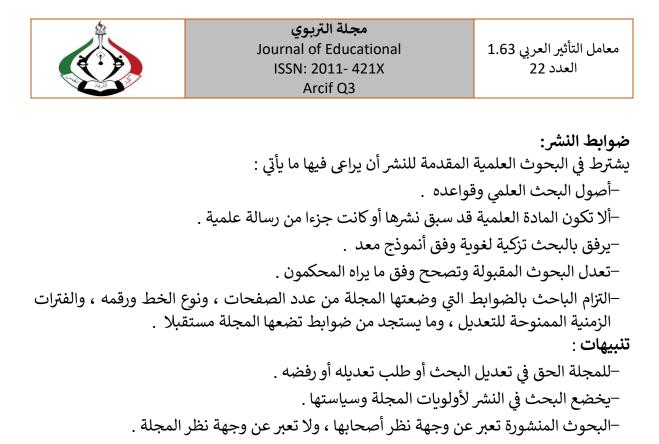# مجلة التربوي

مجلة علمية محكمة تصدر عن كلية التربية / الخمس

جامعة المرقب

العدد الثاني والعشرون

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The Lack of Teacher-Student Interaction in Libyan EFL classroom

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ABSTRACT
This study investigates thelack of interaction between Libyan teacher and students in classroomto find out how Libyan English teachers make the students interact in the classroom.This study was conducted at Al Asmarya university, college of education in Zliten. Data pertaining to this study were collected using interview, questionnaire and observation. The sample was selected randomly. It consists of (N= 47); 43 female EFL students and 4 EFL teachers. Mixed method design was used in this study. Data were analyzed quantitatively using SPSS. Data were also analyzed qualitatively using descriptive analysis. The results under this study were shownby using mean score. On the other hand,the score of each items of Leadership, Helping/Friendly, Uncertain, Understanding, Students'responsibility/Freedom, Dissatisfied, Admonishing and Strict will also be looked at to find out the reasons that make Libyan students lack the effective interaction inside classroom and to understand the effect of teacher-students' lack of effective interaction on students' language learning. Since the mean score ofUnderstanding was the highest score (3.31), and strict was (3.11), then Leadership with (3.08). Where as the other items like Helping/Friendly, Uncertain, Students'responsibility/Freedom, Dissatisfied, Admonishing and Strict were under (3). Furthermore, the score of each items of vocal strategy, questioning strategy, and enhancement to teacher talk strategy will be looked at to find out the reasons that make Libyan EFL teachers lack the effective interaction inside classroom.The mean score of questioning strategy was (2.906), then vocal strategy was (2.591) and enhancement to teacher talk strategy was (1.813).

Therefore, it can be concluded that the Libyan students face problem in Helping/Friendly, Uncertain, Students'responsibility/Freedom, Dissatisfied, Admonishing and Strict inside classroom.All in all, the writers would like to suggest that the teachers have toimprovetheir teaching quality since teachers play an essential role inside classroom.
Key words: in-class interaction, engagement, collaboration, learning context,

1.1 Background
Interaction between teachers and students inside the classroom has a direct effect on student's language learning quality. Improving the effectiveness of this interaction especially within EFL classroom depends primarily on a comprehensive understanding of the nature of in-class interaction (Teacher-Student Interaction TSI) as well as an appropriate trigger of this nature in

teaching students. Therefore, the lack of this understanding will to a large extent deter students from enhancing the quality of their learning.

Teacher-student interaction is crucial to create good atmosphere in the classroom and establish the relationship between teacher and student. Myint and Atputhasamy (2005) identified that teacher-student interaction is essential since the value of teacher leadership behavior is a standard of the value teacher-student interaction in the classroom. Truthfully, the teacher-student interaction is a central component to the students in the environment of teaching, learning and assessment (Douglas et al. 2015). Fraser et al. (2010) stated that teachers who want to improve their students' academic performance should coherently demonstrate and understand leadership behavior for the purpose of reducing uncertainty behavior inside the classroom. Shedding light on this perspective, Ab. Samad&Jamaluddin (2005) clearly asserted that the components of classroom leadership performed by the teacher can determine both the achievement of a classroom and influence on the students.

Moreover, Wubbels and Levy (1991) described that teachers' behavior, which is so important in initiating collaborative interaction in classroom, can effect students' motivation which in turn, if it was not directed properly, will force them to loss desire to learn and then, as a consequence, gain low learning achievements. The teachers control and monitor learning in the classroom are important to make of students active and attentive in classroom.Monitoring activities should be carried out to prevent students from becoming too self-determining and out of control. According to Cruickshank et al. (2009), emphasized that when the teacher gives freedom to the students to learn by themselves and leave the classroom without proper control, students will be less motivated to learn and are more likely to exhibit negative behaviors such as not completing the task. Therefore, as a teacher, it is recommended to be more assertive and monitoring over the learning process so that students will seriously devote more attention to learning.

1.2 The Statement of the Problem

Classroom is thelearning context wherelanguor communicationcan occur during learning process as a result of an inactive Teacher-Student Interaction (Marengo et. al 2021). Deterring shortcomings, therefore, like poor school results, school dropout rates(Estévez et al. 2021), solitude, disinclined, introversion, aggression and lack of desire are the most common issuesfor causing low EFL students' learningincomes (Longobardi et al. 2018, Longobardi et al. 2017; Longobardi, Prino, Fabris, &Settanni 2019).These shortcomings are usually associated with a number of short- and long-term deficiencies on t mental and verballearning (Estévez et al. 2021) and psychological health of the learner (Prino et al. 2019, Olweus& Limber 2010). Besides, deprivationof self-regulated learningand low academic achievement is another hindering drawback resulting from thisinactive interaction (Estévez et al. 2021).All these consequences have a direct negative effect on EFL students' learning qualitybecause of, essentially, the lack of in-class interaction. This is a common problem in almost EFL teaching/learning context(Upadyaya&Salmela-Aro 2013,Veiga, Burden, Appleton, &Taveira2014). and Libyan EFL context is not an exceptional. Hence, Libyan EFL university students face low English language learning ability because they lack the effective interaction in classroom between them

and their teachers (Almanafi,, &Alghatani2020).Therefore, there is a need to investigate to what extent Libyan EFL teachersare capable in engaging their students to involve in an interactive communication and what are the reasons that might hinder these teachers to accomplish this task appropriately. Also, it is essential to explore the factors that make EFL Libyan students face in-class languor interaction as well as its effect on their language learning. Therefore, thepresent study proposes a description of in-class engagement and explores the extent to which different interactive shortcomings are associated with low academic performance.

