

# A Study on Interaction Patterns in Language Learning Online Classes – Adaptation and Efficiency

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## ABSTRACT

The aim of our research entitled "A study on interaction patterns in language learning online classes – adaptation and efficiency" is to elaborate that in an online ESL/EFL class, tremendous interaction patterns can be employed by the teacher in order to enhance the classroom atmosphere for students' better involvement and collaboration as well as alter the pace of a lesson. Similar to offline classes, there are several prevailing interaction patterns in internet-based language learning classes: teacher-centered and student-centered. Drawn on several frameworks on interaction, this study explores different types of interaction applied in two distinct language learning online courses with 45 participants, including both teachers and students at a primary international institution in Hanoi during the Covid-19 pandemic. Furthermore, the researchers compared the interaction patterns taking place in both classes to identify their similarities and differences. Findings show that the most dominant interaction adopted in the two classes was teacher-student, especially instructor to the whole class, instructor to each member in the classroom, and learners to instructor. There were no obvious distinctions of interactions used in the class by the two teachers but the teacher's preference in utilizing certain interaction forms based on the characteristics of every single class. Additional pedagogical recommendations for online English courses would then be put forth based on the data gathered.

**Keywords:** *Interaction patterns, language learning, online classes.*

## 1. INTRODUCTION

Interaction in a language classroom plays a significant role in expanding students' vocabulary, strengthening their social connections [1], and boosting their self-esteem and their communication skills.

Although the communicative approach in teaching foreign languages has grown in popularity, conventional teaching methods such as teacher-centered teaching and lecture are still the prevalent and preferred mediums of delivering information in most classrooms in Vietnam. Different types of interaction patterns in teaching have yet to be intensively implemented.

In contrast, there has been a strong emphasis being put on utilizing the communicative approach in online English learning by educators in various parts of the world to encourage students' frequent responses. Additionally, the latest developments in education worldwide in general and in Vietnam, in particular, are to prepare learners with vital communication and self-learning skills necessary to become global citizens. As a result, adjustments in teaching favoring a student-centered approach and various interaction patterns should seriously be considered by English language

teachers in Vietnam. Since both the communicative and student-centered approaches require effective communication between students and teachers, research on how students experience these different kinds of interactions in a language classroom plays a pivotal role.

Likewise, the authors' purpose in this research is to analyze and compare models of interactions presented in two classes – one with a Vietnamese instructor and the other with an English foreign instructor by implementing several previous interaction classification frameworks in the same field [2-3.7].

## 2. LITERATURE REVIEW

### 2.1. *Explanation of communication at class*

Interaction is another way of communication between two or more persons or reactions to members at class [8].

Brown [9] clarifies that "Interaction is the cooperative exchange of thoughts, feelings, or ideas between two or more people, thereby mutually affecting each other"

Classroom interaction is defined as a "two-way process of partakers in the language course" [2].

## **2.2. Types of classroom interaction**

Based on the explanation extracted from [5], two popular forms of interaction are generally recognized as follows:

### **2.2.1. Instructor-learner Communication**

Gagarin [2] shows that the most dominant patterns of interaction of this type consist of the teacher speaking to the whole class, the teacher speaking to a group of students, the teacher speaking to one particular student, and the student speaking to the teacher.

Secondly, the most prevalent type of communication at class – teacher speaking to a learner, in his study, Gagarin [2] described: "Like the initial form of communication, this conversation is performed when the instructor requires the learner to raise their voices to the other classmates via the Internet. Nevertheless, in this conversation, the instructor predicted an individual's reply. This step is frequently conducted in an unofficial discussion at the start of a period of learning or to lead learners to do less direct work".

In one study elaborated by Mingzhi [7], the following communicational purpose at class means that the teacher is participating students' group work". Working in groups lets students complete their assignments, which calls for learners' participation. Here can be understood as the typical form of communication in an environment that the instructor assumes the administrator's methods to "provide learners with knowledge about what they will process when be placed at class and stop when the duration is out" [10].

