
| RESEARCH ARTICLE

Exploring the Relationship between Teacher-student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms

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| ABSTRACT

This study explores students' perceptions and experiences of teacher-student interaction in TESOL classrooms within the context of universities in Kuwait. The research aims to understand the relationship between teacher-student interaction patterns and language learning outcomes. Employing a qualitative research design, data were collected through semi-structured interviews and student reflections to gain deeper insights into students' perspectives. Thematic analysis was employed to analyze the data and identify key themes. The findings reveal the importance of interactive and engaging classroom environments, highlighting the impact of teacher-student interaction on language proficiency development, speaking fluency, and overall learner engagement. Cultural factors, classroom dynamics, and instructional practices were identified as influential factors shaping the quality and effectiveness of teacher-student interaction. The study contributes to the existing literature by addressing gaps in understanding teacher-student interaction in TESOL classrooms, specifically within the Kuwaiti context. The findings provide valuable insights for educational practitioners, curriculum developers, and policymakers, informing the design of instructional practices that optimize language learning outcomes through effective teacher-student interaction.

| KEYWORDS

TESOL Classrooms; Interactive Teaching Methods; Instructional Practices; Classroom Dynamics

| ARTICLE INFORMATION

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1. Introduction

In recent years, the field of TESOL has witnessed a growing interest in understanding the impact of teacher-student interaction patterns on language learning outcomes. Effective interaction between teachers and students plays a crucial role in facilitating language acquisition and fostering learner engagement (Wei et al., 2022). Adams & Oliver (2019) argue that teacher-student interaction has long been recognized as a fundamental component of language learning environments. It encompasses various forms, including teacher-led instruction, group discussions, one-on-one interactions, and feedback provision. Research suggests (Henry et al., 2018; Pinner, 2019; Jiang et al., 2019) that the quality and quantity of teacher-student interaction directly impact learners' language proficiency development, motivation, and overall learning experience. Therefore, Gan and Yang (2018) argue that understanding the dynamics of teacher-student interaction in TESOL classrooms is essential for designing effective instructional practices and optimizing language learning outcomes.

Despite the significance of this interaction, limited research has been conducted specifically examining its influence in TESOL classrooms within the context of Kuwaiti universities. A dearth of research focuses specifically on universities in Kuwait. Kuwaiti universities present a unique context with diverse student populations, varying language proficiency levels, and distinct cultural characteristics. Investigating the relationship between teacher-student interaction patterns and language learning outcomes within this specific context will provide valuable insights and contribute to the existing body of knowledge in TESOL research. Therefore, this study aims to bridge this gap by exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms at universities in Kuwait. The motivation behind this study stems from the need to enhance

English language instruction at Kuwaiti universities and promote effective pedagogical practices. The primary research questions guiding this investigation are as follows:

1. *What are the prevalent teacher-student interaction patterns in TESOL classrooms at universities in Kuwait?*
2. *How do these interaction patterns influence language learning outcomes, including proficiency development, student engagement, and motivation?*

To address the research questions, qualitative data will be obtained through interviews and student reflections to gain deeper insights into students' perceptions and experiences of teacher-student interaction.

This study aims to contribute to the existing literature on TESOL by shedding light on the specific context of Kuwaiti universities. The findings will provide educators and policymakers with evidence-based insights into effective instructional practices that optimize teacher-student interaction for enhanced language learning outcomes. Ultimately, this research endeavors to support the improvement of English language instruction and promote positive educational experiences for students in TESOL classrooms within Kuwaiti universities.

2. Literature Review

2.1 TESOL

TESOL stands for Teaching English to Speakers of Other Languages. It is a field of education that focuses on teaching English language skills to non-native speakers. TESOL encompasses a range of teaching contexts, including English as a Second Language (ESL) programs, English as a Foreign Language (EFL) programs, and English for Specific Purposes (ESP) programs (Pavlenko, 2012). According to Ammigan and Bentahar (2023), TESOL professionals work with students of diverse linguistic and cultural backgrounds, helping them develop their reading, writing, speaking, and listening skills in English. They may work in schools, language institutes, colleges, universities, or private language academies worldwide.

