Interaction Patterns in Teacher- Student Talk in Elt Classrooms

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Abstract:

Promoting students' talk in classroom interaction has became a focal point in the field of education today, and therefore many researchers have practised seriously the subject of student talk in foreign countries but very few have happened in our case. The main objectives of this study were to find out the existing situation of secondary level students' talk in classroom interaction and to explore the patterns of classroom interaction practised in secondary level. To fulfil the objectives of this study survey research design was used to collect the data. Questionnaire and observation checklist were used as research tools. The research findings revealed that secondary level ELT teachers used different interaction patterns to promote their student talk namely teacher initiation, individual work, close-ended questioning, group work, choral responses, full class interaction, open- ended questioning and self-access. Among them mostly used pattern was teacher initiation pattern. As a result, classrooms were highly teacher dominated. To promote students' participation in classroom interactions teachers were found using different strategies, are control of interaction, questioning, negotiation and error treatment. Similarly talking about the current situation of student talk, they were less motivated and participated to talk in classrooms. Teachers were tended to speak more rather than encouraging and giving an opportunity to students.

Keywords: interaction patterns, pair work, task-based learning, mixed interaction, technology-mediated interaction, whole class interaction, task-based learning.

Introduction.

This is the study entitled "Interaction Patterns in ELT Classrooms". This chapter consists of general background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

Background of the Study In the process of learning English as a second language, classroom interaction plays major role in order to develop students' oral fluency and accuracy. Classroom interaction helps students to have real communicative experience in which they can learn how to express their own views and opinions. It creates an opportunity to the learners to develop their knowledge and skills. In classroom interaction, there must be mutual influence between teacher and students while giving and receiving message. Some scholars state that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each others.

Methods and results

1. Teacher-centered interaction:

➢ Initiation-Response-Feedback (IRF): The teacher initiates a question or task, the student responds, and the teacher provides feedback. This pattern is commonly used for checking understanding and eliciting responses.

➢ Explanation: The teacher provides explanations, models language use, and clarifies concepts. This pattern is essential for introducing new language and grammar structures.

2. Student-centered interaction:

➢ Pair work/Group work: Students work in pairs or groups to practice language skills. This pattern encourages peer interaction, collaboration, and communication.

➢ Role-play: Students act out scenarios or roles, practicing language in context. This pattern promotes fluency, creativity, and real-life language use.

➢ Information gap activities: Students have different information and must communicate to fill in the gaps. This pattern enhances communication skills and encourages interaction.

3. Mixed interaction:

➢ Task-based learning: Students work on tasks that require language use to accomplish a goal. This pattern integrates language learning with real-world tasks, fostering meaningful communication and language acquisition.

➢ Simulation games: Simulated situations or games where students interact using the target language. This pattern provides a fun and engaging way to practice language skills in a structured environment.

➢ Debate/discussion: Students express opinions, argue, or discuss topics in the target language. This pattern develops critical thinking, argumentation skills, and fluency.

4. Technology-mediated interaction:

➢ Online discussions/forums: Students engage in discussions and interact with peers using online platforms. This pattern allows for asynchronous communication and can facilitate collaboration beyond the classroom.

➢ Language learning apps/software: Interactive applications or software that provide language practice and feedback. This pattern offers personalized learning experiences and immediate feedback.
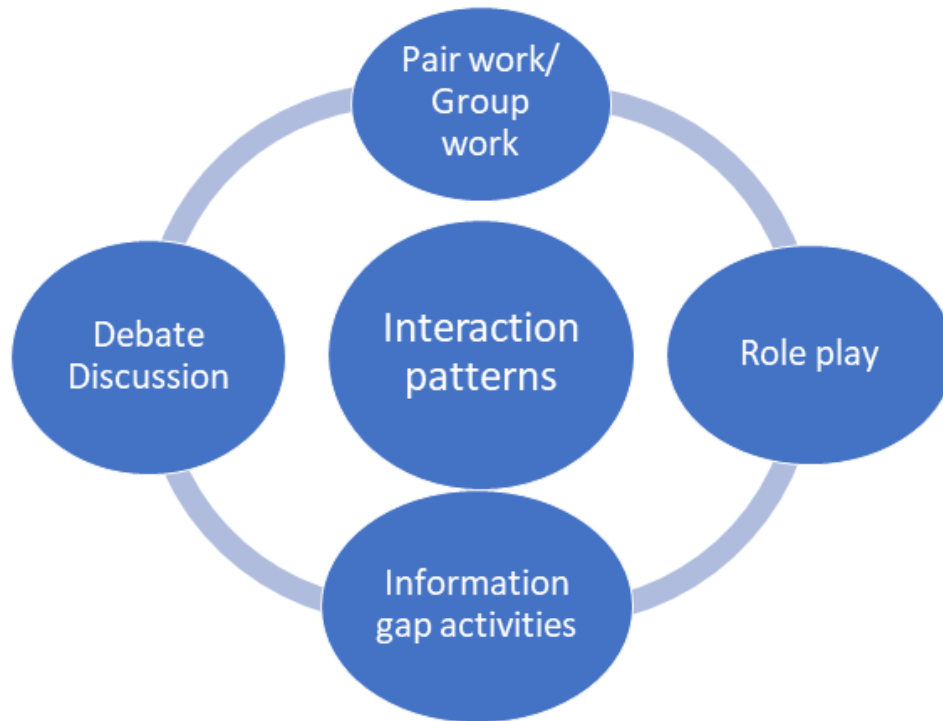
5. Whole-class interaction:

➢ Question and answer sessions: Whole class engages in questioning and answering activities led by the teacher. This pattern encourages participation and allows for whole-class interaction.

