A Study of Classroom Interaction Pattern of English Teachers in their Classes

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ABSTRACT: The classroom interaction pattern in the classroom is very important and it brings success of the disabilities students because with this pattern they can interact with the teachers and their students' friends. Therefore it is playing a vital role in developing the social competence of child. The researcher used the interaction analysis as tool to capture the quantitative and qualitative aspects of classroom. The classroom verbal behaviour is observed and captures the social emotional environment of teacher and students. The researcher used the FIACS in interactive process which covering ten categories of verbal behaviour divided into teacher talk, student talk and silence or confusion. This technique observes only the verbal behaviour of 30 English teachers in their classroom. The main aim of the study is to study the class interaction pattern in relation to gender and social group.
Keywords: Classroom Interaction Pattern, English Teachers, Gender, Social Group.

I. INTRODUCTION

The quality and growth of any educational structure largely depends on excellence of the teachers who sustain it and also educational planners and administrators who activate the system in the classroom. A teacher must acquire an awareness of and control over his own behaviour, which is necessary pre-requisite to teacher competence. Teaching is known as goal oriented activity. Effective communication are large number of studies on teacher effectiveness approved out have made it more and more apparent that a competent teacher is one who possesses large strategies and tactics which he can use is the key to successful learning. The NCTE analysed the existing curriculum of teacher educationto enhance the quality of school education and equal emphasis the needs to teacher competencies, commitment and willingness to perform. So, teacher must be encouraged to develop their uniqueness in their

academic fields. Hence teacher should have the freedom to use the appropriate methods of communication and activities relevant to the need, capabilities and concerns of the community. As it is the need of the changing scenario to see contentment, sense of achievement and happiness of teachers. And in its success lies his classroom interaction. Classroom teaching, which is the primary mode of delivery of educational content, is a combination of speech, discussion, individual education and other activities and consists of the two basic steps of programming and interaction. Interaction patterns differ from class to class and teacher to teacher. Glass (2011) opined that effective teacher have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. The competency of a teacher in doing this may be estimated through the degree of effectiveness of his teaching. In this way, a systematic or objective analysis of the teacher's classroom behaviour or classroom interaction may provide a reliable assessment of what goes on inside the classroom in terms of teaching and learning. Such type of analysis of classroom behaviour and interaction is known by the term 'interaction analysis'. The term 'interaction analysis' refers to a technique consisting of objective and systematic observation of the classroom events in order to find the assessment of the teacher's classroom behaviour and the processes of interaction going on inside it. It helps the teacher to bring desirable modifications in his behaviour and improves his interaction with the pupils for making his teaching more effective and purposeful. A teacher can never truly teach unless he is still learning himself. The future of India lies on the teachers and the students. It is the teacher whose personality has to give a molding to the children entering into the schools. The whole education of the child deals with the quality, the competence, the devotion and the character of the

teachers. So the teacher is needed to be trained in teaching skill, ethical values, ideals etc.

II. STATEMENT OF THE PROBLEM
"A Study of Classroom Interaction Pattern of EnglishTeachers in their Classes"
OBJECTIVES OF THE STUDY
1. To Study the classrooms interaction of male and female Trained Englishteachers.
2. To Study the classrooms interaction of male and female untrained English teachers.
3. To Study the classrooms interaction of tribal and non-tribal Trained English teachers
4. To Study the classrooms interaction of tribal and non-tribal untrainedEnglishteachers.

III. METHODOLOGY
The observation technique of qualitative research design was used in the present piece of research work. The FIACS matrix table is been used as the tools to gather the reliable data. The study is descriptive in nature using technique of observation of real classroom interaction. The researcher has personally observed the teachers and students interaction in theEnglish classes using FIACS and also used video-tapping in the selected schools in Lohit District of Arunachal Pradesh.

Population and Sample
In order to meet the objectives of the study, the researcher has covered the entire population of Englishteachers of schools in Lohit district of Arunachal Pradesh. A population is a group of individuals that have one or more characteristics in common that are of interest to the researches. A sample of 30 Government School Teachers was selected through simple random sampling method. Total of 15 schools were selected from the entire school and randomly selected 15 trained and 15 untrained English teachers as the sample of the study.