In the "learner communicating to instructor" model, students actively participate in the practical conversations. When this activity is organized, it is understood to be a student initiative, popular in the student-centered learning process, but rarely appears in teacher-led activities [7].

### **2.2.2. Learner-Learner Interaction**

learner-learner interaction refers to a form of classroom interaction in which the student is the core while the "teacher takes the role of facilitator or participant in this activity" [5].

Regarding this type of classroom communication, the most prominent communicative purposes are students speaking or discussing to the other or explaining to group members and students presenting to the whole class. The student-speaking pattern is considered mainly in pair-work activities. Unlike the other form of interaction, pair-work exercise requires active participation and independence between only two students, such as doing or conducting a conversation. Working in pairs brings many rewards for the learners. Pair-work tasks give learners a lot of favorable time to discuss primary interactions, practice the behavior of

meaning negotiation, and inspiration to interact based on Brown's study [4].

On the contrary, the type of "learner talking to a class" is closely related to the way of practicing among many people. Mingzhi [7] explained these interactions "surely provide more choices for language practice".

The final pattern of "learner communicating to the rest at class" is produced in special tasks such as presentations and seminars [7].

## **3. METHODS**

### **3.1. Research Design**

In this case study, the authors exploited a mixed-method to verify or justify the results gained from a qualitative method by adopting a quantitative method.

### **3.2. Research setting and participants and setting**

The study was carried out at an educational institution situated in the capital of Vietnam - Hanoi. The research's primary target is young Vietnamese learners who are taking part in the online English classes being provided in this institution. The number of participants was 45, including 21 grade 2 students, 22 grade 3 students, and two teachers (one Vietnamese teacher and one native teacher).

### **3.3. Steps and Data collection tools**

#### **3.3.1. Data collection tools**

In this case study, the researchers adopted questionnaires, interviews, online observation, and video recordings to gather data.

#### **Online observation**

Observation was implemented with the purpose of observing and identifying categories of interaction forms applied in the two online classes through classroom activities designed and instructed by the teachers.

#### **Questionnaire**

The questionnaire with ten questions in total, including both YES-NO questions and WH-questions, was for students of the two classes to fill in. The instructor requires different kinds of communication modes that the teacher lets the learners participate in. It was the most favored interaction form evaluated by students and why and if any specific interaction pattern facilitates and motivates students in learning.

#### **Direct Interview**

The two instructors, who were the research population, were asked individually as planned. This interview involves randomly and generally WH-questions items that are few in numbers with the researcher's intention of eliciting views and opinions from the teachers. The interview questions emphasize how many types of

interaction patterns are practiced in the classroom, which is the most frequently used pattern. It works the most effectively, the pros and cons of every interaction model. The interview, which included six questions in total and lasted about 15 minutes, aims to figure out what adjustment should be made by the teacher to activate students to interact with other peers and with the instructor.

### **3.3.2. Steps of data collection**

The observation was carried out first to understand what interaction patterns are presented in two English language online classes. While observing the classes, the authors employed video recordings for keeping data for further analysis. Subsequently, a questionnaire was adopted to investigate students' attitudes about the interaction patterns practiced in the class and the benefits that classroom interactions bring to students, such as interest or motivation in learning. Finally, the two teachers were interviewed prior to the step of data analysis.

## **3.4. Statistical analysis mechanism and steps**

### **3.4.1. Statistical analysis mechanism**

Many analyzing methods and techniques are conducted in our study, namely, relationship examination, documentation, conceptualization, coding, categorization, data analysis, and were taken to elaborate the given data.

#### **Documentation**

Both the formal interview transcripts and the interaction patterns observed via online observation and video recordings were documented to identify and compare classroom interactions conducted in the two language online classes. In addition, recorded samples and other issues were also transcribed for further analysis.

#### **Conceptualization, coding, and categorization**

Interaction patterns are coded in the form of a created documentation form in advance and served to both document as well as the results of observation and classify the frequency of the communication taking place in both classes.

