On Teachers and Students' Interaction[*]

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Abstract—The object of this paper is the interaction between teachers and students in classroom. Starting with the concept of interaction, the final goal is that teachers and students can participate widely in teaching activities and students can acquire knowledge and improve their personality under happy condition. Besides, the interaction action is analysed in three aspects of language interaction, emotion interaction and learning motivation. And then quite a little ways are offered to help to develop a duplex interactive model. At last, the paper will introduce a new way of interaction. That is to say that we can join the classroom and Internet to achieve a better effect of interaction.

Index Terms—interaction, language interaction, emotion interaction, learning motivation, web-based instruction teaching

I. INTRODUCTION

When the view of quality education is gradually filtering into people's minds, the classroom undoubtedly draws people's attention as the basis of carrying out such an education and improving education reform. However, oriented by examination, in classroom existed the unidirectional spread form of knowledge, students were blinded by it so that their language and emotion are lied in gloomy and passive statement, and the classroom atmosphere isn't active and even shows apathy. Such a means of education goes against the quality tenet seriously. And most obviously, it violates the education tendency to emphases the humans as the basis and students as the subject. Compared with this way, the duplex interaction model of teachers and students caters for the developing current of education in Chain. In particular, the rapid development and popularisation of the Internet pours infinite energy into the interaction teaching.

A. The Meaning of Interaction

Going after high score in the examination education, students could study by the single spread form, in other words, they accepted the given knowledge in definite time and lost their active right in schoolroom. An opposite form is the duplex interactive mode, which means the mutual action and influence between persons and persons, persons and groups, groups and groups through language exchange, emotion interchange or other interchange ways. The interaction of teachers and students is meant that teachers are viewed as the main organizers in the course of teaching, they and students who are considered as the host corporate harmoniously by means of language exchange and feeling exchange so as to come out the common development of teaching and learning in schoolroom. This method requires that all learners must give and take, and thus generate a duplex interchange form affectively. As a result, each individual can naturally achieve his or her desirable goals of improving psychological and physical quality.

B. The Essence of Interaction

Teachers' duty is to tell students learning ways, spread knowledge and solve difficult problems in the course of teaching. The point was the traditional view as to teachers and to teaching in China. This idea attaches important to the authority of teachers and the unchangeable teaching direction from teachers to students in the procedure of spreading knowledge, and also shows the decisive status of teachers in ancient times. This view handed down from generation to generation. But with the times changing, the education view also transforms to certain degree. New view about the relationship between teachers and students is concerning the equality, democracy of teachers and students, and emphasising teachers as organizers merely in classroom. New talent view is focusing on People oriented but not the basis traditionally of spreading knowledge and accepting it. New learning view advises that students should study actively but not to accept passively. If to carry out the above views in classroom successfully, the interactive way must be the best-suited way to achieve the aim. As a teacher, he must own the sense of equality, lay aside the authority and really keep equality relationship with students, and thus he successfully views himself as an organizer and let the students become the host of the total course. As a student, in light of the new requirement of creative capacity from social developing, he must be able to discover issues, think about them himself and determine actively and then independently copy whit them. Besides he possesses definite capability and quality of resolving problems, and can control himself and good at cooperating with others.

In a word, the teachers should esteem their particular personality of students and guarantee the personality developing freely in interactive condition. In addition, they foster their spirits of self-support, self-respect and

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self-determination and help them to get along with others and keep harmony with society. As a result of the common endeavour of teachers and students' interaction, teachers and students both win the feeling of satisfactory, and raise experience and ability.

C. The Ways of Interaction

According to various standards, interaction can be sorted out different classifications in practical course. Here, we-separately discuss two different ways of classification.

1. Considering the teacher's action, interaction is divided into three kinds of interaction between teacher and each student, teacher and class, and teacher and group of students.

a. The interaction of teacher and every student. It means that teacher interchanges with every student in schoolroom. According to the research, the interaction occupies 54.4% of the whole interaction in primary school.

b. The interaction of teacher and the total class. That is to say, the teacher's behaviour is point to the whole class. This means is equal to 54.4% of the total time of teachers and students' interaction.

c. The interaction of teacher and groups of students is that the teachers' behaviour points to certain team of students. The interactive method is applied hardly.