Delimitation of the study
The present study was delimited to:
1. English Teachers of Government Schools of Lohit District.
2. Samples of 30 (Trained and Untrained)English Teachers.
3. Used of FIACS (Flanders' Interaction Analysis Category System)
4. Gender and Social Group as Independent variables.

Tools & Techniques Used for Data Collection
The researcher used Flanders System of Interaction Analysis as a tools adapted by Hopkins and Morre (1993) for the collecting the required data. The FIACS helps in measuring the verbal interaction in classroom of teacher and students. The researcher used 10×10 matrix system for interaction analysis category system. These ten categories of verbal behaviour in the system were divided into three sections, teacher talk, student talk and silence or confusion. Likewise the tool was used to study the different verbal communication of English teachers and students in the classroom.The researcher calculated the total number of tallies recorded by using 10x10 matrix scales and the Percentage (%) for the each tallies were taken out from each sections. Likewise, analysis and tabulation of verbal interaction in the classroom was done with the ten category matrix scale.

IV. RESULTS AND DISCUSSION
Objective -1: To study the classrooms interaction pattern of male and female trained English Teachers.
Table – 1: Showing the Percentage of Male and Female Trained English Teachers (%)

Categories	A Indirect Teacher Talk	B Direct Teacher Talk	A+B Total Time Spent Lecturing	C Total Pupil Talk	D Total Silence & Confusion	E Total Integration of Students Ideas & Feelings	F Total Difficulties in Dealing with classroom Discipline	G Total Response to Pupil Talk with Indirect Influence	H Total Response to Pupil Talk with Direct Influence	I Total Pupil Talk Initiation	J Total impact of Teachers Statement on Pupil Response
Percentage Time Spent in classroom interaction											
Male	10.93	44.50	55.43	12.29	32.29	00.21	1.93	00.64	1.07	7.07	3.00
Female	9.97	63.66	73.63	12.97	13.41	00.34	2.69	00.44	1.31	7.22	3.81

T/Average	10.42	54.72	65.13	12.65	22.22	00.28	2.33	0.53	1.20	7.15	3.43

Interpretation

From the above table 1, shows the whole percentage of mean scores of different categories of male and female trained English teachers in their classroom interaction reveals the indirect teacher talk is slightly higher than the male with the mean scores of 10.93% as compared to female trained English teachers with mean scores of 9.97%. The indirect teachers talk is carrying the influence relating to the accepting of feeling of students. It deals with both the positive and negative in a non-threatening manner. The teachers also praise the students in the classroom. The teacher also accepts the ideas as suggested by a student and states more ideas. The mean scores of female trained English teachers resulted higher than the male in comparison on direct teacher talk with 63.66% and 44.50%. It is very interesting that the total time spent in lecturing is in favour of female where 73.63% came higher than the 55.43% of the male trained English teacher in teaching of English subjects. It is also very near top the total average of 65.13%. The amount of pupil talk in classes are very interesting to note in the diagram that the amount of time spend on pupil talk in classes of trained female English teachers registered the highest value at 12.97% with trained male English teachers having a close 12.29%. The above figure, the amount of class time that was observed to have been spent in silence or confusion prevailed some interesting data as shown in above table. Among the trained female teachers, the silence and confusion was only 13.41% while trained male English teachers registered higher with 32.29%, the male trained teachers registered highest among all the categories. Among the trained English teachers, the female teachers reflected 0.34%. Which is highest among all the categories and male registered only 0.21%. The female teachers reflected highest among both the categories. In trained teachers, female teachers registered high 2.69% while trained male teachers registered 1.93%. Among trained teachers, females registered 0.44% while male teachers 0.64%. The use of direct influence to respond to the pupil talk, the trained female teachers registered the highest entry of 1.31%, while male trained teachers registered the lowest in all categories (1.07%) as shown above. The impact of statement made by female trained teachers was registered a higher level than the male trained teachers in pupil talk initiation among the trained English teachers. The female teachers registered the highest level of sustained pupil interaction with 3.81%, while male teachers registered 3.00%. Therefore the total average of 3.43% was revealed on total impact of English teachers' statement on pupil response where the female trained teacher has shown good and positive responses.

Objective -2: To study the classrooms interaction pattern of male and female untrained English teachers.