Al-Seghayer (2017) argues that TESOL professionals play a crucial role in supporting individuals in their journey to acquire English language proficiency, enabling them to communicate effectively in a globalized world. Therefore, TESOL teachers should employ various teaching methodologies and techniques to create engaging and effective learning environments. They may use a combination of communicative approaches, task-based learning, technology integration, and student-centered methods to facilitate language acquisition and fluency. Hobbs (2013) contends that TESOL programs and certifications are essential for individuals interested in pursuing a career in teaching English to non-native speakers. These programs provide training in areas such as language acquisition theories, curriculum development, lesson planning, classroom management, assessment, and cultural sensitivity.

2.2 Theoretical Frameworks

Different theoretical frameworks and models explain the role of teacher-student interaction in language learning. The Sociocultural theory, pioneered by Lev Vygotsky, emphasizes the importance of social interaction in cognitive development and language acquisition. According to this theory, learning is a social process that occurs through interactions with more knowledgeable individuals, such as teachers, peers, and the broader social environment. Within the context of TESOL, the sociocultural theory posits that teacher-student interaction plays a central role in language learning by providing opportunities for scaffolding, negotiation of meaning, and developing cognitive and linguistic abilities (Daneshfar & Moharami 2018).

In this context, Vygotsky's Zone of Proximal Development (ZPD) concept is particularly relevant to understanding the role of teacher-student interaction. The ZPD refers to the gap between a learner's actual and potential developmental levels with guidance and support from a more knowledgeable other. In TESOL classrooms, teachers act as facilitators who engage in interactive exchanges with students, providing the necessary support and guidance to help them reach their developmental potential. Through collaborative interactions, teachers can scaffold students' learning by providing cues, prompts, and feedback, thereby enhancing language acquisition (Levykh, 2008).

Moreover, sociocultural theory emphasizes the cultural and social aspects of language learning. Cultural norms, values, and expectations influence the interaction between teachers and students. Teachers must consider students' cultural backgrounds, prior knowledge, and individual experiences when fostering effective teacher-student interactions. Teachers can create inclusive and supportive learning environments that promote language learning by acknowledging and valuing the diversity of students' cultural backgrounds (Alfred 2002).

Several studies have supported the relevance of sociocultural theory in understanding the role of teacher-student interaction in language learning. For example, Shih & Yang (2008) argued that collaborative dialogue between teachers and students could enhance language acquisition and the development of communicative competence. Additionally, Vygotsky's work has been

applied in TESOL contexts to investigate the impact of teacher-student interaction on language learning outcomes (e.g., Mercer & Littleton, 2007).

In summary, the sociocultural theory provides a valuable framework for understanding the significance of teacher-student interaction in language learning. By recognizing the role of social interaction, scaffolding, and cultural factors, teachers can effectively engage students in meaningful interactions that support their language development and overall learning experience.

2.3 Teacher-Student Interaction Patterns

Effective teacher-student interaction is a fundamental component of language learning in TESOL classrooms. Various types and patterns of interaction have been examined in the literature to understand their impact on language learning outcomes, student engagement, and motivation. This review explores the research on whole-class interactions, small-group interactions, one-on-one interactions, and feedback provision (Gan & Yang, 2018).

Whole-class interactions involve the teacher addressing the entire class as a group. Traditional teacher-led instruction often falls within this category. Research suggests that whole-class interactions provide opportunities for explicit instruction, content delivery, and classroom management (Parker & Hurry, 2007). However, studies have also highlighted the need to balance teacher-centered and student-centered approaches to ensure student engagement and active participation. Whole-class interactions can be enriched by incorporating interactive strategies, such as questioning techniques, collaborative tasks, and discussions, which promote student involvement and language development (Pinner, 2019).

Tan et al. (2020) emphasized the role of Small Group Interactions. Small group interactions involve students working together in smaller groups, typically three to five students. These interactions promote peer collaboration, negotiation of meaning, and active participation. Small group work allows students to engage in authentic communicative activities, share ideas, and practice language skills. This suggests small group interactions can enhance language learning outcomes by encouraging learners to take on different roles, exchange knowledge, and provide mutual support. It also fosters a supportive and interactive classroom environment that promotes a sense of community and facilitates language acquisition.

