A Study on the Influence of Teacher Factors, Student Factors, and Discipline Management on Interactive Teaching of College English—Taking Gongqing College of Nanchang University as an Example

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Abstract: Traditional College English teaching is mainly teacher-centered, with students passively receiving knowledge and low interactivity. The teaching content lacks practical application, and students lack interest and motivation in classroom content. The participation of students is low, lacking enthusiasm and initiative. Many scholars at home and abroad have noticed the limitations of the traditional education model and began to pay attention to the research on the interactive teaching model. Interactive teaching is an indispensable part of the teaching process. The adoption of interactive teaching method is determined by the current situation of College English teaching. Currently, most College English teaching classes have a large number of students, and the phenomenon of large or combined classes is very common. Interactive teaching can fully mobilize the enthusiasm of students with different levels in large classes, and make them actively participate in the teaching process. An in-depth understanding of the influencing factors of interactive teaching on College English will help teachers create a fair, equal and good interactive environment. It is of great significance in improving the quality of teaching interaction, promoting the all-round development of students, and achieving teaching goals of College English. This research uses quantitative research to study whether the teacher factors, student factors and discipline management affect interactive teaching in College English classes and presented some practical suggestions to promote interactivity and student participation in college English teaching, and improve teaching effectiveness. A total of 330 questionnaires have been distributed to students in Gongqing College of Nanchang University. This research is helpful to improve the quality of College English teaching in Gongqing College of Nanchang University as well as other colleges and universities. It has certain reference value for optimizing teachers' class management effects and improving the interactive ability of college students as well as the relationship between teachers and students. It is conducive to creating a positive College English class as well as the other classes.

1. Introduction

Interactive teaching, as its name implies, focuses on the interaction between teachers and students in the teaching process, so that the "teaching" of teachers and the "learning" of students are more closely linked, interact with each other, promote each other and develop in an orderly manner [1]. Student–teacher interaction is considered important in creating a fruitful learning environment.[2] Interactive teaching can stimulate students' interest and enthusiasm in learning, help them better understand and apply English knowledge, and improve learning outcomes. Through interactive discussions, role-playing and other activities, students can actively participate in oral expression, improving their language communication and expression abilities. In interactive teaching, students often need to collaborate with classmates to complete tasks, which helps cultivate their teamwork skills and social skills. In an interactive lecture, learners are asked to engage actively and process knowledge throughout the lecture's activity, and they take an active part in structuring the content and directing the focus of the lecture towards areas that fulfill their needs.[3] Interactive teaching encourages students to ask questions, provide viewpoints, and engage in discussions and debates, cultivating their critical thinking and critical thinking abilities. In this mode of classroom, the communication between teachers and students in emotion, language and psychological activities will increase significantly, which means that while students show themselves, communicate and express, it will reduce teachers' speaking time, put more time and energy on listening and feedback, improve teaching content and teaching methods. Continuous improvement of classroom teaching through students' feedback can cater to students' interests, stimulate students' initiative, arouse students' attention, and make students better integrate into classroom teaching activities. In order to ensure the smooth progress of English classroom teaching, good classroom discipline is particularly important.

2. Problem Statements

As one of the compulsory courses in the stage of higher education, College English plays an important role in broadening students' academic vision and improving their comprehensive ability. College English class is an important platform for college students to learn English, use English and improve their English ability. The interactive teaching method focuses on the interactive training of students, including the training and cultivation of listening, speaking, reading, writing and other skills. Traditional College English teaching is mainly teacher-centered, with students passively receiving knowledge and low interactivity. The participation of students is low, lacking enthusiasm and initiative. Many scholars at home and abroad have noticed the limitations of the traditional education model and began to pay attention to the research on the interactive teaching model. With the continuous development of advanced education and the continuous expansion of college enrollment, English teaching in large classes is a very common phenomenon in universities. As a compulsory language course in universities, College English should be taught in small classes. However, due to factors such as insufficient teacher resources and increasing number of students, College English is usually taught in large classes, with the number students in College English class reaching 50 or more. Based on the data analysis of 14,091 teaching class sizes obtained from the class size survey of seven universities in a province, it is found that in the English courses of universities, classes with less than 30 students accounted for 17.39% of the total number, and classes with 31-60 students accounted for 40.3%. 42-58% of the class has more than 60 students.[4] The same as Gongqing College of Nanchang University. Large class teaching may limit the interaction between students and teachers. Due to the large number of students in class, teachers have no time to take into account the needs of each student and the level of language, and the teaching content will not take into account the language level of students. The design of classroom

activities or tasks does not vary from person to person, which makes some students unable to participate in classroom activities and reduces the enthusiasm of students to participate in classroom activities.