2. Due to the crucial interactive individual, effective interaction way is fallen into teacher-students interaction, student- student interaction and group-group interaction.

a. Teachers and students interaction. Interactive teaching viewpoint considers, in classroom teacher-student interaction practically is such an exchange and communication, which they understand each other in terms of their own experience. In view of carrying out that teaching pattern, discipline is generated and teaching organization and means are the effects of the pattern. Meanwhile, how to arrange detail content and structure of teaching is taken the consequence into account.

b. Students and students' interaction. It means that each individual interacts with each other. It may be assorted into two kinds of cooperation and competition. Cooperation enables the individual gain more dignity, more capacity of society interchange and better mentality accommodation capacity; based on competition, students may promote together, learn the merits each other, and overcome our shortcomings by studying from others strong points.

c. Groups and groups' interaction. From the literal meaning of these words, we understand it –one group and another group work together in classroom. Research indicates when the contemporary groups learning together may help to eliminate much indeterminacy.

Among these kinds interactions, teacher-student interaction takes a primitive and decisive effect on interactive action, and a good teachers and students interaction may propel forward the student-student and group-group interaction.

II. INTERACTIVE PROBLEMS IN SCHOOLROOM

During concrete teaching, teacher-students' interaction represents the overt language interaction and implicit feeling interaction, and other factors which influence directly on the two interactive forms, for instance, learning motivation. It consists of evoking motivation and maintaining it.

A. Language Interaction

The teachers and students' teaching activity mainly takes language as medium to hand over with each other a function.

Interaction action between teachers and students is a kind of mutual effect. Teaching always takes place in the particular circumstance. Linguistic performance is the most primitive teaching form in classroom, and occupies about 80% of the total teaching activity. During the teaching course, language as the most important element is applied to spread knowledge and strengthen interaction exchange as a means, in other words, the goal of using language is to provide more opportunities for students to exchange. This partner stands out the position of students oriented, and encourages them to participate in teaching activity. It also enhances each other's interchange and mostly fosters their learning initiative and interest. Besides, the important point to use language is to create a good atmosphere for teachers and students interaction. Therefore, teachers ought to stress the skills of applying language, and try hard to unify the euphonic, tone, speed, expression etc. To generate a good atmosphere will be in favour with comprehension, students would acquire more knowledge in such enjoyable condition. Because a good atmosphere will enable students easier and thus they are willing to interchange with teachers or with each other.

B. Emotion Interaction

Traditional dignity of teachers enables the classroom atmosphere nervous very much. In modern times, teachers and students almost meet every day for several times, but they are short of virtual exchange really. They talk about the overwhelming majority of issues all that relevant to learning and how to learn. A number of facts show that the interchange of teachers and students is merely confined to spread and acceptance of knowledge but lacks feeling interaction which pays a great role in teaching and learning and creating a harmonic atmosphere in classroom.

Once Karl Jasperes noted, the course of education first is the course of growing up of students, and then is a part of the course of acquiring knowledge scientifically. In the way of teaching, emotion takes great effect on teaching and

learning from various aspects. Because teachers stand for authority, they can influence profoundly students on developing viewpoints by interchanging, estimating and controlling. Their language form, expression, body language and line contact of vision all enable students attain a host of relational information which includes the assessment from teachers and their value in teachers' eyes, and teachers' attitude. Those students can feel teachers' positive assessment and attitude in learning performance and potential, they often develop positive learning attitude, and nurse a fever of anticipation to earn better marks and do their best to achieve their prospective aims. In contrast, those students feel passive estimate and attitude of teachers; they don't hope to attain good marks. What's more, these passive assessment, passive attitude and passive exchange given by teachers will lead to passive or misery which may persist in their minds for a long time, and even influence on developing right view of live and value. From this point, the teachers can't ignore their subtle emotion and expression.

