The Role of Classroom Interaction in Improving Learners' Speaking Skills: A Case Study of Private Universities

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Declaration

I declare that the Dissertation titled "The Role of Classroom Interaction in Improving Learners' Speaking Skills: A Case Study of Private Universities" is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Keywords

Abstract

The case study was designed to investigate the role of classroom interaction and improving learners' speaking skills in the real classroom situation in the light of Flanders Interaction Analysis Categories (FIAC). It focuses on the development of speaking skills that comes from the proper utilization of classroom interaction by teachers'. Classroom interaction is always popular among teachers' but it is less due to lack of following proper classroom interaction system which interrupts speaking skills. A convergent mixed method design was used for the research where both quantitative (students' survey) and qualitative (teachers' interview and classroom observation) data were collected. Results show that both students' and teachers' are aware of classroom interaction but the actual classroom interaction is less because of teachers' monopolizing the talk time and learners' getting less talk time with controlled activity. The study also expose that students' only respond for teachers' asking the question but in initiation period they talk more. However, this proves that learners'-learners' interaction is more beneficial than teacher-learners' interaction. So, teachers' need to increase learners'-learners' interaction by giving them more talk time for conducting communicative activities. This case study suggests that teacher should follow learners' interaction seriously by giving students' additional talk time for improving their speaking skills.

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List of Abbreviations

1. FIAC: Flanders Interaction Analysis Categories
2. ESL: English as a Second Language
3. L2: Second Language
4. STL: Social Language Theory
5. ZPD: Zone of Proximal Development
6. LA: Language Acquisition
7. SLA: Second Language Acquisition
8. FLA: Foreign Language Acquisition
9. Ss: Students'
10. T: Teacher
11. T1: Teacher 1
12. T2: Teacher 2
13. T3: Teacher 3

Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Chapter 1: Introduction

Classroom interaction is a major vehicle for foreign language learning. The aim of this study is to investigate the role of classroom interaction and improvement of learners' speaking skills in real classroom situation by following Flanders Interaction Analysis Category (FIAC) (Flanders 1963). The chapter has been divided into six small sections. The first three sections of the chapter outline the background and context of the study and its purpose. The next section describes the significance of the research and provides definition of terms. Finally, the last section includes an outline of the remaining chapters of the study.

1.1. Background of the study

In earlier times, English language teachers' had mainly followed the traditional approach of teaching in various universities, where the learners' used to be dependent only on the lecture delivered by the teacher. The learners' were not exposed sufficient practice on their own and the interaction among the learners' in the classroom were almost absent. That time the classes were conducted in native language 'Bangla' with little or no use of English language.

The Private University Act (1992) emphasizes developing English language skills of learners'. Chowdhury (1997) states that by making collaborative arrangements, these private universities are believed to improve the standards of higher education in Bangladesh to an international level with universities in the United States and other developed countries. English is the medium of instruction in these universities. The university teachers' use the English language while conducting classes and the medium of instruction is completely English. But, is only taking classes in English could improve learners' speaking skills? At the present time, both the education system and teaching

method is changed as classroom interaction has been proposed as a way of improving speaking skills. The demand of education system is more on learners' interaction rather than just listening to the teacher.

1.2. Context of the study

Both in the education field and real life situation the English language is essential. In Bangladesh "English" is treated as the second language and learners' are not that much interested in communicating in English because learners' need English to get a better job. Here teachers' can motivate them by saying that fluency in English speaking can get them better job. But this trust will not work every time and there is a better solution to involve learners' into speaking skills indirectly through classroom interaction. In the process of second language learning classroom interaction concept plays a significant role. Because classroom interaction provides learners' with chances to take clear input and response from their interaction on partners (Ellis, 2005; Grass, 1997, Hellermann, 2007; Long, 1996; Pica, 1994; Reigel, 2008).

Many researches state that knowledge can be constructed and skills can be promoted through classroom interaction and it has been the focus of many studies in English as a foreign language or second language. The context of this study has been three private universities of Dhaka city. In this study, the proficiency level of the learners' is tertiary and the educational background of the teachers' is Master's degree from English department of various private universities.

1.3. Purposes of the study

The mixed method embracing characteristic of a case study is addressed to investigate classroom interaction and improvement of learners' speaking skills in real classroom situation by following Flanders Interaction Analysis Categories (FIAC) (Flanders 1963). A convergent mixed method design is used to complete this research where the qualitative and quantitative data are collected in parallel, analyzed separately and then merged (Creswell, 2007). In the first quantitative phase of the study, students' survey is completed to know students' opinion which provides important feedback regarding

classroom interaction and speaking skills of them and their teachers'. The qualitative data is used to take semi-structured teachers' interview to know teachers' opinion, belief and attitude towards classroom interaction and their learner's condition. Flanders Interaction Analysis Categories (FIAC) (Flanders, 1963) is followed to complete the classroom observation which could help to distinguish the teacher and learners' talk time in the classroom. The type of quantitative data explores the central phenomenon for participants at the site. The reason for collecting both quantitative and qualitative data are for the mixing reason.

To attain a better understanding of the nature and status of classroom interaction, the researcher has conducted a case study among three universities. She intends to address some research questions in this study. The primary question focused on the research is: To what extent and in what ways teachers' can properly utilize the classroom interaction to improve learners' speaking skills, via integrative mixed methods analysis?

In addition, this research aims to also further explore specific questions:

1. How much talk time do teachers' and learners' spend in the classroom while interacting with each other?
2. What are the learners' perceptions about classroom interaction and speaking skills?

1.4. Significance of the study

Long (1996) and Gass (2003) have claimed that L2 interaction assisted learning since, it focused on communication. The present study signifies that classroom interaction is necessary to improve students' speaking skills because it provides opportunities for learners' to practice their speaking skills in the classroom as they don't find opportunity to practice it outside the classroom. Through this study the university teachers' may understand their and learners' talk time during the classroom interaction in order to increase learners' participation and decrease teachers' talk time. Additionally, this study can create awareness among learners' about interaction opportunities in the classroom which will help them to develop their speaking skills as well as language learning. For the

future researcher, the study can be enhanced in a large scale both in private and public universities to emphasize the importance of classroom interaction.

1.5. Thesis outline

The paper has been structured into six distinct chapters. The thesis consists of the following chapters: The *first chapter* is the chapter dealing with the introduction. In the introductory chapter the statement of the problem, purpose, significance, and organization of the study are depicted. In short, it can be said that the introductory chapter is the summary of the whole thesis.

In *chapter two*, literature review. The literature represents a review of classroom interaction; the main focus of the chapter is its main types, importance of teacher and learners' talk and interaction, and managing classroom interaction for practicing speaking skills. It is also devoted to the framework for the study.

The *third chapter* outlines the research methods for the study by following mixed method. It also describes the research design, instrument applied, participants, data collection, data analysis, validity; and ethics.

Chapter four of the paper is the results analysis or findings of the study. It provides a detailed account of the research findings based on the student survey, teachers' interview and observation data. It presents an attributed account of the results of this study and also discusses the reasons behind their occurrences.

Chapter five is Discussion or interpretation of the study. It compares the results from the three databases and notes whether there is convergence or divergence between the three sources of information. It explains in detail whether classroom interaction is performed appropriately and is it improving learners' speaking skills or not.

Chapter six reports on the brief summary of this study with the conclusive remarks, limitations and recommendations. It also elaborates on the further implementation and scopes that can be used for another extended study.

Chapter 2: Literature Review

2.1. Introduction

Interaction is the heart of current theories of communicative competence because it gives rise of speaking skills. Interaction involves learners' face-to-face or teacher-students', students'-students' encounter in the classroom. The interaction can be measured by using an observation method name Flanders Interaction Analysis Categories (FIAC) system which was originally developed by Flanders in 1963. This gives an idea of whether teacher talking duration is more or learners' talking duration. The review of the literature is built to establish a frame of reference for this study in classroom interaction and improvement of learners' speaking skills. This chapter was sub divided into the following sections: (1) related theories, (2) classroom interaction and its types, (3) classroom interaction in developing speaking skills, (4) framework for the study, and (5) conclusion.

