

**Classroom Interaction: Influencing Factors for Enhancing STT (Student
Talk Time)**



Department of English and Humanities (ENH)

BRAC University

Submitted by: Tasnia Talukder

ID: 08103010

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**An Internship Report Submitted Fulfillment of the Requirements for
Degree of Bachelor of Arts in English**

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In the Name of Allah

The Most Compassionate

The Most Merciful

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ABSTRACT

In the traditional classroom setting learners do not get the opportunity to talk in the class. That is why it becomes difficult to identify whether the students understand the lessons or not. However, classroom interaction can be one valuable process through which a teacher can overcome students' obstacles in their study process. The factors, for example, Teacher Talk Time (TTT) and Student Talk Time (STT), voice quality, communicative activities, elicitation, scaffolding, monitoring, non-verbal communication, feedback and error correction can be utilized in a way that can enhance language acquisition through classroom interaction. These factors help the students to think creatively, work cooperatively, share their ideas and knowledge, correct their mistakes, participate more actively in classroom activities, etc. From my internship result I found that the more I practiced these factors in class the more students get the chance to talk to in class and expand their knowledge.

Chapter One: Introduction

I have done my internship in Greenland Residential School. It has both the residential and non-residential facilities. It has three branches which are Adabor branch, Shekhertek Branch and Mohammadpur branch and I was appointed in Mohammadpur branch as an English teacher of primary level students. This school is not fully English medium. It has both the Bangla version and English version. I have done my internship in the English version.

Before starting my internship I observed some classes in this school and I found that teachers use their native language (L1) to teach or to explain something to the students. Additionally, teachers followed Grammar Translation Method and Audio-Lingual Method. Though teachers mainly followed the text book, “English for Today” which is under Bangladesh Education Board, some lessons were there in the syllabus from “New Oxford Modern Course English book”. The traditional English language classes of this school were mainly teacher led classes where the teacher was the main authority to run every activities and students just had to complete those activities. Also, the traditional Grammar Translation Method (GTM), Audio-Lingual Method (ALM), etc. do not allow students to use the second language (L2) in class and these methods mainly focused on the form of the language. On the other hand, GTM allows students to use the L2 in classroom activities by which students can understand the use of the language. However, my main focus was on the classroom interaction and I tried to apply Communicative Language Teaching (CLT) method in my classes.

The aim of my internship was to find out the different learning factors that can be beneficial through classroom interaction. Interaction refers to the process where two or more

people negotiate with each other and classroom interaction refers to the kind of negotiation where teacher and students participate in the classroom conversation. Interaction in the classroom can be two types, one is student-student interaction and another one can be teacher-student interaction. My goal was to create the atmosphere where I can increase STT (Student Talk time), for that reason I had to teach in a way where student can get maximum opportunity to share their knowledge and ideas through classroom interaction. As we know children not only learn to speak but also speak to learn by asking questions, sharing ideas and knowledge, if students practice to interact in class it can improve this quality of a student. If a teacher teaches the text book in a way that can facilitate classroom interaction it will be also beneficial for the students to learn the language form and language use.

First of all, it is very important to know whether the teacher talks most of the time in the class or the students get enough time to explore their language and to use the time limit properly the teacher has to minimize TTT (Teacher Talk Time) and maximize STT (Student Talk Time). In addition, a teacher needs to know in which interaction situation he has to modulate his voice. He also can introduce different communicative activities, for example, group work, pair work, role play, etc to help the process of classroom interaction. Moreover, students have to have the background knowledge to adapt to any specific topic and to discover that implicit knowledge the teacher needs to elicit the basic information from the students through classroom interaction. In the classroom interaction situation the teacher also should help the students indirectly so that students can explore and share their knowledge. Moreover, the teacher should know whether he needs to monitor actively or discretely. When the students work in groups he can monitor discretely so that the monitoring process does not hamper their interaction and sometimes the teacher can monitor actively by providing help and correction. However, he can join with the students in group

works so that students feel comfortable to work with the teacher as he is being one of them and in this way he can monitor students' interaction. Sometimes it is important to apply some non verbal cues to increase STT when the student-student interaction is taking place in the class. The teacher also needs to give feedback or correct the students' errors whenever the students respond correctly while interacting with their peers or give any wrong information in classroom interaction situation. In this way the classroom interaction will be effective for the language students to know the form and use of the language.

Chapter Two: Literature Review

2.1 Classroom Interaction:

The traditional methods of English Language Teaching focused mainly on learning the form of the target language but not much on the use of that language. The traditional classrooms were mainly teacher dominated classrooms and students just had to concentrate on the teacher's instructions and Delamont says that in traditional classroom, "... teachers taught and children learned" (Delamont, 1976, p.8). In addition, Delamont says that, "Increasingly we realized that the interaction of the classroom can have many more interpretations; that the behaviour of students and teachers carries important meaning about such fundamental matters as the nature of power, knowledge and the social system" (Delamont, 1976, p.8). That is why the socio linguists developed the methods those have paid more attention on the use of the language through classroom interaction.

