect with peers, teachers and content. Teachers are one of the key aspects that fosters and encourages engagement in the classroom through their teaching methods and strategies, managing the classroom atmosphere and building a positive relationship with their students. Hence, Li and Xue (2023) explored the various factors that influence student engagement in educational settings which can enhance or hinder engagement, as it is crucial for promoting learning experiences, practices and outcomes. Understanding these factors can assist

educatos to create a supportive learning environment, student involvement and academic

achievement.
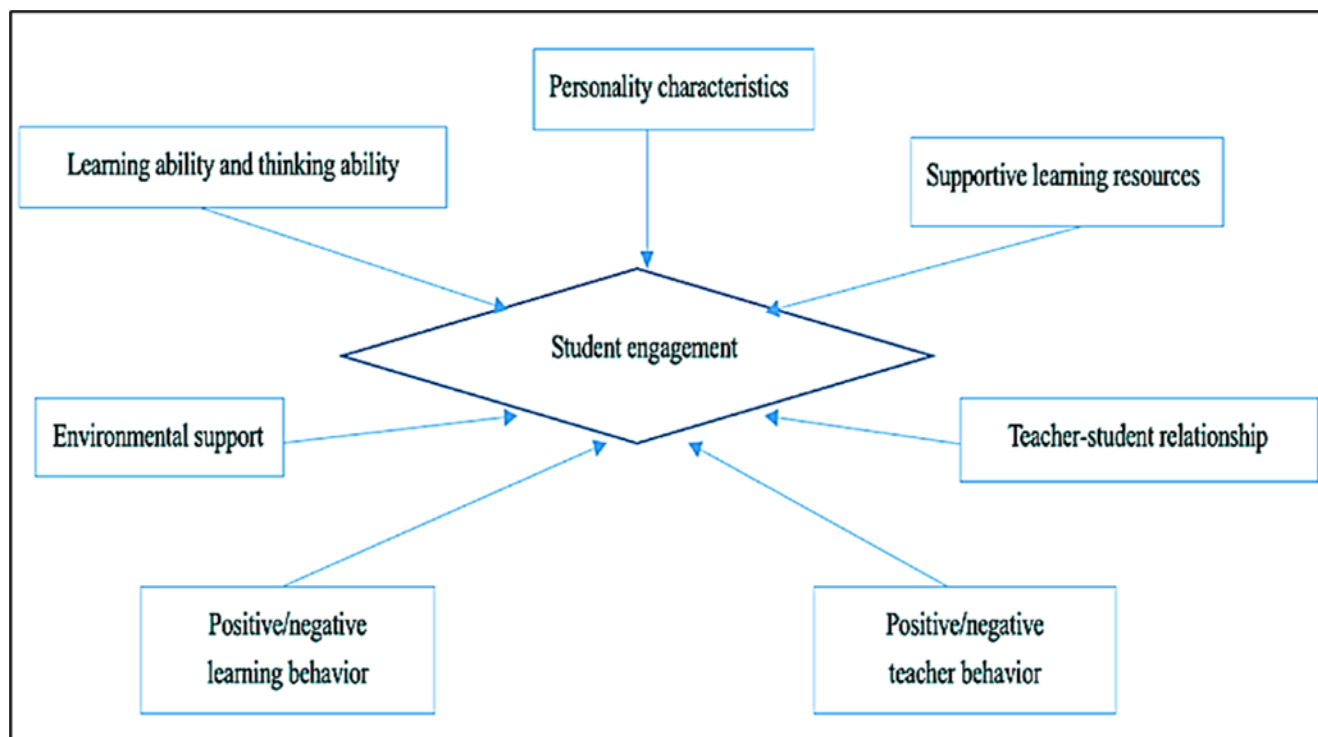
Figure 2. 2: Factors Influencing Student Engagement (Li, X., & Xue, X, 2023)

These factors affecting student engagement, as outlined by Li and Xue (2023) in the

figure above, are summarized as follows:

2.5.1 Students' Personality Characteristics

Personality traits affect how students actively engage in their learning environment.

Students are characterized by their different variety of personality traits as; intrinsic motivation,

being open to communicate and sharing ideas and being persistence are actively engaged in

their studies. Following this, motivation and self-regulation are the basis of shaping an effective

engagement in the classroom activities.

2.5.2 Supportive Learning Resources

The availability of suitable learning resources paves the way for students to be more engaged with the teacher and lecture itself. Therefore, the accessibility of relevant resources both whether traditional or digital for instance; online materials, textbooks multimedia content, research databases, libraries, and educational software support students in their learning. Additionally, students who have access to well-structured resources are more supposed to be actively engaged with the material and work independently. In contrast, without an appropriate resource, students may struggle with the content, leading to disengagement. Practically, these resources provide support that encourage students to interact with the material, engage with the lecture and participate in sharing their perceptions and ideas. As a result, this facilitates the teacher's ability to assess student understanding, provide personalized feedback, and foster a more interactive and collaborative learning environment.

2.5.3 Teacher-Student Relationship

Building a positive teacher-student relationship is a fundamental key for fostering student engagement. Students are in need to feel valued, respected and safe by their teachers which increases their motivation to participate in classroom tasks. This environment boosts their self-confidence to speak up without fear and encourages trust and communication exchange, which make students feel more comfortable to share their thoughts and ask questions, so that they can fully engage emotionally and intellectually. Thus, this positive dynamic not only promotes their academic performance but also fosters a sense of belonging, which is an important aspect for sustained engagement and motivation in the learning process.

2.5.4 Teacher Behavior (Positive/ Negative)

Teacher behavior encompasses various aspects such as; teachers communication style, teaching methods and strategies can either encourage or hinder engagement. Teachers are considered as the source of increasing involvement, particularly in the English as a Foreign Language (EFL) classroom. Therefore, positive teacher behaviors such as; providing support, using interactive activities, offering constructive feedback and applying suitable strategies that align with students' needs, levels and learning styles, which inspire greater motivation and active participation. However, teachers who misbehave, disengage with students and select ineffective teaching can have a negative impact on both the learning and teaching process, leading to reduced student engagement and motivation.

2.5.5 Students' Behavior (Positive/ Negative)

Students' behavior plays a major role in determining their level of education and learning outcome. Positive students' behavior influences positively on their studies, for instance; ask questions, involve in debates and discussions, participate in classroom activities, share their experiences and opinions, all contribute to enhanced student engagement. Adding to that, students who demonstrate ambition by setting personal goals, taking initiative in their learning, and being autonomous rather than relying solely on the teacher for information tend to exhibit higher motivation and engagement, which foster their academic performance. On the other hand, negative students' behaviors such as; lack of participation, poor attention, focus, disagreement and disruptive actions hinder their motivation and reduce their educational results. Thus, encouraging positive behaviors while addressing negative ones is essential for fostering academic success.

2.5.6 Environmental Support

Classroom environment is one of the essential components of building an effective students' engagement. This factor includes how the teacher planned to manage the classroom and provide emotional support in order to create a supportive learning atmosphere where students feel safe and valued. A supportive learning environment motivates students to engage more where they can improve themselves, foster the sense of belonging and achieve their objectives.

2.5.7 Students' Learning and Thinking Abilities

Determining the students' level is closely tied to their cognitive skills and intellectual capabilities which significantly have an impact on their engagement and learning outcomes. These learning abilities, including problem solving, critical thinking and memory, open the opportunity for students to apply their knowledge effectively. Moreover, students with strong learning ability are able to engage in various classroom activities, understand complex concepts, ask meaningful questions and seek out more challenges. This increased engagement not only deepens their comprehension of the material, but also develops their overall language skills and academic performance.

2.6 Teachers' Strategies to Promote More Engagement in The Classroom

Promoting student engagement is needed for fostering a dynamic educational environment. A variety of strategies have been suggested to enhance motivation and involvement in their learning process which facilitates effective teaching. Ultimately, fostering engagement leads to better academic performance and overall development. The following are key strategies for achieving this goal:

2.6.1 Engaging Classroom Activities

The aim of each teacher is to make students more engaged in their studies which allow him/her to teach easily and effectively. Furthermore, there are four types of activities which build students motivation including challenging and competition, cooperation and connection, curiosity and controversy, choice and creativity which affect positively on students' engagement and keep them more connected (Silver & Perini, 2010). These activities not only build self-motivation but also foster student-centered learning, develop their critical thinking that promotes their overall educational outcomes and academic success.

