

## Assessment of ESL Student-Student Interactions: Vygotsky's Approach

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### ABSTRACT

*Language is defined as a means of communication between one person and another for different purposes. Learning it enables individuals to communicate easily with different societies. In addition, it gives a chance to understand their cultures, localities, states, and countries. It also serves as an instrument to share knowledge and experiences. English language becomes the global language in terms of education, technology, science, politics, etc. Report shows that more than half of today's publications are in English. Hence, this study focuses on the Study of Student-Student Interactions in the English Language Classroom. It selects public senior secondary schools III in Katsina Metropolis. The importance of this study is to investigate whether the level of student-student interactions is enough to facilitate learning. The study reviews different literatures such as collaborative dialogue, peer feedback, question-asking, and the role of a teacher as guide. The study uses social learning theory proposed by Vygotsky (1962). It suggests that learning occurs via interactions students have with their peers, teachers, and other individuals. In that, the learning becomes easier. Also, the teacher stands as a guide to create a good atmosphere for interactions. The instruments for data collection are questionnaires, a target language observation scheme (TALOS) to get information from students, and audio recorded lessons in the schools. Katsina Metropolis has twelve schools, out of which six were selected for the study. The selection is based on the availability of data researchers take into consideration in the schools. Six English language teachers and 132 students are the sample of the study. All six teachers were issued with the questionnaire while 132 students were observed, and the lessons were recorded at different times using the afore-mentioned instruments. For easy comprehension and analysis, the researchers use simple frequency counts and percentages for the analysis of the data collected. The study reveals that student-student interactions in all the schools are very negligible as the students do not utilize them. Hence, it becomes insufficient to facilitate English language learning. It results in having poor results in the future of students, so they cannot further their education. To remedy this problem, schools should enforce the use of English language for every interaction among the students themselves and between the students and the teachers.*

*Keywords: classroom, interactions, language, student-student*

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## INTRODUCTION

The ability to speak with individuals from different societies and to access new cultures, knowledge, experience, and understanding are two things that learners may get from learning a language. According to Hoff (2020), language is a tool that humans utilize from birth to communicate information and create opportunities for social interactions. The learner's background is significant to language acquisition since it is connected to the learning environment, culture, experience, and beliefs (MacIntyre, Mackey & Dörnyei 2019). When students receive understandable feedback and respond to their own erroneous language production, it assists them to learn effectively (feedback). Some may be able to alter their work. (Long & Crookes 2019). The above opinions show the importance of students' engagement in the process of learning through interactions.

Conversely, interactions are crucial to the learning process because they allow students to swiftly pick up a variety of knowledge in the target language by getting corrections and feedback from peers and experts. It is stressed how important touch is in the classroom. (Storch & Wigglesworth 2020).

The perspectives show how interaction, when planned and executed correctly, benefits students who are less skilled in language acquisition by allowing them to choose topics that are appropriate for their level of fluency before moving on to more difficult topics. This learner-driven form of language training is meaningful to the students (Idris & Abdul Raof, 2019; Nor & AbRashid, 2018).

During classroom interactions, the instructor serves as a conversation starter by asking students a variety of questions. Teachers typically ask direct questions and have the answers beforehand (Tobin & McTighe 2020). This shows that instructors' roles in enabling interactions have a substantial influence on teaching and learning, as well as students' capacity to feel comfortable and practice their language abilities with teachers while also boosting student relationships. Despite the efforts of teachers in providing an enabling environment for interaction, some students still show little interest in speaking out during class debates, despite professors' best attempts to persuade them to do so.