Table – 2: Showing the Percentageof Male and Female UntrainedEnglish Teachers (%)

Categories	A Indirect Teacher Talk	B Direct Teacher Talk	A+B Total Time Spent Lecturing	C Total Pupil Talk	D Total Silence & Confusion	E Total Integration of Students Ideas & Feelings	F Total Difficulties in Dealing with classroom Discipline	G Total Response to Pupil Talk with Indirect Influence	H Total Response to Pupil Talk with Direct Influence	I Total Pupil Talk Initiation	J Total Impact of Teachers Statement on Pupil Response
Percentage Time Spent in classroom interaction											
Male	10.54	50.00	60.54	10.67	28.79	00.04	00.13	00.42	00.42	8.67	1.38
Female	9.83	56.33	66.17	7.36	26.47	00.28	00.97	00.28	00.61	5.81	00.50
T/Average	10.12	53.80	63.92	8.68	27.40	0.18	0.63	0.33	0.53	6.95	0.85

Interpretation

The table 2, shows clearly about the Percentage of mean Scores of different categories of FIACS of Male and Female untrained English Teachers. The details of mean score of Male and female untrained teachers are as given that, the

table reveals the difference in indirect talk teacher talk, it is computed that lot of time is devoted by both the groups of teachers on indirect teacher talk. The indirect teacher talk is higher in male untrained teachers with the mean scores 10.54 as compare to untrained female teachers with 9.83%. There is slight difference in both the male and female untrained teachers.It reflects that direct teacher talk of female untrained Teachers is slightly higher with 56.33% in percentage than male untrained Teachers with only 50.00%.The mean scores reveals that the computed Time spent in lecturing by untrained female teachers is higher (66.17%) as compared to that of male untrained teachers (60.54%). This reflects that mean lecturing time taken by both categories of teachers (in percentage) in classroom was slight difference in both male and female untrained teachers. It is interpreted that female teachers are having slightly higher in both the categories of time spent on lecturing. The amount of pupil talk in classes are very interesting to note in the diagram that the amount of time spend on pupil talk in classes of male untrained teachers registered the highest value at 10.67% with female untrained teachers having a close 7.36% with the Total average of 8.68%. Therefore it is interpreted that the male untrained teachers is having higher percentage of time spent on pupil talk among. The untrained male teachers registered 28.79%,

whereas the female untrained teachers registered 26.47% which is lesser in compare to the earlier. While the trained female teachers registered0.28%, the corresponding figure for male trained teachers recorded was only 0.04%. The female teachers reflected highest among the male counterparts. It is seen that the degree in handling classroom discipline and ensuring student compliance of teacher direction is lowest among untrained male teachers (0.13%) with untrained female teachers registering 0.97%. The teachers responding to pupil talk with indirect influence was seen at 0.42% while in female untrained teachers it was 0.28%. It can be ascertained that untrained male teachers respond mostly by indirect influence.The table reflects the use of direct influence to respond to the pupil talk, where the untrained female teachers registered 0.61% while males reflected higher with the mean scores of 0.42% for use of indirect influence. Whereas male untrained teachers got higher in mean scores with 8.67% in compare to female untrained teachers getting 5.81% on initiation with pupil talk. In the impact of statement made by untrained teachers was registered where the male with a much higher level than the untrainedfemale teachers, among untrained teachers, surprisingly, the corresponding figures were 0.50% and 1.38% respectively.

Objective -3: To study the classrooms interaction pattern of tribal and non-tribal trained English teachers.

Table – 3: Showing the Percentageof Tribal and Non-Tribal Trained English Teachers (%)

Categories	A Indirect Teacher Talk	B Direct Teacher Talk	A+B Total Time Spent Lecturing	C Total Pupil Talk	D Total Silence & Confusion	E Total Integration of Students Ideas & Feelings	F Total Difficulties in Dealing with classroom Discipline	G Total Response to Pupil Talk with Indirect Influence	H Total Response to Pupil Talk with Direct Influence	I Total Pupil Talk Initiation	J Total Impact of Teachers Statement on Pupil Response
Percentage of time spent in classroom interaction											
T. T/ Avg.	10.80	52.91	63.70	11.11	25.18	0.36	2.43	0.66	1.18	6.48	2.61
NT. T/ Avg.	9.38	59.69	69.06	16.88	14.06	0.06	2.06	0.19	1.25	9.00	5.69
T/Avg.	**10.42**	**54.72**	**65.13**	**12.65**	**22.22**	**00.28**	**2.33**	**0.53**	**1.20**	**7.15**	3.43