2.6.2 Collaborative Learning

Collaborative learning is an effective teaching strategy that encourages interaction among students, leading to improvement of classroom engagement. Common methods such as; peer assessment, cooperation projects, group work are used to increase the sense of collaborative learning. As Laal and Ghodsi (2012) suggest that group activities enhance social interaction which paves the way for students to connect with peers, exchange their thoughts, making learning easier and more meaningful. Thus, peer assessments and group discussion provide students with the opportunity to receive constructive feedback, refine their knowledge, language skills and feel motivated to be more engaged in their learning journey. Collaborative learning is a valuable strategy that creates an inclusive and supportive learning environment, fosters active participation, engagement and contributes to improved academic performance.

2.6.3 Active Learning Strategies

Active learning strategies such as; cooperative learning, group discussion, problem -solving are helpful techniques for more active engagement. Jones (2008) emphasizes that when

students are involved in classroom discussion and analyzing problems for selecting appropriate solutions are effective methods for fostering engagement. Moreover, Research shows that active learning promotes critical thinking, problem-solving, and knowledge retention (Freeman et al., 2014). Hence, these strategies lead to the development of teacher-student interaction which not only improves their language learning comprehension but also motivates them to learn more and better.

2.6.4 Project-Based Learning (PBL)

Project-Based Learning (PBL) is an instructional teaching strategy in which students learn to be actively engaging in real-world and personally meaningful projects that active participation and collaboration. In the same line, project-based learning activities (PBL) help students to apply what they learn in real-world situations, think critically and encourage involvement in the subject matter (Smith et al., 2006). In PBL, students work to apply their knowledge to solve problems, conduct research and present their findings or solutions to real-world issues. Henceforth, this approach fosters deep engagement by providing them opportunity to collaborate, interact, communicate and effectively present themselves and their thoughts.

2.6.5 Interactive Learning Tools

The integration of interactive tools within classroom is designed to foster active engagement and deep involvement in the learning process. The teacher applies interactive methodology and relies on technology tools to facilitate clear comprehension of lesson content. Therefore, these interactive tools such as; gamification, digital platforms, and simulation-based learning, serve to increase student engagement, motivation and participation, ultimately leading to improved learning outcomes.

2.6.6 Gamifying Learning

Gamification is an innovative approach that integrates game-like elements such as; points, badges, or leaderboards into the educational process which help in enhancing students' engagement. Furthermore, studies have demonstrated that gamification has a positive impact as a strategy on encouraging students to be more actively engaged. Supporting this, Cavus et al. (2023) highlight that gamification which is applied in the classroom can increase students' motivation, improve their engagement and creativity, as it also enhances teachers' motivation and feedback.

Gamification platforms including; Kahoot, Quizizz, and Duolingo consist of good elements like, quizzes and challenges that boost engagement and provide immediate feedback on their learning progress (Deterding, Dixon, Khaled, & Nacke, 2011). Thus, this strategy of teaching fosters the sense of accomplishment, making lessons interactive and more enjoyable which contributes to a more dynamic and stimulating classroom environment.

2.6.7 Digital Platforms

Digital platforms are critical tools that fosters interaction between teacher and students which affect positively on their classroom engagement. These platforms, especially Learning Management Systems (LMS) like Moodle, Blackboard, and Canvas, facilitates for students the accessibility to course material, quizzes, and real-time assessment tools. Through using LMS, students are able to interact with peers, participate in online discussion and receive timely feedback. According to Aljohani (2019), student involvement in the LMS environment is an effective process that supports asynchronous learning and provides the opportunity for better

engagement and interaction. Consequently, students can take ownership of their learning, manage their time effectively, and align their learning with their individual needs.

2.6.8 Personalized Learning

Personalized learning is regarded as a key approach for addressing students' background, learning styles, interests and needs. According to Jones (2008), an effective teaching process requires teachers to identify students' learning differences and adapt appropriate teaching methods that meet with each student's needs and objectives. Practically, teachers often use activities or ask questions related to their cultural background, prior knowledge or experiences, thereby making the content more relevant and applicable to real-world contexts. By tailoring this learning process, in this manner, teachers are able to gain deeper insights which paves the way to increase higher level of motivation, active participation and foster greater overall engagement in the classroom.

2.6.9 Reward Systems and Incentives

Rewards and incentives are an effective strategy for developing students' engagement in the classroom through providing them external motivation. According to Jones (2008), rewarding students by their teacher makes them feel valued and their efforts are appreciated. Additionally, offering rewards such as; praise, grades or tangible incentives encourage students to engage meaningfully, creating an environment where they are motivated to participate in classroom activities and take an active role in their learning.

2.7 Students' Role in Increasing Classroom Engagement

Classroom engagement is not only the responsibility of the teacher, but also students play a vital role in building an effective interactive and supportive learning environment. When students take active part in education, their involvement, collaboration, critical thinking and their overall efforts contribute to facilitating learning and teaching process, enhancing the educational experience and improving individual learning outcomes.

First, students are in need to actively participate in the EFL classroom. According to Fredricks et al., (2004), students' participation in classroom activities is a key factor in improving their behavioral, emotional and cognitive engagement, in turn leads to a better academic performance. To add more, engagement requires students' active participation including; asking questions, sharing their answers, opinions and experiences, help them to build strong connection with the content, promote interaction and strengthen teacher-student relationship.

Second, self-regulation is an essential component of an effective classroom engagement. It refers to how students have the ability to manage their own learning process by setting their academic goals, managing their time, monitoring their progress and adjusting relevant learning strategies which suit their learning styles and preferences (Zimmerman, 2002). This skill assists students to become deeply engaged, take ownership of their learning, and seek more challenges.

Furthermore, students take ownership of their learning journey. This approach is called student-centered learning, characterized by being autonomous students who do not rely only on the teacher as a source of information and can learn by themselves. According to Reeve (2006), when students take responsibility for their learning encourages them to be self-directed, so that

they can make their own choices and decisions, as he notes that they tend to exhibit higher levels of motivation and engagement in the classroom which enhances their academic outcomes.

Lastly, curiosity and creativity are powerful tools that fosters deep understanding and build effective engagement in the classroom. Curious students are tending to explore new ideas, ask meaningful questions and make connections to their learning, which encourages active participation and students' involvement (Hattie, 2008). On the other hand, students' creativity is a crucial skill in which students are free to express their ideas, develop their problem-solving and engage deeply in the subject matter (Robinson, 2009).

To sum up, students contribute to a classroom engagement by actively participating, taking responsibility for their learning, being self-regulated, curious and creative. This promotes a more focused, interactive, productive and effective learning environment which increases the sense of engagement, leading to a better academic outcome.

2.8 Challenges of Classroom Engagement for Both Teachers and Students

Classroom engagement is a fundamental element in improving student achievement and the effectiveness of the teaching process. However, both teachers and students may encounter a range of challenges that can hinder the quality of engagement in the EFL classroom. These challenges include the following:

2.8.1 Lack of Motivation

represents as a key barrier to students' engagement in the EFL classroom. Fredricks et al. (2004) highlights that when students are demotivated, they tend to disengage with the material which reduces their efforts and involvement. This lack of intrinsic motivation prevents students

from taking initiative in their learning. Consequently, teachers will face difficulties in fostering meaningful classroom interaction where students can actively participate, collaborate, and apply their knowledge. Thus, the learning environment becomes passive, and students may struggle to meet academic expectations, further reinforcing disengagement and creating a cycle that is challenging to break.

2.8.2 Individual Differences

A single classroom contains students with a wide range of different learners' types, learning styles, abilities and levels which can influence how students interact and engage with the material. In the same vein, Trowler (2010) emphasizes that students' engagement is based on their individual traits such as; previous knowledge, cognitive skills, abilities and emotional reactions. Henceforth, these individual differences require teachers to differentiate their instructions, but it may be difficult for teachers to meet all learners' varying needs, especially in large classrooms.

2.8.3 Student Interests and Preferences

one of the major barriers of engagement is the lack of interest in the subject matter. It is evident that students have diverse interests which can be challenging for teachers to make all students effectively engaged. As Fredricks et al. (2004) assert, when students perceive an irrelevant material, they would be less engaged. This suggests that students can be disengaged when they are not interested in the subject itself or the content, topic and how it is presented which can be perceived as disconnected from their real-word experiences.

2.8.4 Emotional and Psychological Barriers

These are significant factors that impact negatively on student engagement. According to Pekrun and Linnenbrink-Garcia (2012), a student's emotional state can lead to disengagement from learning and create mental blocks. Following this, Students often struggle with internal emotional difficulties such as; hesitation, anxiety, low self-esteem, shyness, fear of failure or negative feedback, all of which prevent students from participating in classroom activities or discussions and engaging with the content. As a result, this barrier makes it challenging for students to express themselves and share their ideas, while also presenting difficulties for teachers in fostering an inclusive and supportive learning environment.