Interaction means to communicate with each other and classroom interactions "refer to the interpersonal activity that arises during face-to-face communication. However, it can also be referred to the intrapersonal activity involved in mental processing. Furthermore, "interpersonal and intrapersonal are closely connected with regard to both our use and our acquisition of language" (Ellis, 1999, p.3). According to Paiva, "...interaction is formed by the prefix **inter**, which implies togetherness, reciprocity, and the noun **action**. So interaction is a mutual activity which requires at least the involvement of two persons and which causes mutual effects."

Teacher Talk, Students Talk, elicitation, feedback, etc. are interconnected with classroom interaction. However, according to Kumpulainen and Wray, "typical classroom interaction pattern, of which the most widely known is Initiation- Response-

Feedback/Evaluation (IRF/E) sequence” (Kumpulainen, 2002, p.9). In the traditional classroom a teacher creates question for his/her students and later then when “student has responded to the question, the teacher finishes the interaction sequence by giving feedback on the student’s response” (Kumpulainen, 2002, p.9). Gradually this sequence has changed and in the present classroom interaction situation students are the “active participants” (Kumpulainen, 2002, p.10). Additionally, through classroom interaction “the teacher and the students share the expertise and responsibility of leading the discussion on the contents of the sections of text they jointly attempt to understand” (Kumpulainen, 2002, p.10). Moreover, in communicative activities, for example, in group work, or in pair work, or in whole class discussion, “the teacher gives guidance and provides feedback according to the varying needs of the participants” (Kumpulainen, 2002, p.10).

2.2 Teacher Talk and Student Talk:

In a classroom the teacher is the main authority to manage the class and students are there to follow the teacher’s commands. Though in early days “classroom interaction focused mostly on whole-class interaction between the teacher and the students” (Kumpulainen, 2002, p.9), in the traditional classroom management the focus was mainly on Teacher Talk and a little on Student Talk and that is why TTT (Teachers Talking Time) refers to the time “when the learners are not doing very much and not very involved” (Scrivener, 1994, p.85). However, teacher talk is important “to give clear instruction, to tell the students what to expect, to call on students by name, etc.” (Gower, 1995, p.33). As the teacher “is a very valuable source of language in an authentic situation” (Gower, 1995, p.33), students can use their teacher’s language that the teacher uses in the classroom while interacting with them. Through the classroom interaction a teacher also can “explain something about the language that is being learned in a helpful and reassuring way, and

check the student's understanding" (Gower, 1995, p.33). However, without interacting in the class it is not possible for a teacher to accomplish these factors.

Researches show that for a language learner "to interact with a competent user of the language; that is far more useful than talking to a poor user" (Scrivener, 1994, p.84). Students not only just need to listen to the teacher's instructions or lectures but also need to use the language in classroom and also need to share their understanding of the language and according to Swain and Lapkin, "Language is both process and product" (Swain, 1993, p.320). That is why students need to interact with their teacher and as well as with their peers but if the teacher talks most of the time, it will be difficult for the students because students "will get very little time to speak at all" (Scrivener, 1994, p.85). Additionally, when Teacher Talking Time (TTT) is very high than the Student Talking Time (STT), the teacher mostly thinks about his own speech and he will not be able to listen "to the students closely enough" (Gower, 1995, p.33).

Students are deprived from the classroom interaction because the education system is "usually teacher-led rather than student-centered: teachers spoke for the most of the lesson time (even over 90%) and the students did not appear to find a reason to intervene" (Menegale, 2007, p.105). That is why there should be a balance between TTT and STT and the "balance between TTT (Teacher Talking Time) and STT (Students Talking Time) depends on the type of lesson and activities involved, and on the level of the students" (Gower, 1995, p.33). Student talking time will increase only when they will get opportunity to interact in the classroom. That is why a teacher can maximize STT "by putting them into pairs or small groups and getting them to talk to each other" (Scrivener, 1994, p.85). Moreover, to involve students in whole class interaction, pairwork or group work, students need to change their seating arrangement and this "seating arrangement can help students

interact with different people” (Scrivener, 1994, p.87). This is how students will “get a lot of speaking practice within a short space of time” (Scrivener, 1994, p.85).

2.3 Voice Quality:

While interacting in a class it is very important to know the use of voice. The teacher should know that to give instruction in a class and to get students’ attention in classroom interaction “the quality of the voice should be different” (Gower, 1995, p.17). Additionally, when a teacher talks to individuals or groups the teacher should “reduce the volume, lower the pitch and narrow the range” (Gower, 1995, p.17). It is also said that if the teachers “speak quietly the students speak quietly” (Gower, 1995, p.17) and vice versa. While talking in class “the greater the variation in the voice- providing it is appropriate- the greater the effectiveness” (Gower, 1995, p.17), so voice modulation is also necessary to make effective circumstances for classroom interaction.