When it comes to student-student collaboration, the results unmistakably demonstrate that students feel that the results are beneficial in educational by enabling them to link various ideas offered in the debate, exchange information among collaborators, and have a thoughtful conversation. Students value each other's contrasting opinions and points of view and share both fresh and old information with their colleagues, according to Michaeli, Daniels, & Fischer (2022). A crucial indicator shows that student-student cooperation in group work improves students' communication skills. When it comes to student-student collaboration, the results unmistakably demonstrate that students feel that the results are beneficial to education by enabling them to link various ideas offered in the debate, exchange information among collaborators, and have a thoughtful conversation. Students value each other's contrasting opinions and points of view and share both fresh and old information with their colleagues, according to Michaeli, Daniels, & Fischer (2022). A crucial indicator shows that student-student cooperation in group work improves students' communication skills. Findings suggest that students are able to value their peers' ideas and feel comfortable expressing their own. Findings suggest that students are able to value their peers' ideas and feel comfortable expressing their own.

This paper examines student-student interactions in selected public senior secondary schools III in Katsina Metropolis. The schools are selected for the study due to the substantial number of students is sufficient for the study as it cannot cover all 12 schools. In addition, reports indicate that mass failures of examinations are higher in government schools.

The objective behind the study is to find out whether there are enough student-student interactions that can facilitate learning or not. This is as a result of drawbacks for the students in the English language. The performance of students needs serious improvement. Considering the importance of English in Nigeria as an official language and the language of instruction,

there is a need for its mastery to achieve the goals of furthering education at higher levels. There is the tendency that, if there are sufficient student-student interactions in the schools, learning improves greatly.

## LITERATURE ON STUDENT-STUDENT INTERACTION

Student-student interaction is a key tool in the learning process that helps students learn. Some students are hesitant to ask questions or participate in the learning process in front of the teacher because they are worried about making mistakes, but they feel comfortable doing so while speaking among themselves. Since it helps with learning, student-student interaction should be quite common in English language classrooms. This is due to the claims that group activities provide a number of advantages, including enhancing student autonomy. (Cheng & Li 2020) for learners interact with one another in the group.

However, all these positive aspects of group activity can be achieved only if the interaction is well designed. Even though, there are several studies that revealed the failure of group activity in achieving its intended effects (e.g., (Blatchford & Russell, 2019; Wilson, Brickman, & Brame, 2018). This might be due to the absence of activity-required elements such as group size, placement of the right people who work well together, and the credibility of the group leader (Blatchford & Russell, 2019).

The success of the group depends on the group leader, who may be chosen by the teacher or by the other group members. Being the group leader, however, is not a simple duty because it requires motivating group members to start working on the assignment and maintaining their equal contributions in addition to making sure that provided tasks are accomplished within deadlines. Much of the time, group members do not all contribute equally. Viberg, Mavroudi, Fernaeus, Bogdan, and Laaksolahti (2019) claim that the phenomenon of "free riding" and instances of group bullying, in which only one or two group members are asked to complete the task while the other group members interact off-task, are frequently seen in group activities.

If the group leader is unable to carry out their tasks adequately, the aforementioned problems could become worse. Strong interpersonal skills are necessary for them to promote constructive group discourse, reduce and eliminate off-task interactions, and promote good discursive conduct. Excellent interactional skills will allow the group leader and participants to concentrate on one-task interaction, ensuring the success of the group activity. Positive discursive conduct will facilitate this. Unfortunately, there is not much study that looks at how students behave and how well they interact with others in a group setting in Jordan.

Student-student interaction is also regarded as an important aspect of language education in foreign and second language acquisition (Greenhow & Askari, 2017). Hence, there is the need for language learning to be observed all together with the student or by themselves in a conducive environment for easy learning and benefit with one another in terms materials, resources, and personal interpretations (Peeters, 2018).

Even though, the most significant interaction in language learning whether foreign or second is in a class and is student-student interaction. Peer contact helps students meet their learning goals and enhances their accomplishment in a second language (L2). However, there are certain obstacles that students must overcome, like time constraints, huge class sizes, and environmental problems. (Storch & Wigglesworth 2020). For the above-mentioned reasons, students' engagement in context for practice and meaningful usage of the target language should be implemented in L2 classes through interaction. This increases the likelihood that students will produce the target language on their own. (Storch & Wigglesworth 2020).

