

Teacher-Student Interaction in a Class of Listening Skill at a University in Iraq

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ABSTRACT

This study explores the relationship between instructors and learners in teaching listening skills. The research emphasizes effective communication and engagement for improving listening proficiency. The study aims to enhance teaching methodologies. Thematic analysis was one of the methods used to analyze qualitative data and find results. Findings suggest varied teacher strategies and interaction dynamics among classes. Recommendations include focusing on communication skills to boost teacher effectiveness and student outcomes in listening skill development. In addition, the findings address common challenges, and providing techniques for guiding students towards improving comprehension and overcoming obstacles in the learning process.

Key words: Interaction, Teacher-Student Interaction, Language Skills, Listening Skill

INTRODUCTION

One of the most important parts of learning in a classroom is interaction. It enables students to actively engage with the material and express their opinions (Blyzniuk & Kachak, 2024). In this, students can have the chance to challenge their own beliefs, acquire fresh viewpoints, and hone their critical thinking abilities through interactions with their teachers and peers. Being the class's readers, writers, presenters, listeners, and thinkers through active social interaction with others is one approach for students to take ownership of their education (Alvermann & Phelps, 2005; Vacca et al., 2011).

The development of a collaborative learning environment is one of the primary advantages of interaction in the classroom. Students can gain knowledge from one another's experiences and expertise through debates, group projects, and conversations. This fosters collaboration and teamwork in addition to improving their comprehension of the subject. According to Hanum (2017), teachers can enhance their teaching and learning process in the classroom in addition to students, who benefit from the significance of effective contact.

Interaction also helps students develop their communication skills. By actively participating in class discussions, students learn to express their thoughts clearly and articulately. They become more confident in presenting their ideas and are better equipped to engage in intellectual debates and conversations beyond the classroom.

Interaction between instructor and students and students and students are needed in the classroom activities employing communicative approach. It will sustain communication

to happen in the classroom. It will help the teaching and learning process run smoothly. According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Additionally, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their teaching and learning process. When the teacher and students, as well as students and students, interact, the gap between the teacher and students in the classroom will disappear, and the teaching and learning process will be balanced between the teacher and the students.

In an effective teacher-student interaction, educators actively engage with their students, fostering a positive and supportive learning environment. This interaction can take place during classroom lectures, discussions, one-on-one sessions, or through online platforms.

Furthermore, teacher-student interaction plays a vital role in building rapport and trust between educators and learners. By establishing open lines of communication, teachers can create a safe space for students to express their thoughts, ask questions, and seek clarification.

Overall, teacher-student interaction is an essential component of effective education. It not only facilitates the transfer of knowledge but also fosters a supportive learning environment where students can thrive academically and personally.

Language practice is one of the points that must be taken into account when discussing interaction in the classroom because language practice classmates allows students to

practice their English skills in a real-life context. In this, students can improve their speaking and listening abilities by engaging in discussions, debates, and group activities. This practice helps build confidence and fluency, enabling students to express their thoughts more effectively.

High expectations should be set by teachers for English classes. They should endeavor to establish the conditions required for pupils to learn efficiently and achieve the intended result. Effective integration of the four skills—reading, writing, speaking, and listening—is essential to the success of English language instruction. Students should be taught these skills in a way that will help them meet the expectations and progressively improve their communicative ability. This includes speaking and listening, two skills that are closely related and function together in everyday circumstances. Therefore, the goal of combining the two is to promote oral communication that works. Real-world and intentional communication will be ensured by this integration.

The concept of listening is complex and challenging to analyze. It is not simple to define listening in a concise and straightforward manner (Hichem, 2013). However, according to Andrade (2006), it is one of the two language skills used when speaking orally and can be considered one of the four essential abilities used in language instruction. Furthermore, according to Huei-Chun (1998), hearing as a pedagogical concept encompasses spoken language understanding, speech recognition, speech perception, and speech understanding.

We not only assimilate what we hear, but we also incorporate it with previously acquired knowledge because listening is such an active activity. Thus, in order to create meaning, we actively combine the knowledge in our brains with what we hear or see (Helgesen, 2003). Tyagi (2013) states that the listening process consists of five steps: hearing, understanding, remembering, evaluating, and responding.

