English Competence of Conversational Interaction between Teachers and Students in Classrooms

Ly Ngoc Toan
Email: lytoandhcs75@gmail.com
University of Law, Vietnam

Abstract

The main goal of this study is to improve the ability of teachers and students to converse in English in high schools in the province of Dong Nai. The study framework is based on the sociocultural theory of Vygotsky, with additional contributions from Long's interaction theory and Brown's communicative English teaching methodology. The research findings show that the four factors including belonging, expectation, relationship, and motivation have a positive and statistically significant impact on the conversational English-language interactions between teachers and students in this educational context. These findings were obtained through a survey of 148 English teachers in high schools located in Dong Nai and subsequent data analysis using SPSS 20 software. The study's findings led the researchers to suggest a number of workable methods for improving teachers' ability to converse with learners in English. These kinds of initiatives are expected to have a major role in improving the quality of education as a whole, bringing it into compliance with international norms, and encouraging increased competition with industrialized countries in the area. The aforementioned undertaking signifies a deliberate attempt to further progress language learning in Vietnam.

Keywords: Conversation interaction; belonging; expectation; relationship; and motivation

INTRODUCTION

In order to remain competitive and meet international standards, Vietnam has made significant strides in improving the quality of education and training in the modern period of globalization (Prime Minister, 2008). Enhancing employees' and students' English language skills has become a critical goal. Therefore, English is required in all educational settings, from elementary schools to colleges. Differences in the starting language competency levels of teachers and students have been found, despite the National Foreign Language Project (2008-2020) being implemented and not producing the expected results. A number of factors have been suggested as the cause of this discrepancy, including inadequate focus on language acquisition techniques, differences in teachers' language proficiency, restrictions in the curriculum and instructional materials, and a lack of consistency among participating schools.

This study's main objective is to improve the English conversational interaction skills between teachers and students in high schools in the province of Dong Nai, Vietnam. This study integrates Brown's communicative language teaching methods and Long's (1983) interaction hypothesis, which are both based on Vygotsky's (1978) sociocultural theory. This research seeks to promote foreign language education and enable better learning outcomes by identifying and assessing the elements impacting English-language conversational interactions. Noticeably, the current study takes a pragmatic approach, emphasizing the critical role of teachers, as opposed to earlier research that mostly focused on student engagement. In addition, this study project represents a concerted attempt to advance language education in Vietnam by addressing a gap in conversational English usage in classroom settings (Bonvillain, 2014).
The dynamics of conversational interactions in teaching and learning situations have been the subject of several academic investigations. Leading scholars on this topic include VanPatten and Williams (2014), Lantolf and Thorne (2007), and Saville-Troike (2012). But the main emphasis of this research was on the involvement of the learners in the process. Empirical studies have provided a significant understanding of the concrete benefits of using conversational interaction activities in English language instruction since they force students to actively use the language in the classroom, encouraging natural and spontaneous language use (Savaşçı, 2013). However, there are obstacles to the execution of these kinds of activities. These include the inadequate English proficiency of the students (Airey, 2011), their timid nature (Machan, 2011), and cultural differences (Bonvillain, 2014). As for teachers, differences in language ability and methods of education have created challenges for efficient English instruction (Simbolon et al., 2017).

Although prior research has enhanced our comprehension of conversational exchanges in language acquisition, there are several constraints associated with these studies. First of all, much research has focused on the experiences and viewpoints of the students, largely ignoring the crucial role that teachers play in influencing these relationships. Second, the majority of research that has been done so far has taken a theoretical or conceptual approach and has not included empirical data from real-world educational environments. Thirdly, generic language learning concepts have received much attention, with little attention paid to the particular difficulties and subtleties that arise in various cultural and social contexts, like Vietnam.

By investigating conversational exchanges from the viewpoint of English language teachers at high schools located in the Vietnamese region of Dong Nai, the current study suggests a unique approach to close these gaps. This study uses a quantitative research design that draws inspiration from Krashen's (1988) work in order to test research hypotheses experimentally and extrapolate results to a wider population (Newman & Benz, 1998). In particular, the study takes into account the affective elements that Ni (2012) brought to light and that affect foreign language learners' intake and input rates. Belonging, Expectancy, Relationships, and Motivation are the four key aspects taken into account by the study model. This leads to the suggested equation, which is CI = β0 + β1B + β2E + β3R + β4M + μ, where CI is the conversational interaction between teachers and students.

Through a thorough examination of these constraints and a novel approach, this research might yield significant knowledge and useful recommendations for improving English language conversational exchanges in the Vietnamese classroom. The results have the potential to enhance the creation of curriculum, teacher training programs, and successful pedagogical practices that are customized to the distinct cultural and social dynamics of Vietnam. Furthermore, this research's empirical design will serve as a strong basis for future studies, expanding our knowledge of this important facet of language instruction.

