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SOME ASPECTS OF ESL CLASSROOM AND ONLINE INTERACTION FOR STUDENTS OBTAINING TECHNICAL EDUCATION

Effective and productive interaction is the necessity of our modern society. It is very significant that a person knows how the interaction process occurs and does not have any fears to be involved in it. Professional success depends greatly on personal communication skills, which are a basis of human interaction. The article is focused on interaction models of the educational process. Language teaching /learning is impossible without interactional practices. Language teaching aims to develop students' speaking skills as the main factor of communicative competence. It is possible to do just through teacher - student and student – student interaction. Existing teaching – learning activities which are used to enhance the process of interaction and the role of a teacher in it are being discussed in the article. The authors studied scientific works devoted to the problem of interaction in the ESL classrooms and analyzed research findings about the ways to do the process of interaction more effective and productive. Based on the literature review it was also defined that the teacher plays the role of a motivator of the process of interaction. In addition, it was confirmed that the success of interaction fully depends of its organization. Due to the Covid-19 pandemic, during a long period teachers and students communicated online. As a result, it required the use of different interaction patterns. The research conducted by the authors had an aim to investigate the difference between classroom and online interaction. The survey was conducted among graduate ESL students who obtain technical education. The authors consider this category of students as future professionals for whom it is obligatory to be able to interact effectively to solve the work tasks. The participants expressed their satisfaction with both forms of interaction and noticed wider opportunities for use of interactive tools during online interaction. The research confirmed the importance of encouragement form the teacher and his/her ability to give correct instructions during the teaching process.

Key words: classroom interaction, interaction patterns, teaching learning process, online studying, classroom participation, language learning.

Problem statement in general and its connection with important scientific or practical tasks. Studying process is based on interaction between teachers and students, students and students accordingly. While interacting, the learners get an opportunity to increase their communication skills, which plays an important role in further professional development of a person.. Undoubtedly, the productivity of this process has a significant impact on students' achievements and how deeply they will be immersed in the learning environment. The efforts must be made by teachers when they are thinking about the design of a lesson plan, which will be helpful in reaching learning objectives and outcomes. The chosen approaches, methods and ways of interaction seem to be very crucial. Teaching and learning a foreign language largely depends on the classroom interaction because the main target of this subject is to provide students with the ability to communicate and interact with other people to solve different problems and professional tasks in particular. That's why in our fast-paced world students as future professionals should be equipped not just with professional knowledge but with required communication skills for professional success.

Nowadays when the world is facing the threat of Covid 19 and is stricken with a pandemic teachers and students more and more are experiencing distant or online language teaching and learning in addition to standard lessons in the classrooms. As a result, both participants of the educational process have something to compare and express their own judgement about these two forms of education. But it goes without doubt that today we are ready to talk and discuss the advantages and disadvantages of them. Online and basic teaching and learning processes are not similar and require different methods and techniques to be implemented for teachers to reach the educational goals and for students to obtain necessary knowledge and skills. Due to these differences the process of interaction between teachers and students also demands some changes, which will obviously be aimed to provoke positive behaviour of all participants of the communicative process. The role of teachers in the language classroom is more crucial than during online studying because of various digital education tools, which make the process of learning more intensive and independent. Online studying seems to be an awesome opportunity for students to get a new set of skills for communication.

It is a reason why so many studies are currently being conducted with the objective to analyse existing methods of classroom interaction and offer new ones to meet the demands of contemporary society in enhancing language development.

Analysis of recent studies and publications. This paper confirmed and added to the findings of other researchers on the use of some aspects of ESL classroom and online interaction for students. We fully agree with Hussin & Shukor, who in the paper of online interaction in social learning environment towards critical thinking skill, pointed out that the interaction is one of the crucial processes in online learning. It is believed that the interaction among students is able to train the students to involve in active learning [Hussin & Shukor].

A number of articles have been focused on examining the importance of teacher–student and student–student interaction in the online learning process [Azer, Downing & Chim].

Jia in the paper "The Application of Classroom Interaction in English Lesson" found that there are five strategies of promoting classroom interaction:
– Improving Questioning Strategies;
– Attending to Learners' Linguistic Levels;
– Implementing CooperativeL earning;
– Building Positive Teacher-learner Rapport;
– Reducing Classroom Anxiety [Jia].

We strongly agree with a study of online interaction conducted by Kent, Laslo & Rafaeli in which they reveal that "online discussions offer students the opportunity to interact in responding to peers' and instructors' posts" [Kent, Laslo & Rafaeli]. A study by Kheider's (2012) investigated the role of classroom interaction in improving the students' speaking skill [Kheider].

Based on results in the literature including the reports in review papers, investigations of the use of classroom and online interaction for students have been insufficient. The literature review showed that the aspects of ESL classroom and online interaction for students obtaining technical education have less attention.

Formulation of the goals of the article. This paper aims to determine the importance of interaction between teachers and students at ESL classes and find the difference between

classroom and online interaction. To achieve this aim, the following targets are developed:

– to survey ESL students' views on the process of classroom and online interaction while answering the questionnaire.