1.3 Research Questions
The following research questions are used to guide the current study.
1. How Libyan English languages teachers make the students interact in the classroom?
2. What are the reasons that make teachers lack the effective interaction inside classroom?
3. What are the reasons that make students lack the effective interaction inside the classroom?
4. What is the effect of teacher- students' lack of effective interaction on student language learning?

1.4 Research Objectives
• To investigate how Libyan EFL teachers make students interact in the classroom.
• To find out the reasons that make Libyan EFL teachers lack the effective interaction inside classroom.
• To find out the reasons that make Libyan EFL students lack the effective interaction inside the classroom.
• To investigate the effect of EFL teacher- students' lack of effective interaction on EFL student language learning.

Literature Review
2.1 Teacher Talk and Student Response
Teacher Talk is an exceptional language that teachers use in classroom to engage their students to respond to the learning act (Richards & Schmitt, 2010). According to Xiao-Yan (2006),it isthe medium of communication whichinstructors use it in their classrooms forteaching L2 instructional objectives. Also, he clarifies that TeacherTalk plays an important role in language learning process. It acts as instrument thatassists teachers as applying teaching plans. In addition,it works as an input source for the students (Blanchette, 2009, Jing & Jing, 2018). Based on this concept, teachers use it to assist students in enhancing their thinking abilities, for instruction purpose and to accomplish activities in the classroom (Feng, 2007).

In addition, Teacher Talk is a scheme that aids to establish, illuminate, reformulate, summarize and redirect the responsive reiterated-utterances of teachers and students inside classroom (Blanchette, 2009). Many studies, for example: (Hu Xuewen cited in Xia-Yen 2006Nunan, 1991), have stated a set of characteristics of this scheme. According to Jing and Jing (2018), have stated itinvolves*speech modifications, pauses, repetitions and speed*. Nunan (1991) referred to these forms as the 'types of teacher talk'. The second characteristics relates to the instructor's controlling and organization skills over the class. It includesposing questions and getting

feedback on learners' performance. It also comprises the quality and the quantity of the teacher' interlocution in the class (Hu Xuewen Xia-Yen 2006, Nunan, 1991).

Referring to the quantity of talk in classroom,Zhang, Zhang & Fang (2022)indicates that teachersusually conquerthe high proportion of discourse comparing to students during the interaction in the classroom. This leads to that the teaching is a unilateral process. Zhang, Zhang & Fang (2022)strongly justifies this, affirmingthat the majority of in-class dialogue is almost over obsessed by instructor with the range of 70% of speaking in classroom. This obviously explains that there are three main categories of the exchange of turn-taking in classroom interaction:
1) Initiation: The teacher begins the talk by asking students question then teacher automatically change the turn.The teacher acts as a leader in this category.
2) Response: Students response to the teacher's enquiry, so students act as follower.
3) Feedback: The teacher here never straightly uses another initiation, but she/he gives feedback to the student's reaction whether it is acceptable or not.

2.2 Teacher-Student Interactions (TSI) in Classroom
In learningcontext, interaction with instructors-who are considered as planners and leaders, is vital. TSIis fundamental because instructorscan, through it, predictably createvirtuouslearning atmosphere that participates in improving students' performances (Pianta&Hamre, 2009). So, TSI is one of the most dynamic elements of classroom environment which is related to teacher attribution and student outcomes (Jussim&Harber, 2005). It is widely used in the literature classroom as '*teacher question-student answer-teacher evaluation*'category, which is derived from the I–R–E (Initiation/Response/Evaluation) framework (Cazden, 2001).

This framework indicates to a conventional situation of the teacher where his/her role is interacting with pupils within learning context. The other teacher-student interaction in classroom was introduced as teachers' emotional support (i.e., positive classroom atmosphere, teacher sensitivity toward students) (NICHD Early Child Care Research Network, 2005). Besides to teachers' emotional support, Pianta and Hamre (2005) have classified teacher–student interaction in classroom into three areas; emotional, organizational, and instructional support. Emotional support is teachers' awareness toward students' essentials. In other words, it highlights that teachers should be entirely conscious of students' individual differences and needs. It also demands teachersto graspa comprehensive enthusiasm to consent students' point of view during learning activities.

While the emotional support deals with students' psychological condition, organizational support demandsteachers to articulatetheir emotional awareness into practice. It prerequisites teachers' capability to utilize proactive supports rather than reactive supports to generate classroom habits and guide classroom behaviors using instructional approaches that yieldperfect results in achieving the prescribed learning goals (Thomas, Bierman, &Powers 2008, Perry, Donohue & Weinstein 2007). It also will help instructors to effectively use a different schooling tactics to assist student participate in the learning process (Thomas, Bierman, & Powers 2008, Perry, Donohue, & Weinstein 2007).Adding to the pre-mentioned areas of interaction, instructional support also plays a central dominating role in fostering TSI inside classroom. It
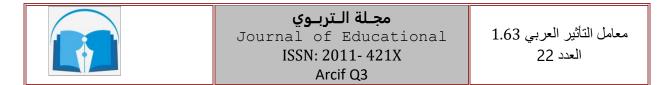
refers to the existence of feedback procedures that take place during Teacher–Student communication. It also provides the opportunity for instructors to recognize their pupils' weaknesses on one hand and encourage pupils to engage in higher-critical thinking practices which in turn allow them togain new linguistic incomes (Pianta, La Paro, &Hamre, 2008).