#### **Quantitative analysis**

Undemanding data analytical techniques such as proportion analysis were conducted to evaluate the learners' viewpoints and approvals towards each interaction pattern and their inspiration for studying English. The quantitative results mostly improve and reinforce the findings achieved from analyzing the qualitative data.

### **Relationship examination – Qualitative analysis**

Examination of relationships is the core of the analytical procedure. It enables the authors to alter from the undemanding illustration of the participants and frame to the exploitation of the reasons behind the phenomenon in its particular context [11].

In this case study, relationship examination was implemented mainly to assess the teachers' and students' preferences for every single form of classroom interaction.

### **3.4.2. Data analysis procedure**

Firstly, documentation was carried out to gather all relevant information and data captured within one research cycle. Conceptualization and categorization techniques were employed to identify and evaluate each kind of interaction in the classroom. Next, the authors analyzed the given data obtained from the questionnaire by exploiting the Excel spreadsheet program in combination with relationship examination to figure out the learners' attitudes and favorability towards interaction patterns. The results achieved from these later analyses were utilized for elaborating the observation outcomes.

## **4. RESEARCH FINDING AND DISCUSSIONS**

### **4.1. communicational samples in online class using two languages**

#### **4.1.1. Achievements from observation**

The authors conducted a documentation form to record the communicational samples taking place in the two A1-level English online lessons, both of which lasted 35 minutes. Both lessons showed effectiveness in the teaching and learning process since the two teachers applied massive activities for students to take part in during the lesson.

The first online class with the Vietnamese teacher emphasized the first two parts of Unit 9 to practice speaking skills and build up vocabulary. The lesson was about cuisine in which learners joined in numerous activities instructed by the teacher. In the first fifteen minutes of the lesson, the teachers provided the students new vocabulary with a series of pictures; then, students were asked to listen and repeat new words related to food and meals. In the next stage of the lesson, students worked in groups of four in ten minutes to make a conversation based on the sample conversation printed in the textbook. The final session of the lesson lasted about ten minutes. In this stage, students spent time revising and consolidating their vocabulary, and the teacher invited some individuals to share their ideas with the whole class.

The documentation for class interactions is briefly noted in the following tables:

**Table 1: Teacher – Learner Interaction (Class taught by the Vietnamese teacher)**

<b>Interaction Pattern<sup>1</sup></b>	<b>Frequency of teacher's talking times</b>	<b>Teacher talk</b>	<b>Student talk</b>	<b>Effectiveness</b>
IW	35	<p>Look at Viet Anh's lunch box. Are there any things in the box?</p> <p>Now, students, please hear the recordings carefully.</p> <p>Everyone, working in groups and sing along with the singer, please.</p> <p>Students, now practice in your groups.</p> <p>Anyone who can share your lunchbox with your classmates and your teacher?</p>	<p>Yes, we see milk, apple, and a box of rice.</p> <p>(Students keep silent and listen to the recording.)</p> <p>The whole class sing along.</p> <p>Students work in their groups to take turns to ask and answer questions about food and meals in the textbook.</p> <p>One student gives an answer: Today, in my lunchbox, I have milk, rice, fish, and carrots.</p>	<p>Quite good.</p> <p>Most of the students pay full attention to the teacher's instructions and answer properly to the teacher's questioned.</p> <p>Only a few students (1-2 students) do not focus on the lesson and make noise most of the class time.</p>
IW	11	<p>Group 1, good job! one point for your group. Congratulations!</p>	<p>Big hands clap</p>	<p>Students give proper answers to teachers' questions with a good attitude and full attention.</p>
IG	7	<p>All of the groups get one star from the teacher.</p>	<p>Students clap hands and laugh to show their happiness.</p>	<p>All groups strictly follow the teacher's instructions and perform quite well in the class. The teacher gives clear and brief instructions, as well as controls students' group work well. The teacher also offers to support students if necessary.</p>
SI	25	<p>Exactly, thank you!</p> <p>Can you make a guess one more time?</p> <p>The color of it is green.</p>	<p>It's milk, right?</p> <p>It's lettuce I guess.</p>	<p>Students understand the teacher's instructions, questions, comments, and corrections well. Therefore, students can give quick and correct answers as expected.</p>