According to Tyagi (2013), hearing is the ability to perceive sound waves. Listening is not necessary to hear, but hearing must first be heard. Understanding entails analyzing the meanings of the stimuli we perceive in order to comprehend the symbols we have seen and heard. Remembering entails both receiving and processing a message, as well as storing it in the brain's cache. In order to evaluate, an active listener must consider the evidence, separate opinion from fact, and spot any bias in a message. Lastly, in order to respond, the recipient must finish the process by giving either vocal or nonverbal response.

However, the idea that hearing is learned naturally and once and for all has long been used to disregard EFL listening skills (Huei-Chun, 1998). Listening skills have been dubbed the "Cinderella Skill," a term that, like many other studies, Solak and Altay (2014) coined to describe their big sister speaking skills in language learning. However, listening and comprehension skills are becoming more and more important in second or foreign language instruction. This is reflected in many listening course books, video materials, and CDs, as well as in different approaches like Total Physical Response, Silent Way, Suggestopedia, etc. (Huei-Chun,

1998). According to Ghaderpanahi (2012), listening is the most difficult language talent to learn because it appears to be the least accurate of the four. It is among the most important areas of language development and communication skills (Stepanovienė, 2012). Additionally, it has developed into an essential component of many foreign language programs (Lotfi, 2012). This ability is essential for everyday communication as well as language acquisition (Hamouda, 2013).

In today's digital age, the role of classroom interaction has become even more crucial in fostering effective teacher-student relationships and enhancing students' listening skill. However, a concerning problem arises as students seem to be increasingly disengaged and distracted, making it challenging for teachers to effectively communicate and connect with their students. This lack of meaningful interaction not only hinders the development of listening skill but also impedes the overall learning experience. Thus, it is imperative to explore innovative approaches and strategies that can revitalize teacher-student interactions and promote active listening, consequently nurturing a more conducive learning environment.

This study delves into the challenges encountered by language teachers as they strive to promote classroom interaction during listening skill sessions. By emphasizing the pivotal role of the teacher in the learning process, the research sheds light on the barriers that impede effective teacher-student interaction. Through the identification of these obstacles, the study aims to provide valuable insights for second language learners seeking to overcome challenges in language acquisition. Moreover, the research endeavors to present practical strategies and solutions geared towards enhancing students' listening comprehension skills and boosting their language proficiency levels. By addressing the issues faced by teachers in fostering meaningful classroom interaction, this study also seeks to empower educators and learners alike in their language learning journey.

Research Objectives

The current paper aims to:

1. Highlight specific teaching strategies and techniques that are most effective in promoting meaningful teacher-student interaction during the listening skill instruction.
2. Identify potential barriers and challenges that teachers face in fostering meaningful interaction with students during listening skill instruction.
3. Investigate the nature of teacher-student interaction in a listening class at a university in Karbala, Iraq.

Significance of the Research

This study points out the listening comprehension problems encountered by students. Furthermore, the findings may be used to recommend ways to enhance students' listening ability. When students have developed adequate listening skills, their proficiency in communicating in their second language (English) progress significantly.

Besides, the findings of the study can be a guide for EFL teachers in their attitude towards teaching listening and also

for researchers in their research conduction on EFL listening comprehension. There have been not enough studies that investigate the teacher-student interaction in a class of language skills, especially the listening skill. Hence, this research is done. It is important to mention that the teachers are the target bracket to benefit from the research results, as they will be aware of the types of different techniques that can be used to enhance interaction in their classroom.

LITERATURE REVIEW

One important aspect of education is the relationship between teachers and students (Pennings et al., 2018). Individual needs, a secure and controlled setting, and student participation are all components of positive teacher-student interactions that are strong for a variety of learners (Vantieghem et al., 2020). Numerous academics (i.e., Blyznyiuk & Kachak, 2024; Xiao et al., 2023). have conducted studies on the impact of teacher-student interaction on the learning process, and the majority of the findings indicate that there is a positive impacts. Interactions between teachers and students can boost student leadership (Zhan et al., 2021), increase learning motivation, foster a sense of accomplishment and self-efficacy (Li & Yang, 2021), encourage effective teaching in classrooms (Li & Yang, 2021; Weizheng, 2019), and actively encourage student participation (Del Arco et al., 2021; Pöysä et al., 2019). At the same time, the interaction between teachers and students can also have an effect on the psychology of students.

Interaction between the teacher and the students is crucial to the teaching and learning process. It encourages participation, improves learning, and inspires students. While keeping a teacher-led activity, it shifts the focus from the teacher to the students (Anum, 2018).

