A STUDY OF IMPROVING THE EFFICIENCY OF TEACHER-STUDENT
INTERACTION BY E-TEACHING AND LEARNING OF ENGLISH AS A FOREIGN
LANGUAGE (EFL) IN COLLEGE

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Abstract

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Under the supervision of Professor Kimberly Tuescher

It is well known that English is the most widely used language in the world, and the instruction of English as a Foreign Language (EFL) is always given much attention in China. Despite the emphasis on teaching and learning English, many Chinese college students only possess a rough proficiency, especially in regards to speaking competency. Even though many Chinese college students study English for 6 to 8 years and pass their CET 4 or 6 exams (College English Test), quite a few students still cannot communicate with a foreigner fluently. This is because in a traditional "stuffing teaching method", there is only a limited amount if interaction between the teacher and students. Learning happens through interaction with others; therefore, interaction is assumed to be indispensable to social and instructional processes. The effective teacher-student interaction is of considerable practical significance in EFL instruction in college. Why? Because students will be able to model their instructors' fluency as well as directly ask them questions. Along with the rapid development of science and technology, e-learning as a new technology tool that is now entering into the English teaching field has shown their bright prospects in the contemporary world. Multimedia network classrooms have changed the traditional teaching model for

instructors and learners by providing new, interactive online courses. Yet, the striking features include the physical or temporal separation of instructors and learners, the presence classmates who are also physically distant while at the same time present in the same online English learning classroom as students in a different location. Because everyone may be in a different location, it may cause a barrier to interaction. Therefore, this paper focuses on a study of improving the efficiency of e-teaching and learning EFL in college through teacher-student interaction. I will divide my literature review into five parts. The first part mainly discusses the present state of teaching English as a foreign language in China's colleges, including the emerging issues and problems. The next part discusses the concept of e-learning, as well as its benefits and challenges. The third part analyzes the interaction between the teacher and students. The fourth part talks about how to promote effective teacher-student interaction by e-teaching and learning of EFL in college. Last but not least, this part discusses the shifting roles of instructors and learners, and some suggestions about what instructors and students should do in order to maintain efficient interaction in both their teaching and learning processes.

Conclusion and implications for future study are presented in the last part of the paper.

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CHAPTER ONE
INTRODUCTION

Before the prevalence of the Internet, traditional classroom teaching was considered as to be the leading teaching mode and was widely carried out in China. Historically, teaching and learning were confined to classroom settings with few instructional strategies including lectures, discussions, and field trips to stimulate the learning process of the student (Deal, 2002). This traditional force-feeding teaching model leads to students passively accepting knowledge. However, with the wide application of web-based modern information technology in education, distance education has been exceptionally strong in recent years and breeds broad prospects for development.

According to one authority (Karber, 2003), the increased accessibility of the Internet and the World Wide Web has created vast opportunities for non-traditional education through this medium. This accessibility is one of the most essential benefits reported by Coyner and McCann (2004). Thanks to this advantage, students freely gain access to various information and supplemental materials. Nevertheless, some researchers contend that the distance in the online learning environment may lead to isolation, frustration, boredom, overload, and low course completion rates (Berge 1999; Hara and Kling 2000; Northrup 2002). While there are many potential problems with a solely online learning environment, the interaction between teachers and students is an indispensable element in online education and is the key ensuring instructional quality and learning efficiency. Successful classroom interaction includes

all three main groups of people in the classroom: teacher-students, classmates to classmates, and students and classroom network lecture class. Above the other two, teacher-students interaction has the most potential for cultivating success. The effective interaction of teachers and students can improve the students' communicative competence. In addition, this kind of online interaction like online office hours, online chats, email, discussion board and so on can make up for the flaws of the physical separation between teachers and students. Therefore, teacher-student interaction, as a critical part of E-Teaching and Learning with respect to teaching English as a Foreign Language (EFL) especially in college, is considered to be of practical significance and well worth studying.

Statement of the Problems

The problems expressed as questions are, "How do educators improve the efficiency of teacher-student interaction during the E-Teaching and Learning in EFL environments?" and "What are teachers and students supposed and suggested to do in their teaching and learning in the course of interaction in EFL environments?

Definition of Terms

EFL.   English as a Foreign Language.