Student-student interactions demonstrate to have a substantial positive influence on language acquisition; in fact, it is now an essential part of language learning exercises, giving students a context in which to practice and observe the usage of a foreign language (Liu & Littlewoods 2018). The interactions may not necessarily be in a class but even outside a

classroom as it facilitates learning as opined by Thorne, Jarvis, & Oxford (2021) that tutors and educators are actively seeking solutions outside classroom due to time constraints and a lack of space in the classroom to encourage peer interaction. Nonetheless, research has not paid enough attention to how students perceive their own peer interactions. One of the rare studies examining peer contact was carried out by Okyar & Ekşi (2019) with Turkish university-level EFL students, and it showed a higher degree of motivation.

A noteworthy progression shows in phases in the research by Fredriksdotter (2024) on young students' mathematical reasoning in social contact: video-based observations of student-student interaction during everyday work in the mathematics classroom in Sweden. According to Study I, students in the same classroom can have quite distinct social and sociomathematical norms guiding their mathematical arguments. Study II examined how students employed various explanations, demonstrating that their overall arguments consistently built upon (and concurred with) the findings of earlier analyses of specific cases. When students' approaches to dealing with different proposals were examined in Study III, it became clear that they frequently asked their peers to explain their ideas by making comments or posing inquiries about them without overtly criticizing them, which significantly improved learning. The above finding expresses the significance of student-student interaction in learning different lessons, not necessarily language in particular.

In another development with regard to language learning, Lieselotte (2021) conducts a classroom study to examine the efficacy of form-focused instruction and student-student feedback training in improving German language proficiency. The aim is to enhance grammatical precision and optimize learning possibilities through student-student interactions. A total of eighty-seven third-semester German language learners were divided into three groups: PFT (student-student feedback training), FFI (student-student interaction and form-focused instruction), and PI (peer interaction only). Participants in all three groups participated in the identical student-student interaction activities during an instructional intervention spread over three class periods, but only the FFI and PFT groups received form-focused teaching on the German present perfect tense, the grammatical target structure. Crucially, only the PFT group received training on how to give peers constructive criticism. Outcomes of pretest and student-student contact were found to be successful when combined with form-focused instruction in two posttests, which comprised an oral production task and an error correction task. However, the effectiveness of the interaction increased when learners received peer feedback training. These findings highlight how crucial peer feedback education is to improving peer interaction activities.

## THEORETICAL FRAMEWORK

Lev Vygotsky's (1962) social learning theory is applied to the study in order to better understand how individuals learn in social circumstances (from one another) and how educators may create active learning communities. The idea that we learn via our relationships and contacts with others was initially put forth by Russian psychologist and teacher Lev Vygotsky in 1962. Vygotsky (1962) investigates the ways in which our social circumstances impact our ability to learn. According to his theory, kids learn through interacting with professors, other experts, and their peers. As a result, educators create a classroom setting that allows students plenty of opportunity to engage with one another through dialogue, teamwork, and feedback. Additionally, Vygotsky (1962) contends that culture is fundamental.

## METHODOLOGY

A plan that directs a researcher to find legitimate, accurate, impartial, and cost-effective solutions to the research questions of his work is known as a research design. (Mertens, D. M. (2019). Consequently, research design can be qualitative, quantitative, or mixed. This research work, however, employs both the qualitative and the quantitative because of its nature. The research proposes the use of survey research design, which is defined as the method of collecting information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals drawn from a defined population so as to be representative of that population ([www.mori.com/rmu/glossary.shtml](http://www.mori.com/rmu/glossary.shtml)). The whole data of the research collected are in words that means qualitative, and in the analysis; numbers are used so that the quantitative one is also used in terms of percentages, statistics, and classes, which would be computed to provide the accurate answers to the research questions.

The method for data collection is through the Non-participant Observation Techniques, Questionnaire, some part of Target Language Observation Scheme (TALOS) proposed by Allen and Swain (1984) as it has three sections in which language aspect was used and a cell phone for recording the voices of students.