In common, the quality of teacher-student interactions is a vital element to know the problems in classroom management will occur or not. For that reason, the importance of positive TSI is focused in classroom atmospheres (Pianta&Hamre, 2009).Yildiz (2015) and Avcıoglu (2017) mentioned that teachers who relatemore behavioral awareness towards students with special needs where more capable to let them tointeractcollaboratively with their teachers in inclusive classroom. Asserting this claim, in inclusive classroom styling, studies highlighted that teachers are widely recommended to accept students' behaviors in order to enhance students' sufficient academic and social behaviors (Brophy, 2006). Likewise, Landrum &Kauman (2013) strongly remindthat the rejection of students' behaviors, on the part of the instructor, should be the last approach that teachers utilize in class(Wang 2017, Opdenakker&Minnaert 2014). Approval behaviors in classroom are: reinforcing students' appropriate behaviors, praising a students' appropriate behavior, stating satisfaction about students' task, behavior, or performance. Disapproval behaviors in classroom are: reprimanding and criticizing with a verbal or nonverbal response to an inappropriate behavior

2.3 The Importance of Teacher-Student Interactions in Classroom

Teacher-Student Interaction(TSI) provide anexclusiveopportunity for botheducators and educational scholars to enhance the social and learning environments of school's settings and classrooms settings(Opdenakker&Minnaert2014, Domen et al., 2020, Bruet al., 2021).In this concern, studies show that teacher-student interactions have been consistently linked to fluctuating, if not decreasing, outcomes for students, for example, academic achievement (Jiménez et al., 2021), behavior and engagement in classroom(Marengo et. al 2021), and low levels of attitude and reactions have all been associated with teacher-student communication and interactions (Hamre&Pianta, 2001). This reflects clearly the real need for students on relying on teachers who, as students willingly expect, could provide them that required providing a clarifyan evidence behind their statements in group discussions enhanced the quality of the in-class discourse (Matsumura, Slater &Crosson2008,Curby et al., 2011, Abryet al.,2017).Besides, studies showed that teachers who establishedunblemishedinteractive routines can increase the self-regulated behavior of their students, (Thomas et al., 2008, Kim,et al., 2011)with required support and proper guidance to create the fundamental and long-lasting interactive rapport between teachers and their pupils in the classroom (Estell, & Perdue 2013). Studies concerning in this issue also linked high-quality classroom organizational learning to the manner and degree of interactional engagement (Rimm-Kaufman et al., 2009, Fuhs, Farran, & Nesbitt 2013, Cadima et al., 2016).Supporting the importance of TSI in teaching and learning L2, studies proved that teachers who engaged pupils to participate in collaborative interactions through asking challenging and critical thinking questions, questions This point was strongly supported by Cameron (2014) emphasizing that classrooms of this type usually show a higher level of learning productivity. Cameron (2014) also asserts that the being provided opportunities on the part of the

instructors can stimulate students' interactive engagement in more academic learning practices. Therefore, inwide-ranging classrooms, teacher's interaction with students can be seen as an important factor of supporting student's behavioral, social, and emotional engagement in the classroom. Yildiz (2015) mentioned that adjustments and certain actions that teachers who are working in inclusive classrooms made can increase the engagement and academic achievements of students with special needs as well as encourage them to be more engaged in class activities and decrease problem behaviors. The possible interactions that teachers take in classroom are: adopting approval behavior toward disabled children, arranging them in the front rows, interacting and supporting them with academic work (Yildiz, 2015).

2.4Interaction and Level of Students' Engagement in Classroom

Engagement is known as a critical aspect in learning and educational accomplishments for children with and without incapacities and has been defined as "the adhesive that connects vital contexts—home, school, peers, and community—to students and the outcomes of the interest" (McWilliam et al. 1985; Christenson, Reschly& Wylie 2012). The degree of students' engagement with their teacher is a bearing factor. It often affords the emotional connection for students in their classrooms. Hence, it has direct impact on their success in school and, more pointedly, vital to their academic achievement (Christenson, Reschly& Wylie 2012).

This impact is clearly supporterin many studies, asserting that engaging students in the learning process is attentive for enhancing the in-class interaction. Furthermore, these studies affirm that it is imperative because it allows learners to increase their operative participation in in-class collaborative discussions (Rubiaee 2020, Rubiaee et al. 2015, Storch 2005, Storch 2013), exert effort in class activities, and exhibit interest and motivation to learn (Skinner & Belmont, 1993, Fredricks, Blumenfeld& Paris, 2004, Marks, 2000). This was clearly affirmed by other studies,asserting that students who engage more inside the class have often greater opportunity to pay attention carefully, involve verbally during discussions, write down notes and ask questions, have motivation or desire to learn (Mazer2012,Linvill2014). Supporting this assert, other studies confirmed that students who have less engagement in class are more passive and worried students, or unsatisfied about being in the classroom (Skinner & Belmont, 1993, Wentzel2009).Hence, other studies suggested that engagement is crucial for learning and students' engagement, and it relies on how teacher-student interaction are performed in the classroom (Fredricks et al., 2004, Boekaerts 2016, Yazzie-Mintz& McCormick 2012).