2.2. Related theories

There are some theories that are related to classroom interaction which proves that interaction between learners' can be beneficial for the improvement of their speaking skills. Among them Social Learning Theory, Social Development Theory, The Zone of Proximal Development, and Interaction Hypothesis is familiar.

Albert Bandura in 1960s developed a useful theoretical framework named Social Language Theory (SLT) which show the social aspect of learning into pedagogy program. According to this theory any type of socially displayed behavior is learned mainly by observing and imitating the actions of others. The process of learning and the knowledge of individuals have been formed through observation said by Bandura (1977).

The second theory is Social Development Theory, a framework for the concept of learning which is stated by Vygotsky in 1962. He states that "individuals take two levels to learn whatever. The first one is interaction with others which can be referred to as social level and another one is individual's interacted mental structure" Vygotsky (1978). The second aspect of this theory is the idea that cognitive development of the individuals is bounded to a "Zone of Proximal Development" (ZPD). ZPD is defined by him in 1962 as the difference between what a learner can do without help and what he or she can do with help and his belief is to develop their process of learning individuals need help and social interaction.

The third one is Long's (1996) Interaction Hypothesis where he claimed that to achieve speaking fluency in the foreign language a learner needs adequate face-to-face interaction. His suggestion shows that interaction is like a container where a learner acquires Second language (L2). The interaction hypothesis has two forms-they are strong and weak forms. In the strong position the interaction contributes to language development which is made by itself and in weak position the learners' find learning chances whether or not they make productive use of them. In the same way, both in Krashen's input hypothesis and interaction hypothesis states that comprehensible greatly rises when learners' have to negotiate for meaning.

Many researchers do not connect the idea of interaction which is the main source of language proficiency development rather than they connect the idea with language acquisition. Gass and Selinker (2008) claim that interaction function as an instructing device because interaction facilitates learning, "setting the stage" for learning. In addition, Ellis (1997) notes that in the interaction the input can be more complicated rather than encouraging. According to Ellis, it can happen if speakers use lengthy summarization or give difficult meanings of a word without understanding, and he concludes it by saying that in language acquisition the role of interaction is complex.

2.3. Classroom Interaction

Researchers were working on classroom interaction for more than fifty years in LA, SLA, and FLA. The social interactions of classroom research has begun in the 1950s and 60s. Earlier the main focus was on teachers' and learners' whole classroom interaction but in last two decades Interaction was and is still highly dealt by researchers on SLA area.

The term "interaction" is made up of two morphemes, namely *inter* and *action.* It is a mutual or reciprocal action or influence. Classroom interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people where Student can increase their language store and use all languages through interaction. Long (1996) claims that the conversational and linguistic changes in interaction enable acquisition which occur in discourse and it provides learners' the needed input. Through the interaction, learners' have chances to recognize and use the incomprehensible language.

On the other hand Rivers (1987) states that learners' language store can be increased by using the authentic linguistic material or students' can participate in discussions, joint problem-solving tasks, or dialogue journals through interaction. Students' can learn from real life exchanges which express real meaning through interaction and can practice all possess of language.

Additionally, Yule (2006) follow-ups that English conversation is an activity between two or more people in which they take turns at speaking where one speaker speaks and participants wait until s/he indicates the end of their speaking by the end such as asking a question or pausing. But here other participants can take the speaking turn in a number of ways like making short sounds, using body shifts, or facial expressions. In this way they indicate that they have something to say.

2.3.1. Types of Classroom Interaction

Classroom interaction occurs either between the teacher and the students' or between the students' themselves, individually or in a group according to the communicative situation. Classroom interaction has two main types: student-student interaction, and student-teacher interaction.

a.   Teacher-Learner Interaction: Teacher learner interaction affects learners' development, achievement, and performance. It occurs when the teacher asks questions to learners' and learners' answer these questions and vice versa; or when the teacher participates in learning activities. It also takes place between the teacher, and the class and/or small groups in the class and/or individuals. But in the traditional way of teaching, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions, whereas student's role is sitting, listening and taking notes passively.

However, recent approaches to language teaching focus on communicative activities. It is believed that students' involvement with teaching process promoted their achievements in learning the target language, makes them comfortable, self-confident and highly motivated. Scrivener (2005) made the following diagram to show the teacher and the students' interaction.
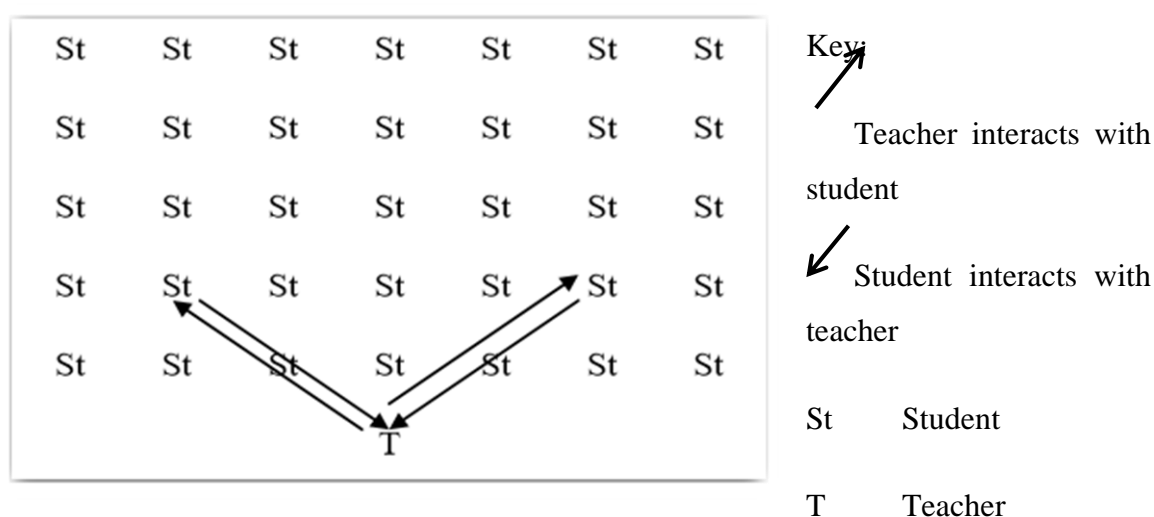
Figure 1: Interaction between teacher and students'

b.   Learner-Learner   Interaction: Learner-Learner   interaction   occurs   among learners' and it gives freedom to talk with each other. It can be occur either in groups called Learner-Learner interaction or in pairs called peer interaction for the sake of giving students' opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in groups Mackey (2007).