E-learning.   E-learning refers to delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media. The electronic

medium could be the Internet, intranets, extranets, satellite TV, video/audio tape, and/or CD ROM (Koohang & Harman, 2005).

Interaction.   Interaction refers to exchange of information, ideas, and opinions between instructors and learners or among learners. The essence of interaction is of a mutual, continuous, and reciprocal nature. Its reciprocity between learner-instructor, learner-learner, and learner-content is a widely accepted concept of interaction (Song, H. B., 2008).

CMC. CMC is the abbreviation of Computer-mediated communication.

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville. Primary searches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key search topics will include "teacher-student interaction", "communicative language teaching", and "E-Teaching and Learning".

CHAPTER 2

REVIEW OF LITERATURE

Teaching College English as a Foreign Language (EFL) in China: Emergent Issues and Problems

The College English Syllabus Revision Team (1999) issued that the central goal of College English Teaching is "to develop in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English". In the case of the real situation of Chinese College English teaching, actually, there are some emergent problems and difficulties in implementing this project.

Traditional Language Teaching versus Communicative Language Teaching

A teacher is standing at the platform and loudly explaining the course, what he or she teaches is usually the vocabulary, grammar rules and so on; the students are sitting below, just listening to the teacher and taking notes carefully. But sometimes a few of students doze off while the teacher lectures on the platform assiduously—this is the classic scene of the traditional English Teaching class in China. The traditional English classroom teaching is placing too much stress on mechanical input and accumulation of English knowledge while it ignoring the inspiration of students' English learning processes, especially in some English language practices activities. This traditional force-feeding teaching model leads to students passively accepting knowledge, class atmosphere lacking of vigor and vitality, the lack of emotional

communication between teachers and students and no effective interaction. However, the ultimate goal for people learning a language is to communicate with people. The Chinese college students have been learning English for at least 6 to 8 years or even longer, but their current English proficiency is rough and ready. CET, one of the important means to evaluate students' progress in English, is highly valued in China. The majority of college English students only take the compulsory CET-4, which does not include a speaking component, so their English standards are not enough to listen and communicate with foreigners fluently. In our country, the traditional English teaching mode has produced a large number of incompetent English learners.

For English learners, the cultivation of communicative competence is of considerable practical significance. The origin of communicative language teaching can be traced back to the late 1960s in Britain. Audio-lingual Method met a drastic attack from both American sociolinguistics and British functional linguistics, based on the study of language from a wider perspective. The term "communicative competency" was first put forward by Hymes (1970) to refer to appropriate language performance. Hymes coined this term in contrast to Chomsky's "linguistic competency".

In the mean time, many researchers have helped develop theories and practices of the Communicative Language Teaching approach like Halliday (1970) Wilkins (1972, 1976), Widdowson (1972, 1978), and Brumfit and Johnson (1979). The scholar Littlewood (2000) asserted that, "A communicative approach opens up a wider perspective on language teaching." CLT is a very different from grammar-translation

teaching which sets linguistic competence as its goal, and which does not consider communication as the essence of language learning.

As a whole, in comparison with traditional language teaching, the communicative language teaching indeed has much superiority, but many college English instructors find it is difficult to implement this approach in their classroom. Because the traditional language teaching is deeply-rooted and less demanding in China, this kind of teaching mode is still the most prevalent in China (Wu, Du, & Zhang., 2008).

Big Class Size versus Small Class Size

In the foreign language teaching class, the ideal class size is supposed to be no more than 20 students per class. Because only in this way, the instructors can effectively communicate and interact with every students as much as possible and the students can improve their audio and spoken English skills. However, as a matter of fact, the college English class in China apparently has not met this requirement. It is not hard to find that there are 60 or more students in a class. College English teachers in China teaching big classes encounter many problems and dilemmas caused by a large class size (Zhao, 2009). In this case, teachers have to bear more responsibilities and workload so they may lack the energy to interact with every student in class. Then students may not learn as effectively as those in smaller classes. Wu, Du, and Zhang (2008) point out that many students tend to be silent in big classes, and they have fewer opportunities to practice oral English. Chen (2005) states that students and their teacher cannot communicate effectively in big classes, which in a way, prejudices the opportunities for students to practice English in a way.

