Teacher-Student Interaction in English Classes for Non-Specialized Learners: Insights from Literature

Hajir Mohammed Ali Khalleefah

Jejed428@gmail.com

Higher Institute for Science and Technology, Souq-Aljuma, Tripoli

_____

Abstract

Teacher-student interaction plays a pivotal role in English language acquisition, particularly in non-specialized English classes at higher institutions, where learners often face unique challenges and possess diverse learning goals. This paper provides a comprehensive review of the literature on teacher-student interaction, focusing on its characteristics, benefits, and challenges in the context of non-specialized learners. Key theoretical frameworks, including Vygotsky's Social Interaction Theory and Krashen's Input Hypothesis, are discussed to highlight the foundational role of interaction in language learning. The paper examines effective strategies, such as interactive teaching techniques, the integration of technology, and fostering a positive classroom environment, to enhance teacher-student interaction. Additionally, it synthesizes findings from empirical studies, demonstrating the positive impact of effective interaction on student engagement, language proficiency, and motivation. The review also identifies gaps in the literature, particularly regarding non-specialized learners, and suggests directions for future research. This study underscores the need for educators to adopt interaction-focused approaches to address the specific needs of non-specialized learners and improve learning outcomes in English classes.

Keywords: teacher-student interaction, English language teaching, non-specialized learners, higher education.

1. Introduction

The interaction between teachers and students is a cornerstone of effective language learning, particularly in English as a Foreign Language (EFL) contexts. This dynamic exchange fosters not only language acquisition but also the development of confidence, motivation, and critical thinking skills among learners. In higher education, English classes often include non-specialized students, those who are not majoring in English or related disciplines, who bring unique challenges and needs to the classroom. These students typically possess varying levels of language proficiency, diverse motivations for learning English, and limited exposure to the language outside academic settings.

Teacher-student interaction becomes especially significant in this context, serving as a bridge between the language content and learners' engagement. Through communicative exchanges, teachers can address students' linguistic and affective needs, facilitate their active participation, and create an inclusive learning environment. However, non-specialized English classes often face constraints such as limited instructional time, large class sizes, and lack of tailored resources, which can hinder effective interaction.

This paper explores the role of teacher-student interaction in non-specialized English classes, drawing insights from existing literature. By synthesizing theoretical frameworks and empirical findings, it highlights the benefits, challenges, and best practices associated with fostering meaningful interaction in these settings. The study also identifies research gaps and proposes directions for future investigation, emphasizing the importance of teacher-student interaction as a critical factor in improving learning outcomes for non-specialized students.

The overarching aim of this paper is to provide educators and policymakers with a deeper understanding of how teacher-student interaction can be optimized to meet the needs of non-specialized learners in higher education English classes. In doing so, it underscores the broader implications of interaction-focused pedagogical approaches for enhancing the overall quality of English language instruction.

2. Theoretical Framework

Teacher-student interaction in English language teaching is grounded in several key theoretical frameworks that emphasize the importance of communication, scaffolding, and active engagement in learning. These frameworks provide a basis for understanding how interaction fosters language acquisition and motivates learners, particularly in the context of non-specialized English classes.

2.1 Vygotsky's Social Interaction Theory

Vygotsky's Social Interaction Theory posits that learning is inherently a social process, where interaction with more knowledgeable others, such as teachers, facilitates cognitive development (Vygotsky, 1978). In language learning, this theory emphasizes the Zone of Proximal Development (ZPD), a conceptual space where learners can perform tasks with guidance that they could not accomplish independently. Teacher-student interaction, through scaffolding and feedback, plays a critical role in helping learners progress within their ZPD. For non-specialized students, this guidance can address specific language challenges and encourage active participation, making abstract concepts more accessible.

2.2 Krashen's Input Hypothesis

Krashen's Input Hypothesis highlights the necessity of comprehensible input—language that is slightly beyond the learner's current proficiency level but made understandable through context and interaction (Krashen, 1982). Teacher-student interaction serves as a vehicle for delivering such input, enabling learners to engage with the language in meaningful ways. For non-specialized learners, teachers often simplify or adapt their speech and use visual aids, gestures, or examples to make input comprehensible, fostering incremental language acquisition.