2.9 Managing Student Engagement in Relation to TSI

Effective classroom management of students' engagement through teacher-student interaction has a vital role in the success of the overall teaching and learning process. Research indicates that teacher-student interaction is closely linked to the level of student engagement, positive and effective interactions between teacher and students helps to create a motivated and participatory classroom atmosphere. Also, it demonstrates that teacher-student interaction establishes an emotional connection with students, so that they can express their thoughts, opinions and experiences, providing constructive feedback and involvement in dialogues or classroom discussion which promotes students' critical thinking and deepens their comprehension. According to Pianta (2006), the quality of teacher-student interaction is the responsible predictor of students' academic performance and overall engagement.

Additionally, as Hamre and Pianta (2005) state, the responsibility of the teacher is to discover the needs of his learners that must be shown by them through discussions and activities during the lessons; this occurs through the process of interaction which relates the relationship between both parties. Moreover, the management of teacher-student interaction in the classroom requires educators to foster a balanced approach, where students are encouraged to take responsibility for their own learning. When students perceive that their contributions are valued, they are more likely to engage actively in the learning process.

To conclude, the management of students' engagement is deeply tied to the quality of teacher-student interactions. Teachers who build strong, supportive relationships with their students assist in creating an environment where students are motivated, confident, and actively involved in their learning. Hence, this reciprocal relationship ensures that engagement remains high and students continue to succeed academically.

2.10 Conclusion

To conclude, this chapter was an attempt to review the fundamentals of students' engagement and its critical role in higher education. It began by defining student engagement, outlining its various types, including cognitive, emotional, and behavioral engagement, and emphasizing their significance in promoting academic success. This chapter also discussed the basic factors that influence either positively or negatively on students' engagement. Additionally, it examined effective teaching strategies that help enhance students' engagement in the EFL classroom, and it highlighted the vital role students play in fostering engagement. Finally, this chapter explored the classroom management of students' engagement based on teacher-student interaction.

Chapter Three

Fieldwork and Data Analysis

Table of Contents

3.1 Introduction

After the two preceding chapters, the current chapter is devoted to analyze and interpret the data collected from the fieldwork in which we investigated to explore the role of teacher-student interaction in improving EFL students' engagement. This chapter mainly outlines the research methodology adapted throughout this study. It provides detailed description of the research approach, the research design, procedures, population, sampling, and data collection methods. Additionally, it offers a comprehensive discussion of the obtained results and findings in an attempt to answer the research questions. Ultimately, the purpose of this chapter is to gain a deeper understanding of how regular and meaningful interaction between teachers and students can foster greater learner engagement and active participation, particularly within the context of foreign language learning.

3.2 The Research Methodology for this Study

This study adopts a structured research methodology to systematically investigate the research problem. It focuses on guiding how data is collected, analyzed and interpreted to draw final conclusions and ensure the validity of the findings

3.2.1 Research Design

To gain a deeper understanding of how teacher-student interaction promotes students' engagement in the EFL classrooms, the qualitative research approach is adopted. This study deals with case study design which provides an in-depth exploration of the issue within its real educational context. Furthermore, the primary aim of this study is to examine how meaningful teacher-student interaction contributes to enhancing students' engagement in the learning

process. To achieve this, data were collected through classroom observation and semi-structured interviews with teachers. Henceforth, these research tools were selected to gather rich, valuable and descriptive data into teachers' perceptions and practices regarding students' engagement, thereby highlighting the effectiveness of interaction between teachers and students in the EFL settings.

3.2.2 Sampling and Population

The target population of the current research consisted of an EFL classroom of third year LMD students of English at Mohamed Kheider University of Biskra. This population was selected for two main reasons. Firstly, third-year students have already been significantly exposed to the English language, making their level of engagement in class a relevant area of investigation. Secondly, they are exposed to graduate by the end of the year, so these students are viewed as future teachers, so that making the investigation of teacher-student interaction might be relevant for their future roles. Therefore, with a population of (385) students, the researcher worked with one group consisting of (46) students which was randomly selected from the whole population. From about (n=62) teachers of English Language at the University of Biskra, the researcher dealt with seven (n=7) teachers who were chosen randomly. Those teachers teach different levels and different subjects. As for the sampling, the study relied on random sampling to ensure that the selection of participants was unbiased and representative of the broader population.

3.2.3 Data Collection Methods

Data collection methods refer to the systematic procedures used by researchers to gather relevant data from reliable resources. They determine how the research study is carried out.

Walliman (2006) defines data collection methods as "raw materials that any researcher needs when doing her/ his research depending on the research problem besides depending on the methods used by the researcher" (p.8). These methods are the procedures in which the researcher can gather the essential data he/she needs in his/her study. To gather relevant data, the research was conducted through ten sessions of classroom observation to examine student engagement in response to teacher interaction. In addition, a semi-structured interview was held with seven English teachers to gain deeper insights into their instructional practices and perceptions.

3.3 The Teachers' Interview

3.3.1 Description of Teachers' Interview

A semi-structured interview was used in this study to explore teachers' views on the role of teacher-student interaction in promoting student engagement. The interview included nine questions, combining both open-ended and close-ended formats. Seven EFL teachers from Mohamed Kheider University (n = 7) participated in the interview. The questions focused on how they perceive the impact of teacher-student interaction on students' participation, motivation, and engagement in class. In addition, the interview asked about the strategies and methods they use to create an interactive and supportive classroom environment. At the end of the interview, participants were invited to share their personal experiences and offer any additional comments related to the topic.

3.3.2 Analysis of Teachers' Interview

The purpose of the interview was to gather insights from teachers about the role of teacher-student interaction in encouraging student engagement in EFL classrooms. It aimed to collect their perspectives, opinions, and experiences related to this topic. The information obtained from the interview helped support the data analysis and added to the overall credibility of the study's findings.

Section 01: Teacher-Student Interaction

Item 01: Definitions of Teacher-Student Interaction in the EFL Classroom

Analysis of the participants' responses revealed four major themes regarding how EFL teachers understand teacher-student interaction:

1. **Communication and Classroom Engagement**

   Teachers emphasized that teacher-student interaction involves ongoing verbal communication, such as asking and answering questions, giving feedback, and promoting classroom engagement (Teachers 1, 2, and 4). This interaction encourages students to focus, participate, and become active learners.

- *Example Quote: "Interaction involves ongoing dialogue that keeps students focused and active."* (T1)

2. **Instructional Practice and Feedback Delivery**

   Some teachers highlighted interaction as a teaching tool and feedback mechanism that supports learning objectives (Teachers 4 and 6). It reflects a structured process where teacher talk is used to direct, guide, and reinforce learning outcomes.

- *Example Quote: "Teacher talk structures learning and provides corrective feedback."* (T6)

3. **Trust in Teacher Expertise**

   Another theme concerned the trust students develop in the teacher's knowledge and skills, which positively affects their willingness to participate (Teacher 3). This trust enhances interaction and helps create a productive learning environment.

- *Example Quote: "When students believe in my expertise, they engage more willingly."* (T3)

4. **Emotional Support and Relationship Building**

   Teacher-student interaction was also viewed as a human relationship built on respect, emotional connection, and motivation (Teacher 7). These emotional dimensions create a sense of safety and belonging that encourages student engagement.

- *Example Quote: "A caring relationship makes students feel valued and willing to contribute."* (T7)

   The findings indicate that teacher-student interaction in EFL contexts is not limited to verbal exchanges. It encompasses instructional strategies, mutual trust, and emotional support—all of which foster participation, motivation, and better learning outcomes.

Item 02: Strategies to Foster Effective Teacher-Student Interaction

The analysis of strategies used by teachers yielded five dominant themes:

1. **Collaborative Learning Activities**

   The most common strategy among teachers (Teachers 1, 2, 3, 5, and 6) was the use of pair

   Work, group tasks, class discussions, and oral presentations. These methods encourage peer

interaction and promote active learning.

2. **Promoting Student Autonomy**

Teachers (particularly Teacher 4) advocated for granting learners some freedom in decision-making, task selection, and responsibility-taking, which leads to increased engagement and creativity.

3. **Building Positive Relationships**

Teachers (notably Teacher 5 and 7) emphasized the value of using students' names, providing encouragement, giving feedback, and being emotionally supportive. Such relational strategies build a sense of trust and inclusiveness.

4. **Technology Integration**

Teacher 1 pointed out the effective use of ICT tools—such as videos, pictures, and digital platforms as a means to create engaging lessons and facilitate interactive learning environments.

5. **Motivational Techniques and Humor**

Some teachers (especially Teacher 7) used jokes, praise, and humor to make the classroom environment enjoyable. These techniques increase engagement and help maintain student interest.

Effective teacher-student interaction relies on a balanced combination of collaborative methods, technological tools, student autonomy, and relational warmth. Together, these strategies help foster a dynamic and interactive EFL classroom.