<center>**E-learning**</center>

The concept of E-learning

What is E-learning? E-learning is the abbreviation of electronic learning. There are many popular definitions for E-learning. Lau (2002) considered E-learning as a modern type of distance education that is delivered via the use of computers, Internet and multimedia presentation. Kirschner and Paas (2001) claimed that E-learning includes online learning, Web-based training and computer-based training. Likewise, Moore, et al (2001) also asserted that online learning is similar to E-learning in that it is a modern form of distance learning where web-based technologies are used to enable teachers and students to be connected.

The benefits and challenges of E-learning

The rapid development of Information Technology brings not only benefits but also challenges to English teaching in China.

According to Haugland & Wright (1997), both teachers and students can obtain numerous benefits from E-learning to meet the objective of continuous learning and improvements such as: (1) offering links to using learning materials, (2) providing online materials and self-assessment to guide students' learning increasing access to abundant learning materials, (3) facilitating interest through increased interaction, (4) providing instant and timely feedback and positive reinforcement, (5) creates flexible learning environments conducive to student and busy lifestyles and employment schedules, (6) creating a balance between different sources of information, (7)

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facilitating dialogue between teachers and students.

However, E-learning has its constraints and limits also. Indian scholars Samuel and Subhashini summarized some main disadvantages: (1) level of interactivity (2) bandwidth requirements (3) cost of investment (4) infrastructural facilities (5) social isolation (6) quality standards (7) copyright and piracy (2011).

This various literature about E-learning's merits and demerits indicated that e-learning is a variant of self-governed learning that requires new abilities and skills of teachers and students, which contains opportunities as well as challenges. Therefore, there are some vital requirements of E-Learning: Firstly, learning services should be designed by using learner-centered approaches, accommodate a variety of delivery methods and multifaceted learning styles. Secondly, on-demand access allows students to learn what they want to learn and when they want to learn. Thirdly, learning resources and most of support are available at any times online. This kind of learning does not require the physical presence of the teacher and learner at the same time and place; however, it does not foster better learner and instructor contact. Fourthly, instructors should promote greater student interaction and advance collaboration. Lastly, E-learning makes use of interactive technology to develop fun, engaging, effective simulations. Collaborative learning in the online environment is often far easier and more comfortable than in the traditional classroom. E-learning systems allow team members at collaborating companies to understand shared objectives (Bela, 2011).

Teacher-student interaction in E-learning and teaching

Interaction is one of the most significant challenges in distance learning. Its value can never be underestimated. Because teacher-student interaction is vital to the learning process, it needs to be measureable. Moore distinguished three types of interaction relationship crucial to language learning and engagement in online learning. They are learner-content interaction, learner with instructor, and learner with learner interaction (1989). With this understanding, it is important to emphasize the part of learner with instructor interaction, as follows.

According to Moore, student-teacher interaction stresses the frequency and intensity of instructors' influence on learners as amplification to learner-content interaction. It concerns directing, stimulating, and motivating learning; present information; counseling and supporting learners (Moore, 1989). In traditional face-to-face classroom settings, interaction between teachers and students is synchronous in nature, and occurring spontaneously with the instructors or among learners. One authority stated that "true interaction produces a cohesive classroom group where the teacher and student share responsibility for the defining, carrying out, and evaluating of the learning experience" Gorman (1969). Therefore, face-to-face interaction conducted by language and non-verbal cues is considerably practical to the English teaching and learning process. By contrast, online interaction is endowed with its potential capability to interact diversely (e.g., many to many, many to one, one to many, one to one, and one-to-self) in a computer-mediated communication (CMC)

learning environment (Tu and Corry, 2002). These researchers depicted that when learning activities and interactions occur electronically, the resulting setting is referred to as an e-learning community, an online learning network, a virtual learning community, or an online learning community (2002). Such non-linear, multi-faceted interactivity may "provide both teachers and students with a communication environment rich with opportunity for reflection" (Hart & Mason, 1999); it may also "change traditional classroom interaction patterns, shaping the communicative roles of the teachers and students as participates in a classroom learning community" (Kumpulainen & Wray, 2002).

Teaching English as a foreign language is distinctive from other teaching subjects. The purpose for learning a foreign language is not to deal with or pass examinations like CET4 or 6, TOEFL, IELTS and so on, we learn the language to communicate with other people from different countries, get to know them, learn and understand their cultures and exchange ideas with each other. So the contemporary world has witnessed that the increasingly experts and educators highly advocate the communicative language teaching method and assert that English teaching should be paid more attention to than other subjects, and effective teacher-students interaction is a prerequisite for good learning outcomes.