2.3 Communicative Language Teaching (CLT

The Communicative Language Teaching (CLT) approach underscores the importance of meaningful communication in language instruction (Richards & Rodgers, 2001). CLT prioritizes interaction as a central component of language learning, encouraging students to use English in real-world contexts. In non-specialized classrooms, CLT can be implemented through activities such as group discussions, role plays, and problem-solving tasks, allowing students to practice English in an interactive and engaging environment.

2.4 Constructivist Learning Theory

Constructivist learning theory suggests that learners construct knowledge through active participation and interaction with their environment (Piaget, 1971). In the context of non-specialized English classes, teacher-student interaction facilitates this knowledge construction by creating opportunities for learners to experiment with language, receive feedback, and refine their understanding. This process not only enhances language skills but also promotes learner autonomy and critical thinking.

2.5 Sociocultural Contexts in Language Learning

Teacher-student interaction is also influenced by sociocultural factors, including students' cultural backgrounds, attitudes toward English, and the classroom environment. Research suggests that culturally responsive teaching, which acknowledges and integrates students' cultural contexts into language instruction, enhances interaction and learning outcomes (Gay, 2018). This approach is particularly relevant for non-specialized learners who may view English as a foreign or secondary language in their academic and personal lives.

By integrating these theoretical frameworks, this paper establishes a foundation for understanding how teacher-student interaction can be effectively employed to address the unique needs of non-specialized English learners.

3. Teacher-Student Interaction in Non-Specialized English Classes

Teacher-student interaction is a vital component of language learning, particularly in non-specialized English classes, where learners often exhibit diverse levels of proficiency, motivation, and goals. Unlike English majors or specialized learners, non-specialized students typically take English as a general education requirement, making teacher-student interaction crucial for engaging them in meaningful learning experiences and achieving educational outcomes.

3.1 Characteristics of Non-Specialized Learners

Non-specialized English learners are often enrolled in higher education programs that do not focus on language studies. They generally pursue English as a supplementary subject, which can influence their motivation and approach to learning. For many, English is perceived as a tool for academic success or professional advancement rather than a subject of intrinsic interest. As a result, they may lack the commitment or confidence typically found in specialized learners (Chen, 2015). Teachers in this context need to foster engagement through personalized and interactive strategies that accommodate the varying levels of interest and ability within the classroom.

3.2 Role of Interaction in Language Learning

Teacher-student interaction in non-specialized English classes serves multiple purposes, including:

1. Facilitating Comprehension: Teachers provide explanations, examples, and contextual cues to make language input comprehensible, aligning with Krashen's Input Hypothesis (Krashen, 1982).

2. Enhancing Motivation: Meaningful interaction can increase student interest and willingness to participate, particularly for learners who lack intrinsic motivation.

3. **Building Confidence:** Interaction allows students to practice language skills in a supportive environment, gradually reducing their anxiety about making mistakes.

3.3 Challenges in Interaction

Several challenges affect the quality and frequency of teacher-student interaction in non-specialized English classes:

Limited Proficiency: Students with low English proficiency may hesitate to participate in class discussions or activities, limiting opportunities for interaction (Horwitz, 2001).

Time Constraints: Non-specialized courses often have limited instructional hours, making it difficult to balance content delivery with interactive activities.

Large Class Sizes: Larger classrooms reduce the opportunity for individualized interaction, making it challenging for teachers to address the specific needs of each learner.

Teacher Preparedness: Educators may lack training in handling diverse student populations or in employing interactive teaching techniques effectively.

3.4 Strategies for Effective Interaction

Teachers can adopt several strategies to overcome these challenges and enhance interaction in non-specialized English classes:

Interactive Teaching Methods: Techniques such as group discussions, role-plays, and collaborative projects encourage active participation and provide opportunities for meaningful communication (Richards & Rodgers, 2001).

Use of Technology: Digital tools like language learning apps, online discussion boards, and virtual classrooms facilitate interaction and create additional opportunities for practice outside of the classroom.

Culturally Responsive Teaching: Incorporating culturally relevant materials and activities can make lessons more engaging and relatable, fostering better interaction (Gay, 2018).

Feedback and Encouragement: Providing constructive feedback and recognizing student efforts create a positive classroom atmosphere that encourages participation.

3.5 Benefits of Effective Interaction

When teacher-student interaction is effectively implemented, it has a transformative impact on learning outcomes. Research shows that students who actively engage with their teachers are more likely to develop confidence, achieve higher language proficiency, and retain the skills they acquire (Vygotsky, 1978).