2.4 Communicative activities:

Communicative activities are “designed to get learners to speak and listen to one another” (Scrivener, 1994, p.152). When learners are interacting with each other they are “usually involving exchanges of information or opinion” (Scrivener, 1994, p.152) through authentic conversations. In this learner oriented activities “The teacher uses a complete hand-off approach to let learners interact among themselves to work on a task, resulting in a very learner directed classroom interaction pattern known as student-student interaction” (Lee, 2009, p.306). That is why when learners use the language they actually “learn to speak by speaking” (Scrivener, 1994, p.146). Communicative activities are, role-play, group work, pair work, etc. and “learners get a chance to participate” (Scrivener, 1994, p.146). One student may have knowledge about the language that other students do not have

and through interacting in such activities students will be able to fill up this “information gap” (Scrivener, 1994, p.152). However, the teacher plays the major role to introduce the topic and clues of the activity and he is there to “structure the talk” (Scrivener, 1994, p.146). If the student is not able to express the language teacher can help that student and also the teacher can involve himself in the students’ interaction “to keep it interesting” (Scrivener, 1994, p.146). That is how students get the opportunity to participate in classroom interaction and can improve their learning.

2.5 Elicitation:

In a classroom interaction teacher sometimes wants to find out student’s ideas, opinion, information so that they can proceed with the next activity or lesson. There are some techniques to draw out student’s knowledge and one of them is called elicitation technique. In addition, Scrivener says, “‘Elicitation’ means drawing out information, language, ideas, etc. from the students” (Scrivener, 1994, p.98). A teacher can elicit students own knowledge about a particular subject “by asking questions and by encouraging and guiding contributions” (Gower, 1995, p.36). Elicitation is effective in a classroom interaction because students can share their knowledge or ideas about language and “there is a reduction in unnecessary teacher talk and a maximization of student talk” (Scrivener, 1994, p.99). Though a teacher can elicit students “language, ideas, feelings, meanings, contexts, memories, etc” (Scrivener, 1994, p.99) he can not elicit “things they don’t know” (Scrivener, 1994, p.99). However, Doff says, “Eliciting gives teachers a chance to see what students know and what they do not know, and so adapt their presentation to the level of the class” (Doff, 2009, p.12). A teacher can elicit the students knowledge of vocabulary or grammar through interaction and if the knowledge not accurate it is “closely enough to be useful to work on” (Scrivener, 1994, p.99). If a teacher applies elicitation techniques through

classroom interaction it will be beneficial for students "...because of the degree of students involvement in the learning" (Scrivener, 1994, p.99) and their "Confidence is built" (Scrivener, 1994, p.99).

2.6 Scaffolding:

Students do not learn the language initially; it takes time to acquire the language form and use. Even sometimes they might ask for help to another person and also provide support or help to another one and this aspect is known as "Scaffolding". Scaffolding techniques have been practiced from the very beginning of a person's learning process and it can be maintained in a "social interactional framework" (Foley, p.101). When a child first learn a language "the instructional component consists of the caretaker (normally mother) providing a framework to allow the child to learn" (Foley, p.101). A caretaker can provide her help to the child "by using contexts that are extremely familiar and routinized" (Foley, p.101). The routinized context means "reading books together or conversations at bath time or meals" (Foley, p.101). Scaffolding would be more useful if it is applied in a real-life situation or in communication.

Scaffolding process should be practiced "through interaction in a social context" (Mattos, 2000, p.335). That is why scaffolding means "the sort of help the child gets from the adult when s/he is not able to perform the task" (Mattos, 2000, p.335). However, in the same article Mattos says, "...it is perfectly possible for an L2 learner to internalize, that is, to learn, what s/he has heard from another learner in a mutually collaborative situation" (Mattos, 2000, p.344). In addition, Vygotsky (1967) says, "The metaphor of scaffolding, applied to teaching and learning, describes a variety of measures to support or guide the learner to become self-reliant and confident in a subject of new knowledge through interaction with experts and peers" (Article, C. Sam). So the person who provides help to the

learner does not always need to be the proficient enough, a less proficient learner can also helps her classmates.

In Mattos's (2000) examination it is found that scaffolding occurs more in cooperative language learning. When students interact with each other they share their knowledge among them and they provide their help to their peers. Though peers' provided help is acceptable teacher's final correction or assistance is very important. According to Stuyf, "students help students in small group setting but still have some teacher assistance" (Stuyf, 2002, p.4). So, scaffolding is also beneficial to create a beneficial interactive circumstance in a language class.

2.7 Monitoring:

A teacher needs to monitor whether the students are interacting properly or not. When students are participating in group work or pair work it is very important "to keep an ear on what they are saying or glance at what they are doing" (Gower, 1995, p.49). A teacher can "maintain a presence in the room, but do not overtly offer help, interfere, correct, etc." (Scrivener, 1994, p.94) and it is called "Discreet monitoring" (Scrivener, 1994, p.94). On the other hand, the teacher can monitor actively by "walking around, viewing and listening in to many different groups and frequently offering spontaneous advice and corrections" (Scrivener, 1994, p.94). Additionally, the teacher can "join a group" (Scrivener, 1994, p.94) and participate in students' interaction. He can take part in that interaction by participating as "one of the group, offering ideas, helping with questions, joining in discussions" (Scrivener, 1994, p.94). This is how he can work "with a number of groups" (Scrivener, 1994, p.152) and also can monitor the group's performance by interacting with the students as an active member of the groups.