Main classification of emotion in classroom. Emotion interaction isn't visible like language exchange, so it's necessary to analyze the main emotion. Spielberg and Starr thought that curiosity and worry are the two most important emotions in schoolroom. Curiosity is defined as a kind of searching tendency of physiology arousal level or cognition conflict aroused by novelty maters, that is to say the individual yearns for discovery. They worry about learning result because they don't have distinct aims at achieving desirable degree. When students think they can't competent learning tasks, meanwhile they understand the performance requests them to finish the tasks, the worry appears naturally. The worry often accompanies with the emotions of anxiety and horror. The relationship of worry and learning efficiency can be shown by n-curve graph. That is to say, the moderate degree worry will contribute to improving learning efficiency; lower worry may prevent individual from disencumbering some distances so that they obtain slow and non-precise results about relevant examination in the course of learning; the higher degree worry makes the range of their attention more sorrow, weaken the transferring capacity of attention and finally don't find out main rules when they learn and accept knowledge.

C. To Stir up and Maintain Learning Motivation

As a factor irrelevant with intelligence, learning motivation doesn't determine directly the individual learning performance. But in fact, it has a great influence on studying interest, studying attitude, and endeavor degree and task maintenance of students. For this reason, it indirectly affects studying consequence of students. It is not difficult to understand whether the learning motivation being efficiently stirred up or not will directly impact upon their learning effects and also influence the results of the language interaction and emotion interaction between teachers and students in classroom.

Achievement goal theory insists, the different persons will develop different cognitions about accomplishment, and the difference would result in diverse achievement goal orientations, which may fall into mastery goal orientation and performance goal orientation. The former aims at learning and mastering knowledge primarily, whereas the latter is meant to pursuing good performance and marks.

Arming at mastery goal orientation, the students attach importance to develop new capability, and they believe that the most efficient way of achieving success is to do their almost in the course of studying. As a result, they can earn the sense of satisfactory by comparing with themselves. And most obvious, they always maintain active attitude to deal with any problems in learning, and love those tasks filled with challenges; besides, they apply deep-seated manufacture tragedy efficiently and regulate their learning method on time. Facing with difficulty and failure, they always maintain positive emotion and continue to plunge into the new learning tasks and strive for the next aim. This continuous learning motivation is a bracing and adaptive method to make sure success at last. In contrast, arming at performance goal orientation, those students focus on earning a high mark and fame which is viewed as a symbol to demonstrate their abilities. Therefore, they can obtain their desirable sense of satisfactory and performance. They tend to consider the endeavor and capability as opposite two sides. In other words, they think—the more you try, the less your ability is. In addition, they apt to make use of superficial learn tragedy. For instance, they get into habit of bearing in mind in the course of studying. When encountering frustration during learning, they will generate these emotions such as losing heart, feeling shame and depressing. And to make matters worse, they judge themselves in error and easily give up effort, when they are defeated. That kind of learning motivation embodies their helpless and unsuited features.

Based on their dissimilar learning goal orientations, teachers are in duty bound to create a favorite atmosphere for mastery goal orientation in classroom. The features of the atmosphere are to concentrate on mastering novel skills and knowledge and developing their ability from disparate aspects. At largely, learning motivation can be evoked and maintain in the following aspects.

1. In the respect of assigning tasks and giving right. The design plan of activities and tasks assigned by teachers should abide by three principles of variety, novelty and participation. Besides, the plan of designing ought to meet almost students' curiosities, challenges and self-controlling. The novelty and varied tasks don't easily stir up their interest and decrease the opportunities of comparing with others in society, but also lower the possibility of taking tasks performance simply as a kind capability symbol. Another advantage helps students to concentrate on completing tasks and mastering technique. What's more, the real, detail and short-time aim may increase their self-confidence to accomplish tasks triumphantly and increase their willingness to try hard for finishing them. When they witness themselves close to their desirable goals, the sense of self-competence will appear.