Interpretation-

The table 3,shows that the difference in indirect talk teacher talk, it is computed that lot of time is devoted by both the groups of teachers on indirect teacher talk. The indirect teacher talk is higher in trained Tribal teachers 10.80% as compare to trained non-tribal teachers with 9.38% There is slight difference in both the tribal and non-tribal trained english teachers. It is interpreted that the tribal and non-tribal trained English teachers of

school varies slightly on teacher talk. The direct teacher talk of non-tribal trained Teachers is slightly higher in percentage than Tribal Teachers with 52.91% compared to 59.69% of non-tribal teachers. Whereas among the trained teachers the computed Time spent by non-tribal trained teachers is higher (69.06%) as compare to that of trained tribal teachers (63.70%). This reflects that mean lecturing time taken by both categories of teachers (in percentage) in classroom was slightly different in both tribal and non-tribal teachers. It is interpreted that non-tribal teachers are having slightly higher in both the categories of time spent on lecturing. The amount of pupil talk in classes are very interesting to note in the diagram that the amount of time spend on pupil talk in classes of trained non-tribal teachers registered the highest value at 16.88% with trained tribal teachers having a close 11.11%. The amount of class time that was observed to have been spent in silence or confusion prevail some interesting data as shown in table where trained non-tribal teachers, the silence and confusion was only14.06% while tribal teachers registered higher with 25.18%, the tribal trained teachers registered highest among all the categories. The dramatic difference between the patterns among the trained teachers, the tribal

teachers reflected 0.36%. Which is highest among all the categories and non-tribal registered only 0.06%. The tribal trained teachers reflected highest among both the categories. The degree in handling classroom discipline and ensuring student compliance of teacher direction is high 2.43% in Tribal trained teachers while trained non-tribal teachers registered 2.06%. The manner by which teachers respond to pupil talk, it can be ascertained thattrained tribal teachers registered the highest entry at 0.66%, while non-tribal trained teachers registered the lowest in all categories (0.19%) as shown above. The use of direct influence of respond to pupil talk, trained non-tribal teachers registered the highest entry at 1.25%, while tribal trained teachers registered the lowest in all categories (1.18%) as shown above. The use of direct influence to respond to the pupil talk, where the trained tribal teachers registered 6.48% while non-tribal reflected higher with the mean scores of 9.00% for use of indirect influence. In the impact of statement made by trained teachers was registered where the non-tribal teachers with a much higher level than the trained tribal teachers, among trained teachers, surprisingly, the corresponding figures were 5.69% and 2.61% respectively.

Objective -4: To study the classrooms interaction pattern of Tribal and Non-Tribal untrained English teachers.
Table – 4: Showing the Percentageof Tribal and Non-Tribal UntrainedEnglish Teachers in classroom Interaction (%)

Categories	A	B	A+B	C	D	E	F	G	H	I	J
	Indirect Teacher Talk	Direct Teacher Talk	Total Time Spent Lecturing	Total Pupil Talk	Total Silence & Confusion	Total Integration of Students Ideas & Feelings	Total Difficulties in Dealing with classroom Discipline	Total Response to Pupil Talk with Indirect Influence	Total Response to Pupil Talk with Direct Influence	Total Pupil Talk Initiation	Total Impact of Teachers Statement on Pupil Response
Percentage of time spent in classroom interaction											
T. T/ Avg.	10.68	46.93	57.60	9.18	33.23	0.25	0.93	0.40	0.65	7.03	1.03
NT. T/ Avg.	9.00	67.55	76.55	7.70	15.75	0.05	0.05	0.20	0.30	6.80	0.50
T/Avg.	**10.12**	**53.80**	**63.92**	**8.68**	**27.40**	**0.18**	**0.63**	**0.33**	**0.53**	6.95	0.85