Moreover, meaningful interaction helps bridge the gap between theoretical knowledge and practical application, equipping students with the ability to use English in real-world contexts.

By addressing the unique challenges and leveraging appropriate strategies, teachers can significantly enhance the learning experience for non-specialized English students, helping them achieve their academic and professional goals.

4. Strategies for Enhancing Teacher-Student Interaction

Enhancing teacher-student interaction in non-specialized English classes is critical for improving language acquisition and fostering a supportive learning environment. Given the diverse needs and challenges faced by non-specialized learners, educators can adopt a range of strategies to make interactions more meaningful, engaging, and effective.

4.1 Incorporating Interactive Teaching Techniques

Interactive teaching techniques actively involve students in the learning process, encouraging participation and communication. Strategies include:

Group Discussions and Debates: Encourage students to express their thoughts on specific topics, promoting the use of English in authentic contexts.

Role Plays and Simulations: Provide opportunities for students to practice real-life conversations, improving their fluency and confidence (Richards & Rodgers, 2001).

Think-Pair-Share Activities: Facilitate collaboration and peer learning, allowing students to exchange ideas before engaging with the teacher.

4.2 Utilizing Technology in the Classroom

Technology can bridge communication gaps and provide innovative ways to interact. Tools and approaches include:

Language Learning Apps: Platforms like Duolingo or Quizlet can supplement classroom interaction by providing engaging exercises.

Online Forums and Virtual Classrooms: These create additional opportunities for teacher-student and peer interaction, especially for large or asynchronous classes.

Gamification: Incorporate games or competitive elements to make learning more engaging and interactive.

4.3 Adopting a Student-Centered Approach

A student-centered approach focuses on learners' needs, preferences, and active involvement. Techniques include:

Personalized Learning: Adapt materials and activities to students' interests and proficiency levels, ensuring relevance and engagement.

Encouraging Questions and Dialogue: Create a classroom culture where students feel comfortable asking questions and sharing ideas, fostering a two-way interaction.

Active Listening: Teachers should listen attentively to students' contributions, providing meaningful feedback and validation.

4.4 Providing Constructive Feedback

Feedback is a critical component of effective teacher-student interaction, helping learners identify their strengths and areas for improvement.

Positive Reinforcement: Highlight students' achievements and efforts to build confidence and motivation (Krashen, 1982).

Specific and Timely Feedback: Address errors constructively and provide guidance on how to improve.

Peer Feedback: Encourage students to provide constructive feedback to each other, promoting collaborative learning.

4.5 Fostering a Positive and Inclusive Classroom Environment

Creating an environment where students feel valued and respected enhances interaction. Strategies include:

Culturally Responsive Teaching: Integrate students' cultural backgrounds and experiences into the curriculum, making content more relatable (Gay, 2018).

Building Rapport: Develop a strong teacher-student relationship based on trust, respect, and empathy.

Encouraging Participation: Use icebreaker activities, informal discussions, and humor to reduce anxiety and encourage reluctant learners to engage.

4.6 Using Scaffolding Techniques

Scaffolding involves providing temporary support to help students achieve tasks they cannot complete independently, aligning with Vygotsky's Zone of Proximal Development (Vygotsky, 1978).

Modeling: Demonstrate language use before asking students to perform similar tasks.

Guided Practice: Provide structured activities with clear instructions and gradual withdrawal of support.

Prompting and Questioning: Use open-ended questions to encourage deeper thinking and longer responses.

4.7 Promoting Collaborative Learning

Peer interaction can complement teacher-student interaction and enhance learning outcomes. Approaches include:

Pair and Group Work: Encourage students to collaborate on tasks, fostering communication and teamwork.

Peer Tutoring: Pair stronger students with weaker ones to provide support and encourage mutual learning.

By adopting these strategies, educators can enhance the quality and frequency of teacher-student interaction in non-specialized English classes. These approaches not only address the unique needs of non-specialized learners but also create a dynamic and inclusive learning environment that supports language acquisition and personal development.

5. Impact of Interaction on Learning Outcomes

Teacher-student interaction plays a pivotal role in shaping learning outcomes, particularly in language learning contexts. In non-specialized English classes, where students may have varying levels of motivation, language proficiency, and interest, effective interaction significantly enhances cognitive, linguistic, and affective outcomes. The following sections outline the impact of teacher-student interaction on key aspects of learning.