The Importance of Listening Skill

As gaining language input is the key to learning a language, the significance of listening skills in EFL instruction cannot be disputed (Hamouda, 2013). We need to understand perception in order to process and decode auditory input. However, retrieval knowledge is required while encoding and producing voice output (Vandergrift, 1999). A key component of language learning, listening comprehension fosters the development of other language skills and is a highly integrative talent. Therefore, Vandergrift (1999) states unequivocally that awareness and the development of appropriate listening comprehension techniques can help learners gain from the language input they are receiving. It is true that hearing is essential to language learning since it provides the necessary input, and without understanding the particular input, learners cannot learn anything (Hamouda, 2013). Students can view videos, listen to radio stations, or listen to songs in the target language to obtain a lot of authentic information; yet, learning may not be fully accomplished because the materials may not always communicate instructions correctly (Dey, 2014). If there are not the right components, such the right equipment, the classroom environment, and the students' motivation and enthusiasm, teachers will not

deliver excellent listening lessons. It should be remembered, nevertheless, that even with adequate equipment, students must have access to listening materials that are chosen based on their requirements and grades (Andrade, 2006).

Teachers' Role in Listening Class

Teachers also have a responsibility to help students understand that developing listening skill takes just as much effort as developing reading, speaking, and writing skills. According to Morley (2002), the three distinct communicative listening modes are autodirectional, unidirectional, and bidirectional, taking into account the part we play in hearing. Two or more players alternately assume the roles of speaker and listener in bidirectional mode. Auditory input in unidirectional listening mode comes from a variety of sources, and we often respond to this input by talking to ourselves and analyzing what we hear. When we are in autodirectional listening mode, we focus on our inner dialogue as we mentally plan and make decisions. These modes should be discussed with pupils as they represent a significant language behavior. When talking about the creation of listening comprehension exercises and resources, Morley (2002) emphasizes three guidelines that educators should adhere to. These three guiding concepts are task orientation, transferability, and relevance. The goal of the relevance principle is to make the listening lesson's material and conclusion as pertinent to the student as feasible. Students would be motivated by this element and pay close attention to the information being presented. Students will find the lesson particularly engaging if it is based on real-world examples. Controlling relevance in the self-made listening exercises in the classroom is quite simple. The teacher must, however, choose lessons that are pertinent to the pupils when using published materials. The term "transferability applicability" refers to the fact that the lesson's content and conclusion should be such that students can utilize it both inside and outside of the classroom. For instance, listening comprehension exercises involving radio or television broadcasts can also be utilized to explore topics outside of the classroom.

The Role of Teacher-Student Interaction in Developing Students' Literacy

Effective teacher-student interaction inside the classroom can play a crucial part in developing students' literacy skills. The importance of such interaction was emphasized by a number of studies. Generally, Mercer and Dawes (2014) elucidated that interactive listening tasks that require teacher-student interaction (e.g., think-pair-share, discussions) strengthen the connections of other literary skills (speaking, reading, and writing). Specifically, Vandergrift and Goh (2012) showed that teacher-student interaction during classes of listening may help clarify meaning, reinforce vocabulary, and improve retention. In another study, it was proved that teachers who ask open-ended questions that require explanations by students promote deeper understanding and analytical skills during listening class (Zwiers & Crawford 2023). Additionally, Field (2010) demonstrated

that immediate teacher feedback helps students self-monitor their listening strategies, which can result in improving literacy autonomy. It means that if interaction is more present, it could result in students taking active part in the initial, intermediate and final phases of learning. In short, it can be said that more active language use is crucial for all students' literacy learning.

3. RESEARCH DESIGN

Since the goal of this study was to shed light on the interactions that take place between students and teachers in the classroom generally and listening skills specifically, a qualitative research approach was adopted. According to Denzin and Lincoln (2020), qualitative research illustrates and explains what occurs in real-world settings, such as classrooms and schools. According to Creswell (2014), qualitative research allows academics to learn how people understand social and personal concerns. Punch and O'donoghue (2003) assert that qualitative research is an important type of education research, and the results of these studies usually have a significant influence on how policy and practice are developed.