If given more opportunities and rights to chose actively and take part in determination in classroom, students will go

into habit of self-decision that enhances their internal motivation and be apt to develop the mastery goal orientation. The investigation indicates that self-orientation atmosphere is favor of fostering competence feeling of students. Since the right of self-decision can enable students profit a lot from learning, teachers ought to give students more rights to determinate and chose in classroom. And they should conduct students to take part in learning activities so as to increase their learning initiative and responsibility.

2. In the field of affirmation and assessment. Affirmation is the positive estimate to the individual and takes affirmative influence on the developing of psychology and mentality of students. From the point of view, teachers should praise their students according to concrete matters. If necessary, teachers might commend them with certain intention. If not, the external commend may influence and even decrease their learning initiative. Based on the individual progress and enhancement, teachers gift the positive affirmative to students' performance. Their assessment would contribute to increasing the sense of pride and satisfactory of students. Once they know their proud feeling and satisfactory feeling originate from the result by comparing with themselves rather than with others, they will focus on boosting new capacity, mastering new learning tasks and generating mastery goal orientation. If the commend can be given to students in private, the effect will be better. In other words, teachers use proper ways to praise as possible as they could. The estimate content shouldn't only be limited to the marks, but should take other factors into account. If more opportunities can be created to enable students find out mistakes and go after a higher assessment, then they may realize that to make mistakes is a part of learning and doesn't mean failure or bad capability. At last, they understand what they really try to do is to concentrate on accomplish tasks, mastering knowledge and raise capability.

3. Learning teams. A number of investigations indicate that, during the three goal structures of competition, cooperation and individualization, competition emotion easily stirs up the conception of capacity variance and results in performance goal orientation. The goal of cooperation and individualization contributes to fostering mastery goal orientation. Under cooperation conditions, society comparison and assessment both base upon the representation of the whole group so that the subtle difference among each individual isn't distinct very much. Except for bumping up the studying interest and self-confidence of those students who earn a bad performance, team learning is able to deepen their comprehension to knowledge and then master it during the course of playing a part of students. Since the team learning allows students to control the whole course of learning, their competence feeling will increase during the course.

Obeying by the above aspects, students' learning motivation can be stirred up reasonably and maintain all the time in classroom. The most important point is to achieve the aim of making sure the classroom activity and help students really join in the teaching. All this promotes the interaction of teachers and students into a new level.

III. INTERACTION STRATEGIES

In schoolroom, teachers are required to change the traditional interpersonal relationship between teachers and students. The tendency of change is from authority and obedience into the democracy and harmonic friendship. In deal and friendly atmosphere filled with feeling, teachers impart knowledge efficiently and guarantee to carry reality, confidence and comprehension to effect by being on their shoes. If they want to help students to internalize learning motivation, they may conduct students to realize rightly the learning attitude and the learning performance. To adhere on the conception of interaction all the time in teaching classroom, the following strategies should be taken measure.

A. Language Interchange Strategy

In classroom of going on duplex spread, teachers clearly control the whole class though the form of substantive enactment and the exchange during groups is very little. On the condition, teachers play the role as lecturers, and students of course play the role of listeners and accept the given information passively. If teachers want to develop a proper statement of teachers and students' interaction, the teachers must encourage students to express their viewpoints boldly and make sure their Conversation flow freely. In addition, language interchange shouldn't only be confined to take place between teachers and students, but also between teachers and students groups, different groups of students and even each student. Only when the language interchange may go well, then it is possible that the good relationship of teachers and students could be developed. In other words, the language interchange is the premise of developing a good interaction of teachers and students.