Inability in engaging students in in-class learning process, then, make them less interactive learners which in turn might force them to become disruptive, lose desire to higher educational goals, obtain lower grades, and, consequently, are more likely to dislike school and drop out of it (Skinner & Belmont, 1993, Wentzel, 2009, Reyes et al., 2012). Besides, Reyes et al. (2012) state that students who are not interactively engaged also show more passive interaction and, in many cases, anxious learners, or even irritated about being in the classroom. Effective learning is

therefore subject to the extent to which students are engaged in an interactive classroom learning activities (Tsai et al., 2020, Osterman 2010, Wang &Pomerantz 2009).

In-class engagementincorporatesa three-dimension learning concepts, including behavioralengagement, cognitive engagement, and emotional engagement (Fredricks et al., 2004).

- **Behavioral Engagement**

It refers to listening, implementation assigned task, contributing in teacher-sanctioned learning chances, and showing the lack of destructive behaviors (Fredricks et al., 2004). A number of accounts have identified behavioral engagement mediates the mutual bond between classroom quality and students' language achievement (Allen et al., 2013,Downer et al., 2018, Reyes, et al., 2012). In this sense, a wide concern of recent instructional researches have strongly emphasized the connection between the effect of behavioral interaction and students' achievement (Ponitz 2009, Hamre et al., 2013, Rimm-Kaufman et al., 2015). Reflecting this concern, studies revealed that although students spend most of their instructional time in classroom, many students face low language learning quality because they lack effective behavioral interaction in their instructional context (Ponitz et al., 2012, Hatfield et al. 2016, Sabol, Bohlmann& Downer 2018).

- **Cognitive Engagement**

It indicates the level of learner's desire to reveal or make attempts to comprehend the contents, and work on hard problems such as concentration onlearning tasks. It has a direct alignment on student's recognitiontowards the means of interaction in general. This, subsequently, affect the degree of interaction between the instructors and their students that could further influence students' attitude towards learning activities inside the classroom. Consequently, it might deform student identity which in turn can influence teacher-student relationships and adjustment to school. Highlighting this issue, Walker & Graham (2021) asserts that learning experience with poor in-class interaction is frequently associated with inappropriate psychological alerts such as disruptive behavior, school avoidance, teacher conflict, and study suspension or study exclusion. Cognitive engagement is thelevel pupils of understanding the learning assignment. This contains the sum of exertion students toparticipate in working on the task. Fujiki, Brinton, & Clarke (2002) declare that cognitive engagement includes the meditation that students do during theengagement in academic learning task. this indicates that, cognitive engagement is engaged students in learning task which connected students thoughtful and awareness in learning.

Furthermore, Sharanand Then (2008) states that cognitive engagement is connected to motivational aims and self-reform learning. Thisindicates that, how students inside the classroom interact inlearning thataims to motivatestudents and how to organize their plan in learning to gain good scores. Moreover, in instruction and learning process, the teachers mustencouragestudentswith the aim of that students can engage or take apart in the classroom. Christenson et al. (2012:161) declares that cognitive in student's engagement is correlated to strategic learning strategies, and active self-reform. This type can be seen with investment in learning, supple in finding solution to problem, freelabor styles and so on. In this matter, the

students and the teachers must to do their effort in learning to create good atmosphere in the learning in side classroom.

- **Emotional Engagement**

It is identified as sense related to content, having a concern for learning, and forcing solving problems (Fredricks et al., 2004; Ponitz et al. 2012; Allen et al., 2013). The engagement students' have necessitated active participation in classroom activities and tasks, which leads to simplify learning and prevent behaviors that divert them from learning (Baker et al., 2008). Interaction has also an impact on students' emotional connections in their learning environment. It isfundamentally foster their success in school. This was clearly advocated by Ponitz et al. (2012). In their study, Ponitz et al. (2012) strongly confirmed the link between classroom emotional climate and academic achievement, including the role of student engagement as a mediator. Results in this study showed that the positive relationship between classroom emotional climate and grades was mediated by engagement. More importantly, the results highlighted the role ofemotion-related interactions to promote EFL academic achievement.

2.5Theoretical Frameworks

The Teaching through Interactions Framework is Classroom Organization, which is divided into three aspects: Negative Climate (the absence of), Productivity, and Behavior Management. This aspect reflects the range to which students' time and behavior are managed in methods that participate to the progress of self-regulatory and executive active skills and maximize time consumed on learning. This domain concluded from previous study and theory concerning the importance of self-regulation and executive functioning in promoting students' learning and accomplishment (Blair, 2002, Ponitz et al., 2009), and the role that clear and consistent routines play in the development of these skills (Brophy&Evertson, 1976, Emmer &Strough, 2001,Evertson et al., 1983). Therefore, higher levels of Classroom Organization have been found to support student learning (Ponitz et al., 2009) through increasing children's behavioral and cognitive self-control (Rimm-Kaufman et al.,2009).

Instructional Support, that contains of five sizes in a higher elementary school context: Instructional Learning Formats, Content Understanding, Analysis and Problem Solving, Value of Feedback, and Instructional Dialogue. In General, the emphasis of this area is on how teachers exploit students' attention and active contribution using dispersed, content-concentrated dialogue, feedback that supports encourage of comprehension and constant contribution, and a diversity of modalities to assist students improve clear and deep comprehension of content, the links between themes, a sense of the real-world applicability of this information, review and investigation skills, and an ability to engage in metacognitive procedures to self-assess their own learning requirements. These theories are derived from previous research and theory on the development of cognitive and communication skills (Catts et al., 2001, Taylor, Pearson, Peterson, & Rodriguez, 2003) that focuses the significance of progressing unified, generalizable "usable knowledge" rather than rote acquisition of humble truths (Mayer 2002). Extant research has exposed that supplying kids with chances to express existent information and to scaffold

support in learning new proficiencies (Skibbe, Behnke, & Justice, 2004), providing instant and exact feedback (Kulik&Kulik, 1988), and connecting new information to current knowledge and real-world examples (Bransford, Brown& Cocking, 2000) all support cognitive and/or language development. Higher levels of Instructional Support have been connected to behavioral engagement and academic achievement (Hamre&Pianta, 2005; Howes et al., 2008)

Methodology
3.1 Research Design
The present study utilizes Mixed-methods research design. It implements both qualitative and quantitative instruments for the purpose of gathering data pertaining to this study. It is also used in analyzing data in order to attain comprehensive investigation and achieve the objectives of this study (Mark 2015 &Suldoet al., 2009).