The questionnaire is of two kinds: students' questionnaire and teachers' questionnaire. The students one uses to ask questions ranging from whether students participate in classroom interaction, student-student interactions, talk in English during lessons, the lesson time is convenient, learning English is very easy through interaction, student-student interactions ease English language learning, giving more time for student-student interactions assist learning, student initiate talk assist learning among others. While teachers' questionnaire ask such as whether student-student interactions are sufficient to facilitate English language learning, the class is too congested to allow student-student interactions, teachers give room for students to participate in interactions, teachers allow students to initiate talk, students take turn during lesson, students have interest in English lessons, , teachers encourage students to ask questions, teachers allow student to finish talk before correction. The above questions motivate the students to take part in student-student interaction due to the interest they have in the lessons, convenient lesson time and teachers' role as guides.

The Target Language Observation Scheme consists of three sections; A: preparation B: lesson presentation technique, C: Students' and Performance Roles in Classroom Teaching Only some part of sections B and C are used for the study based on needs to record information with regard to student-student interactions. It asks question like whether there is adequate use of English, adequate teacher talk, enough facts about the lessons, adequate mastery of subject content, command of English: simple, clear, accurate and grammatical, fluent pronunciation, free of common pronunciation problem, corrections, orderly, adequate use of teaching aids (audio, tape, radio, laboratory, teacher-student relationship: humorous teaching methods: appropriate activities, presentation of lesson, logical sequential. It can be clearly understood that the above motivates students to have interest in lessons which results in taking part in student-student interaction.

In addition, Section C asks questions such as whether there is enough student to student interactions non-use of mother tongue (11) on task, adequate use of English on task, adequate attention, adequate participation, enough students' talk time on task, non-interference of mother tongue, adequate questioning on task, enough student to student interaction, clear understanding of lesson, adequate positive reinforcement, attitude to learning spoken English, initiation task by students. Considering the aforementioned information, it is evident that they could help researchers establish facts based on observation that reveal the level of student-student interaction in lessons.

However, topics covered by the teachers during the research were of different forms like noun clauses and grammatical function, noun phrase, comprehension and summary, models verbs and argumentative essay. Multi-stage sampling was used after which purposive sampling was adopted for the study where only six schools were selected out of twelve in which 132

students across the schools were examined. Tables and percentages were used for the presentation of the data.

### DATA PRESENTATION AND ANALYSIS

The selected schools are six. The list below shows all the schools which are used to present the schools in the subsequent tables in the analysis.

In the analysis, the researcher collapsed some of the related figures of finding for easy analysis and interpretation.

1. Sir Usman Nagogo College of Arabic and Islamic Studies Katsina
2. Government Senior Secondary School Kofar Yandaka Katsina
3. Government Day Pilot Senior Secondary School Kofar Sauri
4. Dikko College Katsina
5. Government Secondary School Dutsin- Safe Katsina
6. Government Senior Secondary School Kofar Kaura Katsina

**Table 1**

*Distribution of Students' Questioner/Retrieval*

Schools	Sample	Retrieved	Not Retrieved
School 1	35 (23.6%)	30 (20.3%)	5 (3.4%)
School 2	15 (10.1%)	15 (10.2%)	0 (0%)
School 3	22 (14.9%)	20 (13.5%)	2 (1.4%)
School 4	25 (16.9%)	22 (14.9%)	3 (2%)
School 5	17 (11.5%)	15 (10.1%)	2 (1.4%)
School 6	34 (23%)	30 (20.3%)	4 (2.7%)
Total	148 (100%)	132 (89%)	16 (11%)

The Students' Questioners distributed are 148 only 132 were retrieved which represents 89% while sixteen representing 11% were not retrieved as indicated by table 1 above.

### ANALYSIS OF TEACHER'S QUESTIONNAIRES

**Table 2**

*Opinion of the teachers across the schools, whether student-student interaction is adequate.*

Statement	SA	A	D	SD	TOTAL
Are student-student interactions adequate in the lessons?	0 (0%)	1 (16.7%)	4 (66.7%)	1 (16.7%)	6 (100%)

Five teachers representing (82.4%) disagree that student-student interaction is adequate while only one teacher representing (16.7%) agrees.