– to define strategies aimed to make the process of interaction between the participants of the educational process more efficient and comfortable.

In this study we hypothesise that the effectiveness of the educational process directly depends on the level and type of interaction and language studying is not an exception. The teachers should take into account the difference between classroom and online studying while choosing methodical approaches for the introduction of the material at the lesson.

Presentation of the main research material. The teachers play a big role in the classroom and online interaction because they use a wide range of strategies during teaching and learning process such as giving instructions and directions, asking questions, lecturing, accepting or using student's ideas and giving feedback. Classroom interaction involves physical interactions between a teacher and students, while online interaction is created in a virtual environment.

Brown H. explains that "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" [Brown:165]. The author stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

We totally agree with those researchers (Downing & Chim) who suggested that classroom-based introverts behave more like extraverts when involved in online interaction and are more active than based in the classroom [Downing & Chim].

Ellis R. stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. There were some relevant factors, which help to understand the relationship between classroom interaction and enhancing the development of the speaking skills;

the environment where the learning and teaching process takes place; and all activities in the classroom setting which involve communication [Ellis].

According to Hall & Walsh "classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention" [Hall & Walsh: 203].

Student-to-student interaction in a classroom happens more naturally, because students have an opportunity to listen to each other, ask and answer questions, make dialogues and build rapport through the contact. On the other hand, the online interaction is organized through the chats and gamification. Students need to be by far the most self-motivated during online learning.

In order to define strategies aimed at identifying ESL students' views on the process of classroom and online interaction and make the process of interaction between the participants of the educational process more efficient and comfortable there were used three questionnaires with open-ended questions. Experiences and comments were gathered from students of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".

Students were asked to express their thoughts about classroom and online interaction and as well as integrated modes. The survey was conducted with the help of Google Forms service.

The aim of the first questionnaire was to get students' views on the process of classroom and online interaction. The respondents had to choose from the suggested variants. The questions were the following:

1. In your opinion, how important is the classroom interaction between teachers and students at English classes?

2. How would you rate your experience with classroom interaction?

3. How would you rate your experience with online interaction?

4. Have you felt any differences between classroom and online interaction between teachers and students at English classes during the distance learning?

5. Are online learning platforms or interactive tools used more often by the teacher?

The overall results were summarised in Table 1.

Table 1

Students' views on the process of classroom and online interaction

Questions	Extremely important	Very important	Moderately important	Slightly important	Not important at all	it is hard to answer
In your opinion, how important is the classroom interaction between teachers and students at English classes?	*Number of students , %*	*Number of students , %*	*Number of students , %*	*Number of students , %*	*Number of students , %*	*Number of students , %*
	25(55,5%)	10(22,2%)	6(13,3%)	3(6,6%)	1(2,2%)	0(0%)
How would you rate your experience with classroom interaction?	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	it is hard to answer
	15 (12,7%)	16(35,5%)	6(13,3%)	5(11,1%)	1(2,2%)	2(4,4%)
How would you rate your experience with online interaction?	12(26,6%)	15(12,7%)	10(22,2)	4(8,8%)	3(6,6)	1(2,2%)

Have you felt any differences between classroom and online interaction between teachers and students at English classes during the distance learning?	Yes, of course		Neither agree, nor disagree		No, definitely not	
	Number of students , %		*Number of students , %*		*Number of students , %*	
	33(73,3%)		7(15,5%)		5(11,1%)	
Are online learning platforms or interactive tools used more often by the teacher	at the classroom		during online studying		it is hard to answer	
	Number of students , %		*Number of students , %*		*Number of students , %*	
	9(20%)		35(77,7%)		1(2,2%)	

As can be seen from the table 1, that in answering the question "How important is the classroom interaction between teachers and students at English classes?" all the respondents found some positive aspects, only 1 (2,2%) student answered, that it is not important. Students feel better during the classroom interaction. We should also note that the online learning platforms and interactive tools have significantly encouraged students to work together and collaborate on their learning tasks.

The aim of the second questionnaire was to get information from the students about the frequency of teacher's interaction with the whole group. Students had to rate the frequency of teacher's interaction with the whole class, a group, a pair or an individual student during classroom and online interaction. Students had to choose among given options "low", "sufficient" and "high". The overall results were summarised in Table 2.

From the data in table 2, it can be seen that students' experience in interacting during online learning is much different than in the classroom.

The aim of the third questionnaire was to defined the frequency of use of different modes of teacher's talk. The modes are given below:

Table 2

The frequency of teacher's interaction with the whole class, a group, a pair or an individual student

Levels	Number of students	%
during classroom interaction		
Low	5	11,1%
Sufficient	10	22,2%
High	30	66,6%
during online interaction		
Low	19	42,2%
Sufficient	12	26,6%
High	14	31,1%

a) Giving feedback;
b) Criticizing or justifying behavior & response;
c) Giving directions;
d) Expression intention;
e) Lecturing or giving information;
f) Asking questions;
g) Accepting or using student's ideas;
h) Praising & encouraging.