2.8 Non-verbal communication:

Interaction “enables human to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes” (Negi, 2009, p.101). It’s a mutual process where the “information is understood by both sender and receiver” (Negi, 2009, p.101). According to Negi, “There are two media, verbal and non-verbal, which are simultaneously used for communication” (Negi, 2009, p.101). That is why when we interact with people we do not always use the verbal forms to communicate. Additionally, we use “hands, (gestures), head movements, eyes (eye contact), lips (smile), bodily postures and symbols to communicate” (Negi, 2009, p.101). Actually “non-verbal cue is used instead of verbal cues” (Negi, 2009, p.102). “There is a language of body expression and motion that plays a pivotal role in the language classroom” (Negi, 2009, p.102), that is why a teacher should also apply non-verbal cues (NVC) while interacting in a classroom.

The following paragraphs of this section illustrate some of the non-verbal cues which will be effectual in a classroom interaction.

2.8.i Eye contact: In classroom interaction a “teacher needs to look at the students to notice their reactions and to be in touch with the mood of the class” (Gower, 1995, p.9). It is very important for a teacher “to gauge the reactions and the mood of the class than observes sitting at the back of the room” (Gower, 1995, p.9). Teacher needs to look at the students’ reaction or expression to develop the classroom interaction that where he needs to explain the lesson again to help the students by making the lessons more comprehensible and that is why eye contact is important “to ensure that the students have understood what they are supposed to do and know what is going on” (Gower, 1995, p.9). If the teacher keeps eye contact while interacting in class teacher will be able to know “who is to speak” (Gower, 1995, p.9). Additionally, by keeping eye contact a teacher can “encourage contributions”

(Gower, 1995, p.9) of the students in classroom interaction. Eye contact also helps the teacher “to check that everyone is participating, especially when the group is working together, perhaps doing repetition practice” (Gower, 1995, p.10). “Confidence is gained and shyness lost through eye contact” (Gower, 1995, p.9) when a student participates in a classroom interaction. So, eye contact plays a vital role in classroom interaction.

2.8.ii Gesture and expression and mime: According to Gower, “Gesture and facial expressions are an integral part of any communication where people listen and speak to each other” (Gower, 1995, p.11). That is why gesture is interrelated with interaction and in classroom interaction it “increase opportunities for learner talk” (Scrivener, 1994, p.95). Gesture and mime is helpful “to convey the meaning of language” (Gower, 1995, p.11). Gower, Phillips says, “The meaning of vocabulary can often be quick and efficient indicated through gesture and mime” (Gower, 1995, p.12). Additionally, through gestures we can “convey meaning or highlight aspects of the form of the language” (Gower, 1995, p.12). When the students participate in classroom interaction through gesture or facial expression to that a teacher can “add visual interest” (Gower, 1995, p.11). Gesture, facial expression and mime also “increase pace” (Gower, 1995, p.12) of classroom interaction.

2.9 Feedback and error correction:

Feedback is very important for students “self-awareness and improvement” (Gower, 1995, p.163). As students are learning they can make errors while doing the classroom activities through classroom interaction and for that a teacher needs to give “feedback on oral or written work” (Gower, 1995, p.163).

However, a teacher should “...lookout for positive points to comment upon. For example:

- successful communication- where students have expressed themselves clearly. (and been understood by others);
- accurate use of grammar points recently learned;
- use of new vocabulary, appropriate expressions;
- good pronunciation- expressive intonation;
- language in the appropriate style- good use of colloquia; expressions in conversation;
- good use of fluency strategies in conversation” (Gower, 1995, p.163).

Sometimes we need to correct their errors when they are interacting in class and those can be considered as their “slip of tongue” (Gower, 1995, p.164) and “Asking the student to try again is often the best way of helping” (Gower, 1995, p.164). When a student participates in a classroom interaction the teacher should first let the student “finish the utterance” (Gower, 1995, p.165). Then the teacher can correct the student’s statement and can “Make a gesture, like a wave of the finger, or giving some not-too-discouraging word” (Gower, 1995, p.165). Moreover, the teacher can repeat the wrong utterance in a manner that makes the student aware about “the part of the utterance that is wrong” (Gower, 1995, p.165). Additionally, students can correct each others’ errors and according to Gower and Phillips “This has the advantages of:

- involving all the students in the correction process;
- making the learning more co-operative generally;
- reducing student dependence in the teacher;
- increasing the amount the students listen to each other;
- giving the better students something to do” (Gower, 1995, p.165).