B. Reasonable Expectation Strategy

The strategy can compel students to generate the self-efficacy feeling. Then they can participate in the classroom learning, and try their best to generate an adapted circumstance of learning. Being a teacher, he ought to possess optimistic attitude to students and encourage them timely by the direct or indirect ways. Some researches studied by Good and Brophy in 1994 have shown that, the teachers who keep hopeful attitude to students will present more supportive information in classroom, for instance, more contact of line of sight, and to keep smiling and friendly expression. By the contrast, those teachers lacking in positive attitude will express less encouraging information irrelevant with language when they spread knowledge to students. And they usually criticize and condemn students. In campus, teachers' assessment and attitude of praise, criticizing, friendship and so on is a mirror to provide the students' self-assessment and self-experience with basis rule. Because the development and diversification of the students'

opinion reflects the assessment and attitude given by the authority to a certain degree. Their dignity could be maintained by means of the affirmative estimate of the authority.

C. Emotion Regulation Strategy

The teachers are considered as the promoters who are abundant in knowledge, emotion and patience, and also as assistant of cognition. In the process of classroom teaching, teachers should flexibly adopt measures to induce and regulate the emotion of students. Meanwhile, they ought to do their best to create a kind of harmonic and friendly atmosphere of teaching psychology. And the atmosphere guarantees students to take easy and feel "mentality safety" in classroom. In the course of searching and resolving difficult issues, students may produce the proper worry and interest, which will help them to generate positive cognition, lure new knowledge and bring forth new ideas. Teachers can assess them in virtue of means of checking to encourage students. Students can profit from their assessment and attain the sense of success, satisfactory and pride that may contribute them to experience the bitter and the sweet of studying.

Another important point is that teachers can stand on their position and angle to think about matters and observe their inward world. Such a teaching method is bestowed with affection and humanism. On such conditions, the every link of teaching is going to proceed on cordiality, open and freedom atmosphere. Students may express their thoughts safely and freely, and they can share common responsibility with teachers when the learning motivation is stirred up.

D. To Improve Assessment Strategy

The former way of estimating from teachers is a singular judgement standard which takes a point to replace other merits of students. And the evaluation criterion focuses on their marks mainly. Nowadays teachers should change the outdate evaluation way into developing a multiplex way. We name the way as appreciation assessment that embodies the education humanism. Every one is a particular, they all exert their potentiality on learning as long as there is proper circumstance; all people are equal, they can act a part in their position only if teachers treat them equally.

Appreciation assessment means giving up the former critical and negative judgment way and fining out others' merits and praising them modestly. The method will offer them more opportunities of experiencing joy, increasing self-confidence and self-pride, and encouraging them to show themselves. Meanwhile, it will set a good example for students so that they can view others' merits as a new point to improve, to develop and to acquire. They profit so much from the novelty evaluation way in maintaining dignity and interest. Its deeply influence will contribute to establish good relationship of teachers and students and develop efficient interaction of teachers and students. However, the appreciation estimate is given by others. In the assessment of education, on the one hand, the estimate from others is very important, and on the other hand, it is crucial considerably to encourage the students to develop self-assessment. Only when the way of estimate is changed completely, the classroom atmosphere is improved radically, and the real interaction can generate at last.

IV. THE NEW INTERACTION WAY OF WEB-BASED INSTRUCTION

When the internet industry develop quickly, various new techniques based on the internet pop up naturally. Their appearances are changing people's life style, and at the same it also changes traditional teaching style of the face-to-face between teachers and students. The new teaching way will benefit teachers and students a lot from various respects, and it might bring them new challenges.

A. The Essence of Web-based Interactive Teaching

1. The Web-based interactive teaching is a kind online learning way according to the techniques of medium and network. The web-based instruction circumstance distinguishes from the traditional and face-to-face teaching, that is to say the teachers and students aren't affirmative in the interactive classroom of based Web. The network techniques provide the teachers and the students with various communication mechanizes and ways for exchange and interaction. Gilberthe Moore, the distance-teaching expert pointed out in 1998: the new features of web-based instruction enable us to apply the learning theory of interaction and proper learning tragedy to strengthen students' study. Therefore, under the computer –based teaching circumstance, it's necessary that we understand the interactive features, and design appropriate plans. And then the learners and media, teachers and learner can interchange and study each other by applying the Internet.