Scrivener (2005) again proposed a diagram for student-student classroom interaction by presenting the way of students'-students'. The diagram below indicates the interchange of the learning process where they share information and gets feedback.
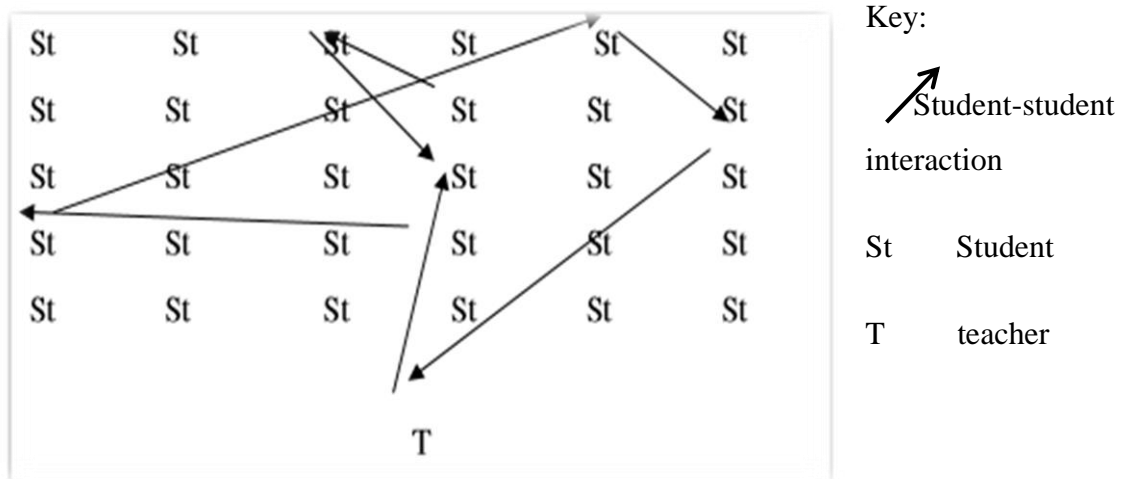
Figure 2: Interactions between students'

Generally, the good management and proper arrangement of Student- student interaction can give rise of student's educational achievement, cognitive development, and emerging social competencies. It can encourage informal learning styles, promote positive attitudes toward learning and enhance student's abilities to work collaboratively. Clearly, student-student interaction is a major part of classroom communication that should not be underestimated or overlooked.

2.4. Importance of classroom talk and interaction

The classroom talk is required for students' to improve their speaking skills. It is visible that most students' do not engage in an interaction by themselves unless the teachers' start first. Now students' are given more space to communicate whether with teacher or with peers then teacher talking duration. Class time should not be dominated by the teachers', (Malamah- Thomas, 1987; Gass & Selinker, 2008) because this will give students' less time if teachers' spend too much time on explaining topics and giving instructions. Burns and Myhill (2004) also add that with many of the teachers' statements concerned that rather than an interactive whole class teaching it comes up with a trans-missive model of teaching, rather. So, talking itself is not being considered as interaction.

One of the methods can record the interaction between the teacher and student talking duration and that is FIAC methods. It has been used for many years by researchers. Here relational course has been recorded in the form of tenfold code and according to them components are calculated that show the relational state of the classroom in its better manner.

2.5. Classroom Interaction in developing speaking skills

Speaking skills require some experience and practice. It is a complex process of sending and receiving messages through the use of verbal expressions and it also involves nonverbal symbols such as gesture and facial expressions. Hedge (2000) defines speaking as "a skill by which they (people) are judged while first impressions are being formed." In the communicative approach, speaking was importance because oral communication involves communication where learners' are expected to interact orally with other people. Moreover, the teachers' talk will be reduced; that is to say learners' are reinforced to talk more in the classroom. In this approach, the fluency and accuracy are the main characteristics, and they are balancing in achieving a given task.

So, the ultimate aim of learning a second language in classrooms will be the acquisition of the speaking skills, i.e. the ability to speak appropriately and confidently. However, learners' may find difficulties in taking parts in interactions. In our country practicing the English speaking outside the classroom is not always possible that's why classroom interaction is important to develop speaking skills. Additionally, practice activities may serve the goal of speaking proficiency. Among these activities are the following

- **Communication games:** Teachers' design such games to encourage and involve the students' in a verbal interaction. According to Bygate (1987) such activities include first, "Describe and Draw" in which one student describes a given picture and the other one draws it. Second, "Describe and Arrange"; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, "Find the difference", students' have to identify differences by describing pictures which are similar but with few differences, they have to describe it without seeing each other's pictures. O'Malley and Pierce (1996) call these activities "information gap activities"; they define them as "the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner."

- **Drama, simulations and role-plays:** According to Bygate (1987), there are three types of oral activities that are very important which are not performed for audiences rather the participants work together within an imaginary setting. O'Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students' often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.

- **Discussion activities:** These activities can serve as the basis of spontaneous interaction which often employed for advanced language learners'. Lindsay and Knight (2006) point out that in such activities, students' give their opinions and receive others opinions, they feel free to give opinions because teachers' are not involved here and given them enough time to structure what they wish to say.

However, Thornbury (2005) says that in discussion activities learners' can report some personal things or topics from course book which arise spontaneous discussion that many teachers' agree.

➢ **Presentations and Talks:** The best way to make students' gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students' act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students' make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversation; it is more writing like.

2.6. Framework for the study

In order to make a systematic analysis of the data, the present study uses Flanders Interaction Analysis Categories (FIAC) (Flanders, 1963) framework is an analytic observation system that gives an awareness into what a teacher does while teaching. This observation tool is used to classify the verbal behavior of the teacher and students' interaction in the classroom. It is designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted. The results give a picture as to measure how much the teachers' and students' take talk time during teaching and learning process.

2.6.1. Flanders Interaction Analysis

The Flanders interaction analysis was created by Flanders in the 1970s, as a method of analyzing classroom interaction. In Flanders interaction analysis categories (FIAC) system, the entire classroom interaction is put into three main sections- teacher talk (indirect-accepting, encouragement, clarifying and questioning, direct- lecturing, giving instruction, criticizing), student talk (response and initiation) and silence (period of silence or confusion). Because it reveals, how much the teachers' and students' talking time and characteristics in classroom interaction.

		Category number	Activity
Teacher talk **Indirect influence**	**Response**	1	**Accepts feeling**: instructor accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
		2	**Praises or encourages:** instructor praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um, hmm or go on are included.
		3	**Accepts or uses ideas of pupils:** instructor clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	**Asks questions**: instructor asking question about content to procedure, based on teacher ideas, with the intent that a pupil will answer.
Direct influence	**Initiation**	5	**Lecturing**: Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
		6	**Giving directions**: Directions, commands or orders to which a pupil is expected to comply.
		7	**Criticizing or Justifying Authority**: Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self-reliance.
Pupil talk	**Response**	**8**	**Student talk responses**: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	**9**	**Student talk initiations**: Talk by pupils, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.
Silence		**10**	**Silence or confusion**: Pauses, short periods of confusion in which communication cannot be understood by the observer.

Figure 3: Flanders Interaction Analysis Categories (FIAC)

2.6.2. The procedure of Flanders's Interaction Analysis

There are two processes of interaction analysis.

- **Encoding process:** Flanders Interaction Analysis is a system for coding spontaneous verbal communication. Interaction could be observed in a live classroom or in a tape recording. For every 3 seconds, the observer writes down the category number of the interaction he has observed. He records these numbers in sequence in a column. He will write approximately 20 numbers per minute and at the end of a period of time, he will have several long columns of numbers.

- **Decoding process:** Information is plotted on a matrix for easy analysis and interpretation. The method of recording the sequences of events consists of entering the sequences of numbers into a 10-row by the 10-column table. The generalized sequence of the teacher-pupil interaction can be examined readily in this matrix.

2.6.3. Advantages of FIAC

- The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction

- Different matrices can be made and used to compare the behavior of teachers' at different age levels, sex, subject-matter etc.

- This analysis would serve as a vital feedback to the teacher or teacher trainee about his/her intentions and actual behavior in the classroom. The supervising or inspecting staff can also easily follow this system.

- It is an effective tool to measure the social-emotional climate in the classroom.

2.7. Conclusion

To conclude, this chapter explores the development of the early efforts in developing interaction analysis systems. Definition and types of classroom interaction revile that there are two types of interaction-teacher-learner and learner-learner interaction. The importance of classroom talk is also analyzed to distinguish the teacher and students' talk time. It is told that teachers' should reduce his/her talking time in the classroom to leave enough room to students' to interact and be involved in the learning process. The application of the FIAC observation method helps to measure the teacher talk time and student talk time in the classroom. Hence, most of the current teaching methods have highlighted thoroughly about the implementation of classroom interaction during learning a target language, since it improves students' speaking skills and performance. Moreover, the student's participation is highly suggested for the reason of fostering classroom interaction through allowing learners' to share their ideas, insights, etc.