Classroom discipline is one of the important factors affecting the quality of college English classroom teaching, which is manifested as: in some college English classes, teachers take great pains to explain while only a small number of students listen. Some of the other students whisper, some play cellphones, and some doze off. When teachers organize some group activities, on the surface, the students are actively participating in the activities, but in fact, except for a few students with good English foundation who are seriously participating in the activities, a large number of students are not able to actively take part in the class activities. During the teaching, it's inevitable that some students will break the discipline. One of the roles of teachers in classroom is to ensure classroom discipline.[5] Some teachers stop teaching, reprimand, or indifferent to such methods to make these behaviors no longer continue. These methods are not advisable. Because these methods are not conducive to help students to change into active learners, the results are contrary to the original intention of teachers.

Interactive teaching is an indispensable part of the teaching process. In addition to forming behavioral patterns, encouraging interest in the field, facilitating the effective acquisition of training materials, fostering a sense of teamwork, strength, knowledge, and freedom of expression, interactive teaching also—and perhaps most importantly—contributes to the complex competencies of future specialists. One of the roles of teachers in classroom is to ensure classroom discipline.[6] An in-depth study and understanding of the influencing factors of interactive teaching will help teachers create a fair, equal and good interactive environment. It is of great significance in improving the quality of teaching interaction, promoting the all-round development of students, and achieving teaching goals. Based on the above problems, the research use quantitative method to study the teacher factors, student factors and discipline management affecting interactive teaching to create a positive College English classroom and improve the teachers' English teaching and students' English learning in a good learning environment.

3. Data Analysis and Findings

3.1. Demographic Profile of Respondents (Full data collection)

A total of 330 questionnaires have been distributed to students in Gongqing College of Nanchang University. The distribution procedure is described in the Table 1.

Table 1: Questionnaire distribution

Distributed	Collected	spoiled	usable
330	330	0	330

The statistical data relevant to the traits of the respondents who took part in this study are presented in the Table 2.

Table 2: Demographic Profile of Respondents

Category		Frequency	Percent
Gender	male	141	42.7
	female	189	57.3
Grade	freshman	186	56.3
	sophomore	144	43.6
Major category	Liberal arts	153	46.4
	Science	177	53.6

Of the 330 respondents, 141 (42.7%) were male and 189 (57.3%) of them were female students, 186 (56.3%) were freshman and 144 (43.6%) were sophomore and 153 (46.7%) were from Liberal arts and 177 (53.6%) were from Science, all of which meet the sampling requirements of this study.

3.2. KMO and Bartlett's Test

Table 3: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	2649.582
	df	190
	Sig.	.000

The Bartlett's Test of Sphericity value was also reported in Table 3 results. The value is considered statistically significant because it is less than 0.05. Since KMO=0.889 > 0.6 implies that the sample is sufficient and that factor analysis is feasible for the data, it may be concluded that the data is sufficiently robust and suitable for further study. Additionally, the statistic Sig=0.000<0.05 shows a substantial relationship between interactive teaching and the variables student factors, instructor factors, and discipline management.

3.3. Cronbach's Alpha

Table 4: Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	17

To guarantee that the measuring instruments employed in this study are appropriate for further analysis and reliable, Cronbach's alpha was used to examine the reliability of all the questionnaire items.[7]The Table 4 makes it abundantly evident the Cronbach's Alpha is 0.868, which exhibits excellent consistency. Since the internal consistency is appropriate and regarded as dependable, the items in this research that represent student factors, teacher factors, and disciplinary management toward interactive teaching are suitable for the future data collection.

3.4. Pearson Correlation

Table 5: Pearson Correlation

Correlations					
		Student factors	Teacher factors	Discipline management	Interactive teaching
Interactive teaching	Pearson Correlation	558**	.552**	.219**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	330	330	330	330
**. Correlation is significant at the 0.01 level (2-tailed).					