**Theoretical framework**

Insights into successful pedagogical strategies are provided by discussing theoretical frameworks for conversational engagement in English language instruction. The sociocultural theory of Vygotsky, the interaction hypothesis of Long, and communicative language teaching (CLT) are the three frameworks. The contents of these theoretical frameworks are summarized in Table 1.
Table 1. Theoretical framework

<table>
<thead>
<tr>
<th>Framework</th>
<th>Content</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky’s Sociocultural Theory</td>
<td>Social interaction, cultural influences, cognitive development, interpersonal communication</td>
<td>Classroom interaction, real-world contexts</td>
</tr>
<tr>
<td></td>
<td>Meaning negotiation</td>
<td></td>
</tr>
<tr>
<td>Long’s Interaction Hypothesis</td>
<td>Comprehensible input, feedback, output adjustment, knowledge co-construction</td>
<td>Cooperative discourse, interlocutor interaction</td>
</tr>
<tr>
<td>Communicative Language Teaching (CLT)</td>
<td>Communicative competence, real-world communication, target language use, learner roles</td>
<td>Interactive activities, group projects, facilitation</td>
</tr>
</tbody>
</table>

**Vygotsky’s sociocultural theory**

According to Vygotsky’s (1978) sociocultural theory, social contact and cultural influences are crucial for supporting language acquisition and cognitive development. In order to promote learning, this idea highlights how important it is to have conversations and use language in real-world contexts. Specifically, interpersonal communication is crucial for moving from a state of unfamiliarity to one of familiarity with the language, according to Lantolf and Thorne’s (2007: 201) assertion. As such, teachers need to provide a lot of opportunities for students to interact with each other in the classroom.

Numerous studies devoted to second language instruction and acquisition demonstrate the sociocultural theory’s broad influence. Johnson (2006) emphasizes how our views of the qualities of a second language may be altered by a deep understanding of social culture, especially for English teachers. This finding emphasizes the theory’s importance in understanding the underlying ideas guiding English communication between educators and learners in the classroom.

By offering a framework for understanding intricate social phenomena by combining pertinent definitions, structures, and propositions, social and cultural research significantly contributes to the field. Through the integration of these components, social and cultural study provides a methodical understanding of complex social dynamics. Within this research, teacher-student interactions in the social environment of the classroom are the main emphasis. These interactions are influenced by a variety of elements, including cultural, social, educational, and cognitive ones.

Through a thorough examination, this study aims to illuminate the complex dynamics influencing teacher-student relationships, thus advancing our understanding of the fundamental mechanisms operating within the educational setting. Using the sociocultural theory’s findings, this research attempts to offer a useful framework for understanding the rules guiding English communication between teachers and students in the classroom.

**Long’s interaction hypothesis**

Long’s interaction hypothesis places a great deal of emphasis on the function that meaning negotiation plays in promoting language learning. According to Mackey and Goo (2007), learners’ comprehension of information is facilitated by the negotiation of meaning, which includes confirmation checks, clarification questions, and comprehension checks. It also helps learners notice the language elements necessary for effective communication. This negotiating process, which is supported by conversational exchanges, helps learners accept feedback and make changes to their output in addition to helping to make input understandable (Gass, 2003). As a result, negotiation of meaning can help learners become more proficient in language by enabling them to identify knowledge gaps and take steps to fill them.
Furthermore, Long's interaction hypothesis is consistent with the sociocultural theory postulated by Vygotsky (1978), which highlights the significance of social contact in the process of cognitive development. The interaction hypothesis, as explained by Lantolf and Thorne (2007), emphasizes the value of cooperative discussion and the co-construction of knowledge between students and more experienced interlocutors, such as peers or teachers. In their zone of proximal development (ZPD), learners can progressively increase their linguistic competence through these interactions as they assimilate new language forms and functions (Ohta, 2000). The significance of conversational encounters in promoting language acquisition and cognitive development is further reinforced by the convergence of Long's hypothesis with sociocultural theory.

In conclusion, Long's interaction hypothesis has made a substantial contribution to our knowledge of language teaching approaches by highlighting the critical roles that meaningful interactions, meaning negotiation, and cooperative discourse play in supporting language learning. The significance of giving students access to understandable information, chances for feedback and output adjustment, and exposure to language elements required for effective communication is emphasized. Furthermore, as suggested by sociocultural theory, the hypothesis supports the importance of social interaction and joint knowledge building for language acquisition and cognitive growth. These theoretical foundations have shaped communicative language education methodologies, which place emphasis on enhancing communicative competence through real-world and interactive activities in the target language.

Communicative language teaching (CLT)

Language schools all around the world are implementing and accepting the Communicative Language Teaching (CLT) method. Its fundamental idea is to help students become more proficient communicators by including them in real-world, practical communication activities in the language of instruction. With CLT, language acquisition will now be approached more interactively and meaningfully rather than by rote memorization of grammatical rules, as was the case with previous techniques. Focusing on using the target language as much as possible while using the learners' native language as little as possible is one of the main principles of CLT (Littlewood & Yu, 2011). This idea is founded on the idea that active exposure and involvement in communicative activities, as opposed to direct teaching in the target language, are the most efficient ways for language learners to pick up a new language. According to Owen, Razali, and Elhaj (2019): "CLT serves as a teaching method that fosters diverse levels of interaction and communication, providing learners with opportunities to practice language skills through assuming various roles during communication activities." Research on CLT in English as a foreign language (EFL) context is extensive and has shown to be beneficial, especially when it comes to improving learners' confidence, linguistic competency, interest, and understanding of the target language (Akram & Mehmood, 2011). Through active participation in interactive classroom exercises, students enhance their language proficiency while simultaneously growing in understanding of the target language and culture. Furthermore, because CLT promotes cooperation, meaning negotiation, and respect amongst students, it has been shown to strengthen the bond between teachers and students (Rahman, 2015).