Chapter 3: Methodology

3.1. Introduction

The study focused on classroom interaction characteristics to improve speaking skills among university students' in the light of Flanders Interaction Analysis Categories (FIAC). The present chapter outlines the research design and method used to conduct the study with a detail description and discussion of each method used in the study, namely students' survey, teachers' interview and classroom observation. The chapter finished by drawing attention to data collection, analysis and ethical consideration.

3.2. Research design

The present research is a mixed method case study research design. It holds real-life events of the holistic and meaningful characteristic of investigators (Yin, 2009). Yin states that a real life context or setting is involved in a case study research. The study applied mixed methods in the case study to investigate both the qualitative and quantitative data to evaluate a real life context or setting. As an approach, in mixed method study both quantitative and qualitative data are collected, analyzed and mixed in a single study…' Creswell (2008). This approach can integrate and create bridge the gap between the quantitative and qualitative paradigm, as mixed methods can answer research questions that the other methods cannot. In this study the classroom interaction of three private universities classes was studied with the purpose of investigating classroom interaction and improvement of speaking skills.

3.3. Participants

The research data was collected from three renowned top ranked private universities in Dhaka city. A total of three classroom observations was conducted to understand teaching characteristics. There were 100 undergraduate students' (55% male and 45% female) who

had participated in the student survey to express out their opinion about teacher performance and classroom interaction. Additionally, three teachers' were interviewed to find out their knowledge of classroom interaction and their ways of applying it in their classroom.

3.4. Instrument applied

In order to find out the result, four research instruments were used in this research. They were students' survey, teacher's interview, classroom observation and recording.

▶ **Questionnaire:** The questionnaire was first piloted among 10 students' to verify its comprehensiveness, readability, and understandability. They were asked to fill up the questionnaire that included background information part and items related to classroom interaction. On the basis of their replies and comments, statements which were criticized as being unclear were rewritten and some items were eliminated.

In the sample a series of questions designed to elicit information which was filled up by participants. The purpose of developing the questionnaire was to find out students' opinions. A questionnaire with 15 (see appendix A) Likert scale items were used to measure students' opinions about their teachers' performance and classroom interaction with '1' indicating strong disagreement and '5' indicating strong agreement. The 15 Likert scale items were categorized based on the discussion in the literature review.

▶ **Teachers' Interview:** The researcher conducted a semi structured interview (see Appendix B) of the language teachers' to obtain information for the research. The researcher designed the questions to be asked prior to interview including the order of the questions. The questions were asked orally in face to face format. Each interview lasted around 20-30 minutes. The researcher had informed the interviewees that the interview was expected to last for about 20 minutes. However, the interviewees were very enthusiastic about the topic and needed

more time to express their points of view. The teachers' who participated were experienced English language teachers', teaching the same language courses.

- ▶ **Observation:** 'Flanders Interaction Analysis Categories (FIAC) (Flanders, 1963) (see appendix C) was used by the researcher as a research observation tool to collect reliable data for describing and analyzing teacher-students' verbal interaction and teachers' behaviors. 'Flanders Interaction Analysis' is a procedure used to qualify direct and indirect influence that is closely related to teaching behaviors identified by research on classroom climate' (Bushman 2017). To conduct this observation, the researcher first placed the 10 categories in her memory and used a live classroom setting of three private universities to code the spoken interaction between teachers' and students'. There were some rules for deciding which one the best category should be put out in the code consistency. Flanders suggests using a set ground rules to be followed while noting down the observations. Some of them are given below.

1. When uncertain about placing a statement on one of any two categories, choose a category on the scale that is farthest from category five, with the exception of category ten.
2. If the teacher's behavior is either consistently direct or indirect, avoid shifting from one classification to the other unless such a shift is clearly indicated by the teacher
3. When the teacher repeats student's answer and if it is a correct answer, this is recorded as a 2.
4. Record an 8 when several students' respond to a narrow question.

- ▶ **Recording:** The researcher used audio recording as the main instrument for data collection to get an accurate data. After recording the data was transferred to computer and listened to it before coding those.

3.5. Data collection

For data collection both the primary and secondary sources were used. Primary data was collected through teachers' interview, classroom observation and questionnaire while secondary data was gathered from internet, journal, article and relevant books. Moreover, the researcher had collected data from three universities.

Once the research framework was established, approvals of the main authorities were taken. All the teachers' and students' were informed about the process and purpose of the study. The researcher administrated the survey to each of the participating English language classes in private universities during class hours and students' completed the surveys in the absence of their teachers'. The researcher completed the classroom observation for three times class meeting by using observation tally sheet and recording; and took three teachers' interview personally.

Furthermore, to complete the observation the researcher had to maintain an observation tally sheet know as matrix to plot the coded data (see appendix D). The verbal interaction was coded where each class observation lasts for about 80 minutes (4800 seconds) were used as observation period as the researcher writes down the category numbers of the interaction after three seconds that she observed. The numbers were recorded in sequence in a column. Time to time marginal notes are also taken to explain classroom happenings. An illustration is given below-

Verbal interaction	Recorded as	Reaction
T: open page 67	6	The teacher gives an order to the open pg. 67. It is a direct teacher talk that is giving direction recorded as 6.
Ss: silence	10	The students' are looking for the page silently. It is silence or confusion recorded as 10.

Table 1: Illustration of category number

3.6. Data Analysis

For analyzing the mixed method research data both qualitative and quantitative data were employed. The results of students' survey, teachers' interview, and class observation data were linked to the central research questions and analyzed in details both individually with graphs and tables to find out the average opinion of the student and the responses of the teachers' separately. After the collection of the data, all of the survey papers of the students' and interviews of the teachers' were evaluated.

Additionally, the observation data recorded (10, 6, 10, 7, 5, 10) was called as plotting coded data. The first step was to the entire series begins and ends with the same number (10). Based on the plotting coded data, the sequence of the pair included: (10, 6), (6, 10), (10, 7), (7, 5), (5, 10). Each pair overlapped with the next and the total number of observations. A method of recording the sequence of classroom events was followed where the sequence of numbers was entered into a 10-row by the 10-column table called matrix. The numbers were tallied in the matrix one pair at a time. The row was used for the first number in the pair and the column was used for the second number. The column and row represent one of the ten categories of Flanders coding system.

Then the matrix was interpreted. The teachers' and students' talk during teaching and learning process were calculated by using Flanders formulas (see appendix E) in order to get expected data. It is used to find out the percentage of teachers' and students' verbal interaction and teaching behavior. The researcher shed lights on teachers' talk and students' talk to identify whether students' are getting proper time for practicing speaking which will create a scope for developing their speaking skills.

3.7. Validity and Reliability

To assure the quality of data collection procedure, validity and reliability play a significant role. Seligar and Sohamy (1989) said that "reliability provides information on whether the data collection procedure is consistent and accurate". A pilot study was suggested to make necessary changes before starting the main study. After making changes all data will be considered as accurate. It is obvious that the data collection procedure will be consistent and accurate also. At the time of structuring survey questionnaire more reliable and valid, some of the aspects have been taken into account, they are theoretical discussion of the teaching, discussion with the supervisor of the research, survey to make the survey more valid and reliable, In the ' literature review' she discussed the theories given by other researchers. Later, she discusses the research in research methodology chapter. Finally, she does the interview with three university teachers'.

3.8. Conclusion

In a nutshell, this chapter explained the research design where it was identified that the research is a mixed method embracing characteristic of a case study and the participants were exclusively taken from private universities (teachers' and students'). The instruments were applied according to mixed method approach, where a quantitative student survey was conducted with qualitative teachers' interview and classroom observation which was followed by Flanders Interaction Analysis Categories (FIAC) system. The data collection procedure and analysis was also explained clearly. Lastly, the validity and reliability of the study were clarified.