Identification of problems

Maintaining mediated interaction can be challenging. The physical separation of instructors and learners in distance education poses an obstacle to interaction (Soo &

Bonk, 1998). Less face-to-face interaction can lead to isolation, frustration, boredom, overload, and low course completion rates (Berge 1999; Hara and Kling 2000). Moreover, despite that through E-learning techniques can promote the students' active learning. Filipczak claimed that, like television, it can breed passivity (1995). In traditional classroom, under the instructors' supervision the instructors can make out the students who lack motivation and self-discipline abilities to obtain some basic knowledge. But things are different in online instruction, because in this environment, nobody will watch and check the students at all times and students' involvement and attendance cannot be guaranteed. So it largely depends on the learner's motivation, learning self-consciousness, intent-to-persist and responsibility. From what has been mentioned above, there are several questions that deserve our full consideration: (1) How to promote the teacher-student interaction by E-teaching and learning of EFL in college? (2) What the teachers and students are supposed to do in their teaching and learning during the process of interaction in English as a Foreign Language (EFL) environments?

How to promote the teacher-student interaction by E-teaching and learning of EFL in college?

There is a need to figure out what factors may affect teacher-student interaction at a distance. Tolmie and Boyle (2000) summarized eight points that could make potential impacts on quality online interaction: the size of group, knowledge of other participants, student experience, clarity about task, ownership of task, need for system,

type of system, and prior experience of Computer-mediated communication (CMC) (2000). "Distance" in distance education may well be a barrier to influence teacher-student interaction. How to overcome this barrier is becoming the center of the problem. As an old Chinese saying goes, "A workman must first sharpen his tools if he is to do his work well." So in order to make sure of the high quality of interaction in online teaching and learning, we can choose to use some popular network interaction tools for successful teaching and learning. The progress and development of science and technology has witnessed that more and more interactive patterns can be used in distance education, the more teachers and students can choose one or more interactive patterns based on their teaching and learning demands.

There may be some scholars and researchers doubting the validity of teacher-student interaction in online programs. As mentioned before, Soo & Bonk (1998) maintained that the separation of the instructors and learners in online instruction poses a barrier to interaction. Online courses seemingly limit communication with the professor; nevertheless, most instructors are available via many channels like email and online message boards and so on. McLoughlin (1999) once theorized that virtual learning communities can be established through the applications of electronic messaging, online forum, discussion board, and e-mail.

Unlike traditional classroom where immediate verbal and non-verbal feedback can be given to the entire class, teachers of online programs recognized the significance of offering frequent and timely feedback on students' assignments and questions (Karber, 2003). Hart & Mason (1999) evaluated such non-linear, multi-faceted interactivity

may "provide both teachers and students with a communications environment rich with opportunity for reflection" (1999). This kind of interaction also gives voice to those shy or reluctant to speak in face-to-face situations.

In this way, what exactly are the interaction models that can actually act as a bridge to connect the relationship between the teacher and students in online learning? There are some prevalent and widely used interaction tools which can be applied to distance education.

E-mail:

E-mail is the abbreviation of electronic mail. E-mail, a form of asynchronous computer-mediated communication, has been called "the mother of all Internet applications" (Warschauer, Shetzer, and Meloni, 2000). There are several ways of communicating interactively via the computer. One of the most common is email. Through the wide application of e-mail between the instructor and students in foreign language teaching, Gonglewski, Meloni and Brant (2001) listed many pedagogical benefits of E-mail: (1) Extends language learning time and place; (2) Provides a context for real-world communication and authentic interaction; (3) Expands topics beyond classroom-based ones; (4) Promotes student-centered language learning; (5) Encourages equal opportunity participation; (6) Connects speakers quickly and cheaply. Indeed, it is indisputable that E-mail can provide a wealth of advantages to foreign language teachers and learners especially English as a foreign language. It facilitates students' autonomy at the same time it promotes collaborative learning. It inspires student-centered interactions as well as includes extensive practice that will