Through Table 5, it is found that there is a significant positive correlation between interactive teaching and student factors, teacher factors and discipline management.

Hypotheses Testing

In this phase, hypotheses were put to the test using ordinal regression analysis to see if the model fit the data and to see if the student, instructor, and discipline management elements had a

meaningful impact on interactive teaching in College English classes among Gongqing College of Nanchang University.

Table 6: Model Summary[b]

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672[a]	.452	.447	.323
a. Predictors: (Constant), Discipline management, student factors, teacher factors				
b. Dependent Variable: InteractiveTeaching				

As the Table 6 showed, the Goodness of Fit of this linear regression model is relatively good as Ra=0.672>0.6 ,which means that the calculation result can truly and reliably reflect the impact of student factors, teacher factors and classroom discipline on interactive teaching.

Table 7: ANOVA[a]

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.020	3	9.340	89.596	.000[b]
	Residual	33.985	326	.104		
	Total	62.005	329			

Table 8: Coefficients[a]

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.180	.172		6.853	.000		
	Student factors	.368	.040	.420	9.084	.000	.788	1.269
	Teacher factors	.291	.042	.332	6.986	.000	.746	1.341
	Discipline management	.109	.029	.159	3.707	.000	.919	1.088

DV =1.18+(0.368* student factors)+(0.291* teacher factors) +(0.109* discipline management).

From the Tables 6, 7 and 8 it can be seen that there is no multicollinearity among the three independent variables, and the VIF is all less than 5. Regression equation is significant as F=89.596, p<0.001, which means there is at least one variable among the three variables has a significant influence on interactive teaching. The student factors has a significant influence on interactive teaching as β=0.420,p<0.05. The teacher factors has a significant influence on interactive teaching as β=0.332,p<0.05. The discipline management has a significant influence on interactive teaching as β=0.159,p<0.05.

4. Discussion

This research presents the factors that influence the interactive teaching in College English class by taking Gongqing College of Nanchang University as an example. Based on the analysis of date collection of the questionnaire delivered to the students in Gongqing College of Nanchang University, it's concluded that the teacher factors, students factors and discipline management have a significant influence on interactive teaching in College English class among Gongqing College of

Nanchang University.

4.1. Teacher Factors

At all times, the key role in education and upbringing has been assigned to the teacher. The well-being and success of students depended on his professionalism, ability to establish relationships, and manage the educational process.[8]Teacher is an important part in teaching activities as well as interactive teaching. Thus, teacher factors plays an important role in influencing factors in interactive teaching. The teacher is the basic instigator of interaction with his/her pupils and he/she can be such an instigator only with well organised teaching.[9]First and foremost, a prerequisite for a good connection between teachers and students is the teacher's professional expertise of English teaching. Teachers are the organizers of classroom teaching and the guides of students' learning. Teachers are the key to the effectiveness of students' learning activities. Only when teachers have a solid theoretical foundation and sufficient knowledge reserves, can they carefully design an outline suitable for students' reality, timely guide students' thinking, and correctly guide students' questioning. The interactive teaching mode is open teaching, there is full interaction between teachers and students, and teachers' knowledge and ability are always tested, so the requirements for teachers' theoretical level are very high. Another significant factor that affects how well English is taught is the personality of the teachers, which has a significant impact on the art and science of instruction. Additionally, it is a significant indicator that a teacher's teaching style differs from that of other educators. For example, introversion and extroversion can have an impact on a teacher's propensity to interact with students and their methods for managing the interactive process. In general, extroverted teachers are better and more open to interacting with students than introverted teachers, who may face more obstacles when using interactive teaching, but who can still develop their own teaching methods and achieve effective teaching results. Teachers' attitudes and interests regarding classroom engagement may have an impact on students' participation.