It is crucial to remember that for CLT to be implemented successfully, both teachers and students must adopt a new perspective and method. In order to manage group projects, facilitate communication, and give constructive criticism, teachers need to have the necessary training. Conversely, learners might have to become used to a more interactive and learner-centered classroom environment, which can be difficult for individuals who are used to traditional teacher-fronted education.

In short, the approach of CLT presents a viable structure for enhancing the communicative proficiency of students and equipping them for language usage in everyday situations. CLT seeks to provide students with the language skills and self-assurance required for successful cross-cultural
communication in the twenty-first century by putting an emphasis on practical communication skills and active engagement with the target language.

**Conceptual framework**

**a. Teacher's and student's belonging**

A person's sense of comfort, fitting in, and belonging to a community or organization are all considered aspects of belonging (Yuval-Davis, 2011). It's a psychological condition made up of both cognitive and affective components that results from a person feeling accepted, validated, and relationship in a certain setting. A sense of belonging pertains to a distinct feeling of relatedness or connectedness with a group or community, compensating for emotional interactions, according to Tovar and Simon (2010: 200). Addressing the basic human urge for self-actualization and personal growth is intimately related to the idea of belonging.

In the context of education, students' motivation, engagement, and general well-being depend heavily on their sense of belonging. It has to do with how much they sense belonging, acceptance, and worth in the classroom (Strayhorn, 2008). As Strayhorn (2012: 17) points out that within the collective setting, feelings of belonging are closely associated with social reciprocity, the sense of connection, validation, acceptance, care, and respect. According to Ostermann (2000), learners who have a strong feeling of belonging are more likely to have good attitudes, behaviors, and academic accomplishment. Research has repeatedly shown a relationship between students' academic achievement and the availability of conversational exchanges with teachers, which create a feeling of community.

To improve students' learning experiences and general performance, educational institutions must cultivate a sense of belonging. According to Cuellar and Johnson (2016), students who experience a sense of control, welcome, and support are more likely to persist and ask for help when they need it. In order to encourage students' constructive awareness and good learning outcomes, it is essential to provide an emotionally supportive learning environment that fosters a sense of belonging. In order to do this, educational establishments might employ tactics and procedures that support candid dialogue, foster diversity, and stimulate hands-on engagement with the curriculum. Recognizing the pivotal role of belonging in fostering student success, the following hypothesis is proposed:

**Hypothesis 1**: The cultivation of a sense of belonging and emotional well-being in the educational milieu is likely to significantly enhance students' learning endeavors and achievements.

**b. Teacher's and student's expectation**

In the context of learning a second or foreign language, expectations are especially important to the dynamics of the teaching and learning processes. Expectations may be characterized as planned acts or circumstances that involve subjective evaluations of the probability of future events or their non-occurrence (Fauzi & Amirudin, 2019). In education, the way that teachers and students interact with expectations affects the classroom's emotional climate greatly.

Many studies on the acquisition of second languages have shown that learner's and teacher's expectations are important factors that can influence how teaching and learning occur. According to Polat (1994), the atmosphere of the classroom, where conversational exchanges between teachers and students are of utmost significance, has a significant influence on the way that second or foreign language instruction is carried out. As such, the cultural and social environment of education should not be divorced from it. Furthermore, cultural differences in the expectations that teachers have can have a significant impact on their instructional behavior, practices, and interactions with students (Jacobson, 2013). As to the statements made by Kamstra (2020), too high and unreasonable expectations from FL teachers regarding a student's academic standing may lead to detrimental effects on their overall performance. Consequently, it is imperative that educators uphold ambitious yet reasonable standards for student performance.
Just like teachers, L2/FL students have specific expectations when it comes to dialogue between teachers and students during the processes of instruction, learning, and evaluation. Research from Tergujeff (2013) shows that a lot of students want their lecturers to pronounce words correctly in conversation. Furthermore, students anticipate their teachers to be more than just information providers—they want them to demonstrate real concern and knowledge, according to qualitative research conducted by Trejo (2007). Moreover, L2/FL students exhibit certain inclinations towards particular instructional approaches and tactics utilized by their teachers. As demonstrated by Lobo and Gurney's (2014) research, students anticipate learning the fundamentals of the language with an emphasis on developing professional and practical English language proficiency.

**Hypothesis 2:** Both teachers and students in the L2/FL context hold particular expectations regarding conversational teacher-student interaction, which can significantly impact the language learning process.

c. Teacher's and student's relationship

The degree to which both parties exhibit consideration, empathy, and respect in their interactions is referred to as the teacher-student relationship (Gibbons, 2019). It is essential for creating an atmosphere that is conducive to learning and for enabling productive conversation. Students develop positive relationships with their teachers when the teacher acknowledges and communicates respect towards the students, claim Krane et al. (2017:124). Teachers' understanding of the psychological requirements of their pupils serves to further reinforce this relationship. All students within the classroom participate in a relational process, during which expectations are formed and information is shared, as Frymier and Houser (2000:206) put it.