Item 03: Long-Term Impact of Positive Teacher-Student Interaction

The responses of the interviewed teachers converged into six key themes regarding the long-term

influence of positive teacher-student interaction:

1. **Boosting Self-Confidence and Motivation**

    Teachers consistently pointed out that positive interaction builds students' self-esteem,

motivates them to learn, and encourages classroom participation (Teachers 1, 2, 4, and 6)

2. **Enhancing Academic Achievement**

    Several teachers (Teachers 2, 4, and 7) linked positive interaction to better academic outcomes

noting that when students feel supported, they perform better academically.

3. **Inspiration and Role Modeling:**

    Teachers (e.g., Teacher 1 and 3) viewed themselves as role models whose positive behavior

and encouragement inspire students to strive for success and emulate positive traits.

4. **Fostering Critical Thinking and Autonomy:**

    Teachers noted that interaction promotes student independence and critical thinking skills

(Teacher 5), helping them develop problem-solving abilities and intellectual maturity.

5. **Feedback and Communication:**

    Teacher 6 emphasized the importance of meaningful communication and feedback, noting

that it helps students identify and overcome their weaknesses.

6. **Emotional Impact on Learning Attitudes**

    Teacher 7 pointed out the deep emotional effect that teacher behavior has on students

attitudes not only toward the teacher but also toward the subject matter. A positive emotional

bond often leads to greater engagement and love for learning.

In the long term, positive teacher-student interaction significantly influences students'

academic success, self-confidence, emotional well-being, and attitudes toward learning. It

establishes a supportive learning environment that motivates students and enhances overall

educational outcomes.

Section 02: Student Engagement

Item 04: Teachers' Perception of Student Engagement Levels

Table 3.1

Student Engagement Level

Option	Number
Low	0
Average	1
Good	5
Very good	1
Total	7

The table shows the distribution of teachers' assessment of student engagement levels:

- **Good Engagement (5 teachers):** The majority of teachers perceive that their students are
  generally active, involved, and responsive in the EFL classroom.

- **Very Good Engagement (1 teacher):** This teacher reported a very high level of engagement,
  suggesting effective interaction strategies and a well-managed classroom environment.

- **Average Engagement (1 teacher):** One teacher noted average engagement, which may reflect variability in student participation, perhaps due to individual differences or contextual challenges.

- **No Reports of Low Engagement**: Interestingly, none of the teachers assessed engagement as low, indicating an overall positive view of their students' involvement in the classroom.

Teachers largely reported good levels of student engagement, suggesting that most EFL students are actively participating and motivated. The absence of low engagement ratings implies that current instructional practices and teacher-student interactions are effectively supporting student involvement, though some areas still require improvement**.**

Item 5: Factors That Challenge EFL Student Engagement
Table 3.2

Factors of Students' Engagement

Option	Number
Motivation	1
Classroom participation	2
Interest in the subject matter	3
Communication with peers	0
Interaction with teacher	0
All of the above	4
Total	7

Analysis of the interview data revealed three major themes regarding the key challenges EFL students face in classroom engagement:

1.Lack of Motivation and Interest in the Subject Matter

Several teachers (T1, T2, T7) emphasized that low motivation and disinterest in the course content significantly hinder student engagement. According to Teacher 01, students often find certain modules boring due to a lack of personal interest, making it difficult for them to participate actively. Teacher 07 highlighted motivation as a foundational factor influencing all other aspects of engagement: "If they are not motivated, they won't interact, participate, or engage in any way."

2. Limited Classroom Participation and Emotional Barriers

Teachers (T1, T2, T3) noted that classroom participation is restricted by factors such as shyness, fear of making mistakes, and low self-confidence. Teacher 02 explained that students may avoid participation because they are afraid of being judged, which discourages them from taking risks or speaking up in class.

3. Interconnected Nature of Multiple Factors

Teachers (T3, T4, T5, T6) argued that challenges to engagement are not isolated but rather interconnected. Teacher 06 described engagement as a combination of emotional, social, and academic elements. These educators pointed out that lack of motivation, low interest, weak peer or teacher communication, and student personality traits all interact and influence one another. As Teacher 03 explained, "These factors complete each other and shape the overall learning experience."

Underlying Causes Identified by Teachers:

- **Social-emotional barriers:** Shyness, fear of failure, and low self-esteem.

- **Individual differences:** Personality, learning preferences, and proficiency levels

Teachers identified multiple interconnected barriers to student engagement in EFL classrooms, including low motivation, emotional insecurity, and limited participation due to fear or shyness.

Item 6: Teaching Practices That Promote Student Initiative and Engagement

Table 3.3

Teachers' Practices to Encourage Engagement

Option	Number
Yes	**7**
No	**0**
Total	**7**

All participants (n=7) confirmed using specific teaching strategies that support student initiative and engagement. Four central themes emerged:

1.Active and Collaborative Learning Techniques

Teachers (T1, T3, T6, T7) highlighted the use of group work, games, digital tools, and interactive activities as effective methods. Teacher 06 explained that these strategies not only make learning more enjoyable but also increase students' sense of participation and collaboration. Similarly, Teacher 01 stated that pair and group work help reduce pressure on individual students and foster engagement through peer interaction.

2. Student Voice and Autonomy

Teachers (T2, T3) stressed the importance of giving students agency in the classroom. Teacher 02 allowed students to contribute to classroom decision-making, such as assessment preferences, which made them feel more valued. Teacher 03 incorporated activities that gave students choice and control, encouraging autonomy and critical thinking.

3. Motivation and Emotional Support

Teachers (T5, T7) emphasized emotional support, rewards, and positive reinforcement. Teacher 07 tailored instructional methods to students' learning styles and used strategies like calling students by name, giving praise, and fostering emotional safety to build motivation and trust.

4. Critical Thinking and Cognitive Engagement

Teachers (T3, T4) promoted critical thinking by designing tasks that stimulate student reasoning and analysis. These activities encouraged deeper engagement and active participation.

Teachers described using various instructional strategies—such as collaborative tasks, emotional support, and student choice to enhance learner initiative, participation, and classroom engagement.

Item 7: Role of Interactive and Collaborative Learning in Engagement

Teachers shared their views on how interactive and collaborative learning enhances engagement. The analysis generated five key themes:

1. Increasing Motivation and Participation

Most teachers (T1, T4, T5, T7) noted that interactive strategies such as discussions, debates, and teamwork boost motivation and help students take an active role in the lesson. Teacher 04 emphasized that such strategies make students more motivated and responsible learners.

2. Reducing Shyness and Building Confidence

Teachers (T1, T6, T7) agreed that collaborative work helps reduce anxiety and increases self-confidence. Teacher 01 observed that group settings ease shyness and foster shared responsibility, making students more comfortable engaging.

3. Developing Higher-Order Thinking Skills

Several teachers (T3, T4) mentioned that collaborative learning promotes cognitive skills like problem-solving, critical thinking, and reflective learning through peer exchange.

4. Promoting Peer Interaction and Communication

Teachers (T3, T6, T7) underlined that collaborative learning enables students to communicate ideas, share feedback, and learn from one another. This peer interaction is especially vital in language learning.

5. Acknowledging Student Diversity

While praising the benefits, teachers (T2, T3) also noted challenges. Teacher 02 acknowledged that some introverted students might prefer working alone, highlighting the importance of adapting methods to student preferences.

Teachers emphasized that interactive and collaborative learning strategies significantly enhance engagement by increasing motivation, confidence, peer interaction, and critical thinking skills.

Section 03: Teacher-Student Interaction and Student Engagement

Item 08: The extent to which teacher-student interaction positively impacts students' engagement

Table 3.4

The Impact of Teacher-Student Interaction on Student Engagement

Option	Number
Very beneficial	7
Somewhat beneficial	0
Not beneficial at all	0
Total	7

1. **Enhancing Motivation and Confidence**

Teachers (1, 2, 4, 6, and 7) consistently emphasized the motivational impact of teacher-student interaction. Teacher 06 stated that interaction boosts students' self-esteem and makes them feel like active participants in the learning process. Teacher 04 illustrated this with an example of engaging with students individually during group projects, which encouraged motivation and participation. Similarly, Teacher 02 highlighted that interaction helps reduce stress and shyness, thereby encouraging students to take initiative and commit to learning.

2. Improving Academic Outcomes and Understanding

Teacher 03 offered a concrete example of students improving their academic levels and even passing competitive exams (e.g., PhD contests) due to the motivation and support provided through positive interactions. Teacher 05 added that teacher-student interaction helps resolve learning difficulties, enhances classroom performance, and leads to better academic outcomes.

