

Received : 04 July 2023, Accepted: 28 September 2023

## **Investigating the Influence of Teacher–Student Interaction Patterns on Learner Motivation Toward English Language Learning Among Secondary School Students**

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### **Abstract**

Examining how teacher-student interactions affect students' intrinsic, extrinsic, integrative, and task motivation for learning English was the goal of the study "Investigating the Influence of Teacher–Student Interaction Patterns on Learner Motivation Toward English Language Learning Among Secondary School Students." A representative sample of 339 secondary school students from Punjab, Pakistan (219 rural and 120 urban) was chosen using a stratified random sampling technique in a quantitative survey research design. Two validated tools were used to collect the data: the Learner Motivation Scale and the Teacher–Student Interaction Scale. Additionally, there was a significant difference in overall motivation ( $t = -56.13$ ,  $p < .001$ ) that favored students from urban areas. According to these results, constructive teacher-student relationships are more successfully formed in urban environments, which raises learner motivation and improves engagement with the English language. Through resource support, mentorship, and capacity-building workshops, QAED and educational authorities should concentrate on improving the quality of teacher-student interactions in rural schools.

**Keywords:** Teacher–Student Interaction, Learner Motivation, English Language Learning, Secondary Education

## **Introduction**

Interaction between teachers and students is essential to classroom life and has a significant impact on students' learning outcomes, engagement with the material, and perceptions of their learning environment. The social and communicative nature of language learning makes interactional patterns—the ways teachers initiate, respond to, scaffold, and provide feedback on student contributions—particularly important in the context of secondary English language learning. Although a variety of factors influence students' success in learning English, motivation is a consistent predictor of long-term engagement and success. Thus, there are theoretical and practical ramifications for curriculum design, teacher professional development, and classroom pedagogy when it comes to comprehending how particular patterns of teacher-student interaction either enhance or detract from learner motivation in secondary English classrooms.

There are many different aspects of motivation in language learning, including situational enjoyment, intrinsic and extrinsic factors, task motivation, and long-term language orientation. According to Ryan and Deci (2020), modern frameworks like Self-Determination Theory (SDT) highlight how classroom environments that meet students' basic psychological needs—autonomy, competence, and relatedness—are proximal determinants of intrinsic motivation and self-regulated engagement. Higher levels of self-determined motivation and task persistence in language classrooms are consistently linked to teacher behaviors that support autonomy, offer constructive criticism, and foster a warm interpersonal rapport (McEown, 2019). As a result, one of the most important ways that teachers can either support or undermine their students' motivational orientations toward learning English is through their interactions with students (Hagenauer & Volet, 2014).

Certain interactional characteristics, including wait time, repair sequences, teacher questioning tactics, feedback quality, and initiation-response-feedback (IRF) cycles, have been empirically associated with observable student engagement and affective responses in EFL/ESL contexts. Interaction patterns that prioritize teacher talk and monologic instruction tend to restrict opportunities for meaningful output and learner agency, and they are frequently associated with lower communicative confidence and motivation. On the other hand, interactional designs that

promote peer collaboration, dialogic exchange, and scaffolded opportunities for student talk improve learners' perceptions of their own competence and enjoyment, two factors that are essential for long-term motivation (Li, 2022).

There are still gaps in the literature despite widespread theoretical agreement regarding the significance of rapport and interaction for motivation. First, most previous research has concentrated on teacher cognitions or classroom discourse analyses alone; few studies have employed large-scale survey methodologies to map secondary students' perceptions of teacher-student interaction patterns and how these perceptions quantitatively relate to their motivation for English. Second, it can be challenging to extrapolate findings from small qualitative studies to policy-relevant implications because contextual moderators, like class size, curriculum pressure, and sociocultural expectations, can influence both teacher practices and student responses (Hennebry-Leung, 2024).

Lastly, to create a current, thorough understanding of how interaction patterns function in secondary English classrooms today, it is necessary to combine classical interactional models with newly emerging empirical data on teacher immediacy, teacher motivating style, and classroom enjoyment (foreign language enjoyment). In order to fill these gaps, this study uses a survey design to examine the connections between learner motivation for secondary school English language acquisition, particular interactional features (such as initiation–response–feedback, teacher questioning strategies, and feedback quality), and students' perceptions of teacher–student interaction patterns.