<sup>1</sup> IW: instructor to the whole class, II: instructor to the individual, IG: instructor to the group, SI: student to instructor

It can be clearly seen from the table that the most frequently used interaction form in the class was teacher-whole class. Students responded to the teacher's speech in a big group simultaneously. In the total 35 times of teacher's talk, she mostly used instructions, questions, and requests and adopted various techniques.

Students' talking times were recorded 25 times in total, including individual, group, and the whole class responding to the teacher.

With a total of 53 times talking to the students, the teacher appeared to dominate a bit more in the class, which could be explainable since, with young learners, the teacher had to give clear and repeated directions or detailed guidance for the whole class to follow easily.

In terms of the teacher to individual interaction, the teacher seemed to be really good at dealing with a disruptive individual by pretending to ignore the case, focusing on the majority of learners and kept the lesson smoothly run by both teacher and students.

In return, the students responded positively to the teacher when the teacher-initiated an activity or a speech. They also listened to the teacher's instructions, requests, or commands with full attention and gave the teacher proper reactions. The whole class took part in in-class activities and produced vocabulary and structures relevant to the lesson's content.

To conclude, this online class's classroom interaction was effective as learners performed without hesitation.

**Table 2: Learner-Learner Interaction (Class taught by Vietnamese teacher)**

<b>Interaction Pattern<sup>2</sup></b>	<b>Frequency of students' talking times</b>	<b>Teacher talk</b>	<b>Student talk</b>	<b>Effectiveness</b>
LL	10	x	This is Minh's lunchbox? We are not sure.	Little distraction was caused during the lesson because students sometimes ask their mates about what they don't know or something that is irrelevant to the lesson.
LG	9	x	- What do you usually have for breakfast? - I usually have milk and bread or sausages. That is so yummy. - What about you? - I sometimes have noodles. - What do you usually have for late evening? - I have noodles, fish or meat as well as vegetables.	Students perform well and effectively in the class. They employ new words and structures presented in the lesson to talk to their partners or their group members.
LW	7	x	This is a kind of vegetable, and its color is red. Can you guess its name? My mom prepares breakfast for me, so it is delicious, and I really love it.	The students who are asked to present in front of the class are quite confident and good enough to express their ideas and thoughts.

The observation results reveal that the mainly focused interaction in this class is teacher-student interaction with a bit dominant of teacher-centered approach. The teacher shows more dominance in initiating activities. The teacher initiated the activity for the students to respond and then take part in follow-up activities designed and directed by the teacher. In student-student interaction, learners were required to discuss in groups or pairs to exchange ideas with their partners and share

their ideas with the whole class. A vast number of online classroom interaction patterns were applied in class with various teacher-led activities for student to react and respond in many ways.

All in all, the lesson was evaluated to be highly effective through the observation by the researchers.

The second class, which the native teacher delivered, including some main parts: structure of present

<sup>2 2</sup> LL: one learner to one learner, LG: learner to the group, LW: learner to the whole class

progressive tense, vocabulary related to daily activities and actions happening at the time of speaking, and listening to a short and simple conversation. These parts are picked up from unit 9 in the textbook. In the first session, which lasted for fifteen minutes, the teacher introduced a new lesson. Students joined in a game called "new word game". Then, the instructor modeled new sentences and the latest grammar structure, and

students were asked to repeat after the teacher. A ten-minute memory game followed this activity. The teacher called a representative from each group to type their answers on the screen based on the pictures illustrating actions and given new words. The last ten minute of the lesson was the time for the listening activity (the learner played the audio file, and students wrote answers for the exercises in their textbooks.)