3. Building Relationships and Classroom Inclusion

Several teachers (1, 6, and 7) highlighted the importance of building positive relationships through interaction. Teacher 01 noted that students who frequently interact tend to understand better and develop stronger relationships with peers and teachers. This sense of connection contributes to a supportive and inclusive learning environment that fosters engagement.

All seven teachers unanimously agreed that teacher-student interaction is highly beneficial for student engagement. They emphasized its role in enhancing motivation, participation, understanding, and classroom performance.

Item 09: Additional insights on how teacher-student interaction promotes students' engagement

1. Addressing Individual Needs and Differentiation

Teachers 01 and 02 highlighted how interaction allows instructors to understand students 'thinking, needs, and goals, which helps in tailoring lessons accordingly. Teacher 02 emphasized the importance of addressing individual learning difficulties to build students' confidence and improve their performance.

2. Emotional Bonding and Support

Teachers (3, 6, and 7) stressed that interaction is not just cognitive but emotional. Teacher 03 described it as an emotional link that makes students feel heard and understood, encouraging greater classroom participation. Teacher 06 added that interaction should include emotional support, which motivates students and helps build a safe learning environment.

3. Technological and Structural Enhancements for Interaction

Teacher 04 proposed practical methods to encourage interaction, such as using modern ICT tools, reducing class sizes, and involving students in choosing collaborative activities. These structural adjustments were seen as effective in promoting meaningful engagement.

4. Positive Impression and Engagement through Teacher Presence

Teacher 05 emphasized the importance of creating a positive effect on learners, suggesting that emotional engagement and teacher presence are more impactful than merely delivering content. This aligns with the notion that meaningful teacher-student relationships foster greater academic and emotional involvement.

Teachers shared further insights, highlighting the role of interaction in identifying individual needs, providing emotional support, using modern teaching tools, and creating inclusive and motivating classroom environments.

3.4 Classroom Observation

3.3.3 Description of Classroom Observation

To achieve the aim of this study and address the research questions, the researcher used classroom observation as a method to explore whether effective teacher-student interaction promotes student engagement in EFL classes. Nine observation sessions were conducted with third-year students, where the researcher acted as a non-participant observer and used a semi-structured observation checklist. The checklist included key information such as the date, time, group number, and the module being observed. Its main purpose was to document students' engagement during classroom activities. Observations were carried out across four different courses: oral expression, written expression, methodology, and linguistics in order to understand how teacher-student interaction may influence engagement in various academic contexts. The researcher tended to observe the participants individual and collective behavior with special focus on teachers' interactional strategies and students' reaction and performance as an indication of their classroom engagement

3.3.4 Analysis of Classroom Observation

Item01: Patterns of Teacher-Student Interaction

Throughout classroom observation, there was high frequent and meaningful interaction between teacher and student, particularly in oral expression and written expression sessions. As Vygotsky's (1978) highlighted in his social constructivist theory, social interaction is important for cognitive devolvement. In the oral expression sessions, the teacher usually begins by G

greeting students and asking about their well-being, which creates a comfortable and welcoming atmosphere which reduces anxiety and promotes a safe place for participation. According to Dörnyei (2001), creating a supportive climate which reduces anxiety helps to improve students 'language performance especially in oral communication.

Also, teachers give the freedom for students to volunteer for oral presentations and ask them to not be stressed, saying "talk freely and show me your hidden talents''. It has been observed that the teacher stood at the back of the class, listening attentively to their students while using non-verbal communication such as, nodding and facial expressions to encourage them to continue as also shows them her interaction with them. Supporting this, Mehrabian (1972) emphasizes that non-verbal communication plays a crucial role in building students' confidence, so that they can easily interact and speak.

After each presentation, the teachers ask presenters several questions about their topic, students respond with confidence, as the others participate and join the discussion, they share their personal experiences about the related topic as the teacher interacts and often give some pieces of advice. This was described by Vygotsky's (1978) in his social interaction theory, students make personal connections with the topic which enhances their interaction and engagement and emotional investment in the session.

A balanced interaction was remarked between teacher and students, as the teacher asks and students actively participate and answer, which they seemed interested in this class and supported to present in a creative way. Similarly, in written expression sessions, the teacher firstly starts reviewing the previous lesson by asking some questions to check their understanding and recall, then she links to other questions about the current lesson. Students

frequently interact with her by responding and participating, which indicates that they were highly motivated to attend this class and interested in the subject matter.

After explaining the lesson, the teacher gives them activities and asks them to work in groups. Students were discussing, communicating and collaborating activity which we noticed there is a strong student-student interaction. This peer interaction encourages students to be motivated, improves language learning and critical thinking skills (Slavin, 1995). Two of the groups ask the teacher for more explanation and clarification, so that teacher attempts to facilitate the idea for better understanding. Furthermore, the teacher tends to select specific students who answer and write on the board, saying "you there! please come and write the answer'' in order to draw their attention and make them more interactive while learning. This strategy was highlighted by Fredricks, Blumenfeld, and Paris (2004), which is used to foster students' participation and involvement in the class.

Overall, the observed sessions demonstrated a strong teacher-student interaction that supports student emotional and academic improvement.

Item 02: Teachers' Communication Skills

As a non-participant observer, we remarked that teachers display effective communication skills that contribute to increased interaction, students' comprehension and classroom engagement. One of the noticeable aspects is clear instructions the teacher gives to students in all sessions. At the beginning of each presentation or task, the teacher provides students with step-by step guidance and clear instructions. Both teachers make sure that they are following and ask questions to check if they understood like "is this clear'' "or shall I repeat''. This allows students to better comprehend the lesson and avoid confusion. This

strategy is supported by Brookfield (2006), as he emphasized that effective communication assists in building an inclusive and responsive learning environment.

We observed that the tone of the teachers was encouraging and friendly, neither too loud nor very soft which suits the classroom setting. When they explain new lessons or complicated ideas, they try to speak slowly to get their attention and fully engage with them. Being friendly with students makes them feel loved and confident to speak up as the observer noticed in all sessions. This aligns with Rosenberg (2003), clam and friendly tone of voice supports students' active listening and engagement. In addition, both of these teachers raise their voice when students are not following the lesson to make them more engaged.

Regarding the use of language, we noticed that clear language is commonly used to avoid complexity that may affect negatively on their comprehension. When teachers feel students are confused, they try to simplify it for them to better understand and interact with the material, as they add some examples to make it clear and more precise. According to Marzano, Pickering, and Pollock (2001), simplifying language and content by providing examples is a key aspect in which students can make connections which enhance their comprehension process. Additionally, we observed the overuse of non-verbal communication such as; hand, gestures, eye contact, facial expressions which enhance the delivery of their message. Mehrabian (1972) notes that non-verbal language is often more powerful than verbal communication for conveying clarity, emotions and interaction.

In summary, teachers 'effective communication style through clear instructions, tone of voice and simple language are the source for improving students' comprehension, engagement and participation.

Item 03: Quality of Feedback

During the observation sessions, teachers provided timely, positive and constructive feedback that significantly contributed to enhance teacher-student interaction and engagement in the classroom. In oral presentations and group activities, it was noticed that immediate feedback was actively provided. When students present their work, the teachers interfere to correct mistakes or mispronounced words or explain ambiguous terms. As Shute (2008) points out, *"Effective feedback should be immediate and specific so that learners can use it to improve their performance"* (p. 157). Moreover, the teachers consistently offer encouragement after correcting mistakes in order to make them feel safe, confident and unstressed. The students 'oral presentations were informative, as they asked to bring information in this case, while the teacher took the responsibility to correct, clarify points with additional information.

In the written expression sessions, the teacher firstly explains the lesson using the board, providing the feedback needed. Some students participate by asking questions related to the topic which is about consequence and effect essay structure, so the teacher provides immediate and relevant answers and often gives information even not related to the lesson. This reflects the importance of formative feedback, according to Black and Wiliam (1998), "Feedback is not about praise or blame, approval or disapproval; it is about providing information on how the student's present state relates to the goal" (p. 8). During the activities phase, the teacher prohibits them from using mobiles and makes sure they work alone without relying on AI tools, stating "I need to see your ideas, your touch, your own style of writing". The teacher walked around the classroom and checked students' answers, sitting inside the group explaining and correcting errors. Teachers' feedback was not only about correcting but also encouraging them

to do better. To support this idea, Fisher and Frey (2014), who claim that "Circulating among groups and providing on-the-spot guidance is a crucial way teachers can scaffold learning in real time" (p. 53).

To sum up, regarding all observed sessions, it is evident that constructive and supportive feedback aid to enhance students' language performance and build their self-confidence. Through the balance of correcting mistakes and providing encouragement, teachers are able to foster a positive climate where students are supported to actively engage, obtain information, and participate in classroom activities.