Chapter 4: Research Findings

4.1. Introduction

The chapter explains the result of the research and attempts to interpret the findings. The data of the research was processed by the computer through Microsoft word and excel, then the result was analyzed. The data was collected in three steps- the first part of the data was collected using a quantitative method through a structured questionnaire with responses from students' on 5 scale point. For the second part, a semi-structured interview was conducted and the third part was observation of classrooms followed by Flanders Interaction Analysis Categories (FIAC.)

4.2. Quantitative analysis: Students' questionnaire data

The questionnaire was administrated to three class group at three different top ranked private universities of Dhaka city. The three class groups totaled 100 participant of language class. This section presents the questionnaire results from language class groups. The questionnaire was divided into two parts. Firstly, the personal background to know students' status and secondly, students' perception to know students' opinions of their own classroom interaction and speaking skills.

4.2.1. Personal background

From the personal background, it was viewed that there were 55% male and 45% female. The students' were from mixed department e.g. English, BBA, CSC, EEE etc. Additionally, all of them were from the 1st semester. The institution names were not mentioned considering the ethical issues. The class size of the institutions were around 25-35. Theoretically it is thought that a large number of students' can create large possibilities for interaction but in practice time it is false. Developing interaction in the

large class can be difficult because there are more students' to monitor, chances of problems, extensive noise and this can give rise of bad behavior and use of L1.

4.2.2. Students' perception

Classroom Interaction/communication

	SA	A	N	D	SD
Communicate in the classroom is essential	75.45%	21.82%	2.73%	-	-
Speaking in English is difficult	2.73%	26.37%	39.09%	21.83%	10%

Table 2: Classroom interaction/communication

Table 2 gives information about classroom interaction or communication where two terms were showed; one is communication in the classroom is essential and another one speaking in English is difficult. According to the chart, there were around 75.45% respondents who were strongly agreed about the importance of communication in the classroom. Moreover, 21.82% respondents agreed and 2.73% were neutral.

In addition, although 39.09% respondents were neutral about English speaking difficulties, 26.37% respondents agreed that English speaking is hard for them. On the other hand, 21.83% respondents disagreed with the statement and they think English speaking is easier for them. Moreover, 2.73% respondents strongly agreed and 10.00% strongly disagreed.

Overall, the students' admitted that communication in the classroom is important for interaction and classroom interaction can overcome English speaking problems. While they also said that speaking in English is not difficult or easier to them as it is always a complex process and students' face various problems with classroom speaking.

Teacher's role

	SA	A	N	D	SD
Motivates to interact in the classroom	60.91%	30.91%	8.18%	-	-
Conducts many oral activities	49.09%	38.18%	10.91%	1.82%	-

Table 3: Teacher's role

Table 3 illustrates teacher's role in classroom interaction (motivates to interact in the classroom and conducts many oral activities). While motivating to interact in the classroom 60.91% respondents strongly agreed and 30.91% respondents agreed, where as 8.18% respondents became neutral.

Moreover, the teachers' conducted many oral activities like communication games, role play, discussion, drama, presentations etc. Here 49.09% respondents strongly agreed with it and 38.18% agreed where as 1.82% respondents disagreed with it. Additionally, 10.09% respondents remained natural.

Thus, according to table 3, teachers' highly motivate students' which assisted the success of classroom interact to a great deal; and conduct many oral activities such as communication games, role play, discussion, drama, and presentations etc. which develop students' speaking skills. These activities serve the goal of speaking proficiency.
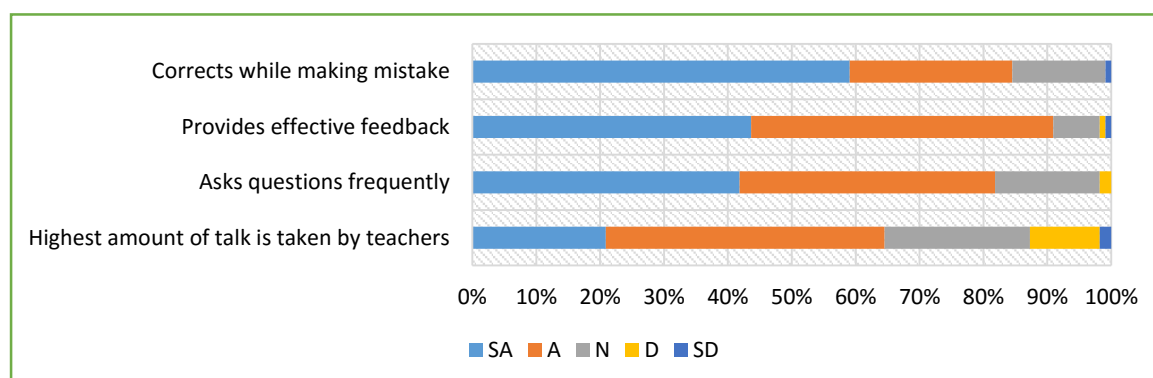
Teacher's talk

Figure 4: Teacher's talk

The chart shows the importance of teachers' talk by understanding their talking amount and asking the question in the classroom. And also teacher's feedback section by identifying where teachers' provide effective feedback and correct them for making any mistakes. The feedback is an important source of information for learners' because it makes them know whether their utterances are successful or not.

The teachers' also correct student's mistakes. 59.09% respondents strongly agreed that their respected teachers' corrected their mistakes and 25.45% were agreed. Whereas, only 0.91% respondents strongly disagreed that their teachers' never correct them and 14.55% were neutral.

It was noticed that the respondents unanimously strongly agreed and agreed (43.64% and 47.27%) that their teachers' provided effective feedback inside the classroom whereas 0.91% and 0.91% respondents disagreed and strongly disagreed respectively. Furthermore, 7.27% were neutral.

Still, teachers' also frequently ask questions as 41.82% and 40% respondents strongly agreed and agreed respectively where as 1.82% respondents disagreed and 16.36% were neutral.

It is clear from the chart that the highest amount of talking was taken by the teacher in the classroom as 43.64% respondents agreed and 20.91% strongly agreed. There were some respondents who were disagreed (10.91%) and strongly disagreed (1.82%). 22.73% respondents remained neutral.

Hence, students' provide their opinion about teacher's talk where they mention that in classroom teachers' monopolies the talk time and frequently asks questions. This indicates that teachers' play a vital role in their classroom. Additionally, teachers' conduct the feedback session properly by providing effective feedback and correcting their mistakes which are very important for improving speaking skills.
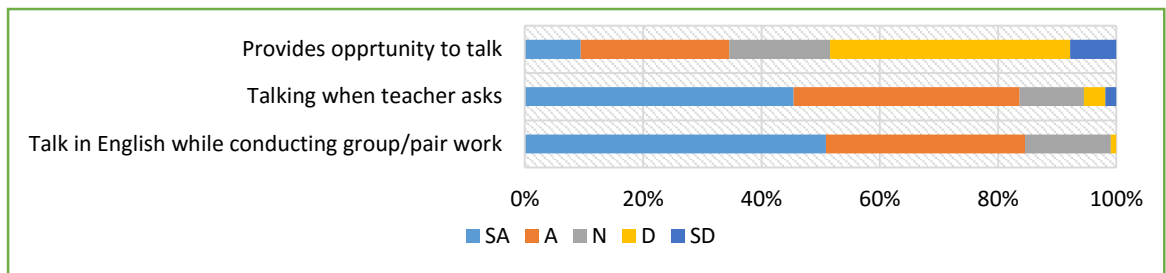
Student's talk

Figure 5: Student's talk

The chart shows three different categories of student's talk such as providing the opportunity to talk, talking when the teacher asks and talking in English while conducting group/pair work. Group/pair work make students' interact independently without teachers' interference and ensure a high level of interaction.

The highest amount of respondents strongly agreed (9.47%) and agreed (25.11%) that their teachers' gave them opportunity to talk by contrast 40.55% disagreed and 7.82% were strongly disagreed. 17.05% were neutral.