4.2. Student Factors

The interaction between the teacher and the student also includes the student. In interactive education, the teacher is an active organizer of educational activities, and the student appears as the subject of this activity.[10] Students are the primary focus of teaching in College English classes, and the goal of instruction is to help students learn the language. Each student is a unique and exceptional person. Different students have varying proficiency levels in speaking, writing, listening, and reading in English. Additionally, these students differ in terms of personality and enthusiasm in learning English. Students' cultural background, foreign language proficiency, their personality are important factors affecting students' classroom participation mode. Although some students have some opinions and views, they are ashamed to express because they are afraid of being laughed at by their classmates. Therefore, teachers should pay full attention to such students in interactive teaching, encourage them to participate in student exchanges, enhance their self-confidence, and let them dare to speak in front of their classmates. Students' personality is an important factor affecting students' classroom participation mode, and also determines the differences in students' identification with classroom activities to a large extent. To improve students' participation in the classroom, teachers should not only have profound knowledge, but also understand students' learning psychology. To ensure the quality of interactive teaching, first of all, the teachers should find out students' learning interests and mobilize everyone's enthusiasm to participate in interactive activities. Students' English foundation is also an important factor that must be considered in the interactive teaching design. Interactive methods are based on the activity of each student participating in the educational process, free and independent thinking.[11]The

design of teaching activities based on the analysis of students' English is to enable students to prepare for the early interaction in order to achieve the corresponding teaching goals. Through the full preparation and effective interaction within the teaching process, all students can participate in the activities.

4.3. Discipline Management

Classroom discipline management is one way of making teachers' classroom teaching go smoothly, which make students have a good learning environment, facilitate teachers to organize and regulate students' behavior, and ensure the realization of teaching goals. Classroom discipline is the basis of classroom management, which is embodied in the cooperative relationship between teachers and students. Classroom discipline management is an important guarantee to restrict students' behavior and standardize classroom teaching. It plays an important role in creating a good classroom environment and improving classroom teaching efficiency. If there is no discipline, then classroom teaching is impossible to go smoothly. Classroom discipline management is not only a means of education and teaching, but also one of the purposes of education. It plays an inestimable role in allowing students to improve their control ability, stabilize their emotions, and promote the formation of their good morality. The costs of disruptive classroom behavior may be tallied in terms of negative effects on student learning, school climate, and teacher well-being.[12] The quality of a class discipline largely depends on the teachers' classroom teaching design and implementation. If the teacher's teaching design fully considers the students' acceptance ability, reasonably handles the classroom content, and carefully arranges the activities, students will often invest in learning according to the ideas of classroom design, perform well, and discipline violations will be reduced, otherwise the opposite. In the interactive teaching mode, the teachers should also consider the participation of students. On this basis, it can ensure good classroom discipline. Therefore, this puts forward higher requirements for teachers. Teachers should constantly learn new teaching concepts and management methods and apply them to their own classrooms in combination with the actual situation.

5. Recommendations

The following are some suggestions about how to improve the interactive teaching in College English classes based on the survey.

5.1. Recommendation 1: Transform the Role of Teachers and Provide More Opportunities for Students to Participate in Classroom Activities in Larger English Classes

Teachers should transform the role of teachers from imparting knowledge to becoming guides and facilitators, stimulating students' interest and creativity in learning. Teachers should adopt multiple teaching methods and strategies to meet the learning styles and needs of different students. For example, using interactive teaching methods such as group discussions, role-playing, and problem-solving activities can stimulate students' interest and participation. Choose interesting and engaging content that is closely related to students' interests and daily life. By using real-world examples, multimedia resources, case studies, etc., we aim to attract students' attention and stimulate their interest in learning. Teachers should establish the concept of "students are the main body of learning", pay attention to cultivating students' language application ability and autonomous and cooperative learning ability. Teachers can effectively apply cooperative learning and group learning based on cooperative principles to classroom activities. In this process, teachers should change the traditional role of teacher, use humorous language and interesting communication

tasks or activities to alleviate students' learning pressure in the classroom, stimulate students' creative and flexible thinking, and enhance students' interest in learning. Through the design of interactive activities, different students' interests and hobbies are reasonably designed into activities, and organizational activities are covered in teaching. It's also very important to establish trust and respect between teachers and students. Establishing good relationships with students can promote effective interaction, and students are more willing to participate and share. On the basis of equality between teachers and students, students are concerned and encouraged to learn English. Large class teaching may limit the interaction between students and teachers. The solution includes group activities, group discussions, etc., and promoting student participation through small-scale interactions. Encourage students to actively participate in classroom activities, ask questions, express opinions, share experiences, etc. Provide students with sufficient time and opportunities to express their opinions, and respect different opinions and perspectives.