ANALYSIS OF STUDENTS' QUESTIONNAIRES.

**Table 3**

*Responses of Students on whether the teacher gives room for student-student interaction or not.*

Schools	Always	Sometimes	Never	Seldom	Total
School 1	3 (10.3%)	10 (34.5%)	8 (27.6%)	8 (27.5%)	29 (100%)
School 2	4 (26.6%)	4 (26.7%)	5 (33.3%)	2 (13.3%)	15 (100%)
School 3	4 (20%)	5 (25%)	11 (55%)	0 (0%)	20 (100%)
School 4	4 (18.2%)	17 (77.2%)	1 (4.5%)	0 (0%)	22 (100%)
School 5	1 (6.7%)	4 (26.7%)	4 (26.7%)	6 (40%)	15 (100%)
School 6	5 (16.7%)	15 (50%)	9 (30%)	3 (3.3%)	30 (100%)
Total	21 (16%)	55 (41.7%)	38 (28.8%)	17 (12.9%)	131 (99.4%)

Note: One Student representing 0.6% did not respond to the question.

Table 3 above shows that the teachers across the schools give room for student-student interaction in the class. This is represented by 76 (57.7%), 17 (12.9%) of the teachers indicate rarely while only thirty-eight teachers representing 38 (28.8%) remained underlined.

**Table 4**

*Analysis of student-student participation in interactions.*

Schools	Always	Sometimes	Never	Seldom	Total
School 1	7 (23.3%)	23 (76.7%)	0 (0%)	0 (0%)	30 (100%)
School 2	4 (26.7%)	11 (73.3%)	0 (0%)	0 (%)	15 (100%)
School 3	10 (52.6%)	8 (42.1%)	1 (5.2%)	0 (0%)	19 (100%)
School 4	12 (54.5%)	10 (45.5%)	0 (0%)	0 (0%)	22 (100%)
School 5	5 (33.3%)	5 (33.3%)	5 (33.3%)	0 (0%)	15 (100%)
School 6	11 (36.7%)	15 (50%)	2 (6.7%)	2 (6.7%)	30 (100%)
Total	49 (37.1%)	72 (54.5%)	8 (6%)	2 (1.5%)	131 (99.1%)

Note: One student representing 0.9% did not respond to the question.

The Table 4 shows that the students across the schools agree that they participated always or sometimes in student- student interactions in the class, this shows that 121 teachers representing (91.6%), 2 (1.5%) rarely while only 8 (6%) do not participate at all. This discloses majority of the students participate in interaction for effective learning.

**Table 5**

*Responses of Students on whether student-student interactions ease learning the English language.*

Schools	Always	Sometimes	Never	Seldom	Total
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School 1	22 (73.3%)	8 (26.7%)	0 (0%)	0 (0%)	30 (100%)
School 2	9 (60%)	6 (40%)	0 (0%)	0 (0%)	15 (100%)
School 3	9 (45%)	11 (55%)	0 (0%)	0 (0%)	20 (100%)
School 4	17 (77.2%)	5 (22.7%)	0 (0%)	0 (0%)	22 (100%)
School 5	4 (26.7%)	10 (66.7%)	0 (0%)	1 (6.7%)	15 (100%)
School 6	14 (50%)	12 (42.8%)	1 (3.6%)	1 (3.6%)	28 (100%)
Total	75 (56.8%)	52 (39.3%)	1 (0.7%)	2 (1.5%)	130 (98.5%)

Note: One Student Representing 1.5% did not respond to the question.

The Table above shows that the students agree that student-student interactions ease learning where 127 students representing (96.1%) this shows that when students engage in interaction, learning becomes easier.

