

The Impact of Teaching Strategies and Style on Classroom Engagement and Interaction of Elementary School Students

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Abstract. In a unified syllabus and teaching objectives, the same content is taught by the same teacher, which does not guarantee that all students will receive the same results. From the perspective of teaching objectives alone, sometimes it seems that the same teaching goals can be achieved, but the learning process is also different. Besides, different countries have different teaching goals for the same subject at the same grade, or the knowledge itself that has reached a consensus. In addition to the student's learning, there is a question of if the teacher's behavior affects the process and outcomes of the student's learning, and if the student needs additional support in the classroom setting. It is a very common phenomenon that if a student likes the teacher of a certain subject, the student will be very serious and hard-working when studying the subject. If a student does not like the teacher of a particular subject, the student may not be very good at learning that subject. This review discusses the relationship among teachers' behaviors, students' emotional support, class management, as well as instructional support. This proposal will give suggestions to the teachers regarding their behaviors during teaching interaction.

Keywords: Teaching behavior; emotional support; class management; instructional support

1. Introduction

Students of the same grade studying in the same school, under the conditions of the same teacher, why do different classes have different presentation results? Even when a teacher uses the same lesson plan to teach in different classes, the teaching process is not the same. It is generally believed that students' background knowledge and comprehension skills will make students learn the same knowledge with different learning efficiency. In addition to this, the details of the teacher's behavior in the classroom also seem to have different effects on the student's learning. It is preliminarily believed that the teacher's behavior and students' participation in the classroom are mutually reinforcing [1]. Students are encouraged by the teacher's behavior, and the teacher also gets more feedback from the students' interactions on the real situation of the students and feedback on the lesson plans designed before.

In this process, people should take into account that students come to learn in a group, not only the learning of knowledge itself but also the comprehensive development of students, such as moral, intellectual, physical, aesthetic, and positive emotions. Students' positive emotions are also an important part of classroom learning [1]. With the increasing pressure of competition, the group of anxious students has gradually become younger. In 2022, the China Youth Research Center surveyed 24,758 primary and secondary school students across the country and found that the detection rates of anxiety and depression reached 31.3% and 17.9%, respectively. According to the China Youth Development Report released by the center in 2021, 30 million children under the age of 17 in China are troubled by various emotional, psychological, and behavioral problems [2]. As a result, more and more teachers are becoming aware of the positive impact of students' positive emotions on learning in their interactions with students.

In a class, the teacher's management of the class has an impact not only on the teacher-student relationship but also on the learning atmosphere of the class and the interpersonal relationships between students. As classroom managers, teachers' attention to students' interpersonal relationships in the classroom will lead to different levels of students' academic adaptation [3]. Effective classroom management is not only helpful for students in the learning process, but more importantly, for students

to understand each other in the process. The teacher's appreciation of students also invisibly affects the behavior patterns of students. A teacher who praises students based on rankings and scores will invisibly pay more attention on scores and rankings and less on the excellent personal qualities of their peers. And this will determine the criteria for what is considered a "good student" among peers. Emotional support, classroom organization, and instructional support are positively correlated with each other [4]. This paper will focus on the classroom at the primary school level, from the three aspects of emotional support, classroom management, and guidance support. The author of this review hopes that this article will give teachers inspiration in teaching management, and also let more teachers pay attention to the impact on a child, not only the explanation of knowledge in class but also all aspects of interaction with students.