The results from the class observation of online classroom interactions are illustrated in the tables below:

**Table 3: Teacher – Student Interaction (Class taught by the native teacher)**

<b>Interaction Pattern<sup>3</sup></b>	<b>Frequency of teacher's talking times</b>	<b>Teacher talk</b>	<b>Student talk</b>	<b>Effectiveness</b>
IW	38	Students, do you know what the people in the pictures are doing? Raise your hands to give answers! Good answer, playing football!  What is the boy doing?  The whole class, now turn to page 85. I will play the recording one more time for you to check your answer.	Playing football!  He is passing the ball to other players.  Yes, teacher.	Students all pay full attention to the teacher, follow the teacher's directions, and answer the teacher's questions properly. Thus, they can focus on the entire lesson and what the teacher says and understand the lesson well.
II	23	Exactly! She is listening to music. Correct! Good job!  Where is the boy who is playing the guitar?  What is Tom's father doing here?	The girl is listening to music.  In the middle of the stage.  He is preparing meals.	The teacher tries to get all students to understand the lesson by calling different students to answer each activity. He uses praises and positive comments for the students' answers to encourage students to participate in the activities.
IG	0	n/a	n/a	
SI	34	Excellent! You did a good job!	He is cooking dinner. She is making a cake. I don't know what he is doing. The people are having a party.	Students actively engage in the activities and respond to the teacher with excitement. Students try to correct their mistakes when the teacher asks them.

<sup>3</sup> IW: instructor to the whole class, II: instructor to the individual, IG: instructor to the group, SI: student to instructor

**Table 4: Student – Student Interaction (Class taught by the native teacher)**

<b>Interaction Pattern<sup>4</sup></b>	<b>Frequency of students' talking times</b>	<b>Teacher talk</b>	<b>Student talk</b>	<b>Effectiveness</b>
LL	16	x	It is not easy. On the top right! Try to give your answer! You are so quick! Be quick!	Some students make noise and do not join the game shown on the screen, which distracts other students. Some give positive comments to encourage their mate to perform better.
LG	5	x	Yeah! Good job!  You finish!	Group members give suggestions and encourage their mate to play the game on the screen, which shows good cooperation among teammates.
LW	0	x		No chance for individuals to speak or present in front of the class during the entire lesson.

The observation of the second class shows that instructor-learner communication overweighs learner-learner conversation. In this class, the teacher played the role of an instructor, a facilitator, and students had more chances to speak; hence, the class tended to be more on a student-centered approach. However, there was not enough group work since the teacher preferred an individual approach. The whole class remained

focused throughout the lesson, and every student had a chance to practice new words and structure at least one time. The lesson was productive in general, but more group work needed to be applied than individual tasks.

To conclude, group work was absent in both observed classes, which will be further explained in this paper's following section.

#### ***4.1.2 Achievements from interviews with instructors***

According to the answers of the two teachers interviewed by the authors, the prevalent interaction pattern in both online classes, namely teacher-student with a more emphasis on teacher-whole class and teacher-individual and less focus on teacher-group pattern. Teacher-student interaction form serves as both reactions to teacher talk and the teacher's expectations and encourages them to participate in the activities.

The native teacher shared the same ideas; however, he added that he tried to give all his students opportunities to engage in each activity to make sure that each individual could understand and produce language and structure relevant to the lesson's content.

Both instructors said that they mostly adopted instructor-learner interaction in the class and did not design group work because it might be challenging for young learners to perform or collaborate well in groups. Additionally, students may perform ineffectively when they are put in pairs to practice as a learner might be not good at speaking English and cannot produce any language output, which affects the other student and makes it difficult for the pair to communicate smoothly. Conversely, the students taking part in conversations that help the whole class or a bigger group feel much easier to learn from their classmates and teachers. They also find it a lot easier to make similar sentences or statements by repeating and imitating their peers' speech or following their teacher's modeling examples. This interaction pattern is beneficial since it brings more chances for individuals to learn from one another

<sup>4</sup> LL: learner to learner, LG: learner to the group, LW: learner to the whole class

simultaneously and, therefore, can improve their language learning.