The purpose behind giving positive feedback or correcting their errors is to making the students able “to say the correct version” (Gower, 1995, p.165). So, if the teacher or the

students themselves correct the errors or provide feedback on the utterance of the classroom interaction the students will be able to “evaluate their success and progress” (Gower, 1995, p.163).

Chapter Three: Implementation

3.1 Observation of classes:

I was appointed as an intern in Greenland Residential School. However, before starting my internship I observed other teachers' classes and found that the teachers used to stand in front of the board and give their lectures. I also found they taught the students by continuously speaking in their native language. The teachers read one or two sentences and the students had to repeat them and everything is explained by the teachers in L1. Students were also used to talking in Bangla whenever they need to ask any question. I also noticed that students never did any group work or pair work and they were very much dependent on the teachers. Teachers solved most of the exercises on board and students copied those in their class work copies. Sometimes students were asked to do some of the exercises in class and after doing that the teacher checked their copies and gave feedback there. Teachers asked very direct questions which were based on any specific lesson and students had to memorize those and gave the answer correctly. I found that there were some introvert students who did not talk much in class and the teachers also did not do anything to encourage them to participate. I also noticed that the sitting arrangement was fixed and students used to sit in a fixed seat everyday. That is why some specific students always used to sit in the first bench and the back benches always remained the back benches. The classes were very monotonous and there were no classroom interaction between teacher and student or student and student to explore the language that was being taught.

3.2 Experiences as an Intern:

I worked as an intern under M. Farid Ahmed, the chairperson of the school. He told me about the administration and also about the students. They have their own syllabus and

routine. This school follows the semester system and in each year there are three semesters and I worked in the first semester. I took the classes of class-four, class-five and class-six. In each class the number of students was 15-20 and the seating arrangement was very traditional in this school. In a bench two students could sit and in the front there was a white board and in front of the board the teacher had to stand and teach the students. The time allocated for each class was 35 minutes.

As we know that language is not only the medium for interaction but also the device to explore our thinking, in the very first class I asked the students to try to speak in English in my classes no matter whether they are not fluent or not correct always they should try because from their mistakes they will learn the language form and use. It was also very challenging for me to modify the monotonous pattern of teaching that the students had to follow in other classes. I had to manage the class and apply some basic teaching strategies to create an active and useful classroom interaction which can also influence their learning. I found that classroom interaction helps students to think critically and their use of second language had positive effects on their learning process. They also seemed very active while performing any interactive tasks. Additionally, the introvert students performed actively while interacting with their peers. It is also found that classroom interaction had positive effects on second language acquisition. Moreover, students seemed very relaxed and enthusiastic while interacting in classroom interaction. They got the opportunity to use the L2 authentically. In addition, students co-operate each other to solve any problem, they corrected each others' errors and they willingly gave feedback on each others responses. Also, they seemed very motivated and comfortable to interact with their peers and with their teacher in classroom interaction.

Though the classroom interaction is based on students' background knowledge they were able to expand their existing knowledge through interacting with their teacher. Moreover, one student may have some knowledge about the second language that another student may not have that knowledge so, through classroom interaction students shared their knowledge with each other and also could correct their peers' errors which was based on their existing knowledge. Moreover, understanding a particular topic was improved by classroom interaction.

3.3 Implementation of Teacher Talk and Student Talk:

As the students experienced teacher centered classes before, students did not get much time to talk in the class. The teacher was controlling the whole class and talked most of the time. If students found any difficulty to understand any instructions only then they speak otherwise hardly any student speaks in the class. Sometimes it was very difficult for a teacher to know whether students are following the teacher or not. To rectify this I gave more importance on balancing the Teacher Talking Time (TTT) and Student Talking Time (STT). As I learned from ELT (English Language Teaching) course that teacher talk time should be 30% and students talk time should be 70%, I tried to utilize that and create such opportunities for the students to interact more in the class.

At first I tried to create a friendly and relaxed circumstance in the classroom so that students do not hesitate to perform or talk in the class. I always asked students questions instead of giving boring explanations. In these cases students give their response and interact in the class. Additionally, it was very helpful for me because when they give answers of the questions it helps me to know whether the students understand the lessons or not. Sometimes I asked them to do pair works which helps them to interact with their peers and it also increases STT. Rather than standing in front of the class I used to move in the class when

students were working with each other and I tried to participate in their interaction as well. That is why when the students interact not only with the teacher but also with other students; it helped the students to create a trusting and positive environment for learning.

3.4 Implementation of Voice Modulation:

I also focused on my voice modulation while interacting in the class. While teaching or explaining anything to the students I noticed whether my voice is clear enough to hear and understand or not. In addition, I asked the students who sat at the last bench whether they can hear me or not and according to that I change my voice tone. Sometimes it was very helpful to increase the volume of voice when students talk unreasonably and when I really need to control the classroom interaction. Additionally, when I had to read something for the students it was very important to read aloud. To hold the students' attention and to engage them in classroom interaction I changed the pitch of the voice. I identified some phrases which were useful to control the classroom interaction, for example, "everyone start now", "all right students", "OK, are you done", etc. and I used these in different type of voice. However, if a student found any difficulty while working in a pair I went to that student and spoke quietly to help him out so that other students did not get disturbed for that. If a pair went in a wrong direction and could not complete the task I did the same thing with that pair.