Sampling

The study was conducted in the Department of English, College of Education, university in Karbala, Iraq. The samples of the current study were extracted from classes of first, second, and third stages. These stages were selected for sampling due to the presence and teaching of listening subject course. The listening subject course in each stage was taught by a different instructor. Hence, a total of three instructors were included in the study. They are holding a master degree in linguistics and have 3 to 5 years of experience in teaching listening skill to undergraduates.

The steps of collecting samples are as follows: - The first is attending a listening classes and collecting samples. In this, the researchers attended the listening classes for each stage (the first, second, and third) at different times. During the observation, the researchers began writing notes and recording how the listening skill teaching process proceeded. This was done to determine the nature of the interaction that occurred in the classroom based on what the teacher or students, or the teacher and students did; and this was the second step of collecting samples. Regarding the third step, after the end of the class, the researchers conducted an interview with the instructors, and made an audio recording of their dialogue (the interview) in order to infer the instructors' answers to the questions asked.

The interview was a structured interview type, also known as a standardized interview or researcher-administered survey. The goal of this approach is to ensure that each interviewee is presented with exactly the same questions in the same order. This ensures that responses can be reliably aggregated and that comparisons can be made confidently between sample groups.

Data Collection

Data in this research were obtained in two ways: the first: Classroom observations as mentioned above, the data collection process went through sequential stages. First of all, there was attending listening sessions, observing what was happening in the classroom, and recording notes related to the roles of the teachers and students in order to later determine the method or nature of the interaction that took place in the classroom.

Second: Semi-structured face-to-face interview with instructors using audio record. The interview was done to obtain information about the interaction that occurs in the classroom, the problems or obstacles they face in completing the interaction process, and the variety of technologies they use in their classrooms that enable them to create a complete interactive interaction.

The interview is individual, face-to-face. The instructors were asked two open-ended questions: The first is how he/she was able, or which methods he used, to achieve classroom interaction?. The second is what are the obstacles he/she faced in creating complete classroom interaction and what are the methods for solving them? The researchers suggested these two questions specifically because they are the most common questions that teachers search for, and what makes them valid for answering at any time is the presence of listening skill teachers, in each of the language learning departments.

Each interviewee was assigned a pseudonym (e.g., Participant 1, Participant 2) to maintain confidentiality and facilitate organized analysis.

Data Analysis

The data for this study were analyzed through qualitative data analysis. The data was analyzed based on the research questions mentioned in the introduction. The researchers intended to answer the aforementioned questions, and included the types of techniques used in the listening class to create full interaction, and the obstacles that can be encountered.

The collected data were analyzed using thematic analysis, which is a widely used method in qualitative research. The researchers followed the steps of the process outlined by Braun and Clarke (2006) to ensure a structured and transparent analysis:

- Familiarization with the data: All interviews were transcribed verbatim. The researchers read and re-read the transcripts and observation notes to become deeply familiar with the content.
- Initial coding: Using open coding, meaningful segments of the data were labeled with descriptive codes that captured important patterns, specifically, the parts where the reaction turning point was visible.
- Searching for themes: Codes were then grouped into broader themes that reflected common patterns across participants. Two major themes emerged:

Teaching strategies used in listening classes.
Challenge and barriers to classroom interaction.

- The final themes were connected back to the research questions and literature review, providing evidence-based answers.

The data were classified into two main ways: First: the methods used by the teacher in the classroom. Second: the difficulties faced by teachers and students in classroom interaction. In addition, the samples were analyzed manually.

To ensure objectivity and minimize potential bias in qualitative analysis, the researchers followed a peer review strategy. This involved selecting key excerpts from the samples and coding them. A specific percentage of classroom interactions, based on the type of interaction that occurred within the classroom, was then identified and discussed with the research supervisor. The supervisor provided critical feedback, discussed interpretations.

The data from the interview were analyzed by assigning a number or pseudonym to each participant, for example the researchers gave number 1 in the first sample to the first interviewee; for organizational purposes. The recordings were transcribed also.

Data analysis for question 1 (What methods or techniques are most effective in classroom interaction of listening skill?):

The researchers conducted an interview with instructors at a university in Karbala, Iraq and asked them about their use of new or different strategies to find out whether there were effective or ineffective techniques that could affect the level of students' listening skill. Along with the recorded notes and observations, previous studies on this topic were also reviewed to answer this question.

Data analysis for question 2 (What are some problems and barriers that teachers face when teaching listening skill?):

An interview with the same instructors asks them about the challenges that cause difficulties in the listening process, and thus students do not understand what is being said and what they are listening to. Previous studies on this topic were also reviewed to answer this question.