Regarding the effectiveness of every interaction form, the two teachers held the same view that teacher-whole class and instructor-individual are the most productive. Pair work was assessed to be the least effective by both Vietnamese teachers and foreign instructors in class. Still, they explained that class norms, dynamics, and specific characteristics were decisive factors that should be considered when the teacher selected specific types of online classroom interaction patterns.

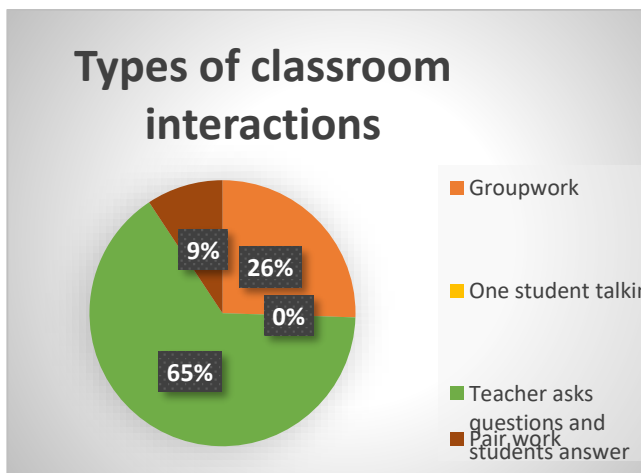
Both teachers gave a similar answer that there was no secret technique for the most comprehensive and effective type of interaction. To obtain the lesson's objective and effective learning outcome, teachers should verify classroom interactions and adopt certain patterns for distinctive types of classes and students of various levels.

The two teachers stated divergent opinions; yet, they shared several identical views: the dominant interaction form in the online class was teacher-student, indicatively teacher-whole class, and teacher-individual pattern; there was no exact or comprehensive answer for the most effective kind of classroom interaction; it would be better for the teachers to examine the unique characteristics of the class, students' level and their preferences in interactions to adopt and combine numerous patterns of interactions to fulfill pedagogical results for every single learner.

**4.1.3 achievements from learner survey**

The survey results were from forty-three students from the two selected online classes. These findings serve as an extra triangulation source of information for the study.

The data gathered was recorded and depicted in the chart below:



**Figure 1: Types of classroom interactions identified by learners**

It can be obviously seen from the chart that the pattern *instructor asks questions and learners give answers*

ranked the first with 65% of respondents. It showed consistency with the online observation results, which said instructor-learner interaction form overweighed other forms in both observed classes. Apparently, the activity was absent with *one student talking*. Compared with the results from class observation, the researchers recorded that there was only one activity in which one individual presented the idea with the whole class in the online class delivered by a Vietnamese teacher.

Pair work and group work together accounted for 35% of all interaction patterns presented in the above chart. These two forms of tasks launched mainly learner-learner interaction, which was also well consistent with the observation findings.

In terms of the interaction pattern that the students were most and least interested in, the results as follow:

Students' most favored activity was the instructor requires learners to give answers with 28 out of 43 respondents. The least favored activity was *a group of students talking together*, which was also the activity that students found the most difficult, and the *instructor requires the learner's response* ranked the second in terms of difficulty level.

Regarding the reason why students found *a group of students talking together* challenging and boring, almost all participants reported that teammates made noises or talked to only one person all the time, and thus, other peers got distracted, and group members could not cooperate well. That was the reason why the two teachers did not include additional group work in their lesson.

**4.2. Similarities and differences between online classroom interaction patterns were employed by the Vietnamese teacher and the native teacher.**

Conclusively, the Vietnamese teacher made an effort to extend the diversity of classroom activities and covered as many sorts of interactions as possible to facilitate teaching and learning process and to reinforce students' academic performance, whilst the native teacher stressed on individual-based approach, gave shorter instructions and exclude group talk in his lesson.