2. In Internet teaching circumstance, the interaction teaching may fall into two classifications: teaching interaction activity and social interaction activity. The teaching interaction activity means to apply the hypermedia link skill of the computer to organize information. And the learners may utilize the explorer to obtain useful information from the recourses of non-linear organization and also can distribute their information or resources on the web page to share with others. This is the reason that people can catch more information and exchange ideas with each other. These interactive activities mainly include how to obtain teaching resources, to link content, to download information and to distribute message. This kind of interactive activity offers the learner dynastic control ability of information, and the opportunities to control learning circumstances. The non-linear information organization forms can accommodate the learners to take the information into practical usage, at anytime. The web system allows the individual to seek for information according to their ways.

The social interaction activity means to the interchange between people and people. In the network environment, sociality interaction is try hard to exchange with other computers by means of various media such as e-mail, language mailbox, list system, chatting room, call-board, online meeting and others, using these exchanges activities, the learners and teaching, the learners and learners can be online to carry on lifting to ask, answer, argue and consult, and then they can carry out cooperation and exchanges and others availably. These advantages can't be obtained from the classroom teaching and are drawing growing people's attention.

B. The Features of Web-based Interaction

The interactive activities in network are a dynastic course, and exist in the whole learning course of the learners. If the learners want to go in for the learning in the Internet they must carry out mutual interchange and information communication. The main characters in network circumstance present the following aspects.

1. The interactive activities are initiative. The web interaction is to take the learners as a central really. Whether the learners want to take port in the web-based instruction or not? And how do they carry out the learning activity in the course of exchange? They can make decision completely according to their demand and, they are really the subject of learning and control the interactive activities themselves availably. Based on its character, students must master the basis operate of the Internet and have clear goal about the information to be searched.

2. The interactive forms are flexible and various. In traditional teaching environment, the interchange form is sole and finite, whereas the web offers the learners various kinds of interactive ways and interchange means. Since the learners can choose a different step method, such as the BBS, e-mail, message book, etc. they can also make use of a chatting room, electronics whiteboard, on-line meeting, and etc. synchronous way to carry on interactive exchange with each other.

3. The network interaction is full of independence and expansibility. The interactive channels copy with the various the information respectively and independently, and don't disturb with each other. In classroom teaching environment, the students must ask questions in order and they acquire limited information about the questions. But in web circumstance, the students can ask questions and express ideas at the same time by different channels and then they can gain a great deal of related information that they need to understand.

Here, we only discuss the above features of the Internet. In fact, a number of characters or merits may be found out and be used to help us. Of course, everything has two sides; the online teaching has its sides also. The interactive activities in Internet are complex for any user. If the learners don't make good use of it, maybe it will mislead the learners and result in overloading information and feeling of frustration. So we should apply correctly it to serve for my learning.

C. The Staff's Role in the Interaction Teaching of Web-based

Staff development is essential to ensure that staff have the necessary skills and expertise to become effective online tutors. The staff development must offer opportunities for self-reflection. It is essential to develop staff as reflective practitioners to enable them to challenge their own beliefs, attitudes and practices, and to personalize their experiences and set them in context. Many online tutors have to deal with a vast range of new information and experiences beyond their immediate role of online tutor. So they master the skill of handing information. Because of the other side of the Internet, the teachers should try their best to conduct the students to use the Internet with correct means and ways, and also provide them precise and useful information in the course of interaction teaching in classroom. On the other hand, they must help students learn to understand the interaction way of web so that students can acquire good results in the learning. In a word, the teacher plays a role as an assistant, conductor and supervisor.

V. CONCLUSION

However, whether we chose to use the interaction teaching of face-to-face or the interaction way of web-based, our goal is to enable students to learn more initiatively and effectively.   Only we can change the traditional teaching aimed at higher examination result, and bring the interaction teaching into full play. This paper has explored these advantages of the two different ways, and it also explains how to apply them and what should we play attention. All that will give us some enlightenment to go in for this interaction teaching.

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