Best et al. (2015) found that one-on-one interactions occur when the teacher engages with individual students, providing personalized attention and feedback. These interactions offer opportunities for tailored instruction, individualized support, and addressing specific learning needs. This highlights the benefits of one-on-one interactions in promoting language development and addressing students' language challenges. Moreover, individualized interactions enable teachers to build rapport with students, understand their unique learning styles, and provide targeted feedback that supports language acquisition.

Cheng & Li (2020) emphasized that Feedback provision is a crucial aspect of teacher-student interaction in TESOL classrooms. It involves providing information to students about their language performance, progress, and areas for improvement. Research indicates that timely and constructive feedback supports language development and enhances learner motivation. Different feedback strategies, such as explicit correction, recasts, and metalinguistic feedback, have been explored in the literature. This highlights the importance of providing specific, understandable, and relevant feedback to students' language goals.

In conclusion, different types and patterns of teacher-student interaction, including whole-class interactions, small group interactions, one-on-one interactions, and feedback provision, contribute to language learning in TESOL classrooms. The literature highlights the need for a balanced approach that combines teacher-centered instruction with student-centered activities to foster engagement, collaboration, and language development. Understanding the dynamics of these interaction patterns can guide teachers in creating effective learning environments that support diverse learners' needs and promote successful language learning outcomes.

2.4 Impact of Teacher-Student Interaction on Language Learning Outcomes

Teacher-student interaction is crucial in language learning, as it shapes students' language proficiency, fluency, writing skills, vocabulary acquisition, and overall engagement. This review explores studies that have examined the relationship between teacher-student interaction and these language learning outcomes.

Cummins (2016) argues that teacher-student interaction significantly contributes to language proficiency development. Studies have highlighted that those interactive classroom environments, characterized by frequent and meaningful interactions between teachers and students, positively impact students' language skills. These interactions provide opportunities for students to practice and receive feedback on their language use, leading to improved proficiency levels.

According to Wang & Roopchund (2015), Teacher-student interaction is vital in promoting speaking fluency. Interactive dialogues and conversations between teachers and students create a supportive environment for students to practice their oral skills, engage in meaningful communication, and develop fluency (Willing, 1988). Studies have shown that increased teacher-student interaction, with a focus on meaningful exchanges, leads to enhanced speaking fluency and greater confidence in using the target language.

Ruecker et al. (2014) argue that Effective teacher-student interaction influences students' writing skills. Studies have demonstrated that constructive feedback and dialogue-based interactions between teachers and students facilitate the development of writing proficiency. Through guided interactions, teachers can provide targeted feedback on grammar, organization, and style, supporting students' writing improvement and fostering their ability to express ideas effectively.

Teacher-student interaction has also been found to contribute to vocabulary acquisition. According to Nguyen (2021), interactive instructional practices, such as explicit vocabulary instruction, vocabulary discussions, and contextualized language use, enhance students' vocabulary knowledge and retention. Engaging in teacher dialogue allows students to encounter new words, receive explanations, and practice using vocabulary in meaningful contexts, leading to expanded vocabulary skills. Finally, Yunus et al. (2011) state that teacher-student interaction profoundly impacts learner engagement. Interactive classroom environments foster active participation, motivation, and a sense of belonging among students. Studies have shown that positive and supportive teacher-student interactions promote learner engagement, resulting in increased student involvement, higher levels of motivation, and better learning outcomes.

In conclusion, numerous studies have demonstrated the significant impact of teacher-student interaction on language learning outcomes. Interactive and meaningful interactions between teachers and students contribute to language proficiency development, speaking fluency, writing skills, vocabulary acquisition, and overall learner engagement. These findings highlight the importance of creating interactive classroom environments that prioritize student-teacher interactions and provide ample opportunities for students to practice and receive feedback on their language skills.

2.5 Factors Influencing the Quality and Effectiveness of Teacher-Student Interaction

Various factors influence the quality and effectiveness of teacher-student interaction in TESOL classrooms. Understanding these factors is essential for creating optimal learning environments. This review examines the literature on the factors that shape teacher-student interaction, including classroom dynamics, cultural factors, teacher characteristics, student characteristics, and instructional practices.