Although, highest respondents strongly agreed (45.45%) and agreed (38.18%) that, they only talked when their teacher asks anything but 3.64% and 1.82% respondents disagreed and strongly disagreed respectively. Likewise, 10.91% were neutral.

Similarly, the respondents also strongly agreed (50.91%) and agreed (33.64%) that they talk in English while conducting group or pair work. In contrast, 14.54% respondents were neutral and 0.94% disagreed.

Therefore, according to the discussion it is visible that students' find less opportunity to present their thought also they only talk when their teachers' ask anything. This condition shows that they only talk when teachers' ask questions, which decreases the T-Ss interaction. The students' also agreed that they talk in English while conducting group/pair activity which increases Ss-Ss interaction.
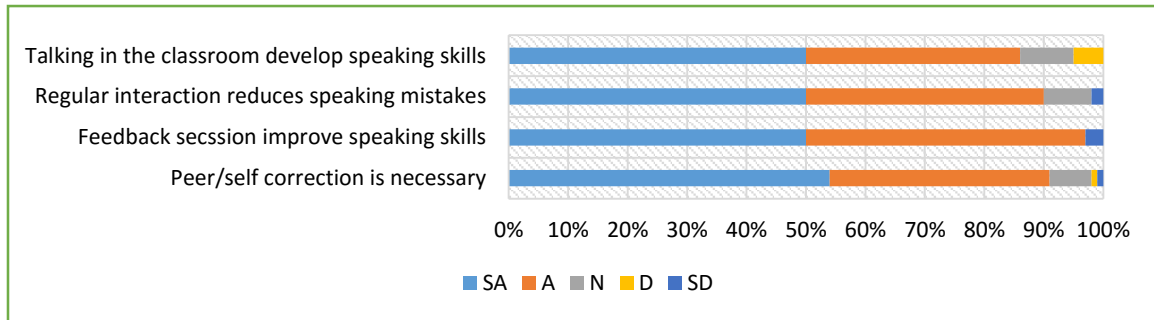
Speaking skills

Figure 6: Speaking skills

The chart illustrates the student's perception of speaking skills on these categories like talking in the classroom develops speaking skills, regular interaction reduces speaking mistakes, feedback session improves speaking skills, and to improve speaking peer/self-correction is necessary. Overall, the entire respondent strongly agreed all above-mentioned categories could develop their speaking skills.

Firstly, 53.64% and 37.27% respondents strongly agreed and agreed that talking in the classroom develops their speaking skills where 0.091% and 0.091% were disagreed and strongly disagreed that it does not work. Whereas, 7.27% respondents neutral.

Secondly, 50.00% and 47.27% respondents strongly agreed and agreed about regular interaction reduce speaking mistakes; in contrast, 2.72% respondents strongly disagreed with it.

Thirdly, the respondents were also strongly agreed (50.91%) and agreed (39.09%) that feedback session improves speaking skills however 1.82% strongly disagreed. On the other hand, 8.18% respondents remained neutral.

Lastly, the respondents strongly agreed (50.90%) and agreed (36.37%) that peer/self-correction is necessary to improve speaking skills while 5.46% disagreed. Whereas, 7.27% respondents neutral.

4.3. Qualitative analysis: teacher interview data and Classroom observation

4.3.1. Teachers' interview

The questionnaire was administrated to three teachers' of three different universities whose classes were observed at the Department of English. All of them are experienced male teachers' and they had completed their graduation from English department of various universities.

a. **Thoughts and understanding of the classroom interaction as part of the teaching process:** Getting the answers to the question, what are your thought and understanding of the classroom interaction as part of the teaching process? Please describe in your own words. All the teachers' stated that they were familiar with classroom interaction as they practiced it in their teaching but their responses were different from one another. T1 said that classroom interaction was an exercise that allowed improving students' skills, while T2 said that Classroom interaction also created collaborative learning through the communicative processes that happened between learners'. On the other hand, T3 said that classroom interaction referred to the interaction between teacher and learner, or learner and learner in the classroom.

b. **Classroom interaction techniques use most frequently:** Having the answers to the question which classroom interaction techniques do you make use of most frequently? Please name some of them and provide examples (Collaborative learning, discussion, debate, loud reading, interaction session, storytelling, soliloquies, conversation with learners' and role play). T1 stated that he focused on debates and discussions; this may be due to the fact that the learners' in such activities speak more freely through giving or receiving others opinions, here learners' also can learn some of the speaking techniques of how to initiate, take turn, interrupt and close the topic. T2 and T3 focused on presentations to give learners' confidence in themselves.

c. **Regular interaction helps students' reduce their speaking mistakes:** In response to the question, does your regular interaction with learners' in classroom help them to

reduce their speaking mistakes? If yes, how? One teacher mentioned that through the classroom interaction a teacher could extract responses from learners' and motivate them to come out with new ideas. Besides, other teachers' said that students' speaking could be increased if they regularly interacted with their teachers' and peers, their teacher provided regular feedback and also regularly exercise interactive activities like collaborative learning, discussion, debate, loud reading, conversation with learners' and role play.

d. **Interaction is beneficial:** In response to the question, how the notion of interaction may be beneficial in their teaching? They all in a group agreed to say that classroom interaction was beneficial because it promotes meaningful communication in the target language, improves the relationship between teacher and students' and helps students' develop their critical thinking and sharing their views

e. **Questions in your classroom:** Taking answers to the question, how often do you ask questions in your classroom? What type of questions do you ask? (*Display questions*, or questions to which the asker already knows the answer or *referential questions* or questions to which the asker does not have the answer). They disclosed that most of the time they asked *display questions* to test students' knowledge and understanding. Indeed, they didn't need to ask the *referential question* because before starting any class they take preparation.

f. **Encouraging silent students' speak and express their thoughts in the classroom:** All the teachers' stated that they try to create a learning atmosphere which motivates students' bring new ideas related to the topic. After taking 1 or 2 week classes' teachers' were alert about the silent students' to and they try to ask the frequent question to them. So, students' were bound to talk in the class. In the same time, the individual and group work activities made every student talk in the classroom.

g. **The speaking difficulties that students' face in speaking skills:** Most second language learners' have some problems in speaking in front of everyone. T1 claimed that students' had the problem of inhibition because of shyness, anxiety and stress, and this may be due to the ill development of communicative skills and the feeling of

linguistic inferiority. He also said that if learners' had no need to interact or didn't want to, they probably wouldn't. T2 complained that their students' used their mother tongue when they interact in L2. This happened because learners' still achieve automaticity in L2. Nothing to say about the chosen topic was another problem that learners' most face, this may be because of poor practice of language and the limited knowledge of learners'. He added that learners' did not participate too much in the classroom. Lastly, T3 said that there were different situations that could because students' fear to speak in the classroom, such as lacking the vocabulary, worrying about their accent, and being frustrated about constructing the sentences with correct grammar. Many of the students' had all of these issues this seemed natural that they had speaking difficulties.

h. **Feedback session is important for developing students' speaking skills:** Almost every teacher agreed that feedback session was important for developing speaking skills since without feedback students' would keep making the same errors again and again. T1 said that he not only told students' how they would perform but also how to improve in the next time while conducting any task. Similarly, T2 said that it helped to identify the gaps between learning and performance. Additionally, T3 said that it helped to reinforce good performance and reduce repeated performance errors.