3.5 Implementation of Communicative Activities:

The seating arrangement was very traditional in this school. In each bench two students can sit. That is why I often asked them to do pair work so that they can interact with their partner and can share their knowledge. Moreover, before starting a lesson I asked them to look at the lesson's pictures and asked them to work in pairs and explain the pictures. It

made the activity more interesting and I found that students were trying to express their words while working with their peers. Also, I asked them to work with their partner and complete the exercises. For example, in class four I asked them to work in pairs and asked them to do the exercise of lesson 1 "Make sentences from this table", in the table there were some words, for example, I, We, You, go, to school, to market, to hospital, by car, by rickshaw, by bus, etc, and they interacted with their partner and shared their knowledge to make sentences by these given words.

It was not possible for me to write each and everything on board because of the time limit of a class and also students would be very dependable on the teacher, so sometimes I asked the students to do those things in pairs. For example, in class five there were some dialogues and letters in their syllabus, that is why I wrote one dialogue on board so that they could get the idea. After that I gave them another situation, such as, "You want to borrow your friend's book", "You want to know your friend's birthday", etc. and asked them to think about the dialogue and present it in front of the class. Additionally, I wrote the first letter on board and then asked them to jot down the main ideas for the other letters, so that the main points became clearer to them and became easier for them to write the letter of their own. Similarly, I asked the students of class five, six, seven and eight to do some of the exercises with their partners so that they can interact with each other and participate actively to complete the task. I observed that the students were very motivated to complete the task and also felt comfortable while working with their peers.

Additionally, sometimes I asked them to come in front and act out the conversations that were there in their text. While acting out the roles I encourage them to continue the act by saying "good", "right...then", and also by showing some positive gestures. If the students faced any difficulty to pronounce any word or if they did not understand anything I asked

other students to say the correct answer. However, if the students were not able to give the correct response I gave the correct answer and made them understand. After they played out the conversation I asked them some questions, for example, “What were the most interesting thing in this conversation?”, “What have you learned from this?”, etc. to review the lessons and to know whether the context is clear to them or not. The other students also tried to participate in this classroom interaction. In these way students share their own perspectives and played an active role in the classroom discussions.

3.6 Implementation of Elicitation:

Additionally, I tried to identify whether the students give their ideas, opinion, information, knowledge etc. or not. Moreover, I tried to observe how students give their response and whether their responses were correct or not. Before starting any lesson I tried to elicit some of their ideas or knowledge to keep my class involved. However, before they give their response on a particular topic I gave them sufficient hints, so that the main features do not seem unidentified to the students, for example, in class four I showed them the picture of the Lesson 3, “Food and Meals”, where there were four people and many food item on a table. I asked them to say what is going on in the picture. Some students said that “there is one man, one woman, one boy and a girl”; some students said that “they are having food”. Then I asked them the question that “Why we need food?”. Some students said “food makes us stronger” and some said “we can not live without food”. They answered most of the questions I asked. Then I showed them the next pictures and asked them about the pictures. Students were able to identify the pictures that there were different kinds of food and then they identified each of them.

In addition, in the first class of class five I asked them about the picture and then I asked them to read the lesson and when one student did not understand any word I asked

other students to tell about the word. Some students raise their hand and gave logical meaning of the word. I also did the same thing with their pronunciation. That is how I continued to elicit some of their ideas or knowledge to keep my class involved and active. However, if they were not able to give the correct response I gave them the correct answer and asked them to repeat it two or three times after me.

3.7 Implementation of Scaffolding:

We know that scaffolding in second language occurs extensively in co-operative tasks and it creates the circumstances to share the understanding and to negotiate the language knowledge. When the students were working with their partners I observed them that how they help each other to complete any task. For example, in class five I asked them to work in pairs and to identify what is going on in the pictures of lesson 9 before reading the lesson. I observed the students conversation and one of the conversations is given below,

(S1- Student 1 , S2- Student 2)

S1: Three people are there in the room.

S2: One men, one women and a girl.

S1: One man, one woman.

S1: Yes, the man is giving something to the girl?

S2: Is he?...he...he is a doctor.

S1: Yes, doctor and he is...hmm...checking the girls hel....helt...

S2: Health.

S1: uh-huh. The girl is sick and the doctor checked her health.

S2: The girl is going with the woman.

S1: Yes, and the doctor is saying...good-by to them.

S2: hmm...saying good-bye to them.

From this example, I found that students share their own knowledge and understanding. One student corrects another student's mistakes. Another student corrects his partner's mispronunciations. That is how students were helping other students to complete the activity, by providing the correct word, by repeating the correct form or the correct pronunciation, by asking for clarification when something was not clear to one student, by using the oiling-questions to show interest to expand the conversation, by providing the meaning of any unclear word, etc.

