

early experiences, through providing reassuring feedback, and through promoting self-perception of developing proficiency.

Strategies of Promoting Classroom Interaction

A. Improving Questioning Strategies

Actually many learners are not confident of themselves in an English class and they are afraid of losing face before their peers. In such a situation, the teacher's interaction with individual learners is based on his own selection. In addition, he tends to ask active ones to answer questions. This inevitably discourages poorer or inactive learners. To activate the teacher-learner interaction and ensure all learners participate; attention should be paid to the protection of learners' self-esteem and the development of their self-confidence. It is preferable to ask learners questions that they can answer. While questioning, it is necessary for the teacher to tailor his questions to the different levels or abilities of the learners.

B. Attending to Learners' Linguistic Levels

One obvious difference in the way we teach different levels is language. Beginners need to be exposed to fairly simple language which they can understand. Intermediate learners know all this language already and so will not ask them to concentrate on it.

The activities we offer learners often depend on their language level. For beginners, we will not suggest abstract discussions. For advanced learners, a drill focusing on simple role-play with ordinary information questions may be a good target for beginners to aim at; the focus for advanced learners will have to be richer and more subtle. Teachers react both overtly and subconsciously to different levels. The material they use—and the activities they get learners to engage in—reflect the unique needs of those learners at the level they have reached.

C. Implementing Cooperative Learning

Working cooperatively not only helps learners develop important social skills, it is an excellent way to help them relate appropriately to others with backgrounds different from their own. Learners with varied social backgrounds, intellectual skills, and physical capabilities work together to learn subject matter, solve problems, and accomplish tasks. They learn to accept and value individual differences. Cooperative learning means that every member of the group is included, and differences among group members are resolved by the group members. Further, group members work toward solving problems and completing tasks within minimal teacher assistance. The social skills that group membership develops are critical to life within and beyond the classroom.

D. Building Positive Teacher-learner Rapport

In order to make classroom interaction more effective, the importance of the relationship between the teacher and the learners cannot be overestimated. A good teacher ought to know his learners well, for having knowledge and understanding of the learners' background provides an important basis for the teacher's planning at each step of the teaching process. A sound relationship needs to be established on the basis of mutual respect between the teacher and the learners. Respect for people is considered as an essential part of education and the most important contributors to good rapport between the teacher and the learners.

As a result, both the teacher and the learners will become equally responsible for themselves and the class. The more harmonious the relationship between the teacher and the learners grows, the more conspicuous the dynamic qualities of classroom learning become.

E. Reducing Classroom Anxiety

In EFL classrooms, learners are reluctant to speak out in English, and to participate in the classroom interaction with the teacher, or even with their classmates, owing to their personality types and their cultural backgrounds, their English proficiency, their interest in the teaching materials and classroom activities, to name just a few. The teacher should help learners understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem, boost the self-esteem and self-confidence of learners for whom language anxiety has already

become a long-term trait by providing multiple opportunities for classroom success in the language, and encourage moderate risk-taking and tolerance of ambiguity in a comfortable, non-threatening environment.

Conclusion

Classroom interaction is vital to improve the effect of language classroom teaching and learning. It is hoped that these methods will be used in further English language teaching and will guide English teacher applying in their teaching. Moreover, the paper hopes to reduce the gaps between theories and practice and to be useful to the perfection of our country's English teaching.

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