4.3.2. Class observation: Flanders Interaction Analysis

Flanders interaction analysis was used to observe three classes to understand teachers' behavior along with students' response. From the data collection, the researcher recorded three meetings of classroom interaction in three different universities. Each meeting was observed in 80 minutes length. The observation was recorded, and observed behavior was translated into the descriptive codes and enclosed in appendix F.
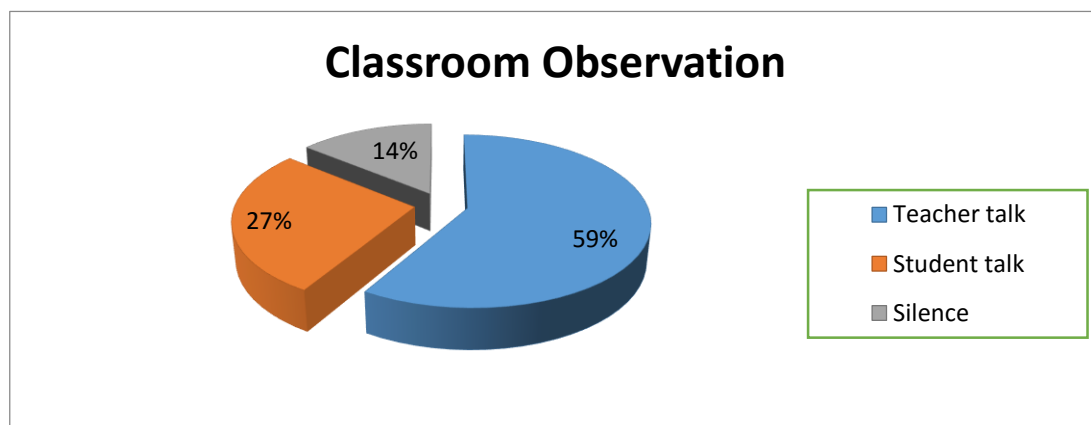

Figure 7: Summary result of classroom interaction

From the figure 7 above, the total scenario of classroom interaction reveals that teacher talk was utmost dominant aspect compared to student talk and silence. As the data from figure 7 it shows, the whole rationale events of teaching process in classroom observations were 58.55% related to teacher talk because here teacher mainly explained the topic with examples and gave instructions on speaking tasks.

Besides, Students' interaction in the classroom was also important as Pinter (2006) suggests that quality of opportunities for students' to interact in the classroom was crucial in learning the language. In figure 7, it is evident that student talk takes less significant proportion 27.38% out of total classroom interaction. Student talk consists of two parts of students' respond to teachers' question in classroom observations were 7.37% and students' talk in an initiative manner 19.97%. The student talk proportion on each meeting happened since the students' were motivated to respond to teachers' display questions during discussing students' building knowledge and making them understand the instructions.

Students' initiation took big proportion in interaction as students' were given opportunity if they were unable to understand the topic and instructions. The students' were also given the opportunity to give feedback after completing presentation or conducting group activities. It showed that the students' were courageous and confident enough to initiate interaction with teachers'. As Harmer (2001) states that good characteristics of learners' are those who have the willingness to experiment the language and ask questions in interacting with the teacher. Moreover, the students' speaking skills was good enough to actively interact in the classroom which were shown by the use of English fully in interaction.

In terms of silence, the occurrence of this category tend to be inconsistent in which the lowest percentage occurred in observations. About 14.10% of rational event had allocated to being silence in the classroom. The highest percentage of silence took place since the classroom activities at that time were rearranging seats, brainstorming and silent reading from book or sheet.

Chapter 5: Analysis

This chapter analyzes the findings from research data. This case study aimed at answering three research questions with major findings to investigate classroom interaction and improving learners' speaking skills in real life situation by following Flanders Interaction Analysis Categories (FIAC) (Flanders 1963). The yielded information of the classroom interaction is a convergence of three (students' survey, teachers' interview and classroom observation) data bases and it allows to interpret data. There is no exception of improving students' speaking skills without classroom interaction because it's all about practice. The researcher found from the data that classroom interaction is very familiar to teachers' and students' but the proper classroom interaction was less from the classes because of teachers' taking the large portion of talk time. The large portion of talk time gave learners' small portion to practice English speaking which interrupts improving their speaking skills.

Student survey and teachers' interview had disclosed that both teachers' and students' were conscious about classroom interaction. Students' opinion gave a neutral remark over English speaking difficulties and classroom interaction which can overcome their English speaking difficulties. According to teachers' though English speaking difficulty came because students' were facing problems like shyness, anxiety and stress. Also, learners' felt hesitation to interact in the classroom because of poor and limited knowledge of language. The most important thing which cannot be ignored was the fear or nervousness of learners'.

Indeed, students' remarked that their teachers' strongly motivated them. Similarly, teachers' stated that they tried to create a learning atmosphere which motivate learners' to bring new ideas. They also provided positive feedback and suggestions which motivates them to improve their speaking skills. The students' perception and teachers' interview answer were same in conducting oral activities such as collaborative learning, discussion, debate, loud reading, interaction session, storytelling, soliloquies, conversation with learners' and role play highly motivate the students' to develop students' speaking skills. However, these activities gave the students' opportunity to practice their English speaking and gather experience. It also helped them to speak appropriately and confidently. Teachers' motivation can make students' acquire this.

The researcher also finds from the study that classroom interaction creates a learning atmosphere that motivates learners' to come out with new ideas. Learners' must be given ample practice to activate their speaking. The interactive activities are the best practice in the classroom since learners' do not interact always in English. Therefore, this reveals that the classroom is only and the best way to communicate for the English learners'.

Furthermore, from the students' survey it was revealed that the highest amount of talk time was taken by the teachers' (64.55%) as well as from observation it was identified that the teachers' took (58.55%). So, it could be said that classroom has not been in the form of student oriented rather teacher oriented. This shows clearly that the teacher needs to increase the learners' talk time in classroom. Though university teachers' stated that they provided the opportunity for student talk but the real classroom observation setting showed that the highest amount of talk time was taken by the teachers'. On the other hand, students' confirmed that they talked in the classroom but the observation revealed that they only respond when teacher asked any question but initiated while conducting group or pair work.

The student survey data revealed that their teachers' frequently asked questions in the classroom, provided effective feedback, and corrected speaking mistakes which were necessary. Likewise, the teachers' interview exhibited that they used to ask display question frequently to test students' knowledge and understandings. They also provided feedback and corrected speaking mistakes so that students' would be able to identify their

mistakes and ways to improve them. This indicates that teachers' are conscious when to interrupt their students' because too much interruption for correcting the mistakes will affect the students' fluency and sometimes they take the decision not to participate again.

Meanwhile, it was evident from students' survey that their teachers' provided less opportunity to talk in the class and they only talk when their teachers' asked them to talk. In accordance with the data found from the observation the students' found only 27.35% of talk time which is less than 30% out of total classroom interaction. According to Tusi (1995) students' talk accounts for less than 30 percent in "teacher-fronted classrooms". The observation also showed that the students' only respond (7.38%) while asking any question by their teachers' but they did not interact. They only initiate (19.97%) while conducting any group or pair work because that time they are forced to speak.

This day's classroom interaction takes a place in every educational institution where teachers' are advised to reduce their talk time and increase students' talk time. Students' should spend more time on respond and initiation. From the observation it was identified that students' only respond if teacher asked any question and they talked in group or pair work. Here, they came to face new challenges and responsibilities to engage in productive classroom communication which helped them to raise awareness of their own thinking process. Learners'-learners' interaction gave freedom to talk with each other and they were involved in correcting one another's error and asked questions while working in a group. So, learners'-learners' interaction should not be overlooked as it is a major part of communication. Hence, the suggestion for the teachers' is that they should increase the Ss-Ss activity time which is important for the improvement of the students' speaking skills.

In addition, students' perception gave a positive idea that classroom interaction was essential for developing speaking skills as the majority of learners' view was that talking in the classroom developed their speaking skills, regular interaction reduced speaking mistakes, feedback session improved speaking skills, and to improve speaking peer/self-correction was necessary.

Chapter 6: Conclusion

This chapter deals with three segments: They are conclusions, limitations, and recommendations.

This case study aimed at investigating the role of classroom interaction and developing learners' speaking skills. The investigation was conducted in the department of English language classes of three private universities. Flanders Interaction Analysis Category (FLAC) was used to find out teachers' and students' real talk time in real classroom situation. The mixed method case study used students' survey, teachers' interview and classroom observation as a data tool. The obtained data from the students' survey, teachers' interview and classroom observation reveal that teachers' talk was taking maximum time and students' were getting less talk time which affects learners' speaking skills development. The study also exposed that students' only respond for teachers' asking the question but in initiation period they talked more. However, this proves that learners'-learners' interaction is more beneficial than teacher-learners' interaction. So, teachers' need to increase learners'-learners' interaction by giving them more talk time for conducting communicative activities.