5.1 Language Proficiency Development

Interaction facilitates the acquisition of critical language skills, including listening, speaking, reading, and writing. Studies suggest that meaningful teacher-student exchanges provide learners with opportunities to practice and refine their language use in real-time, improving fluency and accuracy (Krashen, 1982).

Comprehensible Input and Output: Through interaction, teachers deliver language input that is accessible yet challenging, aligning with Krashen's Input Hypothesis. This input, combined with opportunities for learners to produce output, strengthens their linguistic competence.

Vocabulary and Grammar Acquisition: Interactive activities such as question-and-answer sessions and feedback loops expose students to new vocabulary and grammatical structures, reinforcing retention and application.

5.2 Cognitive Engagement and Critical Thinking

Teacher-student interaction fosters cognitive engagement, encouraging learners to think critically about language use and problem-solving.

Active Learning: Interactions that involve questioning, discussion, and problem-solving engage students actively in the learning process, leading to deeper understanding (Richards & Rodgers, 2001).

Scaffolding and Cognitive Development: Through scaffolding, teachers guide learners within their Zone of Proximal Development (ZPD), helping them tackle tasks beyond their independent capabilities (Vygotsky, 1978).

5.3 Increased Motivation and Confidence

Positive and constructive teacher-student interaction has a profound impact on learners' motivation and confidence.

Reduced Anxiety: A supportive and interactive environment lowers language anxiety, particularly for non-specialized learners who may feel hesitant or insecure about using English (Horwitz, 2001).

Enhanced Intrinsic Motivation: Meaningful interaction fosters a sense of achievement and progress, motivating students to engage further with the learning material.

Confidence Building: Receiving encouragement and constructive feedback during interactions helps students build confidence in their ability to communicate in English.

5.4 Improved Communication Skills

Teacher-student interaction directly enhances learners' communicative competence by providing opportunities for authentic language use.

Pragmatic Skills: Interaction exposes students to appropriate ways of using English in various social and academic contexts, improving their pragmatic competence (Canale & Swain, 1980).

Real-Life Application: Simulated interactions, role-plays, and discussions prepare students for real-world communication, bridging the gap between classroom learning and practical application.

5.5 Social and Collaborative Skills

Interaction also promotes the development of social and collaborative skills, which are essential for effective communication and teamwork.

Collaboration: Interactive tasks such as group discussions and peer feedback foster teamwork and mutual support.

Interpersonal Skills: Through interaction, students learn to navigate social dynamics, express opinions, and negotiate meaning, all of which are crucial for effective communication.

5.6 Long-Term Retention of Language Skills

Research indicates that learners retain language skills more effectively when they are actively engaged in interactive learning processes.

Reinforcement through Practice: Frequent interaction reinforces language input, ensuring long-term retention and transfer to other contexts (Ellis, 2008).

Repetitive and Meaningful Use: Regular interaction involves repeated use of vocabulary and structures in meaningful ways, strengthening memory and recall.

5.7 Empirical Evidence

Numerous studies have demonstrated the positive correlation between teacher-student interaction and learning outcomes. For example:

- A study by Lightbown and Spada (2013) found that learners in classrooms with high levels of interaction showed greater improvement in speaking and listening skills compared to those in lecture-based environments.

- Another study by Brown (2009) highlighted that students who frequently interacted with their teachers and peers were more likely to develop confidence and achieve higher scores in language assessments.

5.8 Challenges and Limitations

Despite its positive impact, teacher-student interaction may face limitations, such as insufficient time for individual interaction in large classes, varying levels of student participation, and cultural differences in communication styles. Addressing these challenges is crucial for maximizing the benefits of interaction in non-specialized English classes.

6. Challenges and Limitations in the Literature

While teacher-student interaction has been widely recognized as a cornerstone of language acquisition, particularly in non-specialized English classes, several challenges and limitations emerge in the existing literature. These issues reflect gaps in research, methodological constraints, and contextual challenges that require further investigation.

6.1 Limited Research on Non-Specialized Learners

Much of the literature on teacher-student interaction focuses on specialized learners or English as a Second Language (ESL) contexts, leaving non-specialized English learners underexplored.

- Lack of Focus on Diverse Proficiency Levels: Non-specialized classes often include students with varying levels of English proficiency, but the literature provides limited insights into how interaction can be adapted to address this diversity (Chen, 2015).