Thematic Analysis is one of the most commonly used methods in qualitative research. It is employed to identify and interpret recurring patterns or themes within textual data such as interviews or observations. This method enables researchers to systematically organize and make sense of rich qualitative information by coding the data and grouping it into relevant themes aligned with the research questions. It is valued for its flexibility and applicability across various types of exploratory or interpretive studies (Braun & Clarke, 2006).

RESULTS

The aims of the research is to identify (i) the methods, strategies, and techniques used by teachers of listening skill, (ii) the challenges faced by teachers of listening skill in achieving effective, purposeful classroom interaction, and

(iii) the nature of teacher-student interaction in a listening class at the department of English, at a university in Karbala, Iraq.

Interaction is the centre of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987). At least five factors should be taken into account in making classroom interaction interactive (Gebhard, 1998).

1. Reduce the central position of the teacher.
2. Appreciate the uniqueness of individuals.
3. Provide chances for students to express themselves in meaningful ways.
4. Give opportunities for students to negotiate meaning with each other and the teacher.
5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it.

Classroom interaction teaching is an interactive act, whereas interaction is the communication among teachers and students which run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

Regarding strategies of promoting classroom interaction, Jia (2013) found that there are five strategies of promoting classroom interaction. They are as follow:

- a. Improving questioning strategies the attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should the question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners.
- b. Attending to learners' linguistic level the activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached.
- c. Implementing cooperative learning working cooperatively can helps development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.
- d. Building positive teacher-learner rapport mutual respect between teacher and learners is essential part of education. The dynamic qualities of classroom learning need the responsible from both of teacher and learner.
- e. Reducing classroom anxiety the teacher helps the learners to boost their self-esteem and self-confidence and create comfortable and non-threatening environment.

There are some strategies and techniques that are most effective in promoting meaningful teacher-student interaction during listening skill instruction. Such as:

1. Active listening
2. Think-pair-share
3. Group discussion
4. Role-playing
5. Real-world connections
6. Utilizing technology.

And there are some potential barriers and challenges that teachers face in fostering meaningful interaction with students during listening skill instruction also. Such as:

1. Lack of students engagement
2. Language proficiency
3. Diverse learning styles
4. Time constraints
5. Large class sizes
6. Lack of authentic resources.

Now we compare the answers of the listening skill teachers in the first, second and third stages to the interview questions.

1st question: What specific teaching strategies or techniques are most effective in promoting meaningful teacher students interaction during the listening skill instruction?

Sample No. 1 emphasizes the importance of homework and preparation for class discussions. By assigning students a video clip to watch and listen to, the instructor not only encourages independent learning but also sets the stage for a productive discussion that fosters both listening and speaking skills. Additionally, the method of occasionally speaking slowly enhances comprehension, especially for learners who may struggle with understanding spoken language at a normal pace. This technique reinforces the idea that pacing in instruction can significantly impact student understanding and engagement.

(The teacher said: “Without the processes of comprehending the meaning of the word, understanding the context, they cannot even talk one word.

This is why listening is directly connected to the process of mind to process the word, understand the word so it needs.”)

Sample No. 2 focuses on providing a clear explanatory introduction prior to the listening activity. This strategy prepares students by giving them context, which is crucial in enhancing comprehension. Allowing time for silent reading before listening to the audio helps students process the information and activates prior knowledge, making them more receptive to the listening task. Using native speakers’ audio provides students with authentic language exposure, which is vital for developing realistic listening skill.

(The teacher explained: “We can not choose a group discussion at the university; because it just like so noisy with a big number so this is something bad actually.”)

Sample No. 3 discusses collaborative learning through group activities. Group work, particularly the “Think, Pair, and Share” strategy, encourages peer interaction and allows students to support each other in their learning. This method

is especially beneficial for lower-level students, as they can learn from their higher-level peers, promoting a supportive learning environment. Collaborative approaches help to foster communication among students, which is essential for improving listening skill.

Overall, these samples suggest that effective listening instruction involves a combination of preparatory activities, context-setting techniques, and collaborative learning strategies. By integrating various methods that actively engage students, instructors can create a more meaningful learning experience that enhances listening comprehension and fosters interaction between teachers and students.

2nd question: What are the potential barriers or challenges that teachers face in fostering meaningful interaction with the students during the listening skill instruction?