It was the dominance of teacher-student interaction in comparison with student-student interaction that showed the similarities between the two online classes. Both classes had more than fifty percent of total recorded types of communication falling into the types of teacher-student pattern, with the highest number belonging to instructor- whole class and student-teacher. In both classes, the students actively and eagerly took part in classroom exercises, and there was a natural flow of conversation between the students and the teachers. The last recorded conversation patterns were called *learner to group* and *learner to whole class*, which have been partially illustrated by the teachers that students were at a low level of proficiency, and it



was more crucial to emphasize on improving with the whole class and assisting for each individual by communicating and reacting with them directly. Working in group activity and a learner talking to whole class activity may not be the lesson's focal points.

In brief, the most preferred type of interaction in the two language online classes was teacher-student with the focus on teacher-whole class, student-teacher, and teacher-individual patterns. Other interactions' frequency shows some fluctuations and differences based upon a certain class. Furthermore, some key elements such as the class features and the teacher's teaching experiences contribute greatly to what interaction categories should be implemented in a specific teaching and learning context.

## **5. CONCLUSION**

### ***5.1. Summary of major findings, pedagogical implications, discussion, and comparison with previous studies***

Teacher-student, specifically teacher-whole class, student-teacher, and teacher- individual, were the most common interaction patterns found in two online language classes at the primary level. The outcomes differed from class to class for other interaction forms, including teacher-group, student-student, student-group, and student-whole class. They relied upon the specific case and figures of each class. The teacher interview and survey conducted with students afterward further prove this outcome's reliability. In the interviews, both teachers decided that, due to their teaching experience with the particular group of students and the students' level of English language competence, they emphasized these forms of interaction. In evaluating such communicational patterns in an online classroom, both the instructor and the class's characteristics play a deciding role. Instead of fixating on one exemplary classroom experience model, these two communicative aspects were implemented in conjunction with each other and positively influenced the students. The experience and knowledge gained from working with the class can help teachers find out the most effective teaching strategies.

Furthermore, it was noted that it shows no difference as to how the two online classes communicate and function whether the instructor is a foreigner or Vietnamese. However, the distinction comes from the teachers' approach to apply. In the two specific situations in this study, the native teacher tended to focus on a more individual-based approach, while the Vietnamese teacher used a holistic approach, adopting all kinds of classroom interactions. Both teachers periodize the teacher-student interaction.

As far as advancement in research results than previous literature is concerned, this study adopted a mixed research method including survey, direct interview, and

online observation to triangulate the results and identify effective classroom communication types. Like previous studies, the instructor took the central role in the classroom and frequently exchanged information with other teachers. Nevertheless, one distinct aspect stood out when conducting this study, which comprises compliment and encouraging languages. The teachers have been shown to actively provide plenty of spoken feedback and ask many questions to promote students' participation and contribution to the lessons. In addition, the little variation found between the foreign teacher and the Vietnamese instructor in how they teach the same environment is another new discovery. The teachers are observed to gear towards selecting teaching strategies and forms of interaction in the classroom-based primarily on the class's characteristics and their own experience of interacting with the class instead of adopting a one-size-fits-all model of interaction.

### ***5.2. Limitations and suggestions for further study***

The research scope was limited to two online classes at an International school, one with a native English teacher and another with a Vietnamese teacher. The researchers put forth specific observations and valuable pedagogical findings after collecting and evaluating the data for months while following the accepted scientific framework. However, in future research of related subjects focusing on developing constructive online classroom interactions, there are still shortcomings that need to be discussed in greater detail.

The first disadvantage lies in the limited resources that the researchers had to work with, both in academic literature and research timelines. Foreign studies, especially prominent pieces of work, were not readily accessible or beyond the researcher's financial capability. The research's limited research technique and observation process was another hindrance that prolonged the data gathering and reviewing phases.

While online classroom experiences were observed from a third-person point of view with students' and teachers' impressions being reported through interviews and surveys, there was still no clear connection between teachers' interaction patterns and the students' learning progress.

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