Koca (2016) argues that Classroom dynamics encompass the overall atmosphere and interactions within the classroom. Factors such as classroom management, organization, and student participation play a crucial role in shaping teacher-student interaction. Positive classroom dynamics that promote respect, collaboration, and active student engagement have enhanced teacher-student interaction quality. Conversely, disruptive behaviors, large class sizes, and a lack of student involvement can impede effective interaction. Yunus et al. (2011) focused on Cultural factors that significantly impact teacher-student interaction. Teachers and students bring diverse cultural backgrounds and norms to the classroom, influencing communication styles, expectations, and interaction patterns. Cultural sensitivity and awareness are crucial for effective interaction. Teachers must consider students' cultural backgrounds, linguistic diversity, and communication preferences to create inclusive and supportive learning environments. Understanding cultural norms and adapting instructional practices accordingly can facilitate meaningful teacher-student interaction.

Nevertheless, according to Abry et al. (2013), teachers' characteristics, including pedagogical knowledge, communication skills, and teaching style, influence teacher-student interaction quality. Highly effective teachers possess strong content knowledge, pedagogical expertise, and the ability to create a positive and engaging classroom environment. Teachers who demonstrate enthusiasm, warmth, and clarity in their communication foster more productive student interactions. Additionally, teachers' beliefs, attitudes, and instructional approaches impact the nature and effectiveness of their interaction with students. On the other hand, Marti & Rimm-Kaufman, (2015) argue that Student characteristics, such as motivation, language proficiency, prior knowledge, and individual learning styles, influence teacher-student interaction. Motivated and engaged students are more likely to participate in interactions actively, seek clarification, and benefit from feedback. Students with diverse language backgrounds and proficiency levels require differentiated interactions to meet their individual needs. Recognizing and accommodating individual student characteristics support more effective teacher-student interaction.

De Jong et al. (2014) maintain that the instructional practices employed by teachers greatly influence teacher-student interaction. Student-centered approaches that promote active learning, collaborative tasks, and interactive activities have been found to enhance interaction and engagement. Incorporating instructional strategies such as questioning techniques, cooperative learning, and meaningful feedback provision promotes dialogue, encourages student participation, and deepens understanding. Flexibility in instructional practices allows teachers to adapt to the needs and interests of their students, thereby facilitating more effective interactions.

In conclusion, multiple factors shape the quality and effectiveness of teacher-student interaction in TESOL classrooms. Classroom dynamics, cultural factors, teacher characteristics, student characteristics, and instructional practices play a significant role. Creating positive classroom environments, valuing cultural diversity, developing teachers' communication skills, understanding individual

student characteristics, and employing student-centered instructional practices contribute to more meaningful and productive teacher-student interactions.

2.6 Technology and Teacher-Student Interaction

The Role of Technology in Facilitating and Enhancing Teacher-Student Interaction in TESOL Classrooms Technology has revolutionized education and significantly impacted teacher-student interaction in TESOL classrooms. It provides innovative opportunities to facilitate interaction, engage students, and support language learning outcomes. This review explores the literature on the role of technology, including technology-mediated communication tools, digital resources, and online platforms, in fostering teacher-student interaction (Li et al., 2019). According to Yeung et al. (2023), technology-mediated communication tools, such as video conferencing, instant messaging, and discussion boards, have expanded the possibilities for teacher-student interaction beyond the confines of the physical classroom. Research has shown that these tools enable real-time communication, promote collaboration, and provide opportunities for asynchronous discussions. Students can interact with teachers and peers remotely, engaging in meaningful conversations, exchanging ideas, and receiving feedback. Studies have demonstrated the positive impact of technology-mediated communication tools on language learning outcomes, including increased language production, improved speaking skills, and enhanced motivation.

Anas (2019) found that digital resources, including interactive multimedia materials, online simulations, and language learning apps, have transformed the availability and accessibility of educational content. Teachers can utilize these resources to enrich teacher-student interactions. Digital resources offer interactive elements, authentic language use, and immediate feedback, providing students with engaging and personalized learning experiences. Studies have indicated that integrating digital resources in TESOL classrooms enhances teacher-student interaction, promotes active engagement, and facilitates language learning.