3.2 Sample
This study was conducted in faculty of education which is located in Zilitin. The participants were four Libyan EFL lecturersat the faculty of education in Alasmarya University, Zilitin. It also involved 43 EFL students from the same faculty from deferent semesters.

3.3 Data Gathering Instruments
In order to collect data to answer the questions under this studyto this, three instruments were used for this purpose. Instrumental triangulation method was purposively utilized in the present study for the purpose of obtaining as much deep, rich and true data as possible (Rubiaee 2020). Theywere observation, interview and questionnaire. Observation was implemented to collect data from instructors during their lectures, using observation sheet. The interview was also conducted inside the classroom with the same teachersat the end of the lecture. Questionnaire sheets were distributed to students in order to gather data related to the difficulties that face them in holding an interactive communication inside their classrooms.

3.4 Procedure of Data analysis
The researchers used SPSS software focusing on: Mean and Standard Deviation.The researcher also used the Shapiro-Wilk test and Test (t) for one sample for testing the hypothesis.

Findings

4.1Data analysis

Description statistical analysis of the study sample.

First: faculty members.

a. Vocal Strategy

Table No. (1) shows the mean, standard deviation, and order

Table (1)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Use of slower and simpler speech.	4.25	0.96	2
2	Use of fewer idioms and slang words.	1.00	0.00	11
3	Use of synonyms.	2.00	1.41	8
4	Use of repetitions or paraphrasing.	2.75	1.71	4
5	Use of change in tone, pitch, and modality.	3.00	1.83	3
6	Use of clarification of directions.	2.75	0.96	5
7	Comprehension checks	2.25	0.96	7
8	Identify subject-specific vocabulary and provide context-embedded examples, pictures, or models.	1.75	1.50	9
9	Start a lesson with a review of related concepts.	1.50	1.00	10
10	Conclude the lesson of the key concepts.	2.75	2.06	6
11	Involve the students in language discussions and problem solving.	4.50	1.00	1

It is clear from the results of the above table that:

✓   The answers to the phrase (Use of fewer idioms and slang words.),for the respondents were unified, namely (Never).

✓   The statement No. (11), which is (Involve the students in language discussions and problem solving.), ranked first with an average of (4.50).

✓   The statement No. (1) which is (Use of slower and simpler speech.) came in second place with an average of (4.25).

✓   The statement No. (5), which is (Use of change in tone, pitch, and modality.), came in third place with an average of (3.5).

b. Questioning Strategy

Table No. (2) shows the mean, standard deviation, and order

Table (2)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Use deferent questioning techniques that are sensitive to the level of EFL of the student, or their stages of Second Language Acquisition.	2.50	1.73	5
1-a)	*Pre-production*-point to….; find the…; is this a/an…; etc.	2.50	1.91	7
1-b)	*Early production*- yes/no questions: either/or questions; one-word or two- word responses; general questions that require a lengthy response.	2.00	1.41	8
1-c)	*Speech emergency*- why? How? Tell me about….? Describe…?	3.00	1.83	4
1-d)	*Intermediate speech*- What do you recommend?	2.50	1.73	6
1-e)	Compare/ Contrast	3.25	2.06	3
2	Use wait-time techniques after posing a question.	3.25	1.50	2
3	Provide a feedback	4.25	0.50	1

It is clear from the results of the above table that:

✓ The statement No. (3), which is (Provide a feedback), ranked first with an average of (4.25).

✓ The statement No. (2) which is (Use wait-time techniques after posing a question.) came in second place with an average of (3.25).

✓ The statement No. (1-e), which is (Compare/ Contrast.), came in third place with an average (3.25).

c. Enhancement to Teacher Talk Strategies

Table No. (3) shows the mean, standard deviation, and order

Table (3)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Use of gestures, facial expressions, eye contact, or demonstrations.	2.75	2.06	2
2	Use of charts, graphic Organizers-Venn diagrams, tree diagrams, time lines, semantic maps, outlines, etc.	1.00	0.00	6
3	Use a variety of visual or auditory stimuli: transparencies, pictures, flashcards, models, etc.	1.00	0.00	7
4	Use of technology	1.00	0.00	8
5	Expose students to deferent classroom work arrangements, using cooperative groups or partner discussion.	2.00	2.00	4
6	Provide students with alternative forms of assessment.	1.50	1.00	5
7	Provide opportunities for students to share experience and expand on personal or cultural-specific knowledge while solving problems in English.	3.00	2.31	1
8	Provide students with content-specific, enriched environment.	2.25	0.96	3

It is clear from the results of the above table that:

✓ The answers to the phrase (Use of charts, graphic Organizers-Venn diagrams, tree diagrams, time lines, semantic maps, outlines, etc.), the phrase (Use a variety of visual or auditory stimuli: transparencies, pictures, flashcards, models, etc.) and the phrase (Use of technology) for the respondents were unified, namely (Never).

✓ The statement No. (7), which is (Provide opportunities for students to share experience and expand on personal or cultural-specific knowledge while solving problems in English.), ranked first with an average of (3.00).

✓ The statement No. (1) which is (Use of gestures, facial expressions, eye contact, or demonstrations.) came in second place with an average of (2.75).