Sample No. 1 identifies “listening anxiety” and time constraints as significant obstacles. Listening anxiety refers to the fear or discomfort that students experience when trying to comprehend spoken language, which can hinder their willingness to participate in discussions. This anxiety might stem from a lack of confidence in their listening abilities or previous negative experiences. Additionally, the teacher notes that the typical two-hour class duration is insufficient for effective listening practice, suggesting that more time is needed to facilitate meaningful interaction. It indicates a broader issue of limited instructional time to adequately address listening and speaking skills.

(The teacher noted: “When you talk in Arabic they give you all senses, listen to you. And when you speak English, English goes to their mind. But when you talk Arabic it goes to their heart because it is their language. They understand it.”)

Sample No. 2 discusses the challenges related to students’ comprehension of vocal standards and maintaining focus. The inability to understand the nuances of natural speech, such as intonation and stress patterns, can impede students’ ability to grasp the content delivered by native speakers. Moreover, students losing focus during listening tasks suggests difficulties with attention control, which can detract from their overall learning experience. Lastly, the mention of poor vocabulary levels highlights that without a sufficient lexicon, students struggle to comprehend spoken language, further diminishing their capacity for meaningful interaction.

(The teacher commented: “I think they have low level of the vocabularies, they do not have sufficient vocabulary knowledge, so there is something as bad.”)

Sample No. 3 points to the low proficiency level of students and their disinterest in listening and speaking activities. Students at lower levels of language proficiency may find it challenging to follow discussions, which can lead to frustration and disengagement. Additionally, the teacher recognizes that lack of interest in the subject matter can make listening activities feel tedious. Though the instructor attempts to make these activities engaging and interesting, the variability in success signifies the ongoing challenge of keeping students motivated and actively involved in their learning.

(The teacher said: “The students need to develop their proficiency level so they can get higher and can understand what’s being said during the class.”)

In summary, these samples outline several barriers to effective interaction in listening skill instruction, including student anxiety, time limitations, comprehension challenges, lack of vocabulary knowledge, low proficiency level, and lack of interest in the subject matter. Addressing these challenges is crucial for teachers to enhance student engagement and promote a productive learning environment. Strategies may include creating a supportive atmosphere to reduce anxiety, incorporating engaging materials, and providing additional vocabulary support to help improve comprehension and participation.

As for the 3rd question: What is the nature teacher-student interaction in a listening class at a university in Karbala, Iraq?, the researchers observed the nature of the interaction in each of the stages (first, second, and third) and according to the samples mentioned. Before determining the nature of the interaction that occurred in the classroom, we mention and explain all the methods used in managing classroom interaction, which are called the basic patterns of verbal interaction:

- Managing class interaction through one-way communication:
The learner is considered merely a recipient of what the teacher delivered, and the educational outcome is an inventory of facts and knowledge that the students absorb. It is also called the traditional pattern of the basic patterns of interaction. This type of interaction is the least effective type, as the students take an absolutely negative position while the teacher takes a positive position. This style refers to the traditional method in the teaching process, in which the learner is merely a memory that must repeat what the teacher who is proficient in the art of public speaking says; He makes himself the sole source of knowledge; Without the learner has any role other than receiving and receiving.
- Managing classroom interaction through two-way communication: In this management, students have the opportunity to respond and retrieve information that the students learn from the teacher, which is the interaction between the teacher and the students.
- Managing classroom interaction through three-way communication:
This type of interaction is more effective than the previous one; It allows students to communicate with each other, and this style provides everyone with opportunities for self-expression and training on how to present points of view briefly and easily, which are all skills that children need in the course of their daily lives. In which both the teacher and the students are a source of learning.
- Managing classroom interaction through multi-directional communication: This type of communication has many advantages; Among them is the expansion of opportunities for educational interaction and verbal communication between the largest group of students

and the teacher and between students. Through communication, many skills are generated in which students exchange experiences; Including the ability to express their points of view.

Now we determine the nature of the classroom interaction in each of the three samples:

Sample No. 1/Two-way interaction then became three-way. This was achieved when the teacher used the smart board to display and explain the material, then played them an audio recording and asked for their opinions. Then the interaction became three-way when two students gave a presentation and took the role of the teacher, which gave them the opportunity to communicate with each other.