- Generalization of Findings: Studies often generalize findings from ESL or English for Specific Purposes (ESP) contexts to non-specialized learners, overlooking the unique challenges and goals of the latter group.

6.2 Insufficient Longitudinal Studies

The majority of research on teacher-student interaction is cross-sectional, capturing a snapshot of interaction patterns and outcomes.

- Limited Understanding of Long-Term Impact: There is a lack of longitudinal studies exploring how consistent and meaningful interaction influences language development over time (Ellis, 2008).

- Short-Term Focus: Many studies measure immediate outcomes, such as test scores or task performance, without considering sustained proficiency or real-world application.

6.3 Methodological Constraints

Research on teacher-student interaction often faces methodological challenges that limit its scope and applicability.

- Small Sample Sizes: Many studies involve small sample groups, making it difficult to generalize findings to larger populations (Lightbown & Spada, 2013).

- Subjectivity in Interaction Analysis: Measuring the quality and effectiveness of interaction can be subjective, relying on self-reported data or qualitative observations, which may introduce bias.

6.4 Contextual and Cultural Differences

The role and perception of teacher-student interaction vary across cultural and institutional contexts, which complicates the generalization of findings.

- **Cultural Variations in Communication:** In some cultures, students may be less inclined to engage in interaction due to hierarchical views of teacher-student relationships, potentially affecting outcomes (Gay, 2018).

- **Institutional Constraints:** Large class sizes, limited resources, and rigid curricula in many educational institutions hinder the application of interaction-focused methodologies (Richards & Rodgers, 2001).

6.5 Technological Limitations

While technology is increasingly used to facilitate interaction, its effectiveness in non-specialized English classes remains under-researched.

- Access and Training: Limited access to technology and lack of teacher training in its effective use pose barriers to integrating digital tools into interaction strategies (Chen, 2015).
- Over-Reliance on Technology: Some studies critique the over-reliance on technology, arguing that it may reduce opportunities for face-to-face interaction and personalized feedback.

6.6 Challenges in Measuring Impact

Assessing the impact of teacher-student interaction on learning outcomes is inherently complex.
- Attribution of Learning Gains: It can be challenging to isolate the effects of interaction from other factors, such as learner motivation, instructional materials, or extracurricular exposure to English (Ellis, 2008).

- Lack of Standardized Metrics: The absence of standardized tools for evaluating the quality and frequency of interaction complicates comparisons across studies.

6.7 Neglect of Psychological and Emotional Factors

While the importance of interaction for reducing anxiety and increasing motivation is acknowledged, studies often fail to delve deeply into the psychological and emotional dimensions of interaction.

- Overemphasis on Cognitive Outcomes: Most research prioritizes cognitive and linguistic outcomes, overlooking how interaction affects students' confidence, self-esteem, and overall well-being (Horwitz, 2001).

7. Future Research Directions

While significant progress has been made in understanding the role of teacher-student interaction in language acquisition, several gaps in the literature remain. Addressing these gaps through future research can provide deeper insights and improve educational practices for non-specialized English learners. The following directions highlight critical areas for further exploration:

7.1 Longitudinal Studies on Interaction Outcomes

Most existing research focuses on short-term effects of teacher-student interaction, leaving its long-term impact relatively unexplored. Future studies should:

- Examine Sustained Proficiency: Investigate how consistent and meaningful interaction over extended periods contributes to long-term language retention and practical application.

- Track Developmental Trajectories: Explore how interaction influences learners' growth across different stages of their academic journey, particularly for non-specialized students with varying initial proficiency levels (Ellis, 2008).

7.2 Context-Specific Research

Cultural and institutional contexts play a critical role in shaping the effectiveness of teacher-student interaction. Research is needed to:

- Analyze Cross-Cultural Dynamics: Study how interaction strategies differ across cultural settings and how culturally responsive teaching can enhance engagement and learning outcomes (Gay, 2018).

- Investigate Institutional Constraints: Examine how factors such as large class sizes, limited resources, and rigid curricula impact the implementation and success of interaction-focused teaching strategies.

7.3 Technological Integration and Interaction

As technology becomes increasingly integrated into education, its role in facilitating teacher-student interaction warrants further exploration:

- Hybrid and Virtual Classrooms: Evaluate the effectiveness of teacher-student interaction in online or blended learning environments compared to traditional face-to-face settings.