The overall results were summarised in Table 3.

Table 3

The frequency of use of different modes of teacher's talk

Levels	Giving feedback		Criticizing or justifying behavior & response		Giving directions		Expression intention		Lecturing or giving information		Asking questions		Accepting or using student's ideas	
	Num. of stud.	%	Num. of stud.	%	Num. of stud.	%	Num. of stud.	%	Num. of stud.	%	Num. of stud.	%	Num. of stud.	%
during classroom interaction														
Low	30	66,6	35	77,7	0	0	35	77,7	0	0	0	0	35	77,7
Sufficient	10	22,2	8	17,7	10	22,2	8	17,7	5	11,1	12	26,6	10	22,2
High	5	11,1	2	4,4	35	77,7	2	4,4	40	88,8	33	73,3	0	0
during online interaction														
Low	40	88,8	41	91,1	0	0	42	93,3	0	0	0	0	40	88,8
Sufficient	5	11,1	4	8,8	5	11,1	3	6,6	2	4,4	10	22,2	5	11,1
High	0	0	0	0	40	88,8	0	0	43	95,5	35	77,7	0	0

From the table 3, it is seen the frequency of use of different modes of teacher's talk. The teacher frequently gave directions and information and asked question. Although the students were not passive during the lessons. Many students found some positive aspects of using interactive and communicative activities such as gamification, speaking exercises and discussion. Most students noted that while performing the tasks they established very good relations with the teacher.

Our experience, as well as that of other scientists, emphasises the goals to improve the online interaction: create activities based on real life situations, the material should encourage collaboration between students, as well as between students and teachers, feedback should be integrated into the learning tasks, the students should be able to navigate the learning process independently at their own pace [Berge].

Conclusion. The interaction is realized in the activities when teachers give information, correct mistakes, clarify some aspects, encourage, surprise and laugh. Interaction in the online and classroom learning process plays an important role to enhance students' speaking skill. Teacher should make the students more confidence to speak up. When students could not answered the question, the teacher should try to help the students by inspiring them to speak up. The teacher would apreciate the students when they were speak up and answer the question.

Our findings are also in accordance with Nisa who found that the key factor of teacher talk deals with feelings, praises or encourages, ideas of students [Nisa].

Based on the results of our study, we can conclude that the teacher should take into account some aspects:

1. Reduce the central position of the teacher;

2. Give the opportunity to express the uniqueness of students;

3. Provide chances for students to express themselves in meaningful ways;

4. Give the chance for students to collaborate with each other;

5. Provide many communicative tools and platforms;

6. Give students choices as to what they want to say;

7. Accept student's ideas;

8. Decrease the teachers" proportion in asking questions and giving directions.

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АСПЕКТИ ВЗАЄМОДІЇ ВИКЛАДАЧА І СТУДЕНТА ПІД ЧАС НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ: ДИСТАНЦІЙНО ТА В АУДИТОРІЇ

Ефективна і продуктивна взаємодія є необхідністю нашого сучасного суспільства. Дуже важливо для людини знати, як відбувається процес взаємодії задля того, щоб вона не мала жодних побоювань брати участь у процесі спілкування. Професійний успіх багато в чому залежить від навичок особистого спілкування – основи людської

взаємодії. Статтю зосереджено на моделях взаємодії навчального процесу. Викладання/вивчення мови неможливе без взаємодії. Викладання мови спрямоване на розвиток мовленнєвих навичок студентів як основного чинника комунікативної компетентності, що стає можливим лише через взаємодію викладач-студент і студент-студент. У статті обговорено існуючі методичні підходи, що використовуються з метою покращення процесу взаємодії, та роль викладача у ньому. Автори дослідили наукові праці, присвячені проблемі взаємодії в аудиторних класах, проаналізували результати досліджень щодо способів здійснення більш ефективного і продуктивного процесу взаємодії. Окрім того, на основі огляду літератури визначено, що викладач виконує роль мотиватора процесу взаємодії. Підтверджено, що успіх взаємодії повністю залежить від її організації. Через пандемію Covid-19 протягом тривалого періоду викладачі і студенти спілкувалися онлайн, що вимагало використання різних моделей взаємодії. Дослідження, проведене авторами, ставило за мету дослідити різницю між класною та онлайн-взаємодією. Опитування здійснено серед студентів, які здобувають технічну освіту. Автори розглядають цю категорію студентів як майбутніх професіоналів, для яких обов'язковою є здатність ефективно взаємодіяти для вирішення робочих завдань. Учасники висловили своє задоволення обома формами взаємодії та відмітили ширші можливості використання інтерактивних інструментів під час онлайн-занять. Дослідження підтвердило важливість заохочення викладачем і його уміння давати правильні вказівки під час навчального процесу.

Ключові слова: взаємодія у класі, моделі взаємодії, процес навчання і вивчення, онлайн-навчання, залученість на занятті, вивчення мов.