Hafner et al. (2013) argue that Online platforms, such as learning management systems and virtual learning environments, have revolutionized the delivery of instruction and interaction in TESOL classrooms. These platforms provide a centralized space for teachers to share resources, communicate with students, and facilitate collaborative activities. Online platforms offer opportunities for student-centered activities, peer feedback, and collaborative projects, thus fostering meaningful teacher-student interaction. This shows that online platforms positively influence language learning outcomes, including improved writing skills, increased student engagement, and enhanced interaction.

In conclusion, technology is vital in facilitating and enhancing teacher-student interaction in TESOL classrooms. Technology-mediated communication tools, digital resources, and online platforms offer innovative ways to engage students, promote collaboration, and support language learning outcomes. Technology integration in TESOL classrooms has positively impacted teacher-student interaction, improving language proficiency, increasing student engagement, and enhancing learning experiences.

2.7 Cultural Considerations

Culture plays a significant role in shaping teacher-student interaction in TESOL classrooms. Cultural factors influence teachers' and students' communication styles, expectations, and interaction patterns. Understanding the influence of culture is essential for promoting effective and inclusive teacher-student interactions. This review explores the literature on the influence of culture, emphasizing the importance of cultural sensitivity, intercultural communication, and understanding students' sociocultural backgrounds (R'boul, 2020).

According to Yunus et al. (2011), Cultural sensitivity refers to the awareness, knowledge, and respect for diverse cultural backgrounds in educational settings. Culturally sensitive teachers recognize and value the diversity of their students, adapting their teaching approaches and interactions accordingly. Research has shown that culturally sensitive teachers create inclusive classroom environments where students feel respected, validated, and motivated to engage. Cultural sensitivity promotes positive teacher-student interactions, fosters trust, and enhances students' language learning experiences. Alfahadi (2012) argues that Intercultural communication is the effective exchange of information and ideas between individuals from different cultural backgrounds. In TESOL classrooms, teachers and students often come from diverse linguistic and cultural contexts. Studies have emphasized the importance of intercultural communication skills for teachers, enabling them to bridge cultural gaps, understand students' perspectives, and adapt their instructional strategies. Effective intercultural communication facilitates meaningful teacher-student interactions, supports language acquisition, and promotes cross-cultural understanding. Yang (2018) emphasized the role of Understanding Students' Sociocultural Backgrounds. Understanding students' sociocultural backgrounds is crucial for creating culturally responsive learning environments. Teachers knowledgeable about their students' cultural contexts can tailor their instruction, materials, and interactions to align with students' experiences and identities. Luk & Lin (2017) argue that recognizing and integrating students' sociocultural backgrounds in instructional practices positively impact teacher-student interactions. Understanding students' values, beliefs, and communication styles promotes mutual respect, effective communication, and engagement in the learning process.

In conclusion, culture significantly influences teacher-student interaction in TESOL classrooms. Cultural sensitivity, intercultural communication, and understanding students' sociocultural backgrounds are essential for creating inclusive and effective learning environments. Teachers who demonstrate cultural sensitivity, possess intercultural communication skills and understand students' cultural backgrounds foster positive teacher-student interactions, support language acquisition, and promote cross-cultural understanding.

2.8 Effective Pedagogical Practices

Effective instructional practices promote positive teacher-student interaction and optimize language learning outcomes in TESOL classrooms. This review explores the research on various instructional approaches, including student-centered approaches, task-based learning, communicative language teaching, and strategies for providing meaningful feedback (Canagarajah, 2016). According to Hilliker & Washburn (2021), student-centered approaches shift the focus from the teacher as the primary source of knowledge to the students as active participants in the learning process. These approaches emphasize learner autonomy, collaboration, and personalized learning experiences. Research has shown that student-centered instruction promotes positive teacher-student interaction by encouraging dialogue, inquiry, and critical thinking (Harmer, 2007). Students engage in meaningful conversations, take ownership of their learning, and develop language skills in authentic contexts. Student-centered approaches have been associated with enhanced language learning outcomes, including increased fluency, improved proficiency, and higher motivation (Nunan, 2003). Shehadeh & Coombe (2010) emphasized the role of Task-based learning involves engaging students in real-life, purposeful tasks that require communication and problem-solving. This approach promotes active engagement, collaboration, and meaningful language use. Studies have indicated that task-based learning facilitates positive teacher-student interaction by providing opportunities for negotiation of meaning, authentic communication, and collaborative problem-solving. Students actively participate in tasks, receive feedback, and develop language skills in meaningful contexts. Task-based learning has been shown to improve language learning outcomes, such as speaking fluency, listening comprehension, and communicative competence.