Sample No. 2/Two-way interaction was achieved when the teacher showed a video using the smart board, then asked them to participate in making conversations, and encouraged them to participate in solving exercises. An animated presentation was used throughout the lesson. So the communication and interaction was between the teacher and the students.

Sample No. 3/Three-way interaction was achieved by the teacher when he asked the students to form groups to share answers, and the interaction between them was while they were writing their lesson in the form of main points.

We conclude that the most commonly used types of interaction in listening classes are two-way communication and three-way communication, due to the effectiveness of these methods and the ease of achieving them in the first, second, and third stages at university in Karbala, Iraq.

DISCUSSION

Compared to previous studies, and as a result of what the researcher reached through the instructors’ answers to the research questions, the strategies and techniques are not limited. The teacher can produce and use what he deems appropriate to increase or achieve interaction in his class. Likewise, the obstacles and challenges facing instructors differ from one to another. The teacher can use new and effective methods.

The results have proven that two-way or three-way interaction is more effective than one-way interaction. This is because the greatest participation is done by the teacher and students, or by the students and students themselves.

Teacher-student interaction positively affects classroom well-being. It shows that the enhancement of teacher-student interaction can improve students’ well-being in class. This conclusion is in line with the findings of some scholars that the interaction can have a positive influence on the class well-being (Farhah et al., 2021; Sieber et al., 2020). Therefore, in the listening skill, various means should be adopted to promote the interaction between students and teachers, adopting more flexible communication methods (Petillion & McNeil, 2020), and enhancing students’ interest in learning (Bovermann et al., 2018).

Here, we can provide some examples of the mentioned samples and models and compare them with some strategies proposed by Jia (2013) in his research:

Sample No. 1/The teacher asked a question at the beginning of the lesson to prepare the students to pay attention. The teacher noticed that some of them had difficulty understanding the question, so he repeated the question in a simpler way so that they could understand it.

- a. Improving questioning strategies the attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should ask a question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners. Sample No. 2/The teacher paid attention to the linguistic level of the learners, so he used different means to explain the lesson and its purpose. The methods included an animated presentation, paper talks, and a video presentation. These methods met the individual needs of the students, and their class was more interactive, focused, and calm.
- b. Attending to learners' linguistic level: the activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached. Sample No. 3/ The teacher stated that he often used the Think-Pair-Share technique, so the class was collaborative because he made the students work in small groups to share the solution to the answer.
- c. Implementing cooperative learning: working cooperatively can help development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.

CONCLUSION

To conclude, this research reveals that effective communication significantly enhances the learning experience. The results indicate that positive interactions foster a supportive environment, encouraging students to participate more actively in listening activities. Furthermore, the emphasis on collaborative dialogue not only improves students' listening comprehension but also builds their confidence in using language. Therefore, teachers are encouraged to implement interactive techniques that promote open communication and feedback, which may lead to better outcomes in language acquisition and overall student success.

Based on these findings, teachers and other educators should encourage students to practice listening skill followed by speaking skill as one is not separated from the other, during the semester. A little encouragement can change everything.

It is also recommended that teachers change their techniques according to the needs of the students. Future studies should focus on technologies that are of interest to students so that they can create an interactive and stimulating atmosphere.

These findings suggest that teachers may be able to improve their pupils' listening skill by using a range of strategies, offering encouragement, and occasionally modifying them. It successfully engages the class through productive

engagement, yielding worthwhile outcomes, such as comprehension and engagement. Better teaching methods and approaches can result from an awareness of the dynamics of teacher-student interaction in a listening skill session.

Listening is crucial because it gives students feedback. The intended classroom interaction will not take place if strategies are not created or implemented to assist students in understanding the necessary input. Teachers can modify their teaching strategies to provide a more stimulating and encouraging learning environment by examining the effects of various interaction patterns on students' development of listening skills. Students' understanding and memory of auditory information may be enhanced, by the repetition. This can increase focus and attention, reduce forgetfulness, and build a strong memory. It may also improve gradual comprehension because each time the content is rehearsed, the student understands a larger portion.

The findings also suggest that teachers may have a beneficial effect on students' listening skill if they employ a range of tactics and approaches, including humor and encouragement. The results of the study can also be used to guide the creation of teacher professional development programs that emphasize improving their ability to engage and communicate in the classroom. Following the findings of this study as a guide can lead to better student outcomes in the development of listening skill and increase teacher effectiveness.

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