In the teaching and learning process, the teacher-student connection is essential, especially during conversational encounters. Positive relationships improve students' chances of academic success and create a supportive atmosphere for learning. When the teacher-student relationship exerts a positive influence, it enhances students' potential for academic excellence, according to Agyekum (2019:32). In the context of teaching foreign languages, a good rapport between the teacher and the students reduces fear, boosts motivation, and increases the students' readiness to speak in the language (Al-Hoorie, 2017). Effective teacher-student connections have also been shown to improve students' communication abilities, language competency, and use of efficient learning techniques (Calle, 2019).

On the other hand, low teacher-student rapport can be detrimental to students' involvement and performance in the classroom. The absence of verbal engagement between teachers and students has a negative impact on the teacher-student relationship, according to Uysal and Güven (2018: 87). This lack of communication might cause students to withhold their opinions and compromise the orderly atmosphere that is necessary in the classroom. In certain environments, like Vietnam, the strict curriculum and packed classrooms can cause tension in the interaction between teachers and students (Huynh, 2017). In an effort to address these issues, there has been a push for a learner-centered approach that aims to empower students and encourage their autonomy during the process of learning. Thus, especially when it comes to teaching foreign languages, developing a good rapport between the teacher and the students is essential to fostering a welcoming and productive learning environment.

**Hypothesis 3:** Positive teacher-student conversational interactions positively impact learning outcomes and attitudes, while their absence may negatively affect academic performance and engagement.

d. Teacher's and student's motivation

The driving force that starts, maintains, and guides goal-oriented action is known as motivation (Woon et al., 2016). Motivation is a key component in the field of teaching and studying foreign languages (FL). Motivation constitutes a significant determinant of learners' academic
achievement, according to Dörnyei (1994:273). Furthermore, Wang (2006:32) states that motivation serves as a crucial variable in second language acquisition, exhibiting correlations with achievement levels and language proficiency. As motivation affects attitudes toward the target language and language learning outcomes, it becomes evident that motivation plays a crucial role in determining success in FL learning.

Teachers have a critical role to play in improving student motivation when it comes to English language acquisition in Vietnamese classrooms. A four-part strategy framework is put forth by Dörnyei (2001) and consists of creating favorable learning environments, setting early incentives, fostering and preserving motivation, and encouraging positive self-evaluation. It is possible to create an environment in the classroom that is welcoming and pleasant in order to encourage motivation. Moreover, early incentives may be instilled by creating customized training materials and reiterating ideals and attitudes (Dörnyei, 2001). To sustain motivation, one must encourage learner autonomy and integrate engaging teachings; to cultivate positive self-assessment, one must offer motivated feedback and raise learner satisfaction.

A number of ways have been found to inspire students in FL or English learning situations, in addition to Dörnyei's (2001) paradigm. Students are often motivated by the prospect of a career (Lobo & Gurney, 2014). One way to motivate students is to provide knowledge that is relevant to their future employment possibilities. In addition, humorous teachers can boost motivation by fostering a positive and upbeat environment in the classroom. Kurt & Kurt (2018) emphasize the value of teachers' personal qualities, their professional expertise, and their consistent interaction with pupils. Favorable motivation for learning English as a foreign language may be fostered by creating a comfortable and conducive classroom atmosphere, especially through conversational exchanges between teachers and students (Mutlu & Yıldırım, 2019).

Additionally, as shown by Agezo (2010), teacher motivation has a major impact on their professional practice and pedagogical accomplishments, which in turn affects students' attitudes, motivation, and general learning outcomes in FL. The importance of both components in the language learning process is shown by the reciprocal relationship that occurs between teacher and student motivation (Caruso, 2019).

**Hypothesis 4:** Teacher and student motivation in foreign language learning reciprocally influence students' attitudes, language proficiency, and academic achievements.

**METHOD**

**Research Design**

Creswell (2017) outlines three primary research methods, namely qualitative research, quantitative research, and mixed research, with qualitative research being appropriate for exploring topics in-depth, while quantitative research is used to test predetermined research hypotheses and generalize results from a sample, making it suitable for theoretical testing and generalization to a larger population (Newman & Benz, 1998).

In this study, the researcher adopts a quantitative research approach inspired by Krashen's work (1988) to examine the factors influencing the utilization of English as a teaching tool in high school classrooms in Dong Nai. The study incorporates emotional factors, as highlighted by Ni (2012), which influence the input rate and intake of foreign language learners. To investigate teachers' and students' perceptions of conversational interaction in English, the research model considers four critical factors: Belonging (B), Expectancy Factor (E), Relationships (R), and Motivation (M), leading to the proposed equation: \[ CI = \beta_0 + \beta_1B + \beta_2E + \beta_3R + \beta_4M + \mu \] (1), with the dependent variable CI representing the conversational interaction between teachers and students.
The content of the observed variables is presented in Table 1. (See Appendix 1). The research employs SPSS 20 data processing software to facilitate data analysis, incorporating various methods including scale reliability assessment, exploratory factor analysis (EFA), and linear regression analysis (LRA).