Ng (2020) argues that Communicative Language Teaching (CLT) is critical in emphasizing language use for meaningful communication. It encourages interactive and authentic language use, focusing on developing communicative competence. CLT promotes positive teacher-student interaction by providing opportunities for meaningful exchanges, negotiation of meaning, and language practice in the real world. Students engage in communicative activities, role-plays, and information gap tasks, fostering active participation and interaction. CLT has been associated with improved language learning outcomes, including increased speaking proficiency, enhanced listening skills, and greater sociolinguistic competence.

Ruecker et al. (2014) argue that strategies for Providing Meaningful Feedback are fundamental. Effective feedback is crucial for promoting positive teacher-student interaction and language learning. Providing meaningful and constructive feedback helps students understand their strengths and areas for improvement. Research has highlighted the importance of timely, specific, and formative feedback on accuracy and fluency. Feedback should be personalized and encouraging and guide further language development. Studies have shown that well-crafted feedback promotes positive teacher-student interactions, supports language learning, and enhances students' self-efficacy. Effective feedback strategies include error correction, modeling, peer feedback, and self-assessment.

In conclusion, numerous factors have demonstrated the effectiveness of instructional practices in promoting positive teacher-student interaction and optimizing language learning outcomes. For example, the student-centered approach and task-based learning fostered positive teacher-student interactions and facilitated language learning. Similarly, communicative language teaching has a positive impact on teacher-student interaction and language proficiency.

2.9 Conclusion

Many studies on teacher-student interaction in TESOL classrooms have been conducted in Western or English-speaking countries, leading to a limited understanding of the dynamics and unique challenges faced in different cultural contexts. There is a need for research specifically addressing teacher-student interaction in TESOL classrooms in Kuwaiti universities, considering the region's cultural, linguistic, and educational context. Existing literature often focuses on the role of the teacher in facilitating effective interaction while overlooking students' perspectives, experiences, and voices. Investigating students' perceptions and experiences of teacher-student interaction in TESOL classrooms in Kuwait can provide valuable insights into their needs, expectations, and preferences, ultimately enhancing the quality of educational practices. While some studies have examined instructional practices that promote positive teacher-student interaction in TESOL classrooms, there may be limited research specifically addressing the context of Kuwaiti universities. Investigating the effectiveness of specific instructional practices, such as task-based learning or communicative language teaching, within the Kuwaiti context can provide evidence-based insights for educators to enhance their instructional strategies.

Nevertheless, with the increasing integration of technology in education, there is a need to explore the role of technology-mediated interactions in TESOL classrooms in Kuwaiti universities. Research focusing on using digital tools, online platforms, and technology-mediated communication in facilitating teacher-student interaction can provide valuable insights into the benefits, challenges, and best practices in utilizing technology for language learning. By addressing these gaps in the existing literature, our study aims at exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms in Kuwaiti universities will contribute to the field in several ways. It will provide a nuanced understanding of the dynamics of teacher-student interaction in the Kuwaiti context, shed light on the experiences and perspectives of students, examine the effectiveness of specific instructional practices, and explore the role of technology in facilitating interaction. Ultimately, this study can inform educational practices, curriculum development, and teacher training programs, leading to enhanced language learning outcomes and improved teacher-student interactions in Kuwaiti TESOL classrooms.

3. Research Methodology

This study employs a qualitative research design to explore students' perceptions and experiences related to teacher-student interaction in TESOL classrooms and gain deeper insights into the research questions. The study was conducted in universities in Kuwait, focusing specifically on TESOL classrooms within the Kuwaiti context. Therefore, Qualitative data were collected through semi-structured interviews and student reflections. A semi-structured interview with a purposive sample of students from TESOL classrooms in Kuwaiti universities was used. The interview questions were designed to explore topics such as their interactions with teachers, their preferences for different interaction patterns, the impact of interaction on their language learning, and the factors that influence their perceptions of teacher-student interaction.