2. Emotional Support

Emotional support is showing care for another person. It can be verbal or nonverbal. When teachers use positive classroom talk to create space for students to think and reason, students are likely to experience emotional support with higher levels of enjoyment and lower levels of anxiety in the classroom [1]. Students will inevitably encounter difficulties in learning, and when they encounter difficulties, a clear explanation of knowledge points is essential. In the process of explaining knowledge points, if students have more time to think about problems, this process will make students change from passive knowledge recipients to thinkers of knowledge difficulties. For example, in an English classroom, when a Year 4 student learns the abstract word "resource" for the first time, the student's first reaction is not to know what "resource" is. To understand sentences to infer the meaning of "resource", students have to think and reason independently before the correct answer is announced. Students will constantly guess what they think is the right resource, and in the process, one student's interaction will bring more inspirational ideas to the students in other classes. This type of indirect dialogue between students not only prolongs the time for students to think but also allows the whole class to guess the correct meaning of the resource through interaction. This process of building together will make students feel that they are "approaching the right answer". More importantly, the interaction begins when students begin to give their guesses. During the interaction, the teacher prompted the whole class with positive feedback, such as "The guess is close", "thank you for sharing", and also feedback. Therefore, some changes are happening among students. Students switch ideas from "It is so difficult, what is this", to "I am close to the answer" and "It feels good, I am trying". It is a process from being passive to being active. During this process, the students' excitement gradually increased, and their confidence gradually increased. It is important to note that this process requires constant facilitation and guidance from the teacher, as well as efficient and direct positive feedback in the classroom. On the contrary, if the teacher directly tells the students the answers when they encounter difficulties, reducing or even depriving the students of time to think. Although it helps the students solve the problem in the short term, it is easy for the students to develop the thinking habit of "listening directly to the answers" in the long run. And the lack of time to think is artificially reducing the opportunities for students to gain a sense of achievement. In addition to this, the teacher's efficient and direct academic feedback in the classroom also gives the opportunity for students to feel emotionally supported, and the teacher encourages students to have positive emotions when solving problems, and positive emotions help solve problems.

Active classroom participation not only helps students deepen their memory of a certain knowledge point in class, but more importantly, more and more parents expect that some learning skills that could accompany students for a long time would be taught by teachers, such as unexpectedly positive emotion, deeper thinking, and more proactive contributions [5]. When students encounter difficulties, one reaction is to rise to the occasion and the other is to retreat. The former is more painful in the short term, but surprisingly, this pain does not last long, and the pain is followed by great joy and self-confidence. For example, in English reading classes, most primary school students do not like to do reading comprehension, if they encounter the requirement of "memorizing

the full text", most of the primary school students' knee-jerk feedback is "so difficult, I can't memorize it", the fear of the unknown will make students procrastinate and inattentive in the learning process. From teachers' perspective, the lack of concentration cannot help students better understand the text, then students will not be able to recite the full text faster, and students will find it more and more difficult to read. It's obvious that this is a vicious circle. Unexpectedly, if students overcome their fears and actively interact with difficult reading learning 3 or more times, the positive interaction not only helps students improve their reading time but also enhances their self-confidence. One of the students taught by the author of the paper, from not speaking in the first reading class to speaking occasionally during the lesson, to actively raising his hand in each lesson, was able to recite the entire passage immediately after reading the passage at the end of the lesson. At the end of the course, the students themselves said: "I now have more confidence to learn English".

From the perspective of peer influence, the quality of peer engagement is particularly important to children's social-emotional development. The early interactions that children have with peers provide a platform from which they can develop and practice a wide array of self-regulatory and social skills that are essential to adaptive adjustment and behavior [6]. For example, in a previous teaching experience, there was a class of a young girl in a preschool class, which showed that the class tolerance and influence among classmates were mutually inclusive. The little girl said something uncomfortable to another child in the same group, and the little girl immediately realized that her behavior was inappropriate, but she did not apologize to the other child. For elementary school students, realizing that one's actions are wrong is not difficult for most of them, but it is a big challenge to apologize to others. The younger students need more support from peers and teachers. At this time, the teacher stood beside her seat and gently told her that everyone makes mistakes, and it is rare to face the harm caused to others after making mistakes and expressed apologies. The teacher does not push the little girl to do anything but just lets the students think for themselves. Also, the other children in the class sat quietly in their seats and did their things. After 10 minutes, the little girl got up from her seat, walked up to the other friend, and said, "I'm sorry". As soon as the words ended, all the children in the class applauded.