Table 6

*Result of the observation on student- student interaction during the lessons in all the schools observed using target language observation Scheme (TALOS)*

Items	Statement	Sch. 1	Sch.2	Sch.3	Sch.4	Sch.5	Sch.6	All Schools	
	Are there enough Student-Student interactions?	No	No	No	No	No	No	Yes 0 (0%)	No 6 (100%)

Table 6 clearly indicates that student-student interaction is not enough to facilitate learning. The result reveals that six teachers (100%) of all the schools observed score ‘No’. Hence, interaction is extremely poor.

Table 7

*Result of the analysis of student- student talk time of the recorded lessons in all the schools observed.*

Schools	School 1	School 2	School 3	School 4	School 5	School 6	Total All Schools
Total Lesson of Student- student interaction time	97m	93m	68m	23m	36m	149m	466m
	5m (5.5%)	3m (3.2%)	3m (4.4%)	0m (0%)	0m (0%)	4m (2.7%)	15m (3.2%)

Table 7 shows that only 15m (3.2%) was the student-student interaction time out of the total of 466m (100%) of all the schools observed. It is clear that student- student interaction time is low, considering the fact that it should be a reasonable amount to facilitate learning for better output.

## FINDINGS

The findings of the paper reveal that student-student interactions in all the schools observed are insufficient to facilitate language learning. Some of them did not even concentrate fully during the lesson, even though some teachers believe that teaching of English especially

grammar is boring because it deals with the study of the rules of the language. It is also observed during the lesson that some students slightly engage in some activities showing lack of interest in the lessons. Not only that, but some do also not even understand English in totality. So, the expectation for them to take part in student-student interactions in the target language is automatically zero. The recorded student-student interactions in the lessons portray very insignificant efforts made by the students to participate in the class activity. This could be attributed to the aforementioned reasons of not having interest and lack of background.

However, there is a great mismatch between the findings of the researchers using the instrument like TALOS and the students' questions which state clearly that they fill the questionnaire with bias not really how they participate in the classrooms despite the chances their teachers give them to take part in the activities of class. The chance given for student-student interactions is sufficient, but they felt to utilize it. This could be as a result of their lack of interest in the lesson. In addition, the overwhelming majority of the students agreed that student-student interactions ease learning of the target language but unfortunately, they did not engage in it effectively.

## DISCUSSION

The results of the data collected by the researchers show that although there were some similarities between the teachers' questionnaire and other instrument used; that is the result of teachers' responses, TALOS and the audio recording on the student-student interaction and attitude. This seems to be particularly challenging to researchers for not getting accurate information regarding their interactions during lessons in their classes when relying on a single means sometimes. However, the application of eclectic methods of data collection gives room for researchers to understand the real activity (interaction) that takes place in language learning classrooms. This could be attributed to the lack of honest expressive behaviour observed among some students in school. It could be assumed that students feel discomfort to express their feeling or experience in student-student interaction, as it may denounce their image to the general public since the study will be publicized after completion.

In another perspective, students-student interactions efforts are very insufficient for them to have exposure to the use of language among themselves for easy learning. This certainly results in having this mismatch of information gathered using different tools for the study. The use of TALOS, audio recording is done by the researchers while the students' questionnaire is filled out by the students, so this reveals the reality of the nature of their interactions.

In addition, the findings on the attitude and student-student interactions reveal that the students' interactions are more or less very negligible by them and also the teachers as not much effort were made to that effect across the schools, despite its significance as opine that, in the English language classroom, group activity is common. This is because group activity is argued to have several benefits, such as improving learner autonomy (Liu, Huang, & Xu, 2018; Rashid, Mohamed, Rahman, & Shamsuddin, 2017), motivation to learn (Costley & Lange, 2018) and oral proficiency and interactional competence (Assalihee, Boonsuk, Bakoh, & Sano, 2019; Namaziandost, Esfahani, Nasri, & Mirshekaran, 2018; Wang, An, & Wright, 2018) as the learners communicate with one another in the group. This may be as a reason argued to have several benefits, such as improving learner autonomy (Liu, Huang, & Xu, 2018; Rashid, Mohamed, Rahman, & Shamsuddin, 2017), motivation to learn (Costley & Lange, 2018), and oral proficiency and interactional competence (Assalihee, Boonsuk, Bakoh, & Sano, 2019; Namaziandost, Esfahani, Nasri, & Mirshekaran, 2018; Wang, An, & Wright, 2018) as the learners communicate with one another in the group. This may be as a result of the poor background of the students in group work at the initial level of their education and the lack of implementation of different approaches in teaching and learning by the teachers. result of the

poor background of the students in group work at the initial level of their education and lack of implementation of different approaches in teaching and learning by the teachers.