**Determination of sample size**

In terms of sample size, researchers often hold the belief that larger samples yield more reliable results (Raykov et al., 1995). However, the precise definition of what constitutes a large sample remains ambiguous, and the appropriate sample size relies on the estimation method employed. To ensure representativeness and accuracy in the study, Hair et al. (2010) recommend a minimum sample size of five samples per estimated parameter. Consequently, for the questionnaire, this implies that a minimum sample of 100 observations is needed for 20 items. To ensure a sufficient response rate and collect comprehensive information, 150 surveys were distributed for this study.

**Research data**

The study participants consisted of English teachers from Dau Giay High School, Dong Nai Pedagogical Experimental High School, and Hung Vuong High School in Dong Nai. A convenient sampling method was utilized, and data processing was performed using SPSS 20 software. Contact information, particularly email addresses, was collected through the University's Department of Organization and Administration, and 150 surveys were distributed via the Google.doc tool and direct survey method. Ultimately, 148 responses were received, resulting in a response rate of 98.67%.

**FINDINGS AND DISCUSSION**

**Descriptive statistical results**

Table 2 presents the descriptive statistics, including the mean, standard deviation, minimum value, and maximum value, for the variables under investigation. These results affirm that the selected survey sample is representative of the overall study population.

<table>
<thead>
<tr>
<th>Request</th>
<th>Quantity</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education categories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>144</td>
<td>97</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
2. Ages
From 22 to <=30 58 39
From 31 to <=40 74 50
Over < 41 or more 16 11
Total 148 100

3. Seniority
1- 5 years 52 35
6- 10 years 50 34
11-15 years 22 15
Over15 years 24 16
Total 148 100

4. Gender
Male 43 36
Female 105 64
Total 148 100

Results of EFA exploratory factor analysis
To assess the reliability of the scales employed in the study, Cronbach's Alpha coefficient was utilized. The results, as presented in Table 3, demonstrate that all four scales exhibit satisfactory reliability (Cronbach's Alpha < 0.6; Total variable correlation coefficient of each component < 0.3) (Tho, 2013). Furthermore, the Exploratory Factor Analysis (EFA) revealed that all four factors were extracted at an Eigenvalue of 2.114, accounting for 71.12% of the extracted variance. The appropriateness of the factor analysis was further confirmed by the KMO coefficient of the Bartlett test, which yielded a value of 0.804 with Sig = 0.000, validating the suitability of the EFA method employed in this study.

Table 3: Results of EFA analysis

<table>
<thead>
<tr>
<th>Item</th>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
<th>Component 4</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>.937</td>
<td></td>
<td></td>
<td></td>
<td>0.959</td>
</tr>
<tr>
<td>E2</td>
<td>.936</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E4</td>
<td>.931</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td>.911</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E5</td>
<td>.903</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R4</td>
<td></td>
<td>.800</td>
<td></td>
<td></td>
<td>0.819</td>
</tr>
<tr>
<td>R2</td>
<td></td>
<td>.792</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td></td>
<td>.768</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R3</td>
<td></td>
<td>.752</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R5</td>
<td></td>
<td>.687</td>
<td></td>
<td></td>
<td>0.782</td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td></td>
<td>.798</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td></td>
<td></td>
<td>.798</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td></td>
<td></td>
<td>.760</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td></td>
<td></td>
<td>.745</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M3</td>
<td></td>
<td></td>
<td></td>
<td>.875</td>
<td>0.821</td>
</tr>
<tr>
<td>M2</td>
<td></td>
<td></td>
<td></td>
<td>.842</td>
<td></td>
</tr>
</tbody>
</table>
Table 4 presents the results of the exploratory factor analysis (EFA) conducted on the dependent variable (CI), which comprises three scales. The Eigenvalue result of 2.163, surpassing the threshold of 1, signifies the amount of variance explained by each factor. Notably, the factor labeled "draw" exhibits the most meaningful representation of the information. The cumulative variance extracted amounts to 72.092%, exceeding the recommended minimum of 50%. This outcome indicates that a single factor accounts for the variation observed in the data. Furthermore, the statistical significance of the EFA model for the dependent variable (CI) is confirmed by the test results, with a Sig value of 0.000, which is less than the conventional significance level of 0.05. Additionally, the Kaiser-Meyer-Olkin (KMO) coefficient of 0.670 suggests the appropriateness of the factor analysis model for the dataset in question.