Additionally, in class there were some activities based on pictorial materials; where I also participated in the whole class discussion and helped them whenever they faced any problem. For example, in Unit- 2, Lesson- 13, there was an activity that they have to talk about the pictures and ask and answer the questions on them. Then they have to make a story according to those answers that how the class 8 students worked for the future. I observed the students conversation and helped them as well, one of the conversations is given below,

(T- Teacher, S- Student)

T: Who can you see in all the pictures?

S1: Students...I can see students.

T: Students!

S2: I can see the class 8 students.

T: uh-huh...then what are they making in picture 1?

S3: They are making.... finch!

S4: its fence...fence.

T: Is it?

S5: yeah...they are making fence.

T: Then...what are they making it out of?

S6: They are making it out of bamboo.

T: yes...and why are they making it?

S7: They are making it to protect their plants.

S8: yes...protect their plants from the goats and cattle.

T: Good...then what are they planting in picture 2?

S9: They are planting the hedge.

T: uh-huh....why they are planting it?

S10: The hedge is stronger than a fence.

S11: yes...the hedge is stronger...stronger then a fence.

... ..

This is how the conversation went on and then the students made a story according to this information. It helps the students to understand and to correct their mistakes in a positive way. In addition, I also taught them through providing help in a very tactful manner. In this way students learn some correct pronunciation, correct form of word and also grammar. So, scaffolding techniques were very helpful to activate any class room interaction and also to enhance the students' knowledge and understanding.

3.8 Implementation of Monitoring:

While there were any classroom interaction going on I monitored in both way, I monitored actively and also discreetly. Sometimes I just observed students conversation and did not offer my help explicitly rather I just notice whether they were actively participating and they were correct or not. However, if any student asked any help only then I tried to help him out. Moreover, sometimes I walked around and carefully notice their conversation and whenever it was needed I gave advice and correct them. In addition, sometimes I participated as an active member while students were doing any pair work. I noticed that, it made them feel comfortable and they became more explicit while working with the teacher as a member of their group. Additionally, it helps the introvert or shy students to overcome their problem and feel comfortable to share their difficulties with the teachers as they considered me as a member of them. This is how; I found the problematic areas that I had to take care of and the areas that should be improved.

3.9 Implementation of Non-verbal communication:

I not only interacted with the students verbally but also I used some non-verbal cues while interacting with them. It was not necessary and also possible to use verbal cues every time, so, to encourage their own contribution it is important to use non-verbal cues wherever possible. Whenever I asked them any question I maintained eye-contact so that they know whom to talk with. Additionally, when the students were working with pairs I kept eye contact to know whether everyone is participating or nor also whether everything is clear to them or not. Moreover, when students kept eye contact with the teacher or with their partner while working in pairs it made them more confident, so eye contact increased students' confidence and it encouraged them to contribute more in the classroom interaction.

Additionally, it alerted the students who were talking in the class that they were being addressed by the teacher.

Gesture or facial expressions are another non-verbal cues which I applied to convey meaning and to manage the class. It also helped me to make students understand that what I wanted to say. If students did not understand any word meaning through appropriate gesture I tried to make them understand. For example, in class four, I said the word slip but the students seem confused that whether it is “sleep” or “slip” and then I used gestures to make it clear. In this way I conveyed the meaning of any word of the second language. Additionally, I gave facial expressions whenever necessary, for example, sometimes I smiled if a student gave a correct answer. Moreover, I used arm movement to show I wanted to join the students together to do pair work, raised hands and clapped to get the students’ attention, I showed the thumb up expression if a student gave correct answer, I shook head to show the students that the answer is not correct, if a students gave an interesting ideas I raised my eyebrows including facial expressions, etc. In this way I applied gestures and facial expressions which helped me to lessen TTT (Teacher Talk Time) and increase STT (Student Talk Time).

3.10 Implementation of Feedback or Error correction:

It is very important to give feedback on the students’ utterances and to correct them wherever necessary. I gave feedback on their classroom participation through interaction. When students made meaningful conversation, used the grammar correctly, used new vocabulary correctly, pronounced any word appropriately and when they were fluent in using their second language I gave them positive feedback. For example, I said “good”, “well done” or raised my hands and clapped or smiled and gave them a positive reinforcement to continue this through classroom interaction. Additionally, I corrected their

mistakes in a way that does not demotivate them to participate anymore in classroom interaction. For example, I repeated a part of a student's utterance which was wrong; to make him understand that he needs to correct that part. Moreover, I asked the students to correct each other mistakes while doing the pair work and that made them feel more comfortable and enhance the co-operative learning. In addition, it minimized the students' tendency to depend on the teacher and maximized the amount of listening of the students' in class. That is why feedback or error correction helped the students to realize where they were correct and where they needed to correct their words.

3.11 Obstacles:

Now I want to discuss some of the difficulties I faced while teaching in the school. First of all, the seating arrangement of the class was traditional. As, the seats were fixed and very heavy it was not possible to change the seating arrangement. That is I faced difficulty to apply communicative activities. Though most of the time I asked them to do pair work students were not able to do any group work in that seating arrangement.