The research questions guiding the semi-structured interview were as follows:

- What are students' perceptions and experiences of teacher-student interaction in TESOL classrooms in Kuwait?
- How do students perceive the impact of teacher-student interaction on their language learning outcomes?
- What factors influence students' perceptions and experiences of teacher-student interaction?

12 The semi-structured interviews were conducted. These interviews provided a platform for students to express their perceptions, experiences, and insights regarding teacher-student interaction. Then, those 12 students were asked to reflect on their experiences of teacher-student interaction, the impact of interaction patterns on their language learning, their preferences for certain types of interaction, and any perceived challenges or barriers. The student reflections provided rich qualitative data about their personal experiences and perspectives. Finally, Thematic analysis was employed to analyze the qualitative data collected from interviews and student reflections.

4. Data Analysis and Findings

This study investigated the nature and impact of teacher-student interaction in TESOL classrooms and explored the factors influencing students' perceptions. The findings revealed that students highly valued interactive and engaging classroom environments where they could actively participate, collaborate, and engage in meaningful dialogue. Teachers who were approachable, responsive, and supportive fostered positive interactions. The study also highlighted the significant impact of teacher-student interaction on language learning outcomes, with students recognizing its role in improving speaking fluency, expanding vocabulary, and enhancing overall language proficiency. Furthermore, various factors, including cultural backgrounds, language proficiency levels, prior educational experiences, and classroom dynamics, were found to influence students' perceptions of teacher-student interaction. Challenges and barriers, such as language barriers, large class sizes, and limited individualized attention, were also identified. These findings contribute to our understanding of the importance of creating supportive and inclusive classroom environments that optimize teacher-student interaction for enhanced language learning outcomes.

Based on the thematic analysis of the qualitative data, several key findings emerged regarding students' perceptions and experiences of teacher-student interaction in TESOL classrooms in Kuwaiti universities. Table 1 below shows the main themes that were identified.

Themes	Findings
Nature of Interactions	Students valued interactive and engaging classroom environments. - Interactive teaching methods promoting active participation, collaboration, and dialogue were preferred. - Approachable, responsive, and supportive teachers characterized by positive interactions.
Impact on Language Learning	Teacher-student interaction significantly impacted language learning outcomes. - Speaking fluency, vocabulary acquisition, and overall language proficiency were improved through positive interactions. - Positive interactions were seen as motivation for learning.
Factors Influencing Perceptions	Cultural backgrounds, language proficiency levels, prior educational experiences, and classroom dynamics influenced students' perceptions. - Mutual respect, empathy, and understanding were important in fostering positive interactions.
Challenges and Barriers	Language barriers, large class sizes, time constraints, and limited opportunities for individualized attention were identified as challenges. - Students desired personalized interactions and constructive feedback to enhance their learning experience.

Students highlighted the importance of interactive and engaging classroom environments. They preferred interactive teaching methods encouraging active participation, collaboration, and dialogue. Approachable, responsive, and supportive teachers characterized positive interactions. Students also recognized the significant impact of teacher-student interaction on their language learning outcomes. They emphasized the role of interaction in improving speaking fluency, increasing vocabulary acquisition, and enhancing overall language proficiency. Positive interactions were seen as motivating and conducive to learning.

Nevertheless, various factors influence students' perceptions of teacher-student interaction. These included cultural backgrounds, language proficiency levels, prior educational experiences, and classroom dynamics. Students also mentioned the importance of mutual respect, empathy, and understanding in fostering positive interactions. Finally, the students identified several challenges and barriers to effective teacher-student interaction. These included language barriers, large class sizes, time constraints, and limited opportunities for individualized attention. Students expressed a desire for more personalized interactions and constructive feedback to enhance their learning experience.

The findings from this study provide valuable insights into the complex dynamics of teacher-student interaction in TESOL classrooms within the Kuwaiti context. They highlight the significance of interactive teaching methods, the impact of interaction on language learning outcomes, and the factors that influence students' perceptions. These findings contribute to the existing body of knowledge and can inform pedagogical practices, curriculum development, and teacher training programs in Kuwaiti universities.