One of the most important tools for assisting students in learning is student-to-student interaction. While they feel comfortable speaking among themselves, some students are reluctant to ask questions or contribute to the learning process in front of the teacher because they are afraid of making mistakes. In English language schools, student-to-student interaction is extremely prevalent because it facilitates learning. This is due to the fact that group activities are thought to have a number of advantages, including enhancing learner autonomy (Liu, Huang, & Xu, 2018; Rashid, Mohamed, Rahman, & Shamsuddin, 2017), motivation to learn (Costley & Lange, 2018), oral proficiency and interactional competence (Assalihee, Boonsuk, Bakoh, & Sano, 2019; Namaziandost, Esfahani, Nasri, & Mirshekaran, 2018; Wang, An, & Wright, 2018) as the students interact with one another in the group.

Students' lack of background of the target language, environmental influence, culture, and experience contribute a lot to their failure to learn the language. Some are taught in the local language or a mixture of the local language and English in some public schools in Katsina State. Hence, Van (2020) feels that a learner's history, learning environment, culture, experience, and beliefs are all related to language acquisition. As a result of this, researchers observed that large number of students did not have much interest in English language and the teachers are still using old method in teaching grammar. This must be attributed to teachers' lack of effective utilization of the activity to encourage the students to partake in the interactions. Hammond, Gibbons & Tolan (2021) confirmed that when leading group work activities, teachers need to take on the role of a coach by knowing when to intervene and help the students develop and test strategies.

Teachers also should know how to guide students in receiving, sharing, and making sense of what they read, write, speak, and hear as well as gathering information and managing autonomous learning habits. Webb, Farrington & Wiliam (2020) stressed that in order for students to feel valued and supported when they contribute to the team, teachers must: monitor the team's progress; monitor individual student progress; reflect to seek understanding and clarification of what is happening; and provide clear, positive, and targeted feedback in order to help students improve their learning.

Based on the discussion, it is clearly portrayed that students at the schools observed did not effectively practice the aspect of Social Learning Theory propounded by Lev Vygotsky's (1962) for effective English language learning. He postulated that children acquire knowledge through interaction with instructors, other professionals, and their classmates. Consequently, teachers establish a classroom environment that gives students ample opportunity to interact with each other through discussion, collaboration, and constructive criticism. Vygotsky (1962) further asserts that culture is the key. This could be the reason behind the lack of exposure in the target language and it hinders the learning effectively. They should be encouraged to embark on the use of the theory by their teachers using different techniques used in modern times for proper improvement. The use of technology nowadays has become very common in education, specifically WhatsApp in learning various aspects of language. The findings reveal that teachers gave ample time for the students to take part in interaction, but they failed to be engaged.

## CONCLUSION

The conclusion of the paper shows that the student-student interactions of all the schools observed were extremely poor to assist them in learning English language effectively and efficiently. Also, the teachers did not bother about the bad attitude of the students towards learning in terms of grouping them for easy learning. In considering the time on student-student interactions and others observation, it clearly highlights how they are left behind in taking part

in the learning process among themselves. In addition, they lack background in the language and teachers did not worry to renew the strategy or methods they use in teaching grammar.

Moreover, students-student interactions especially in a classroom in the presence of a teacher as a guide, plays a very vital role in language learning as they observe many rules and involves integration of skills at a time such as listening, speaking, and reading to mention but a few while the teacher corrects their mistakes but unfortunately, they did not practice to benefit from these marvelous opportunities of taking part in the interaction for easy learning.

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