### Table 4. EFA results for the dependent variable

<table>
<thead>
<tr>
<th>Component</th>
<th>Total Variance Explained</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
</tr>
<tr>
<td>1</td>
<td>2,163</td>
<td>72,092</td>
</tr>
<tr>
<td>2</td>
<td>535</td>
<td>17,819</td>
</tr>
<tr>
<td>3</td>
<td>303</td>
<td>10,089</td>
</tr>
</tbody>
</table>

(Source: Results from SPSS 20 data processing software)

### Results of linear regression analysis

In this study, data was collected through a survey of 148 individuals, focusing on assessing the variable CI in English classrooms at high schools in Dong Nai. The obtained average value for this variable was found to be 3.41 on a 5-point scale. This result highlights the significance of teacher-student interaction as a pedagogical tool in the context of English education within the aforementioned high schools. To gain deeper insights into this matter, the researchers aimed to identify the influencing factors and ascertain their respective importance. To address these research inquiries, the researchers employed multivariate linear regression analysis as the chosen statistical methodology. The findings derived from this regression analysis are presented comprehensively in Table 5, offering valuable insights into the factors contributing to conversational interaction between teachers and students in the English classrooms at Dong Nai high schools.

### Table 5: Results of regression

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>( t )</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.185</td>
<td>.328</td>
<td>.563</td>
<td>.574</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>.353</td>
<td>.063</td>
<td>.364</td>
<td>5.625</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>.209</td>
<td>.045</td>
<td>.301</td>
<td>4.655</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>.209</td>
<td>.063</td>
<td>.217</td>
<td>3.325</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>.187</td>
<td>.057</td>
<td>.214</td>
<td>3.301</td>
</tr>
</tbody>
</table>

(Source: Results from SPSS 20 data processing software)

The research model results are as follows: \( \text{TT} = 0.364B + 0.301E + 0.217R + 0.214M \) (2). The coherence of the acquired linear regression model is substantiated through the examination of both the correlation matrix and multicollinearity tests. As presented in Table 5, the statistical significance of the independent variables is established, thereby confirming their substantial influence on the
conversational interaction occurring in English classrooms between teachers and students at the high school level in Dong Nai. The relative importance of these impact factors is quantified in descending order, wherein Belonging (B) holds the highest significance, followed by Expectancy (E), Relationships (R), and finally, Motivation (M). These findings shed light on the varying degrees of influence exhibited by these factors in shaping the dynamics of teacher-student interaction during English instruction at the specified educational level and location.

Discussion

The above findings underscore the significance for administrators of primary and secondary schools in Dong Nai to attend to various pertinent factors, namely belonging (B), expectations (E), relationship (R), and motivation (M), in order to enhance conversational interaction in English between teachers and students within high school classrooms. The researcher's put forth the following recommendations based on the outcomes of the research:

a. Hypothesis 1: The cultivation of a sense of belonging and emotional well-being in the educational milieu is likely to significantly enhance students' learning endeavors and achievements.

The results of the study highlight the significant influence that students' and teachers' verbal interactions in English classes get when they feel like they belong. In the context of education, belonging is a complex idea that includes emotions of acceptance, emotional stability, and community. Strong feelings of belonging increase a student's likelihood of participating fully in class discussions, showing interest in the material, and feeling confident enough to voice their ideas. Thus, encouraging students to feel like they belong is essential to enabling meaningful and fruitful dialogues in the English language classroom.

Teachers need to take a purposeful and comprehensive approach to building a sense of belonging. An excellent tactic is to establish a friendly, inclusive classroom environment that welcomes difference and promotes candid conversation. Teachers have the ability to enhance students' sense of belonging by fostering a sense of community and facilitating peer-to-peer connections through collaborative learning through group activities and projects. Building strong bonds between educators and students that are founded on empathy, respect, and candid communication is also crucial. Pupils are more inclined to participate fully in class discussions and welcome learning with excitement when they perceive that their teachers appreciate and encourage them.

Additionally, students' sense of community inside the classroom may be strengthened by recognizing and appreciating their unique contributions and skills. Teachers may create an atmosphere where every student feels appreciated and inspired to contribute to the learning process by acknowledging and valuing their different talents and viewpoints. Eventually, teachers may establish a favorable atmosphere for productive English-language conversational exchanges by giving priority to tactics that foster a sense of belonging. Students are more likely to ask questions, participate fully in conversations, and have meaningful exchanges when they feel welcomed, encouraged, and connected. This improves their language skills and all-around academic performance.

b. Hypothesis 2: Both teachers and students in the L2/FL context hold particular expectations regarding conversational teacher-student interaction, which can significantly impact the language learning process.

The study's conclusions emphasize how important expectations are in determining how teachers and students interact conversationally in English language classes. Expectations about these encounters are held by both teachers and students, and they have the potential to have a big influence on the language acquisition process as a whole. According to the hypothesis, conversational teacher-student interaction can significantly impact the language learning process. Teachers and students in
the L2/FL context hold particular expectations regarding this. This highlights the significance of addressing and aligning these expectations for the best possible learning outcomes.

Teachers can promote more fruitful student-teacher relationships by establishing clear and reasonable expectations for the learning environment and teaching results. Teachers can facilitate students' achievement of targeted learning objectives and foster a mutual awareness of classroom norms and expectations by clearly conveying their expectations. Additionally, by recognizing and responding to students' expectations, teachers may better adapt their pedagogical strategies and foster a more dynamic and responsive learning environment.