5. Discussion

The study explored the nature of interactions, their impact on language learning, factors influencing students' perceptions, and the challenges and barriers encountered. This section provides a comprehensive analysis and interpretation of the findings, highlighting their significance in the context of TESOL education. By examining the nuances and interconnections of the identified themes, we gain valuable insights into the dynamics of teacher-student interaction and its implications for language learning outcomes. Furthermore, this discussion will shed light on the practical implications of these findings and their relevance for educational practitioners, curriculum designers, and policymakers in creating supportive and effective learning environments.

The findings of this study shed light on students' perceptions and experiences of teacher-student interaction in TESOL classrooms in Kuwaiti universities. The themes that emerged from the data analysis provide important insights into the nature of interactions, the impact on language learning, factors influencing perceptions, and the challenges and barriers students face. Firstly, the nature of interactions was found to be a crucial aspect of effective teacher-student interaction. Students emphasized the importance of interactive and engaging classroom environments. They valued teaching methods that encourage active participation, collaboration, and meaningful dialogue. This finding aligns with the principles of student-centered approaches, such as communicative language teaching, which prioritize student engagement and active involvement in the learning process.

Secondly, the impact of teacher-student interaction on language learning outcomes was highly recognized by students. They acknowledged the significant role that interaction plays in improving their speaking fluency, expanding their vocabulary, and enhancing overall language proficiency. Positive interactions were considered motivational factors contributing to their language

learning success. These findings underscore the importance of fostering meaningful and supportive interactions between teachers and students to facilitate language development.

Thirdly, the study identified various factors that influence students' perceptions of teacher-student interaction. Cultural backgrounds, language proficiency levels, prior educational experiences, and classroom dynamics were found to play a role in shaping students' experiences and expectations. The findings emphasize the need for cultural sensitivity and awareness in designing instructional approaches that are inclusive and responsive to the diverse backgrounds of students. Furthermore, establishing a positive classroom environment and promoting mutual respect and understanding among students and teachers can contribute to creating favorable interaction patterns.

However, the study also revealed several challenges and barriers to effective teacher-student interaction. Language barriers, large class sizes, time constraints, and limited opportunities for individualized attention were identified as hindrances to meaningful interactions. Students expressed a desire for more personalized interactions and constructive feedback that cater to their specific needs. These findings highlight the importance of addressing structural and contextual factors that may impede interaction quality and hinder language learning outcomes.

6. Conclusion

TESOL professionals play a crucial role in supporting individuals in their journey to acquire English language proficiency, enabling them to communicate effectively in a globalized world. In Kuwait, where English is taught as a second or foreign language in university settings, understanding teacher-student interaction dynamics is paramount. Kuwaiti universities strive to provide effective language education that equips students with the necessary language skills for academic, professional, and social success. Therefore, this study investigated the relationship between teacher-student interaction patterns and language learning outcomes in Kuwaiti universities, which becomes a relevant and significant research endeavor.

The findings of this study have provided valuable insights into students' perceptions and experiences related to teacher-student interaction in TESOL classrooms in Kuwaiti universities. The findings emphasize the significance of creating interactive and engaging classroom environments that foster active participation, collaboration, and meaningful dialogue. The impact of teacher-student interaction on language learning outcomes was acknowledged, underscoring the need for promoting positive interaction patterns that enhance students' language proficiency and fluency. The study also highlighted the influence of factors such as cultural backgrounds, language proficiency levels, prior educational experiences, and classroom dynamics on students' perceptions of teacher-student interaction. Recognizing and addressing these factors can contribute to more inclusive and culturally sensitive instructional practices.

Moreover, the study identified challenges and barriers that must be addressed to optimize teacher-student interaction. The challenges identified were language barriers, large class sizes, and limited individualized attention. Efforts should be made to create supportive learning environments that facilitate interaction and provide personalized feedback to students.

The findings of this study have important implications for TESOL classrooms in Kuwaiti universities. They can inform pedagogical practices, curriculum development, and teacher training programs to enhance teacher-student interaction and improve language learning outcomes. Future research could explore additional factors influencing teacher-student interaction, investigate teachers' perspectives, and evaluate the effectiveness of interventions promoting positive interaction patterns. By bridging the gap in the existing literature and addressing the research questions, this study contributes to the understanding of teacher-student interaction in TESOL classrooms and provides valuable insights for educational practitioners and policymakers in Kuwaiti universities and beyond.

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