The study intends to generate generalizable findings that guide teacher training and classroom interventions by utilizing validated motivational scales based on SDT and language-learning motivation research, as well as by measuring interaction patterns using student-report instruments (augmented by classroom observation in a subsample where practical). The study's ultimate goal is to determine which interactional practices most consistently predict higher motivation by analyzing the correlation between interactional patterns and motivational outcomes across a representative sample of secondary students. This will provide useful advice for educators and school administrators who want to create more stimulating, engaging English language classrooms.

## **Literature Review**

### **Theoretical foundations**

Socio-educational and psychological frameworks have long been integrated with integrative and instrumental perspectives in the study of motivation in second language acquisition (Dörnyei & Ushioda, 2011). A strong conceptual framework has recently been offered by Self-Determination Theory (SDT), which holds that the satisfaction of three fundamental psychological needs—autonomy, competence, and relatedness—promotes autonomous motivation, which in turn encourages resilience and deep engagement in learning tasks. Motivational quality is thus enhanced in language learning environments that give learners autonomy, provide optimally challenging assignments, and foster supportive relationships (Wang et al., 2024).

One of the main ways that these psychological needs are either met or met is through teacher-student interaction. When teachers give students meaningful choices and justifications, autonomy support arises; competence support manifests as appropriately scaffolded tasks and constructive formative feedback; and relatedness is demonstrated through polite, rapport-building interactions (Li, 2022). A growing body of meta-analytic evidence demonstrates that in school contexts, including language classes, teacher autonomy support and positive teacher-student relationships are reliable indicators of need satisfaction and self-determined motivation (Wang et al., 2024; Bureau et al., 2021). Higher learner motivation for English should be correlated with patterns of teacher-student interaction that exhibit these supportive behaviors, according to this theoretical linkage.

### **Interactional models**

Tools for characterizing and examining teacher-student patterns are offered by traditional interactional models. The sequential structure of classroom discourse and its pedagogical implications are still captured by Mehan's IRF triad (initiation–response–feedback) (Mehan, 1979). The proportion of teacher-centered versus learner-centered activity has also been measured using the categories of Flanders' Interaction Analysis (teacher talk, student talk, and the type of teacher feedback) (Flanders, 1970). By analyzing teacher questioning types (open vs. closed), uptake moves, feedback types (formative vs. evaluative), wait time, and dialogic vs. authoritative discourse, recent discourse research expands on these frameworks (Dörnyei, 2001). Research indicates that deeper cognitive engagement and higher student contributions result

from dialogic questioning and excellent formative feedback, both of which are factors that contribute to increased motivation (Song et al., 2024).

### **Teacher' motivating style**

Different but related lines of research highlight teacher rapport and immediacy as aspects of interpersonal interactions that are highly motivating. In language classrooms, student engagement and positive affect are correlated with teacher immediacy, or actions that decrease perceived distance (both verbal and nonverbal) (Xu et al., 2025). The relationship between instructional practices and motivational outcomes is mediated by positive teacher-student relationships, which also promote enjoyment of foreign languages and classroom well-being (Li, 2022; Li et al., 2023). Furthermore, studies on teachers' motivational styles (autonomy-supportive vs. controlling) have shown that interactional approaches that support autonomy are predictive of increased intrinsic motivation and classroom engagement (Pennings et al., 2014; Xu, 2025). These results demonstrate that interactional quality extends beyond procedural discourse and that the affective and interpersonal tone of conversations has a significant impact on students' motivation.

### **EFL/ESL contexts**

The relationship between interaction and motivation is supported by empirical research conducted in a variety of EFL/ESL contexts. According to Vattøy (2020), learners' willingness to communicate and perseverance in English tasks were improved by dialogic interaction and high-quality feedback. Li (2022) discovered that foreign language enjoyment (FLE), which in turn raised engagement, was directly impacted by perceived teacher-student rapport. Teacher autonomy support is a strong predictor of need satisfaction and self-determined motivation in a variety of school contexts, according to extensive cross-context meta-analyses (Wang et al., 2024). Additionally, research from Asia and the Middle East shows that interactive pedagogies promote enjoyment and task persistence, while traditional, lecture-dominated interaction patterns are linked to lower participation, anxiety, and demotivation among secondary English learners (Hennebry-Leung, 2024).