improve interpersonal communication and enhance the students' use of expressive language (González-Bueno, 1998; Hoffman and Scheidenheim, 2000; Lawrence, 2002; Mansor, 2007). However, E-mail does have disadvantages. Because the Email is asynchronous, involving one-to-one interaction (in other words, teacher to individual communication) , it can increase a sense of connection for the students, but it can also do the opposite if the instructor does not respond in a timely manner. When the teacher does not respond, students may feel helpless, depressed, and frustrated (Woods & Keeler, 2001). Moreover, as we all know, most college teachers are overworked. Teachers have to spend enough time preparing for the lessons and creating relevant learning materials, while at the same time, the teachers must make sure they have enough time to interact with their EFL online students in order to improve the students' speaking competency. Besides, instructors have many other tasks to finish, which means that many can only use spare time to cope with communicating with students via E-mail. Teachers have a tough job overcoming various pressures and burdens.

Discussion board:

In order to encourage increased learner participation in the discussion groups, many experts and scholars put forward some pertinent comments and suggestions on this topic. Moore and Kearsley (2005) proposed that it is advisable that an opening message, responding message, follow-up message, and summarizing message can be effective in consistent discussion. Holmberg (1989) advised that: to start with,

learner's motivation and interest should be supported through keeping in touch with instructors; secondly, learning can be facilitated by applying knowledge and skills learned along with instructor feedback and suggestions provided; thirdly, learning opportunities be provided to develop learners' thinking from instructors' critical comments; and last but not least, learning development can be evaluated methodically for modulating reasonable curriculum according to the students' actual education situations and demands. Nevertheless, online discussion forums, though they have many good qualities, may not be the perfect teaching too because it is also vital to pay attention to the significant number of beginners and adult learners who lack the basic knowledge of using the computer or have difficulty when accessing the Internet required to engage in online critical thinking discussions (Stodel et al., 2006). When confronted with this situation, Kirk and Orr (2003) also suggested five points: (1) computer classes, which enable learners to master some indispensable technical skills and abilities to access, read, and post message, (2) grading participation, ensuring that the discussion part as a significant course learning element for instructor mark the grades for the learners' participation, (3) forming engaging questions, preparing some discussion topics which can arouse learners' interest so make sure that all learners have something to say then can deepen students' understanding of what they are taught, (4) quick responses, giving timely and objective feedback to keep learners informed of their learning situations and progress, (5) group work, dividing learners into several small learning groups to talk the different parts of the subject.

Chat and instant messenger

Chat and instant messenger, just as its name implies, is the software that allows two parties who are online, to chat or send instant messages to each other synchronously. At present, much well-known instant messaging software are available to users for free, from the first chat machine known as ICQ to today's most popular messaging systems, QQ, MSN, and Yahoo Messager. Compared with E-mail and BBS (Bulletin Board System), it seems more efficient and faster. According to Dawley (2007), one of most outstanding strengths of chat and IM is that both allow for real time dialogue, which is invaluable for a student who feels helpless or is in a crisis. Another advantage of chat and IM is that, as opposed to asynchronous methods like E-mail where the feedback from the teacher may be take few days or even weeks to arrive. Feedback is almost instant. Just-in-time development can also be supported by making chat support available (Driscoll, 2002). Moreover, Dawley (2007) summarized the strengths and weaknesses of the chat and IM. Among them, one of the advantages of chat is that meaningful interaction with students helps to produce two-way communication, which is more engaging and memorable than asynchronous or total lecture classes. From this advantage we can see that this kind of online communication is by no means less proficient than traditional face-to-face interaction. Of course, chat and IM has its deficiencies. Ko and Rossen (2004) pointed out that most of the young students are comfortable and willing to using this tool through a brief training and instruction, but many adult learners are still not familiar how to use a computer and its conventions. So technical requirements for chat and sending

instant message are becoming an important issue and we need to popularize some basic computer knowledge.

What teachers and students are supposed to do in their teaching and learning in the course of interaction in the EFL environments?

Learning in such a technological world presents many roles and responsibilities for both teacher and students. Bower (2001) maintained that distance education technologies exert a big change in the way instruction is delivered. This altered instruction demands new skills for both instructors and learners. Then we may wonder what measures and suggestions the teachers and students should take to maintain their effective interaction so that they can achieve good learning outcomes. This chapter reviews various literatures on recent development in teacher-student interaction and language learning.