Through interaction with students who have great academic achievements, students with regular academic levels found meaning in their experience and understood its mutually beneficial nature [7]. The influence of peers is enormous. Students may be resistant to their parents' advice at home, but if the same advice is given by their peers, then students will be more receptive to the other person's advice. They will even actively observe their peers' better behaviors, and this type of active observation will be more memorable than passively accepting opinions. What teachers can do during this time is to create more opportunities for students to learn from each other, and more importantly, to make students aware of each other's strengths. Teachers need to praise students not only for their academic grades but also for the student's behaviors. Thus, students have opportunities to update their impressions of each other. Therefore, the outstanding children here are not only excellent in grades but also excellent in dealing with people and behavior.

3. Classroom Organization

In class learning, the way students get along with each other is different due to various parenting and personalities. In this case, it is necessary for the teacher to create an environment where all students in the class can learn efficiently by organizing the classroom. In the class, the interpersonal relationships between students will also affect the learning effect of students. Students' individual experience of peer support makes an independent contribution to their level of behavioral engagement [3]. This is especially evident in classroom group exercises. In group exercises, if the teacher arranges the groups according to the student's situation instead of grouping randomly, it is likely to promote the efficiency of the group practice and improve the interpersonal relationship between the students. For example, in a group, placing students in a group with their best friends will make the atmosphere of the group discussion more relaxed and will stimulate more creativity. In a group, balancing the

ratio of extroverts and introverts in the group will also make students more relaxed in speaking in the group. Students are more likely to have productive cooperation and even more positive social interaction if they have more opportunities for self-expression through group practice, and students can learn more about each other through cooperation so that students can gain more love and support [3]. Furthermore, good student relations will create a good class atmosphere, and when students learn in a class full of healthy competition and mutual appreciation, it will stimulate students' creativity and enthusiasm. However, when students are in an environment of indifference to each other, it leaves the student's learning experience in school without peer support, and the impact may reduce productive cooperation.

Positive teacher-child interactions set the stage for positive forms of adaptive and on-task behaviors in children [8]. For students who have just entered a new environment, it is easy to get nervous when they first enter an unfamiliar environment, and the unfamiliar environment will allow students to gain more security through silence. If the teacher-student relationship is positive at the beginning of the new environment, then this positive relationship will help the student adapt to the new environment as soon as possible and begin to show their potential as soon as possible. In recent years, the first lesson has been very important for many schools. Many teachers even design the content of the first lesson, hoping that students who are entering an unfamiliar environment for the first time will feel safer in a relaxed and friendly atmosphere. Some teachers pay special attention to the class seating chart in class management, and every seat adjustment must take into account the student's learning level and personality characteristics. In class management, a reasonable seating distribution will help the teacher take care of every child in every corner of the class.

Teachers' less effective classroom organization interactions were associated with subsequent higher levels of child conflict. In contrast, there are no significant associations between teachers' earlier developmental stage in classroom organization interactions and subsequent child behaviors [8]. This point is especially prominent in the parents' evaluation of teachers. In the previous dialogue with many parents, 50% of parents will mention that "our children are not easy to manage, we need a teacher who makes children admire", "and too young teachers can't manage my children." This may be because if the teacher cannot manage the child, and then the child is easily bored, and thus unconsciously shows more destructiveness, such as lack of concentration in class, homework not submitted in time, even if these behaviors are partly due to family relationships. From a classroom perspective, the teacher needs to manage the classroom so that students feel the rules in the classroom. "Having a sense of rules" in classroom management helps students and teachers to form positive interactions. Because rules mean boundaries, and boundaries mean requirements. And when a student realizes that the teacher has requirements for them, the requirements themselves will have an impact on the students. For example, if the teacher is too strict when dealing with a student's mistakes, the student may be extremely sensitive to the mistake. If the teacher encourages student interaction in class but does not manage classroom discipline, student discussions can easily turn into student chats, leaving students with little idea of classroom discipline. Therefore, teachers must make students feel respected and free as individuals and responsible as part of a group in classroom management.