Expectations surrounding conversational exchanges between students and teachers may have a big impact on students' motivation, engagement, and overall learning process. It's possible for students to develop expectations about the teacher's language skills, style of instruction, or classroom dynamics. Through acknowledgement and resolution of these expectations, educators may cultivate a feeling of confidence and connection with their pupils, promoting more engagement and candid communication in dialogue exchanges.

In order to optimize the advantages of conversational exchanges and match expectations, educators might utilize a variety of tactics. Starting the course with open talks to learn about the expectations and worries of the students might yield insightful information. Setting acceptable expectations can also be aided by clearly defining rules and rubrics for classroom participation and conversational exchanges. Throughout the learning process, teachers and students may also reevaluate and adjust their expectations with the help of regular feedback and reflections. Teachers may foster meaningful conversations by setting up an environment that encourages meaningful interactions, which will improve language acquisition in general.

c. Hypothesis 3: Positive teacher-student conversational interactions positively impact learning outcomes and attitudes, while their absence may negatively affect academic performance and engagement.

One cannot emphasize how important teacher-student connections are to the development of fruitful dialogue exchanges and successful learning outcomes. In order to foster an environment that is welcoming and courteous and promotes candid dialogue and involvement, teachers and students must get along well. The idea that good teacher-student conversational interactions favorably effect learning outcomes and attitudes, and that their absence may negatively impact academic achievement and engagement, will be explored in this section.

First of all, when students and teachers get along well, a supportive learning atmosphere is created, which in turn encourages outside motivation. A student's likelihood of actively participating in class discussions and engaging with the topic is increased when they believe that their teachers regard, respect, and understand them. As a result of the confidence and security that are fostered by this positive reinforcement, children are able to openly voice their opinions and ask for explanation, when necessary, without worrying about being judged or made fun of.

Secondly, the development of a close relationship between teachers and students depends on the use of suitable language skills and communication techniques. Teachers who exhibit good communication techniques, such as empathy, active listening, and clear expression, foster an environment of mutual respect and understanding. Students are encouraged to reciprocate by actively engaging in discussions, posing queries, and looking for responses in this kind of environment. In order to better identify and meet each student's unique learning requirements, teachers can promote positive learning outcomes by encouraging an atmosphere of mutual respect and open communication.

Thirdly, enhancing expectations and fostering mutual understanding are two tactics that may be implemented to improve the teacher-student connection. It is the goal of educators to set expectations for themselves and their students that are reasonable, explicit, and culturally relevant. In order to ensure that everyone is working toward the same objectives, regular feedback loops and
communication may help align these expectations. In order to further enhance the relationship between teachers and students, it is also important to support teachers in implementing a learner-centered approach that gives students more autonomy and empowerment.

On the other hand, a lack of constructive dialogue between a teacher and students can negatively impact both academic achievement and engagement. Students may lose motivation, get disengaged, and be less likely to actively participate in the learning process if they believe that their teachers do not respect or understand them. This may result in a communication breakdown that obstructs the flow of ideas and the learning of new information and abilities. In the end, students' entire learning experience, academic success, and personal development may all be adversely affected by a strained teacher-student connection.

In conclusion, it is critical to promote good learning outcomes and attitudes by cultivating positive teacher-student connections via polite, open dialogue. Teachers may foster a climate that encourages motivation, active involvement, and academic achievement by setting clear standards, utilizing effective communication techniques, and providing a supportive environment. The importance of fostering strong teacher-student ties in the classroom is highlighted by the possibility that a lack of such interactions may negatively impact student performance and engagement.

d. Hypothesis 4: Teacher and student motivation in foreign language learning reciprocally influence students' attitudes, language proficiency, and academic achievements.

In the process of learning a language, motivation is essential since it propels students' interest, perseverance, and eventually, academic success. The study's conclusions demonstrate how teachers and students' motivation is mutually reinforcing, indicating that one has a considerable impact on the other's motivation levels. Therefore, teachers who want to improve conversational interactions in English classes should prioritize creating an environment that is motivational.

In order to foster student motivation, educators should make an effort to establish a welcoming and pleasant learning environment. This may be accomplished by introducing lively and participatory exercises that motivate students to participate actively and work together. Furthermore, by encouraging students to feel like they are making progress and are successful, timely and constructive feedback can support their intrinsic drive. Additionally, educators should act as role models for their pupils by speaking English fluently and with excitement, encouraging them to share their enthusiasm for the language.

On the other hand, teachers' commitment to their work can also be positively impacted by their students' motivation. When students show a sincere interest in and excitement for learning, it can inspire teachers to keep improving their methods of education and rekindle their passion for teaching. As a result of the mutually reinforcing nature of this interaction between teacher and student motivation, an atmosphere for learning that is both stimulating and effective is produced.

Teachers and students should be motivated by each other, and educators should use tactics that support this reciprocal interaction to its fullest. This might involve encouraging a cooperative learning community, providing avenues for open communication, and acknowledging and rewarding successes. Academic success, positive attitudes toward learning, and increased language proficiency can all be achieved by educational institutions through fostering conversational interactions in English classrooms and acknowledging the connection between teacher and student motivation.