➢ Brainstorming: Students generate ideas or vocabulary related to a topic as a class. This pattern fosters creativity, collaboration, and vocabulary building.

These interaction patterns can be combined and adapted based on the specific goals of language teaching, the proficiency level of the learners, and the teaching context. Effective language teaching often involves a balance of teacher-centered, student-centered, and mixed interaction patterns to cater to the diverse needs of learners and promote language acquisition.

What kind of interaction patterns are beneficial during teaching?

Several interaction patterns in language teaching offer unique benefits, depending on the learning objectives, the proficiency level of the learners, and the teaching context. Here are some beneficial interaction patterns commonly used in language teaching:

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1. Pair work/Group work:

Benefits: Encourages peer interaction, collaboration, and communication. Allows for more speaking practice, promotes learner autonomy, and provides opportunities for students to learn from each other.

2. Task-based learning:

Benefits: Integrates language learning with real-world tasks, fostering meaningful communication and language acquisition. Promotes problem-solving skills, fluency development, and contextualized language use.

3. Role-play:

Benefits: Provides opportunities for students to practice language in context, develop speaking and listening skills, and improve fluency. Encourages creativity, empathy, and understanding of different perspectives.

4. Debate/discussion.

Benefits: Enhances critical thinking, argumentation skills, and fluency. Encourages students to express opinions, support arguments with evidence, and engage in respectful dialogue.

5. Information gap activities:

Benefits: Develops communication skills, promotes collaboration, and encourages active participation. Encourages learners to negotiate meaning, ask for clarification, and share information to achieve a common goal.

6. Mixed interaction (combining various patterns):

Benefits: Provides a balanced approach to language learning, catering to different learning styles and preferences. Offers opportunities for diverse language practice, including speaking, listening, reading, and writing skills.

7. Technology-mediated interaction:

Benefits: Enhances engagement, offers personalized learning experiences, and provides immediate feedback. Facilitates asynchronous communication, extends learning beyond the classroom, and integrates multimedia resources for language practice.
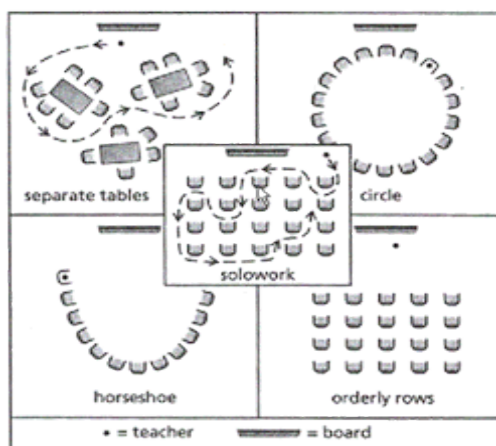
8. Whole-class interaction:

Benefits: Fosters a sense of community, encourages participation, and allows for whole-class engagement. Provides opportunities for teacher-led instruction, scaffolding, and monitoring of student progress.

A. Common Interaction Patterns in an ESL classroom

T - Ss: Teacher talking to the whole class, such as in presenting a text, explaining grammar, giving instructions for an activity. **T - S:** Questions and answers (dialogues) between the teacher and a student, such as in demonstration, checking comprehension. **T - S - S:** Teacher initiated dialogues with more than one student, such as in role-playing demonstration and warm-up activities. **S - T:** Student initiated conversation between a student and the teacher, such as in asking questions about a rule or an assignment. **S - Ss:** One invidiual student talking to the whole class, such as in telling a story, reciting a poem. **Ss/Ss:** Students working in small groups, such as practicing conversation, role-playing. **S - S:** Two students work in pairs such as practicing a dialogue, carrying out an information gap activity. **SS:** Students doing their work individually such as reading, completing an exercise.

B. Different Seating Arrangments in Class (from Harmer (1998) *How to Teach English)*

Conclusion

The effectiveness of these interaction patterns depends on how they are implemented, the level of scaffolding provided by the teacher, and the extent to which they align with the learning objectives

and needs of the learners. A combination of different interaction patterns often yields the best results, as it caters to the diverse needs and preferences of students while promoting holistic language development.

Classroom interaction refers to the interaction between the teachers and learners and amongst the learners in the classroom where teachers and students interaction is believed to contribute on students' language development. Consequently, the teacher students interaction influenced by their pragmatic knowledge, how to behave and respond in different situation and context. This research aimed to find out the patterns of classroom interaction practiced in secondary level and to explore the existing situation of secondary level students' talk in classroom. It was found that teacher initiation pattern was mostly used pattern rather than group work/collaboration, full class interaction, choral response and self access. As a result, classrooms were highly teacher dominated and students were less enthusiastic and eager to make their participation in classroom interaction. Similarly in existed or current situation, teachers tended to speak more rather than encouraging the students to participate in classroom interaction. Students were less motivated and created to interact with teachers and among them. So that students should be given more chances to expose second language inside and outside the classroom. The more chances they get, they learn better in target language. As it is not only content based but also two way interactions makes learners learn successfully. Teacher talk means to control and manage classroom properly but only teacher talk or through one way interaction teacher never makes a classroom better. Therefore, as far as possible they have to be equipped in group work, full classroom interaction, debate, role play to promote two way interaction. Similarly, teachers not only give input to students but also need to give chance for enough output of learning.

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