Interpretation

The difference in indirect talk teacher talk, it is computed that lot of time is devoted by both the groups of teachers on indirect teacher talk. The indirect teacher talk is higher in tribal untrained teachers as compared to non-tribal untrained teachers with 10.68% and 9.00% respectively. The direct teacher talk of non-tribal untrained teachers

registered with 67.55% and tribal teachers are just lesser in percentage with 46.93%. The Time spent in lecturing by untrained non-tribal teachers is higher (76.55%) as compared to that of untrained tribal teachers (57.60%). This reflects that mean lecturing time taken by the case of untrained teachers, tribal untrained teachers registered with 9.18% of pupil talk against 7.70% of the untrained

non-tribal teachers. The amount of class time that was observed to have been spent in silence or confusion prevail where theuntrained tribal teachers registered the highest 33.23%, whereas the non-tribal untrained teachers registered 15.75% which is lesser compared to the earlier. The dramatic difference between the patterns among the untrained tribal teachers registered 0.25%, the corresponding figure for non-tribal untrained teachers recorded was only 0.05% on the degree in handling classroom discipline and ensuring student compliance of teacher direction is lowest among untrained non-tribal teachers (0.05%) with untrained tribal teachers registering 0.93%. Among the untrained teachers, the tribal teachers registered 0.40% while non-tribal reflected lesser with 0.20% of use of indirect influence. The use of direct influence of respond to pupil talkreveals the non-tribal untrained teachers registered the lowest in all categories (0.30%). Among the untrained teachers, the tribal teachers registered highest with 0.65% reflected the use of indirect influence.The use of direct influence to respond to the pupil talk, where the untrained non-tribal teachers registered 6.80% while tribal reflected higher with the mean scores of 7.03% for use of indirect influence. In the impact of statement made by untrained teachers was registered where the tribal teachers with a much higher level than the untrained non-tribal teachers, among untrained teachers, surprisingly, the corresponding figures were 1.03% and 0.50% respectively.

Educational Implications of the study
1. Classroom interaction pattern are different for every teacher. So we can increase indirectness in their teaching behaviour using FIACS.
2. After visuality the classroom interaction patterns one can change her/his classroom interaction pattern.
3. Teachers have to participate actively in orientation programs, workshops, RCI training programs and symposia for acquiring competencies to deal children in teaching learning process.
4. The study would spread awareness among the students and teachers that their interaction is very important in teaching learning process.
5. Teachers have to be well informed with latest techniques and technologies through in-service teacher education programs for teaching in classroom.
6. It would help the teacher to use appropriate techniques and teaching aids in the teaching-learning process for the learners.

7. The study would help the curriculum framer to frame special curriculum for the students. The NCERT, SCERT have to take initiation to conduct various seminars/conferences and special education courses to bring awareness and attitudinal change among the teachers.

Suggestion for Further Research
1. The present study was limited to Classroom interaction pattern of teachers of Govt. school of Lohit District. Therefore, the researcher feels that such study should also be carried out in other Districts of Arunachal Pradesh.
2. Scope of the study can be increased by employing the study on different samples of population.
3. The present study confined to Government school Teachers so, the Investigator suggests that such type of study needs to be conducted on different stages of education institution.
4. An experimental type of study where experiment group teachers could be provided training in FIACS model and pre and post-test experimental design may be conducted to see the real impact of the system.
5. The FIACS can be used to compare the interaction pattern of teachers teaching different subjects and norms can be established for comparison of interaction pattern and their improvement in teaching skills and effective learning on the part of the students.

V. CONCLUSION
So, the study contributed to develop a criterion for determining the interactive patterns of behaviour in classrooms. The factors like aptitude towards teaching, experience and even motivation play an equally significant role in determining the nature of classroom interaction.The nature and quality of training that is being accorded to trained teachers in the state through the B.Ed and D.El.Ed. Format was not in itself a guarantee of adequate training. There is a need to further analyse the causes for the relatively less interactive behaviour of trained teachers and to ascertain if existing teacher training systems are adequate. Male and Female Teacher should be equally encouraged to attend seminar, conference, workshops to modify their interaction patterns in the classroom. In Considering the service of results, there is a need to find the causes of the lacunae in the present training strategies and practices which require re-thinking in re-structuring the curriculum of teacher education as well as addition of more practical components relating to the teaching-learning process.Regular supervision of the school should be carried. The stress on academic supervision may

be emphasized where the supervisor may oversee classes of teachers and also interact with the students in order to give feedback to the teachers and Teacher in-charge to bring changes in their approach to teaching. The feedback should be taken in the positive perspective. The teachers should know better practices of teaching-learning through workshops and training in the area of innovations in teaching.Thus the present study signifies that there is need of improvement in the classroom interaction of both teachers and students can be diagnosed and appropriate measure could be taken up to improve the performance in their teaching and learning process.

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