The present study signifies that classroom interaction is necessary to develop students' speaking skills because it provides opportunities for learners' to practice their speaking skills in the classroom as they don't find opportunity to practice it outside the classroom. Most teachers' and students' confirm their awareness of classroom interaction to develop their speaking skills. It is the teacher's responsibility to provide more time for communicative activities to increase students' talk time. Therefore, teaching behavior should be improved for maximizing students' learning. The study has several limitations that warrant mention. Firstly, the findings of this study may be limited because of the

small sample size of 100 students' survey, only three teachers' interview and three classroom observation. Secondly, the fact that three teachers' interview were conducted only once with the short time limit, also limits the conclusion. Lastly, not investigating the public universities.

The results obtained from the study lead us to draw the following suggestions and recommendations for teachers' and future research.

- ➤ The study shows the divergence relationship between language teachers' belief and actual practice which is clearly found from the research data. Here teachers' are aware of classroom interaction but the actual practice is absent. Teachers' still controls all of the teaching learning activities. This research can help teachers' to identify their own teaching behavior and can change their teaching style which will help learners' to develop speaking skills.
- ➤ Moreover, the time allocation for communication activity should be increased and various activity should be included by the teachers' so that students' can conduct it in a stress free and relaxed environment. Also, positive environment is necessary to motivate students', so that they can communicate frequently without anxiety and shyness.
- ➤ Therefore, the communicative activity or pair/group work will increase opportunity for learning output because in teacher-learners' interaction students' only respond but in pair/group work they initiate more which may give rise of English speaking skills.
- ➤ Furthermore, future research can be conduct by including more universities and information for questionnaire survey sample, Conduct more interview of English language teachers' and do more classroom observation to get the real scenario of the field.

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Appendices

(Appendix A)

The Role of Classroom Interaction in Improving Learners' Speaking Skills: A Case Study of Private Universities

Direction: The purpose of the case study is to investigate the role of classroom interaction and improving learners' speaking skills in the real classroom situation. The survey questionnaire is designed for the students' of the private universities. This survey will be used solely for the purpose of research and the researcher herself. There is no correct or best response to the questions. Please answer the following questions based on your thinking. Thanks for your contribution.

Personal Information

1. Your gender: □ male   □ Female

2. Your program/course:
□ English   □ BBA   □ CSC   □ EEE   □ others

3. Years of study:
□ 1st-year   □ 2nd-year   □ 3rd-year

4. University information:
1. Name of your institution

2. ……………………………………………………………….
3. Class size in your institution?
□ Less than 25 students'   □ 25-35 students'
□ 36-45 students'

Student Evaluation

Please answer each question by a tick (√) in the box that matches your perception.

Classroom interaction/communication	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1. Communication in the classroom is essential	○	○	○	○	○
2. Speaking in English is difficult	○	○	○	○	○

Teacher's role	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
3. Motivates to interact in the classroom	○	○	○	○	○
4. Conducts many oral activities (role play, discussion, collaboration etc.)	○	○	○	○	○
Teacher's talk					
5. The highest amount of talk is taken by teacher	○	○	○	○	○
6. Asks question frequently	○	○	○	○	○
7. Provides effective feedback	○	○	○	○	○
8. Corrects us while making any mistakes	○	○	○	○	○
Student's talk					
9. Provides me opportunity to talk	○	○	○	○	○
10. Talking when teacher asked	○	○	○	○	○
11. Talk in English while conducting group/pair work.	○	○	○	○	○
Speaking skills					
12. Talking in the classroom develop my speaking skills	○	○	○	○	○
13. Regular interaction reduces speaking mistakes	○	○	○	○	○
14. Feedback session improve speaking skill	○	○	○	○	○
15. To improve speaking peer/self-correction is necessary	○	○	○	○	○

(Thank you very much for your cooperation)

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<center>**(Appendix B)**</center>

<center>**Teacher's Interview**</center>

Interview no.: ……   Duration:……

(The Questionnaire is a part of the academic research program and will never be used for any other purpose. Your respond will help to develop best classroom interaction in classroom. You are requested to go through the questions and respond these accordingly. Please feel free to ask/contact if you have any difficulty. I would like to assure your response will remain confidential. Thank you in advance for helping this research work.)

1. What are your thoughts and understanding of the classroom interaction as part of the teaching process? Please describe in your own words.

2. Which classroom interaction techniques do you make use of most frequently? Please name some of them and provide examples. (collaborative learning, discussion, debate, loud reading, interaction session, storytelling, soliloquies, conversation with learners' and role play)

3. Does your regular interaction with your learners' in classroom help them to reduce their speaking mistakes? If yes, how?

4. How the notion of interaction may be of beneficial in your own teaching?

5. How often do you ask questions in your classroom? What types of questions do you ask?

6. How do you make the silent students' speak and express their thoughts in the classroom?

7. In your opinion, what are the speaking difficulties that students' face in speaking skills?

8. Do you think feedback session is important for developing students' speaking skills? If yes, why?

		Category number	Activity
Teacher talk **Indirect influence**	Response	1	Accepts feeling: instructor accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
		2	Praises or encourages: instructor praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um, hmm or go on are included.
		3	Accepts or uses ideas of pupils: instructor clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	Asks questions: instructor asking question about content to procedure, based on teacher ideas, with the intent that a pupil will answer.
Direct influence	Initiation	5	Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
		6	Giving directions: Directions, commands or orders to which a pupil is expected to comply.
		7	Criticizing or Justifying Authority: Statements intended to change pupil behavior from non-acceptable to acceptable pattern; calling someone out; stating why the teacher is doing what he is during; extreme self-reliance.
Pupil talk	Response	8	Student talk responses: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	9	Student talk initiations: Talk by pupils, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.
Silence		10	Silence or confusion: Pauses, short periods of confusion in which communication cannot be understood by the observer.

Flanders Interaction Analysis Categories (FIAC)

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Flanders Interaction Analysis Matrix/observation tally sheet

Flanders formula

Teacher talk: The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$TT = \frac{c1 + c2 + c3 + c4 + c5 + c7}{N} \; x \; 100$$

Student talk: In this ratio, the tallies of 8th and 9th categories are added and divided by (N) to calculate the percentage.

$$ST = \frac{c8 + c9}{N} \; x \; 10$$

Silence or Confusion Ratio (SC): In this ratio, the tallies of 10th categories are added and divided by (N) to calculate the percentage.

$$SC = \frac{c10}{N} \; x \; 100$$

Observation 1, 2 & 3

Teacher-student interaction	Frequency	%
Teacher Indirect Talk		
Accepting	30	0.62%
Encouragement	80	1.66%
Clarifying	225	4.68%
Questioning	354	7.37%
Total	689	14.35%
Teacher Direct Talk		
Lecturing	1758	36.62%
Giving Instruction	316	6.58%
Criticizing	47	0.97%
Total	1836	38.25%
Student Talk		
Response	354	7.37%
Initiation	959	19.97%
Total	1313	27.35%
Silence	**677**	**14.10%**

N=4800

Descriptive state of interaction between teachers' and students' during the teaching

process

Flanders formula:

Teacher Talk:

Columns 1-7 (2810)

N=4800

$$TT = \frac{2810}{4800} \ x \ 100 = 58.55\%$$

Student Talk:

Columns 8-9 (1313)

N=4800

$$TT = \frac{1313}{4800} \ x \ 100 = 27.35\%$$

Silence or Confusion:

Columns 10 (677)

N=4800

$$TT = \frac{677}{4800} \ x \ 100 = 14.10\%$$