Item 04: Student Engagement

During the classroom observation, we noticed that students were engaged academically and socially which is positively reflected on their participation and motivation. In terms of participation, the majority of students in both modules (oral expression and written expression) actively participate and respond to teachers' questions, they promptly answer without even thinking, as the teacher tends to listen to all students answers and keep saying "who else" and make sure that all speak and involve in classroom discussions. According to Alexander (2008), teachers support students to think, speak, participate and actively interact which affects positively on classroom engagement. In written expression, we remarked students actively participate especially in group activities, they were fully engaged with both teacher and peers, which fosters greater classroom interaction and overall involvement.

Regarding motivation, it was observed that after student completed presenting, teacher firstly claps on them twice, appreciate their efforts, give them positive comments for instance "I like this idea'' "excellent work'' "you did a great job'' then encourage them to do better as

giving them points to put into consideration. In the same line, Teach Starter (2023) agrees that "the influence of a good teacher can never be erased". The teacher always inspires students to be creative by showing their best, stating "you can do better than that''. Students created new ideas and brought relevant materials which represent their topics, and they used tools such as; audios, pictures, costumes and other visual aids. In role plays activities, students tend to act using their tone of voice, relying on non-verbal communication including, body movements, gestures which effectively helps in delivering the idea or the content. Teachers' encouragements and positive reinforcement influence on students' attitudes which make them interested and motivated to attend, engage and participate to share their thoughts and present a good performance which enhances their learning outcomes.

On the other hand, in linguistics and methodology sessions, we noticed that students were less engaged, distracted and less motivated, as it is noted that only three of them were taking notes. This shows how students were disengaged which reflects negatively on their participation and motivation. Fredricks, Blumenfeld, and Paris (2004) assert that disengagement occurs when students do not participate in classroom activities, and often as a result of disinterest in the topic. Students were seen as demotivated and disinterested in the subject matter or the topic itself which could be reasons behind their disengagement. Additionally, the teacher asked students to switch off their phones in order to maintain focus during the session and show respect to the presenters. One student was asked to leave the classroom for not adhering to this instruction.

Overall, the observation across all sessions shows that engagement significantly enhances students' participation and motivation, whereas disengagement reduces participation

and lower level of motivation, which reflects negatively on their academic performance and learning outcomes.

Item 05: Instructional Techniques

In addition to the previous items of the observation checklist, we consider instructional techniques as an important part that should be present in the classroom observation. Teaching techniques that were observed in all sessions were generally clear, and effectively structured. Observed sessions were followed by using a variety of techniques that are used by the teacher, as both teachers focused on oral presentations which adopted the student-centered approach. According to Brown (2001), student-centered learning allows students to take responsibility and build their own critical thinking and engagement. After each presentation, teachers use the questioning technique to check students' understanding by asking both closed and open-ended questions which are relevant to the presenters' topic. This allows students to be involved in classroom discussions which make students interactive and increase their engagement in the learning process. As Cotton (2001) emphasizes, questioning is a strategy teachers adopt which promotes students' critical thinking skills and active engagement. Following this idea, Morgan and Saxton (2006) state, "The skillful use of questions allows teachers to guide students to deeper understanding and self-discovery"(p. 45).

Furthermore, role plays were adopted by teachers of oral expression, so that students create new ideas and perform well, As Larousse (1987) notes, "Role play gives learners the chance to use language freely and creatively, enhancing both confidence and motivation" (p. 112). This quote indicates that role play builds the sense of safety, motivation and confidence which all contribute to an effective teacher-student interaction. However, in written expression

sessions, collaborative learning was adopted such as; group/ pair work, we noticed that through the use of this method, students are actively engaged, as students exchange opinions with each other which reduces stress and shyness. Johnson, Johnson, and Smith (1998), collaborative learning enhances social skills and reduces anxiety.

To conclude, according to observed sessions, there are varying use of teaching strategies such as; oral presentations, discussions, questioning, collaborative learning and role plays which all lead to development of students critical thinking, engagement and increasing the sense of teacher-student interaction.

Item 06: Teachers' and Students' Behaviors

Regarding the sessions we observed, there are several positive behaviors from both teachers and students as well as few areas that could be further developed. Both teachers demonstrated a positive commitment for students to be highly supported to learn and comprehend. They provide clear and simple instructions through the lesson. students were treated with kindness, as they praised their students and motivated them emotionally to perform better and stay involved. Creating a supportive classroom helps in promoting students' participation, motivation and engagement (Pianta, Hamre, & Allen, 2012). They make sure students enjoy their session, although teachers were not taking students 'attendance but the most of them were present which reflects students' high level of interest and motivation. We remarked that students were attentive, actively listening, and raising their hands to speak. They also involve their creativity in their works which spot the light on teachers 'positive influence. At the end of the session, teachers used to advise and encourage them to focus only on their studies and the important aspects in life.

On the other side, there were a few negative behaviors observed from students. Some of them distract and talk during lessons. In response, one teacher managed these disruption behaviors by using her eye contact or raising her tone while explaining. Another response was to knock on the desk or the bord or gently call students 'names with a smile and saying "attention, please". According to Emmer and Evertson (2016), these teaching behaviors are effective for managing the classroom which maintains a positive atmosphere for learning. Meanwhile, direct communication was used to manage classroom behavior. For instance; two of the students were laughing. The teacher gave them two remarks to pay attention to, but they kept repeating the same behavior many times which prompted the teacher to say "you there! repeat what I was explaining now''. This makes students feel embarrassed which leads them to become quiet and engaged. Marzano and Marzano (2003) state that addressing students' misbehaviors consistently is essential for restoring focus and engagement. This shows that students' disruptive behaviors can impact negatively on the classroom environment, students' interaction and learning process.

Summing up, the observed sessions reflected supportive and well-managed classrooms using effective communication patterns, as they addressed appropriate behaviors that align with students' disruption behaviors. Hence, this contributes to build respect and trust in the classroom which creates an interactive atmosphere that encourages students for better engagement and more learning.

Item 07: Classroom Environment

The classroom environment was remarked to be positive, inclusive and well-structured and managed. Fraser (2012) indicates that a positive classroom environment contributes to

foster classroom engagement, academic outcomes and building a strong teacher-student relationship. We noticed that the classroom consists of a comfortable and welcoming atmosphere, with clean rooms and arranged tables which allowed for conductive learning. There were teaching tools used in the class during sessions such as; whiteboard, handouts, data show which enhanced students' interaction, active participation and engagement. Studies have shown that classroom design and resources play a major role in fostering students' involvement in the classroom (Barrett et al., 2015). During the seven observed sessions, there was a calm, students actively listening while the teacher speaks and takes notes. However, in the last two sessions, there was a noticeable noise, low participation and lack of focus among some students. This may be attributed to factors such as fatigue from a long academic schedule, reduced interest in the lesson content, or the absence of classroom management strategies that maintain student engagement.

The relationship between teachers and students was typically positive and respectful. Teachers were friendly, patient and supportive. It was clear that there was mutual trust, respect, and open communication between both parties which gives students the chance to reduce their fear of judgment and making mistakes, and overcome shyness. As a result, students can feel confident to participate, loved and safe in the learning environment. According to (Roorda et al., 2011), When students feel emotionally supported, they seek challenges, take academic risks and fully engage in their learning. The teachers provide opportunities for students who were absent and make sure they all passed the test for their td mark. These essential aspects of the classroom environment help in creating a supportive learning climate and building an effective teacher-student relationship.

In conclusion, the observed sessions indicate that the classroom environment was inclusive and supportive, which consists of an organized and clear classroom management, positive teacher-student relationship and suitable atmosphere for teaching and learning. Thus, this allows students to feel secure, motivated and engaged, while facilitates for teachers to present the lesson effectively which improves both teaching and learning process.

3.4 Summary of the Results

The present study aimed to examine how teacher-student interaction enhances students' engagement in the EFL class within the context of Biskra university. The research used two instruments for gathering the necessary data which are: teachers 'interview and classroom observation.

Regarding the analysis of teachers' interview, the findings revealed that teacher-student interaction plays a crucial role in promoting students' engagement. Teachers emphasized that positive interaction helps to increase students 'motivation, participation and confidence. These factors positively influence on students' behaviors which affects their academic learning performance and learning outcomes, as well as overall classroom environment. Teachers reported adopting collaborative and interactive teaching strategies, including: pair/group work, classroom discussions, oral presentations, ICTc tools (pictures, videos, online platforms) and motivational methods (friendliness, rewards, games, jokes). They promoted students' autonomy to be self-decision makers and take ownership for their learning.

According to the interview findings, it was highlighted that these strategies are effective for improving teacher-student interaction and building a positive teacher-student relationship.