5.2. Recommendation 2: Respect Students' Individual Differences and Pay Attention to the Learning Needs of Students

In Interactive English teaching, teachers should respect students' individual differences. In teaching, teachers should recognize, respect and study differences, think and guide students' learning from the perspective of each student. Every student has his unique personal potential, teachers should dig it out and carry it forward. Ignoring individual differences will inevitably lead to the rejection of students' individual acceptance differences, the trampling of students' subjectivity in learning, and the suppression of students' personality development. The result is bound to make students lose interest in learning English. Therefore, in interactive activities, teachers should respect the individual differences of students and encourage students to actively participate in interactive teaching activities, such as questioning, discussion, and group activities. At the same time, ensure equal opportunities for participation for each student and avoid some students being overly dominant or being overlooked. When encountering shy and self-confident students, they should give priority to encouragement, first cultivate their self-confidence, and gradually lead them to participate in interactive teaching activities.

Every student has learning needs, and every teacher must pay attention to meet students' meaningful learning needs. College English teachers face college students with different levels of English and knowledge. College English teachers should meet the learning needs of students at different levels according to the differences of students' learning levels. To meet the different needs of students, teachers should establish students' learning level information in advance, and then set and implement learning goals in turn. Individual learning planning and goal setting can stimulate students to study hard. By fully mobilizing students' interest in English learning, teachers make students more actively participate in teaching activities, learn to think independently, develop their own good English communication skills, and ensure that students can think independently. Only by scientifically creating a warm classroom atmosphere can teachers mobilize students' learning initiative, consolidate students' English learning ability, and finally achieve the effectiveness of interactive teaching. The key is to pay attention to the needs of students, provide positive feedback and support, and create a learning environment that encourages students' participation.

5.3. Recommendation 3: Strengthening the Discipline Management of College English Classroom

Class teachers deal directly with students through interaction and can therefore contribute significantly to student discipline. [13]In addition to teaching knowledge, management is also a part of teachers' teaching activities. College English teachers should properly manage problem behaviors

in College English classroom to ensure the smooth progress of classroom teaching activities. Teachers' careful design of classroom teaching structure is an effective method to control students' disciplinary violations. As long as students focus on learning, they will not be distracted and engage in other disciplinary activities. College English teachers must pay more attention to improve their academic level and educational wisdom. Teachers should start from two aspects when carrying out classroom discipline management: the first aspect is that teachers should establish the concept of "student-centered". In the classroom, teachers should be student-centered and regard everyone as an independent individual. Teachers advocate adopting differentiated teaching and management to meet the needs of each student, and always show a high respect for students' individual lives. Another important aspect is to remember that the maintenance of classroom discipline is not only a unilateral act, but also the mutual participation of teachers and students. In the management of classroom discipline, a good and harmonious relationship between teachers and students is conducive to the formation of orderly classroom discipline.

Only when teachers have rich cultural heritage, use novel and flexible teaching strategies, and make the teaching process more attractive, can let students actively participate in the classroom under the influence of teachers' charm, so as to stimulate students' interest in learning English and take part in the class, and then achieve the purpose of letting students consciously abide by classroom discipline and mention the effect of classroom teaching. The purpose of classroom discipline management is to enable students to better learn knowledge content, rather than punish students in disguise. Therefore, teachers should actively guide students who are at fault in the classroom, and use diversified methods to euphemistically express their dissatisfaction with students' behavior, so that students can consciously correct existing mistakes. Teachers should fully respect students' personal dignity in classroom discipline management, take care of students' self-esteem, and often provide positive encouragement and establish a good classroom atmosphere to make students feel happy and safe, so that students can feel the warmth and love of teachers, so as to consciously restrict their own norms of behavior in the classroom, fully participate in the classroom learning. Discipline management in interactive teaching is a continuous process that requires patience, perseverance, and constant adjustment from teachers.

6. Conclusion

On the whole, teacher factors, students factors and discipline management have a great influence on interactive teaching in College English. College English teachers need to make more efforts not only to improve themselves and their classroom discipline management skills but also to create a more effective and productive interactive College English class. Through the above suggestions, the effectiveness of interactive teaching in college English can be improved, promoting active participation and learning outcomes among students. At the same time, teachers also need to constantly explore and innovate in the teaching process, adjust flexibly according to the actual situation of students, in order to achieve better interactive effects. However, specific improvement measures need to be adjusted and implemented according to the actual situation of different universities, teachers, and students.

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