### **Mechanisms**

How interaction affects motivation is explained by a number of mechanism pathways. First, interactional elements that foster meaningful student discourse open up opportunities for

competence experiences: successful communicative acts boost task value and self-efficacy (Davis, 2018). Second, autonomy arises when educators give students choices in assignments and a voice through dialogic turns; these methods lessen outside influence and encourage internalization of learning objectives. Third, teacher feedback that is warm and personalized fosters relatedness by encouraging a sense of belonging and a willingness to take risks in communication, both of which are important for language development (Li, 2022; Li et al., 2023).

### **Measurement**

There are still measurement issues in spite of the theoretical clarity. Motivational studies usually use self-report questionnaires, whereas classroom discourse studies usually use micro-analytic observation (Hiver et al., 2024). It may be possible to create scalable evidence that connects perceived interaction to motivational outcomes by bridging the gap between the two using survey instruments that accurately capture students' perceptions of interactional patterns (Tong et al., 2024). Constructs like rapport, teacher immediacy, perceived feedback quality, and IRF exposure have begun to be operationalized for survey research in recent years (Balaobao, 2024), but there are still few comprehensive student-report instruments that have been validated in secondary English contexts.

### **Contextual moderators**

Broader contextual factors moderate the dynamics of interaction and motivation. Even when teachers are motivated to use interactive pedagogies, they may be limited by curriculum emphasis on exam performance, large class sizes, and teacher workload (Yao, 2024; Hennebry-Leung, 2024). Students' willingness to speak and teachers' use of dialogic moves may also be influenced by cultural norms surrounding teacher authority and face (González-Lloret, 2020). To isolate the distinct contribution of interactional patterns to motivation, survey research must account for student background (previous achievement, language exposure) and institutional factors (class size, assessment orientation).

### **Research Objectives**

1. To examine the relationship between teacher–student interaction patterns and various dimensions of learner motivation (intrinsic, extrinsic, integrative, and task motivation) toward English language learning among secondary school students.

2. To explore gender-based differences in learner motivation toward English language learning as influenced by teacher–student interaction patterns.
3. To investigate the impact of locality (urban vs. rural) on the relationship between teacher–student interaction patterns and learner motivation toward English language learning.

### Research Questions

1. What is the nature of the relationship between teacher–student interaction patterns and learners’ motivation (intrinsic, extrinsic, integrative, and task) toward English language learning among secondary school students?
2. How do teacher–student interaction patterns differentially influence the motivation of male and female secondary school students toward English language learning?
3. To what extent do urban and rural differences moderate the influence of teacher–student interaction patterns on learners’ motivation toward English language learning?

### Data Analysis and Results

**Table 1**

*Influence of Teacher–Student Interaction Patterns on Learner Motivation Toward English Language Learning Among Secondary School Students*

<b>Dimensions of Motivation</b>	<b>Number of teachers</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Intrinsic Motivations</b>	339	3.89	.465
<b>Extrinsic Motivation</b>	339	3.55	.445
<b>Integrative Motivation</b>	339	3.83	.746
<b>Task Motivation</b>	339	3.52	.820
<b>Overall Motivation</b>	339	3.69	.578

The motivation of students to learn English is positively impacted by patterns of teacher–student interaction, as shown in Table 1. The overall mean score ( $M = 3.69$ ,  $SD = .578$ ) suggests that secondary school pupils are generally highly motivated. The two dimensions with the highest means were integrative motivation ( $M = 3.83$ ) and intrinsic motivation ( $M = 3.89$ ). This suggests that positive interactions between teachers and students increase students' internal interest and desire to fit in with the English-speaking community. Positive teacher interactions

have a stronger effect on internalized and socially driven motivations than on extrinsic motivation ( $M = 3.55$ ) and task motivation ( $M = 3.52$ ). This suggests that external rewards and task-related factors are important. In general, long-lasting, significant learner motivation is fostered by teachers and students having effective interpersonal interactions.