The roles of online EFL instructors

Teaching a distance education course is distinct from teaching in a traditional classroom (Moore & Kearsley, 2005). In these two different teaching modes, one major problem that teachers should overcome is the shift of role 一from presenters or transmitters of information and knowledge to facilitators or moderators of learning. Likewise, scholar Awalt (2003) also expressed his thought on this topic, he pointed out changes in teachers' role when shifting from on-campus to online teaching. Actually, instructors have to squeeze more time and energy into selecting and developing relevant materials and appropriate assignments for online course

preparation than into on-campus course preparation because online courses should be completely ready in advance of presentation. Once the online course gets started, the instructors have to offer facilitation and guidance; managing interactions; anticipating difficulties; scaffolding learning activities; asking and answering questions; and what is more, providing instant and objective feedback.

Moore and Kearsley proposed (2005) four sets of techniques for instructors to enhance online teaching: (1) humanizing, i.e., stressing the importance of the individual and generating a feeling of group rapport, (2) participation, i.e., promoting interaction and dialogue, (3) message style, i.e., using good communications skills in presenting information, and (4) feedback, i.e., getting information from learners about their progress.

Gunn also defined (2001) the roles and responsibilities of online teachers as (1) helping students to set clear expectations and goals, guiding active and experiential learning in a flexible learning environment so that students can choose to follow preferred paths without risking losing track, (2) applying constructivist principles through interaction with fellow tutors, moderators and software tools, (3) being able to strike the right balance between self managed learning and the need for intervention and support or providing scaffolding, and (4) knowing strategies that promote reflection and interaction.

Wu, Yen, and Marek (2011) indicated that even a small amount of authentic interaction in English can make students more comfortable in applying their skills, and more inspired to make global, cross-cultural connections. Therefore, EFL

instructors should strive to use student-centered active learning and to offer their students interactions with native speakers, including interactions through distance technology.

Overall, in order to effectively implement instruction, facilitate learning, and be actively involved in the learning process, roles and suggestions, the teacher should be given the primary consideration.

The roles of online EFL students

According to Isman, Altinay, and Altinay (2004), six points account for the students' roles in distance education. They are (1) being self-responsible on task, (2) consulting with tutors through required access methods, (3) being individualistic in learning, (4) catching the same effective interaction with counselors like classical learning, (5) evaluating and judging self-performance, and (6) getting rid of prejudice of communicational barrier's mood.

Recently, De Bot et al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitates second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

In all, in order to effectively assist instruction, significantly facilitate learning, and more actively participate in the learning process, there are measures that online

students should take. It takes time for instructors and learners to develop and adjust this new environment. Understanding the role shifting of learners will be useful for their following learning experiences.

CHAPTER 3

CONCLUSIONS AND IMPLICATIONS

The reviewed literature in this study is a report on research about promoting the efficiency of the teacher-student interaction by the E-teaching and learning of EFL in college.

Interaction is considered essential to social and instructional processes. Due to the lack of effective interaction between English teachers and their students in distance education, seeking the dynamic methods that involves mediated interaction is of prime importance for both instructors and learners. In order to improve the efficiency of interaction between the teacher and students, this article introduced several all-pervading online interaction tools like e-mail, discussion board, chat and instant messenger and so on. These three kinds of interaction patterns greatly improve the relationship of teachers and students to some extent. However, this is not enough. From the transition of the previous traditional classroom English teaching to the modern network-based education, the roles and responsibilities of teacher and students have changed a lot. As a teacher of English as a foreign language, they are no longer just knowledge transmitters; they are more like facilitators or moderators of learning. They should try hard to use student-centered learning and offer effective

interactions via E-learning techniques to improve the students English speaking abilities. For EFL learners, from the passive receptacles for hand-me-down knowledge and information to constructors of their own knowledge, maybe it is not easy for them to adapt to this new role. Compared to the traditional force-feeding teaching method, they take more responsibility, like how to adapt to the new environment in a short term, and know how to participate in online discussion as well as take every opportunity to interact with teachers actively to practice their oral English, express their own opinions and cultivate the habit of independent thinking.

To crystallize, online education as a foreign language teaching is a new approach with both strengths and weaknesses. Both teachers and students are playing an immeasurable role in the course of the teaching and learning process. In order to promote the efficiency of instructor-learners interaction by e-learning, it is clear that teachers should make full use of modern, widely used interaction patterns.

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