✓ The statement No. (8), which is (Provide students with content-specific, enriched environment.), came in third place with an average (2.25)

Tests of Hypotheses

1- The researcher used the Shapiro-Wilk test, .where the statistical hypothesis was.

The null hypothesis (H_0): The data follow a normal distribution.

Table No. (4) shows the results of the Shapiro-Wilk test.

Table (4)

Phrase	Statistic	Sig.
vocal Strategy	0.232	0.492
questioning Strategy	0.265	0.735
Enhancement to teacher talk strategies	0.274	0.171

From the previous table, it is clear that the level of observed significance is greater than 0.05, which means that the hypothesis that the data follows a normal distribution is accepted.

2- Because the data follow a normal distribution, the researcher used the test (t) for one sample.

The null hypothesis (H_0): there is no difference between the average of the respondents' answers and the hypothetical mean (3= Sometimes).

Table No (5). shows the results of the (t) test for one sample.

Table (5)

Phrase	Mean	Std. Deviation	T	Sig
vocal Strategy	2.591	0.367	-2.227	0.112
questioning Strategy	2.906	0.825	-0.227	0.835
Enhancement to teacher talk strategies	1.813	0.582	-4.082	0.027

From the above table we note the following:

1.   The value of the observed significance level for the dimension (vocal Strategy) is (0.112) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

2.   The value of the observed significance level for the dimension (questioning Strategy) is (0.835) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

3.   The value of the observed level of significance for the dimension (Enhancement to teacher talk strategies) is (0.027) less than 0.05, which means that the null hypothesis is rejected because the mean (1.813) is less than (3), and this indicates that the answers are in the direction of (2 = rarely).

Second: students.
I.   Leadership

Table No. (6) shows the mean, standard deviation, and order

Table (6)

N	Phrase	Mean	Std. Deviation	Ordinal
1	This teacher is a good leader.	3.44	1.12	2
2	This teacher talks enthusiastically about his/ her subject.	3.23	1.15	4
3	This teacher trusts us.	3.14	1.28	7
4	This teacher holds our attention.	3.19	1.22	6
5	This teacher is too quick to correct us when we break a rule.	3.07	1.37	8
6	This teacher knows everything that goes on in the classroom.	3.23	1.19	5
7	If we have something to say, this teacher will listen.	3.77	1.38	1
8	It is easy to pick a fight with this teacher.	2.88	1.29	9
9	This teacher is not sure what to do when we fool around. 10 This teacher acts confidently.	2.60	1.47	10
10	This teacher acts confidently.	3.30	1.35	3
11	This teacher is patient.	2.58	1.26	11
12	It is easy to make this teacher appear unsure	2.51	1.40	12

It is clear from the results of the above table that:

✓   The statement No. (7), which is (If we have something to say, this teacher will listen.), ranked first with an average of (3.77).

✓   The statement No. (1) which is (This teacher is a good leader.) came in second place with an average of (3.44).

✓   The statement No. (10), which is (This teacher acts confidently.), came in third place with an average of (3.30).

II.   Helping/ Friendly

Table No. (7) shows the mean, standard deviation, and order.

Table (7)

N	Phrase	Mean	Std. Deviation	Ordinal
1	wThisteacherisfriendly.	3.16	1.33	2
2	Thisteacherissomeonewecandependon.	3.51	1.12	1
3	Thisteachergetsangryunexpectedly.	2.70	1.21	8
4	If wedon'tagreewiththisteacher,we can talkaboutit.	3.07	1.35	4
5	This teachercan takeajoke.	3.05	1.17	5
6	Thisteacherhasasenseofhumour.	2.93	1.39	7
7	Thisteacher'sclass ispleasant.	2.95	1.25	6
8	Thisteacherislenient	2.44	1.26	9
9	This teacher helps us with our work	3.07	1.30	3

It is clear from the results of the above table that:

✓   The statement No. (2), which is (This teacher is someone we can depend on.), ranked first with an average of (3.51).

✓   The statement No. (1) which is (w This teacher is friendly.) came in second place with an average of (3.16).

✓   The statement No. (9), which is (This teacher helps us with our work), came in third place with an average of (3.07).

III.   Uncertain

Table No. (8) shows the mean, standard deviation, and order

Table (8)

N	Phrase	Mean	Std. Deviation	Ordinal
1	This teacher acts as if he/she does not know what to do.	2.23	1.21	3
2	This teacher seems uncertain.	2.28	1.14	2
3	This teacher is hesitant.	2.19	1.20	4
4	Thisteacherthinksthatwecan'tdothingswell	2.63	1.22	1

It is clear from the results of the above table that:

✓   The statement No. (4), which is (This teacher thinks that we can't do things well), ranked first with an average of (2.63).

✓   The statement No. (2) which is (This teacher seems uncertain.) came in second place with an average of (2.28).

✓   The statement No. (1), which is (This teacher acts as if he/she does not know what to do.), came in third place with an average of (2.23).

IV. <u>Understanding</u>

Table No. (9) shows the mean, standard deviation, and order

Table (9)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Thisteacherexplainsthingsclearly.	3.60	1.28	2
2	Thisteacherthinksthatwedon'tknowanything	2.79	1.10	4
3	Thisteacher iswillingtoexplain thingsagain.	3.60	1.09	1
4	This teacher realises when we don't understand	3.26	1.42	3

It is clear from the results of the above table that:

✓ The statement No. (3), which is (This teacher is willing to explain things again.), ranked first with an average of (3.60).

✓ The statement No. (1) which is (This teacher explains things clearly.) came in second place with an average of (3.60).

✓ The statement No. (4), which is (This teacher realises when we don't understand), came in third place with an average of (3.26).