Moreover, there were some students who always sat together and tried to distract other students' concentration. So I had to change their seating in every class. There were some students who were not attentive in class. Though I asked them to participate in the classroom activities these made no difference in their behavior, and their result was also not up to the mark compare to the rest of the students. If I asked them to come in front and act out any role or read out any lesson they were not interested to contribute their knowledge. Additionally, there were some talkative students who always talked about irrelevant thing with other students and disturbed the class, so I always had to keep eye on them and had to control them. Sometimes when I asked any question where the students did not need to say

much, they gave irrelevant answers and for that the conversation went in a different direction which distracted the class a lot.

Furthermore, the teaching techniques which was followed in this school was GTM (Grammar Translation Method), so at the beginning the students used their first language and sometimes I also had to use L1 to make them understand. However, I asked them to use L2 in my classes and if they made any mistake I corrected them and also the students helped each other to overcome this problem.

Also, the allocated time for each class was 35 minutes in this time period I had to manage the class, then introduce the topic and had to begin a situation where they had to interact with each other and then I also had to give them feedback according to their performances. At the very beginning it was very difficult for me to utilize this time properly to increase STT. However, gradually I managed to use the time accurately.

Chapter Four: Recommendation

Recommendation:

The environment of the school was very monotonous because there were no variations in the syllabus and also in the management of a class. First of all, the syllabus was fixed and there were no other option to add or modify anything that would help the students to share their knowledge through classroom interaction. Moreover, because of the authority's direction the teachers skipped some exercises from the books. That is why if there were variations and interesting exercises in the syllabus and if the students did all the exercises in class it would be effective for the students to explore their knowledge.

Then the teachers used the first language to explain each and everything to the students, so it became very difficult to transform that situation. Students did not feel comfortable to interact in the second language in class. They also struggled a lot while doing communicative activities. That is why, if the students practiced communicating with each other in English that would facilitate their learning in many ways.

Moreover, the seating arrangement was very traditional and two students could sit on each bench, so it was difficult for me to ask the students to do group work with more than two students. If the seating was flexible enough it would be easy for me to do group work in class because the more they work together the more they could share and explore their knowledge and also they could practice their target language more effortlessly.

Also, the students were not familiar with the 'elicitation' process. Teacher just used to give their lectures and then wrote the question answers on board and the students copied them and memorized them. That is why there was nothing for the students to do by themselves and their creativity was also hampered. So, it was very important to do some

warm up activities to activate their schema and to identify what their idea was about a particular topic. Additionally, students became very dependent on the teacher because they expected everything will be discussed by the teacher and the teacher will do everything for them. So, if the teacher applied CLT in class and if the teacher utilizes STT more than TTT it would reduce the students' dependability on a teacher.

I also noticed that some students did not give correct pronunciation of any word to a student and the student learned that wrong pronunciation. Sometimes the teachers did not even correct the students when they pronounced incorrectly. If the teachers were careful about their use of language in class and if they use it properly it will reduce the tendency to make errors and students will learn correctly.

Additionally, a teacher should give correct feedback in correct situation. If a student makes any mistake it does not mean that the teacher should scold the student or give negative feedback always. A teacher should give feedback in a way that can enhance students' learning and can understand where they made errors and where they need to correct it. However, teacher should make them understand that they should learn through their mistakes.

There were mixed proficiency level students in the class. Some students were slow and some were fast, so it was difficult for the students to make a balance while doing any individual work. Slow students could not match any activity time limit with the fast students. If the students get the opportunity to participate in group works or pair works it will help them according to their partners' level. Slow students will be skilled enough by participating with the fast students. Additionally, slow students and shy students should be taken care of by the teacher so that they can improve their learning process and participate actively in class.

Chapter Five: Conclusion

Conclusion:

All in all, I found that classroom interaction was very conducive and encouraging for the students. It was very important to increase STT (Student Talk Time) because if the students get the chance to interact in class it becomes easier for a teacher to solve students' problems in a cooperative way. Also, the more students interact with each other the more they can get the opportunity to understand the authentic situations and it develop their creativity of knowledge. They can share their understanding and can expand their learning process through classroom interaction. Helpful feedback and error correction also gave them more confidence to make an interaction successful and meaningful. Additionally, when the students tried to interact with the teacher in class they felt comfortable to ask anything which they did not understand in class. It made an effective environment which was helpful for me to understand where their problems were and where I need to help them. I also tried to make atmosphere friendly to make them feel free to share their learning problems with me. Most of the students were very motivated and active in the class and they helped me fulfill my internship's goal. My colleagues were also very helpful because they gave me ideas about the students and gave me suggestions that how I should control the class. In conclusion, I would like to say that my internship was successful and I enjoyed teaching my students. It was a great experience and it will help me to go ahead in my future. Through his authentic experience I also improved my knowledge of learning and teaching.

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