CONCLUSION

The study's findings summarized the variables that affected how teachers and students in high schools in the Vietnamese province of Dong Nai interacted informally in English. A quantitative research model was created and evaluated using Vygotsky's sociocultural theory, Long's interaction hypothesis, and communicative language teaching methods. The study shows that there is a statistically significant positive correlation between the four characteristics of motivation,
expectation, relationship, and belonging and the development of fruitful conversational English exchanges in the classroom.

There are several constraints to take into account, even if this study offers helpful information. Initially, the study was limited to a certain area of Vietnam, so the findings might not apply to the whole nation. Furthermore, the survey data was provided by the teachers themselves, which may have introduced biases. Prospective research endeavors may include observational data with student viewpoints.

These results suggest a number of actions that Vietnamese schools might take to improve conversational engagement and English learning: (i) Establish a welcoming and connected classroom atmosphere that is inclusive; (ii) Clearly define requirements for English language that are both acceptable and sensitive to the cultural context; (ii) Promote constructive connections between educators and learners that are based on respect and understanding; and (iv) Put techniques into practice that will increase student and teacher motivation. Through the resolution of these fundamental issues, Vietnamese educational establishments may foster a genuine dialogue atmosphere that will eventually raise the quality of English language instruction to the level required by international organizations.

REFERENCES


Kamstra, S. P. (2020). Teaching and learning experiences in a learner-centered instructional environment: A case study (Doctoral dissertation, University of Ottawa (Canada)).


Polat, B. (1994). Bridging cultures: Teacher expectations and student experiences in the EFL classroom at one Turkish university. In Annual Meeting of the Teachers of English to Speakers of Other Languages, Baltimore.


**Other documents**

Decision No. 1400/QD-TTg (2008), regarding the approval of the project: "Teaching and learning foreign languages in the national education system in the period 2008-2020. The prime minister

**Appendix 1**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Scale content and reference sources</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>In order to be able to master the classroom, teachers only need to be good at professional skills (Strayhorn, 2012)</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>I would argue that mastery is assessed based on the completion of a lecture in the classroom (Strayhorn, 2012)</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>I consider that mastery has a positive relationship with teaching outcomes (Gibson et al. 2004; Cemalcilar, 2010; Thomas, 2012; Henry, 2020)</td>
<td>B3</td>
</tr>
<tr>
<td></td>
<td>Learners are really interested when teachers master the classroom (Cuellar &amp; Johnson, 2016; Museus, 2017)</td>
<td>B4</td>
</tr>
<tr>
<td>Expectation</td>
<td>I often set certain expectations for teaching outcomes when I am in class (Mulisa &amp;</td>
<td>E1</td>
</tr>
</tbody>
</table>

---

Volume 11 Number 1 (2024)
<table>
<thead>
<tr>
<th>(E)</th>
<th>Kassahun, 2019)</th>
<th>I think that teachers' expectations are always commensurate with the results achieved by students (Mulisa &amp; Kassahun, 2019)</th>
<th>E2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers need to adjust their expectations of their teaching outcomes to suit the teaching environment (Asma, Saliya, &amp; Halim, 2016)</td>
<td>E3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I consider that expectations are the driving factor for positive behavior and teaching activities of teachers toward students (Kazemi &amp; Soleimani, 2016)</td>
<td>E4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers' expectations of student learning outcomes must be in line with cultural and socioeconomic contexts (Polat, 1994)</td>
<td>E5</td>
<td></td>
</tr>
<tr>
<td>Relationship (R)</td>
<td>Students have a good relationship with their teachers when they feel respected (Calhoun, 2019)</td>
<td>R1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student learning outcomes depend largely on the interaction relationship between teacher and student (Agyekum, 2019).</td>
<td>R2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationships between teachers and students can produce negative effects that affect students (Wei, Brok &amp; Zhou, 2007; Liu, 2015)</td>
<td>R3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers build relationships by building comfortable interactions between teachers and students (Wei, Brok &amp; Zhou, 2007; Liu, 2015)</td>
<td>R4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When students do not have a good relationship with teachers, it leads to bad consequences in terms of interaction with teachers in the classroom (Uysal and Güven, 2018)</td>
<td>R5</td>
<td></td>
</tr>
<tr>
<td>Motivation (M)</td>
<td>Teachers play an important role in shaping students' learning motivations (Dörnyei, 1994; Gonzalez, 2008; Marshall, 2010; Woon et al., 2016)</td>
<td>M1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The use of English by students is closely related to academic achievement (Wang, 2006; Midraj et al., 2008)</td>
<td>M2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers are role models to help students form and develop intrinsic motivation in learning (Dörnyei, 2001)</td>
<td>M3</td>
<td></td>
</tr>
<tr>
<td>Conversational interactions between teachers and students (CI)</td>
<td>Frequent conversational interactions between teachers and students in English are seen as a positive source of input for students</td>
<td>CI1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think that in order to have an effective conversation between teachers and students, teachers must follow the principles of communication.</td>
<td>CI2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers must know how to regulate communication roles to suit each teaching stage in the curriculum</td>
<td>CI3</td>
<td></td>
</tr>
</tbody>
</table>