4. Instructional Support

Small details that seem inadvertent can also affect students' learning outcomes in the classroom. Teachers' use of body movements in the classroom influences students' attitudes toward classroom engagement [9]. Imagine if a teacher had been standing somewhere on the podium for the entire lesson without getting off the podium, would the class interaction be very positive or quiet? The teacher's body movements are especially important in language learning. For example, students are learning the new word "move". If they are required to only read the words and sentences with the new word, students would remember the word immediately and it is easy for them to forget when they wake up the next day. However, if the teacher explains the word "move" to the class, "When I say move, you move your body, when I say stop, you stop! Now, move!" The teacher leads the class

to move the body together. Then students move their bodies following the teachers, and everyone laughs together when learning. Body language would make the children remember the word for a long time.

Similarly, frequent smiles or facial expressions in class can help students engage in class [9]. A teacher with a lot of expressions will make expressions a part of the class. Hearing the student's answer that exceeds expectations, a smile of encouragement from the teacher will convey an attitude of appreciation, and the student may interpret this expression as the teacher saying: "good job!" When the students answer the questions, the teacher looks at the students' attentive eyes, so that the students feel 100% paid attention from the teacher in the class. Being noticed and listened to will make students more focused in class. At the same time, the teacher's smile on a student will also give a good impression to the rest of the class, and this good impression will make more students more relaxed and relaxed when interacting. This also has a positive impact on the management of classes.

Conversely, teachers' support during feared activities may have made internal tensions more tolerable and decreased aversive thoughts, thus decreasing avoiding behaviors [10]. As a student, the student's heart is apprehensive when he sees the teacher with a blank face. When the teacher is expressionless in class, students will use their observations to infer the teacher's mental activity. For example, if a student finished answering a question, but the teacher was expressionless, the student would subconsciously doubt if he or she answered it correctly. At the same time, the teacher's expressionless face can make the whole class very serious and even cause anxiety among the students. Negative emotions can make students less and less proactive and can hinder or inhibit students' participation in the classroom.

In primary school reading classes, children are limited in what they can read independently because of their limited knowledge of words. At this time, the teacher's attitude and practice towards reading in class will affect the child's attitude toward reading, especially in elementary school classrooms. Reading aloud to children can foster positive attitudes toward reading [11]. In class, if the teacher reads the text aloud to the students, then the text in the book will be read aloud by the teacher, and the voice intonation will be added so that the students can see the text with their eyes and listen to the text with their ears, and even the students will present pictures corresponding to the text in their brains according to the teacher's reading. In a primary English class, a teacher reads a story aloud in class, and the story is accompanied by pictures so that students can guess the development of the story even if they do not understand the sentences or words. In addition, reading aloud in class can also support literacy skill development [11]. For example, when a primary school student sees a 25-word sentence in an English class without any punctuation, "Where to break the sentence" is the student's first question. If the teacher is reading aloud in class at this time, students can judge each part of the sentence based on the pauses in the teacher's reading.

5. Conclusion

In the primary classroom, the teacher's behavior and the student's interaction in the classroom influence each other. Teachers should not only explain knowledge in the classroom, but also pay attention to students from three aspects: emotion, classroom management, and instructions. These three seem to be independent, but at the same time, they interact with each other. Effective classroom management is inseparable from professional instruction support, and at the same time, effective classroom management also includes emotional support for students. In the interaction between the teacher and the student, these three are transmitted to the student through the details of the teacher's behavior.

In this literature review, the author focuses on summarizing the impact of teachers' behavior on students' learning interactions in primary classrooms. The article mainly focuses on the teacher's behavior in the classroom. However, the article does not deal with the situation of the students themselves. For example, different students with various personalities may have different interpretations and reactions to the same teacher's behavior, and the reasons behind it. During this

period, will parents' interpretation of the teacher's behavior affect the child's response to the teacher's behavior? In addition, more research is needed to investigate whether there are changes in the proportion of students' needs for emotional support, classroom management, and guidance support from teachers at different grade levels, and if so, what are the reasons for these changes, and whether these changes affect positive interaction between students and teachers and the effectiveness of classroom learning.

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