**Table 2**

*Gender wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Intrinsic Motivation Toward English Language Learning.*

Gender	N	Mean	Standard Deviation	t-value	p-value
Male	169	4.08	.459	4.93	.000
Female	178	3.88	.497		

Table 2 shows how patterns of teacher-student interaction affect gender-based differences in intrinsic motivation for learning English. The mean score of male students was higher ( $M = 4.08$ ,  $SD = .459$ ) than that of female students ( $M = 3.88$ ,  $SD = .497$ ). There is a statistically significant difference between the two groups, as indicated by the t-value of 4.93 and the p-value of .000. This implies that male students are more intrinsically motivated, most likely as a result of more captivating or self-boosting teacher-student interactions. Despite being equally driven, female students exhibit somewhat less intrinsic engagement. Overall, the results show that patterns of teacher-student interaction may have different effects on students depending on their gender, highlighting the need for more gender-responsive teaching strategies to equally encourage intrinsic motivation in male and female students.

**Table 3**

*Gender wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Extrinsic Motivation Toward English Language Learning.*

Gender	N	Mean	Standard Deviation	t-value	p-value
Male	166	3.54	.450	-.612	.541
Female	173	3.57	.440		



A comparison of extrinsic motivation for learning English by gender, influenced by patterns of teacher-student interaction, is shown in Table 3. Compared to male students ( $M = 3.54$ ,  $SD = .450$ ), female students reported a slightly higher mean score ( $M = 3.57$ ,  $SD = .440$ ). Nonetheless, this difference is statistically insignificant, according to the t-value ( $-0.612$ ) and p-value ( $.541$ ). This implies that when it comes to external motivators like grades, recognition, or rewards, teacher-student interactions have a comparable impact on male and female students. Instead of reflecting gender-based differences in extrinsic motivation, the results suggest that extrinsic motivation is comparatively constant across genders and that teacher-student interaction patterns equally encourage male and female learners to engage in English learning for externally driven reasons.

**Table 4**

*Gender wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Integrative Motivation Toward English Language Learning.*

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Male</b>	166	3.75	.774	-1.88	.060
<b>Female</b>	173	3.90	.713		

Table 4 looks at how patterns of teacher-student interaction impact both male and female students' integrative motivation for learning English. Female students ( $M = 3.90$ ,  $SD = .713$ ) reported a slightly higher mean score than male students ( $M = 3.75$ ,  $SD = .774$ ), suggesting that females are more likely to be interested in embracing the cultural aspects of the language and integrating into the English-speaking community. The t-value ( $-1.88$ ) and p-value ( $.060$ ) indicate that the difference is not statistically significant at the 0.05 level. This implies that the levels of integrative motivation exhibited by men and women are relatively similar. Students' desire to learn English for social and cultural integration is generally positively impacted by teacher-student interaction patterns, with only a minor gender-based variation in motivation intensity.

**Table 5**

*Gender wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Task Motivation Toward English Language Learning.*

Gender	N	Mean	Standard Deviation	t-value	p-value
Male	166	3.54	.822	.403	.688
Female	173	3.50	.821		

Table 5 compares secondary school students' task motivation for learning English by gender, taking into account patterns of teacher-student interaction. Students who were male ( $M = 3.54$ ,  $SD = .822$ ) had slightly higher scores than those who were female ( $M = 3.50$ ,  $SD = .821$ ). The p-value (.688) and t-value (.403), however, indicate that this difference is not statistically significant. This suggests that teacher-student interactions promote similar engagement, effort, and persistence in completing English learning tasks regardless of gender, as both male and female students show nearly equal levels of task motivation. In order to maintain students' motivation for language learning tasks, it is crucial to maintain inclusive and balanced interaction practices. The results suggest that teacher support, feedback, and communication styles all have a uniform impact on students' task-related motivation.