However, teachers addressed several challenges that can hinder engagement such as: Lack of motivation, interest, shyness, fear of making mistakes and individual learning differences. To overcome these barriers, teachers relied on active learning strategies, critical thinking and problem-solving activities and personalized learning to identify students' types, learning styles and needs. Moreover, all teachers agreed that these techniques enhance confidence, motivation, participation and critical thinking skills, all of which contribute to the development of student enragement. The conducted interview showed that teacher-student interaction is a process which promotes student engagement, a s it can be beneficial in different angles, in students themselves, their learning performance and outcomes, and by creating a supportive and inclusive overall classroom environment where students feel safe, understood and valued.

Besides, classroom observation confirmed that students were engaged when teachers fostered meaningful interaction, using an effective communication style, following with the use of non-verbal language. These practices improve students' comprehension, performance and encourage active participation in the class. Furthermore, the observation results revealed that immediate and corrective feedback, along with positive reinforcement facilitates students to build their confidence and reduce anxiety. Additionally, the use of student-centered approach for instance: discussions, presentations, group work activities, which encourage students' independence, improve critical thinking and motivation which all contribute to make students engaged and more interactive. The researcher observed that students interacted with both the teacher and peers, motivated, confident to speak and interested to involve in classroom activities.

All in all, both teachers' interview and classroom observation results were effective, consistent, supporting the validity of the research. More importantly, they confirmed that effective teacher-student interaction enhances student engagement in the EFL classroom which creates a supportive classroom climate, boosts motivation, confidence and students' autonomy. Following this, the findings highlighted that emotional support plays an important role in increasing interaction, engagement and overall classroom environment. This gives students the courage and opportunity to participate, involve and communicate confidently.

3.5 Discussion and Interpretation of the Findings

This study aimed to investigate the role of teacher-student interaction in enhancing student engagement in the EFL classroom. A qualitative approach was used, involving interviews with seven EFL teachers and classroom observations of third-year English students at Biskra University. The following are the main findings based on the data collected.

The interview findings highlighted the pivotal role of teacher-student interaction in promoting students' engagement, motivation and emotional connection within the EFL classroom. All participating teachers emphasize on the point that positive interaction between teachers and students is essential for increasing motivation, encouraging participation, sustaining students' interest and facilitating peers and teacher-student communication and interaction, which all impact positively on students' behaviors, their academic performance and overall classroom climate.

Different collaborative learning strategies such as: group and pair work activities, discussions, integration of ICTs and digital tools (videos, online platform and quizzes),

alongside motivational techniques (being friendly, rewards, games and humor). Others suggest to encouraging student autonomy to make their own choices and take responsibility for their learning. Teachers encourage learning autonomy to promote higher levels of teacher-student interaction. They all agreed that positive interaction shapes the long term of student's attitudes, fostering their critical thinking, self-esteem, motivation and academic performance.

Most teachers rated their student's engagement level as "good'', although they found several factors that can hinder their engagement, which the most teachers selected as we mentioned; lack of motivation or interest in the subject matter, limited participation or interaction either with peers or teacher. They reported a variety of reasons for disengagement including: social emotional barriers (shyness, low self-confidence, fear of judgement or making mistakes) and diversity of individual learning differences (learning styles, proficiency level, personality traits). To address these challenges, teachers tailored strategies which can enhance student engagement, as they mentioned: the use of active listening strategies: group/pair work, ICTs integration, educational games, supportive autonomy and critical thinking activities and motivational support techniques.

Moreover, teachers demonstrated that collaborative and interactive strategies aid in enhancing students' engagement, thereby boosting motivation, confidence, improving high order thinking skills, encouraging peer interaction and the possibility of addressing students' learning preferences. These strategies are effective but it might be challenging for introverted learners. All teachers agreed that teacher-student interaction impacts positively on students' engagement by selecting "very beneficial'' in terms of improving students' participation, motivation, confidence, and academic outcomes. Lastly, teachers revealed that teacher-student

interaction helps in promoting student engagement in the EFL classroom including: providing students both cognitive and emotional support, building an effective teacher-student relationship and identifying students' difficulties to find them suitable teaching strategies which suits their learning needs and objectives.

The findings obtained from classroom observation revealed that there was a frequent and meaningful interaction between teachers and students, beginning with warm greetings followed by questions which invited more interaction and active participation. Also, the overuse of non-verbal communication and teachers' encouragement to inspire them to work hard and better. Second, teachers adopt a communication style involving the use of clear instructions, friendly tone of voice and simple language reinforced by non-verbal cues (gestures, movements, facial expressions, body language) which make students feel motivated to learn and confident to speak up, which facilitate students' comprehension and engagement. Furthermore, immediate and corrective feedback was provided by teachers in all observed sessions, so that the teacher interrupts to correct mispronounced words or grammatical errors then followed by positive encouragement or praise to support them of being self-confident students, which helps in enhancing their language development and academic performance. Moreover, during the first seven observed sessions, students were fully engaged with the teacher, they participated in sharing their thoughts, involving in classroom discussions and collaborating in group activities.

Additionally, students were highly motivated by creating new ideas and bringing materials to enrich their presentations and effectively represent their content. They highly interact with the teacher during class, as each one is working to show the best of him/her. Students' attendance in these two classes shows their interest and motivation. In contrast,

students seemed disengaged in the last two sessions, there was low participation, lack of motivation. This indicates that interest in the subject matter and motivation are two critical components which lead to either enhance or hinder students' engagement in the EFL class.

Eventually, a variety of student-centered teaching techniques were included in all observed sessions, for instance: oral presentations, role play, group/pair work, problem-solving activities, discussions. These teaching strategies were well-organized in which they empowered students to initiate and take responsibility for their learning, contributing to improve students' critical thinking, engagement and build an effective teacher-student interaction. To add more, teachers' positive behaviors such as: being friendly, gentle, kind, providing emotional support, this created the sense of trust and respect, so that students feel valued and loved which help in building a strong relationship between teacher and students. As a response, students show positive behaviors by participating, interacting with both teachers and peers, exchanging communication, and being motivated in the learning process. Teachers also effectively manage students' misbehaviors which keeps them engaged and more interactive.

Regarding the classroom environment, there was a well-maintained physical setting consisting of clean class, arrangement and access to teaching aids (whiteboard, handouts and data show) and supportive emotional atmosphere where the teacher provides consistent encouragement in each session. This combination created a productive space where students felt comfortable, confident, and safe. There were external distractions in the last two sessions, noise and lower focus which negatively influenced their participation. Based on all observed sessions, the teacher-student relationship remained positive as it was respectful and inclusive.

These important aspects fostered a positive and supportive classroom environment that allow students to be interactive and feel confident, motivated and actively engaged.

3.6 Conclusion

This chapter is dedicated to the analysis of the findings with two parts. The first part presented the theoretical and outlined research methodology including: research design, population, sample and methods used to collect data. The second part presents the findings of our research about teacher-student interaction as an effective process for promoting student engagement in the EFL classroom. It dealt with detailed analysis gathered from teachers' interview and classroom observation. The last section focused on discussing main findings that provided valuable insights, as it proved the positive teacher-student interaction on student engagement, particularly, in terms of participation, motivation and confidence.

General Conclusion

The present study aimed to explore the role of teacher-student interaction in promoting student engagement in the EFL classroom. It addressed the research questions which indicated that teacher-student interaction is an effective process for improving students' participation, motivation, confidence and academic performance.

The study is divided into three chapters. The first two chapters presented the theoretical part of teacher-student interaction while the second one provided an overview of student engagement, including: definitions, types, factors and their importance in the language learning process. These chapters highlighted the significant role of building a positive teacher-student relationship and creating a supportive learning classroom.

The third chapter focuses on the analysis of the gathered data, including research methodology, research design, population, sample and data collection tools adopting teachers' interview and classroom observation. Research findings showed that all interviewed teachers agreed on the significance of teacher-student interaction in enhancing student engagement. This was achieved through positive communication styles, following with non-verbal language, effective interactive teaching strategies and providing both cognitive and emotional support which create an inclusive and supportive classroom environment that promotes greater participation and motivation. On the other hand, classroom observation revealed that students were actively engaged and interactive in classroom activities, as teachers adopted positive encouragement, emotional, active and motivational strategies that align with student's needs and learning differences. Supporting more interaction and engagement in the EFL classroom.

In sum, the study confirmed that teacher-student interaction plays a crucial role as an effective way in enhancing students' engagement in the EFL classroom. When students feel emotionally supported, actively involved in the learning process through positive and meaningful interaction, their motivation, confidence, participation and the ability to learn are significantly increased. More precisely, it has been found that interaction between teachers and students fosters a supportive climate and builds a strong relationship, so that students can feel secure, loved and appreciated, contributing to better academic outcomes. Therefore, adopting teacher-student interaction as an effective strategy is a key element in promoting a more interactive, engaging and supportive learning environment for both students and teachers.