- Interactive Tools: Investigate the impact of specific technologies, such as AI-driven language learning platforms, gamified apps, and virtual reality, on enhancing interaction and engagement in non-specialized English classes (Chen, 2015).

- Digital Divide: Explore how disparities in access to technology influence the quality and frequency of teacher-student interaction.

7.4 Emotional and Psychological Dimensions

Although the role of interaction in reducing anxiety and increasing motivation has been recognized, there is limited research on its deeper psychological impacts. Future studies could:

- Examine Emotional Resilience: Explore how teacher-student interaction fosters emotional resilience, self-confidence, and motivation in non-specialized learners, particularly those with low proficiency or high language anxiety (Horwitz, 2001).

- Focus on Feedback Dynamics: Investigate how different types of feedback during interactions affect learners' emotional states and willingness to participate.

7.5 Multimodal Approaches to Measuring Interaction

Traditional methods of analyzing interaction often rely on self-reports or qualitative observations, which can be subjective. Future research should:

- Develop Standardized Metrics: Create tools to measure the frequency, quality, and impact of teacher-student interaction in non-specialized English classes consistently.

- Utilize Multimodal Analysis: Employ a combination of quantitative (e.g., performance assessments, engagement tracking) and qualitative (e.g., discourse analysis, student interviews) methods to provide a holistic understanding of interaction dynamics.

By addressing these directions, future research can provide a more comprehensive understanding of the complexities of teacher-student interaction and its role in enhancing learning outcomes for non-specialized English learners.

8. Conclusion

Teacher-student interaction is a cornerstone of effective language learning, particularly in non-specialized English classes, where learners often face unique challenges due to varying levels of proficiency, motivation, and interest. This paper has synthesized insights from literature to emphasize the role of interaction in enhancing language acquisition, fostering motivation, and promoting confidence among learners. By engaging in meaningful exchanges, teachers can bridge the gap between theoretical knowledge and practical application, creating a dynamic learning environment that supports students' academic and professional goals.

Theoretical frameworks, such as Vygotsky's Social Interaction Theory, Krashen's Input Hypothesis, and Communicative Language Teaching, provide a robust foundation for understanding the mechanisms through which interaction facilitates learning. However, several challenges persist, including limited research on non-specialized learners, cultural and institutional constraints, and difficulties in measuring the impact of interaction. To address these gaps, future research should prioritize longitudinal studies, context-specific analyses, and multimodal approaches to evaluate the quality and effectiveness of interaction.

Strategies such as adopting interactive teaching methods, integrating technology, providing constructive feedback, and fostering a positive classroom environment have been identified as effective ways to enhance teacher-student interaction. These strategies, when tailored to the unique needs of non-specialized learners, can lead to significant improvements in language proficiency, cognitive engagement, and emotional resilience.

In conclusion, teacher-student interaction is not merely a pedagogical tool but a transformative element of language education. By leveraging interactive techniques and addressing the identified challenges, educators and policymakers can optimize teaching practices to support the diverse needs of non-specialized English learners, ultimately contributing to their success in both academic and real-world contexts.

About the author

Dr. Hajir Khalleefah is a lecturer at the Higher Institute for Science and Technology, Souq-Aljuma, Tripoli. She has been teaching English at the institute for eight years. Her research interests include English for ESP, translation studies, corpus linguistics, and literary translation.

References

1. Brown, H. D. (2009). Principles of language learning and teaching (5th ed.). Pearson Education.

2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1 (1), 1–47. https://doi.org/10.1093/applin/I.1.1

3. Chen, Q. (2015). Non-English majors' attitudes and motivation toward learning English. Journal of Language Teaching and Research, 6 (4), 733–739. https://doi.org/10.17507/jltr.0604.13

4. Ellis, R. (2008). The study of second language acquisition (2nd ed.). Oxford University Press.

5. Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). Teachers College Press.

6. Horwitz, E. K. (2001). Language anxiety and achievement. Annual Review of Applied Linguistics, 21, 112–126. https://doi.org/10.1017/S0267190501000071

7. Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press.

8. Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.

9. Piaget, J. (1971). The theory of stages in cognitive development. In D. Green, M. Ford, & G. Flamer (Eds.), Measurement and Piaget. McGraw-Hill.

10. Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge University Press.

11. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.