### Table 6

*Gender wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students' Overall Motivation Toward English Language Learning.*

Gender	N	Mean	Standard Deviation	t-value	p-value
Male	166	3.71	.589	.379	.705
Female	173	3.69	.568		

The overall learner motivation for learning English as influenced by patterns of teacher-student interaction is compared by gender in Table 6. The mean score of male students was marginally higher than that of female students ( $M = 3.71$ ,  $SD = .589$ ). The p-value (.705) and t-value (.379), however, show that this difference is not statistically significant. This finding implies that overall motivation for learning English is almost equal for male and female students, indicating that teacher-student interactions have a positive effect on motivation for both sexes. The findings demonstrate that all students experience comparable motivational outcomes when teachers communicate, provide feedback, and engage with them in an effective and encouraging

manner. They also show that gender has no discernible effect on the motivational influence of patterns of teacher-student interaction.

**Table 7**

*Locality wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Intrinsic Motivation Toward English Language Learning.*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Rural</b>	219	3.58	.188	-36.80	.000
<b>Urban</b>	120	4.45	.240		

A comparison of intrinsic motivation for learning English by locality, influenced by patterns of teacher-student interaction, is shown in Table 7. The intrinsic motivation of urban students was significantly higher (M = 4.45, SD =.240) than that of rural students (M = 3.58, SD =.188). A statistically significant difference between the two groups is confirmed by the large t-value (–36.80) and highly significant p-value (.000). According to this research, teacher-student interaction patterns that encourage internal interest, enjoyment, and self-driven engagement in English learning are more beneficial to urban students. Rural students, on the other hand, show comparatively lower levels of intrinsic motivation, which may be brought on by a lack of exposure, fewer resources for learning, or less engaging teaching methods. Overall, the findings highlight the necessity of improving teacher-student engagement tactics in rural schools in order to raise students' intrinsic motivation.

**Table 8**

*Locality wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Extrinsic Motivation Toward English Language Learning.*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Rural</b>	219	3.27	.218	-33.25	.000
<b>Urban</b>	120	4.08	.210		

A comparison of extrinsic motivation for learning English by locality, influenced by patterns of teacher-student interaction, is presented in Table 8. Extrinsic motivation was

substantially higher among urban students ( $M = 4.08$ ,  $SD = .210$ ) than among rural students ( $M = 3.27$ ,  $SD = .218$ ). There is a statistically significant difference between the two groups, as indicated by the t-value ( $-33.25$ ) and p-value ( $.000$ ). This implies that grades, recognition, and teacher praise—all of which may result from more dynamic and resource-rich learning environments—are the main sources of motivation for urban students. Rural students, on the other hand, exhibit lower levels of extrinsic motivation, which may be brought on by a lack of academic support, fewer incentives, or fewer opportunities for inspiring classroom interactions. Overall, the findings show a pronounced difference between urban and rural areas in the ways that patterns of teacher-student interaction affect extrinsic motivation.

**Table 9**

*Locality wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Integrative Motivation Toward English Language Learning.*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Rural</b>	219	3.36	.465	-30.28	.000
<b>Urban</b>	120	4.69	.172		

A comparison of secondary school students' integrative motivation for learning English by locality, as influenced by patterns of teacher-student interaction, is shown in Table 9. In comparison to rural students ( $M = 3.36$ ,  $SD = .465$ ), urban students ( $M = 4.69$ ,  $SD = .172$ ) reported significantly higher levels of integrative motivation. There is a significant statistical difference between the two groups, as indicated by the large t-value ( $-30.28$ ) and highly significant p-value ( $.000$ ). Due to more frequent exposure to interactive instruction and multicultural influences, this finding implies that urban students are more motivated to learn English for the purposes of global connectivity, communication with English speakers, and cultural integration. On the other hand, students in rural areas exhibit lower levels of integrative motivation, which is indicative of fewer opportunities and less stimulating social interactions. In general, patterns of interaction between teachers and students seem to be much more successful in fostering integrative motivation in urban settings.