V. <u>Students' responsibility/ Freedom</u>
Table No. (10) shows the mean, standard deviation, and order

Table (10)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Thisteachergivesusalotoffreetimeinclass.	2.21	1.25	5
2	Wecandecidesomethingsinthisteacher'sclass.	2.93	1.12	3
3	.This teacher lets us getawaywith a lot in class.	2.60	1.16	4
4	This teacher lets us decide when we will do the work in class.	3.19	1.20	1
5	This teacher lets us takecharge.	2.95	1.43	2

It is clear from the results of the above table that:

✓ The statement No. (4), which is (This teacher lets us decide when we will do the work in class.), ranked first with an average of (3.19).

✓ The statement No. (5) which is (This teacher lets us take charge.) came in second place with an average of (2.95).

✓ The statement No. (2), which is (We can decide some things in this teacher's class.), came in third place with an average of (2.93).

VI.   Dissatisfied

Table No. (11) shows the mean, standard deviation, and order

Table (11)

N	Phrase	Mean	Std. Deviation	Ordinal
1	This teacher seems dissatisfied	2.14	0.94	5
2	This teacher putsus down	2.49	1.32	4
3	This teacher is impatient.	3.00	1.20	2
4	This teacher thinks that we cheat.	2.74	1.20	3
5	We have to be silent in this teacher's class	3.28	1.22	1

It is clear from the results of the above table that:

✓   The statement No. (5), which is (We have to be silent in this teacher's class), ranked first with an average of (3.28).

✓   The statement No. (3) which is (This teacher is impatient.) came in second place with an average of (3.00).

✓   The statement No. (4), which is (This teacher thinks that we cheat.), came in third place with an average of (2.74).

VII.   Admonishing

Table No. (12) shows the mean, standard deviation, and order

Table (12)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Thisteachermakesmockingremarks.	2.30	1.34	4
2	This teacher is suspicious.	2.37	1.22	3
3	We are afraid of this teacher.	2.77	1.34	2
4	Wecaninfluencethisteacher.	2.79	1.15	1

It is clear from the results of the above table that:

✓   The statement No. (4), which is (We can influence this teacher.), ranked first with an average of (2.79).

✓   The statement No. (3) which is (We are afraid of this teacher.) came in second place with an average of (2.77).

✓   The statement No. (2), which is (This teacher is suspicious.), came in third place with an average of (2.37).

VIII. Strict

Table No. (13) shows the mean, standard deviation, and order

Table (13)

N	Phrase	Mean	Std. Deviation	Ordinal
1	Thisteacherisstrict.	2.84	1.23	5
2	Thisteacher'stestsarehard.	3.33	1.25	2
3	Thisteacherisseverewhenmarkingpapers.	3.12	1.18	3
4	This teachergets angryquickly.	2.91	1.32	4
5	This teacher's standards are very high.	3.37	1.35	1

It is clear from the results of the above table that:

✓ The statement No. (5), which is (This teacher's standards are very high.), ranked first with an average of (3.37).

✓ The statement No. (2) which is (This teacher's tests are hard.) came in second place with an average of (3.33).

✓ The statement No. (3), which is (This teacher is severe when marking papers.), came in third place with an average of (3.12).

Tests of Hypotheses

The null hypothesis (H_0): there is no difference between the average of the respondents' answers and the hypothetical mean (3= Sometimes).
Table No. shows the results of the (14) test for one sample.

Table (14)

Phrase	Mean	Std. Deviation	t	Sig
Leadership	3.08	1.33	0.394	0.695
Helping/ Friendly	2.99	1.28	-0.051	0.959
Uncertain	2.33	1.19	-3.692	0.001
Understanding	3.31	1.26	1.613	0.114
Students' responsibility/ Freedom	2.78	1.27	-1.136	0.262
Dissatisfied	2.73	1.23	-1.439	0.157
Admonishing	2.56	1.27	-2.272	0.028
Strict	3.11	1.27	0.568	0.573

From the above table we note the following:

1. The value of the observed significance level for the dimension (Leadership) is (0.695) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

2. The value of the observed significance level for the dimension (Helping/ Friendly) is (0.959) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

3. The value of the observed level of significance for the dimension (Uncertain) is (0.001) less than 0.05, which means that the null hypothesis is rejected because the mean (2.33) is less than (3), and this indicates that the answers are in the direction of (2 = = Seldom).

4. The value of the observed significance level for the dimension (Understanding) is (0.114) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

5. The value of the observed significance level for the dimension (Students' responsibility/ Freedom) is (0.262) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

6. The value of the observed significance level for the dimension (Dissatisfied) is (0.157) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

7. The value of the observed level of significance for the dimension (Admonishing) is (0.028) less than 0.05, which means that the null hypothesis is rejected because the mean (2.56) is less than (3), and this indicates that the answers are in the direction of (2 = = Seldom).

8. The value of the observed significance level for the dimension (Strict) is (0.573) is greater than 0.05, which means that the null hypothesis is accepted and this indicates that the answers are in the direction of (3 = sometimes).

Interview Questions

Q4- What is the effect of teacher- students' lack of effective interaction on student language learning?

Interviewee 1
a) Student level
b) Number of students inside the classroom.
c) The method of teaching the subject does not require collaborative work.
d) Time constraints to cover the whole curriculum.

Interviewee 2
a) The method of teaching the subject does not require collaborative work.
b) The method of presenting the lesson does not engage students to interact.
c) Students' reluctance to interact with the teacher.
d) Lack of teacher's reinforcement
e) The lack of motivation that should make students interact with their instructor.

Interviewee 3
a) Students are not used to interact with the teacher.
b) student level
c) reticulating of students' level from some teachers
d) getting bored resulting from the lack of interaction on student part.

Interviewee 4
a)   reticulating of students' level from some teachers
b)   student lose of desire for interaction.
c)   The weakness of student's identity.