Limitations of the Study

The present research attempts to investigate the role of teacher-student interaction in enhancing EFL student engagement. Nevertheless, this study faced several limitations that may affect the generalizability and depth of its findings. Firstly, the small sample size limited to 7 teachers and 49 students may not be representative of the broader EFL context, reducing the applicability of the results to other settings. Secondly, the duration of classroom observations was relatively short, which may not capture long-term patterns of teacher-student interaction and student engagement. Additionally, the absence of student questionnaire due to time constraint, limited the research to teachers' perspectives, thereby excluding valuable insights from students. Finally, the study faced a lack of sufficient academic sources, particularly in the first chapter, which may have constrained the depth and comprehensiveness of the literature review.

Implications for Teachers and Policy Makers

The findings of this study have important implications for both teachers and policy makers aiming to improve educational outcomes in EFL classrooms. Teachers can benefit by recognizing the value of strong teacher-student relationships and adopting interactive, student-centered teaching methods that actively engage learners. By integrating varied communication techniques and digital tools, teachers can enhance classroom dynamics and boost student motivation. Policy makers, on the other hand, can use these insights to inform teacher training programs, emphasizing the development of interpersonal skills, inclusive teaching practices, and the effective use of technology in education. Additionally, policies that support smaller class sizes, continuous professional development, and access to digital resources can further strengthen teacher-student interaction, ultimately contributing to improved student achievement and well-being

Recommendations for Teachers

Teachers are encouraged to prioritize building strong relationships with their students, as this creates a supportive and inclusive classroom environment that fosters engagement and motivation. Adopting a student-centered approach is also essential. This involves involving learners in pair or group work, discussions, and problem-solving activities that promote active participation and deeper learning. Effective communication is another crucial element; teachers should make use of both verbal and non-verbal cues such as facial expressions, gestures, and tone of voice to enhance students' understanding and maintain their attention.

Providing timely and constructive feedback is recommended to help students grow academically and build confidence. Feedback should strike a balance between correction and encouragement. Additionally, the integration of ICT tools—such as videos, digital games, and online quizzes—can diversify teaching strategies and help sustain students' motivation. Promoting learner autonomy is equally important; teachers should encourage students to take responsibility for their own learning and make choices within classroom activities. To support all learners effectively, teachers are advised to consider students' individual learning styles, language proficiency levels, and personalities when planning lessons. Lastly, maintaining a positive classroom climate through kindness, encouragement, and emotional support plays a significant role in enhancing student motivation and classroom behavior.

Recommendations for Students

Students are encouraged to take an active role in their learning by participating fully in classroom activities, asking questions, and collaborating with peers. Open and respectful communication with teachers is vital to building strong and trusting relationships that support learning. Taking initiative is also essential; students should regularly review their lessons, complete tasks responsibly, and set personal learning goals to monitor their progress.

Making mistakes should not be feared but seen as valuable opportunities for learning and improvement, particularly in language learning. Students are also advised to utilize additional learning resources such as educational videos, mobile applications, and online platforms to reinforce their English skills outside the classroom. Working effectively in group tasks and discussions can help improve communication skills and enhance shared learning experiences.

To stay motivated, students should try to connect classroom topics with real-life applications and personal interests. Demonstrating respect, cooperation, and positive behavior in the classroom is fundamental to creating a healthy and engaging learning environment for everyone.

Recommendations for Further Research

Future research could explore the long-term effects of teacher-student interaction on students' academic achievement and personal development within EFL (English as a Foreign Language) contexts. Comparative studies may also be conducted to examine how teacher-student interactions differ across educational levels or cultural backgrounds. In light of technological advancements, further research might investigate the role of digital tools and online platforms in enhancing interaction and engagement in blended or virtual EFL classrooms.

Additionally, it would be beneficial to examine students' perspectives on which interaction strategies are most effective and how these strategies influence their motivation and classroom behavior. Finally, action research that involves testing specific intervention strategies could yield valuable insights into how particular teacher behaviors affect student participation and engagement.

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Appendices

Appendix 01: Teachers' Interview

Dear Teachers,

This interview is part of a study being conducted for a master's dissertation. The main aim of this interview is to explore your perspectives on the role of teacher-student interaction in promoting students' engagement. We would greatly appreciate the insights and information you are willing to share. Your responses will remain anonymous and will contribute significantly to the achievement of the research objectives.

Thank you for your time, effort, and collaboration.

Q01: How would you define the concept of teacher-student interaction in English as a Foreign Language (EFL) classroom?

Q02: What specific strategies do you use to foster effective teacher-student interaction in your classes?

Q03: In your experience, how do positive teacher-student interaction can influence student behaviors and attitudes towards learning in the long term?

Q04: How would you assess or measure the level of students' engagement in your classroom?

a) Low

b) Average

c) Good

d) Very good

Q05: In your opinion, which of the following factors do EFL students find most challenging when engaging in classroom activities?

a) Motivation

b) Classroom participation

c) Interest in the subject matter

d) Communication with peers

e) Interaction with the teacher

f) All of the above

- Please explain your choice.

Q6: Have you found any specific teaching practices or approaches that encourage students to take initiative and be more engaged in their learning? If yes, please explain.

Q07: In what ways do you believe the use of interactive or collaborative learning activities can enhance students' engagement?

Q8: To what extent do you think teacher-student interaction can positively impact students' engagement?

a) Very beneficial

b) Somewhat beneficial

c) Not beneficial at all

- Please justify your choice, and discuss how your personal experience with teacher-student interaction has influenced students' engagement.

Q9: Do you have any additional comments or insights on how teacher-student interactions can promote students' engagement in your classroom

Thank you for your effort, time, and collaboration.

Appendix 02: Classroom Observation Checklist

Course: Date:

Class observed: Time:

Number of the session:

Observed aspects	Notes /comments
1. patterns of teacher-student interaction • Teacher initiation • Teachers' questions • Student response • Balance of interaction	
2. Teachers' communication style • Type of instructions • Tone of voice • Teachers' language	
3. Quality of feedback • Corrective • Immediate • Constructive	
4. Student engagement • participation • motivation	
5. Instructional techniques • types of strategies	
6. Teachers and students' behaviors • positive • negative	

7. classroom environment
    • classroom management
    • teacher-student relationship	

الملخص

تُعتبر مشاركة الطلاب عنصراً أساسياً ومهماً في عملية تعلم اللغة. وبالمثل، فإن التفاعل بين المعلم والطالب يعزز تبادل التواصل داخل الفصل الدراسي.

إن الجمع بين هذين العاملين الأساسيين يساهم بشكل كبير في تعزيز دافعية الطلاب، وثقتهم بأنفسهم، ومشاركتهم، وتحسين بيئة الصف بشكل عام. لذلك، فإن

الهدف من إجراء هذا البحث هو دراسة دور التفاعل بين المعلم والطالب في تعزيز مشاركة الطلاب داخل أقسام اللغة الإنجليزية كلغة أجنبية . يعتمد هذا

البحث على المنهج النوعي،وتم استخدام طريقتين لجمع البيانات وهما: الملاحظة الصفية والمقابلات، حيث تم إجراء مقابلات مع سبعة أساتذة لجمع آرائهم

حول تأثير التفاعل بين المعلم والطالب في تعزيز مشاركة الطلاب. كما تم إجراء دراسة حالة شملت 46 طالباً وطالبة من السنة الثالثة ليسانس تخصص لغة

إنجليزية بنظام LMD في جامعة بسكرة. كشفت النتائج أن التفاعل بين المعلم والطالب يلعب دوراً أساسياً في تعزيز مشاركة الطلاب. كما أنه يشجع على

بناء علاقة فعالة بين الطرفين، مما يساهم في خلق بيئة صفية داعمة للتعلم. وقد أكد الأساتذة على أهمية استخدام استراتيجيات التعلم التفاعلي والتعاوني، وتقديم

الدعم العاطفي، وبناء علاقات إيجابية وقوية مع الطلاب، حيث تساهم جميع هذه العوامل في تعزيز مشاركة الطلاب في أقسام اللغة الإنجليزية. ولا

تقتصر فائدة هذه الممارسات والاستراتيجيات المتبعة على زيادة مشاركة الطلاب فحسب، بل تساهم أيضاً في تحسين مستوى المشاركة الفعالة، وتعزيز

الدافعية، وبناء الثقة بالنفس. وفي نهاية المطاف، تساهم هذه العوامل في خلق بيئة صفية أكثر شمولاً ودعماً، مما يُسهم في تسهيل عملية التعليم والتعلم.