**Table 10**

*Locality wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Task Motivation Toward English Language Learning.*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Rural</b>	219	2.96	.382	-42.29	.000
<b>Urban</b>	120	4.53	.189		

A comparison of task motivation for learning English by locality, as influenced by patterns of teacher-student interaction, is shown in Table 10. Compared to rural students ( $M = 2.96$ ,  $SD = .382$ ), urban students ( $M = 4.53$ ,  $SD = .189$ ) demonstrated noticeably higher task motivation. A statistically significant difference between the two groups is confirmed by the incredibly high t-value ( $-42.29$ ) and p-value ( $.000$ ). This suggests that urban students are more engaged, persistent, and driven to finish English language learning assignments. This is probably because their classrooms are more encouraging, interactive, and resource-rich. On the other hand, fewer learning opportunities, poorer pedagogical support, and lower teacher interaction quality may all contribute to rural students' lower task motivation. Overall, the results highlight that urban learners are better able to develop task-oriented motivation than their rural counterparts due to the patterns of teacher-student interaction.

**Table 11**

*Locality wise comparison of Investigating the Influence of Teacher–Student Interaction Patterns on Secondary School Students’ Overall Motivation Toward English Language Learning.*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>
<b>Rural</b>	219	3.29	.212	-56.13	.000
<b>Urban</b>	120	4.44	.094		

A comparison of overall learner motivation for English language acquisition by locality, influenced by patterns of teacher-student interaction, is shown in Table 11. Overall motivation was significantly higher among urban students ( $M = 4.44$ ,  $SD = .094$ ) than among rural students ( $M = 3.29$ ,  $SD = .212$ ). There is a significant statistical difference between the two groups, as indicated by the extremely high t-value ( $-56.13$ ) and highly significant p-value ( $.000$ ). These

findings show that patterns of teacher-student interaction benefit urban learners significantly more, most likely as a result of improved feedback, communication, and classroom participation in urban schools. On the other hand, the relatively lower motivation of rural students points to fewer learning resources, poorer interaction quality, and less exposure to inspiring teaching methods. All things considered, the results show a notable difference between urban and rural areas in motivational outcomes impacted by interactions between teachers and students.

### **Discussion**

The findings of this study demonstrate that patterns of teacher-student interaction have a significant impact on secondary school students' motivation to learn English. Supportive, sympathetic, and communicative teacher behaviors boost students' intrinsic and integrative motivation, according to recent studies (Derakhshan et al., 2022; Peng et al., 2022). These findings are corroborated by the high overall mean scores across motivation dimensions. The findings support the motivational frameworks of Dörnyei and Ushioda (2021) by showing that intrinsic and integrative motivations performed better than extrinsic and task-related ones, suggesting that students are more driven by their own interests and cultural ties than by rewards from outside sources. Gender-based comparisons showed few differences, which is in line with Lin's (2020) findings that gender has little effect on motivation patterns in high-quality classroom interactions.

The fact that urban students showed noticeably higher motivation across all dimensions when compared to rural students supported the findings of Alrabai (2023) and Gao and Zhang (2021), who found that exposure to interactive, resource-rich environments significantly enhances motivation in language learning. This gap between urban and rural areas highlights disparities in language resources, teacher-student communication, and pedagogical approaches. The overall results of the study highlight how crucial meaningful, dialogic teacher-student interactions are to sustaining student motivation, particularly when paired with equitable learning opportunities across a range of educational contexts.

### **Recommendations**

- ✓ Techniques that enhance both intrinsic and integrative motivation, such as open-ended questions, autonomy-supportive instruction, and customized support, should be heavily

emphasized in training. QAED and educational authorities should include modules on teacher-student interaction in programs for continuing English language instruction.

- ✓ Given the glaring disparity in student motivation between urban and rural schools, preference should be given to rural schools for improved resources, smaller class sizes, and teacher mentoring. Interactive classroom models, digital learning materials, and communicative practice materials should be used to increase student engagement and sustain motivation among rural learners.
- ✓ Teachers should cultivate warmth, empathy, and rapport in their interactions with students in order to meet their psychological needs for autonomy, competence, and relatedness. Appreciating individual differences, encouraging student voice, and providing constructive criticism can boost students' self-esteem and enjoyment of learning English.

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