Discussion

A. Questionnaire:

This study aims to discuss the reasons of the entire unavailability for teacher- student interaction inside classroom. Also, data was collected by distributing 48-item questionnaireon teacher interaction (QTI). This questionnaire was filled by Libyan university students of advanced semesters in English department. On the other hand, the observation and interview were tools used with teachers of English at the college of Education in Zliten.

The results gained from the QTI exposed that the teacher was identified by their students, shown in test of hypothesis, the table (14) to be as a highly average of the mean for understanding, strictness and leadership which indicate that kind of teacher is a good leader in the class. According to Wubbels et al. (2006), classified that eight types of teachers according to QTI; (Directive, Authoritative, Tolerant and Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, Repressive, Drudging) and have given a good description for individual types of typical teachers in the classroom environment. According to the points given by their students, teacher in the (QTI) sample corresponds to the profile of the Authoritative or Directive teacher. The collected data has statistically shown that there is a significant positive relation with some characteristics in QTI. They have a similar numerical ratio of description statistical analysis. However, the other characteristics; helping/friendly, uncertain, students in the table (14); responsibility or freedom, dissatisfied and admonishing in the QTI have different ratio which is negative and less than (3) of the mean as shown in table (14). Understanding, strictness and leadership were highly reached the average (3) of the mean as shown in the table (14). According to Henderson, Fisher and Fraser (2000), the 48-item QTI where were used has shown, that student prefer a teacher who is a good leader who helps and understands them and who gives them enough responsibility for freedom. Students have a closer relationship with a teacher who is not uncertain, dissatisfied and who does not warn them. Mendes (2003), stated teachers should be interested in the students´ interests and try to understand them. As students and teachers communicate verbally, teachers should also pay attention to nonverbal expressions. Together with the understanding of verbal and non-verbal communication with students, the teacher should discover some personal feelings or experience of students. This also includes life experiences and concerns. Knowing the students' interests are able to strengthen the T-S relationship. The results of participated respondents showed statistically significant positive and negative associations between the same characteristics as appeared with the whole set of students. The results agree with previous studies in which T-S relationship was identified using a 48-point interaction questionnaire.

B. Observation:

1. Questioning Strategy:

Therefore, the teachers' observation was the other tool in this study to initially investigatethe techniques that are listed under the strategy of the questioning which are used a lot by teachers as shown in the table (2). They are feedback, use wait-time, techniques after introducing a question, and using the technique of comparing or contrasting in their speech in classroom. Guest (cited in Sujariati, 2016:109) defines questioning strategy is one of the important tools to extending students learning which can help teachers develop their own strategies to enhance the students work and thinking.

This is suitable with some previous studies that questioning strategies can provide positive effects from the use of questioning strategy, create a good interaction among the teachers and the students, make the teachers governor the lesson, lead the students to particular answer, and encourage tointeraction. Ellis (1989) (as noted by Sujariati, Rahman, and Mahmud, 2016:110) proposes two causes why teachers inquire by questions in their classrooms. First, question needsanswers, and therefore, they function as a way of thehelpful learners to donate to the interactions. Learner's responses also provide the teachers with feedback which can be utilized to make the content adjusted and expression in subsequent teacher-talk. Second, questions function as a tool for monitoring the progress of the interaction through which a lesson is performed.

2. Vocal Strategy

In this technique, the concerned teachers initiallydepend on the following sub techniques; involve the students in language discussion and the problem solving, use of slower and simpler speech, and use of change in tone, beach and modality as shown in the table (1). According to Holmbreg (1986) describes that vocal interaction is the process distribution of information among individuals by using dialogue. Glew (1995) vocal interaction is the appearance of information through language which is collected of words and grammar, once massage or information is variationthrough words is call verbal interaction

3. Enhancement to Teacher Talk Strategies:

In the table (3) clarifiedthat the higher mean ratio of using; opportunities for students to share experience and expand impersonal or cultural – specific knowledge while solving problems in English, use of gestures, facial expression eye contact, or demonstrations and provide students with content-specific enriched environment by the teachers. teachers' explanation on students' act and the test of hypothesis as shown in the table (4). The Table exposes that teachers' explanation is animportantelement on the academic performance of students. This suggests that the level of teachers' explanation has towork with the academic performance of students. This agrees with the previous findings of O'kwu and Itodo (2010) which presented that students' attitudes and their achievement in biological drawings were high and positive. this indicates that there is animportant relationship in biological drawings accomplishment and students' attitude towards biological drawing. The findings also agree with Ofoefuna (1992) who indicates that instructional resources like chalkboard, diagrams, graphs, charts, pictures, specimen among others are either manipulated, seen, heard, read or talk about to simplifyreal teaching and learning.

Conclusion

This studyinvestigated the lack of teacher-students' interaction inside classroom. To collect the data, this study used (QTI) questionnaire; forms filled by participants who are students in university. Observation and interview were two other tools used with students- teachers in Al-asmariya university. In this way, students could find out how their teachers are leader, friendly or strict as the positivity. However, the teacher were observed to see which strategies are important to them and fellow a lot; vocal strategy and enhancement to teacher talk strategies. Also, teachers were interviewed about why interaction between teachers and students is not available in English classroom.

The findings of this research may have importantsuggestion for creating the effectiveeducational industry. If teachers aware of the importance of interacting with their students, it perhaps makes great positive result on the educational growth since the National Policy on Education. FGN (2004),Oloruntegbe(2011) and Kareem (2015) indicatethat education is meant to prepare educators scientifically for beneficialexisting in the society as well as preparation for occupational jobs. Based on the findings from this study, supported by present theories and linkedexperiential studies. Finally, it is important to reminder that the results from this study could donate greatly in the problem of failing examination.

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